

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Secondary Education
Spring 2025 • SED 525SS
Methods of Teaching Social Studies
Wednesdays, 4:00-6:45p.m.
Maple Hall 110

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Office Hours: Wednesdays, 1-2:30pm or by appt (via Zoom).

Zoom link: <https://csun.zoom.us/my/edwardflores>

(The instructor reserves the right to change any part of this syllabus)

The Michael D. Eisner College of Education

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

LAND ACKNOWLEDGEMENT

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship between Indigenous Peoples and their traditional territories.

CSUN recognizes and acknowledges the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeño Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here, and we are committed to lifting up their stories, culture and community.

It is essential to understand the long-standing history that has brought you to reside on the land and to seek to understand your place within that history. Land acknowledgments do not exist in past tense or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. For more info and teaching resources please visit: <https://native-land.ca>

COURSE DESCRIPTION AND LEARNING OUTCOMES

University Catalog Course Description

Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. SED 525SS covers essential elements of history/social science (HSS) curriculum and teaching in secondary schools: developing unit and lesson plans aligned with the California curriculum standards and History-Social Science Framework; recognizing theories, issues and best practices of teaching HSS; teaching historical-thinking skills; integrating basic and higher-order thinking skills for students of varying abilities and cultural backgrounds; using instructional technologies; developing disciplinary literacy; and assessing student learning. Course emphasizes pedagogies that are inclusive and equitable for diverse student populations.

Course Student Learning Outcomes (SLO's)

Candidates will:

- Recognize theories, issues, and best practices central to the teaching of History/Social Studies.

- Select appropriate materials and activities for CCCSS-aligned, reading, writing, speaking and listening instruction for students of varying abilities, grade levels, and cultural backgrounds.
- Develop CCCSS-aligned lessons that integrate the teaching of reading, writing, speaking and listening instruction for students of varying abilities, grade levels, and cultural backgrounds.
- Develop and use a variety of methods for the assessment of student learning in History/SS classes.
- Self-assess their educational philosophies and instructional practices.
- Write effective, complete CCCSS-aligned lesson plans.
- Develop an effective CCCSS-aligned unit plan that demonstrates understanding of the CCSS, best practices and California's Teaching Performance Expectations (TPEs).
- Identify resources for continued professional development.

SED 525SS primary emphasis is on Teacher Performance Expectations (TPE's) 3,4,5, and 7 which are bolded below. Students are expected to become familiar with all the TPEs listed below over the course of the Single Subject Credential Program.

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Providing Effective Literacy Instruction for All Students

COURSE POLICIES, PROCEDURES & RESOURCES

- Active participation in class discussions and activities are crucial components of this course. Ideas presented in class by the instructor and your colleagues must be heard and critiqued for individual and collective growth.
- If you will be absent, you must contact the instructor as soon as possible.
- Please do not audio or video record class unless prior consent is obtained by the instructor and classmates.

CSUN COMMUNICATION

CSUN sends all official communications by email, including registration information. Please check your CSUN email as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN email to your gmail, or other preferred address, go to www.csun.edu/account, log in and select Mail Forwarding. However, do be aware that some transmissions are not successful.

To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

PROFESSIONAL EXPECTATIONS AND PERSONAL TECHNOLOGY

As students in a graduate class, you are expected to exhibit the behaviors of professional educators and professional students. This includes active and positive participation in class. Students are expected to treat their fellow students, faculty, and guests with respect and courtesy. This also relates to the use of cell phones, computers, and other electronic devices. Refrain from using other devices during the lesson unless those devices are being used to directly engage in the lesson.

ACADEMIC INTEGRITY AND PLAGERISM POLICY

Cheating or plagiarism on a test or other assignment will result in automatic failure on that specific item and possible failure in the course. In addition, there will be a referral to the Academic Ethics Committee. Never forget that character counts. [University Code of Ethics](#).

AI POLICY

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Students are expected to complete each assignment without substantive assistance from others, including automated tools.

ACCOMMODATIONS for STUDENTS – Disability Resources and Educational Services (DRES)

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the NCOD: Deaf and Hard of Hearing Services department. The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684 or email dres@csun.edu. NCOD: Deaf and Hard of Hearing Services is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

ASSIGNMENTS & LATE SUBMISSIONS

- All assignments must be completed on time and in APA format; many will form the basis of class activities. All submitted work must be double spaced and typed in Times New Roman or Helvetica, size 12 font, unless otherwise specified.
- All work must be submitted on Canvas by the due date specified.
- Assignments must include student name, date, and title of assignment in the upper left corner.
- **Late assignments will only be accepted up to one week after the initial deadline and will receive a maximum of 75%.**

- Incomplete grades are for students who have submitted at least 51% of the assignments and have an extenuating situation. In order to request an incomplete grade, the student must make an appointment with the instructor to make arrangements for completion (prior to the last class meeting) and must complete a Request for an Incomplete Form.
- Please schedule a meeting with the instructor if you have any questions, comments, concerns, or need accommodation for assignments or activities.

