

California State University San Marcos
College of Education
EDMI 544 – Middle Level Social Studies Education
CRN 30115 - Summer 2008

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Classroom: University Hall 442
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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 or permission of instructor.

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 4300, 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. Due to the compressed class schedule during summer semester, the following attendance policy will apply: Each missed session will drop your final grade by a full grade point (A to B, A- to B- etc.). If you miss three or more class sessions, you will receive an F. Non-participation in a WebCT or independent session constitutes an absence as well as not attending a face-to-face class. Notification of an absence does not constitute an excuse.

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: Literature Connection, Field Trip/Service Learning 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.*

Task Stream Electronic Portfolio, Must register and pay fee online @ <http://www.TaskStream.com>

One of the following pieces of historical fiction:

Hesse, K. *Letters from Rifka*

Lord, B. *In the year of the boar and Jackie Robinson*

Ryan, P. M. *Esperanza Rising*

Yep, L. *Dragonwings*

Nixon, J. L. *Land of Hope*

Uchida, Y. *A Jar of Dreams*

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 EDM I 544 through class discussions, activities, oral/visual presentations, and written assignments.

Assignments:

The following assignments are evaluated in EDM I 544. All are due at 5 PM on the assigned date, via WebCT.

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
1. Internet Sites	20	July 14
2. Literature Connection	20	July 21
3. TPE 1A Reflection	5	July 21
4. TPE 11 Reflection	5	Aug 6
5. Service Learning and Field Trip Plan	40	Aug 6
6. Participation	10	Aug 6

1. Internet Sites for Social Studies (20 points)

Due July 14 5 PM

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 critique ten education sites on the World Wide Web that would be valuable to middle school social studies teachers. At least two must be professional sites (for teacher use only). At least five will be for your students' use. The remaining three may be for teacher and/or student use. All must be connected to your unit plan.

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/>

2. Literature Connection (20 points)

Due July 21 5 PM

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 your chosen curriculum content theme and appropriate history/social science standards. It can be literature that you read to students or that students read by themselves.

You may want to consult the SCORE website, NCSS Notable Children's Tradebooks (www.socialstudies.org), or a school/children's 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 July 21, 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 theme you discuss to social studies 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

5. Field Trip/Service Learning Plan (40 points)

Due Aug 6 5 PM

Field trips are an excellent way to breed enthusiasm for learning. Service learning helps students “learn to serve” and “serve to learn.” Thoughtfully planned and skillfully executed, field trips and service learning can provide vital links between abstract concepts presented in the classroom and their real life applications in the community and beyond. Studies in the field of learning theory suggest that children retain information to a greater extent when it is combined with personal experiences. Field trips and service learning can help the classroom teacher bring excitement and deeper meaning to numerous areas of study.

Purpose

- to give you an opportunity to explore and share information about a field trip site and a service learning opportunity;
- to encourage you to begin thinking in more depth about how you can support the California H/SS Framework through engaging students in hands-on activities;

Requirements

- ✓ Statement of Context for Field Trip and Service Learning
- ✓ Descriptive Cover Sheet for Field Trip
- ✓ Field Trip Activity Plan
- ✓ Site Brochure or other Documentation
- ✓ Service Learning Needs Assessment
- ✓ Service Learning Activity Plan

Statement of Context for Field Trip and Service Learning

Describe the context in which the field trip and service learning will take place. Identify your grade level and curriculum unit addressed, and identify the appropriate History/Social Science Standards addressed.

Descriptive Cover Sheet for Field Trip

Site Name and Address

Website Address

Relevant telephone #s (general; education dept.)

Admission costs? Group rates? Group size?

Opening Hours? Reservations necessary?

Appropriate for which grade/age levels?
Connections to which History/Social Science standards?
Specifics of the exhibits?
Are guided tours for school groups available? Required? Extra costs?
Are handouts or curriculum materials available for teachers to use prior to the visit?
Speakers available to come to your classroom?
Facilities? (bathrooms, area to eat lunch, etc.)
Special requirements? (walking shoes, binoculars, warm clothing, etc.)
Other information?

