##### EED 480 Social Studies and Science Curriculum Methods(Service Learning)

**FALL 2019**

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| COURSE CODE: EED 480COURSE TITLE: Social Studies and Science Curriculum MethodsINSTRUCTORS: Dr. Susan BelgradCLASS LOCATION: WEDNESDAY - 4:00-7:45pm  | TELEPHONE NUMBERS: OFFICE: (818) 677-4901DEPARTMENT: (818) 677-2621OFFICE HOURS: ED 2102susan.belgrad@csun.eduT-W: 3:00-4:00pm. and by appointment  |

# 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 through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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 professional knowledge and skills.

\*We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

\*We value ethical practice and what it means to become **ethical and caring** **professionals**.

\*We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

\*We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities** **of diverse learners**.

\*We value **creative and reflective thinking** and practice.

**Course Description: EED 480. Science/Social Science Curriculum and Methods**

***Service Learning* (4 units)***Restricted to candidates admitted to the credential program.*

*Prerequisites: Successful completion EED 477B and first student teaching assignment.*

*Corequisites: Multiple Subject Credential Candidates - EED 578D Student*

*Teaching, EED579 Student Teaching Seminar Preliminary Education Specialist*

*Credential Candidates — SPED 580MM Advanced Specialist Fieldwork with Learners Who Have Mild/Moderate Disabilities, SPED 579 Student Teaching Seminar.*

**Community Engagement/Service Learning Purpose and Course Definition:**

*In this course, focus will be placed on environmental literacy and sustainability practices.* EED 480 students will have the opportunity to seamlessly engage in *service learning* at their student teaching sites as coursework addresses important knowledge about CSUN Sustainability, the science and social science of addressing global warming and prepare to engage their students in observations and lessons that focus their attention on how their families, schools and communities can reduce their carbon footprint, conserve water and reduce waste (especially plastic) that does not biodegrade in landfills. Students will work in teams and then individually to design STEAM-integrated problem- (project) based learning (PBL) that incorporates academic theories in order to achieve our course’s specific learning objectives.

A branch of Project-Based Learning (PBL) and Project-Based Research, Community-Based Learning (CBL), including service-learning courses, offers students the opportunity to partner with a community group, nonprofit, or other entity external from class in order to gain a dynamic learning experience that uses subject-matter competency from class to address contemporary issues on/beyond campus. It is a high-impact practice (HIP) that helps bolster student success. In this course we will be engaged in the following *outcomes*:

* Service and Social Responsibility: Students will develop an understanding of social responsibility and the connections between short-term community service and greater long-term societal well-being.
* Community & Social Justice: Students will develop an understanding of how the actions of individuals and social systems bring about both equity and inequity in communities and society.
* Career Development and Professional Development: Students will develop career skills needed to address the economic, scientific, social and civic issues of our time.
* Multicultural Community Building/Civic Engagement: Students will learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

**This course addresses the critical skills and understandings** that Multiple Subject Credential and Preliminary Education Specialist Credential candidates need in order to effectively plan, implement, and evaluate instructional programs in science and social science for diverse student populations that reflect the California Science and Social Science (CSSS) Frameworks, Common Core Standards (CCSS), Academic Content Standards, and the Next Generation Science Standards (NGSS). .

It is designed to provide teacher candidates with models of instruction such as problem-based learning (PBL), which includes cooperative learning structures that are consistent with our current understanding of student learning processes, opportunities to develop important process skills, use of computer science and other technologies associated with integration of science, technology, engineering, the arts and mathematics (STEM) and environmental literacy, by engaging in the instructional models of teaching and learning in science and social science that promote effective inquiry and active engagement.

Furthermore, the course is designed to assist teacher candidates in developing strategies for teaching diverse children (those of widely differing cultural and linguistic heritages, developmental levels and learning styles) and special populations to ensure equal access to the core curriculum. This course is restricted to Integrated Teacher Education Program candidates admitted to the credential program.

