

California State University San Marcos
College of Education

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

EDMS 544, CRN: 21799

Meetings: Wednesdays, All Day

Spring 2004

Location: Valley Elementary School

Instructor: Juan Necochea

Office Hours: By Appointment

Office Location: UH 400

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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.

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 R's) 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:

- 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

CSDE. (2000). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. (H/SS) www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf

California Geographic Associates. (2003). California Atlas: A Geographic Journey. California: California Geographic Associates.

Ellermeyer, D. A. & Chick, K. A. (2003). Multicultural American History Through Children's Literature. Portsmouth, NH: Teacher Ideas Press.

Ovando, C. J., Collier, V. P., Combs, M. C. (2003). Bilingual & ESL Classrooms: Teaching in Multicultural Contexts. San Francisco: McGraw Hill. (Chapter 7 only)

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

Recommended Texts

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

Additional readings from previously purchased, Successful Inclusive Teaching by Joyce Choate and handouts provided by the instructor will be required.

Professionalism/Dispositions

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. Lack of professionalism in any of the following areas will alter the final grade:

1. **Attend all class meetings**. More than one absence will lower your grade in the following manner: the final grade will drop by one-third letter for every absence. The College of Education Attendance Policy (stated on page 7) will be followed. Serious illness or other emergencies will be evaluated on a case-by-case basis. If you will miss a class session, please notify the instructor in writing (email) as soon as possible.
2. **Arrive on time** just as you would at a school site. Late arrivals to and early departures from class are not acceptable, and will result in a drop in the final grade.
3. **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, be ready to discuss readings and assignments thoughtfully.

4. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors.

5. 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.

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

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 TPE's 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

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

IV.C. Migration and Immigration

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

ASSIGNMENTS

Detailed instructions for some course assignments will also be handed out in class.

❖ ***Reading Response Journal***

20%

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

❖ **Finding the *Social Studies in You! A Physical Model*** **Pass/Fail**
(TPEs addressed through this assignment are: 1a, 4, 6a, 6b, 7, 8, 11)

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 to your group.

The following assignments will link together and create a well-developed social studies SDAIE unit plan (Please refer to SDAIE components in EDMS 555):

❖ **Book Chat** **20%**
(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. This assignment will serve as the introduction to your unit. You will select *one book* from *Pages of the Past* appropriate for the grade level unit you will be developing. Or, you can select one of the books from Dr Clines *Literature Circle* for the book chat. You will be required to present your book and explain how it can be used to advance children's thinking about the key social studies concept within your unit. Your handout will include a lesson plan that incorporates your book. (more details to come)

❖ **Community Resource / Field Trip Project** **30%**
(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, 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** **20%**
(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 about a topic that relates to your social studies unit, and describe an oral history project that addresses the essential questions of your unit.

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”.

❖ **Mock Interview Assignment**

10%

(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?” Knowing how to teach and structure learning in social studies, and then being able to express your understanding, can be two different abilities. In order to help you eloquently articulate the knowledge you have gained through this course, as well as enhance your educational philosophy, you will participate in a mock interview. Be prepared to describe at least five (5) of the most important concepts or ideas you have learned in EDMS 544. It is suggested that you have quotes from the reading to support your responses.

Graded Assignments & Participation	Percentage
Reading Response Journal/Participation	20%
Self Model	P/F
Book Chat	20%
Community Field Trip	30%
Oral History Project	20%
Mock Interview	10%
TOTAL:	100%

Grading Rubric:

“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, 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.

“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.

“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.

NOTES

Students must meet the attendance requirements for the grade described. Attendance is a prerequisite for earning a particular grade. (refer to Professionalism/Dispositions)

Students falling in between grade levels will earn a “+” or “-“, depending upon where they meet the criteria most fully.

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

California State University San Marcos
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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

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. For each class session missed, six points will be subtracted from the total score. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

(Approved: 12/19/97)

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.

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: Subject to change

Session	Topics	Readings	Assignment Due/Activity
1- 1/21	<i>"Social Studies" -- What? Why?</i> Introduction and Course Overview	T: 1 (in class)	
2 – 1/21	<i>The Big Picture in California</i> H/SS Framework and State Standards (with texts)	T: 3 Ovando: 7	<ul style="list-style-type: none"> • Narratives
3 - 2/4	<i>Setting Ideas Into Action</i> Unit and Lesson Design Workshop Perspectives: Columbus Activity	UBD online article www.ubdexchange.org/resources/news-articles/backward.html T: 2 (p. 14-32)	<ul style="list-style-type: none"> • Small photo of self • Unit Theme Idea • H/SS Standards
4 – 2/4	<i>Being RESOURCE-full</i> Textbooks and the Information Age Online Resources nccs.org ; ccss.org	T:4 Ellermeyer: review entire book	<ul style="list-style-type: none"> • Columbus 2004
5 – 2/11	<i>How Do You Know What They Know?</i> Assessment Leads the Way Questioning for Understanding Workshop, Unit Design Stage 2	T: 5	<ul style="list-style-type: none"> • Stage 1 Unit Plan • Book Chat Project Due • Physical Models
6 – 2/11	<i>The H.O.T.S. are Cool!</i> Getting Your Students to Think Workshop, Unit Design Stage 3	T: 8	<ul style="list-style-type: none"> • Stage 2 Unit Plan • Book Chat Presentations, • Field Trip sign-ups
2/18	<i>Open Session</i>		•
7 – 2/25	<i>Manipulatives in Social Studies</i> The Impact of Primary Sources	Oral History Articles	<ul style="list-style-type: none"> • Stage 3 Unit Plan •
8 – 2/25	Meeting Diverse Needs Teaching for Inclusion Workshop: Field Trip	Choate 1&3	<ul style="list-style-type: none"> • Field Trip Draft Due • Role-pay: desegregation
9 – 3/3	<i>Learning Outside the Classroom</i> Field Trips for Education Inquiry		• Field Trip Project Due
10 – 3/3	<i>Developing Your Toolbox</i> Reading, Writing and Technology Mock Interviews	T:6	• Mock Interviews
11-3/10	<i>Human Impact on the World</i> <i>Geography Makes a Difference</i>	T:7	<ul style="list-style-type: none"> • Bring CA Atlas • Oral History Draft Due
13 – 3/10	Citizens for the New Millennium Values and Attitudes Workshop: Oral History	T:10	
14 – 3/17	<i>Looking Back, Looking Forward</i> Museum, Methods Summary	T:9	<ul style="list-style-type: none"> • Oral History Project Due • SDAIE Unit Plans Due
15 – 3/17	Closure/What did we learn?		• Final Reading Journal Du