Field Trip Activity Plan

Design 3 different activities for developing your students' knowledge of the selected topic through Pre-Trip (1), During the Trip (1), and Post-Trip (1) activities. Each Learning Activity should be described in a full, rich paragraph. Be brief but specific and be sure to define what both you and your students will be doing.

Activities should move away from the classroom textbook. For example, pre-trip activities could include a description of what you might do with slides (indicate self-made? bought at/borrowed from site?), a community speaker (be specific about whom and what the discussion would include), or other resource materials. During the trip activities might include ideas for hands-on learning (Note: a docent tour is assumed).

Site Brochure or other Documentation

Staple this item(s) to your project. If no items exist, include several photos of the site/contents.

Service Learning

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.

Needs Assessment

Complete a needs assessment (adapted for your students' grade level) related to the social studies content you have chosen. A sample needs assessment is on the WebCT site.

Service Learning Activity Plan

Create a strand so that your students will engage in service learning connected to the HSS standards you are addressing. Choose a meaningful service learning experience. What might you and your students do that would support the standards and also support service that will be appreciated by others? Write a statement that explains why this is an appropriate choice of service. Describe the general outline of what the service will be, and what you expect your students to learn from the experience.

Describe four activities related to the service learning: One that is preparation for service; one that takes place during service; one that is reflecting on the service; and one to celebrate the service (see Fertman, White and White).

3. & 4. TPE Reflective Statements (5 points each)

TPE 1A Due July 21 5 PM
TPE 11 Due Aug 6 5 PM

In EDM1 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 3. For TPE 1A (Social Studies), submit your Internet Sites or Literature Connection assignment.

Assignment 4. For TPE 11, submit your Field Trip/Service Learning 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:

- 1st 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)
- 2nd 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?
- 3rd Paragraph: Explain how another attached artifact is evidence of your learning related to the TPE. (Optional for EDM I 544)
- 4th 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.

6. Professionalism; Self-assessment (10 points)

Ongoing; Due Aug 6 5 PM

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 August 6. 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 7/7/08
Schedule is subject to change at the discretion of the instructor

Date	Topic	Reading/Preparation	Assignment
July 7 Mon.	What is Social Studies? Middle grades social studies content	Access the syllabus on the COE website CA History-Social Science Framework (WebCT site, Class Materials 1-5) To prepare for Literature Connection, see WebCT site, Class Materials 8	Form cooperative duos/trios for thematic assignments
July 9 Wed.	Service Learning	Service Learning in an Age of Standards (WebCT site, Class Materials 6.5) http://www.socialstudies.org/positions/servicelearning/	Bring the results of your social studies concept interviews
July 14 Mon.	Social studies internet sites Primary Sources Literature Groupwork	Presentation of your internet sites WebCT site, Class Materials 7 pages 1-4 Bring your immigration literature book, partially read	Internet websites DUE on WebCT
July 16 Wed.	Field Trips and Service Learning	Research your field trip site or service learning experience site with your cooperative partners: Off campus session	
July 21 Mon.	Integrating Language Arts and Literature into Social Studies Field Trip/Service Learning Workshop	Bring your immigration book, completed Present your Literature Connection book Bring all your materials for the field trip and service learning assignment so that you can share these with Dr. McDaniel in the workshop	Literature Connection assignment DUE on WebCT TPE 1A (Social Studies) DUE on TaskStream and Note on WebCT
July 23 Wed.	Depth vs. Breadth in Social Studies	Online WebCT session	
July 28 Mon.	Using Oral History in Social Studies	Guests: Dr. Laura Wendling and Dr. Barry Lanman, Perspectives on the American Experience Project	
July 30 Wed.	Democratic classrooms Politics of Social studies	http://www.socialstudies.org/positions/effectivecitizens/ http://www.socialstudies.org/positions/character/	
August 4 Mon.	Social Studies Professional	Online WebCT session on <i>Social Education</i>	

	Resources		
August 6 Wed.	Presentations	Group presentations of Field Trip/Service Learning Projects	Field Trip/Service Learning Assignment DUE on Web CT TPE 11 DUE on TaskStream and Note on WebCT Participation Self-assessment DUE on WebCT

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS 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. Intra-group 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 <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	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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
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	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration