



California State University, Long Beach  
College of Education  
Teacher Education Department

### Course Information

Course: EDEL 472-03 Teaching and Learning History/Social Science, K-8  
Term: Spring 2019  
Location: **Carver Elementary**  
Day/Time: Mondays, 1-3:45pm

### Instructor Information

Instructor: Désirée Zamorano  
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 Office Hours: 30 minutes before and after class, and by appointment.

### College of Education Mission Statement

*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

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

### Required Text and Materials

Parker, Walter C. & Beck, Terence A. (2017). *Social Studies in Elementary Education*. Boston: Pearson.

### Additional Required Texts

- [2016 History/Social Science Curriculum Frameworks](#)
- [California Common Core State Standards for English Language Arts and Literacy in History/Social Sciences, Science and Technical Subjects](#)
- [Revised CA ELA/ELD Framework](#)

### Recommended Texts for this course:

*Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History* by James Loewen

### Student-Based Learning Outcomes

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)

### **Outline of Subject Matter**

- A. Theoretical foundations and research for teaching elementary and middle school history-social science content (SLO 1)
  1. Learning theories as applied to history-social science teaching
  2. Socio-historical perspectives on the teaching of history-social science
  3. Significance of studying history
  4. Global competence
  5. Citizenship in a democratic society and global community
- B. Standards and Other Guidelines (SLO 1)
  1. California History-Social Science Framework
    - a. Distinguishing characteristics

- b. Content
    - c. Instructional goals and strands
  - 2. California History-Social Science Standards
    - a. Curriculum mapping
    - b. Selecting teaching topics
    - c. Linking standards, instruction, and assessment
    - d. Backward planning
  - 3. California Common Core State Standards for English Language Arts
    - a. Integrating the Common Core State Standards in History-Social Science teaching
    - b. Close reading of historical documents and resources
    - c. Content vocabulary
    - d. Writing with purpose and evidence
- C. Intersection of history-social science, multicultural, and global education (SLO 1)
  - 1. Acknowledging and learning about the cultures and history of children from other than mainstream or European-American backgrounds
  - 2. Stepping beyond the teaching of social studies from a strict western civilization perspective
  - 3. Recognizing the contributions of all cultures, especially those of cultures represented in diverse contemporary classroom populations
  - 4. Using history-social science as a vehicle for creating cross-cultural communication and cultural awareness
  - 5. Integrating global knowledge and skills into the history-social science curriculum
  - 6. Fostering student interest in current events and world affairs
- D. Children using historical thinking (SLO 1)
  - 1. Developing critical thinking
  - 2. Inquiry models: H. Taba, P. Lee, S. Wineburg, discovery learning, etc.
  - 3. Inquiry and the scientific process: hypothesizing, gathering data, analyzing, and communicating findings
  - 4. Questioning models
  - 5. Working with primary sources and artifacts
  - 6. Five themes of geography
  - 7. Multiple perspectives
- E. Planning cohesive units and lessons (SLO 1)
  - 1. Aligning instruction: standards, student outcomes, activities, and Assessment
    - a. Spiraling content to support and build upon prior knowledge
    - b. Designing instructional activities
    - c. Comprehensible content strategies
    - d. Linguistically, culturally, and developmentally appropriate activities
    - e. Active learning
    - f. Primary sources and artifacts

- g. SDAIE and primary language support
    - h. Accommodating students' special needs
  - 2. Student-centered learning
    - a. Offering multiple levels of choice
    - b. Self-directed learning experiences
    - c. Inquiry as a learning tool
    - d. Metacognition
    - e. Learning centers
  - 3. Gathering instructional resources
  - 4. Using textbooks and other information resources
- F. Integrating language arts with the history-social science curriculum (SLO 1)
  - 1. Multicultural children's literature
  - 2. Bringing history to life
  - 3. Interpreting non-print material as social science text (i.e., oral history, storytelling)
  - 4. Using writing experiences to learn
  - 5. Oral participation and expression
- G. Using the visual and performing arts in history-social science (SLO 1)
  - 1. Art as cultural expression; learning about many cultures through their art
  - 2. Creative expression, learning and assessment through dramatic forms: creative dramatics, reader's theater, puppetry, videos, role-playing, tableau, and simulations as ways of conducting and presenting social science inquiry
- H. Assessment of history-social science learning (SLO 1)
  - 1. Assessing prior knowledge
  - 2. Authentic forms of assessment
  - 3. An outcome, standards-based approach to teaching social studies
  - 4. Assessment as an integral, integrated component of social studies instruction
  - 5. Analyzing student work to improve and inform instruction
- I. Technology as an instructional tool in history-social science (SLO 1)
  - 1. Using technology to support and enhance history-social science
  - 2. Internet history-social science resources
  - 3. Evaluating internet materials and history-social science software
  - 4. Integrating ISTE standards
  - 5. Using and creating tools such as webquests, databases, maps, and graphs
  - 6. Classroom management
- J. Continued professional development (SLO 4)
  - 1. Collaborating with other educators
  - 2. Evaluating instructional materials
  - 3. Professional history-social science organizations

