

**California State University San Marcos**  
**College of Education**  
**EDMX 547: Social Science/Science Education in Integrated Programs**  
**Spring, 2004**

Tuesday and Thursday: 7:00 – 9:45 and 1:00 – 3:45

**Instructors: Patricia Beal**  
 Office: UH 203  
 Phone: (760) 750-8023  
 pbeal@csusm.edu

**Maureen Lorimer**  
 Office: UH 321B  
 Phone: (760) 750-8230  
 via webCT

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.

**Required Texts:**

- California Geographic Alliance North: *California Atlas*
- California State Department of Education: *History/Social Science Framework and Science Framework and Standards* (Note: these documents may be accessed via the web at [www.cde.gov](http://www.cde.gov) OR you may photocopy specific sections)
- Choate. *Successful Inclusive Teaching*
- Friedl: *Teaching Science to Children*
- Turner: *Essentials of Classroom Teaching: Elementary Social Studies*

**Recommended Text:**

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

**Optional Texts:**

- Chancer, et. al.: *Moon Journals*

**Course Purpose and Goals:**

The main purpose of this course is to help you become a better teacher of science and social science while increasing your enthusiasm, interest and confidence in effective teaching methods. You will model and practice ways in which science and social science can be naturally integrated into all the other disciplines. There will be a special emphasis on a student centered, problem solving and divergent interdisciplinary approach to learning. Techniques for including **all children** in science and social science lessons and adapting lessons to meet individual needs will also be addressed. As a result of this experience, we hope that as a teacher at the elementary level you will feel comfortable teaching science and social science, teaming with teachers who are specialists in these fields, and utilizing science and social science methods in your other disciplines.

**Course Objectives:**

On completion of this course, students will be able to demonstrate the following:

1. knowledge of the California Framework and Standards in Science and History/Social Science;
2. understanding of how to integrate Science and Social Science into other curriculum areas;
3. awareness of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the school program;
4. the ability to write lesson plans and implement them into an integrated unit based on an appropriate grade-level course of content;
5. the ability to design curricula which reflect a variety of instructional strategies and develop children's higher-level thinking skills;
6. an understanding and appreciation for the processes of science and social science

## 7. knowledge of strategies for including all children in instruction

**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.

**Assignments/Grading**

Participation/Professionalism	30 pts.
Peer Teaching	15 pts.
Field Investigation	15 pts.
Weekly Reading Responses	30 pts.
Oral History	30 pts.
Science Notebook	25 pts.
Integrated Unit Plan	55 pts.

Total points	200 pts.
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**COE 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.

**Professionalism:**

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:

- 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 will be followed. Serious illness or other emergencies will be evaluated on a case by case basis. If you miss (or plan to miss) a class session, please notify the instructor in writing (email) as soon as possible so that handouts can be saved for you.
- Arrive on time** just as you would at a school site – If you have more than 3 late arrivals (or early departures) from class you cannot receive a grade of A (more than 5 cannot receive a B).
- Prepare carefully for class.** Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics that we cover.
- 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.
- 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

### **Commission on Teacher Credentialing Standards Alignment**

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. Please be sure to incorporate artifacts from his 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 EDMX547 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 Subject 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 Practices in Grades K-3 and 4-8
- TPE 6a & b:
- TPE 6d: Developmentally Appropriate Practices for Special Education
- TPE 9: Instructional Planning
- TPE 10: Instructional Time

#### **Secondary Emphasis:**

- TPE 3: Interpretations and Use of Assessments
- 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 EDMX547 through class discussions, activities, oral/visual presentations, and written assignments.

**CLAD Competencies support by this course:**

## Part 3: Culture and Cultural Diversity

- I.A. Definitions of culture
- I.C. Intragroup difference
- 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

CLAD Competencies identified above are addressed in EDMX547 through class discussions, activities, oral/visual presentations, and written assignments.

## Assignment Schedule Spring 2004

<b>Date</b>	<b>Topic</b>	<b>Readings DUE</b>	<b>Assignments Due</b>
Tuesday Jan. 20 - <i>Joint Session</i> <b><u>AM Session only</u></b>	<b><i>Orientation</i></b> - Course Goals and Overview - Discrepant Event - Problem Solving		<b>Go to webCT</b> - print out assignments and syllabus - post questions on discussion board
Thursday Jan. 22 -	<b><i>Frameworks Overview</i></b> Revisit assignment	Skim frameworks T: 1 & 3	Bring CA frameworks to class
Tuesday Jan. 27 - <b><u>PM Session only</u></b>	<b><i>Planning &amp; Technology</i></b> - Enduring understanding - Essential questions	F/K: 1 & 2 T: 2	H/SS Models Presentation
Thursday Jan. 29 -	- Lessons/Units - Assessment	F/K: 3 & 4 T: 5	Science Peer Teaching <i>H/SS Models Presentation</i>
Tuesday Feb. 3 -	<b><i>Meeting Diverse Needs</i></b> - Inclusive teaching - Interventions, modifications, and accommodations	F/K: 5, 6, & 7 Choate: 1 & 13	Science Peer Teaching
Thursday Feb. 5 - <b><u>PM: On-Line Class</u></b>	- Learning environment - Thinking routines - Using materials effectively	Handout Choate: 12 T: 4	Science Peer Teaching
Tuesday Feb. 10 -	<b><i>Active/ Engaging Learning</i></b> - labs - hands-on - community resources	F/K: 8 & 9  <i>Oral History articles</i>	Science Peer Teaching
Thursday Feb. 12 -	- Geology - Geography	F/K: 15 T: 7	Science Peer Teaching <i>Bring in CA atlas</i>
Tuesday Feb. 17 -	<b><i>Building a repertoire of techniques/strategies</i></b>	F/K: 10 & 11 T: 6	Science Peer Teaching <i>Field Investigation</i>

	<ul style="list-style-type: none"> <li>- technology</li> <li>- curriculum integration</li> </ul>		
Thursday Feb. 19 –	<ul style="list-style-type: none"> <li>- using the arts</li> </ul>	F/K: 12 T: 10	Science Peer Teaching
Tuesday Feb. 24 –	<p><b>Higher Order Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- <i>critical thinking</i></li> <li>- <i>meaningful teaching/learning</i></li> <li>- <i>respecting varied opinions</i></li> <li>- <i>democratic citizenship</i></li> </ul>	F/K: 13, 14, & 16 T: 8 & 9	Science Peer Teaching <i>H/SS Oral History Project</i> <i>Bring in “museum object”</i>
Thursday Feb. 26 – <b>NO CLASS</b>			<b>Attend Hansen Symposium</b>
Tuesday Mar. 2 –	<p><b>Bringing it all together</b></p> <ul style="list-style-type: none"> <li>- “casting off”</li> </ul>	F/K: 17 & 18	Science Peer Teaching
Thursday Mar. 4 –	<ul style="list-style-type: none"> <li>- <i>In-class carousel presentation</i></li> </ul>		Science Notebook <b>Community Resources Integrated Unit Plan</b>
Tuesday Mar. 9 – <b>PM Session only</b>	<p><b>Looking Back/ Looking Ahead</b></p> <ul style="list-style-type: none"> <li>- <i>honing your reflective practice</i></li> </ul>		
Thursday Mar. 11 –	<ul style="list-style-type: none"> <li>- <i>honing your reflective practice</i></li> </ul>	F/K: 21	<i>Self Grading form</i>

Please note the following:

F = Friedl, A. E. & Koontz, T. Y. (2001). *Teaching science to children: An inquiry approach*.

T = Turner, T. N. (2004). *Essentials of elementary social studies*.