

<b>Course &amp; Section Nos.</b>	<b>EDSS 544A</b>
<b>Course Title</b>	<b>SECONDARY Social Studies EDUCATION METHODOLOGIES</b>
<b>Class Roster No.</b>	<b>40972</b>
<b>Course Day(s)</b>	<b>Tuesdays</b>
<b>Time</b>	<b>5:00-8:00 PM</b>
<b>Course Location</b>	<b>273 University Hall</b>
<b>Semester / Year</b>	<b>Fall 2016</b>
<hr/>	
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<b>Office Hours</b>	<b>After Class or by Appointment</b>

### **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

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## MESSAGES FOR SUCCESSFUL TEACHING

**This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.**

### **ATTITUDE IS EVERYTHING! Guiding principles:**

#### **1. All Students Can Learn.**

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

#### **2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a year- long interview.**

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small. You never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early-on may encounter barriers to getting hired. What you do EVERY day matters!

#### **3. It's not about you, it is all about your students.**

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

#### **4. Ensure social justice and equity.**

Teaching is a political act. Effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

#### **5. Listen and learn.**

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context. Be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience. Learn the culture and the politics and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

### **THE DAY TO DAY.....**

#### **6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be reflective.**

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

#### **7. Engaging Lessons/Activities and Your Positive Attitude Are The Best Management Approach. (refer to #1)**

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

#### **8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be present.**

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

**AND FINALLY.....**

**9. Be Flexible.**

Be open to and enthusiastic for learning (Disposition 6 & 8).

**10. Enjoy the Experience.**

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

**Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

**EDSS 544A SOCIAL STUDIES METHODS COURSE WORK INFORMATION & REQUIREMENTS**

**Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

**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. Teacher 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 CANDIDATE LEARNING OUTCOMES**

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

**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).

**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](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html)

**School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, a teacher candidate must attend more than 80% of class time, or s/he will not receive a passing grade for the course. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

**Teacher Candidates with Disabilities Requiring Reasonable Accommodations**

Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Teacher 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**

The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plans and unit plan.

**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](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.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

## **EDSS 544A COURSE INFORMATION REQUIREMENTS AND ASSIGNMENT DESCRIPTIONS**

### **Course Description**

#### **EDSS 544 A (2 units) Secondary Social Studies Education**

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A. This course is aligned with California's SB 2042 Standards.

### **Objectives**

During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to:

1. state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels;
2. apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;
3. encourage civic participation through studies of democratic civic values and constitutional principles;
4. deal honestly and accurately with controversial issues in historical or contemporary contexts;
5. discuss important roles of culture in world and United States history without bias;
6. incorporate a range of critical thinking skills and literacy skills into social studies instruction;
7. utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

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 the CA Common Core Standards to the classroom experience;
2. Incorporate 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 lesson plans and implement them through a developmentally appropriate unit that reflects the needs of the learning community while infusing a multicultural perspective throughout.
5. Design curricula that reflect a variety of instructional strategies and that develop higher-level thinking skills through active participation;

### **Credit Hour Policy Statement**

Secondary Social Studies Methods is a two unit course, which requires the students to work at least four hours a week outside of class. The four hours a week of work outside of class will be comprised of reading assignments, preparation of classroom presentations, and completion of course assignments.

## Required Texts

California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. <http://www.cde.ca.gov/re/cc/>  
California Curriculum Frameworks: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

A choice of one of the following books for out of class reading and in class small group discussion.

*A History of the World in 6 Glasses*, by Tom Standage, or

*A Little History of the World*, by E. H. Gombrich.

## Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities.

Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

## Assignments (in brief)

- **Strategies Notebook (20 points possible):** Careful, clear notes of instructional strategies covered in class, with explanations and specific examples of how you used (or would use) the strategies in your unit design and lesson planning
- **Understanding by Design Unit Plan (70 points possible):** Each student will be responsible for creating a unit plan based on the UbD template  
**Stage I.** Identify standards, enduring understandings, Big Ideas, and the clear, attainable objectives.  
**Stage II.** Create a performance assessment based on Depth of Knowledge principles that allows students to show their understanding of the Big Idea and answer the Essential Question
- **Thoughtful participation (10 points; assessed partially by Professional Dispositions):** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

## EDSS 544A AND 546A SECONDARY ENGLISH/SOCIAL STUDIES METHODS COURSE CALENDAR

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen circumstances and teachable moments.

