



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDEL 472-2: Teaching and Learning History-Social Science, K-8
Spring 2021: Teacher Education Program

Course Information

Instructor: Oscar Navarro, Ph.D.	Email: Oscar.Navarro@csulb.edu
Class Days/Times: Tuesday 4-6:45 pm Synchronous – T 4:00 – 6:00 pm Asynchronous – T 6:05 – 6:45 pm *On Weeks 1, 4, & 12 we will meet from 4:00-6:45	Class Zoom Link: Meeting ID: 894 2492 0340 Passcode: 625867 https://csulb.zoom.us/j/89424920340?pwd=N1ZqcHBYREh1enNDU1FXTmgzL2oxZz09
Virtual Office Hours Days/Times: Scheduled Office Hours: W 6:05 – 6:45 pm Additional Office Hours: T 6:45 – 7:25 pm Click here to schedule office hours	Office Hours Zoom Link: Meeting ID: 916 6626 2618 Passcode: 492935 https://csulb.zoom.us/j/91666262618?pwd=eGlzYXptOXo4M0FvUDdMYk1XeHltZz09

Catalog Course Description

Prerequisite: Admission to the Multiple Subject Credential Program. Theory, research, content, and standards-based history-social science teaching for diverse classrooms. Minimum of ten hours of fieldwork in classrooms where at least 25% of the students are classified as English learners. Letter grade only (A-F).

Course Student Learning Outcomes and Goals (see full description at the end of the document)

1. Lesson Design and Assessment
2. Lesson Implementation and Assessment
3. Classroom Management and Environment
4. Professionalism

Required Texts/Course Materials:

- Wade, R. C. (2007). *Social studies for social justice: Teaching strategies for the elementary classroom*. Teaching for Social Justice.
- Zinn, H. (2009). *A Young People's History of the United States: Columbus to the War on Terror*. Seven Stories Press. (Adapted by Stetoff, R.)
- Costello, B., Wachtel, J., & Wachtel, T. (2010). *Restorative Circles in Schools: Building Community and Enhancing Learning, A practical guide for educators*. International Institute for Restorative Practices

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings. Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Class Participation & Expectations

Humanizing (online) classroom culture

This class is meant for students to bring together social justice pedagogies and practices into history-social science instruction. At times, conversations may be uncomfortable or challenging—this is part of the learning process. Students are required to be honest, respectful, and open-minded as they discuss with their peers. Remember, our views and experiences on issues, such as race, ethnicity, culture, language, and citizenship status, may or may not be similar. However, this course will demand that students wrestle with complex issues in a humanizing manner.

Zoom expectations

Please follow the zoom expectations when logging on 1) **Be mindful of background noise.** If needed, mute. 2) **Be aware of your visual background.** If needed, find a professional background. 3) **Share your camera.** It is expected to share your video for most course activities. If you cannot share your camera for a class or part of a class, please email the instructor. 4) **Have a professional picture on zoom** when your camera is off. 5) **Be kind** to one another and yourself when the unexpected happens on zoom.

Teacher Inquiry Groups (TIG)

Throughout the course, students will be put into teacher inquiry groups (TIG) of 4-5 people to support their understanding of course material and complete course assignments. The TIG will allow students to hold small group discussions and receive support from their peers. As a TIG member, each student will be asked to facilitate and participate in the course reading discussions. In addition, students will also present and get feedback on their curriculum and lessons.

As a *TIG Facilitator*, a student will: 1) provide a summary of texts and major concepts (5 min); and also 2) facilitate a text- and practice-based discussion (25-30). In preparation for the conversation, each facilitator will develop at least four discussion questions to spur a conversation.

BeachBoard reflections & discussions

Throughout the course, students will complete virtual reflections and discussions on BeachBoard. These activities are meant to support student learning and course assessments. Reflections and discussion will occur on BeachBoard's discussion board, student lounge, etc.

Virtual meetings with the professor

This course requires students to meet virtually at least once with the professor. Meetings are meant to support student progress in the class and their process of becoming teachers. Students can sign up for a 20-minute office-hour appointment on BeachBoard. Additional dates/times can be requested.

Policy on late assignments

All written assignments are to be submitted on time (see below). It is important to note that learning during a global pandemic is challenging and unpredictable. If a student cannot meet an assignment deadline, contact the professor to request an extension or make-up assignment.

Attendance and participation

Class attendance and participation are required for a student to master the course material and develop the skills necessary to complete assignments. *If a student must miss class, inform the professor and contact their TIG members to obtain class information and materials.*

University Policies

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Assignments, Grading, & Weekly Schedule

Historical Narrative: Family Migration History Project

Before embarking on historical events, concepts, and approaches to teaching, students will engage in *me-search*—research themselves. The purpose of the assignment is for students to situate themselves in history and see themselves as historians by completing a narrative that documents their family's migration from their place of origin (or where they consider home) to Southern California (or the place they were raised). Students can focus on their birth family or chosen family (i.e., individuals they consider kin). The assignment will require students to interview someone knowledgeable of their (birth or chosen) family's migration patterns and history. If the student is the first to migrate, they will interview someone who they migrated with or came afterward. The interview data will be used to develop an in-class presentation and write a paper. Students are to consider how they could teach a historical narrative assignment in a K-8 setting.

