

Course & Section Nos.	EDMS 544, Section 1
Course Title	SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS
Class Roster No.	#22327
Course Day(s)	Tuesday
Time	8:30-3:00
Course Location	FARR Elementary
Semester / Year	Spring 2017
Instructor	Nancy Moser-Hayashi
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Office Hours	After Class and By Appointment

WELCOME

As a Distinguished Teacher in Residence, I wish to inspire future teachers to bring a passion for social studies instruction and empower student voice through this content area. Special emphasis will be given to how effective Social Studies instruction promotes positive classroom communities.

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 DESCRIPTION

Catalog: Focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in social studies. The integration of curricular areas is addressed. Methods of cross-cultural language and academic development will be integrated into the course. *Requires participation/ observation in the public schools.*

Hayashi: Effective Social Studies instruction is woven through all areas of the classroom experience. If we wish to promote the ideals of a future ready society (empathetic, culturally proficient, technologically literate global citizens) we must increase a teacher's ability to lead, create, implement, assess, and think critically about how students can apply learning. All students deserve a rich, engaging and relevant curriculum that ties the lessons from the past to current events and inspiration for the future. SS instruction includes a rich literacy, writing, and transdisciplinary approach. Social studies is not solely based on diverse perspectives of the human experience, but the science of discovery, expression and theory.(STEAM) Furthermore, classroom climates can incorporate restorative actions to promote positive classroom climates which values honesty, peaceful conflict resolution, communicating about sensitive topics and gives a voice to all community members.

Course Prerequisites

Enrollment in the credential program.

Course Objectives and Learning Outcomes (CLOs)

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

- 1) apply the California History/Social Science and Visual/Performing Arts Frameworks (Standards) -- with consideration of Common Core assessments -- to the classroom experience;
- 2) understand the value of incorporating primary source materials, the arts & visual literacy, 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 the arts as well as 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, history and the arts as essential fields of study – and know how to make this content relevant to children's lives.

Credit Hour Policy Statement

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

- Lee, John. (2008). Visualizing Elementary Social Studies Methods. John Wiley & Sons, Inc. ISBN: 978-0-471-72066-9 (available from our bookstore and online sellers)
- CSDE. (2005). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. Access online at: <http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>
- CSDE. (2004) Visual and Performing Arts Framework (for California Public Schools K-12) Sacramento, CA. Access online at: <http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>
- CSDE. (2013) California Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (for California Public Schools K-12) Access online at <http://www.cde.ca.gov/re/cc/>

Additional readings/handouts provided by the instructor will be required and available on Cougar Courses.

COURSE LEARNING OUTCOMES

Professionalism – Dispositions

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. Lack of professionalism in any of the following areas will alter the final grade:

1. Attend all class meetings. If you miss a class session, please notify the instructor in writing (email) as soon as possible. Absences do not change assignment due dates. See the Attendance Policy for this course.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class will lower your 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 we cover. This is important for your professionalism grade.
4. Complete assignments on time. 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. Absences do not change assignment due dates. If you are absent when an assignment is due, you may submit the work via email (except for *Social Studies in You!*) so that it is not counted late. I will confirm receipt of emailed assignments.
5. Interact professionally and collaborate responsibly with your colleagues and professor. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement. In short, please do your part to promote a healthy, happy, productive social environment.

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 a 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: *TPA 1A – History/Social Science* as well as *TPE 11 – The Social Environment*.

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).

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

GENERAL CONSIDERATIONS

School of Education Attendance Policy

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

For this class, candidates missing more than one class session cannot earn an A or A-. Candidates missing more than two class sessions cannot earn a B or B+. Candidates missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 15 minutes counts as an absence. Please email your instructor if you will be absent. Keep in mind that notifying the instructor does not excuse you from submitting required work.

Policy on Late/Missed Work

Due to the collaborative spirit of assignments, there is no late work accepted.

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.

Students with Disabilities Requiring Reasonable Accommodations

Students 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. Students 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

A writing requirement of 2500 words is required in all CSUSM courses. You will achieve a significant writing experience in EDMS 544 through the following assignments: weekly journal responses, literature connection lesson plan, field trip project, oral history project, and various in-class writing prompts.

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 AND GRADED COURSE COMPONENTS

Reading Response Journals (CLOs #1,2,3,4,5,6) **25 points**

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach social studies and infuse the arts. To aid you in remembering the readings, and assist you with meaningful class participation, you are asked to respond to each reading and submit responses on CC by Sunday night. Response journals will be discussed in class.

Finding the Social Studies in You! (CLOs #2,6) **1 bonus point!**

Have you ever tried to explain who you are through six social studies disciplines? For this (required) assignment, you will reintroduce yourself to our class by sharing stories and material culture from your life that relate to six of our eight disciplines. You may use photographs, drawings, objects, collections, your imagination, etc. Your in-class presentation will model a way to verbally and visually engage your students -- and will demonstrate your understanding of the disciplines you select. Aim to present for 5 minutes.

