



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMI 544
Title	Middle Level Social Studies
CRN Number	20826
Days	Pre - Arranged
Time	Pre - Arranged
Course Location	Woodland Park Middle School
Semester / Year	Spring 2016
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Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DETAILS

Course Description

This course focuses on developing an understanding of the theory, methodology, and assessment of social studies in self-contained or departmentalized settings.

Course Prerequisites

Admission to the Middle Level Teacher Education Program

Course Objectives

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

- apply the California History/Social Science Framework, Standards, California Common Core State Standards and related core documents to the classroom experience;
- understand the value of incorporating primary source material, literature, and service learning into social studies instruction;
- recognize and access community and internet resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
- design lessons and units of study that are grade level and developmentally appropriate, utilize primary source materials, infuse a multicultural/lingual perspective, and address the needs of diverse learners;
- utilize a variety of instructional strategies designed to develop knowledge and critical thinking skills through active participation; and
- engage student learners and develop a greater appreciation for history-social science as a field of study.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

REQUIRED TEXTS

State of California. *K-12 History/Social Science Framework* (available online at the California Department of Education website, <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>).

State of California. *Common Core State Standards* (available online at the California Department of Education website <http://www.cde.ca.gov/re/cc/>).

State of California. *K-12 Grade Level Content Standards* (available online at the California Department of Education website <http://www.cde.ca.gov/be/st/ss/index.asp>).

Additional readings, as assigned, will be posted in Cougar Courses.

TEACHER CANDIDATE LEARNING OUTCOMES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district 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. **You will be required to formally address the following TPEs in this course: 1, 2, 4, 7, and 9.**

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December 1997*).

For this course, students missing one and one-half or two days will see their grades reduced by one full grade. Students missing two and one-half or three days will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes an absence. Illness and emergencies are considered on a case-by-case basis, and notification of an absence does not constitute an excuse.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the assignments described below.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Grading Standards

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

Assignments are to be submitted by midnight on the specified due date. Hand-written work is not accepted, and all documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically and concisely presented. Assignments submitted with spelling and/or grammatical errors will be subject to a 10% deduction in points.

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72

Assignment	Points Possible
Pocket History	5
Top 10 H-SS Resources	5
Content Area Literature Connection	10
Primary Source Analysis	10

History-Social Studies Lesson Plan	15
Reading Reflections (4 @ 5 pts. each)	20
Interdisciplinary Unit Plan	35
Total Points	100

Assignment 1: Pocket History: *Individually.* You will choose a historical figure, from the past, that you identify with, admire, or are genuinely interested and prepare a brief story to engage the class. Your pocket history must be between 5-7 minutes (no more than 7 minutes). You may only use 3 small artifacts (small enough to fit in a pocket/purse) to help represent your historical figure and support your storytelling. You may not utilize any media to support your storytelling – it’s just you, your artifacts, and your storytelling.

Assignment 2: Top 10 H-SS Resources: *Individually.* Research e-resources (websites, apps, digital narratives, reference sites, etc.) that will represent your TOP 10 go-to resources to support teaching, learning, and professional growth in H/SS. Your list must represent a wide range of resources and be history-social science specific (sites that have general application across other disciplines will not be accepted).

Assignment 3: Content Area Literature Connection: *Individually.* You will choose a trade book/ literature that supports student understanding of H-SS content. You will produce a 1-page summary based upon a model provided. This assignment will be shared in class and you must bring a copy of the book with you on the day of presentation. Failure to bring a copy will result in a 10% deduction in points.

Assignment 4: Primary Source Analysis: *Individually.* You will choose a text based primary source and modify/scaffold that document to allow greater student access to content and skill attainment. Primary source reading and instruction is embedded in the course outline. We will utilize these opportunities to learn about this process so you can apply concepts to the completion of this assignment.

Assignment 5: History/Social Studies Lesson Plan: *Individually.* Following the lesson plan format you will create a history-social studies lesson plan. Your lesson plan must focus on a middle grade standard (6-8), explicitly teach H-SS content, a historical and social sciences thinking skill, and reflect common core alignment. While this lesson plan is completed individually, it should also connect to and be a cohesive and integrative piece to your interdisciplinary lesson plan.

Assignment 6: Reflections: *Individually.* Throughout the semester you will be required to write full-page reflections on assigned readings. You will be assessed on your synthesis of the content read and your insight into implications for practice. Please adhere to the requirements noted under Grading Standards (page 5). Reflecting on your learning and practice is a skill you will use as an educator. It is important to hone this skill and be thoughtful and thorough in your expression of thoughts and ideas.

Assignment 7: Interdisciplinary Unit Plan: *As a group,* your team will create an interdisciplinary unit of study appropriate for a cross curricular team that includes social studies and science (and other subject areas as desired). This unit will be designed for 3-4 weeks of instruction for a heterogeneous middle grade classroom. You will present your unit plan to the class on March 15.

SCHEDULE/COURSE OUTLINE

*Schedule is subject to change. Check Cougar Course schedule for class/assignment updates.
Teaching and learning strategies will be integrated into each class session.*

Session	Topic	Readings & Assignments
Tuesday Jan. 26, 2016	Course Overview; Status of K-12 H-SS	Read: Assigned readings in CC
	Introduction to Interdisciplinary Unit Plan	
Wednesday Jan. 27, 2016	Carousel Activity (completed and presented in class)	RE-Read/Review: grade level reading, as necessary
	Interdisciplinary Unit Team Planning	DUE: Reflection: Standards & Framework (midnight)
Monday Feb. 1, 2016	App-y hour!	Read: Big Ideas & Essential Questions
	Exploring Big Ideas & Essential Questions	
Wednesday Feb. 3, 2016	Literature and History: A Natural Connection	DUE: Top 10 H-SS Resources Feb. 3 (midnight)
	Intro H-SS Lesson Plan	
Monday Feb. 8, 2016	Equity and Access	Read: Assigned reading in CC DUE: Reflection
Tuesday Feb. 9, 2016	Intro to Primary Sources	Read: Assigned reading in CC DUE: Literature Connection
Monday Feb. 15, 2016	Interdisciplinary Unit Plan (IUP) Workshop	DUE: H-SS lesson plan
Wednesday Feb. 17, 2016	Primary Source Analysis	Read: Assigned reading in CC DUE: Primary Source Assignment
Friday Feb. 19, 2016	Civic & Service Learning	Read: Assigned reading in CC DUE: Reflection
Tuesday Feb. 23, 2016	Teaching <i>About</i> Religion in Public Schools	Read: Assigned reading in CC
Friday Feb. 26, 2016	Interdisciplinary Unit Plan (IUP) Workshop	Check-in: IUP completed tasks
Feb. 29 – Mar. 4	<i>Please note: No scheduled EDM I 544 classes during this week. Use available time to work on IUP.</i>	
Monday Mar. 7, 2016	Problem-based Learning	Read: Assigned reading in CC
Tuesday Mar. 8, 2016	Field Trip to High Tech High; High Tech Middle	DUE: Reflection
Tuesday Mar. 15, 2016	Interdisciplinary Unit Plan Presentations	Final Exam: The IUP is the final exam for this course.
Mar. 21- May 20, 2016	Clinical Practice/Observations	