Session Date	Topic	Your Responsibilities
#1 8/30 <b>Joint Session</b>	<p>Introductions</p> <p>Review Syllabus</p> <p>Begin Effective Teaching discussion</p>	<p>Come prepared to learn, participate and share! UH 273</p> <p>Have access to the Methods Syllabus</p>
#2 9/13	<p>What is effective teaching?</p> <p>Review Methods Course assignments</p> <p>Start Unit Planning: Introduction to UbD and Deciphering the Standards</p>	<p>Read article "Building Better Teachers" and be prepared to share your thoughts and questions on the excerpt and teaching profession</p> <p>Bring California Framework Standards for secondary social studies and Common Core State Standards</p> <p>Bring syllabus for first semester for your placement class (pacing guide if you do not have access to syllabus)</p> <p>Begin Unit Plan Assignment (understanding vs. coverage)</p>
#3 9/20	<p>Big Ideas</p> <p>Who is in our classroom? Differentiation</p>	<p>Bring California Framework Standards for secondary social studies</p> <p>Bring syllabus for first semester for your placement class (pacing guide if you do not have access to syllabus)</p> <p>Begin Strategies notebook (electronic version)</p>
#4 10/4	<p>Essential Questions</p> <p>Delivery System</p>	<p>Read posted articles/websites on the various delivery systems</p> <p>Have access to your UbD template</p>
#5 10/11	<p>Document Based Questions and Depth of Knowledge</p> <p>Performance Task Assessments</p>	<p>Bring a few relevant primary sources for a current or near-future unit from your placement class (quotes/excerpts, cartoons, artwork/photos, etc)</p> <p>Have access to the Common Core State Standards</p> <p>Bring your UbD template</p>
#6 10/25	<p>Content and Academic Language (Sentence Frames)</p>	<p><b>Bring a pretty good draft of your UbD template for Stages I and II</b></p>
#7 11/1 <b>Joint Session</b>	<p>Lesson Planning Workshop</p> <p>WHERE TO</p>	<p><b>Strategies Notebook Due Thursday, 11/3 by 11:55 PM</b></p>
#8 11/15	<p><b>Online Class</b></p> <p>(support for completing your UbD template)</p>	<p><b>DUE: Completed UbD template with Stages I-II on Thursday 11/17 by 11:55 PM</b></p>
#9	<p>Feedback and evaluations</p>	



11/29	(slice and drink at Flippin')
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**ASSIGNMENT SHEET**

EDSS 544A

Name \_\_\_\_\_ e-mail \_\_\_\_\_

School Site \_\_\_\_\_ Clinical Practice Class \_\_\_\_\_

\_\_\_\_\_ **Strategies Notebook (20 points possible) *Due Thursday 11/3 by 11:55 PM***

\_\_\_\_\_ **Unit Plan (70 points possible): *Due Thursday, Nov. 17 at 11:55 PM***  
Stage I \_\_\_\_\_ Stage II \_\_\_\_\_

\_\_\_\_\_ **Thoughtful participation (10 points possible)**

**Final Exam Statement**

There is no final exam for 544A.

**STRATEGIES NOTEBOOK TEMPLATE FOR 544A: DUE TUESDAY 11/17 BY 11:55 PM**

1. Need multiple entries for each source
2. Minimum of 15 entries

Source	Strategy Description	Practical Use of Strategy
Methods	<p><b>The 6 Cs for Primary Sources</b> are Content, Citation, Context, Connections, Communication, Conclusions, The strategy has the students look for and organize the supplemental document into facts, the source, relevant information, prior knowledge, reliability and make conclusions</p>	<p>Valuable strategy for document analysis, such as a document-based question or any exercise requiring the students to utilize primary sources to support their claims. Also useful when students are being asked to consider multiple points of view from various primary source documents</p>
Cooperating Teacher		
Observations		

**UNIT PLAN TEMPLATE FOR 544A: DUE TUESDAY, NOV. 24 AT 11:55 PM**

<b>UNDERSTANDING BY DESIGN: SOCIAL STUDIES METHODS 544A</b>	
<i>Designer Name(s):</i> <b>Subject Area:</b> <b>Unit Title/Focus:</b> <b>Estimated Amount of Instructional Time:</b>	<i>Date:</i> <b>Grade Level(s):</b>
<b>Stage 1 – Desired Results</b>	
<i>State Content and Skill Standards:</i>	
<i>Enduring Understandings:</i> Students will understand that...	<i>Essential Questions:</i>
<b>Big Idea(s)</b>	
<i>What students will know:</i>	<i>What students will be able to do:</i>
<b>Stage 2 - Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
<b>Stage 3 - Learning Plan</b>	
<i>Learning Activities:</i>	

**UNDERSTANDING BY DESIGN UNIT PLAN**

Essential Question: How does backwards planning benefit students and teachers?

	Stage I: EU and EQ	Stage II: Assessment	Stage III: Lessons
4 Strong	The EU and EQ will <b>inspire</b> students to <b>inquire</b> ; The EU is extremely relevant and useful now, next week, next year, five years from now	Students are required to think critically (DOK 3 or 4); The assessment will intrinsically motivate students to complete high quality work; clear measurable expectations for skills and understanding	A lesson Plan is highly effective in equipping students to complete the assessment; Differentiation is highly utilized; a wide variety of delivery strategies are employed
3 Capable	The EU and EQ might <b>inspire</b> students to <b>inquire</b> ; The EU is relevant and useful now, next week, next year, five years from now	Students might have to think critically (DOK 3 or 4); The assessment of skills and understanding is clear and measurable, but lacks choice and intrinsic motivating features	A lesson plan is effective in equipping students to complete the assessment; Differentiation is utilized; a variety of delivery strategies are employed
2 Developing	The EU and EQ have some relevance and usefulness, but they are too content-based and emphasize knowledge over understanding	Students are not required to think with depth, instead assessment stays in DOK level 1 or 2; The assessment lacks uniqueness and intrigue,	A lesson plan is partially connected to EU and EQ, but not always; Differentiation is somewhat apparent; some variety of delivery strategies are employed
1 Beginning	The EU and EQ are only content based; The stage ignores depth and understanding, instead too much focus on knowledge	No chance of critical thinking because assessment clearly asks for knowledge based answer; No creativity or intrigue developed, instead it is ordinary, typical	A lesson plan is arbitrary and not tied to EU and EQ; Differentiation is not evident; Delivery strategy is routine and ordinary