## STUDENT DISPOSITIONS

It will be the goal of the course instructor to create a safe, engaging and caring learning community as a model for the fundamental right and need of every student to grow and learn in a caring learning community. In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions.  Faculty in the Department of Elementary Education fully expects students to be successful and meet all program standards. (However, poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge.  The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession.  Obtain detailed information about the involuntary delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at <http://www.csun.edu/sites/default/files/Fifth-Year-Traditional-Student-Teaching-Handbook.pdf>

# WRITTEN ASSIGNMENTS

All written assignments will be submitted via email using a 12-point conventional font, double-spaced. Conventional spelling, grammar, and punctuation are required. (Rubrics for each assignment are provided).

# ACADEMIC DISHONESTY

Academic dishonesty includes cheating, fabrication, and plagiarism. Cite all sources used in your assignments, lessons, and units.

PLEASE: Complete the notecard that indicates two students who you will contact in case you are absent.

# EED 480 COURSE OBJECTIVES:

Upon completing this course, credential candidates should meet the following TPEs:

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| TPE 1 | Demonstrate an understanding of the knowledge, skills, and attitudes needed to work effectively with English language learners and culturally diverse students |
| TPE 2 | Identify and utilize a variety of grouping situations and positive classroom management techniques in the science/history-social science classroom (understand the principles of developmentally-appropriate curricula and instruction). |
| TPE 3 | Demonstrate an understanding that promotes application of the structure of science and social studies and their interrelationships to planning and instruction. \*Develop a personally-sound theoretical basis for how to consistently engage students in social studies and science process skills using the inquiry-based processes. \*Show basic ability to use concepts, principles, skills that are reflected in the California Content Standards to design well-balanced, authentic lessons and units for elementary students.Demonstrate understanding of and ability to plan such lessons and units while using the state- adopted, academic-content standards and frameworks in history-social science and science using the Backwards Design Model.  |
| TPE4 | Show evidence of how to engage diverse students in dialogue and activities that connect the historical, cultural and sociological connection between science and social studies around “critical issues” in society that engages them in problem solving, creativity and critical thinking. Engage in reflection upon their developing attitudes and dispositions needed to create a positive classroom- learning environment in the sciences and history-social science. |
| TPE 5 | Demonstrate an understanding of how to create, modify and implement formal and informal, (formative and summative assessments ) that authentically show evidence of continuing student progress. |
| TPE 6 | Demonstrate an ability to use multiple sources (e.g., primary documents, demonstrations, experiments) to enhance learning and to balance the focus of instruction. Balance theory, research, and practice in science and history-social sciences |

**V. COMMON CORE AND SOCIAL SCIENCE SKILLS INTEGRATION**

Course activities and assignments will demonstrate the important intersections between the Common Core State Standards (CCSS) with students’ ability to write expository text about the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. E.g. Compare and contrast the most important points presented by two texts on the same topic.

1. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3. Compare and contrast the most important points and key details presented in two texts on the same topic.
4. Explain how an author uses reasons and evidence to support particular points in a text.
5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*.
6. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
7. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## Integration of Knowledge and Ideas

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Portfolio of Significant Achievement-Assignments**

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| --- | --- |
|  **ACTIVITIES AND ASSIGNMENTS** | **Score** |
| **Average** **1** | **Strong 2** | **Super** **3** | **Total** |
| 1. **Readings and Reflection Journal Entries Score X 5**
 |  |  |  |  /15 |
| 1. **Social Studies (cooperative) Lesson Plan  Score X 5**

 |  |  |  |  /15 |
| 1. **Science 5e Framework Lesson Plan Score X 5**

 |  |  |  |  /15 |
| 1. **In-Class Work: Session logs group work Score X 5**
 |  |  |  |   /15 |
| 1. **STEAM-Integrated PBL Plan Score X 5**

 |  |  |  |   /15 |
| 1. **Class Participation and Service-Learning Project** **Score X 5**
 |  |  |  |  /15 |
| 1. **Portfolio Showcase (showing evidence of**  **course and service-learning objectives) 10 Points**
 |  |  |  |  /10 |
|  **Total Portfolio** |  **100** |
|  |
|   **TOTAL POINTS HERE ⇒** |  **/100** |
| **Grading: 94-100 = A (*Exceptional*) 84-93 = B (*Solid Quality*) 74-83 = C (P*assing*)** |

