

Course & Section Nos.	EDMI 544-01
Course Title	Middle Level Social Studies Methods
Class Roster No.	23051
Course Day(s)	Fridays
Time	9:00 AM – 3:30 PM
Course Location	Virtual; Synchronous
Semester / Year	Spring 2021
Instructor	Teri Gerent
Phone	760-822-1477
E-Mail	tgerent@csusm.edu
Office	
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 outcome

COURSE DESCRIPTION

EDMI 544 – Middle Level Social Studies Methods

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in departmentalized settings. This course is aligned with California's SB 2042 Standards.

Course Prerequisites

Admission to the Middle Level Teacher Education Program (which includes completion of EDUC 350, EDUC 364, & EDUC 422)

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, the arts, oral history methods, 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 / unit that are grade level and developmentally appropriate, that utilize primary source materials, that infuse a multicultural/multilingual 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; and
- more deeply appreciate the social sciences and history as a field of studies.

REQUIRED TEXTS, 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. *Common Core State 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.

Cougar Courses

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

TaskStream Account

You will need to set up an account for your 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:

California Teacher Performance Expectations

TPE 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.

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject-Specific Pedagogical Skills in Section 2 for reference.)*

TPE 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.

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 this website:

<http://www.ctcpa.nesinc.com/Home.aspx>

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.

CALENDAR AND ASSIGNMENTS

Date	Topic(s)	Assignment / Due Date
Sessions 1 & 2 Jan. 29 (9:00-3:30)	Overview of Class / Framework Field Work/Guest Speakers, Historiography Guest Speaker: Robert Chodola (Creating Rubrics) Noticings and Wonderings: TPE 1	
Sessions 3 & 4 Feb. 5 (5:00-7:00)	Bringing Music into Your Teaching Interdisciplinary Thematic Unit, Sections 1 & 2 Noticings and Wonderings: TPE 2	Read: <i>Rethinking our Classrooms</i> – Introduction & Power of Words (pp. 1-32) DUE: 2/6
Sessions 5 & 6 Feb. 12 (9:00-3:30)	Guest Speaker: Robert Chodola (Alternative Resources) Guest Speaker: Roxane Rollins (retired ML H/SS teacher) Interdisciplinary Thematic Unit, Sections 3 & 4 Noticings and Wonderings: TPE 3	Read: <i>Rethinking Schools</i> – The Power of the Past (pp. 33-80) DUE: 2/13
Sessions 7 & 8 Feb. 19 (9:00-3:30)	The Children's March Photograph Analysis SHEG: 7 th grade Lesson Plans: Inca Empire, Teotihuacan, Understanding the Black Plague Guest Speaker: Mark Bauer (History Day) Noticings and Wonderings: TPE 4	Read: <i>Rethinking Schools</i> – The Power of Critique (pp. 81-114). DUE: 2/20
Sessions 9 & 10 Feb. 26 (9:00-3:30)	SHEG: 6 th grade Lesson Plans Mysteries that Made History First Person American Noticings and Wonderings: TPE 5	Read: <i>Rethinking our Classrooms</i> – Rethinking School Action (pp. 115-154) DUE: 2/27
Sessions 11 & 12 Asynchronous	Interdisciplinary Thematic Unit Workshop	Read: <i>Rethinking our Classrooms</i> – Rethinking School Culture (pp. 155-202) DUE: 3/13
Sessions 13 & 14 March 12 (9:00-3:30)	The U.S. Constitution (Midgard) ITU Presentations Noticings and Wonderings: TPE 7	Read: <i>Rethinking Schools</i> – Rethinking Assessment (pp. 203-224) DUE: 3/13 ITU – DUE 3/12

Date	Topic(s)	Assignment / Due Date
Session 15 March 19 (9:00-11:45)	ITU Presentations / Course Evaluations Noticings and Wonderings: TPEs in Action	

COURSE REQUIREMENTS

- **Reading Responses (TPE 1.3 P)** **25 points**
There are six readings during this term, but you are required to respond to only 5. Each response is worth up to 5 points. For your responses, please connect the readings to what you are learning in your core courses, as well as what you are learning in your CPII. Responses should be one page and double spaced. **DUE throughout term.**

- **Interdisciplinary Unit Design (TPE: 3.3 A; 4.1 A)** **75 points**
You will plan a unit of study appropriate for an interdisciplinary team that includes one lesson from each core content area, a lesson focused on the development of literacy skills, and is grounded in an understanding of project-based learning (PBL). This unit should be for approximately two to three weeks of instruction for a heterogeneous middle grade classroom, and you may work alone or with one partner of your choosing. For this course, you will be assessed on your History / Social Studies lesson. **DUE: 3/12**

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

TPE 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.

