

Engaging diverse communities through leading and learning for social justice.

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Course & Section Nos.	EDSS 544, Section (01)
Course Title	Middle Level Social Studies Methods
Class Roster No.	Section 1 CRN #22186
Course Day(s) & Time	Meeting Times and Dates Vary
Course Location	Woodland Park Middle School
Semester / Year	Spring 2017
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Office Hours	By Appointment

WELCOME!

I am one of the new Distinguished Teachers in Residence (DTiR) this year and I am thrilled to be teaching this methods course on Social Studies. I am a product of CSUSM's Teaching Credential Program, as well as its Graduate Program, in which I designed the curriculum for a history elective course called, "A Socio-Political History of Rock 'n Roll." This course examines the social and political upheavals that took place in the country during 1950-2000 through the lens of the musicians of the time, and focuses on the country's marginalized groups, and the quest for a "seat at the table." During some of our sessions I will be showing you how to incorporate music into your teaching. I have been teaching high school social studies since 1998, most recently at Mission Vista High School in the Vista Unified School District (VUSD). Before MVHS, I taught eight years at Rancho Buena Vista High School, also in VUSD, and before that six years at Charter School, Guajome Park Academy. I look forward to sharing my passion for Social Studies with you.

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

Focuses on developing an understanding of theory, methodology, and assessment of social studies in self-contained or departmentalized settings. This course is aligned with California's SB 2042 Standards and the California Common Core State Standards.

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 documents to the classroom experience;
- understand the value of incorporating primary source materials and service learning into social studies instruction;
- become aware of the multitude of 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 / units that are grade level and developmentally appropriate, that utilize primary source materials, that infuse a multicultural/lingual perspective, and that address the needs of diverse learners;
- design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- more deeply appreciate the social sciences and history as a field of studies

REQUIRED TEXT AND MATERIALS AND/OR ACCOUNTS

Required Texts:

State of California. *Curriculum Framework for History/Social Science K-12* (online at the California Department of Education website, <http://www.cde.ca.gov/be/st/fr/>)

Rethinking Schools. (2001). *Rethinking our Classrooms: Teaching for Equity and Justice: Vol. 2*. Milwaukee, WI: Rethinking Schools.

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~~

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>).

Recommended:

Vatterott, C. (2009). *Rethinking Homework: Best Practices that Support Diverse Needs*. Alexandria, VA: ASCD. ISBN 978-1-4166-0825-7.

**** Additional readings, as assigned, will be available on Cougar Courses. ****

COURSE 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.

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).

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>

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.

SCHEDULE/COURSE OUTLINE

Note: I reserve the right to adjust this schedule as necessary throughout the semester.

Date	Topic(s)	Assignment
Session 1 January 24 PM	What is Social Studies? Definition-Significance-Theme Photograph Analysis	Read: ▪ Course Syllabus
Session 2 January 25 PM	California CCSS and Social Studies California ELD Standards and Social Studies Mindfulness	Read: ▪ Selections from the CCSS and ELD Standards (In-class activity)
Session 3 January 27 AM	Unit Planning and Student Considerations Planning for Social Justice and Equity Stanford History of Education (SHEG)	Read: <i>Rethinking Schools</i> – Introduction & Power of Words (pp. 1-32) ▪
Session 4 February 1 PM	Assessment & Homework Myths Technology Integration Equity v. Equality SDAIE Strategies	Read: <i>Rethinking Schools</i> - The Power of the Past (pp. 33-80) ▪ Formative Assessment (Cougar Courses) ▪ The Truth About Homework (Cougar Courses)
Session 5 February 3 PM	Technology Integration Structured Academic Controversy Bringing Music into Your Teaching Gardener’s Multiple Intelligences	DUE: TECHNOLOGY INTEGRATION
Session 6 February 8 AM	Service Learning Strand Work on Unit Plan Understanding by Design (UbD)	Read: ▪ <i>Rethinking Schools</i> —The Power of Critique (pps. 81-114)
Session 7 February 14 AM	Depth vs. Breadth Student Interest and Experience as Curriculum Structured Academic Controversy (SAC)	Read: <i>Rethinking Schools</i> – The Power of Social Action (pp.115-154) ▪ The Tyranny of Coverage (Cougar Courses) ▪ Principles of High Quality Teaching for English Learners (Cougar Courses)
Session 8 February 17 AM	Service Learning Work on Unit Plan	Read: ▪ Definition of Service Learning (Cougar Courses) ▪ Elements of Service Learning (Cougar Courses) DUE: SERVICE LEARNING STRAND
Session 9 February 22 PM	Critical Pedagogy in the Middle School Classroom Work on Unit Plan	Read: ▪ <i>Rethinking Schools</i> – Rethinking School Culture (pp. 155-202)
Session 10 February 24 PM	Work on Unit Plan Literacy in the Content Areas	
Session 11 March 1 AM	Work on Literature Connection Unit Plan Conversations	DUE: DRAFT UNIT PLAN
Session 12 March 3 PM	Reflection on the Unit Plan	

