

CSU San Marcos EDMS 544 Social Studies Education in Elementary Schools	
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COE mission statement. The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equality and social justice, exemplified through reflective teaching, lifelong learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October 1997)

CLAD infusion. In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. Refer to last pages of syllabus for additional details.

(approved 12/9/97)

COURSE DESCRIPTION: Focuses on curriculum development, methods, techniques, materials, planning, organization and assessment in social studies. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course. Requires participation/observation in public schools. (2000-2001 General Catalog, N-23).

This methods course focuses on curriculum development and implementation of (elementary) social studies. The course is intended to help students appreciate the dynamics, breadth, and management of the social sciences elementary curriculum, and the notion that the social sciences strands can be adapted into thematic and integrated units of study that promote thinking and reasoning skill development for all children.

PURPOSE: Social studies is perhaps the most important part of the school curriculum because it brings together basic tools (such as the 3 Rs), *and 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.

REQUIRED TEXTS:

CSDE. *History-Social Science Framework (for CA Public Schools K-12)*. Sacramento, CA.

CSDE. *History/Social Science Content Standards [K-6]*... pre-publication version.

California Geographic Alliance—North (1997). *California Atlas*. George Cram Company, Inc.

Turner. (1999). *Essentials of classroom teaching elementary social studies*.

Senter. Custom-printed *Reader*.

COURSE OBJECTIVES: Upon completion of EDMS 544, the student/teacher trainee will demonstrate understanding of :

1. theory and knowledge gained from other CSUSM courses and from observation/participation experiences in public school settings by applying them to activities and assignments in EDMS 544;
2. dynamics and breadth of history/social studies/social sciences program by applying the *California History-Social Sciences Framework*, new *H/SS State Standards*, and related state documents to planning and to the elementary classroom experience;
3. of community resources, technology, and non-print materials available to teachers as potential teaching resources to strengthen the social studies program by integrating them into planning and teaching experiences
4. lesson planning and teaching by preparing a social studies unit and/or lessons for a grade-level study, that infuse a multicultural perspective and use primary source materials, the arts, and oral history methods;
5. current issues related to social sciences education by analyzing them in discussion and applying them to teacher considerations and decisions made when preparing for teaching, and later when assuming responsibility for students;

Additionally, upon completion of EDMS 544, the student (teacher trainee) will:

6. appreciate the complexities of the history/social studies/social sciences curriculum
7. value history/social studies/social sciences as a field of study

Expectations and professionalism

Teacher education is a professional preparation program, and students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement.

Regarding attendance: The effectiveness of this course is in direct measure to the discussions, interactions, and sharing that occurs during class meetings. Further, for you to blend theory (textbook and discussions) with practice (classroom realities), attendance, punctuality, and participation are essential. *Attendance*, defined as a full class meeting, will be recorded by *the instructor* on nametags distributed at the beginning and collected at the end of every class meeting.

“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. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of *A*. If you miss three class sessions, your highest possible grade is a *C+*. Should the student have extenuating circumstances, contact the instructor as soon as possible.” (COE policy adopted 1997).

- While I appreciate the courtesy of being told by a student when s/he will be absent, I do not distinguish between excused and unexcused absences.
- Absence for critical or emergency situations will be evaluated by the instructor on a case-by-case basis, and *may* be excused.
- Arriving late or leaving early will lower your overall course grade.
- As stated above, two missed class sessions (or three or more tardies and/or early departures): cannot receive an **A** or an **A-**. The *highest* grade you will receive is **B+**.
- As stated above, three or more missed class sessions: cannot receive a **B+**, **B**, or **B-**. The *highest* grade you will receive is **C+**.

Punctuality. Please be on time to class and ready to work, and return promptly from breaks.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in group projects, share your resources and accept responsibility and accountability for the final outcome by fulfilling your obligations.

Collaboration. Work together in a supportive and mutually beneficial way.

Regarding assignments: Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials; absences *do not* affect due dates.

Please be prompt with your work. The *highest* score late work will earn is **B+**, and will be returned without comment/critique. (Scores will be given on a sliding scale over a three-week acceptance period.)

***A minimum grade of C+ in this course is allowable; however, CSUSM College of Education requires that students maintain a minimum average of B- for the entire program.*

Regarding Below Standard work: Students who earn a grade lower than **B-** on a paper may be invited to rewrite it, with prior approval from the instructor (I will make a note on your original work). Rewrites are limited to one assignment per student. The rewrite, along with the original work, will be due one week after the original paper is returned to the student. *Note:* Both grades will be averaged; consequently, reworked papers will not be eligible for an **A** grade.

