

**California State University San Marcos**  
**College of Education**  
**EDMI 544 – Middle Level Social Studies Education**  
**CRN 22349 - Spring 2008**

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Classroom: Woodland Park M.S.  
Office hours: After class

**Course Description:**

This course is designed to introduce prospective elementary and middle level teachers to the theoretical concepts, instructional methods and materials for use in social studies education and curriculum integration. Research indicates that when teachers use a variety of teaching methods that are integrated into the content of the course, learners become more effectively engaged in learning. Therefore, the broad emphasis of this course will focus on issues of planning, organization and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

**Course Prerequisite:**

**Admission to the Middle Level/CLAD Teacher Credential Program.**

**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 *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.

**Course Goals**

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

- apply the California History/Social Science Framework (Standards), and related documents to the classroom experience;
- understand the value of incorporating primary source materials and service learning into social studies instruction;
- become aware of the multitude of community and internet resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
- 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;
- design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- more deeply appreciate the social sciences and history as a field of study.

**Mission of the College of Education at Cal State San Marcos:** 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)

**Authorization to Teach English Learners:** The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 2002)

**Special Education Inclusion:** Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (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.

**College of Education Attendance Policy:** 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. COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible. . In this course, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

**All University Writing Requirement:** Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Unit Plan, Literature Connection, Service Learning Lesson Plan.

**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 presentation 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 a future 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.

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

**Electronic Communication Protocol:** Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Grading & Expectations:** Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

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

### **Required Texts**

State of California. *Curriculum Framework for History/Social Science K-12*.

Rethinking Schools. *Rethinking our Classrooms, v. 2*.

Additional readings as assigned.

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects Credential with Middle Level Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

TPE 1A- Subject-Specific Pedagogical Skills for History/Social Science

TPE 11: Social Environment

The Teacher Performance Expectations identified here are addressed in EDMI 544 through class discussions, activities, oral/visual presentations, and written assignments.

## Assignments:

The following assignments are evaluated in EDM I 544:

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
1. Community and School District Study	10	Feb. 12
2. Internet Sites (Unit)	10	Feb. 19
3. Literature Connection (Unit)	20	Feb. 26
4. Service Learning Strand Plan (Unit)	20	Mar. 11
5. Service Learning Lesson Plan (Unit)	20	Mar. 11
6. TPE 1A Reflection	5	Mar. 7
7. TPE 11 Reflection	5	Mar. 14
8. Participation	10	Mar. 14

### **1. Community and School District Study (10 points)**

**Due Feb. 12**

Collect information that helps inform you and your colleagues about a chosen school district in Southern California. Submit your study to the WebCT site so that you and your colleagues will have access to information about many communities/school districts in our area.

*For the area that the district serves:*

Write a one-page description of the community and school district. Provide relevant information about the community: population, employment, cultural events, parks/recreation, community assets/challenges, trends, etc. Include a map or a link to a map that shows how to reach the school district office.

*For the district as a whole:*

District Name & Office Location/Address  
District Telephone No.  
Job Hotline Telephone No.  
District Website Address  
Grade levels served by district  
Number of students served by district  
Beginning salary for BA + 30:  
Hiring probability for 2008-09  
Procedure/timeline for hiring for 2008-09  
Other information of interest/special needs/etc

*For each middle school (up to 6 middle schools)*

Name of school  
Address  
Grades served  
Telephone number  
Number of students  
School website  
Name of principal  
Special programs/needs/other info

### **Unit Plan**

**Various due dates; Final March 11**

*(TPE addressed through this assignment: 1A, 11)*

You and two or three partners will create an integrated science and social studies unit plan. Four parts will be evaluated for your EDM I 544 grade. These are due throughout the semester. In addition to submitting these on the WebCT site on the assigned due dates, these will all be submitted again in your finished unit plan.

- Assignment 2: Internet Sites:** *Individually*, describe and evaluate ten internet sites that will be valuable to you and your students in this unit. At least two must be professional sites (for teacher use only). At least five will be for your students' use in your unit plan. The remaining three may be for teacher and/or

student use. All must be connected to your unit plan. See details in Internet Sites assignment below. (10 points, **Due Feb. 19** in class and on WebCT.)

3. **Assignment 3: Literature Connection:** *Individually*, you will choose a piece of literature that connects to the social studies content in your unit. See details in Literature Connection assignment below. (20 points, **Due Feb 26** in class and on WebCT.)
4. **Assignment 4: Service Learning Strand:** *Collectively*, you and your partners will create a service learning strand for the unit plan. This strand will include four components: Preparation, Service, Reflection, and Celebration. Details of these components are in Fertman, White and White (“Elements of Service Learning”) on the WebCT site. You and your partners will share the same grade for this assignment. (20 points, **Due March 11** with the finished unit plan.)
5. **Assignment 5: Service Learning Lesson Plan:** *Individually*, you will create a social studies lesson plan incorporating service learning. Choose one of the four components to elaborate into a lesson plan. The lesson plan must work well with your partners’ plans. (20 points, **Due March 11** with the finished unit plan.)

## 2. Internet Sites for Social Studies (10 points)

**Due February 19**

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 and evaluate ten education sites on the World Wide Web that would be valuable to middle school social studies teachers. For each site, spend some time exploring the pages and links presented, and then respond (1-2 paragraphs per site) to the following prompt:

Describe what you find at the site, the strengths of the site as a resource for middle school teachers and/or students, and if/how you think the site could be improved. Give an example of something from the site that you would definitely use if you were a social studies teacher.

