

San José State University
Department of History & Teacher Education
SSED 378: Social Science Methods
Fall 2022

Course and Contact Information

Instructor: Wendy Thowdis

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Office Hours: By appointment (in-person or Zoom)

Days/Time: Tuesdays from 4:30-7:15 pm

Classroom: DMH 163

Prerequisites: Social Science Teacher Candidates in the Single Subject Credential/MAT Program

Course Description

This class will model Social Science curriculum design and pedagogical strategies for middle and high school classrooms. In alignment with the Lurie College of Education's emancipatory vision, this class will foster students' ability to enact culturally sustaining and liberatory social science pedagogies. In this class we respect the diversity of our communities and work to ensure that everyone feels welcome. We see and value people of different races, ages, genders, sexual orientations, levels of ability, language, socio-economic backgrounds, religions, and cultures. My goal is to model humanizing pedagogy that includes anti-racist, abolitionist, emancipatory, and healing centered practices as you learn how to build an equitable Social Science classroom. Students will work collaboratively with peers, professors, and the local school community to develop their pedagogical practices.

Program Learning Objectives: Teacher Education Department (PLO)

PLO 1: Plan for collaborative school/community partnerships with leaders, families, organizations, advocates, and other community members that center their interests, needs, and diverse expertise to reject deficit perspectives and augment students' educational experiences.

PLO 2: Critically examine, design, and implement authentic, asset-based curricula and instructional methods that leverage students' diverse cultural, linguistic, cognitive, and socioeconomic resources as disciplinarily relevant instructional and pedagogical resources.

PLO 3: Critically examine, design, and implement ongoing feedback-based approaches to assessment that center formative guidance during the learning process as opportunities for students to revise, expand, and grow as learners.

PLO 4: Draw from educational literature to analyze and critique important intersecting aspects of history, policy, economics, race, class, language, and other facets of culture underlying societal and one's own individual assumptions, values, and beliefs within education.

PLO 5: Design and apply classroom inquiry cycles to address a problem of practice through culturally sustaining, holistic pedagogical practices and critical self-reflection.

Course Learning Outcomes (CLO) for Social Science Methods

It is recommended that the Course Learning Objectives include alignment to the PLOs.

Upon successful completion of this course, students will be able to:

1. **BUILD A POSITIVE CLASSROOM ENVIRONMENT** - Build safe and brave spaces in a social science classroom to facilitate equitable learning. This includes ongoing reflection of one's individual assumptions, values, and beliefs within education and their impact on students and pedagogical practices. Explicit instruction in social, emotional, and cultural competencies that fosters student engagement and voice, encourages collaboration, and draws on the knowledge of the students and their families is also important.
2. **ALIGN TO STANDARDS** - Critically examine & design authentic, asset-based curricula lessons and unit plans with instructional methods that are standards-based, and leverage students' diverse cultural, linguistic, cognitive, and socioeconomic resources (including going above and beyond the Common Core State Standards, History-Social Science Content Standards & Framework, English Language Development) to better serve students.
3. **CREATE CURRICULA & DELIVER IT IN A WAY THAT REFLECTS OUR STUDENTS' STRENGTHS** - Critically examine and design culturally sustaining, humanizing pedagogical practices that include opportunities for self-reflection, healing and joy.
4. **USE A VARIETY OF ASSESSMENT PRACTICES** - Critically examine and design ongoing feedback-based approaches to assessment (Informal/Formative, Student Self, Formal/Summative) that provide students in Social Science classrooms the opportunity to demonstrate their learning through multiple means of action and expression (UDL)
5. **TEACH HISTORICAL THINKING SKILLS THROUGH INCLUSIVE EXAMPLES** - Select, analyze, and edit appropriate and engaging primary and secondary source documents that provide multiple cultural perspectives (dominant, counter, and absent narratives) and highlight examples of organized resistance to institutional racism and oppression by marginalized communities throughout history.
6. **TIE PAST TO PRESENT** - Connect current political, economic, and social issues to historical events in order to increase the relevance for their future students, with an emphasis on the impact of institutional/structural racism and inequities experienced by marginalized groups in the United States and around the world.
7. **EMPOWER STUDENTS TO BE ACTIVE AGENTS OF CHANGE IN THEIR WORLD** - Become proficient in applying historical thinking skills to successfully teach students of all ages to become active, engaged citizens of our democratic society; for example, understand and analyze the ethical and legal questions associated with instruction built around controversial questions in the past and present; provide learning experiences where students can actively work to improve their communities.
8. **MODEL THE USE OF EDUCATIONAL TECHNOLOGY** - Become proficient in integrating teacher-supported and student generated educational technology into history/social science lessons.