Technology Tool Share Out: (CLOs 1, 2, 3, 5) **5 points**

Technology is a tool to support learning. Select a resource or tool to apply in the K-6 environment. Include name of strategy or tool, evaluate for educational value, effectiveness, how it enriches or engages, and worth for promoting equity for learners. Demonstrate use of the tool and add to our course Google Doc.

UNIT PLAN: Social Studies Planner

Unit Planner and Google Tasks:

50 Points

Modern teachers plan together in a professional learning community. The unit planning time will move through several Tasks to help guide the planning and group collaboration of unit assignments. More details and expectations will be given in class.

Literature Connection – Lesson Plan... Team Assignment (CLOs #1,2,4,5,6)

20 points

A wealth of children’s literature exists that strongly supports the state standards for teaching social studies. For this assignment you and your partners will select *one book* appropriate for the grade level unit you are developing. You will then dramatically present your book and explain how it can be used to advance children’s thinking about key social studies concepts and the arts. You will create a resource page to be included in the team Google Doc. Folder for your colleagues and design a lesson that incorporates your book.

Individual Pieces of the Planner: In addition to planner, Google Tasks, and presentation

Community Resource / Field Trip Project... (CLOs #1,2,3,5,6)

In this assignment you and your Literature Connection partners will explore and share information about a field trip site in San Diego or Riverside County. By designing a variety of pre, during, and post-trip lessons, as well as higher level thinking questions and assessments, you will be able to plan an educational (rather than purely recreational) field trip.

Oral History Project ... (CLOs #1,2,3,4,5,6)

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 your social studies unit.

To support your interview and demonstrate the power of visual literacy and material culture, 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.”

Mock Interview (CLOs #1,2,3,4,5,6)

5 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 this course (and thereby increase your chances of getting hired!), as well as enhance your educational philosophy, you will participate in a mock interview during our last class. Preparing for the interview will also serve to reinforce the breath of knowledge you’ve gained in EDMS 544—in history, geography, economics, political science, anthropology, religion, sociology, psychology...plus instructional strategies, standards and assessments.

<u>ASSIGNMENT</u>	<u>POINTS</u>
Professionalism/Reading Journals	20 points
Social Studies in You!	1 bonus point
Technology Tool	5 points
Literature Connection/Chat	20 Points
Unit Planner (5), Tasks (5), Lessons	45 Points
Presentation Final Unit	5 Points
Mock Interview	5 points

TOTAL: 100 points

(There is no final exam for this course.)

Grading Scale:

Grades will be determined by the total number of points earned (100 points possible):

A = 94-100 A- = 91-93 B+ = 88-90 B- = 81-84 B = 85-87
C+ = 78-80 C = 74-77 C- = 71-73 D = 60-70 F = 0-59

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.

Exemplary “A” Teacher Candidates (you!)

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully and timely.
3. Make insightful connections between assignments and their developing overall understanding of social studies concepts; continually question and examine assumptions in a genuine spirit of inquiry.
4. Show high level achievement of course goals.
5. Display a “can do” attitude, give 100%, and work to help others learn too.

EDMS 544B – COURSE TOPICS, READINGS, DUE DATES

-- Integrated Credential Program: Anticipated Schedule for Spring 2017 --

MONDAYS Week/Date	Session Topics	Reading Journals	Assignment Due
#1	"Social Studies" -- What? Why? Introduction and Course Overview	1	Proposal for a Unit Plan
	The Big Picture: California's Framework Lesson and Unit Planning		• bring Lee textbook to EACH class TASK 1 & 2
#2	Looking in the Mirror The Reflective Teaching Cycle	2	• SS in You! Presentations • Literature Book Chat sign ups
	Curious Minds Want to Know Inquiry, Investigations, Interpretations	3	TASK 3
#3	We Can Do It All! Social Studies & Arts Meeting Standards, Covering Curriculum Directly & Indirectly	4, 8 OR 9	• Book Chat Group #1
	Creating Empathetic History Detectives Teaching for Historical Understanding	5	Proposal Your Unit TASK 4
#4	Listening to the Stories of HiSTORY Oral History for Active Learning		• Book Chat Group #2
	Learning Outside the Classroom Field Trips for Educational Inquiry		Show and Tell Tech. Resources TASK 5
#5	Human Impact on the World Teaching for Geographic Awareness	6	• SS/Lit Lesson Plan (partner) • Field Trip Project (<i>draft</i>)
	Caring Citizens for the New Millennium Teaching for Civic Competence	7	• Book Chat Group #3 TASK 6
#6	Literacy Cultivates the H.O.T.S. Thinking Through Reading & Writing	10	Book Chat #4
	Manipulatives in Social Studies Primary Source Materials are Key		ROUGH DRAFTS ARE DUE!!!!
#7	How Do You Know What They Know? Assessment Leads the Way		Book Chat #5 Showcase 1 & 2
	A Trio of Essential Considerations Diversity, Technology & Active Learning	11, 12 or 13	
#8 Last Class!	Looking Back, Looking Forward Creating Citizens for the New Millennium		Showcase 3,4, 5 • Mock Interview