Analytic Journals

Through the quarter, you will write four analytic journals. The analytical journals will include three components: 1) half-page summary of key issues, 2) half-page analysis, and 3) full-page reflection that responds to the prompt and indicates what implications do the texts have on your teaching and classroom practice. The paper should be **two pages double-spaced in 12-point font**. The paper must use proper **APA (in-text) citations**. For more information on APA in-text citations, see the link: <https://www.scribbr.com/apa-style/in-text-citation/>

Unpacking the Standards Project & Presentation: TIG Group Activity

Students will investigate the California History-Social Science Content Standards to brainstorm future K-8 teaching. Each TIG will examine at least one-grade-level standard to identify opportunities to bring together social studies content and social justice lessons. Students will organize curricular suggestions and resources into a classroom presentation.

Fieldwork 10 Hours of Observation & Reflection

This course requires 10 hours of observation of teaching and learning standards-based history-social science (HSS), Kindergarten through 8th grade. Given the global pandemic, you will observe video lessons – instead of in-person instruction – that focus on teaching and learning HSS. You will log the HSS video lessons observed and write a paper documenting your observations and reflections of teaching and learning HSS content.

Final/Signature Assignment: Mini-Unit Plan

The signature assignment will include a mini-unit plan incorporating social justice teaching, pedagogy, and strategies that align with history-social science standards. The learning segment should span the course of a week or a total of three to five instructional hours. The mini-unit should also include instructions for the assessment. Lastly, the unit will contain a paper that provides a rationale for the unit and a reference page.

Course Grading: The final grade¹ is calculated based on the following assignments:

Assignment ²	Percentage	Due
Class participation and course expectations	10%	
Historical narrative and presentation	20%	Week 4 – 2/9
Analytical Journals	20%	
Journal 1: Creating a socially just classroom community		Week 5 – 2/16
Journal 2: Rethinking discipline		Week 7 – 3/2
Journal 3: Teaching about slavery		Week 10 – 3/23
Journal 4: Brainstorming the signature assignment		Week 14 – 4/20
Unpacking the Standards Project & Presentation	10%	Week 12 – 4/6
Fieldwork 10 hours of observation & paper	10%	Week 15 – 4/27
Signature Assignment: Unit/Learning segment	30%	Finals Week – 5/12/21

¹ Grade distribution to subject to change

² All assignments must be uploaded to BeachBoard in PDF format

Unit 1: Teaching Social Studies for Social Justice (subject to change)

Week/Date	Topics & Activities	Readings	Assignment/Task Due
Week 1 1/19 Full Class 4-6:45 pm	Introduction <ul style="list-style-type: none"> - Community Building Circle - Syllabus & Course Expectations - Teacher Inquiry Groups 	Syllabus	Review the course website Discussion Board Post Activity
Week 2 1/26	Rethinking the Telling of History <ul style="list-style-type: none"> - Instructions for My History Project - Body Ritual Among the Nacirema - My Family History Project 	Wade, R.C. (2007). Introduction (pp. 1-3) Wade, R.C. (2007) Chapter 2: Understanding Social Justice Education. (pp. 4-15) Zinn, H. (2009). Introduction. (pp. ix-xiii)	
Week 3 2/2	Critical Race Theory & Historical Counternarratives <ul style="list-style-type: none"> - Preparing for My History Project Presentation - Black Lives Matter in Schools - TIG Discussion 	Navarro, O., & Howard, T.C. (2017). A Critical Race Theory Analysis of Social Studies: Research, Theory, & Practice. In M.M Manfra & C.M. Bolick (Eds.), <i>The Wiley Handbook of Social Studies Research</i> , 206-229. Malden, MA: Wiley & Sons. BLM at School. (2019). National Black Lives Matter in School: Week of Action Starter Kit (pp 1-24).	Complete My History Interview TIG Facilitator 1 <hr/> Attend one of the BLM at School Events & Discussion Board Post. Due 2/5
Week 4 2/9 Full Class 4-6:45 pm	Telling Our Narratives <ul style="list-style-type: none"> - Historical Narrative Presentations 	Adichies, C.N. (2009). The Danger of a Single Story. TedTalk Costello, B., Wachtel, J., & Wachtel, T. (2010). Chapter 1: Two Stories. In <i>Restorative Circles in Schools</i> . pp. 1-4	Historical Narrative Assignment Due Historical Narrative Presentations in TIG

Unit 2: Creating a Socially Just Classroom Community (subject to change)