OPTIONAL TEXTS

King, L. J. (2022). *Racial Literacies and Social Studies: Curriculum, Instruction, and Learning. Research and Practice in Social Studies Series*. Teachers College Press. 1234 Amsterdam Avenue, New York, NY 10027.

Rodríguez, N. N., & Swalwell, K. (2023). *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators*. Routledge.

Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America*. Seven Stories Press.

Articles will be available on Canvas

REQUIRED SUPPLEMENTAL TEXTS

California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

History-Social Science Framework for California Public Schools

Ethnic Studies Model Curriculum

ADDITIONAL RESOURCES

<https://www.socialstudies.org/>

LAUSD Unified History/Social Science

COURSE ASSIGNMENTS AND GRADING

A standard grading scale will be used:

A =93-100%	C+ = 77-79.9%
A- = 92.9-90%	C = 73-76.9%
B+ =87-89.9%	C- = 70-72.9%
B =83-86.9%	D = 60-69.9%
B- = 82-80%	F = 59% and below

OVERVIEW OF ASSIGNMENTS AND KEY DATES

A total of 500 points can be earned in this course. *The points earned will be divided by the total of 500 points to calculate the final percentage grade, which will then be mapped to the standard grading scale.* The breakdown and description of assignments is as follows:

Graded Activities	Due Dates	Points
Participation and Attendance	Weekly (16 sessions)	75 (No points first class session)
Teaching Philosophy and Controversial Issues Statement	2/9	50
Ethnic Studies Lesson Plan and Presentation	3/19	75
Historical Inquiry Lesson Plan and Presentation	4/16	75
Critical Reading Reflections	1/29, 3/15, 4/2	75 (25 points per response)
Lesson Plan Reflection	5/14	150
	Total Points	500

Assignments	Description
Teaching Philosophy and Controversial Issues Statement	<p>Write a 4-page, doubled spaced statement of your teaching philosophy and teaching controversial issues statement. The statement should discuss the principles which guide your teaching and your beliefs about teaching controversial issues.</p> <p>Questions to consider:</p> <ol style="list-style-type: none"> 1. What motivates you to teach social studies? 2. What skills, strengths, and insights do you bring to the classroom? What skills do you want to develop? 3. What do you define as “controversial” in the context of teaching social studies? 4. How will you integrate culturally relevant and responsive pedagogy into your social studies curriculum? 5. How will you center the narratives of historically marginalized communities into your curriculum?
Lesson Plan Using Historical Inquiry and Presentation	<p>Complete a detailed edTPA lesson plan template and slide deck. The lesson plan should clearly identify the learning objectives and the CCCSS that will be addressed. The presentation should take approximately 10 minutes in which you can describe the lesson without implementing it. However, the presentation should include any handouts, PowerPoints, or other materials needed to successfully teach the lesson.</p>
Lesson Plan Using Ethnic Studies Pedagogy and Presentation	<p>Complete an edTPA lesson plan and slide deck that critically teaches an Ethnic Studies topic using the Ethnic Studies Model Curriculum or other curricular resources. The lesson plan should clearly identify the learning objectives. The presentation should take approximately 10 minutes in which you can describe the lesson without implementing it. However, the presentation should include any handouts, PowerPoints, or other materials needed to successfully teach the lesson. A written description of the lesson must also be turned into Canvas and may be used to guide your presentation.</p>
Lesson Plan Reflection Paper	<p>A 5 page doubled spaced written reflection describing the creation of the two lesson plans required for this class.</p>
Critical Reading Reflections	<p>Critical reflection is essential to continually develop as an educator committed to social and racial justice. There are 3 reading reflections that are due on Canvas at the beginning of class. If you cannot submit them on Canvas by</p>

	<p>that deadline, you have a week to resubmit without penalty. Unless you make arrangements with me ahead of time, reading reflection will not be accepted after the next class.</p> <p>Each reading reflection will have a separate set of expectations, but all require a minimum of 250 words.</p>
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TENTATIVE AGENDA

