



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
MATTC
EDUC 263 (3 Units)

**ELEMENTARY METHODS IN SOCIAL STUDIES AND THE ARTS
SPRING 2018**

*Be the change you want
to see in the world.*

Mahatma Gandhi

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

In this course, multiple subject credential candidates learn how to design, implement, and evaluate standards-based social science lessons and how to integrate content from the California content standards for visual and performing arts, and the California Common Core. The course emphasizes mastery of instructional strategies that create opportunities for all students, including English learners and students with special needs, to read and write about how to use social studies for social justice and how to incorporate the visual and performing arts as ways to express and visually represent meaningful learning. Topics include working with curriculum frameworks and content standards, developing curriculum units, and planning lessons that maximize the learning of all students.

Course Objectives

This course will develop students' knowledge of or skills through the...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Review and appraisal of the California History Social-Science Curriculum Framework and Content Standards for grades K-6.	1	1, 2	3.1
2	Examination of the various academic disciplines represented in the elementary Social Studies, Visual and Performing Arts curriculum and generation of ideas for how best to engage young learners in the study of Social Studies.	1	1 - 5	1.3, 1.7
3	Demonstration of effective principles, and practices for the development of academic language, comprehension and knowledge in History-Social Science, Visual and Performing Arts curriculum, making grade-appropriate content comprehensible to English learners and students with specific learning needs.	1, 3	1 - 4	4.5
4	Use of an effective technology strategy to collaborate and communicate with students, colleagues, and the school community to provide the full range of learners with a safe space to be seen, valued and respected.	1, 3, 5	1, 2, 5, 6,	4.8
5	Collaboratively created standards-based Social Studies curriculum unit plan that integrates self-assessment, reflection, and a social justice focus using backward design.	1 - 5	1-6	1.5, 3.4, 5.3
6	Planning of instruction aligned with the History-Social Science, Visual and Performing Arts, and California Common Core framework/content standards that meets the varying needs of a diverse student population including English learners and students with learning challenges	1, 2, 3	1-6	3.3
7	Creation of a performance-based assessment task and rubric that evaluates and documents student learning in key aspects of the curriculum unit	1	1-3	4.3, 5.1
8	Development of a critically reflective teaching disposition that seeks out opportunities for professional growth.	2	4, 5	1.5
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Required Text(s) and Readings

1. Agarwal-Rangnath, R. (2013). *Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers*. New York, NY: Teachers College Press. ISBN: 978-0-8077-5408-5
2. Selected readings on Camino.

Document Downloads

California Department of Education. (2016). *History-Social Science Framework for California Public Schools, Kindergarten through Grade 12*. Sacramento, CA: California Department of Education. This document, referred to in class as “the H-SS Framework” or simply “The Framework,” should be downloaded at <http://www.cde.ca.gov/ci/hs/cf/sbedraftssfw.asp>

California Department of Education. (2004). *Visual and Performing Arts Framework for California Public Schools Prekindergarten Through Grade Twelve*. Sacramento, CA: California Department of Education. This document should be downloaded from the web at <http://www.cde.ca.gov/ci/vp/cf/index.asp>

California Department of Education. (updated 2013). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Kindergarten through Grade 12*. Sacramento, CA: California Department of Education. This document should be downloaded from the web at <http://www.cde.ca.gov/re/cc/>

California County Superintendents Educational Services Association. (2008). *K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons*. Los Angeles, CA: Los Angeles County Office of Education.
<http://ccsesaarts.org/tools/k-6-visual-performing-arts-curriculum-guide/>

Recommended Social Studies Resources

National Council for the Social Studies - <http://www.ncss.org/>

Kids Online Resources - <http://www.kidsolr.com/history/>

California 4th Grade Social Studies/Studies Weekly - <http://www.studiesweekly.com/Fourth-Grade-Social-Studies-California>

5th Grade Social Studies - <http://www.oradell.k12.nj.us/GradePages/Fifth/5.SS.htm>

Recommended Social Studies Resources - <http://www.homeschoolnyc.com/resources/social-studies.html#histadults>

