|  |
| --- |
| **MALT 607: Multiple Subject Methods III : Multicultural Social Studies**  |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:**  |
| **Location:**  |  | **Time:**  |
|  |  |  |

|  |  |
| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** |

**CATALOG COURSE DESCRIPTION**

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. Fieldwork experience required.

**Prerequisites:** Permission to enroll in Teacher Credential courses from the School of Education and completion of MALT 601 (or equivalent course).

Equivalent to EDUG 407/EDUC 507.

**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.**

Fieldwork Experience includes one or more of the following:

* Visit public schools, charter schools, or after-school programs to experience (through observation or participation) social studies lessons, activities, or events (e.g., historical celebrations).
* Visit classrooms that contain students from diverse backgrounds (e.g., special needs, multilingual, 80% free-reduced lunch, Title I, ethnicity, LGBTQ).
* Facilitate a mini-lesson in a classroom or after-school program related to social studies.
* One-to-one tutoring in a classroom, an after-school program, or community center related to social studies.
* Visit additional locations and/or events approved by your professor.

**The fieldwork log will be turned in to the Office of Student Success at OSS@redlands.edu, and the assignment linked to your early fieldwork experience will be turned in to the professor.**

**CONTEXTUAL COURSE DESCRIPTION**

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.

**REQUIRED TEXTS & READINGS**

Johnson, A (2010). *Making connections in elementary and middle school social studies* (*2nd*

ed). Thousand Oaks, CA: SAGE.

Levstik, L.S. & Barton, K.C. (2015). *Doing History: Investigating with Children in Elementary and Middle Schools. (5th ed).* New York, NY: Routledge.

**OPTIONAL TEXTS & READINGS**

Parsons, J. (2015). *Tools for Teaching Social Studies: A How-to Handbook of Useful and*

*Practical Solutions (2nd ed)*. Edmonton, Canada: Brush Education.

**TECHNOLOGY REQUIREMENTS** (if applicable)

Technology tools have been integrated in this course, such as Moodle.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time. Access is located at <http://moodle.redlands.edu>.  Internet access will be required for classes as well. The site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. Microsoft Office or another productivity suite will be helpful for completing written assignments and presentations in this course. All software is available in the School of Education for use and all students have free access to Office 365 using this university login credentials. Additionally, **The Armacost Library** site at <http://www.redlands.edu/library> has links to many other online resources under Internet Education Resources.

**COURSE OBJECTIVES**

Through the activities contained in this course, students will be able to:

1. Apply methods for teaching social studies and multicultural content. (CSTP 1)
2. Apply evidence-based strategies for differentiation of social studies instruction for diverse students including culture/race, ability/disability, gender, age, socioeconomic status. (CSTP 4)
3. Design an integrated social studies unit utilizing a variety of subject areas, such as language arts, visual and performing arts, technology, science, mathematics, and physical education. (CSTP 3,4)
4. Explain and integrate multicultural social studies lessons as a vehicle for making connections with self, others, and the community. (CSTP 4)

**ASSIGNMENTS AND ASSESSMENTS**

There are 7 key assignments in which participants demonstrate their proficiency in attaining course objectives.

1. **Celebrations of Learning – 10 points each (30 points total):** Candidates will participate in three celebrations of learning (in class assessments) based on the material covered in assigned readings, lectures, and class activities. Assessments will either be in the form of in-class group activities, quizzes, or presentations that demonstrate a synthesis of the course material. **(Due Dates: 00/00/00, 00/00/00, and 00/00/00)**
2. **Resource Guide using Pinterest or SymbalooEdu – 30 points** This assignment designed to support candidates through the curation of supplemental materials that may be used now or later in their teaching practice. Resources identified in this class should beinformational and will include a minimum of 10 links per focus area (25 points), categorized as follows:
	1. Strategies for teaching multicultural social studies (5 points)
	2. Reading/Writing across the curriculum (5 points)
	3. Integrating the arts into social studies (5 points)
	4. Designing learning interventions/accommodations for teaching EL, SPED, and GATE students (5 points)
	5. Technology for student use in Social Studies classes (5 points)

***In class presentation*:** Each student will briefly present their resource guide in a 10-minute demonstration to the class. You will walk us through your resource and offer rationales for selected links. (5 points) (**Due Date: 00/00/00)**

