

**California State University San Marcos
College of Education**

**** SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS ****

EDMS 544_Ex (01), CRN: 30088
Meetings: M, W 6:00 – 10:30 p.m.

Summer 2010
Room: UH441

Instructor: Robyn Litt

Office Hours: By appointment

Office Location: UH441

Phone: (760) 458-2155

Email: robyn.litt@eusd.net and rlitt@csusm.edu (use both for every email)

College of Education 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 equity, and social justice, exemplified through reflective teaching, life-long 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).*

Course Description

This course focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in social studies. Emphasis is placed on using community-based resources and on the integration of curricular areas. Methods of cross-cultural language and academic development are integrated into the course.

Course Prerequisite

Admission to the Multiple Subject/CLAD Teacher Credential Program is necessary. This requires participation/observation in the public schools.

Course Goals and Objectives

The social studies are perhaps **the** most important part of the school curriculum because they not only bring together basic tools (such as the 3 R's) but **utilizes them authentically**. In the social studies we 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.

As a result of this course, you will be able to:

- 1) apply the California History/Social Science Framework, the State H/SS Standards and related documents to the classroom experience;
- 2) understand the value of incorporating primary source materials, the arts, and oral history methods into social studies instruction;
- 3) 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;
- 4) design lessons / units that are grade level and developmentally appropriate, that utilize primary source materials, that infuse a multicultural/lingual perspective, and that address the needs of diverse learners;
- 5) design curricula that reflect a variety of instructional strategies and develop children's higher-level thinking skills through active participation;
- 6) more deeply appreciate the social sciences and history as a field of study.

Required Texts

CSDE. (2000). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. (H/SS) <http://www.cde.ca.gov/ci/hs/cf/>

Turner, T. N. (2003). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

Additional readings and handouts provided by the instructor will be required.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California Teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for comprehensive and extensive educational program for all students.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA) to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly, in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Professionalism/Dispositions

Because this course is part of an accredited program leading to professional certification, students are expected to demonstrate behavior consistent with a professional career. Lack of professionalism in any of the following areas will alter the final grade:

1. Attend all class meetings. Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

If you are absent 1 day, regardless of the reason, you will lose points. Late arrivals and early departures **will affect your final grade. Absences do not change assignment due dates.** Late assignments will receive a reduction in points for each day late. Notify instructor in writing (email) as soon as possible if you are absent or know in advance you will not be attending class. One make-up assignment may be completed if an absence occurs.

2. Interact professionally and collaborate responsibly with your colleagues and professor. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, and academic honesty. Prepare carefully for class, and be ready to discuss readings and assignments **thoughtfully.**

3. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors. **There will be a reduction in points for grammar, punctuation and spelling errors.**

4. Complete all assignments on time. Late assignments will receive a **20% reduction** in points for each day late. Occasionally a student may be asked to revise an assignment. If so, the revised work must be submitted no later than one week after it was returned and may not be eligible for full credit. If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so that it is not counted late. Please request *return receipt* from your toolbar when submitting an assignment via email due to absence. Receipt of the assignment will be returned by the instructor if this option is utilized when email is sent by student.

University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words. In EDMS 544, the Field Trip Project, Oral History Project, Unit Plan, Mock Interview, and Literature Connection will collectively contain a minimum of 2500 words.

The teacher Performance Expectations are addressed in EDMS544 through class discussions, activities, oral/visual presentations, and written assignments.

ASSIGNMENTS

Detailed instructions and rubrics for some course assignments will be handed out in class. These assignments include both individual and group projects.

Reading Response

(Professionalism)

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach social studies. To aid you in remembering the readings, and assist you with meaningful class participation, you are asked to respond to each reading assignment by coming to class with an entry in your reading response journal (Blue Book) summarizing key points from the assigned reading for that day. Response journals will be checked randomly and may be collected at the professor's discretion. Response journals may also be referenced by you to answer open-ended prompts about assigned readings. Please structure each page with:

- (1) key points from the reading (you may include graphics),
- (2) how the reading connects to your perspectives/ experience,
- (4) one question that the reading assignment prompts you to ask after thinking deeper about the issue.

Finding the Social Studies in You! A Physical Model (Individual)

Pass/Fail (Professionalism)

Have you ever tried to explain who you are through six of the social studies disciplines? For this assignment you will reintroduce yourself to a group in our class by creating a physical model that illustrates aspects of you through each of the disciplines. You may use photographs, drawings, cutouts, objects, your imagination, etc. This activity models a way to engage your students, and will demonstrate your awareness of the disciplines. Aim to present for 4-5 minutes.

Unit Plan (Group)

15%

As a group, you will create a social studies unit using a backward design model. Within this standards-based unit, you will describe the Big Ideas, Critical Issues, Skills, Facts, and Concepts involved, and plan assessments that drive the design of the learning activities.

The following assignments/learning activities will link together and create a well-developed social studies unit:

Literature Connection (Individual with group presentation) **20%**

A wealth of children’s literature exists that strongly supports the state standards for teaching social studies. This assignment will serve as the introduction to your unit. You will select *one children’s literature book* appropriate for the grade level unit you will be developing. **Individually**, you will be required to write a lesson plan that provides an entry “hook” for the unit you will be developing. Your **group** will be required to give a presentation which includes the overall big idea, and how all of your books can be used to advance children’s thinking about the key social studies concept of your unit. (More details to come).

Community Resource / Field Trip Project (Group) **20%**

In this assignment you will explore and share information about a field trip site in San Diego County. By designing a variety of pre, during, and post-trip teaching activities, you will be able to plan an educational (rather than purely recreational) field trip to enhance understandings within your unit (more details to come).