California History-Social Science Project - <http://csmc.ucop.edu/chssp/>

Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Classrooms - <http://www.peacecorps.gov/wvs/publications/bridges/>

Federal Resources for Educational Excellence - <http://www.free.ed.gov/HandSS.cfm>

KQED History Detectives - <http://www.pbs.org/opb/historydetectives/educators/>

PBS Teachers Social Studies - <http://www.pbs.org/teachers/socialstudies/>

EDSITEment: National Endowment for the Humanities - <http://edsitement.neh.gov/>

A Teacher’s Guide to the Holocaust (Elementary Version) -

<http://fcit.usf.edu/HOLOCAUST/activity/Intermed.htm>

SCORE History/Social Science - <http://score.rims.k12.ca.us/>

Teacher Resources at the Library of Congress - <http://www.loc.gov/teachers/index.html>

Teacher Resources at the National Archives - <http://www.archives.gov/education/>

Picturing Modern America 1880-1920 - <http://cct2.edc.org/PMA/>

Smithsonian Education - <http://www.smithsonianeducation.org/educators/>

Houghton Mifflin History/Social Science - <http://www.eduplace.com/ss/socsci/ca/>

California Vistas Social Science McGraw Hill - <http://www.mhschool.com/ss/ca/eng/launchpad/index.html>

Social Studies Harcourt Publishers - <http://www.harcourtschool.com/hss/>

California Department of Education History/Social Science - <http://www.cde.ca.gov/ci/hs/>

California History Social Science Teachers - <http://www.cahistorysocialscience.com/teachers.cfm?lang=en>

Social Studies Web Resources for California 4th-6th Graders - <http://my-ecoach.com/online/webresourcelist.php?rlid=6850>

Social Studies for Kids/California Trail -

<http://www.socialstudiesforkids.com/www/us/californiatraildef.htm>

Social Studies: California History - <http://myteacherpages.com/webpages/4thgradeworld/socialstudies.cfm>

The Oakland Museum of California - <http://museumca.org/>

Resources for Teaching Social Responsibility: <http://www.teachablemoment.org/>

Teaching About Diversity - <http://www.tolerance.org/>

Gay, Lesbian, and Straight Education Network - <http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

Teachers 4 Social Justice - <http://www.t4sj.org/>

Teaching Channel Video Links

[K-5 Communication Throu#292CA6C](#)

[K-5th Grade Using the A#292C8A7](#)

[K Social Studies_The Ki#292B4C5](#)

[K-2 Star Student of the#292993B](#)

[1st Grade Ourselves, Ou#2929AA2](#)

[2nd Grade Antique Roads#2929A20](#)

[3rd - 8th Grade Illustr#292A628](#)

[3rd-5th Grades Jump In #2929B8F](#)

[3rd - 5th Grade Using S#292C744](#)

[3rd - 5th Grades Keep I#2929C5F](#)

[3rd - 5th Grade Explori#292A9CB](#)

[4th Grade 3Rs.webloc](#)

[4th - 6th Grade Harriet#292A2F5](#)

[5th Grade.webloc](#)

[5th Grade_Analyzing Tex#292C06D](#)

[5th Grade_Analyzing Tex#292BDD7](#)

[5th Grade_Analyzing Tex#292C0CB](#)

[5th Grade Analyzing Tex#292BD40](#)

[6th Grade Theater Boxes#292B2D9](#)

[6th - 12th Grade Snowba#292B13A](#)

[6th - 8th Grade Explori#292ACC2](#)

[6th - 8th Grade Values #292A8EC](#)

[6th - 8th Grade Integra#292AF8D](#)

[6th - 8th Grade Explori#292AD64](#)

[6th - 8th Grade Geograp#292A466](#)

[6th - 8th Grade_Histo#292B0A4](#)

[8th Grade_Creative Mo#292CCEA](#)

[Digital Storytelling - #292D5FA](#)

[All Grades_Thumbs Up_Si#292C4C2](#)

[All Grades_Post-Its_Lit#292BA36](#)

[Social Studies Interact#292D785](#)

[Changing the World by T#292DECE](#)

Course Requirements/Assignments

Grades are based on a 140-point total. Distribution of points across assignments is as follows:

