

University of California, Los Angeles
Graduate School of Education & Information Studies ~ Center X ~ TEP
ED318A/B - Integrated Methods for Elementary Teachers

Instructors:

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Office Hours: By Appointment

Course Description and Objectives: The purpose of the ED318A/B course is to expose elementary novice teachers to content specific methodologies and core practices across disciplines. Building on the work students engaged in during elementary literacy and mathematics methods, novices will explore effective strategies to teach science, social studies, health, and physical education and continue their learning around three core practices: 1) Opening Moves, 2) Questioning & Responding, and 3) Orienting Student to Each Other. Novices will be exposed to strategies that make learning accessible and meaningful to all learners, especially to English Language Learners.

Course Schedule:

ED318A/B - Integrated Elementary Methods Class			
	DATE	SECTION 1	SECTION 2
WINTER QUARTER Monday 2-5pm	February 3	<i>Social Studies/Health/P.E.</i> <i>Instructor: Karen Recinos</i>	<i>Science/Health/P.E.</i> Instructor: Arturo Navar
	March 3		
	March 10		
	March 17		
SPRING BREAK			
SPRING QUARTER Friday 1-4pm	April 4		
	April 11		
	April 18	Visit the Natural History Museum (ALL Students)	
	April 25	<i>Science/Health/P.E.</i> Instructor: Arturo Navar	<i>Social Studies/Health/P.E.</i> <i>Instructor: Karen Recinos</i>
	May 2		
	May 9		
	May 16		
	May 23		
	May 30		
	June 6	Culminating Activities (ALL Students)	

Required Texts

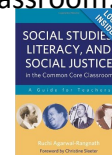
Agarwal-Rangnath, R. (2013). Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers. NY: Teacher's College Press. ISBN-10: 0807754080

Obenchain, K. and Morris, R. (2007). 50 Social Studies Strategies for K8 Classrooms. (3rd Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN: 0137050151

Zinn, H. (2009). A Young People's History of the United States. NY: Seven Stories Press. ISBN: 9781583228692

Additional readings posted on the class website: <http://ccle.ucla.edu/>

Ed318AB-winter/spring2014/syllabus (updated 4/23/14)



Teaching Videos

Annenberg Media – <http://www.learner.org/resources/series166.html>

Teaching Channel - <https://www.teachingchannel.org/?national=1>

Field Trip - Natural History Museum, Los Angeles County, 900 Exposition Blvd., Los Angeles, CA 90007,
Phone: (213) 763-3466, <http://www.nhm.org>

Course Requirements

1. **Attendance and active participation** (20 points) - Active, responsive, and respectful **participation** in all class discussions and activities. Your learning will be enhanced through regular opportunities to engage in structured activities and conversations about what you've experienced, read, studied, or discussed in class.
 - a. You may miss one class without any penalty, but two absences will lower your grade. The second missed class can be made up with an extra credit 3-4 page essay about the content you missed. Students with *three* absences or more will not pass the class.
2. Attendance and participation in a **field trip** to the Los Angeles Natural History Museum (4/18/2014). This field trip to the museum is a requirement; therefore, any problem attending must be discussed with the instructor in advance.
3. **Weekly Readings and/or Videos** are to be read or viewed prior to the class for which they are listed (including handouts and/or Internet articles).
4. **Weekly Reflections** (20 points, Due before class) - We will be expanding our repertoire of best practices. The weekly reflections will help you solidify your understanding of the big ideas for this course. Reflections are due before the following class. Upload to the CCLE website.
5. **Family Timeline** (5 points - Due **5/2/2014** - Bring to Class) - Everyone will create a timeline of important events in your own family's story. Interview family members and record important events from their perspectives. Bring your timeline to class and be prepared to share it with a group of students.
6. **Class Time Line** (5 points - due **5/9/2014**) - Each student must choose ONE event from their personal time line to include in the class time line and create two PowerPoint slides. One slide that tells about the chosen event, including a Word Art title, a text box with a short explanation, and some type of image(s) that represent the event. The second PowerPoint slide should have just a question that connects the event of the first slide to other social/historical contexts. The two PowerPoint slides must be uploaded to the class website before midnight **Friday, MAY 9th**. BRING a printed hard copy of both slides to class.
7. **Howard Zinn Presentations** (5 points) - Each student will share a 60 second oral presentation of their assigned chapter from Howard Zinn's book, "*A young people's history of the United States*." Students will sign-up in class for their chapter and presentation date.
8. **Read Aloud Collection** (5 points - due **4/16/2014** - Bring Books to Class) - Novices will identify **10** high quality children's literature titles (fiction and/or nonfiction) that can help students connect to the

California History-Social Science Content Standards and the Historical and Social Sciences Analysis Skills. *You may choose to list books to meet standards for one particular grade level or for multiple grade levels.* **Create a table** that includes: **Title/Author/Illustrator/Photographer**; **Description of the Book**, the **History-Social Science Content Standards** and the **Historical and Social Sciences Analysis Skills** that can be addressed when reading this book. SUBMIT an electronic copy of your completed table to CCLE. Bring books to class and be prepared to share.

9. **Completion of Interdisciplinary Lessons (Content Area Task - CAT)** (30 points - Due 6/6/2014) - You will be responsible for planning one social studies lesson that addresses the History-Social Science Standards AND the History/Social Science Analysis Skills. This lesson does not need to be taught.
 - a. Use the TEP lesson plan format AND commentary page.
 - b. A printed hard copy of the two lesson plans and commentaries is due at the beginning of the final class.
10. **Health and Physical Education Lesson** (10 points - Due before your scheduled presentation) - Working in teams of 3-4 students, plan an integrated health and physical education lesson. Use the TEP lesson format. Make sure you include the health and PE standards you will address in the lesson. You will upload the lesson to the CCLE website and present to the class on a 5 minute presentation. For your presentation, you may use PowerPoint, videos, visuals, web links, etc. Students will sign-up in class for their presentation date.

Assignment Policies

DUE DATES - All assignments are due on the dates listed in this syllabus. Assignments will not be accepted after their due dates. Any changes will be announced in class or via email. All assignments turned in will be considered complete, and graded accordingly. Once assignments are turned in, no revisions will be accepted.

WRITTEN ASSIGNMENTS - All written assignments must be formatted in a conventional 12-point font. Conventional spelling, grammar, and punctuation are expected. Handwritten assignments will not be accepted, unless prior approval is given by the instructor. Cite all sources used in your assignments using the APA style.

GRADING POLICY (Satisfactory = 100 – 86; Unsatisfactory = 85 pts and below)

Teaching Performance Expectations

This class focuses on the teaching of social studies theory and practice. It addresses the following California Teaching Performance Expectations (TPE), with a particular focus on TPE 7, Teaching English Learners:

- TPE 1. Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2. Monitoring Student Learning During Instruction
- TPE 3. Interpretation and Use of Assessments
- TPE 4. Making Content Accessible
- TPE 5. Student Engagement
- TPE 6. Developmentally Appropriate Teaching Practices
- TPE 7. Teaching English Learners
- TPE 8. Learning about Students
- TPE 9. Instructional Planning



TPE 10. Instructional Time
TPE 11. Social Environment
TPE 12. Professional, Legal, and Ethical Obligations
TPE 13. Professional Growth