1. **Integrated Unit of Study** **and Presentation** - **30 points total:** Candidates will design an Integrated Multicultural Social Studies Unit of Study appropriately sequenced to teach 3 lessons. The preferred unit and lesson plan format will be available to view on Moodle. The Unit of Study should include appropriate information from the History-Social Science Framework, the specific CA State K-12 Content Standard, Common Core Standards (national), ELD Standards, AND any additional standards related to art (or other content areas that you integrate). Lessons will be framed by the academic perspectives found in the social studies text and in the resources identified in the previous Key Assignment (#1). The unit may focus on one (or more) of the following areas: Civic-Political, Social-Cultural, Historical, Economic, or Geographic. Each of the lessons in the unit of study should be culturally and linguistically sensitive, and designed to address the needs of diverse learners. Sensitivity toward diverse learners would indicate that students have considered their sociocultural and cultural backgrounds. The activities within the lessons should include opportunities for interactive learning, a literature-based resource (children’s story, etc.), an art integration, and use of a technology resource. (**Due Date: 00/00/00)**
2. **Teaching Demonstrations – 10 points each (30 points total):** Candidates will implement 3 shortened versions of lessons from their units of study (designed in KA #4). Each lesson should be 10 – 15 minutes in length (no more than 20 minutes). The purpose of this assignment is for candidates to demonstrate the ability to teach, not just write, a body of knowledge presented in a logically structured sequence. **(Due Dates: 00/00/00, 00/00/00, and 00/00/00)**
3. **Online Journal – 15 points (2 for initial responses and 1 for replies):** Candidates will participate in an online discussion where they will share ideas and insights with other classmates. Journal entries will be read by the instructor; however, the goal is for candidates to engage in a meaningful dialogue in response to prompts or posts related to the course content. Over the course of five different weeks, candidates will make 5 initial entries (2 points each) and 5 responses (1 point each) to the entries of another candidate. No entries will be required during the first and/or last week of class. **(Due Dates for Initial Posts: 00/00/00, 00/00/00, 00/00/00, 00/00/00, and 00/00/00)**
4. **Early Fieldwork Multi-Media Project (based on 6 fieldwork hours) – 30 points**: Candidates will demonstrate lessons learned from early fieldwork experiences. The multi-media project will include photos, videos, and narratives and should be submitted on Moodle. Citations from course readings in APA format should also be included. **(Due Date: 00/00/00)**
5. **In-Class Group Project Points – 35 points:** Candidates will collaborate on various in-class projects over the duration of the semester.

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**  1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**ADDITIONAL COURSE RESOURCES**

History-Social Science Framework for K-12: <https://www.cde.ca.gov/ci/hs/cf/sbedrafthssfw.asp>

**COURSE TOPICS CALENDAR (***Subject to change with advanced notice***)**

| **Meeting** | **Topic** | **Assignments Due** | **Readings Due** |
| --- | --- | --- | --- |
| Week 1 | *Defining Social Studies**The Sociocultural Context for Teaching History* |  | Johnson, Chpts 1 and 2Levstik & Barton, Chpt. 1 |
| Week 2 | *What is Critical Pedagogy and How Does it Connect to Social Studies?**Planning Learning Experiences*  | Key Assignment #1: Celebration of Learning (completed in-class)Key Assignment #6:Online Journal: Compare and contrast your most memorable K8 social studies experience with the readings and discussions so far. (Initial post and reply due) | Johnson, Chpts 3 and 4Levstik & Barton, Chpt 2 |
| Week 3 | *Critical Inquiry and Primary Source Documents**Differentiating the Curriculum Using Inclusive and Multi-Level Practices*  | Key Assignment #1: Celebration of Learning (completed in-class)Key Assignment #2: Resource GuideKey Assignment #6:Online Journal: Which instructional models are you leaning towards using in your social studies classroom? Why? (Initial post and reply due) | Johnson, Chpt 5Levstik & Barton, Chpts. 3 and 9 |
| Week 4 | *Teaching Cognitive Processes in Social Studies**Differentiating the Curriculum Using Inclusive and Multi-Level Practices* | Key Assignment #1: Celebration of Learning (completed in-class)Key Assignment #3: Curriculum AssessmentKey Assignment #6:Online Journal: Share an example of how to embed thinking skills into social studies lessons. (Initial post and reply due) | Johnson, Chpts 7 and 8 |
| Week 5 | *Learning through Human Interaction**Integrating the Arts* | Key Assignment #5:Teaching Demonstration(in-class demo of lesson #1)Key Assignment #6:Online Journal: What does it mean to “learn through human interaction”? Give an example or classroom scenario. (Initial post and reply due) | Johnson, Chpt 9Levstik & Barton, Chpts. 4 and 5 |
| Week 6 | *Teaching Outside the Box: Developing a Multicultural Curriculum* *Engaging Difficult Conversations in Social Studies* | Key Assignment #5:Teaching Demonstration(in-class demo of lesson #2)Key Assignment #6:Online Journal: Provide an example of, or describe a classroom activity demonstrating, how you will integrate other content areas into your social studies instruction. (Initial post and reply due)Key Assignment #7:Teacher Observation Paper | Johnson, Chpts 12 and 13Levstik & Barton, Chpt. 6 |
| Week 7 | *Politics of social studies education: Activism, Agency, and Community* | Key Assignment #5:Teaching Demonstration(in-class demo of lesson #1) | Levstik & Barton, Chpts. 12 and 13Unit of Study - Share Faire |