Required Texts & Readings

"History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve."
Sacramento: California Department of Education (2017)

<https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

"Access for All Learners: The History-Specific Academic Literacy Model - Building Blocks to Explicitly Plan for Disciplinary Learning" - 2nd Edition (2016); University of California, Berkeley History-Social Science Project

[Critical Practices for Anti-bias Education: Classroom Culture](#), Learning for Justice

Additional readings in Course Reader on Canvas

Standards and Skills

California Teacher Performance Expectations. Sacramento: Commission on Teacher Credentialing (2016)
<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. California State Board of Education, August 2010, Updated March 2013.
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

English Language Development Standards. Sacramento: California Department of Education, November 2012.
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Center for Reaching & Teaching the Whole Child (CRTWC) Social, Emotional, Cultural Framework
<https://securservercdn.net/45.40.155.190/82w.db7.myftpupload.com/wp-content/uploads/2020/12/CRTWCAnchorCompetenciesFramework2022.pdf>

Library Liaison:

Nyle C. Monday, Reference & Instruction Librarian, History Specialist
Dr. Martin Luther King Jr. Library (408) 808-2041 nyle.Monday@sjsu.edu

Course Requirements and Assignments

<i>Assignment/Assessment</i>	<i>Points</i>	<i>Percent of Grade</i>	<i>CLO Assessed</i>
Individual Reflections	250 points	25 percent	CLO 1, 5, 6, 7, 8
Group Discussions	250 points	25 percent	CLO 1, 5, 6, 7, 8
Project Based Learning Assignment	100 points	10 percent	CLO 1, 4, 5, 6, 7, 8
Model Lesson/Unit Plan	300 points	30 percent	CLO 2, 3, 4, 8
Class Participation (co-created with students)	100	10 percent	CLO 1

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol:

We will spend our time together learning how to become effective humanizing teachers in a Social Science classroom by creating engaging and thoughtful lesson/unit plans that help students connect their experiences, cultures, and current context with the historical experiences of those who have lived in our past. As we build a climate of mutual respect and trust, my hope is that we will form a learning community where we foster self-reflection, create community, promote collaborative learning, and respond constructively across our differences.

Grading Information:

Assignments are due before midnight on the dates indicated, but individual circumstances will be considered. Students may contact the instructor to request an extension or for opportunities for revision. Students may attend office hours and/or contact the instructor if additional help is needed to complete assignments.

Please see the rubrics for papers and other major assignments on our Canvas course page. You may, and are highly encouraged, to self-assess your own work using these rubrics prior to formally submitting your assignments for grading.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Tentative Course Schedule

This schedule is subject to change with fair notice. Students will be informed of changes in due dates and content during class and on Canvas. Note that a full description of all required work is located on Canvas in the Assignment section. All written, video, and discussion board responses will be submitted on Canvas. Videos will be submitted using Canvas Studio.