4. History-social science resources
- K. The components of history-social science instruction that relate to students with special needs (SLO 2)
1. Accommodations and modifications for diversifying history-social science instruction for a variety of learners with special needs (e.g., mild/moderate to moderate/severe)
  2. Universal Design for Learning (UDL)
  3. Response to Instruction and Intervention (RTI<sup>2</sup>): Tier I, Tier II, Tier III
  4. Multi-tiered Systems of Support (MTSS)
- L. Theory, research and effective application of comprehensible history-social science content instruction for all students (SLO 1)
1. Research-based and field-tested teaching strategies that are shown most effective for English learners and students with special needs (i.e., cooperative learning, experiential activities, multiple intelligences, student specific strategies)
  2. Organizing instruction by tapping prior knowledge, contextualizing lessons, teaching study skills, modifying the use of textbooks, and facilitating active learning
  3. Resources that provide comprehensible input: realia, visuals, media, drama, collaborative projects, computers, and primary language resources
  4. Incorporating English Language Development standards into history-social science lessons

### Course Requirements

- Complete and submit all required course assignments.
- Class participation.
- Register for and post required assignment on TaskStream See: <http://www.ced.csulb.edu/caltpa/taskstream> for information.

### Taskstream Requirement

The Department of Teacher Education requires students in all methods courses and student teaching (EDEL 442, 452, 462, 472, 475 and 482) to develop electronic portfolios using the web-based program, TaskStream. All Teacher Education candidates will develop a professional e-portfolio comprised of designated “signature assignments” for each course.

The TaskStream e-portfolio will be a demonstration of your knowledge, skills and professional dispositions according to the Teaching Performance Expectations (TPEs). The record of e-portfolios will also provide the Department of Teacher Education with program assessment data to address National (NCATE) and STATE (CCTC) accreditation agency requirements.

The Department of Teacher Education recommends that students sign up for at least a one-year subscription. The fee range for use of TaskStream is a minimum of a six-month

subscription to a six-year subscription. Subscriptions are renewable. A single subscription applies to all participating course and student teaching.

Register for TaskStream as follows:

1. Log on to <http://taskstream.com> (Call 1 800 311-5656 for technical assistance).
2. From the home page, select "Subscribe Today"
3. Follow the step-by-step directions
4. Note your username/password for future reference

The TaskStream self-enrollment code for the EDEL 472 History-Social Science Signature Assignment is **EDEL472S19**

## Course Policies

### Attendance

Attendance is mandatory; you are allowed one absence. I will deduct points for an additional absence which may impact your final grade. If you are absent, you are fully responsible for the content, assignments and other classwork on that day. You are expected to arrive on time and should remain throughout the entire class period. <sup>[1]</sup>If you need to arrive late or leave early you must notify me before our class session. See above for my phone number which you can text.

Class attendance and participation are worth **20 points**. I consider these 20 points already "banked." More than one unexcused absence, late arrivals, early departures, and lack of preparation or participation can result in the loss of these points.

For additional University information on attendance, please refer to:

[http://www.csulb.edu/divisions/aa/catalog/current/academic information/class attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic%20information/class%20attendance.html)

### Quality Criteria for Written Assignments

You are going to be classroom teachers. Your writing is now a model for your students. All of your submitted writing must be: typed, double-spaced, and proofread. I will deduct points for recurring typos, misspellings, significant mechanical and grammatical errors.

### Late work policy

No assignments will be accepted more than **FIVE** days after the due date. No late assignments will be accepted on the last day of class. ***Be sure to keep a copy of all assignments for you own records.***

### Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an

extensive list of all available software installed in both computer labs.

### BeachBoard Access and Email

To access this course on **BeachBoard** - <https://bbcsulb.desire2learn.com/> you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to **BeachBoard** - <https://bbcsulb.desire2learn.com/> with your CSULB Campus ID and Beach ID password. Bookmark this link for future use, or you can always access it by going to **CSULB** - <http://www.csulb.edu/>'s homepage and clicking on the **BeachBoard** link at the top of the page. Once logged in to **BeachBoard**, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Please be sure your most up to date email is on **BeachBoard**. While **BeachBoard** will be used as the primary mode of communication, email will be the best way to communicate with me outside of class. Check your email regularly and keep your address current.

### Course Assignments

Course Assignment	Points
Reading Assessments	
<ul style="list-style-type: none"> <li>Parker/Beck Chapter Reflective responses (2pts each)</li> </ul>	20
HSS Curriculum Map/Weekly Pacing Guide	10
Musical Heritage Assignment	10
Current Event presentation	10
Grade level language arts texts	10
Journey Box Project/Plan	
<ul style="list-style-type: none"> <li>Topic Summary</li> <li>List of Sources and 3-5 DBQs/source</li> <li>Topic Plan Overview</li> <li>Summative Assessment (Signature Assignment*)</li> <li>Introduce the Topic Lesson Plan</li> <li>Primary Source Lesson Plan</li> <li>Dramatic/Constructive Lesson Plan</li> <li>Geography/Art/Technology Lesson Plan</li> </ul>	5 10 15 20 10 10 10 10
Final (all due on presentation day)	
<ul style="list-style-type: none"> <li>Journey Box</li> <li>Topic Binder Check</li> <li>Presentation</li> <li>Course/Project Reflection</li> </ul>	10 10 5 5
Engagement (Preparation + Participation)	20
<b>TOTAL POINTS</b>	<b>200</b>

\*Signature Assignment must be uploaded to **TaskStream**; the enrollment code is:

**EDEL472S19**

\*\*All lesson plans, including Signature Assignment will be within your assigned grade level.

