

PURPOSE

Social studies is perhaps **the** most important part of the school curriculum because it not only brings together basic tools (such as the 3 Rs) but it **puts them to use**. In the social studies we must wrestle with crucial questions: What kind of society do we want to have? What is a "good citizen"? What is fair? How can we create better ways of living together? Our role as educators is to help students develop responsible and thoughtful ways of thinking, believing and acting.

As your instructor, I am committed to modeling reflective and transparent teaching in order to assist you in successfully achieving the goals of this course.

COURSE GOALS

As a result of this course, you will

- ❑ be able to apply the California History-Social Science Framework, new H/SS State Standards and related documents to the classroom experience.
- ❑ understand the value of incorporating primary source materials, the arts, and oral history methods into social studies instruction.
- ❑ be able to use the social studies curriculum as a way of teaching literacy
- ❑ become aware of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the social studies program.
- ❑ be able to design lessons that utilize primary source materials and infuse a multicultural perspective, and then implement them into a social studies unit based on an appropriate grade-level course of study.
- ❑ be able to design curricula that reflects a variety of instructional strategies and that develops children's higher-level thinking skills through active participation.
- ❑ value the social studies as a field of study.

REQUIRED TEXTS:

CSDE. (2000). *History-Social Science Framework (for California Public Schools K-12)*. Sacramento, CA. (H/SS)

Not yet in print, but also available on-line at:

www.cde.ca.gov/cilbranch/cfir/hssbeup.pdf

Turner, T.N. (1999). *Essentials of Classroom Teaching: Elementary Social Studies*. Boston, MA: Allyn and Bacon.

California Atlas (1997). California Geographic Alliance - North. Indianapolis, IN: George F. Cram Co., Inc.

RECOMMENDED TEXTS:

San Diego County Office of Education (2001). *Pages of the Past: K-6 Literature Aligned to H/SS Standards*. (PP)

H. Silver, R. Strong, M. Perini (2000). *Discovering Nonfiction: 25 Powerful Teaching Strategies*, Santa Monica, CA: Canter & Assoc.

EXPECTATIONS

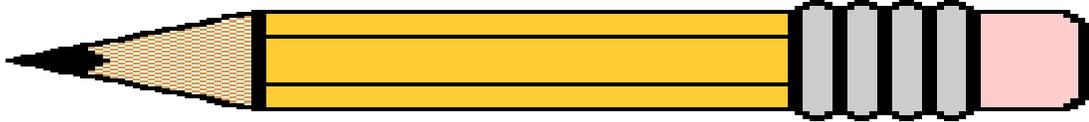
Students must come to class prepared to discuss required reading and assignments and to participate in class activities. Teacher education is a **professional preparation program** and students will be expected to adhere to standards of dependability, academic honesty and writing achievement. Late assignments will receive a 10% reduction in points for each day late. After one week, late assignments will receive no credit. If you are given the option to revise an assignment, the revised work must be submitted no later than two weeks after it was originally returned and may not be eligible for full credit.

ATTENDANCE

The attendance policy of the College of Education (Approved 12/19/97):

Due to the dynamic and interactive nature of courses in the COE, all students are **expected to attend all classes** and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor.

Should you have extenuating circumstances, contact the instructor as soon as possible. Serious illness or other emergencies will, of course, be evaluated on a case-by-case basis. Late arrivals to and early departures from class will also be considered in the final grade.



ASSIGNMENTS:

Detailed instructions regarding course assignments will be handed out in class.

- **Reading Response Log and Participation** **15 points**

This log will give you the opportunity to respond to the assigned readings by noting the points you feel are the most vital, and then indicating why you found each point either important, intriguing, usable or questionable. A format for this will be given. The first few minutes of each class will be spent discussing the reading. All voices are considered important in this class. **Therefore, it is expected that you attend class and participate meaningfully and thoughtfully in all discussions and activities.** Please be sure that we get the opportunity to hear your thoughts on the topics that we cover.

DUE: Each chapter's log will be due on the date reading is assigned.
- **Book Chat - Literature in the Social Studies** **10 points**

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. For this assignment you will bring in one book appropriate for any grade K-6 and give no more than a 2 minute oral class presentation to explain how your book can be used to advance children's understanding of key social concepts. A short form about the book will be completed.

DUE: 10/8
- **Internet Resource Investigation** **15 points**

The Internet provides teachers and their students with vastly increased access to information. Yet issues of quality and usefulness must be considered. For this assignment, you will explore various history/social studies sites on the World Wide Web, evaluate them, and find two additional sites that would be valuable to social studies teachers. You will also be asked to share one of the additional sites or a computer program in class.

DUE: 10/29
- **Community Resource/ Field Trip Project** **15 points**

In this assignment you will explore and share information about a field trip site in San Diego or Riverside County. By thinking about teaching activities that will surround the trip (before, during and after) the visit, you will be able to plan an educational, rather than purely recreational, field trip.

DUE: 11/26

• **Lesson Plan Development** **25 points**

In order to apply the strategies and ideas you have been exploring in class, you will be asked to complete a lesson plan **with one of two options**. These lessons will be presented to your colleagues on the date due.

