This course focuses on equity-centered and Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on educational perspectives, comprehension, creation of complex relevant texts, diverse media and technology. The following is an overview of one approach to teaching this course; however, please bring your own expertise to the facilitation of MALT 607.­­

**Semester One**

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| --- | --- |
| MALT 601: Foundations of Education (1st 7 weeks)  | MALT 601: Foundations of Education (2nd 7 weeks)  |
| MALT 603: Multiple Subject I: STEM Methods | MALT 605: Multiple Subject Methods II: ELA Methods |

**Semester Two**

|  |  |
| --- | --- |
| MALT 611: Foundations of Literacy (1st 7 weeks)  | MALT 611: Foundations of Literacy (2nd 7 weeks)  |
| MALT 607: Multiple Subject III: Multicultural Social Studies | MALT 609: Multiple Subject Methods IV: Literacy and Assessment |

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

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**The Objective**

In this methods course within the Multiple Subject Credential Program, candidates will investigate and demonstrate the elements of curriculum development by incorporating thematic/sequential approaches to creating units of study for teaching and learning social studies. Students will apply basic analytic thinking skills and engage in the study of temporal and spatial relationships of events, people, objects, and situations. Additionally, candidates will examine social studies standards and accountability, assessments, and multiculturalism. Curriculum designed will cultivate and accommodate all learners through a variety of teaching practices and strategies including, but not limited to the inclusion of the arts, the use of appropriate assessments, classroom management strategies, ELD/SDAIE strategies, and UDL strategies for K-8 grade levels.

The first strand of this course is an exploration of what social studies and multiculturalism are and why they are important to teach in K-8 classrooms. Building on this foundation, the second strand examines how students learn and develop their understanding of social studies in order to effectively develop units of study. Throughout this course and the rest of the program, candidates will continue to build on their study of lesson plan design, assessment strategies, and project-based learning activities to maximize the engagement of all students. This course will offer teacher candidates an opportunity to develop well-balanced history-social science curricula that demonstrates an understanding of their responsibility of ensuring equity for several populations of learners who are particularly vulnerable to academic inequities.

**The Assignments**

In order to meet the objectives outlined in the syllabus, there are seven key assignments and/or assessments. The Celebrations of Learning, Resource Guide, Teaching Demonstrations, Online Journal, and Early Fieldwork Multi—Media Project are designed to be completed individually. The Integrated Unit of Study and Presentation and In-Class Projects may be completed in groups, depending on the instructor’s pedagogical preference. The latter two assignments may also be modified to address innovative technological advances in elementary classrooms. For example, [Design Thinking](https://dschool.stanford.edu/resources/getting-started-with-design-thinking) as a methodological approach to creative problem solving may be used to facilitate the in-class group projects with the goal of immersing your students in the learning process they will soon engage in with their own future K-8 students.

**The Course Schedule**

The course schedule included on the syllabus was created to serve as a guide for the instructor and students throughout the semester. Additional in-class activities should be added to this course, not necessarily to the course schedule, to meet the learning objectives outlined in the syllabus. For example, the instructor of MALT 607 may incorporate activities to support with the development of content-specific knowledge for teacher candidates through the use of various [instructional strategies](https://iris.peabody.vanderbilt.edu/module/math-old/cresource/q3/p05/) (e.g., cooperative learning, explicit instruction) and methods for content delivery (e.g., online learning, station rotation form of blended learning).

Wishing you the best as you teach MALT 607. If you should have any questions about the content or delivery of instruction in this course, please feel free to email questions to Nicol\_Howard@redlands.edu. Thank you.