Course/Requirements/Assignments	Points	TPEs Assessed
1 Literature Circle Role Sheet	60	1.3, 1.5, 1.7, 4.5, 4.8
2 Electronic "Me" Timeline	20	1.5, 4.8
3 * Curriculum Unit Plan	60	1.5, 3.1, 3.3, 3.4, 4.3, 5.1, 5.3

* Signature Assignment

1. Literature Circle Role Sheet: DUE Each Class Meeting (60 points)

Individually, you will participate in a literature circle of your choice. Each literature circle should have no more than 4 members. The *Literature Circle* is a common book discussion routine used during content area reading instruction. Students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re) read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher’s role in literature circles is that of facilitator.

For this assignment you will:

1. MEET with your literature circle to review the reading schedule below for the *Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers* book and readings posted on Camino.

	Date	Concepts	Chapters	Camino Readings
#1	4/3	Setting Up Literature Circles		* Assign roles and reading for each week
#2	4/10	Engaging Our Visions	1	* <i>How People Learn</i> * <i>Promoting democratic ideals...</i>
#3	4/17	Inspiring Wonder	2	* Grant & van Sledright Classroom Case Study Excerpts * <i>History through a child’s eye...</i>
#4	4/24	Painting the Picture	3	* <i>How do students develop academic language in SS?</i> * <i>A picture is worth a thousand words...</i>
#5	5/1	Application	4	* <i>Developing historical thinking with English learners</i> * <i>Linking interactive writing with social studies</i>
#6	5/8	Connecting Past to Present	5	* Wiggins & McTighe, “Misunderstanding 2” * Grant & van Sled, Lesson Sequence * <i>Mom, have you ever seen a real Indian?</i>
#7	5/15	Facilitating Change	6	* <i>Creating connections: Integrating the visual arts ...</i> * <i>English learners and reading comprehension...</i>

2. READ the explanation of literature circles and roles uploaded on Camino.
3. CHOOSE what role you will have in each meeting’s discussion. You must alternate between the following 7 roles: *summarizer, discussion director, connector, illustrator, word wizard, literary luminary, and activity director.*

NOTE: Each week there MUST be a discussion director AND an activity director.

You will complete ONE role sheet each week as a response to ALL of the week’s reading.

4. UPLOAD your role sheet on Camino (6 total for the quarter)

Literature Circles Discussions = 1 hour for each of the above class sessions.

2. Electronic “Me” Timeline DUE: Weekly Signups (20 points)

This is a Social Studies class so SHARE YOUR OWN history!

One of the ways teachers can show they value students’ lives and identities is to share a history of their own identity development.

A nonthreatening and creative strategy for publicly sharing your identity narrative is through the electronic “Me” timeline. This project can be used for your own class webpage as well as for building a safe space for students to be seen, valued, cared for and respected.

The task for this project is to share who you are within our learning community. You will be expected to share **5 significant events** that you feel are the most important landmarks in your life shaping the person you are today.

For this assignment you will sign up to:

1. Make a short 3-5 minute video describing your identity development.
2. Upload your movie on [Vialogue](#).
3. On Vialogue, comment on at least 3 other electronic “Me” Timelines.
4. Submit a one-page reflection summarizing what you learned from this project and how you might incorporate it into your social studies instruction.
5. Upload the Vialogue link and your reflection paper on the Electronic “Me” Timeline assignment on Camino.

Electronic “Me” Timeline Rubric

Name _____ Date _____

	iMovie Quality	Reflection Quality
4	The iMovie is well presented with creative demonstration of 5 significant events shaping the student's life. Sound quality is good and movie includes at least 2 extra components such as music or added visual effects.	The one-page reflection is thoughtful and gives more than 3 examples of how the project can be used in social studies instruction.
20 pts.	10 pts.	10 pts.
3	The iMovie is well presented with creative demonstration of 5 significant events shaping the student's life. Sound quality is good and movie includes at least 1 extra component such as music or added visual effects.	The one-page reflection is thoughtful and gives 3 examples of how the project can be used in social studies instruction.
15 pts.	7.5	7.5
2	The iMovie is well presented with creative demonstration of 5 significant events shaping the student's life. Sound quality is good.	The one-page reflection is general and gives 2 examples of how the project can be used in social studies instruction.
10 pts.	5	5
1	The iMovie presents 5 significant events shaping the student's life.	The one-page reflection does not include examples of how the project can be used in social studies instruction.
5 pts.	2.5	2.5
Total	/20	

You will be evaluated using the Electronic “Me” Timeline Rubric shared with you on Camino.

