

San José State University
Department of Elementary Education
EDEL 108C: Social Studies Seminar

Instructor:	Patricia Swanson
Office Location:	SH341
Telephone:	(408) 924-3769
Email:	patricia.swanson@sjsu.edu
Office Hours:	Wednesday 10:00-1:00
Class Days/Time:	Tuesday, 7:00- 9:45
Classroom:	SH 239

Course Description

This course is designed to prepare you to teach social studies in your classroom next year. Beginning with a K-3 emphasis and a focus on integrating social studies and literature, the course will move to upper grade content and pedagogy, with specific focus on reading in the content area and groupwork strategies. The course will progress from lesson planning for a single day, to designing a content oriented social studies unit, to planning your social studies curriculum for the entire year. Curricular materials and technological resources pertinent to social studies and applicable to the K-8 classroom will be analyzed. Throughout the course the goals and content identified in the *History-Social Science Framework for California Public Schools* will be emphasized and a wide range of pedagogical strategies will be modeled and practiced. Particular emphasis will be placed on the integration of social studies content with California's newly adopted *Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects*.

Using the arts and literature as vehicles to teach social studies are embedded themes throughout the course leading to a culminating timeline project in which students organize a series of content specific units, integrating the arts and literature and aligned with the social studies standards for a specific grade.

A fundamental goal in this course is to prepare teachers to make social studies relevant and meaningful to students, and to enhance access to learning in culturally, linguistically, and academically diverse classrooms.

Course Goals and Student Learning Objectives

1. Students will demonstrate both the knowledge and the ability to teach content identified in *California's History Social-Science Framework*, and to integrate that content with informational reading standards identified in the newly adopted *Common Core Standards*.
2. Students will demonstrate the ability to design, implement, and assess social studies lessons reflecting a variety of pedagogical strategies and designed to enhance access to learning in academically and linguistically diverse classrooms.
3. Students will examine strategies for teaching reading and writing in the content areas, and teaching both study skills and critical thinking skills to academically diverse student populations and second language learners. In addition, students will identify exemplary children's literature in social studies and design lessons to integrate the arts into the social studies curriculum.
4. Students will demonstrate the ability to plan for the academic year outlining a sequence of instructional units for a specific grade level, and integrating relevant children's literature and the arts. (Signature Assignment: Timeline for the Year)
5. Students will demonstrate the ability to use pedagogical strategies that foster the development of social and emotional learning skills pertinent to teaching and learning social studies. Specifically, students will learn to 1) foster historical empathy and examine ideas in the context of time, place, and culture 2) teach norms for group interaction, 3) address classroom status problems, 4) facilitate safe and inclusive classroom discussions 4) teach study skills that promote goal setting, planning, and self regulation.

An underlying focus of this course will be on preparing teachers to work in culturally, linguistically, and academically diverse classrooms.

Required Texts/Readings

California History Social Science Framework (2010 under review) @ <http://www.cde.ca.gov/ci/hs/cf/>

California's Common Core State Standards. *Standards for English Language Arts, Literacy in History/Social Studies and Technical Subjects*. @ <http://www.cde.ca.gov/re/cc/>

Other Readings

All other readings, required or recommended, are on course e-reserves at MLK library and can be accessed from your computer. <http://library.sjsu.edu> (services tab, course reserves, type professor's name)

Recommended texts underlying course content:

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York, NY: Teachers College Press.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, Maine: Stenhouse Publishers.

Robb, L, (2003). *Teaching reading in social studies, science, and math*. New York, NY: Scholastic Professional Books.

Teachers Curriculum Institute, (2005). *Bring learning alive: The TCI approach for middle and high school social studies*. Menlo Park, CA: Addison-Wesley.

Teachers Curriculum Institute, (2003). *Social studies alive: Engaging diverse learners in the elementary classroom*. Menlo Park, CA: Addison-Wesley.