Session/Date	Module Title/Guiding Questions	Discussion Topics
Contextualizing History/Social Science		
1 1/22	Introduction and Syllabus Why do we want to become Social Studies teachers?	Lesson Topics <ul style="list-style-type: none"> • Overview of Syllabus, Assignments, and Readings, and Concepts • Community Builders
2 1/29	Contextualizing Secondary History/Social Science How do dominant and counter narratives interact in the telling of history? What are common teaching methods used in Social Studies?	Lesson Topics <ul style="list-style-type: none"> • Dominant and Counter Narratives Activities <ul style="list-style-type: none"> • “The Danger of a Single Story.” TED Talk Readings <ul style="list-style-type: none"> • Critical Historical Inquiry: How Might Pre-Service Teachers Confront Master and Historical Narratives? (Salinas and Blevins, 2014)
3 2/5	Controversial Topics and Current Events/Promoting Civic Discussion and Deliberation How do we engage students in discussing controversial topics	Lesson Topics <ul style="list-style-type: none"> • LETS ACT Framework Activities <ul style="list-style-type: none"> • “How to Teach Kids to Talk about Taboo Topics,” Ted Talk • Read History/Social Science Standards • Explore NCSS Website • Explore C3 website

	<p>while maintaining a safe and brave space?</p> <p>Why and how do we infuse discussion of current events and controversial issues in the curriculum?</p> <p>How do we create a safe and respectful classroom community to facilitate informative and respectful discussions?</p>	<p>Readings</p> <p>Teaching Controversial Issues as a Pathway of Racial Literacy: Using the LETS ACT Framework to Teach Controversial Issues (King, Vickery, Caffrey, 2018)</p> <p>Howard Zinn Interview</p>
<p>4</p> <p>2/12</p> <p>Visit Library Teacher Curriculum Center (TCC)</p>	<p>Surveying Curriculum</p> <p>How do curricular structures, processes, and discourses align to produce unequal students' outcomes?</p> <p>How might a Critical Race Theory in Education approach challenge dominant narratives in History/Social Studies courses?</p> <p>How do educators select curricular materials that center experiences of historically marginalized communities?</p>	<p>Lesson Topics</p> <ul style="list-style-type: none"> • Critical Theory and Critical Race Theory in Education <p>Activities</p> <ul style="list-style-type: none"> • Critically Surveying Materials <p>Readings</p> <ul style="list-style-type: none"> • Redefining Literacy (Stevens & Bean, 2006) • Toward a Critical Race Curriculum (Yosso, 2002)
Social Studies for Social Justice		
<p>5</p> <p>2/19</p> <p>Guest Speaker</p>	<p>Critical and Anti-Oppressive Social Studies</p>	<p>Readings</p> <ul style="list-style-type: none"> • Critical Social Studies Knowledge and Practice: Preparing Social Justice Oriented Social Studies Teachers in the Trump Era (Sibbert and Au, 2016)
<p>6</p> <p>2/26</p> <p>Armenian Genocide Presentation</p>	<p>K-12 Ethnic Studies</p> <p>How is Ethnic Studies responsive to the needs of the community?</p> <p>In what ways does Ethnic Studies support student civic engagement that are meaningful and relevant to their local community needs?</p>	<p>Lesson Topics</p> <ul style="list-style-type: none"> • Third World Liberation Front (TWLF) and Ethnic Studies at CSUN. • History of Ethnic Studies in K-12 Schools and Curricular Bans <p>Activities</p> <ul style="list-style-type: none"> • Read and discuss ES guiding curriculum. • Watch excerpts of "UNREST: Founding CSUN Chicana/o Studies Department". <p>Readings</p>

	How does Ethnic Studies pedagogy support positive student teacher relationships?	Ethnic Studies with K-12 Students, Families, and Communities: The Role of Teacher Education in Preparing Educators to Serve the People (Reyes McGovern & Buenavista, 2016).
7 3/5	<p>Critical Media, YPAR, and Digital Literacy in the History/Social Science Classroom</p> <p>What is digital literacy and why is it essential in the age of AI?</p> <p>What are effective ways to integrate media (music, videos, podcasts, speeches, etc.) into curriculum?</p> <p>What can teachers do to help students navigate online misinformation?</p> <p>How can teachers support students to challenge depictions of racial stereotypes in media?</p>	<p>Lesson Topics</p> <ul style="list-style-type: none"> Digital Literacy and Critical Race Media Literacy <p>Activities</p> <ul style="list-style-type: none"> Listen to Teaching Hard History Podcast (Hasan Kwame Jeffries) Examine depictions of youth of color in Hollywood movies and Social Media. <p>Readings</p> <ul style="list-style-type: none"> Misinformation in the Information Age: What Teachers Can Do to Support Students (Hodgin and Kahne, 2018) Yosso, T. J. (2020). Critical race media literacy for these urgent times. <i>International Journal of Multicultural Education</i>, 22(2), 5-13.
8 3/12	<p>Art in the History/Social Studies Classroom</p> <p>How can History/Social Science educators infuse art media in social studies lessons?</p> <p>How can student produced art projects be used as an authentic method of assessment?</p> <p>What implications does integrating art into History/Social Science course have for tapping into student funds of knowledge?</p>	<p>Lesson Topics</p> <ul style="list-style-type: none"> Collages, Foldables, Murals, Historic Graphic Novels, Political Cartoons, Political Poster Art <p>Activities</p> <ul style="list-style-type: none"> TACOS-Political Cartoons <p>Readings</p> <ul style="list-style-type: none"> Cruising LA's Political Landscape: Critical Car-Culture Narrative in Art Education (Garcia, 2021)
Critical Inquiry, Reading, and Writing		
9 3/19	Spring break	
10	Critical Inquiry	Lesson Topics

