California State University
SAN MARCOS
SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number	**EDMS 544**
Title	**SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS**
CRN Number	**23091 (02)**
Days	**Mondays**
Time	**4:00-6:50pm**
Course Location	**Online via Zoom**
Semester / Year	**Spring 2021**
Professor	**Dr. Laura Wendling**
E-Mail	**wendling@csusm.edu**
Office	**virtual**
Hours	**After class and by appointment via phone, email & zoom**

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

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 candidates 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, candidates 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). Visualizing Elementary Social Studies Methods. John Wiley & Sons, Inc. ISBN: 978-0-471-72066-9 (available from our bookstore and online sellers)

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

- CSDE. (2019) Visual and Performing Arts Framework (for California Public Schools K-12) Sacramento, CA. Access online at: https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf

- CSDE. (2013) California Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (for California Public Schools K-12) Access online at http://www.cde.ca.gov/re/cc/

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

PROFESSIONALISM AND DISPOSITIONS

Because this course is part of an accredited program that leads to professional certification, candidates are expected to demonstrate behavior consistent with a professional career. Lack of professionalism in any of the following areas will alter the final grade:

1. Attend all class meetings. If you miss a class session, please notify the instructor in writing (email) as soon as possible. Absences do not change assignment due dates. See the Attendance Policy – page 6 - for this course. Keep in mind that class meetings typically involve discussion, activities, and opportunities to share perspectives and issues related to the topic. Attending class has numerous benefits, including improving communication skills, gaining expert knowledge, networking with others, and renewing motivation and confidence.

2. Arrive on time just as you would at a school site or in-person class. Late arrivals to and early departures from class will lower your final grade.

3. Prepare carefully for class. Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics we cover. This is also important for your professionalism grade.

4. Complete assignments on time. Because all due dates for assignments are clearly noted in the course calendar, as well as posted on CC, late assignments are not expected by your instructor. Reading Response/Reflections must be submitted on the due date in order to receive credit. Any other late assignment will receive a 20% reduction 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 one week after it was returned and may not be eligible for full credit. Absences do not change assignment due dates.

5. Interact professionally and collaborate responsibly with your colleagues and professor. Teacher education is a professional preparation program and teacher candidates will be expected to adhere to standards of dependability, civility, academic honesty and writing achievement. In short, please do your part to promote a healthy, happy, productive social environment.

TEACHER PERFORMANCE EXPECTATIONS (TPE) AND 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.
(Introduced, Practiced, Assessed: Oral History Project)

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.
(Introduced, Practiced, Assessed: Literature Connection Assignment)

TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:
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.
(Introduced, Practiced: Literature Connection Assignment)

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. Spring 2021:
(Introduced, Practiced, Assessed: Field Trip Project)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:
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.
(Introduced, Practiced: Field Trip Project)

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 2018-19 academic year the CSUSM credential programs will use the CalTPA (California 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 at 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).

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)*

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 I participate in class discussions productively, sharing my knowledge and understandings?
- Do I interact productively with my peers, taking on a variety of roles (leader, follower, etc.)?
- Do I contribute appropriately to group work—do I "do my share"?
- Am I able to accept others' opinions? Am I supportive of others' ideas?
- Do I support my peers during their presentations?
- Can I monitor and adjust my participation to allow for others' ideas to be heard?
- Do I show a positive attitude and disposition towards teaching all students?
- Do I 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, Dec. 1997).*

For this class: Since we will only meet live during 11 sessions, it is essential that you do everything possible to avoid an absence. If you are absent one class, your highest grade will be a B. For a partial class absence, your highest grade will be an A-. If you are absent more than one class your highest possible grade is a C, which means you will not receive a passing grade. Candidates will be offered a makeup assignment for one absence that can be used, if successfully completed, to improve the final grade. Late arrivals and early departures of more than 10 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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, 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. (email: dds@csusm.edu)

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 responses, literature connection lesson plan, field trip project, oral history project, and various other 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.

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.

Civility Statement

This spring semester continues heightened concerns related to COVID-19, the political climate, social unrest, financial hardships, and many other issues. It will therefore be especially important for all of us to be fully self-aware and self-monitoring to ensure that stress does not negatively influence the way we interact with others. It is the expectation that students' words and actions will be professional, collaborative, courteous, and supportive at all times. Instances of a failure to display a civil disposition that violates our student code of conduct will be directed to the appropriate campus administrator.

To promote students' comfort level as well as protect privacy and confidentiality, there will be no recordings of class sessions by students or instructors. To promote a sense of community, students will be asked to show their face and name during synchronous sessions.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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

RRR - READING RESPONSE / REFLECTION

(CLOs #1,2,3,4,5,6) ***100 points***

The assigned readings provide an important foundation for the candidate's increasing understanding of how to effectively teach social studies and infuse the arts. To aid in remembering the readings, and assist with meaningful class participation, candidates will respond to each reading assignment by coming to class with a typed response using the template provided unique to each reading. RRRs will receive 10 points if completed on time (refer to course calendar) – and according to the rubric posted on CC.

For each reading assignment, a template will be provided on CC containing 3 sections (summarization, application, and one or more specific questions related to the reading). The questions are designed to capture learning and extend thinking about that learning into clinical practice and future instructional applications.

FINDING THE SOCIAL STUDIES IN YOU!

(CLOs #2, 6) **10 points**

Have you ever tried to explain who you are through six social studies disciplines? For this assignment, candidates will reintroduce themselves to our class by sharing stories and material culture artifacts from their life that relate to six of our eight disciplines.

Candidates must use artifacts from their personal possession, such as: photographs, drawings, objects, collections, etc. This presentation during our live class session can be done through a live display of artifacts or through images of the artifacts shared using visual slides. This activity will model a way to verbally and visually engage students -- and will demonstrate the candidate's understanding of the six disciplines selected. Aim to present for 5 minutes. To receive credit, teacher candidates will submit their SS in You! presentation notes (model will be provided) and their visual slides (if used).