### Grading Policy



This course will use the point system for grading. Listed above in the course assignment section is a list of all assignments and their possible total point value. Below is a graph depicting the total points earned by a student and their corresponding percentage and letter grade.

### Grading Scale

Points	Percent Range	Letter Grade
200 - 181	100 - 90%	A
180 - 162	89 - 80%	B
161 - 143	79 - 70%	C
142 - 134	69 - 65%	D
133 or less	Below 64%	F

### University Policies

#### Plagiarism/Academic Integrity Policy

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on

[http://www.csulb.edu/divisions/aa/catalog/current/academic information/cheating plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic%20information/cheating%20plagiarism.html).

#### 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 -](#)

[http://www.csulb.edu/depts/enrollment/student academic records/grading.html](http://www.csulb.edu/depts/enrollment/student%20academic%20records/grading.html)).

Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog](#)

[http://www.csulb.edu/divisions/aa/catalog/current/academic regulations/withdrawal policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic%20regulations/withdrawal%20policy.html) to get familiar with the policy.

#### Special Needs

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their [website -](#) <http://www.csulb.edu/divisions/students/dss/> or contact them via email at [dss@csulb.edu](mailto:dss@csulb.edu) or by phone at (562) 985-4635

**Tentative Course Outline, Topics, Readings and Assignments\***

<b>Week/Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
1 January 28	<b>Introduction and Course Information NCAA</b>	Reading should take place <b>BEFORE</b> class meetings.	Peer Interviews
2 February 4	<b>CA HSS Framework and Standards. <i>Social Studies Education: What and Why?</i></b>	Parker/Beck Ch. 1  Loewen Ch. 1	Reflective prompt due  Grade Level presentations/write ups
3 February 11	<b>Historical Thinking and Primary Sources</b>	Parker/Beck Ch. 4 Jigsaw Articles— See BB for assigned Article.	Ch. 4 Reflective prompt due. Curriculum Map/Pacing Guide due Musical Heritage presentations begin
4 February 18	<b>Powerful Tools: Maps, Globes, Charts and Graphs. And Skill Work: Geography and Research</b>	Parker/Beck Ch. 5 Jigsaw “teaching” Geography Articles—See BB for assigned article.	Ch. 5 Reflective prompt due.  Journey Box Topic Due- Current Events Presentations begin
5 February 25	<b>Class will begin in the Library, Room 201. The rest of class time will be spent researching Journey Box Topic.</b>	Parker/Beck Ch. 12	Ch. 12 Reflective prompt due.  Language Arts Grade Level texts presentations begin
6 March 4	<b>Assessing Student Learning ~ <i>Begin with the End in Mind</i></b>	Parker/Beck Ch. 7 SIOP Ch. 9	Ch. 7 Reflective prompt due.  List of 12+ sources and Topic Summary due.
7 March 11	<b>Lesson, Unit and Activity Planning. Practice writing lesson objectives.</b>	Parker/Beck Ch. 8 Instructional Planning Handbook pgs. 7-17 SIOP pgs. 26-39	Ch. 8 Reflective prompt due.  3-5 DBQs/source due.

8 March 18	<b>HSS Teaching Strategies and Lesson Delivery. Review lesson plans.</b>	Parker/Beck Ch. 9	Ch. 9 Reflective prompt due.
9 March 25	<b>The Literacy-Social Studies Connection</b>	Parker/Beck Ch. 10	Ch. 10 Reflective prompt due. Topic Plan Overview Due
10 April 1	<b>Civics and Citizenship: How does your topic support citizenship growth and understanding?</b>	<i>Civic Learning Compendium and Preparing Students for College, Career and CITIZENSHIP</i> located on BB.	Summative Assessment Due to
11 April 8	<b><i>Traditional vs. Cultural</i></b>	Articles on BB	Introduce the Topic Lesson Plan due.
12 April 15	<b>Teaching in Diverse Classrooms. Fieldwork Discussion</b>	Parker/Beck Ch. 2 Jigsaw SIOP Ch. 3-8, see BB for your assigned chapter.	Ch. 2 Reflective prompt due. Dramatic/Constructive Lesson Plan due.
April 22	☺ <b>LBUSD Spring Break</b> ☺		
13 April 29	<b>Current Events and Public Issues In-class Bulletin Board Activity</b>	Parker/Beck Ch. 6	Ch. 6 Reflective prompt due.
14 May 6	<b>Journey Box Presentations December Dilemma</b>		Journey Box, Binder, Reflection and Presentation due in class.

**\*This calendar is subject to change.**