Session 13 March 7 PM	Problem-based Learning	Read: <i>Rethinking Schools</i> – Rethinking Assessment (pp. 203-224)
Session 14 March 8 PM	Fieldtrip to High Tech High	DUE: CONTENT AREA READING LESSON
Session 15 March 15 AM	Synthesis Course Evaluations	DUE: FINAL UNIT PLAN
May 9th	Submit Self-Assessment online	DUE: SELF-ASSESSMENT

COURSE REQUIREMENTS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

Course Assignments:

Assignment Points Due Date

1. Technology Integration	15	February 3 rd
2. Service Learning Strand	15	February 17 th
3. Draft of Unit Plan	10	March 1 st
4. Content Area Reading Lesson	15	March 8 th
5. Final Unit Plan and Evaluation	25	March 15 th
6. Professionalism Self-Assessment	10	May 9 th
7. Attendance and Participation	10	Ongoing

Assignment 1: Technology Integration—Due: February 3, 2017

Individually, research resources available to help integrate technology into your unit. Evaluate ten resources (apps, primary sources, webquests, digital narratives, reference sites, etc.) that will be valuable to you and your students in this unit. At least two must be professional sites (for teacher use only). There must be a variety of resources selected. For each site, spend some time exploring the pages and links presented, and then respond (1-2 paragraphs per site) to the following prompt:

Describe what you find at the site, the strengths of the site as a resource for middle school social studies teachers and/or students, and if/how you think the site could be improved. Describe how this resource could be used to increase students understanding of the content, connect to their background knowledge, challenge assumptions or broaden their perspective.

Assignment 2: Service Learning Strand—Due: February 17, 2017

Collectively, you and your partners will create a service learning strand connected to your unit plan. This strand will include four components: Preparation, Service, Reflection, and Celebration. Details of these components are in Fertman, White and White (“Elements of Service Learning”) on the Cougar Courses site. You and your partners will share the same grade for this assignment.

Assignment 3: Draft Unit Plan—Due: March 1, 2017

For this assignment, you will plan an inquiry unit of study for your content area that spans three to four weeks of instruction. Your unit of study should include potential for interdisciplinary connections and professional collaboration across content areas. **You will work in teams of four** to brainstorm, share resources, and lesson plan. However, **all work you turn in for this assignment will be individually graded**. You should also attempt to implement all or part of your unit plan during your CPII fieldwork.

Individually, you will choose a piece of text that connects to the social studies content. You will need to select a Common Core State Standard for social studies as well as a California ELD Standard that you will address to help students access the literature you have selected.

Assignment 4: Content Area Reading Lesson—Due: March 8, 2017

Individually, you will choose a piece of text that connects to the social studies content. You will need to select a Common Core State Standard for social studies as well as a California ELD Standard that you will address to help students access the literature you have selected.

Assignment 5: Final Unit Plan and Evaluation—Due: March 15, 2017

Beyond the individual component of the unit plan, you will be graded on the overall unit and how it addresses the units' essential questions, content standards and the recommendations of powerful teaching and learning in your content area's curriculum.

Assignments 6 & 7: Professionalism Self-Assessment—Due: March 15, 2017

Professional demeanor is expected of all students in the Middle Level Program. Professional demeanor includes but is not limited to the following:

- On-time arrival to all class sessions.
- Advance preparation of readings and timely submission of assignments.
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class), without succumbing to non-academic distractions (electronics, personal business, etc.).
- Carefully considered, culturally aware approaches to solution-finding.
- Ethical use of technology

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by **May 9, 2017**. I will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

Students will engage in active learning each class session, and will be expected to participate actively.

- How do you participate in class discussions productively, sharing your knowledge and understandings?
- How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- How do you contribute appropriately to group work—do you “do your share”?
- How do you demonstrate that you are able to accept others' opinions?
- How do you demonstrate that you are supportive of others' ideas?
- How do you support your peers during their presentations?
- How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- How do you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

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. Because it is important for teachers to be able to communicate their ideas effectively to students, parents, colleagues, and administrators, writing that is original, clear, and error-free is a priority for the College of Education. 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.

A	93-100 points
A-	90-92 points
B+	88-89 points
B	83-87 points
B-	80-82 points
C+	78-79 points

- C** 73-77 points
- C-** 70-72 points

Final Exam Statement:

There is no final exam for this course.

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).*

EDMI 544 Attendance Policy

In this course, the following attendance policies will apply:

- One class session, either on-line or face-to-face, may be missed without penalty to your grade.
- Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.).
- If you miss four or more class sessions, you will receive an F.

Policy on Late/Missed Work

It is expected that work will be turned in on time. This is to prepare you to be an effective educator. *No late assignments will be accepted. You cannot pass the class if an assignment is missing.*

Student Collaboration Policy

Assignments are established as either “individual” or “collective”, and should be completed as such.

GENERAL CONSIDERATIONS

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each candidate 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

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. 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three ‘hours’ of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.
- *EDMI 544 is a face-to-face course.*

All University Writing Requirement

Every course at the university must fulfill the university’s writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Service Learning Plan (in the unit of study), Literature Connection, Unit Plan, and reflections on selected readings.

Course Format:

EDMI 544 is a face-to-face formatted course.

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.