Course & Section Nos.	EDSS 544B
Course Title	Secondary Social Studies Education Methodologies
Class Roster No.	**20913**
Course Day(s)	**Tuesdays**
Time	**4:15 - 7:15 PM**
Course Location	**University Hall, Room 439**
Semester / Year	**Spring 2018**
Instructor	**Teri Gerent**
Phone	**760-758-8526**
E-Mail	**tgerent@csusm.edu**
Office	**468E**
Office 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

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COURSE DESCRIPTION

EDSS 544 B (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.

Course Prerequisites

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

Course 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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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

Cougar Courses

You have access to the Cougar Course website for EDSS 544B when you register for the class.

TaskStream Account

You will need to set up an account for your Single Subject Credential.

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 (2016)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 CSUSM local TPEs in this course:

TPE 1: Engaging and Supporting all Students in Learning
      1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
      1.3 Connecting subject matter to meaningful, real-life contexts
      1.5 Promoting critical thinking through inquiry, problem solving, and reflection
TPE 3: Understanding and Organizing Subject Matter for Student Learning
      3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
      3.2 Applying knowledge of student development and proficiencies to ensure students understanding of subject matter.
      3.3 Organizing curriculum to facilitate student understanding of the subject matter
      3.4 Utilizing instructional strategies that are appropriate to the subject matter.

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.

TPE 6: <u>Developing as a Professional Educator</u>
6.1 Reflecting on teaching practice in support of student learning.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

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

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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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

SCHEDULE/COURSE OUTLINE

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

Session Date	Topic	Assignments / Due Dates
#1 1/23	Faculty Fellowship Program / Greg Spielman (CCSS) Groups for UbD Unit H/SS Methods: CCSS and CA History/Social Studies State Standards	Bring your syllabus / pacing guide for Session 2.
#2 1/30	Shakespeare (*Twelfth Night*) incorporating music lesson (Roon Brown, ML TC) H/SS Methods: 12 Grade Level - Economics	
#3 2/6	Gratitude Project (Sarah Hunter) H/SS Methods: 10th Grade level – Mao and the Cultural Revolutionm	
#4 2/13	Linked Learning H/SS Methods: 11th Grade level - Unit from 1950s	
#5 2/20	Alternative Resources (Robert Chodola) H/SS Methods: Gun Control debate	
2/25		**Draft UbD DUE (20 pts)**
#7 2/27	Deliberation / Interview (Elsie Aguirre-Simpson) H/SS Methods: 12 Grade level – Mock Trials and American Government	
#8 3/13	Using Drama effectively (Penny) H/SS Methods: 9th Grade level – Electives	
3/18		**Reflection / Participation DUE (20 pts)**
#9 4/24	Workshop for EdTPA / UbD Unit	
#10 5/8	Evaluations / Celebration (Fieldtrip to Speakeasy in Carlsbad)	
5/11		**Strategies Notebook DUE (20 pts.)**

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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.

Course Assignments

- **Strategies Notebook**: (**TPE 1, TPE 6**)   **20 points**
  In your EDSS 521 course (Literacy), you will be presenting a strategy to use in the classroom to make content more accessible for students. Those who are not presenting, will be taking notes (in the Strategies Notebook you will be provided in EDSS 544A course). While you are in the classroom observing your CT, or other classrooms, find one strategy per week that you can write down in your Strategies Notebook. Between EDSS 521 and your Clinical Practice, you should have two strategies listed per week.

- **Understanding by Design Unit Plan: (TPE 1; TPE 3)**   **60 points**
  Each student will be responsible for creating a unit plan based on the UbD template
  Stage I (20 points). Identify standards, enduring understandings, Big Ideas, and the clear, attainable objectives.
  Stage II (40 points). 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.

- **Reflection and Participation: (TPE 1, TPE3, and TPE6)**   **20 points**
  At the end of the semester, please type a minimum of two pages, double-spaced about your experience in CPI and CPII. These observations and insights would include the challenging aspects of being a Teacher Candidate, as well as the encouraging aspects in this role. Include in your reflection some of the "a-has" you took away from your experience.

Grading Standards

There are 4 key assessments for EDSS 544B with 100 points possible. This section contains assignment descriptions. See Cougar Courses for templates and rubrics.

Strategies Notebook	20 points
Understanding by Design (UbD) Unit Plan	60 points
Reflection and Participation	40 points
Total Possible Points for EDSS 544B	**100 points**

   See Attendance Policy – you may loose points for absences, tardies or early departures.

Grading Scale

A	= 93-100	C+	= 77-79
A-	= 90-92	C	= 73-76
B+	= 87-89	C-	= 70-72
B	= 83-86	D	= 60-69

B-   = 80-82   F   =   0-59

You must repeat the course if you do not earn a C+ or higher.

Final Exam Statement

There is no final exam for this course.

School of Education/Course 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).*

Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. ***Teacher candidates may have one absence with no penalty.* Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

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

Candidates may collaborate to process various assignments, but individual assignments must be turned in for grades.

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 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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

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All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

This is a hybrid (HY) course with 1 online session.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations, and social media.

Contact Information for Technical Support Assistance

This may include customer support for software used in the course as well as the CSUSM Help Desk.

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.