Week	Topics	Readings & Assignments
<p>1 Aug 23rd</p>	<p>Course introduction</p> <p>Safe, Brave and Supportive Spaces (Creating norms)</p> <p>Building a Common Language with Key Terms: Humanizing Pedagogy Funds of Knowledge Abolitionist Teaching Anti-racist & Anti-oppressive Teaching Emancipatory Teaching Social Justice Intersectionality Culturally Responsive & Relevant Pedagogy Culturally Sustaining Pedagogy Dominant, Absent, Counter-narratives Trauma-Informed/Healing Centered Engagement Asset-Based Teaching Community Cultural Wealth</p>	<p>Review Course Learning Objectives & be ready to discuss:</p> <ul style="list-style-type: none"> - Something I'm excited about - Something I wonder - Something I see as a challenge <p>Read & be ready to discuss the difference between "safe" and "brave" spaces: Brian Arao & Kristi Clemens, From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice</p>
<p>2 Aug 30th</p>	<p>Setting the foundation for Culturally Responsive Teaching - Explore Historical & Structural Racism and Historical Memory</p> <p>Content Standards History-Social Science Framework Common Core State Standards English Language Development Standards</p> <p>Above and Beyond Standards Culturally Sustaining & Abolitionist Teaching</p>	<p>Canvas Discussion Board: Culturally Sustaining Pedagogy, Project READY: Reimagining Equity & Access for Diverse Youth, 2022</p> <p>Individual Reflection: H-SS Framework Chapter 1 History-Social Science Framework</p> <p>California Common Core Standards http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf</p>
<p>3 Sept 6th</p>	<p>Overview of Teacher Performance Expectations (TPEs) Using the TPEs to guide praxis (theory into practice)</p> <p>IEP/504 plans – The Cultural Work of Learning Disabilities</p> <p>Assessments in Social Science Formative/Informal Summative/Formal Student Self-Assessment</p>	<p>Read: pages 1-14 & 28-29 California Teaching Performance Expectations, Commission on Teacher Credentialing, 2016</p> <p>Individual Reflection: Choose any 2 Barbara Whitlock, Preparing Adolescents for Civic Virtue through Courageous Conversations https://members.character.org/news/pr</p>

Week	Topics	Readings & Assignments
	<p>The Curb-cut Case for Centering Equity in Schools</p>	<p>Comparing-adolescents-for-civic-virtue-through-courageous-conversations</p> <p>Gloria Ladson-Billings, Culturally Relevant Pedagogy 2.0</p> <p>Dean Simmonds, How to Change the Story about Students of Color (berkeley.edu)</p> <p>Cory Collins, The Curb-cut Effect and Championing Equity, Learning for Justice, 2021</p>
<p>4 Sept 13th</p>	<p>Unit Plan Design Emancipatory & Anti-oppressive Pedagogies Backwards Design for unit planning (UbD) Higher Order Thinking (HOTS) Asset-Based Teaching</p> <p>Dominant, Absent, and Counter-narratives</p>	<p>Ryan Bowen, Understanding by Design</p> <p>Understanding by Design (UbD) Framework https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</p> <p>Caitlyn (Ayoka) Wicks, How to Decolonize a Lesson Plan, <i>The American Historian</i>, 2021</p> <p>Critical Practices for Anti-bias Education: Classroom Culture, Learning for Justice</p>
<p>5 Sept 20th</p>	<p>Lesson Plan Design Structure of a lesson Design principles Universal Design for Learning (UDL) Rooting your Lesson Plan in Social, Emotional, and Cultural Competencies</p> <p>Project Based Learning (PBL) Community Activism Engagement for Social Justice Culturally Responsive/Sustaining PBL</p>	<p>UDL in Social Science Classroom https://chssp.ucdavis.edu/blog/universal-design-learning</p> <p>CRTWC Social, Emotional, Cultural Framework https://secureservercdn.net/45.40.155.190/82w.db7.myftpupload.com/wp-content/uploads/2020/12/CRTWCAnchorCompetenciesFramework2022.pdf</p> <p>Reference Guide for Teaching Hard History, “A K-12 Framework for Teaching American Slavery, Learning for Justice, 2022</p> <p>Culturally Responsive and Sustaining Project Based Learning, NYCDOE</p>