3. CURRICULUM UNIT PLAN

DUE: June 5th (60 pts)

A curriculum is a set of courses or plan of study. Defined as a long-term activity within instructional context, a curriculum unit generally takes the form of a unit study. Unit studies typically revolve around a central theme. Lessons and activities are structured to fit this theme.

Curriculum units are thought to benefit children through memory retention. Most children are able to retain more information from a unit study than from books or lessons alone. Developing a curriculum unit provides teachers the opportunity to custom design meaningful standards-based learning for any grade level.

Use the required course textbooks, and the California Content Standards in Social Studies, Visual and Performing Arts to develop your unit IN CLASS for any theme and grade level.

Your unit should include:

- a. Outstanding Children’s Literature
- b. Reading and Writing Activities
- c. Local or Global Civic Engagement and Social Justice Activities

For this assignment, you will use the unit plan shared with you on Camino to:

1. Establish learning goals (big ideas and key concepts).
2. Develop a performance task and rubric to assess student achievement of the learning goals.
3. Outline a sequence of 10-15 lessons that engage students in activities and experiences through which they will develop an understanding of the big ideas of the unit and the knowledge and skills necessary to complete the performance task you designed. *(Use lesson sequence template shared with you on Camino)*
4. Reflect on your own learning.
5. Share your unit plan with the class using Google Docs on June 6th.

Due in class April 17th.

REQUIRED: To begin this assignment, you need to complete the following steps:

- Choose a grade level (K-8)
- Find a Social Studies TE for that grade level (from a teacher at your site or SCU library)
- Pick a focus chapter from the TE (usually contains 3-5 lessons and is part of a larger unit)
- Read all the text on every page of the chapter
- Bring the chapter to class

REQUIRED FOR FINAL VERSION OF CURRICULUM UNIT PLAN: Parts A, B, C + rubric, D, and E.
I will provide ungraded formative feedback for you as you work on the final version of your curriculum unit plan.

May 1st Parts A & B + Rubric
STUDENT NAME

Part A: Big ideas	The unit’s 3-4 big ideas are distinct principles/generalizations central to social studies. Well-written rationale demonstrates thorough understanding of the characteristics of big ideas. Big ideas are clearly linked to the CA content standards being taught in the unit.			
	MEETS FEW EXPECTATIONS	MEETS SOME EXPECTATIONS	MEETS MOST EXPECTATIONS	MEETS ALL EXPECTATIONS
<i>Self-eval</i>				
<i>Cheryl’s eval</i>				
<i>Comments</i>				
Part B: Key concepts	Concepts are presented, not facts. Concepts included in the unit are significant social studies ideas linked to the big ideas of the unit and to the CA content standards taught in the unit. Well-written rationale demonstrates thorough understanding of the characteristics of concepts.			
	MEETS FEW EXPECTATIONS	MEETS SOME EXPECTATIONS	MEETS MOST EXPECTATIONS	MEETS ALL EXPECTATIONS
<i>Self-eval</i>				
<i>Cheryl’s eval</i>				
<i>Comments</i>				

Questions for Cheryl...

May 15th Part C + Rubric

STUDENT NAME

Part C: Assessment	Performance task is clearly connected to the big ideas and concepts, and requires students to apply the new knowledge and skills they learned in the unit. Task offers all students the opportunity to demonstrate their full understanding of the big ideas and concepts. Assessment blueprint, task description, and rubric are tightly aligned.			
	MEETS FEW EXPECTATIONS	MEETS SOME EXPECTATIONS	MEETS MOST EXPECTATIONS	MEETS ALL EXPECTATIONS
<i>Self-eval</i>				
<i>Cheryl's eval</i>				
<i>Comments</i>				

Questions for Cheryl...