ITERDISCIPLINARY UNIT DESIGN Assignment

Middle school teachers must strike a balance between content area expertise and interdisciplinary thinking. While existing school structures can make it difficult to collaborate across multiple disciplines and help students see big ideas between and among concepts they learn during the school day, implementing this approach is part of being a change agent and helps you operationalize the Middle Level program's themes. To that end, you will plan a unit of study appropriate for an interdisciplinary team that includes one lesson from each core content area, a lesson focused on the development of literacy skills, and is grounded in an understanding of project-based learning (PBL). This unit should be for approximately two to three weeks of instruction for a heterogeneous middle grade classroom, and you may work alone or with one partner of your choosing.

This unit plan addresses TPES 1.7, 2.2, 2.5, 3.1, 3.3, 3.5, 3.8, 4.1, 4.3, 4.6, 5.1, and the Foundational TPE

What To Do

1. **Choose a theme and develop essential questions.** As you think about a theme that will ground your unit, keep in mind the Middle Level Program's five themes as well as the School of Education's commitment to developing learning environments that are socially just and educationally equitable. Develop essential questions related to this theme that will engage students. Construct a web or visual that shows how big ideas as suggested by the themes and EQs cut across all content areas and lend themselves to deep thinking and problem solving. Briefly describe the demographic make-up of your class (using the TPA Class Profile if helpful).

2. **Identify standards and assessments.** List the state curriculum standards that are addressed by the essential questions and will be mastered after students engage in the PBL activities. Describe a mixture of formative and summative assessments that will provide information about whether and how students are approaching mastery of the standards.
3. **Design lesson plans and sequence of instruction.** The activities you choose should be *meaningful* activities that help the students develop mastery of the standards—not activities just for the sake of something to do. Provide for student choice in the activities and incorporate appropriate technology—for both in-person and hybrid learning experiences. Create a calendar (the sequence of the way you will do things) of the unit for approximately two to three weeks and note whether the lessons are based on having one period of class time for each subject area devoted to the unit or a block schedule. Write (or revise) one lesson each for Science, Social Studies, English/Language Arts, and Math plus a fifth lesson that specifically teaches literacy skills for any content area. Each of the lesson plans should include ELD standards as appropriate and use the Middle Level lesson plan template. Use strategies that we have modeled throughout the program and others that you have explored in your readings and field experiences.
4. **Reflect by using evidence-based writing.** Similar to the way you reflect on lessons both before and after you teach them, take a critical look at your unit plan once it is finalized. As you reflect, include specific examples (evidence) to support your analysis. Questions to consider include:
 1. How well do you think your unit plan reflects your understanding of young adolescent development?
 2. In what ways are the essential questions connected to the standards and supported by the PBL strategies?
 3. How will the PBL aspects of the unit enrich the learning experiences and make them more meaningful than traditional ways of teaching and learning?
 4. How do the UDL strategies help you to create more equitable learning environments?
 5. How might you use information gathered from the assessments to inform subsequent instructional decisions and continue to meet the needs of all learners?

ITERDISCIPLINARY UNIT DESIGN Rubric

CRITERIA	EXCEEDS	MEETS	APPROACHING
THEME, EQs, Web Theme 20 pts	Theme thoroughly provides clarity on the big ideas and essential questions that relate to all subjects in a meaningful way. Web theme is evident.	Theme provides clarity on the big ideas and essential questions that relate to both subjects in a meaningful way. Attempt at Web theme is apparent.	Theme lacks clarity on the big ideas and essential questions. Web theme is missing.
STANDARDS & ASSESSMENTS 10 pts	Standards (ELD & Content for all subjects), objectives, assessments are seamlessly aligned.	Standards (ELD & Content for all subjects), objectives, assessments are somewhat aligned.	Standards, objectives, and assessments lack coherent alignment.
LESSON SEQUENCING, UNIT INTEGRATION, MEANINGFUL ACTIVITIES, STUDENT CHOICE 30 pts TPE 3.3 & 4.3	Unit integrates real life contexts, active learning experiences to engage student interest, support student motivation and allow students to extend their learning with integration of four or more content subjects, lesson sequencing, student choice, and a well-developed example of PBL in a meaningful way.	Unit integrates real life contexts, active learning experiences to engage student interest, support student motivation and allow students to extend their learning with integration of three content subjects, lesson sequencing, some student choice, and a developed PBL in a meaningful way.	Unit integrates two content subjects, social justice community service learning and/or a visual and performing arts. No evidence of a PBL example. Student choice is missing, and lesson sequencing not evident.
REFLECTION 15 pts	All materials for teaching this unit are provided and accessible on ITU website homepage. All 3 areas of UDL are addressed at least twice in materials.	Key materials for teaching this unit are provided and accessible on ITU website. All 3 areas of UDL are addressed in materials.	Not all key materials are provided for teaching this unit on ITU website. Not all 3 areas of UDL are addressed by materials.

Grading Standards

There are two assignments for EDM1 544 worth a total of 100 points possible.

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 Disabled Student Services (DSS). This office is located 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.