

California State University San Marcos College of Education
EDMS544 – Social Studies Education for Elementary School Teachers
Spring 2004 CRN: 21364 Southwest Riverside County

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Course Description:

This course is designed to introduce prospective elementary school 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 Goals

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 that 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

Turner, T. N. (2004). *Essentials of Classroom Teaching: Elementary Social Studies – 3rd ed.* Boston: Allyn and Bacon. (T)
California Geographic Alliance – North (2000). *California Atlas.* George CramCompany, Inc. (CA)
CSDE. (2000). *History-Social Science Framework: for California Public Schools K-12.* Sacramento, CA. (H/SS) www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf

Recommended Texts

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

Please note: Additional readings from previously purchased, *Successful Inclusive Teaching* by Joyce Choate, the web, and instructor handouts will be required

Professionalism and Attendance

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows:

1. Missing more than 1 class meeting will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. **Please notify the instructor in writing (email) as soon as possible** so that handouts can be saved for you.

These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Because this course is part of an accredited program that leads to professional certification, students are expected to demonstrate behavior consistent with a professional career. In particular students must:

1. **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. Receipt of the assignment will be returned by the instructor.
2. **Interact professionally and collaborate responsibly with your colleagues.** Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement.

California Commission on Teacher Credentialing Standards Alignment

The course objectives, assignment, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Primary Standards

- 3: Relationships Between Theory and Practice
- 4: Pedagogical Thought and Reflective Practice
- 5: Equity, Diversity, and Access to the Core Curriculum
- 8: Pedagogical Preparation for Subject-Specific Content Instruction

Secondary Standards

- 6: Opportunities to Learn and Reflect on Teaching in all Subject Areas
- 7: Preparation to Teach Reading-Language Arts
- 9: Using Computer-Based Technology in the Classroom
- 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
- 11: Preparation to Use Educational Ideas and Research
- 12: Professional Perspectives Toward Student Learning and the Teaching Profession
- 13: Preparation to Teach English Learners
- 14: Preparation to Teach Special Populations in General Education Classrooms

The Standards identified above are addressed in EDMS 544 through class discussions, activities, oral/visual presentations, and written assignments.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential 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:

Primary Emphasis:

TPE 1a: Subject Specific pedagogical Skills for a MS Teaching Assignment

TPE 2: Monitoring Student Learning During Instruction

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6 a & b: Developmentally Appropriate Practices in Grades K-3 and 4-8

TPE 9: Instructional Planning

TPE 10: Instructional Time

Secondary Emphasis:

TPE 3: Interpretations and Use of Assessments

TPE 6d: Developmentally Appropriate Practices for Special Education

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligation

TPE 13: Professional Growth

TPE 14: Technology

TPE 15: Issues of Social Justice and Equity

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

CLAD Competencies supported by this course:

Part 3: Culture and Cultural Diversity

I.A. Definitions of culture

I.C. Intragroup differences

I.D. Physical geography and its effects on culture

II.A. What teachers should learn about their students

II.B. How teachers can learn about their students

II.C. How teachers can use what they learn about their students (*culturally responsive pedagogy*)

III.A. Concepts of cultural contact

III.D. Strategies for conflict resolution

IV.A. Historical perspectives

IV.B. Demography

Assignments

Detailed instructions for some course assignments will be available on webCT.

Learning Logs

(30 points)

(TPEs addressed through this assignment are: 1a, 2, 3, 4, 5, 6, 6a, 6b, 6d, 7, 8, 9, 10, 11, 12)

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, you are asked to respond to each reading assignment by coming to class with a one page summary (use two 8.5x11" blue books) of the key points from the reading. Please structure each page with:

- (1) your name,
- (2) reading identification (T:8, for example),
- (3) 3 key points from the reading (you may include graphics),
- (4) a paragraph towards the bottom that connects the reading to your perspectives/ experience,
- (5) one question that the reading assignment prompts you to ask at this time.

Learning logs will be shared at the beginning of each class session, and will be collected at the end of the course.