Week/Date	Topics & Activities	Readings	Assignment/Task Due
Week 5 2/16	Creating a Socially Just Classroom Community <ul style="list-style-type: none"> - Lecture: Origins of Restorative Practices - Introduce fieldwork assignment & videos 	Wade, R.C. (2007). Chapter 3: Creating a Socially Just Classroom Community (pp. 16-30). Costello, B., Wachtel, J., & Wachtel, T. (2010). Chapter 2: Restorative Practices. In <i>Restorative Circles in Schools</i> . pp. 5-20	Analytical Journal 1: Creating a socially just classroom community
Week 6 2/23	Culturally Caring Practices <ul style="list-style-type: none"> - Culturally Caring Practices - Affective statements - TIG Discussion 	Costello, B., Wachtel, J., & Wachtel, T. (2010). Chapter 3: Proactive Circles. In <i>Restorative Circles in Schools</i> . (pp. 21-48). Ware, F. (2006). Warm Demander Pedagogy Culturally Responsive Teaching that Supports a Culture of Achievement for African American Students. <i>Urban Education</i> , 41(4), 427-456.	TIG Facilitator 2
Week 7 3/2	Rethinking Classroom Discipline <ul style="list-style-type: none"> - Responding to Discipline - Responsive Circles - Possible Guest Speaker 	Costello, B., Wachtel, J., & Wachtel, T. (2010). Chapter 4: Responsive Circles. In <i>Restorative Circles in Schools</i> . (pp. 49-90). Weiss, D. (2004). Making Rules. In <i>The New Teacher Book</i> (pp. 115-122).	Analytical Journal 2: Rethinking classroom discipline

Unit 3: Social Studies for Social Justice Curriculum & Content (subject to change)

Week 8 3/9	Social Justice Curriculum <ul style="list-style-type: none"> - Instructions: Unpacking the Standards - TIG Discussion - Social Justice Education 	Navarro, O. (2020). Fugitive Learning through a Teacher Inquiry Group: Urban Educators Humanizing their Classrooms & themselves. <i>The High School Journal</i> , 103 (3), 157-175. Wade, R.C. (2006). Chapter 4: Reinventing the Social Justice Curriculum. (pp. 31-51)	TIG Facilitator 3
Week 9 3/16	Teaching Columbus & Controversy <ul style="list-style-type: none"> - Analyzing Primary & Secondary Sources - Role Play: People vs. Columbus 	Zinn, H. (2009). Chapter 1: Columbus & the Indians (pp. 1-21) Rethinking Schools. (The People vs. Columbus, et al. (assigned pages) Wade, R.C. (2006). Chapter 5: Social Justice Theme & Skills. (pp. 52-63).	

Week/Date	Topics & Activities	Readings	Assignment/Task Due
Week 10 3/23	Teaching about Slavery - TIG group time	Zinn, H. (2009). Chapter 2: Black & White. (pp.23-37). Tolbert-Mbatha, W. (2019). My Family’s Not from Africa – We Come from North Carolina! In <i>Rethinking Ethnic Studies</i> , (pp. 91-95). Rethinking Schools.	Analytical Journal 3: Teaching about slavery
Week 11 – Spring Break			
Week 12 4/6 Full Class 4-6:45 pm	Unpacking the Standards - Introduce Signature Assignment - Student Presentations	Wade, R.C. (2006). Chapter 6: Essential Teaching Strategies (pp. 64-77). Salas, K.D. (2004). How to Teach Controversial Content & Not Get Fired. In <i>The New Teacher Book</i> (pp. 127-132).	Unpacking the Standards Presentations
Week 13 4/13	Teaching Slavery & Reconstruction - Role Play: Reconstructing the South - TIG Discussion	Zinn, H. (2009). Chapter 9: Slavery & Emancipation (135-153) Sanchez, A. (2019). When Black Lives Mattered: Why Teach Reconstruction (pp. 96-98) Bigelow, B. (2019). Reconstructing the South: A Role Play (assigned pages)	TIG Facilitator 4 <hr/>
Week 14 4/20	Backward Planning your Learning Segment - Planning Workshop - Curriculum Examples	Wiggins, G. & McTighe, J. (2005). Chapter 1: Backward Design) (pp. 13-34) Choose and read a text in the Week 14 reading folder	Analytical Journal 4: Brainstorming the signature assignment
Week 15 4/27	Sustaining Social Justice: In & Out of the Classroom - TIG discussion	Wade, R.C. (2006). Chapter 7: Activism and Community Connections (pp. 77-95) Ginwright, S. (2016). Introduction. In <i>Hope & Healing in Urban Education: How Urban Activist and Teachers are Reclaiming Matters of the Heart</i> . Routledge. (pp. 1-15)	Begin completing template TIG Facilitator 5 <hr/>
Week 16 5/4	Last Class - Closing Circle: 3 G’s - Writers Workshop	Choose and read a text to support your signature assignment: - either a chapter from Zinn or - reading in the Week 14 reading folder Duncan-Andrade, J. (2011). Growing Roses in Concrete. Ted Talk	Bring Rough Draft of Final
Finals Week – No Class			

University Support

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Special Needs Accommodations

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Additional Information

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the course structure, including components of the BeachBoard platform, assignments, and deadlines, if situations arise that necessitate doing so.

Student Learning Outcomes & College of Education Expectations

The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the *Teaching Performance Expectations* (TPEs, revised and adopted June 2016); Common Core State Standards (revised March, 2013). Upon successful completion of the Multiple Subject Credential Program, students will demonstrate the following:

SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Students are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4)

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.