Here are three professional websites that will give you a start on the assignment:

California Council for the Social Studies <http://www.ccss.org/>

S.C.O.R.E. – History Social Science Resources <http://score.rims.k12.ca.us/>

National Council for the Social Studies <http://www.ncss.org/>

## 3. Literature Connection (20 points)

**Due February 26**

A wealth of children’s literature exists that strongly supports the state standards for teaching social studies. For this assignment you will select *one book* appropriate for the interdisciplinary unit you are developing. You will then dramatically present your book and explain how it can be used to advance children’s thinking about key social studies concepts. You will create a handout for your colleagues and design a lesson plan that incorporates your book. (more details to come)

For this assignment, you will select a single (fiction or nonfiction) book that addresses the themes and history/social science standards related to your unit. It can be literature that you read to students or that students read by themselves.

When introducing a unit you should think about ways to invite your students into the topic. Many times, a book is a good way to do that. You may want to consult the SCORE website, NCSS Notable Children’s Tradebooks ([www.socialstudies.org](http://www.socialstudies.org)), or your school librarian for suggestions. This assignment includes (a) a “dramatic” presentation, (b) a written summary that demonstrates how you will incorporate the book into your instruction.

On February 26, be ready with:

a. A five-minute presentation “selling” us on why your book is great to use with students. Be sure to consider the following when organizing your presentation:

- After reading your book carefully, identify several key themes and select one or two to focus on during your presentation.
- You will want to tell enough about the event or character to involve your audience but leave them curious to read the book themselves.
- Clearly connect the themes you discuss to social studies content and your unit standards.

- Include audience involvement and creative elements (visual aids, dress-up, edibles) to capture everyone's attention. Remember--active learning is best.
- Although you may choose to write out the basics of your presentation, do not read it. Make eye contact with your audience, and change your vocal inflections. If it fits the book, ham it up.

b. A summary of key information about your book. This will be submitted and published on WebCT before your presentation. Use the following format. The goal is for everyone to come away with lots of ideas for ways to use social studies literature with students. See sample on Harriet Tubman on WebCT site under Class Materials.

Book Title  
 Author / Publisher / ISBN# / Date of publication  
 History-Social Science Standard(s) this book supports  
 Appropriate grade level  
 Identify fiction or non-fiction  
 Big Idea / Key Questions  
 Full paragraph summarizing book  
 Brief descriptions of related teaching ideas

**6. & 7. TPE Reflective Statements (5 points each)**

**TPE 1A Due March 7**  
**TPE 11 Due March 14**

In EDMI 544, you are specifically responsible for writing reflective statements for TPEs 1A (Social Studies) and 11 in the TaskStream Electronic Portfolio. You must attach appropriate artifacts for both TPEs.

**Assignment 6.** For TPE 1A (Social Studies), submit your Internet Sites or Literature Connection assignment.

**Assignment 7.** For TPE 11, submit your Service Learning lesson plan from your unit plan.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what?") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- 1<sup>st</sup> Paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE (refer to *TPEs-at-a-Glance with Salient Features* on the COE website)
- 2<sup>nd</sup> Paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to the TPE?
- 3<sup>rd</sup> Paragraph: Explain how another attached artifact is evidence of your learning related to the TPE. (Optional for EDMI 544)
- 4<sup>th</sup> Paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revisions or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More details about using Taskstream will be given in class and can be found the Taskstream website.

## **8. Professionalism; Self-assessment (10 points)**

**Ongoing; Due March 14**

Professional demeanor is expected of all students in the Middle Level Program This includes but is not limited to the following:

- On-time arrival to all class sessions.
- Advance preparation of readings and timely submission of assignments.
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class).
- Carefully considered, culturally aware approaches to solution-finding.

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on WebCT by March 14. I will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

Students will engage in active learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

**Schedule as of 1/22/08**  
**Schedule is subject to change at the discretion of the instructor**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Jan 22 PM	What is Social Studies?	Access the syllabus on the COE website  CA History-Social Science Framework (WebCT site, Class Materials 1-5)	
Jan 25 PM	Unit planning		
Jan 29 PM	Social studies internet sites		
Feb 1 AM  and  Feb 8 PM	Service Learning	Service Learning in an Age of Standards (WebCT site, Class Materials 6.5)  <a href="http://www.socialstudies.org/positions/servicelearning/">http://www.socialstudies.org/positions/servicelearning/</a>  Rethinking Our Classrooms, section on The Power of Social Action (your choice of readings)	
Feb 12 PM	Unit planning workshop		<b>Community &amp; District Study DUE on WebCT</b>  Bring a rough draft of everything in process for your unit plan
Feb 15 PM With Bonnie I	LA/SS integration		Bring your immigration book, completed
Feb 19 PM	Internet presentations		<b>Internet websites DUE on WebCT</b>
Feb 21 AM	Primary Sources	Primary Sources (WebCT site, Class Materials 7, pages 1-4)	
Feb 26 PM	Literature in Social Studies		<b>Literature Connection assignment DUE on WebCT</b>

Mar 7 AM & PM	Democratic classroom  Politics of Social studies	<a href="http://www.socialstudies.org/positions/effectivecitizens/">http://www.socialstudies.org/positions/effectivecitizens/</a>  <a href="http://www.socialstudies.org/positions/character/">http://www.socialstudies.org/positions/character/</a>  Rethinking Our Classrooms, section on The Power of the Past (your choice of readings)	<b>TPE 1A (Social Studies) DUE on TaskStream and Note on WebCT</b>
Mar 11 AM & PM	Unit plans	Present your Unit Plans	<b>Unit plans DUE on hard copy in class (includes hard copy of Internet, Literature, Service Learning Strand, and Service Learning Lesson)</b>
Mar 14			<b>TPE 11 DUE on TaskStream and Note on WebCT</b>  <b>Participation Self- assessment DUE on WebCT</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

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