Finding the Social Studies in You! A Physical Model

P/F

(TPEs addressed through this assignment are: 1a, 4, 6a, 6b, 7, 8, 11)

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

Book Chat

(30 points)

(TPEs supported through this activity are: 1a, 4, 5, 6a, 6b, 7, 9, 15)

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. For this assignment you and a partner will select one book from Pages of the Past appropriate for your grade level unit plan. You will present your book chat orally by explaining how your book can be used to advance children's thinking about key social studies concepts. Your handout will include a lesson plan that incorporates your book. (more details to come)

Community Resource / Field Trip Project

(50 points)

(TPEs supported through this assignment are: 1a, 2, 3, 4, 5, 6a, 6b, 7, 9, 10, 13)

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, as well as questions you might ask during the visit, you will be able to plan an educational (rather than purely recreational) field trip. (more details to come)

Oral History Project

(40 points)

(TPEs supported through this assignment are: 1a, 2, 3,4, 5, 6a, 6b, 7, 8, 9, 10, 11)

Collecting oral histories is an exciting way to help children understand that "history" is found all around us and is being continually created. In this project, you will conduct an oral history interview of a person about a topic that relates to the social studies curriculum.

To support your interview, you will bring to class on the designated day a primary source object (artifact, document, photographs, etc.) of significance to the person/topic of the interview. We will then create a "classroom museum" in which everyone shares his/her object and provides a 5 minute oral presentation giving the object's background and how it could be used in teaching. (more details to come).

Mock Interview**(25 points)**

(TPEs supported through this assignment are: 1a, 4, 5, 6a, 6b, 9, 13)

Imagine you are at a job interview and were just asked: "How will you teach social studies in your classroom?" To prepare for this mock interview please jot down, at least, five (5) of the most important concepts or ideas you learned in EDMS 544. This information will be integrated with the learnings from your other courses.

Assignments and Grading*Assignment Points*

Participation/Professionalism	25
Learning Logs	30
Self Model	P/F
Book Chat	30
Community Field Trip	50
Oral History Project	40
Mock Interview	25
TOTAL:	200

Grading Scale:

A 181 - 200 points

B 161 - 180 points

C 141 - 160 points

D 121 - 140 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.

CSUSM 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. 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. (Approved: 12/19/97)

Disabled Student Services Office

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours or in a more private setting in order to ensure confidentiality.

Statement on Plagiarism

Any evidence of cheating or plagiarism (defined as presenting the words or ideas of others as your own) will result in a failing grade for that assignment and a letter regarding the incident to be placed in your file in the Dean of Student's Office. Please read "Academic Honesty" in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any more questions about what constitutes plagiarism or cheating. Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text.

Course Session Topics and Related Readings

Anticipated Schedule

Session Topics	Readings	Assignment Due
1/23	Course Overview + <i>Taskstream Demo</i>	
1/30	<i>H/SS Disciplines</i>	T: 1 Problem-Solving lists (in-class)
	<i>The Big Picture in California</i> The History-Social Science Framework	T: 3 Group presentations
2/6	<i>Setting Ideas Into Action</i> Developing Enduring Understandings & Essential Questions	T: 2 & Handouts Models Presentations
	<i>How Do You Know That They Know?</i> Assessment Leads the Way	T: 5 Field Trip location Book Chat title
2/13	<i>Meeting Diverse Needs</i> Inclusive Teaching	Choate Ch. 1 & 13 Models Presentations
	<i>Being RESOURCE-full</i> Using textbooks effectively	T: 4 Internet Assignment
2/20	<i>"Manipulatives" in Social Studies</i> The Impact of Primary Source Materials	OH Articles Book Chats OH Proposal (In-class)
	<i>Human Impact on the World</i> Geography Makes a Difference	T: 7 <i>Bring in CA Atlas</i>
2/27	<i>Developing Your Toolbox</i> Reading, Writing, & Technology	T: 6 Field Trip Project
	<i>Making It Come Alive</i> Using the Arts to Teach H/SS	T: 10
3/5	<i>Higher Order Thinking Skills</i> Getting Your Students to Think	T: 8 Oral History Project <i>Bring "museum object"</i>
	<i>Citizens for the 21st Century</i> Values & Attitudes	T: 9
3/12	<i>Reflection and anticipation</i>	Mock Interviews

Please note: additional handouts may be provided