Course Requirements and Evaluation	Points	Due
• Active Informed Participation	15	---
• Quiz: Curriculum Content by Grade Level	10	3/5
• Jigsaw Social Studies/ Arts Presentation & Assessment	15	---
• Key Units/Literature & Arts Timeline	40	5/9
• Final Examination	20	5/16

For information on students’ rights, responsibilities and grievance procedures refer to “Policies and Procedures” in the University Schedule of Classes.

Assignments and Grading Policy

Assignments total 100 points. Assignments are graded on quality and completeness. Late assignments will be reduced 10% from the total point value. A grade of C or higher is required.

<u>Grading</u>	
90 -100 points	A
80 - 89 points	B
70 - 79 points	C

A brief description of each assignment, its value, and related learning objectives is provided below.

Active Informed Participation (15 points) (obj. 1-5)
Participation in class discussion, actively involved in social studies activities

Quiz: Curriculum Content by Grade Level &

Common Core Informational Reading Standards (10 points) (obj. 1)

Multiple choice quiz on social studies content by grade level as outlined in the *California History Social Science Framework*, and pertinent informational reading *Common Core* standards identified in *Standards for English Language Arts, Literacy in History/Social Studies and Technical Subjects*

Jigsaw Social Studies/Arts Presentation (15 points) (obj. 2 & 3)

& Assessment

Design a lesson that integrates social studies content with instruction in the arts. Provide a brief lesson plan and rubric for assessing the lesson. Present and assess the lesson in Jigsaw groups.

Key Units/Literature and the Arts Timeline for the Year (40 points) (obj. 4)

Design a timeline for specific grade level. Identify units and key content visually; include carefully selected children's literature reflecting a variety of text genres; demonstrate thoughtful integration of the arts and social studies instruction.

Final (20 points) (Obj. 1-5)

The final will include 20 multiple choice and short answer questions. It is comprehensive, covering content and pedagogical practices addressed in the course.

EDEL 108C Alignment with National Commission for Accreditation of Teacher Education (NCATE) Standards¹

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 1, Section b requires that teacher candidates reflect an understanding of pedagogical content knowledge delineated in professional, state, and institutional standards.

Standard 1, Section c requires that teacher candidates develop meaningful learning experiences to facilitate learning for all students; reflect on their practice and make necessary adjustments to enhance student learning; know how students learn and how to make ideas accessible to them, and consider school, family, and community contexts in connecting concepts to students prior experience. Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement.

Standard 1, Section d requires teacher candidates to focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.

Standard 4: Diversity

Standard 4, Section a requires that candidates are aware of different learning styles and adapt instruction appropriately for all students. Candidates connect lessons and

¹ NCATE standards are available at <http://www.ncate.org/public/standards.asp?ch=4>
Download

instruction to students' experiences and cultures. Candidates incorporate multiple perspectives in the subject matter being taught.

At its foundations, 108C is aligned with NCATE and the National Council for the Social Studies beginning with its use of the same social studies definition used by these two professional organizations: “the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world (NCATE Professional Standards for the Accreditation of Teacher Preparation Institutions, P. 54).” Furthermore, 108C particularly emphasizes the following NCATE Social Studies Program Standards where teacher candidates: analyze diverse cultural perspectives, analyze historical change and continuity, use appropriate geographic tools and interpret geographic relationships, examine belief systems and traditions, understand government and politics, analyze market systems and economic institutions, understand global connections, and understand democracy and citizenship (NCATE Professional Standards for the Accreditation of Teacher Preparation Institution, pp. 71-72).