May 29th Part D + Rubric

STUDENT NAME

Part D: Lesson sequence	10-15 lessons are organized in a logical sequence clearly leading to understanding of the unit's concepts and big ideas. All lessons include an objective and a strategy for assessing/documenting students' achievement of the objective. Lessons emphasize active student engagement with content linked to the CA History-Social Science standards and provide opportunities for students to develop the knowledge and skills required to complete the end-of-unit performance task.			
	MEETS FEW EXPECTATIONS	MEETS SOME EXPECTATIONS	MEETS MOST EXPECTATIONS	MEETS ALL EXPECTATIONS
<i>Self-eval</i>				
<i>Cheryl's eval</i>				
<i>Comments</i>				

Questions for Cheryl...

June 5th Completed Unit Plan + Rubric

Assessments and Grading Criteria

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
- Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work. Make up work must be prearranged with the instructor.

Absence Policy

- 1 absence – 5% deducted from final grade if professor is notified
- 2 absences – 10% deducted from final grade
- 3 or more absences – You may be dropped

- Letter grades are assigned on the standard scale based upon a possible total of 140 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

- For assignments completed in groups or pairs, only one person needs to submit the document on Camino. All group members will receive the same grade.
- Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

Canvas/Camino Course Management System

To access course materials and participate in online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Canvas.

Disability Accommodations

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University.

Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECPPM Graduate Bulletin, 2016-2017).

COURSE CALENDAR

Date	Topic	Assignments
4/3	<p>INTRODUCTION TO COURSE</p> <p>Course Syllabus Review Introduction to Vialogues Establish Vialogue Accounts</p> <p>Literature Circle Meeting #1 – Setting Up 1. Read literature circles doc. on Camino 2. Review week’s reading 3. Choose roles</p> <p>Instructor Presentation: What is social studies? Why should kids learn social studies?</p> <p>CURRICULUM GROUP PLANNING * Decide on grade level and topic.</p>	<p>Due: 4/10</p> <p>Read: <i>How People Learn</i> Give extra attention to pp. 3-11 Uploaded on Camino</p> <p>Read: <i>Social Studies, Literacy, and Social Justice</i> Chapter 1 Engaging Our Visions pp. 1-11</p> <p>Read: Chick, K.A. (2007). Promoting democratic ideals and social action: Children’s literature on the civil rights movement and school integration. <i>Social Studies Research and Practice</i>, 2(1), 58-68. Uploaded on Camino</p> <p>Do: Literature Circle Role Sheet #1 Do: Electronic “Me” Timeline</p>
4/10	<p>HOW PEOPLE LEARN</p> <p>DUE: Electronic “Me” Timeline</p> <p>Literature Circle Meeting #2 – Engaging Our Visions 1. Share Role Sheets 2. Review week’s reading 3. Choose roles</p> <p>Instructor Lecture: How Do Kids Learn? How Do Kids Learn Social Studies?</p> <p>CURRICULUM UNIT PROJECT PLANNING * Decide on Social Studies Grade Level and Theme</p>	<p>Due: 4/17</p> <p>Read: Grant & van Sledright Classroom Case Study Excerpts Uploaded on Camino</p> <p>Read: Bolick, C.M., Torrez, C., & Manfra, M.M. (2014). History through a child’s eye: Pre-service teachers making sense of children’s understandings. <i>Social Studies Research and Practice</i>, 9(3), 1-20. Uploaded on Camino</p> <p>Read: <i>Social Studies, Literacy, and Social Justice</i> Chapter 2 Inspiring Wonder pp. 13-37</p> <p>Bring: Social Studies Teacher’s Edition Examination > Choose a grade level (K-8) > Find a Social Studies TE for that grade level > Pick a focus chapter from the TE > Read all the text on every page of the chapter > Bring the chapter to class</p> <p>Do: Literature Circle Role Sheet #2 Do: Electronic “Me” Timeline</p>
4/17	<p>UNDERSTANDING BACKWARDS DESIGN</p> <p>DUE: Electronic “Me” Timeline</p> <p>Literature Circle Meeting #3 – Inspiring Wonder 1. Share Role Sheets 2. Review week’s reading 3. Choose roles</p> <p>Instructor Lecture: Supporting kids’ social studies learning through “backward design” and big ideas.</p> <p>CURRICULUM UNIT PROJECT PLANNING * Share TEs and Focus Chapter * Decide on Social Studies Grade Level and Theme * Use TE and related chapters in <i>Social Studies, Literacy, and Social Justice</i> to work on unit plan Part A & Part B in shared Google Doc.</p>	<p>Due: 4/24</p> <p>Read: Coleman, R. (2012) How do students develop academic language in social studies? <i>Social Studies Review</i>, 3-8. Uploaded on Camino</p> <p>Read: Porter, P. & Nell, G. (2012). A picture is worth a thousand words: Using primary sources to enhance content knowledge. <i>Social Studies Review</i>, 94-103. Uploaded on Camino</p> <p>Read: <i>Social Studies, Literacy, and Social Justice</i> Chapter 3 Painting the Picture pp. 38-75</p> <p>Do: Literature Circle Role Sheet #3 Do: Electronic “Me” Timeline</p> <p>Review: 1. History Social Science Framework for your grade level. 2. Visual and Performing Arts Framework for your grade level. 3. California Civics Standards for your grade level. Uploaded on Camino</p>