Week	Topics	Readings & Assignments
		History-Social Science Framework
<p>6 Sept 27th</p>	<p>Lesson Implementation Structure, Procedure, Pacing Centering Student Voices Asset-Based Teaching Student Engagement Community Cultural Wealth</p> <p>Using Educational Technology in the classroom</p> <p>English-Language Development in a Social Science lesson</p>	<p>Tara Yosso, Community Cultural Wealth</p> <p>Erika Lee, The Necessity of Teaching Asian American History, <i>The American Historian</i>, 2022</p> <p>Kaitlin Smith, Teaching Resources on Latinx History and Culture, Facing History</p> <p>Resources for Teaching LGBTQ History: Hidden Voices: LGBTQ+ Stories, NYCDOE & LGBTQ History Source Sets, UC Davis History Project</p> <p>Wendy Rouse, Teach the History of LGBTQ+ Joy, California History Social Science Project</p> <p>History-Social Science Framework</p> <p>English Language Development Standards. Sacramento: California Department of Education, Nov 2012. https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</p>
<p>7 Oct. 4th</p>	<p>Trauma-Informed & Healing Centered Pedagogical Strategies</p>	<p>Trauma-Informed Teaching in Action: An Expert Interview</p> <p>Trauma-Informed Teaching Strategies - ASCD</p> <p>Stephanie P. Jones, Ending Curriculum Violence, Learning for Justice, 2021</p> <p>Learning for Justice: Teaching Strategies https://www.learningforjustice.org/classroom-resources/teaching-strategies</p> <p>Suzanne Methot, A Trauma-Informed Approach to Teaching the Colonization of the Americas, Edutopia, 2021</p>

Week	Topics	Readings & Assignments
		Shawn Ginwright, The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement , 2018
8 Oct. 11 th	Teaching Historical Thinking Using Culturally Sustaining Materials Analyzing Dominant and Counter Narratives	Historical Thinking Chart - California History Social Science Project Historical Thinking Tools and Analysis Strategies , NYCDOE History-Social Science Framework
9 Oct. 18 th	Teaching Historical Reading Skills Beyond Documents: Reading Images, Art, and Material Culture	Close and Critical Readings Strategies , Learning for Justice History-Social Science Framework
10 Oct. 25 th	Teaching Historical Writing Skills	A Student Guide to Writing in History , CA History-Social Science Project Access for All Learners: The History-Specific Academic Literacy Model - Building Blocks to Explicitly Plan for Disciplinary Learning; CA H-SS Project
11 Nov 1 st	Teaching Speaking/Listening Skills Incorporating Storytelling and Oral History Community Inquiry	Community Inquiry , Learning for Justice Access for All Learners: The History-Specific Academic Literacy Model - Building Blocks to Explicitly Plan for Disciplinary Learning; CA H-SS Project (pdf)
12 Nov. 8 th	Instructional Strategies: Collaborative Group Work, Group Roles, Student Autonomy	Preparing Students for Difficult Conversations , Facing History & Ourselves Jennifer Gonzales, Think Twice Before Doing Another Historical Simulations , interview with Hasan Kwame Jeffries
13 Nov. 15 th	Instructional Strategies: Engagement and Kinesthetic Activities Healing Centered Simulations & Games	Kinesthetic Teaching Strategies , Facing History & Ourselves The American Revolution: Experiences of Rebellion simulation, Choices Program

Week	Topics	Readings & Assignments
		The Thingamabob Game: A Simulation on Capitalism vs. the Climate https://www.zinnedproject.org/materials/thingamabob-game
14 Nov. 22 nd	Deliberative Civil Discourse in Social Science classrooms Modeling Socratic Seminars	Fostering Civil Discourse: How Do We Talk About Issues That Matter? Facing History & Ourselves Hess, Diane. (March 2004). Discussion in Social Studies: Is it Worth the Trouble? Social Education, Vol.68, Issue 2; National Council for the Social Studies (pdf)
15 Nov. 29 th	Putting it all together: Revisiting the Social Science classroom	
16 Dec 6 th	Individual & Group Presentations	Prepare Individual & Group Presentations
Final Exam	Individual & Group Presentations	Prepare Individual & Group Presentations