3/26	How do we support students to engage in Critical Thinking and Criticality? What's the difference?	<ul style="list-style-type: none"> Overview of Zinn Education Project (ZEP) literacy model Activities <ul style="list-style-type: none"> ZEP Lesson Plan Explore library of Congress Website for primary sources Readings <ul style="list-style-type: none"> Why Historical Thinking is not about History Critical Thinking vs. Criticality
11 4/2	Critical Inquiry What are common literacy models used in the History/Social Sciences? How do we support students to engage in historical thinking? Historical Thinking Skills and Teaching with Primary Sources What is Historical Thinking? Evaluating Sources	Lesson Topics <ul style="list-style-type: none"> Overview of Reading Like a Historian (RLH) literacy model Corroboration, Sourcing, Contextualization Activities <ul style="list-style-type: none"> RLH Model Lesson Plan (Reisman, 2012 Figure) Read Aloud Explore Digital Inquiry Group Website Readings <ul style="list-style-type: none"> On the Reading of Historical Texts: Notes of the Breach Between School and Academy (Wineburg, 1991) Ross Collin & Gabriel A. Reich (2015) Literacy models and the reconstruction of history education: a comparative discourse analysis of two lesson plans, Journal of Curriculum Studies, 47:4, 462-485, DOI: 10.1080/00220272.2015.1020878
12 4/9	Reading and Writing in the Social Studies How can SS develop reading and writing skills? How can I use reading and writing in my teaching? How can we use the inquiry method to combine content and literacy skills?	Lesson Topics <ul style="list-style-type: none"> Writing Strategies in Social Studies Activities <ul style="list-style-type: none"> Inquiry Stations and Say, Mean, Matter Readings <ul style="list-style-type: none"> Teaching for Critical Literacy in the Social Studies (Wolk, 2003) The PEA Strategy: One Teacher Approach to Integrating Writing in the Social Studies Classroom (Sielaff & Washburn, 2015) How to Promote Strong Writing Skills in the Social Studies (Pribble, 2021)

Assessing Student Learning		
13 4/16	Assessing Student Learning and Lesson Plan Presentations	
14 4/23	Assessing Student Learning How do we assess student learning in authentic ways? How can backwards planning help us in developing effective instruction to authentically assess student learning?	Lesson Topics <ul style="list-style-type: none"> • Introduction to Depth of Knowledge (DOK) to develop unit assessments. • Understanding by Design (Ubd) process. Activities <ul style="list-style-type: none"> • Read edTPA handbook on assessments • Explore Library of Congress Teacher Sites Readings <ul style="list-style-type: none"> • Applying Webb's Depth of Knowledge (DOK) Levels in Social Studies (Hess, 2005) • Stereotype Threat and the Intellectual Test Performance of African Americans, (Steele & Aronson, 1995)
15 4/30	Maps and Geography How do we integrate geography into history? How do we include students geographies into social studies and how can it support local civic engagement efforts?	Lesson Topics <ul style="list-style-type: none"> • Student Geographies, Spatial Narratives, and Citizen Mapping Activities <ul style="list-style-type: none"> • Community Asset Mapping Readings <ul style="list-style-type: none"> • Maps and Map Learning in Social Studies (Bednarz, Accheson, and Bednarz, 2006) • Kwon, L., & de los Ríos, C. V. (2019). "See, click, fix": Civic interrogation and digital tools in a ninth-grade ethnic studies course.
16 5/7	Class Reflection and Review What major history/social studies concepts, methods, or pedagogies resonate most with you? How do we navigate teaching history/social studies in a pernicious polarized democracy?	Lesson Topics <ul style="list-style-type: none"> • Overview of key history/social studies teaching methods, concepts, and pedagogies. Activities <ul style="list-style-type: none"> • Group Discussion • Peer review lesson plan reflection draft.
5/14	Final (We will not meet in class) 5:30 pm- 7:30 pm	

	Lesson Plan Reflection Paper Due on Canvas by 7:30 pm	
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*Selected readings may change at instructors' discretion.