4/24	<p>DESIGNING A SOCIAL STUDIES CURRICULUM UNIT</p> <p>DUE: Electronic “Me” Timeline</p> <p>Literature Circle Meeting #4 – Painting the Picture</p> <ol style="list-style-type: none"> 1. Share Role Sheets 2. Review week’s reading 3. Choose roles <p>Instructor Lecture: Planning a social-studies curriculum unit.</p> <p>CURRICULUM UNIT PROJECT PLANNING</p> <ul style="list-style-type: none"> * Explore resources related to your social studies theme. * Use TE and related chapter in <i>Social Studies, Literacy, and Social Justice</i> to work on Part A & Part B. * Complete “Big Idea Generator” and submit to instructor 	<p>Due: 5/1</p> <p>Read: Hutton, L. & Hembacher, D. (2012) Developing historical thinking with English learners. <i>Social Studies Review</i>, 30-45. Uploaded on Camino</p> <p>Read: Borba, M.F. (2011). Linking interactive writing with social studies. <i>Social Studies Review</i>, 74-78. Uploaded on Camino</p> <p>Read: <i>Social Studies, Literacy, and Social Justice</i> Chapter 4 Application pp. 76-99</p> <p>Do: Literature Circle Role Sheet #4 Do: Electronic “Me” Timeline</p> <p>CURRICULUM UNIT PROJECT PLANNING</p> <ul style="list-style-type: none"> * Use TE and related chapter in <i>Social Studies, Literacy, and Social Justice</i> to complete Part A & Part B. <ul style="list-style-type: none"> - Cover Sheet - Part A - Big Ideas - Part B - Key Concepts <p>Share Cover Sheet, Parts A&B + Rubric with Instructor</p>
5/1	<p>ASSESSING STUDENT LEARNING IN SOCIAL STUDIES</p> <p>COMPLETE: Instructor Mid Quarter Evaluation</p> <p>DUE: Electronic “Me” Timeline</p> <p>Literature Circle Meeting #5 - Application</p> <ol style="list-style-type: none"> 1. Share Role Sheets 2. Review week’s reading 3. Choose roles <p>Instructor Lecture: How do I assess student learning in social studies?</p> <p>CURRICULUM UNIT PROJECT PLANNING</p> <ul style="list-style-type: none"> * Explore resources related to your social studies theme. * Use TE and related chapters in <i>Social Studies, Literacy, and Social Justice</i> to work on unit plan <ul style="list-style-type: none"> - Part C – Performance Task - Performance Task Blueprint - Part C Rubric 	<p>Due: 5/8</p> <p>Read: <i>Wiggins & McTighe, “Misunderstanding 2”</i> Uploaded on Camino</p> <p>Read: <i>Grant & van Sled, Lesson Sequence</i> Uploaded on Camino</p> <p>Read: Chandler, P.T., Branscombe, A., Mayshack, M. (2013). Mom, have you ever seen a real Indian? The intersection of personal identity and social studies education. <i>Social Studies Review</i>, 85-91. Uploaded on Camino</p> <p>Read: <i>Social Studies, Literacy, and Social Justice</i> Chapter 5 Connecting the Past to the Present pp. 100-117</p> <p>Do: Literature Circle Role Sheet #5 Do: Electronic “Me” Timeline</p> <p>Work on Curriculum Unit Develop and share on Google docs: * Part C – Performance Task * Performance Task Blueprint</p>
5/8	<p>PLANNING SOCIAL STUDIES LESSONS</p> <p>DUE: Electronic “Me” Timeline</p> <p>Literature Circle Meeting #6 – Connecting Past to Present</p> <ol style="list-style-type: none"> 1. Share Role Sheets 2. Review week’s reading 3. Choose roles <p>Instructor Lecture: How do I plan and sequence social studies lessons?</p> <p>CURRICULUM UNIT PROJECT PLANNING</p> <ul style="list-style-type: none"> * Use TE and related chapters in <i>Social Studies, Literacy, and Social Justice</i> to work on <ul style="list-style-type: none"> - Part C – Performance Task - Performance Task Blueprint - Part C Rubric 	<p>Due: 5/15</p> <p>Read: Burstein, J. & Knotts, G. (2010). Creating connections: Integrating the visual arts with social studies. <i>Social Studies and the Young Learner</i>, 23(1), 20-23. Uploaded on Camino</p> <p>Read: Goldsmith, P. & Tran T. (2012). English learners and reading comprehension: Text organization in history. <i>Social Studies Review</i>, 57-63. Uploaded on Camino</p> <p>Read: <i>Social Studies, Literacy, and Social Justice</i> Chapter 6 Facilitating Change pp. 118-137</p> <p>Do: Literature Circle Role Sheet #6 Do: Electronic “Me” Timeline</p> <p>Work on Curriculum Unit</p> <ul style="list-style-type: none"> * Complete <ul style="list-style-type: none"> - Part C – Performance Task - Performance Task Blueprint - Part C Rubric <p>Share Part C with Instructor for Feedback</p>