OLAs – ONLINE LEARNING ASSIGNMENTS

(CLOs #1,2,3,4,5,6) **40 points**

Throughout this course you will complete four OLAs that are designed to deepen your understandings, and support the readings and class discussions that take place in our distance learning setting. OLAs will only receive 10 points if completed by the date indicated in the schedule.

→ UNIT PLAN ←

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

*** NOTE: Additional assignment guidelines are located on Cougar Courses. ***

LITERATURE CONNECTION – BOOK CHAT/LESSON PLAN (unit plan part one)

* A Home Group assignment (CLOs #1,2,4,5,6) **30 points**

A wealth of children's literature exists that strongly supports the state standards for teaching social studies and the visual and performing arts. For this assignment candidates, working in small Home Groups, will study the History/Social Science and VAPA standards, and then identify *one book* appropriate for the grade level and Big Idea selected.

Candidates will:

(1) Interactively teach the book's content through a Book Chat, explaining how it can be used to advance children's thinking about key social studies concepts and the arts;
(2) Develop a detailed lesson plan that is centered on the book's content/themes (template provided).

This assignment provides candidates with the opportunity to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning ***(TPE 1.7: I, P, A),*** *as well as 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 3.3: I, P).***

VIRTUAL FIELD TRIP PROJECT **(unit plan part two)**

* A Home Group assignment (CLOs #1,2,3,5,6) **30 points**

In this assignment, Home Groups will partner again to explore and share information about a virtual field trip site. Candidates will design a series of pre, during and post-trip lessons, including higher level thinking questions and assessments, to demonstrate their ability to plan an educational (rather than purely recreational) field trip.

By identifying and exploring a virtual field trip site, and then creating lessons that support both H/SS and VAPA standards, candidates will demonstrate their understanding of how to extend textbook/classroom learning and link learning to virtual and real life settings. Projects will contain three main parts: a descriptive cover sheet, a rationale narrative, and the learning lessons. Models and a template will be provided.

This assignment provides candidates with the opportunity to both 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. ***(TPE 3.4: I, P, A****). Candidates will also be able to 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.* ***(TPE 4.6: I, P)***

ORAL HISTORY PROJECT **(unit plan part three)**

* An individual assignment (CLOs #1,2,3,4,5,6) **30 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, candidates will conduct an oral history interview of a person about a topic that relates to each candidate's social studies unit (K-6 grade level, Big Idea and H/SS standards).

Candidates will learn definitions, benefits, and oral history interviewing strategies. After conducting an interview, candidates will write a summary narrative, reflect on ways to improve, and discuss how to make classroom connections/design oral history projects for children. A model and template will be provided. In this way, *candidates will demonstrate their ability to 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 1.3: I, P, A).***

To support the interview and demonstrate the power of visual literacy and material culture, candidates will share in class on the designated day a primary source object (artifact, document, photographs, etc.) that supports the unit's selected Big Idea. We will then create a virtual "classroom museum."

MOCK INTERVIEW

An individual assignment (CLOs #1,2,3,4,5,6) **20 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 this understanding, takes two different abilities. In order to help candidates eloquently articulate the knowledge gained through this course (and thereby increase candidates' chances of getting hired!), as well as enhance candidates' educational philosophy, candidates will participate in a mock interview during our last class. Preparing for the interview will also serve to reinforce the breadth of knowledge gained in EDMS 544—in history, geography, economics, political science, anthropology, religion, sociology, psychology…plus instructional strategies, standards and assessments. This assignment will take place in-class on Week 15.

NOTE: There is no final exam for this course.

Participation

Why is participation important in EDMS 544? Because it…

1. --adds interest—It's hard to maintain focus and attention when all you hear is the professor talking. It helps to hear another voice as well as an answer or another point of view.
2. --engages teacher candidates—A good question can pique your interest, make you wonder why, gets you to think, and motivates you to make connections with the content.
3. --provides feedback to the professor—When candidates answer or try to explain, professors can see the extent of their understanding. This allows your professor to correct what you don't see quite clearly.
4. --provides feedback to the candidates—When professors ask questions or otherwise seek input over a topic, they are letting students know something about the importance of certain ideas and information.
5. --encourages dialogue among and between teaching candidates—Candidates can be asked to comment on what another has said. A question can be asked, and candidates can be invited to discuss possible answers with each other before the public discussion.
6. --can be used to develop important speaking skills—In many professional contexts, people need to be able to speak up in a group. They may need to offer information, ask questions, or argue for a different solution. People don't learn to speak up in a group by reading about how to do it—it's one of those skills best developed with practice. And it's one of those skills that develops better with feedback.
7. --gives candidates the opportunity to practice using the language of the discipline.

ASSIGNMENTS & GRADING SCALE

Professionalism/Attendance/Participation	40 points
Reading Response Journals (10)	100 points
OLAs (Online Learning Assignments) (4)	40 points
Social Studies in You! (in class)	10 points
Unit Plan Pt. 1: Literature Connection – Book Chat/Lesson Plan	30 points
Unit Plan Pt. 2: Field Trip Project	30 points
Unit Plan Pt. 3: Oral History Project	30 points
Mock Interview (in class)	20 points

300 POINTS TOTAL

Grading Scale:

Grades will be determined by the total number of points earned (300 points possible):

A = 280-300 A– = 270-279 B+ = 260-269 B = 250-259 B- = 240-249
C+ = 230-239 C = 220-229 C- = 210-219 D = 180-209 F = 0-179

Remember! Candidates must maintain a B average (3.0 GPA) in 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.