

California State University San Marcos
College of Education

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

EDMS 544

Spring 2003

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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 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:

- 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

California Geographic Alliance – North (2000). California Atlas. George Cram Company, 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

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

Turner, T. N. (1999). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

And readings from previously purchased, Successful Inclusive Teaching by Joyce Choate

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:

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 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.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class will alter the final grade.
3. 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.
4. 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.
5. 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

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

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.

❖ **Learning Logs** **20 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, and assist you on the quizzes, you are asked to respond to each reading assignment by coming to class with one (typed, 12 font) page summarizing key points from the reading. Learning Logs will be collected at each quiz. Please structure each page with:

- (1) your name,
- (2) reading identification (T:8, for example),
- (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.

❖ **Finding the Social Studies in You! A Physical Model** **10 points**
(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.

❖ **Internet Resource Investigation** **10 points**
(TPEs addressed through this assignment are: 1a, 4, 5, 6a, 6b, 9, 14)

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 several History/Social Science sites on the World Wide Web, evaluate them, and find two additional sites of value to social studies teachers. (more details to come)

❖ **Book Chat**

20 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 any grade K-6 and give a 5-10 minute oral class presentation to explain 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**

40 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).

❖ **Job Application Paper**

15 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?” 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 gained through his course (and thereby increase your chances of getting hired!), as well as enhance your educational philosophy statement, you are asked to write a two-to-three page paper (typed, double-spaced, size 12 block font) that describes the five (5) most important concepts or ideas you learned in EDMS 544. Include two quotes from our readings to support your response.

❖ **Reading Quizzes**

30 points

During this course you will be given three quizzes covering material from our readings. The quizzes will include true/false, multiple choice and short answer questions. You may use your Learning Logs as a reference during the quizzes. Dates to be announced.

<u>ASSIGNMENT</u>	<u>POINTS</u>
Professionalism	15
Learning Logs	20
Self Model	10
Internet Investigation	10
Book Chat	20
Community Field Trip	40
Oral History Project	40
Job Application	15
<u>Quizzes (3)</u>	<u>30</u>
TOTAL:	200

Grading Scale:

A	190 - 200 points	B-	166 - 171 points
A-	184 - 189 points	C+	160 - 165 points
B+	178 - 183 points	C	154 - 159 points
B	172 - 177 points	C-	148 -153 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.

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. 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

Session	Topics	Readings	Assignment Due
1/21	"Social Studies" -- What? Why? Introduction and Course Overview		
1/28	The Big Picture in California The History-Social Science Framework	T: 1	<ul style="list-style-type: none"> • small photo of yourself; • bring H/SS & PP (preview–no card)
2/4	Setting Ideas Into Action Lesson and Unit Planning	T: 2	<ul style="list-style-type: none"> • Field Trip sign ups • Book Chat sign ups
2/11	The Framework & State Standards Controversy and Themes	T: 3	<ul style="list-style-type: none"> • Internet Assignment
2/18	How Do You Know What They Know Assessment Leads the Way	T: 5	<ul style="list-style-type: none"> • Models Group 1 (# 25 & up)
2/25	Being RESOURCE-full Textbooks and the Information Age	T: 4	<ul style="list-style-type: none"> • Book Chat Group # 1 • Models Group 2 (# 19-24)
3/4	"Manipulatives" in Social Studies The Impact of Primary Source Materials	oral history articles (3)	<ul style="list-style-type: none"> • OH Proposal (in class activity) • Models Group 3 (# 13–18)
3/11	Meeting Diverse Needs Teaching for Inclusion	Choate chapters 1&13	
3/18	Learning Outside the Classroom Field Trips for Educational Inquiry	–	<ul style="list-style-type: none"> • Field Trip Project
3/25	Developing Your Toolbox Reading, Writing, and Computers	T: 6	<ul style="list-style-type: none"> • Book Chat Group # 2
4/1	Spring Break		
4/8	Human Impact on the World Geography Makes a Difference	T: 7	<ul style="list-style-type: none"> • Bring CA Atlas (preview – no card)
4/15	The H.O.T.S. are Cool! Getting Your Students to Think	T: 8	<ul style="list-style-type: none"> • Book Chat Group # 3 • Models Group 4 (# 7-12)
4/22	Making it Come Alive! Using the Arts to Teach Effectively	T: 10	<ul style="list-style-type: none"> • Oral History Project • Bring your object for our “museum”
4/29	Citizens for the New Millennium Values & Attitudes Make a Difference	T: 9	<ul style="list-style-type: none"> • Job Application Paper • Models Group 5 (# 1-6)
5/6 & 5/13	Looking Back...Looking Forward!		Self evaluations due to instructor