

California State University San Marcos
College of Education

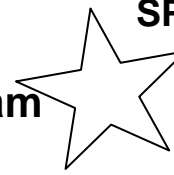
**** SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS ****

EDMS 544B

SPRING 2002



Semester 5-Integrated Program



meetings: Mondays, 2:30 p.m.– 5:15 p.m.
classroom: ACD 408

instructor: Dr. Nancy P. Gallavan

office hours: Mondays, noon - 2:00 p.m., 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 wealth of materials valuable for the effective teaching and learning of social studies education and curriculum integration. Research indicates that when teachers use a variety of effective teaching methods and integrate course content meaningfully, learners become more engaged and responsible for their own learning. Therefore, the broad emphasis of this course will focus on the planning, organization, and assessment that involve both teachers and learners in higher-level thinking through cognitive and affective involvement.

Purpose:

Social studies education encompasses perhaps **the** most important function of the school curriculum because the content and skills not only bring together basic tools, it **utilizes them authentically**. In the social studies we must wrestle with crucial questions: Who are we (individually and collectively)? 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 learners to develop responsible and thoughtful ways of thinking, believing, speaking, and acting.

According to the National Council for the Social Studies (NCSS): "Social studies is the integrated study of the social sciences and humanities to promote civic competence." As your instructor, I am committed to modeling relevant and reflective pedagogy to assist you in becoming successful teachers. Collaboratively we will explore ways to "help young people develop their abilities to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

Course Goals:

As a result of this course, you will be able to:

- 1) access and 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, children’s literature, technology, the arts, and oral history methods into integrated social studies instruction;
- 3) increase your awareness related to the multitude of community resources available for teachers and the ways in which these resources can be used to inform, support, and strengthen the social studies program;
- 4) develop lessons using primary source materials, infusing multicultural/lingual perspectives, and implementing them into a social studies unit of instruction based on appropriate grade-level studies;
- 5) design curricula that reflect a variety of instructional strategies and that enhance and enrich children’s inquiry and higher-level thinking skills through active participation; and
- 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) Customized Packet 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. Please let me know if your assignments will be late.

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	150-160 points	B-	131-134 points
A-	146-149 points	C+	126-129 points
B+	142-145 points	C	122-125 points
B	135-141 points	C-	115-121 points

Please 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 assignment will be handed out in class.

❖ **Reading Response Cards & Discussion Participation**

36 points

(12 cards @ 3 points per card)

The reading assignments establish an important foundation for increasing your understanding and appreciation of learning and teaching social studies effectively. You will read each assignment and bring a handwritten reading response card on a 3" x 5" notecard to each class. On each notecard you will need to identify five (5) pieces of information:

your name; **the assignment [i.e., Chapter 4] and page number of information;**

#1--a summary statement of information from the chapter that made a positive impact upon you;

#2--a connection from your statement to your learning, field experience, etc.; and

#3--a question that the reading assignment prompts you to ask at this time. Cards must be prepared prior to class; they may not be written during class. No cards may be turned in after class. In addition, all voices are valued in this class; please be sure we get to hear your thoughts on each topic we cover.

❖ **Social Studies Name-Model**

10 points

It is helpful for you to see yourself through a social studies lens or perspective. For this assignment, you will create a physical model illustrating each of the six social studies disciplines with examples about you and your name. You may use photographs, drawings, cut-outs, objects, etc. Please be prepared to reintroduce yourself to the class through each of the six disciplines. You will be expected to talk for approximately three (3) minutes.

❖ **Internet Resource Investigation**

15 points

The Internet provides teachers and their learners 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. Additional written instructions will be provided in class.

❖ **Community Resource / Field Trip Project**

30 points

For this assignment you will explore and share information about a field trip site located within 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. Additional written instructions will be provided in class.