DUE: 11/12

Object-Based Lesson (Option 1)

To give you the chance to apply your knowledge of using primary/secondary sources to bring the social studies curriculum alive, you will develop one object or document-based lesson, following a clear lesson plan format, that is appropriate to grade level curriculum. Your lesson must have a clear rationale based on the California Framework and/or Standards, incorporate SDAIE techniques, and be multiculturally sensitive. These lessons (and the objects they are designed around) will be shared with your colleagues during class time.

Oral History Lesson (Option 2)

Conducting oral histories is an exciting way to help children understand that "history" is not a dead subject. To the contrary, history is found all around us and is being continually created. For this assignment **you** will collect an oral history. This inquiry method will involve you in gathering and presenting historical data. Specific details and ideas for this project will be forthcoming in class. However, the essentials of the assignment will place **an emphasis on interviewing** a living person(s) about events or times that he/she has experienced. The interview topic should be related to grade level social studies curriculum. These lessons will be shared in class.

• **Job Application Paper** **20 points**

Imagine you are at a job interview and were just asked: "How will you teach social studies in your classroom?" Knowing how to teach and structure learning in social studies, and then being able to express your understanding, can be two different abilities. In order to help you eloquently articulate the knowledge you gained through his course (and thereby increase your chances of getting hired!), you are asked to write a two-to-three page paper (typed, double-spaced, size 12 block font) that describes the five (5) most important concepts or ideas you learned in EDMS 544 and how they might be applied in a classroom. You will also include two quotes from our readings to support your response.

Due 12/3

GRADING SCALE:

A	93-100 points	B-	80-82 points
A-	90-92 points	C+	78-79 points
B+	88-89 points	C	73-77 points
B	83-87 points	C-	70-72 points

REMEMBER: You must maintain a B average (3.0) GPA in your teacher education courses to receive a teaching credential from the State of California. Also don't forget that late assignments, tardies and excessive absences may also affect your final grade.

Course Topics and Assignments

Tentative Schedule: This is a fifteen-week course designed to meet on consecutive Monday evenings with the exception of Labor Day, 9/3 and an independent work day during the week of Thanksgiving, 11/19.

***Note:** All Reading Logs are due on the day the reading is assigned.

Session	Topics	Readings/Assignments Due
8/27	<i>Social Studies: What? Why?</i> Introduction and Course Overview	
9/3	<i>Labor Day</i>	Go on a picnic!!
9/10	<i>The BIG Picture in California and the Nation:</i> H/SS Framework/State Standards	Read: Turner Ch. 1*. Bring: <u>CA H/SS Framework</u> (If available.)
9/17	<i>Ideas into Action</i> Lesson and Unit Planning BIG Ideas and Essential Questions <i>Community Resources:</i> Field Trip Sign Ups	Read: Turner Ch. 2* Bring: Field trip ideas
9/24	<i>Being Resource-<u>full</u>:</i> <i>"Manipulatives" in Social Studies</i> Primary Source Materials <i>Historical Perspective/Point of View</i>	Read: Turner Ch. 3*
10/1	<i>Literacy Everywhere</i> Social Studies Teacher as Reading Teacher <i>"His"Story - "Her"Story:</i> Oral History	Read: Turner Ch. 4* Bring: <u>Discovering Nonfiction</u> (Optional)
10/8	<i>The Voices of History</i> Literature and Poetry	DUE: Book Chat Read: Turner Ch. 6
10/15	<i>The Written Record</i> Incorporating Writing and Research <i>Museum Display</i>	Bring: Objects for a museum display.
10/22	<i>Make It Come Alive!</i> Using the Arts	Read: Turner Ch. 10*
10/29	<i>Another Kind of Literacy:</i> Computers and the Internet ** Meet in SCI 207.**	DUE: Internet Project Bring: A web address or program to share.
11/5	<i>Human Impact on the World</i> Geography and Maps	Read: Turner Ch. 7* Bring: <u>California Atlas</u>
11/12	<i>Adapting for Diversity</i> Strategies That Work for Social Studies	DUE: Lesson Plan Development Presentations
11/19	<i>Thanksgiving Week: No Class</i>	Visit your field trip site.
11/26	<i>How Do You Know What They Know?</i> Assessments to Inform Your Teaching	DUE: Field Trip Projects. Share. Read: Turner Ch. 5*
12/3	<i>The HOTS Are Cool!</i> Getting Your Students to Think	DUE: Job Interview Read: Turner Ch. 8*
12/10	<i>Citizens for the Millennium</i> Values and Attitudes <i>Course Summary: Share Interview Ideas</i>	Read: Turner Ch. 9*

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY	
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture	
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture	
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture	
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)	
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture	
E. Language in context	A. Teacher delivery for both English language development <u>and</u> content instruction	E. Cultural congruence	
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students	
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students	
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students	
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)	
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact	
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact	
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact	
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice	
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution	
		IV. Cultural Diversity in U.S. and CA.	
		A. Historical perspectives	
		B. Demography	
		C. Migration and immigration	