5/15	<p>ENGAGING GLOBAL CITIZENSHIP</p> <p>DUE: Electronic “Me” Timeline</p> <p>Literature Circle Meeting #7 – Facilitating Change</p> <ol style="list-style-type: none"> 1. Share Role Sheets 2. Review week’s reading 3. Choose roles <p>Instructor Lecture: How do I teach for Social Justice?</p> <p>CURRICULUM UNIT PROJECT PLANNING * Work on Part D – Lesson Sequence</p>	<p>Due: 5/22</p> <p>Do: Electronic “Me” Timeline</p> <p>Work on Curriculum Unit * Develop and Share on Google Docs Part D – Lesson Sequence</p>
5/21	<p>SUNDAY FIELD TRIP</p> <p>Oakland Museum of California AND Tour of the Gallery of California History</p> <p>1:30-4:30 *** Tour + Museum Fee = \$11 (including parking) http://museumca.org/?gclid=CKa32sGX1csCFdM2gQodfN0N0A</p> <p>NO CLASS ON MONDAY!</p>	<p>Due: 5/29</p> <p>Do: Electronic “Me” Timeline</p> <p>Work on Curriculum Unit * Complete Part D – Lesson Sequence Share Parts A-D with Instructor for Feedback by 5/29</p>
5/29	<p>NO CLASS! HONORING MEMORIAL DAY</p> <p>DUE: Electronic “Me” Timeline</p>	<p>Due: 6/5</p> <p>Do: Electronic “Me” Timeline</p> <p>Finish Curriculum Unit * Complete Parts A-E + Performance Task Blueprint Share Parts A-E with Instructor for Feedback before 6/5</p> <p>Bring: Appetizer for Sharing</p>
6/5	<p>SHARING</p> <p>DUE: Electronic “Me” Timeline</p> <p>Share Final Curriculum Units on Google Docs.</p>	