❖❖❖ **THREE-PART INTEGRATED PROJECT:**

❖ **Literacy-Based Oral History Project—Part I**

15 points

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 created continually. For Part I of this three-part assignment you will interview a person or persons about a topic that relates to your grade level social studies curriculum. The oral history you collect for Part I will be integrated with the object-based lesson in Part II and the selection of children’s literature in Part III. Additional written instructions for the three-part integrated project will be provided in class.

❖ **Object Based Lesson Plan--Part II**

15 points

To give you the chance 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 oral history interview into a lesson suitable for young learners. Included in the lesson will be the use of the object (document, photograph, etc.) discussed during the interview. You will develop one object (or document)-based lesson based on the state standards, and you will need to bring the object to class when we share our projects with one another.

❖ **Children’s Literature--Part III**

15 points

A wealth of children’s literature exists that strongly supports and extends the state standards for teaching social studies. You will select one book to support your object-based lesson plan appropriate for any grade K-6. Please be prepared to tell us the title, author, date of publication, a brief summary of the book, and how it relates to the oral history project and object based lesson plan. You will need to bring the book to class when we share our integrated projects.

❖❖❖ We will design a rubric of expectations of the Three-Part Integrated Project together in class.

❖ **Job Application Paper**

10 points

Reflection and closure are essential elements of effective instruction and assessment. To model these elements during this course, you will write a two-to-three page paper (typed, double-spaced, size 12 block font) describing the five (5) most important concepts or ideas you have learned during EDMS 544. You may frame this paper as if you are answering this type of job application question: “How will you teach social studies effectively to your young learners?” Please include two citations of something you have read this semester.

❖ **Class Participation**

14 points

160 points total

**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.

COURSE SESSION TOPICS AND RELATED READINGS--Anticipated Schedule

Session	Topics	Readings	Assignment Due
1 – 2/4	no class		
2 – 2/11	<i>Discovering “Social Studies”</i> Introduction to S.S. and Course Overview		
3 – 2/18	<i>Exploring the Big Picture in California</i> The CA History-Social Science Framework within the NCSS themes	T: 1	❖ reading response card ❖ H/SS & PP ❖ CA atlas
4 – 2/25	<i>Seeing Ourselves in the World through S.S.</i> Social Studies as Our Own Stories	T: 3	❖ reading response card ❖ self models ❖❖ field trip sign-up
5 – 3/4	<i>Using "Manipulatives" in Social Studies</i> Primary Source Materials	T: 2	❖ reading response card
6 – 3/11	<i>Being RESOURCE-full</i> Textbooks and the Information Age	T: 4	❖ reading response card ❖ internet site reviews
7 – 3/18	<i>Setting Ideas Into Action</i> Lessons and Units - Planning through Assessment	T: 5	❖ reading response card
8 – 3/25	<i>Integrating S. S. Across the Curriculum</i> Literacy, Math, Science, Arts, & Technology	T: 6	❖ reading response card
– 4/1	no class; Spring Break		
9 – 4/8	<i>Making S. S. Meaningful</i> Community Connections	PP: 217-263	❖ reading response card ❖ PP
10 – 4/15	<i>Getting Cool with H.O.T.S.</i> Powerful Thinking	T: 8	❖ reading response card
11 – 4/22	<i>Learning Outside the Classroom</i> Field Trip Site Locations	oral history articles	❖ reading response card ❖ field trip site descriptions
12 – 4/29	<i>Collecting Oral Histories</i> The Value of Our Own Stories	T: 7	❖ reading response card ❖❖ OH proposal
13 – 5/6	<i>Creating a Classroom Museum</i> Knowledge Construction <i>with</i> Learners	T: 10	❖ reading response card ❖ 3-Part Project
14 – 5/13	<i>Developing Citizens for the New Millennium</i> Knowledge, Skills, and Attitudes Make a Difference	T: 9	❖ reading response card ❖ job application paper
15 -- 5/20	<i>Looking Back...Looking Ahead!</i>		
16 – 5/27	no class; Memorial Day		