## Course Readings

* Next Generation Science Standards
 [www.cde.ca.gov/.../**ngss**standards.asp](http://www.cde.ca.gov/.../ngssstandards.asp)
* The CA History, Social Science Frameworks
<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter1.pdf>
* Content Standards for Social Studies <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>
* The Constitution of the United States of America

 <https://www.constitutionday.com/constitutional-amendments-bill-of-rights.html>

* Science articles (Koch chapters, etc.) will be shared from the CSUN Box Download California Content History-Social Science and Science Standards from: <http://www.cde.ca.gov/board>
* 21st Century Skills—4 Cs of Common Core <https://ed.sc.gov/scdoe/assets/File/agency/ccr/Career-and-Technology-Education/documents/21stCenturySkillsforStudentsTeachers.pdf>
* A Changing Vision of Education <http://www.csun.edu/~sb4310/601%20files/Global%20Awareness.pdf>
* Creating 21st Century Global Citizens <http://www.csun.edu/~sb4310/480SP%2019/Creating%2021st%20Century%20Global%20Citizens%20A%20design%20led%20systems%20approach%20to%20transformative%20secondary%20education%20for%20sustainability.pdf>
* STEM: How to Educate for America’s Future
[www.csun.edu/~sb4310/STEM\_How%20to%20Educate%20for%20Americas%20Future\_Article%20Series.pdf](http://www.csun.edu/~sb4310/STEM_How%20to%20Educate%20for%20Americas%20Future_Article%20Series.pdf)
* Teaching Kids Water Conservation <https://www.schooliseasy.com/2015/05/teaching-kids-water-conservation/>

#### Course Assignments:

1***. Class Participation in sessions and service learning*** -As a member of an engaged-learning community, you will be expected to contribute in relevant ways to discussion, with your insights, and proactive critique of ideas shared in class. Therefore, your attendance, class participation, and engagement in the service-learning assignment will all be factored into your earned class participation learning points.

2. ***Social Studies Lesson Plan***-Following the development of a model, cooperative social-studies lesson presented during class time, you will be guided to create a cooperative learning lesson that meets the needs of diverse students: ELLs, students with atypical development, and gifted children. The engaged learning lesson design will align with the California Content Standards for History-Social Science (and Frameworks) at the grade level of your student teaching placement. This lesson needs to engage K-5 students in inquiry and active construction of knowledge that also seeks to develop social skills and intelligent behaviors (non-cognitive factors—aka SEL). This assignment includes both formal and informal (formative) assessments that meet the California State Assessment requirement and offer feedback to promote learning for all students.

3. ***Science Lesson Plan***- Following a model lesson that includes the NASA 5-E Framework, you will be guided in designing a cooperative learning science lesson using the inquiry Cycle model presented in **Chapter 13 of *Koch’s Science Stories*.**

Following instructor review of this lesson you will be given further points to reformatted it using the Elementary Education lesson plan format, so you may lead it during student teaching supervision. A rubric and planning guide will be provided by the instructor.

4. ***Integrated Social Studies & STEAM PBL Unit*** - Design an Integrated Social Studies and Science PBL Plan that integrates technology, engineering and mathematics; describes a coherent teaching plan that supports the integration of history/social science and science. **Groups will first work on this unit design** to be sure that the unit will draw upon:
 a) the curricular approaches of NGSS and California Science Frameworks and the
 California Social Studies Content standards;
 b) the learning theories presented in readings and class;
 c) the historical context when relevant; ***and it must also include:***
 d) a formative assessment plan that provides student feedback
 e) a summative assessment plan that includes student self-assessment;
 f) a plan to address the needs of English language learners;

 g) a plan for how lesson will accommodate students with typical and atypical
 development including gifted/talented students.

**AGENDA – Follow this link to review the course agenda.**