



CALIFORNIA STATE UNIVERSITY, LONG BEACH  
 COLLEGE OF EDUCATION  
 Teacher Education Department

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**COURSE INFORMATION**

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- Course: EDEL 472: Teaching History-Social Science, K-8
- Term: Spring 2021
- Section#: 08
- Class #: 11439
- Dates: Wednesdays 7:00 p.m. – 9:45 p.m.

**Join Zoom Meeting :** <https://csulb.zoom.us/j/85395413088> Meeting ID: 853 9541 3088

- **Please use these resources if you need assistance with Zoom access:**
- [ATS Resources for Students](#)
- [ITS Helpdesk Information](#)

**INSTRUCTOR INFORMATION**

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- Instructor: Cassandra Richards, Ed.D.
- Office Phone: (323) 309-0151(cell)
- Email: [Cassandra.Richards@csulb.edu](mailto:Cassandra.Richards@csulb.edu) or [Crichards@lbschools.net](mailto:Crichards@lbschools.net)
- Office Hours: By appointment – via phone or Zoom

**COLLEGE OF EDUCATION MISSION STATEMENT**

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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.

**COURSE DESCRIPTION**

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Prerequisite: Admission to the Multiple Subjects Credential Program. Theory, research, content, and standards-based history-social science teaching for diverse classrooms. Traditional grading only.

**Course Learning Outcomes (CLO's):**

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The following represents content covered in this course:

- CLO1. Students will learn how to plan and design a comprehensible, inclusive, integrated social studies lesson and unit using a variety of methods to measure student learning.
- CLO2. Students will learn social studies teaching strategies applicable to all students including linguistically and culturally diverse students as well as students with special needs.
- CLO3. Students will learn instructional and curriculum considerations regarding the *History and Social Science Framework for California Public Schools* and other social studies content standards.
- CLO4. Students will learn how to use Visual and Performing Arts (VPA) as a vehicle for teaching social studies.

## Measurable Learning Outcomes (MLO's):

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The following represents the MLO's for this course:

MLO1. Responding honestly and appropriately to Reflection Questions throughout the course.

MLO2. Completing quizzes.

MLO3. Participation in class discussions – via Zoom.

MLO4. Working collaboratively to create and properly submit a complete History-Social Science unit and lessons.

MLO5. Participation in the delivery of the Signature Assignment.

## SIGNATURE ASSIGNMENT REQUIREMENT

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**Signature Assignment for EDEL 472:** Candidates develop a standards-based summative assessment for a complete instructional unit. They will be assessing student learning for a unit as well as progress toward a standard.

Candidates will describe the following: 1) common core state standards and history-social science standards that are being evaluated; 2) student outcomes being addressed; 3) what students will do for the assessment; 4) assessment instructions as presented to students; 5) criteria candidates will use to evaluate student learning; and 6) adaptations and modifications of EL and special needs students.

Instructions and Rubric to be provided at first class session.

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## REQUIRED TEXTS

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California State Department of Education (2009). *History-social science framework*. Sacramento: Bureau of Publication Sales. (Download required pages at <http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>)

California English Language Arts Standards: [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)

California ELD Standards: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Articles and links that will be posted on Beachboard.

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## COURSE ASSIGNMENTS & POLICIES

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### **CLASS PARTICIPATION**

It is expected that assigned work and participation will represent a graduate student level, academic quality.

Consequently, it is expected that students will:

- Attend all class sessions via Zoom
- Read all assigned material
- Actively participate in course activities
- Complete assignments on time.

In addition, all students are expected to actively engage in a sharing of resources, ideas, and experiences for purposes of collaboratively enriching the learning experiences of all class participants. Though it is anticipated that disagreement with the perspectives of fellow course participants may occur, projecting that disagreement upon another's presence, person or culture is not acceptable. This course's design is intentionally inclusive, collaborative, and insists upon an open forum for the sharing of diverse ideas and perceptions.

**ATTENDANCE**

One class absence from Zoom discussion is permitted without penalty. All other absences, no matter the reason, may result in a loss of course points. There will be no distinction between excused and unexcused absences, so there is no need to contact me before a class to explain your absence or request permission. If you miss a class session, it is your responsibility to obtain the notes, assignments, and any changes to the syllabus or course calendar from a student colleague.

**BEACHBOARD**

If you have not already done so, please familiarize yourself with BeachBoard. This syllabus, readings, and electronic versions of course documents, and other relevant material will be posted there. I will also post assignments and announcements on BeachBoard. You should check BeachBoard regularly (at least once per week) for course information. **Most Assignments will be turned in using Beachboard Dropbox.**

**EMAIL**

Please make sure that your BeachBoard account has your most up-to-date email address. Please check your email regularly and keep your email address current.

**Assignments**

Students will be required to complete assignments incorporating course-related content, readings and activities. Assignments will have an individual or cooperative format. All assignments must be typed in at least a 12-point font. **Please turn in all assignments using Beachboard drop box**

**Thematic Unit**

You will **cooperatively** develop a 6 to 8 lesson Social Studies/Language Arts, grade level appropriate thematic unit. The unit will constitute a "culminating project" for the course. This is an opportunity to use your course knowledge to put together a series of coherent, connected lessons designed to help students learn meaningful, important, and developmentally appropriate social studies content. You will receive more detailed information regarding the different aspects of this thematic unit throughout the semester. Components and lessons connected with thematic units will be progressively assembled throughout the semester. Unit lesson plans and other components will be submitted throughout the semester, in addition to weekly assignments. All written portions of these lessons and components must be typed. Portions of units may also be presented or taught during the semester. A final unit, course culminating, exhibition of your unit may be required and may represent a portion of your final grade.

**\*Field Experience NOTE: Field Experience may be modified.**

**Classroom Exhibition of Knowledge**

During the semester, students will exhibit lessons from their unit by teaching lessons from the unit and/or by doing a presentation on the thinking surrounding lessons from their unit

**Grading - (Points):**

1. Class attendance = (15 points possible)
2. Class participation (Activities/Discussions) = (15 points possible)
3. Assignments - (Reflective Responses)= (15 points possible)
4. Quizzes = (15 points possible)
5. Visual Arts Resources = ( 5 points possible)
6. Thematic Unit – Group Draft = (15 points possible)
7. Signature Assignment - Thematic unit / 1 lesson plan/ Summative Assessment = (20 points possible)

**Total points possible: 100 points**

A= 90 – 100 points B= 80 – 89 points C = 70 – 79 points D= 60 -69% F= 0 – 59 points

### ***Course Assignments***

Students are expected to submit **quality work**; double-spaced and standard font, size 12. Write **clearly** and **concisely**; avoid ambiguous language. ***Do not submit unedited drafts.*** Poorly written papers with careless errors will result in point deductions.

### ***Statement Regarding Students with Disabilities***

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto: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.

### ***Policy for Withdrawal and Incompletes***

Withdrawal Policy: See University catalog.

Incomplete Policy: See University catalog.

### ***Academic Dishonesty***

Academic dishonesty includes plagiarism, namely cheating; inventing false information or citations, and helping someone else commit an act of academic dishonesty. Serious consequences, including forced withdrawal from the course and removal from the university. Be certain to see the following link for important details: [http://web.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html).

### **SYLLABUS AND COURSE CALENDAR CHANGES**

***This syllabus and the course calendar may be changed to better support student learning.***

