

**California State University San Marcos  
College of Education**

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

**EDMS 544**

**Cohort #20**

**Spring 2002**

**Meetings:** Mondays and Wednesdays, 8:00 – 10:45  
**Room:** Monday-UH 271 W-ACD 408  
**Instructor:** Pamela A. Barger, Med., DTiR  
**Office Hours:** Mondays and Wednesdays, 11-11:30 am, and by appointment  
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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 that utilize primary source materials and infuse a multicultural/lingual perspective, and then implement them into a social studies unit of instruction based on an appropriate grade-level course of study;

- 5) design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- 6) 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](http://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)

**Expectations**

Students must come to class prepared to discuss required readings/assignments and to participate in class activities. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement. Late assignments will receive a 10% reduction in points for each day late. After one week, late assignments will receive no credit. If you are given the option to revise an assignment, the revised work must be submitted no later than two weeks after it was originally returned and may not be eligible for full credit.

**Attendance**

Attendance at ALL class sessions is required. 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 4) will be followed. Serious illness or other emergencies will be evaluated on a case by case basis. Late arrivals to and early departures from class will also be considered in the final grade.

**Grading Scale:**

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

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.

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

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- ❖ **Reading Response Cards & Discussion Participation** **15 points**  
The reading assignments provide an important foundation for your increasing understanding of how to effectively teach social studies. Since there are no exams in this course, you are asked to respond to each reading assignment by coming to class with a 5 x 8" note card containing the following information:  
(1) your name and nickname;  
(2) chapter/reading identification (T:8, for example);  
(3) a summary statement of the chapter regarding some point that you deem worthy to remember and discuss (with page number(s) for reference);  
(4) a second statement that connects your first statement to your field (or related) experience;  
(5) one question that the reading assignment prompts you to ask at this time.  
Cards are worth 2 points each and must be prepared prior to class; may not be written during class; and will not be accepted late (unless you are absent). In addition, all voices are valued. Please be sure we get to hear your thoughts on the topics we cover.
- ❖ **Social Studies Self Model** **10 points**  
Have you ever tried to explain who you are through the 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. Your presentation should last about 3 minutes.
- ❖ **Internet Resource Investigation** **10 points**  
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 various 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** **10 points**  
A wealth of children's literature exists that strongly supports the state standards for teaching social studies. For this assignment you will choose *one book* appropriate for any grade K-6 and give a 5 minute oral class presentation to explain how your book can be used to advance children's understanding of key social studies concepts. (more details to come)
- ❖ **Community Resource / Field Trip Project** **20 points**  
In this assignment you will explore and share information about a field trip site in San Diego County. By thinking about possible 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. A service-learning component is included. This will be a joint assignment with EDMS 545 – Science. (more details to come)
- ❖ **Job Application Paper** **10 points**  
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!), 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. You will also include two quotes from our readings to support your response.

❖ **Oral History and Material Culture Project**

**25 points**

**Part I - Oral History**

Collecting oral histories is an exciting way to help children understand that “history” is not a dead subject. To the contrary, history is found all around us and is being continually created. For Part I of this project, you will interview a person about a topic that relates to the social studies curriculum. Included in this interview will be a focus on an object of significance to the person/topic of the interview.

**Part II – Lesson Plan**

To give you the opportunity to apply your knowledge of using primary/secondary sources to bring the social studies curriculum to life, you will transform the information gained from the interview into a lesson suitable for children. Included in the lesson will be the use of the object (or document, photograph, etc.) discussed in the interview. (more details to come)

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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.

**COURSE SESSION TOPICS AND RELATED READINGS (Anticipated Schedule)**

<b>Session</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment Due</b>
1 – 2/4 (M)	<b>"Social Studies" -- What? Why?</b> Introduction and Course Overview		
2 – 2/6 (W)	<b>The Big Picture in California</b> The History-Social Science Framework Advertisements from Another Age	T: 1	<ul style="list-style-type: none"> <li>• small photo of yourself;</li> <li>• bring H/SS &amp; PP (preview–no card);</li> <li>• field trip sign ups</li> </ul>
3 – 2/11 (M)	<b>The Framework and State Standards</b> Controversy and Themes	T: 3	<ul style="list-style-type: none"> <li>• book chat sign ups</li> <li>• Self Models</li> </ul>
4 – 2/13 (W)	<b>Being RESOURCE-full</b> Textbooks and the Information Age	T: 4	<ul style="list-style-type: none"> <li>• Internet Assignment</li> </ul>
5– 2/18 (M)	<b>"Manipulatives" in Social Studies</b> The Impact of Primary Source Materials Book Chat Group # 1	oral history articles 1 & 2	
6 – 2/20 (W)	<b>Setting Ideas Into Action</b> Lesson & Unit Planning Book Chat Group #2	T: 2	<ul style="list-style-type: none"> <li>• Oral History/Material Culture Proposal (in class activity)</li> </ul>
7 – 2/25 (M)	<b>Field Trip Site Explorations</b>	-----	
8 – 2/27 (W)	<b>Learning Outside the Classroom</b> Field Trips for Educational Inquiry	oral history article #3	<ul style="list-style-type: none"> <li>• Field Trip Project</li> </ul>
9 – 3/4 (M)	<b>Developing Your Toolbox</b> Reading, Writing, and Computers Book Chat Group # 3	T: 6	
10 – 3/6 (W)	<b>Human Impact on the World</b> Geography Makes a Difference	T: 7	<ul style="list-style-type: none"> <li>• Bring CA Atlas (preview – no card)</li> </ul>
11 – 3/11 (M)	<b>The H.O.T.S. are Cool!</b> Getting Your Students to Think Book Chat Group # 4	T: 8	
12 – 3/13 (W)	<b>Making it Come Alive!</b> Using the Arts to Teach Effectively Classroom Museum	T: 10	<ul style="list-style-type: none"> <li>• Oral History/Material Culture Project <i>Bring your object for our "museum."</i></li> </ul>
13 – 3/18 (M)	<b>To Be Announced</b>		
14 – 3/20 (W)	<b>Citizens for the New Millenium</b> Values & Attitudes Make a Difference Book Chat Group # 5	T: 9	
15 – 3/25 (M)	<b>How Do You Know What They Know?</b> Assessment Leads the Way	T: 5	<ul style="list-style-type: none"> <li>• Job Application Paper</li> </ul>
16 – 3/27 (W)	<b>Looking Back...Looking Ahead!</b>		