Oral History Project (Choice) **15%**

Collecting oral histories is an exciting way to help children understand that “history” is found all around us and is continually created. You will plan an oral history project for your students addressing the essential issues of your unit. The project will include higher order thinking, and an organized plan of instruction before, during, and after the oral history interview.

OR

Technology Project (Choice) **15%**

Students are motivated by technology, and many units can be enhanced through technology projects. For this project, you will create a technology lesson describing the learning goals and processes involved within student use of technology as it relates to the unit. The project will include higher order thinking, and an organized plan of instruction.

OR

Arts Project (Choice) **15%**

Students are motivated by the visual and performing arts, and units of study are enhanced through music, dance, visual arts, and/or theatre projects. For this project you will choose one of the visual and performing arts and relate it to the unit. The project will include higher order thinking, and an organized plan of instruction that includes visual and performing arts standards.

Mock Interview – Individual, Summary of Class **15%**

Anticipated Schedule including due dates for assignments will be available first class session

Assignments & Participation Percentage

Self Model	P/F	Intro to social science disciplines
Professionalism (includes taskstream entries)	15%	Includes reading response, participation, self-model, disposition
Unit Plan	15%	
Literature Connection	20%	
Community Field Trip	20%	

Choose one out of three:

Oral History Project	15%
Technology Project	15%
Arts Project	15%

*Mock Interview 15% Summary of class

Grading Scale:

Assignments will be scored (1-4), using rubrics listing specific criteria to be addressed. Rubrics will be sent to students with each assignment. Assignments are weighted as listed above.

Exemplary “A” Students

1. Demonstrate **serious** commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly and thoughtfully toward the goal of developing an in-depth social studies unit, receiving 3.5-4.0 averages on all assignments.
3. Make insightful connections between all assignments and their developing overall understanding of social studies concepts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Students show a high level of achievement of course goals.
5. Make a concerted effort to work as a team to complete group assignments maintaining a community and supporting the community spirit of the group.

“B” Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 2.7 -3.4 average on all assignments.
3. Usually connect assignments to their developing overall understanding of social studies concepts; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4. Students show reasonable achievement of course goals.
5. Make an effort to work effectively with the group.

“C” Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness, receiving 1.7-2.6 average on all assignments.
3. Make limited connections between assignments and their developing overall understanding of social studies concepts; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals and/or building community within the group setting.

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(adopted by COE Governance Community October, 1997)

Attendance Policy

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(Approved: 12/19/97)

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism prevention for students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Anticipated Schedule/Course Outline

DATE	TOPIC	ASSIGNMENT (if any)
Session 1: M 7/12	Introduction and Course Overview "Social Studies" -- What? Why? Beginning business <i>The Big Picture in California</i> H/SS Framework and State Standards (with texts) Assign UBD Article Teams Assigned Norms	T:1 ~ in class
Session 2: W 7/14	H/SS Framework and State Standards (cont) <i>Setting Ideas Into Action</i> Unit Design Stage 1 Workshop, Unit Design Stage 1 <i>Literature Connection</i> – Kicking off your unit! Lit Connection Project Assigned	T:2, T: 3 PGS. 60-68, AND UBD ARTICLE Small photo of self <u>PHYSICAL MODELS DUE</u>
Session 3: M 7/19	Unit Planning Workshop Lit Connection: Part I: Lesson Plan Part II: Book Chat Sample Presentation Lit Connection Workshop <i>How Do You Know</i> <i>What They Know?</i> <i>Assessment Leads the Way</i> <i>Unit Design Stage 2~ intro</i>	Unit Theme Plan Stage 1 Draft Unit Plan Due (bring 2 copies) Bring Literature book T: 5 pgs. 93-95 (Stop at Authentic Assess...) Literature Connection Part I, Draft Due (bring 2 copies)
Session 4: W 7/21	<i>Questioning for Understanding</i> <i>The H.O.T.S. are Cool!</i> <i>Getting Your Students to Think</i> <i>Final Workshop, Unit Design Stage 2</i> Unit Design Stage 3 Introduction <i>Learning Outside the Classroom</i> Field Trips for Educational Inquiry, Sample Project Oral History Articles Distributed	T: 8 Lit Connection Draft Returned Stage 2 Draft Unit Plan Due (bring 2 copies) Lit Conn. Project Due (K-3) Group Book Chat and Grade Level Themes Presentations
Session 5: M 7/26	FT Project Presented <u>MANIPULATIVES IN SOCIAL STUDIES</u> The Impact of Primary Sources, Oral History	Oral History Articles (4-6) Group Book Chat and Grade Level Themes Presentations

Session 6: W 7/28	Developing Your Toolbox <i>Human Impact on the World</i> <i>Geography Makes a Difference</i> Workshop, Field Trip Project Assign Civics Articles	T: 7 Field Trip Project Site Location Due (Bring 2 copies)
Session 7: M 8/2	<i>Location TBA</i> Field Trip Site Visits and Group Meeting time	<u>FIELD TRIP DRAFT DUE</u> Civics Articles
Session 8: W 8/4	<i>Civics Education: An Informed and Involved Citizenry</i> OH/Tech/Arts Project Assigned <i>Making Learning Come Alive Through the Arts</i>	T:4 and Civics “Test” <u>FIELD TRIP DRAFT RETURNED</u> T:10
Session 9: M 8/9	<i>Teaching for Inclusion</i> <i>Values and Attitudes</i> <i>Being RESOURCE-full</i> Textbooks and the Information Age Online Resources	Field Trip Project Due T:9 T: 6
Session 10: W 8/11	<i>Mock Interview</i>	Oral History/Tech/Art Project Due Final Unit Plan Due