108C Alignment with California Commission on Teacher Credentialing (CCTC) Teacher Performance Expectations (TPEs)

The course calendar at the end of this syllabus specifically addresses the following TPEs:

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Understanding the state-adopted academic content standards

Understanding how to teach the subject matter in the standards

Planning instruction that addresses the standards

Demonstrating the ability to teach to the standards

TPE 2 – Monitoring Student Learning During Instruction

Determining student progress toward achieving the state-adopted academic content standards

Using instructional strategies and techniques to support students’ learning

TPE 3 – Interpretation and Use of Assessments

Understanding a range of assessments

Using and interpreting a range of assessments

Giving feedback on assessment results

TPE 4 – Making Content Accessible

Addressing state-adopted academic content standards

Prioritizing and sequencing content

Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 5 – Student Engagement

Understanding of academic learning goals

Ensuring active and equitable participation

Monitoring student progress and extending student thinking

TPE 6 Developmentally Appropriate Teaching Practices

a. Developmentally Appropriate Practices in Grades K-3

Understanding important characteristics of the learners

Designing instructional activities

Providing developmentally appropriate educational experiences
b. Developmentally Appropriate Practices in Grades 4-8

Understanding important characteristics of the learners

Designing instructional activities

Providing developmentally appropriate educational experiences

TPE 9 – Instructional Planning

Establishing academic learning goals

Connecting academic content to the students backgrounds, needs, and abilities

Selecting strategies/activities/materials/resources

TPE 13 – Professional Growth

Evaluating teaching practices and subject matter knowledge

Using reflection and feedback to improve teaching practice and subject matter knowledge

For the full content of the language related to the TPEs, go to www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf

University Policies

For information on students' rights, responsibilities and grievance procedures, *Please refer to "Policies and Procedures" in the University Schedule of Classes.*

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-324.html> . Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/> . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Credit Hour Policy

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Academic Integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without

giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Note: The following Schedule provides a preliminary outline of topics and assignments. This schedule may be modified by the instructor as necessary.

EDEL 108C Course Schedule.

Date	Topics, Readings, Assignments, Deadlines
January 29	<p>Introduction and Review of Course Why teach Social Studies?: An Historical Overview Two Continuums</p> <p>Creating Classroom Community Norms Icebreaker: Introductions</p> <p>A Sense of Time and Place</p> <p>Framework Emphasis and Common Core Considerations Exploring Perspective Through Children’s Literature</p> <p><i>Reading:</i> <u>History Social Science Framework, Chapters 1 & 2 (see 2010 update, read 2009 under review version) @</u> http://www.cde.ca.gov/ci/hs/cf/</p> <p><i>Assignment:</i> Please bring a picture for the role chart and prepare a personal timeline to share with your grade level colleagues for 2/12.</p>
February 5	<p>On-Line Class</p> <p>Complete Common Core Course Modules @ http://www.cde.ca.gov/re/cc/ccsoplms.asp</p> <p>Welcome to the California Common Core State Standards Professional Learning Modules</p> <p>Overview of the Common Core State Standards for California Educators</p> <p>English Language Arts: Informational Text—Reading</p> <p><i>Download for class.</i> California’s Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects College and Career Readiness Anchor Standards</p>

Date	Topics, Readings, Assignments, Deadlines
February 12	<p>World Cultures Model: Identify, Culture, and Community Grade Level Expert Groups: Personal Timelines Exploring Culture through Children’s Literature Start with the Children: Lessons on Identity, Family, and Culture and Community</p> <ul style="list-style-type: none"> *A Sample Lesson: Alma Flor Ada’s Critical Reading Method: <i>Abuela's Weave</i> * Literature Analysis Using World Cultures Model *People Who Make a Difference: Who Are They? <p>Linking to Common Core (bring standards, hardcopy or computer) <i>Required Reading:</i> History Social Science Framework, Chapters 3 & 4 (see 2010 update, read 2009 under review version) @ http://www.cde.ca.gov/ci/hs/cf/</p>
February 19	<p>History through Literature: A Menu *Children’s Literature: Developing a Sense of Time and Place</p> <p>The Timeline Assignment, Planning for the Year, and Unit Construction</p> <p>Grade Level Expert Group Planning <i>Reading:</i> Rob, L. (2003). <i>Teaching reading in science, social studies, and math</i>. New York: Scholastic Inc. (Chapter 2, Responsive Teaching in a Three Part Framework)</p>
February 26	<p>Primary Geography: Building Social Studies Skills Geography Themes Menu Activities</p>
March 5	<p>An Integrated Content/Literature Unit * Sample Lessons from 2nd grade Economics</p> <ul style="list-style-type: none"> • Quiz: Curricular Content by Grade Level
March 12	<p>Readers Theater Fables and the Lessons They Teach</p>

