Course Number	EDMS 544
Title	SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS
CRN Number	# 22414 (01)
Days	Fridays
Time	9:00 – 3:30
Course Location	ESCONDIDO – Farr Avenue Elementary School
Semester / Year	Spring 2018
Professor	Laura M. Wendling, Ph.D.
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Office	UNIV 408
Hours	After class and 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

Children are the messages we will send to a time we will never see… Neil Postman

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.*

Wendling: This course will introduce prospective elementary school teachers to the theoretical concepts, instructional methods and materials used in social studies education to engage students in higher-level thinking through cognitive and affective involvement. The broad emphasis of this course will focus 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. A secondary focus will be on the effective infusion of the arts (dance, music, fine arts, and drama) into the curriculum.

Social studies is perhaps **the** most important part of the school curriculum because it not only brings together basic tools (such as the 3 Rs) but it **utilizes them authentically**. In the social studies we wrestle with crucial questions: What kind of society do we want to have? What is a "good citizen"? What is fair? How can we create better ways of living together? Our role as educators is to help students develop responsible and thoughtful ways of thinking, believing and acting.

As your instructor, I am committed to modeling reflective and transparent teaching in order to assist you in successfully achieving the goals of this course.

Course Prerequisites
Admission to the Multiple Subject Teacher 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 -- 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 multicultural/lingual perspectives, 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). <u>Visualizing Elementary Social Studies Methods</u>. John Wiley & Sons, Inc. ISBN: 978-0-471-72066-9 (available from our bookstore and online sellers)

- CSDE. (2016). <u>History-Social Science Framework</u> (for California Public Schools K-12). Sacramento, CA. Access online at: https://www.cde.ca.gov/ci/hs/cf/hssframework.asp

- CSDE. (2004) <u>Visual and Performing Arts Framework</u> (for California Public Schools K-12) Sacramento, CA. Access online at: http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf

- CSDE. (2013) <u>California Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</u> (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.

<u>Professionalism – Dispositions</u>

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. <u>Attend all class meetings</u>. If you miss a class session, please notify the instructor <u>in writing</u> (email) as soon as possible. Absences do not change assignment due dates. See the Attendance Policy – page 6 - for this course.

2. <u>Arrive on time</u> just as you would at a school site. Late arrivals to and early departures from class will lower your final grade.

3. <u>Prepare carefully for class</u>. 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. <u>Complete assignments on time</u>. Late assignments will receive a <u>20% reduction</u> in points for each day late. Occasionally a student/group may be asked to revise an assignment. If so, the revised work must be submitted no later than <u>one week</u> 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 considered late. I will confirm receipt of emailed assignments.

5. <u>Interact professionally and collaborate responsibly</u> with your colleagues and professor. Teacher education is a professional preparation program and teacher candidates 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.

Also, you are welcome to use an <u>electronic device</u> in class. However, it is expected that you will use the technology for class related activity. Save checking emails or other personal use for breaks and time outside of class. This applies to <u>cell phones</u> as well. Lack of respect in this regard will significantly impact your professionalism grade.

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 districts 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:

TPE1. Engaging and Supporting All Students in Learning. Beginning teachers:
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security

Syllabus is subject to change.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

• appropriate use of instructional technology, including assistive technology;

• applying principles of UDL and MTSS;

• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

* appropriate modifications for students with disabilities in the general education classroom;

• opportunities for students to support each other in learning; and

• use of community resources and services as applicable

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to Preliminary Multiple and Single Subject Credential Program Standards – Adopted December 2015 11 Teaching Performance Expectations (TPEs) – Adopted June 2016 demonstrate their learning.

TPE 5: Assessing Student Learning. Beginning teachers:

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

TPE 6: Developing as a Professional Educator. Beginning teachers:

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

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 2017-18 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.

In EDMS 544, teacher candidates will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times. Ask yourself…

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you "do your share"?
- Are you able to accept others' opinions? Are you supportive of others' ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others' ideas to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times and display a "can do" attitude?

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, if you are absent one day, your highest grade will be a B. For a partial day's absence, your highest grade will be an A-. If you are absent more than one day your highest possible grade is a C, which means you will not receive a passing grade for this course. Students will be offered a makeup assignment for an absence that can be used, if successfully completed, to improve the final grade.

Late arrivals and early departures of more than 15 minutes will count as a partial absence. Please email your instructor if you will be absent or late. Keep in mind that absences do not change assignment due dates.

Policy on Late/Missed Work

Refer to #1 & #4 under "Professionalism – Dispositions" – page 3.

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 reading journal responses, literature connection lesson plan, field trip project, oral history project, and various in-class writing prompts.

Use of Technology

Candidates (course participants) 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. For this course, all assignments will be submitted in **hard copy** – unless an absence prevents submission in person.

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
-- Due dates for assignments and weekly class schedule will be posted on Cougar Courses. --

- ***Reading Response Journals***   (CLOs #1,2,3,4,5,6)   ***30 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 assignment by coming to class with a typed, one-page response. Response journals will be collected at each class session and will only receive full points if completed by the date indicated in the schedule. A model will be provided.

Please structure each entry with:
  (1) your name and nicknumber,
  (2) reading identification (Chapter 8, for example),
  (3) key points from the reading, include page # (bulleted list, single-spaced, 12-font),
  (4) a paragraph following that connects the reading to your perspectives/experience (double-spaced),
  (5) one question the reading prompts you to ask.

You will permitted one "free pass" that can be used in place of one (1) journal. Five points will be deducted for each missing journal.

- ***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.

The following three assignments will link together to support a social studies unit plan centered around a Big Idea for your selected grade level (K-6)…

*** NOTE: Full assignment guidelines can be found on Cougar Courses. ***

- ==*Literature Connection – Lesson Plan… a partner 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 handout for your colleagues and design a lesson that incorporates your book.

- ==*Community Field Trip Project… a partner assignment*==   (CLOs #1,2,3,5,6)   ***20 points***

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 … an individual assignment*==   (CLOs #1,2,3,4,5,6)   ***20 points***

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)   ***10 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.

ASSIGNMENT	POINTS
Professionalism/Reading Journals	30 points
Social Studies in You!	1 bonus point
Literature Connection – Lesson Plan	20 points
Community Field Trip Project	20 points
Oral History Project	20 points
Mock Interview	10 points

TOTAL: 100 points   **(There is no final exam for this course.)**

Syllabus is subject to change.

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

A = 94-100   A– = 90-93   B+ = 87-89   B = 84-86   B- = 80-83
C+ = 77-79   C = 74-76   C- = 70-73   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 in a thorough, thoughtful and timely manner.
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.