General criteria for written assignments:

You may use the services of the Writing Center to assist you in producing graduate level papers. In general, the following expectations apply to all written assignments:

- content quality: depth and breadth, reflection and insights, scholarly discussion
- writing clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and racist language are inappropriate and unacceptable.)
- overall appearance, completeness, timeliness, and inclusion of cooperative worksheet and/or other appropriate forms
- all assignments, except for in-class work such as quick writes and field observations, are to be typed, double spaced.

General grading scale:

A = 100-93%; A- = 92-90%
 B+ = 89-87%; B = 86-83%; B- = 82-80%
 C+ = 79-77

***Remember: You must maintain a B average (3.0GPA) in your teacher education courses to receive a teaching credential from the State of California.*

COURSE ASSIGNMENTS FOR EDMS 544: (when available, refer to custom-printed course *Reader* for specific assignment details and expectations).

READINGS. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Additional related readings also might be assigned.

(10) READING RESPONSE LOGS, due *weekly*. This log gives you opportunity to briefly respond to the assigned readings by noting the points you feel are the most vital (along with the page number), and the reasons why you find each point important, intriguing, usable, or questionable. The first minutes of class will be spent exchanging your log with a partner and commenting on each other's points.

FIELDWORK (minimum 12 hours). During the course, students are expected to participate in a public school classroom setting, and provide a completed Field Experience Form/observation log to document the hours and experience. *Note:* Submission of a formal write-up (2 pages, double-spaced) that highlights what you learned, may earn up to 2 points extra

INTERVIEW, due _____. In order to confirm how social studies currently is presented in area public schools, interview an elementary teacher as to his/her social sciences program. You will have opportunity to share/compare your interview findings in class. *Note:* Submission of formal write-up of probing questions and teacher responses, along with your reflective personal comments/critique, on the date the interviews are due may earn up to 2 points extra credit.

FIELD TRIP PROJECT, due no later than _____. In this assignment, you will explore and share information about a field trip site in San Diego County. By thinking about possible pre-, during, and post-trip teaching activities, as well as questions you might ask during the visit, you will be able to plan an educational rather than a purely recreational field trip. This project also includes a service-learning component.

BOOK CHAT, due _____. A 4-6 minute presentation of a book (fiction or biography) that complements and is appropriate reading for your grade-level focus of the elementary social studies program.

ANNOTATED RESOURCE/ INTERNET FILE, due no later than _____. Review and annotate (10) non-print and/or nontraditional resources, including *Internet History/Social Science* site(s) on the World Wide Web.

OBJECT-BASED LESSON PLAN, due no later than _____. For you to apply your understanding of using primary and secondary sources to bring the social studies curriculum to life, you will develop one object- or document-based lesson that is appropriate for the grade-level that you specify.

ORAL HISTORY PROJECT PROPOSAL, due no later than _____. This is a 2-3-page overview of what you expect to accomplish (purpose) and how you plan to do it for your oral history project.

ORAL HISTORY PROJECT, due no later than _____. 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 continually is being created. This oral history project engages students in a social studies inquiry method where they gather information by interviewing a person(s) about a topic that relates to the grade level social studies curriculum, create a picture book, and then present historical data using the photos and/or drawings.

POSTER SHARE FAIR, due no later than _____. This will be a visual and oral presentation. By recreating one page from your picture book as a poster, you will have a visual aid for your oral presentation highlighting your oral history project.

QUICK SUMMARY: COURSE REQUIREMENTS and EVALUATIONS

nc/ec	teacher interview
10pts	reading log
15pts	field trip project
5pts	book chat (fiction or biography)
10pts	annotated resource/ <i>Internet</i> file
5pts	oral history project proposal
20pts	oral history project
15pts	object-based lesson plan
10pts	oral history poster share fair
10pts	participation, attendance, and the minimum 12 hours of observation/fieldwork

Class Norms . . .

Honor time

Take responsibility for
your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign" and "quiet signal"

Have fun!!

Please think about these three things:

- *"The standard of excellence on any job site is defined by the sloppiest piece of work that you will accept."* F. Jones
- *"If you don't have time to do it right, when are you going to have time to do it over again?"* Unknown
- *"Your I-will is more important than your IQ."*

Bob Pacilio, Poway Unified District, 1998 Teacher of the Year