Date	Topics, Readings, Assignments, Deadlines
March 19	<p>Integrating the Arts: Teaching the Arts Modeling: California Water Color Regions Illuminating the <i>Bill of Rights</i></p>
March 25	<p>Spring Break</p>
April 2	<p>A Framework for Civil & Respectful Discussion The Three R's Project: Rights, Respect, Responsibility Religion and the Public Schools The First Amendment: Historical Context Literature: Roger Williams: <i>Finding Providence</i> Primary source documents that tell a story: <i>Letter from George Washington to the Hebrew Congregation in Newport, Rhode Island</i> Current Supreme Court Interpretations Case Analyses & Implications for Class Discussion Reading: Haynes, C. (1990). <i>Religion in American History: What to Teach and How</i>. Alexandria, VA: Association for Supervision and Curriculum Development. (Part III The Role of Religion in the Public School Curriculum. pp 161-172)</p>
April 9	<p>Making History Come Alive: Strategies from Teacher Curriculum Institute Interactive Slide Lectures and Spiral Questioning Response Groups: Exploring Multiple Perspectives Reading: Bower, B., Lobdell, J. & Owens, S. (2005). <i>Bring learning alive</i>. Palo Alto, CA: Teachers Curriculum Institute. (Visual Learning and Experiential Exercises, pp. 28-56)</p>
April 16	<p>Teachers Curriculum Institute Primary Source Analysis Interactive Student Journals Jigsaw Teaching: Integrating the Arts Reading: Bower, B., Lobdell, J. & Owens, S. (2005). <i>Bring learning alive</i>. Palo Alto, CA: Teachers Curriculum Institute. (Skillbuilders, Writing for Understanding, and Response</p>

Date	Topics, Readings, Assignments, Deadlines
	Groups, pp. 56-75)
April 23	<p>Informational Reading: Using the Textbook Before, During, and After (L. Robb) Reciprocal Teaching</p> <p>Jigsaw Teaching: Integrating the Arts</p> <p><i>Reading:</i> Rob, L. (2003). <i>Teaching reading in science, social studies, and math</i>. New York: Scholastic Inc. (Chapter 10, Exploring the Structure of Textbooks and Nonfiction)</p>
April 30	<p>Complex Instruction: Groupwork in Heterogeneous Classrooms Simulation: The Crusades: How Do Historians Know?</p> <p><i>Reading:</i> Swanson, P. (2002). When history becomes contemporary: Teaching about the crusades in the wake of 9/11. <i>Social Studies Review</i>. 42(1).</p>
May 2	<p>Addressing Classroom Status Problems</p> <p>Jigsaw Teaching: Integrating the Arts</p> <p><i>Recommended Reading:</i> Cohen, E. G. (1994). <i>Designing groupwork: Strategies for the heterogeneous classroom</i>. New York, NY: Teachers College Press. Cohen, E. G., Kepner, D., & Swanson, P. E. (1995). Dismantling status hierarchies in heterogeneous classrooms. In J. Oakes, & K. H. Quartz (Eds.), <i>New educational communities: Schools and classrooms where all children can be smart. Volume 94, National Society for the Study of Education handbook</i>. Chicago: National Society for the Study of Education.</p>
May 9	<p>• Due: Key Units/Literature & Arts Timeline (Please post your timeline in one of the designated classrooms) Timeline Gallery Walk</p> <p>Jigsaw Teaching: Integrating the Arts</p>

Date	Topics, Readings, Assignments, Deadlines
	Wrapping -up
May 16	Final Examination