Mission Statement: Preparing Leaders in Learning
The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning
The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

Purpose: The primary purpose of this course is to assist students in integrating knowledge learned in pre-baccalaureate courses, such as world history, U.S. government, multicultural studies, geography, and other strands of the social sciences as well as current State standards and frameworks of History-Social Science, with philosophies of teaching and learning. The primary performance assessment will be the development of curriculum in a thematic unit appropriate for teaching in Social Studies in Multiple Subjects classrooms.
**Course Goals:** The goals of this course are to have each student develop a philosophy/rationale for teaching history and social sciences and to learn to use an abundance of resources to create an appropriate and dynamic learning environment. Students will design five appropriate, sequential lessons utilizing current teaching strategies, methodologies and materials. These lessons will reflect the California State Framework in History-Social Science and the History/Social Science and Visual & Performing Arts Content Standards for California; demonstrate respect and appreciation for cultural and linguistic diversity, incorporate current technology, and include multiple historical perspectives and geographic content.

**Performance Outcomes:**

1. Demonstrate an understanding of the importance of teaching Social Studies to culturally and linguistically diverse students through methods and materials that will reflect multiple perspectives and provide differentiated assessments. (TPE 1A, 2, 3, 4, 5, 6, 6A, 6B, 7, 8, 9, 10, 11, 12)
2. Demonstrate an understanding of the role of empowerment in the development of the Social Studies and Visual & Performing Arts. (TPE 1A)
3. Develop Social Studies curriculum which addresses:
   a. California State Content Standards for History/Social Studies
   b. California State Content Standards for Visual/Performing Arts
   c. Technology in the field of Social Studies
   d. Various forms of assessment related to the Social Studies
   (TPE 1A, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12)
4. Reflect on effective methods and materials for teaching Social Studies through observations of professionals in the field and/or readings (TPE 1, 4, 9, 13).
5. Become familiar with technology and its application as they relate to Social Studies.
6. Become familiar with visual and performing arts as they relate to Social Studies. (TPE 1A)
7. Display professional teaching ethics and appropriate interactions with university colleagues, other educators and K-12 students.

**Performance Assessments:**

The following will account for 100% of the course grade: **(200 points total)**

*Performance Outcome #6*

1. **Attendance and participation** at each session is vital to learn information and to work and share within groups. During presentations, it is important to support other cohort members in a positive manner. If you are absent, it is your responsibility to submit a proposal to the instructor to make up the absence. Students leaving early or arriving late will be docked 5 points for each late arrival or early departure. In addition, there will be 5 online assignments to be posted on BlackBoard related to the course (5x5=25). **50 Points**

*Performance Outcome #1, #2, #3 and #4*

2. **Service Learning: Ten contact hours with an elementary school classroom.**
   These hours include the planning and instruction of your lesson to the grade level of your choice. Please inform the instructor of the school site, teacher’s name and log of hours signed by the teacher. **10 points**
Performance Outcome #1, #3 & #4
3. **Interactive Chapter Share** of each book with the class. **Lindquist**: Chapter shares are 30 minutes and include a summary of the significant points within the chapter along with an activity based upon one or more ideas presented in the chapter.

**Loewen**: We will read chapters from Loewen each week. Be prepared and ready with questions you have about what you have read and contribute to the discussion. 10 points

Performance Outcome #2, #3, & #5
4. **Create a “Me Map.”** This is a Social Studies class, so create your own personal identity map to share with the class. Share **10 significant events** that you feel are landmarks and have made you the person you are today. There is no specific format, so be creative and have fun with your history. Presentation of these “me maps” will begin with the second class and should be no more than 15 minutes. A variety of formats will be presented as examples. 10 points

Performance Outcome #1, #2, & #4
5. **Historical Biography**: Complete an interview with an adult who is not of your same ethnicity and who is **not a member of your family** OR you may interview a resident of a rest home. The interview should be based on their perspective of a historical event with which you may or may not be familiar. Questions for the interview will be developed in class. A two-page paper describing the event, the point of view of the interviewee and your reflections on the interview will be due at the second-to-last class. Time will be allotted for in-class sharing of the highlights of your experience. 10 points

Performance Outcome #1, #2
6. **Visual & Performing Arts Groups**: Each week, the class will focus on one of the four VAPA standard areas (Music, Theatre, Dance, Art). In groups, you will explore themes that relate to the area of the week. Groups will present ideas in the form of art activities, songs, dances, or dramatic play that will enhance social studies curriculum and can be used for the thematic units, below. 10 points

Performance Outcome #1 through 6
7. **Thematic Unit**: “**Making a Difference in our Lives.**” Create a thematic unit based on the grade level of your choice using both the History/Social Studies and VAPA standards (or tie the unit into a reading program or area of subject responsibility). The unit will include 5 lessons and be cross-curricular (e.g. math, reading, music, P.E., etc.). A lesson plan format and scoring document are on BlackBoard. One of these lessons should be used as practice for completing TPA 2. One of the lessons will be taught at the appropriate grade level in a public school. Arrangements need to be made now for this to be completed in time. A unit summary will be presented in class. Details are available on BlackBoard. You may work with a partner or by yourself. 100 points

8. **SERVICE LEARNING OPTION**: In place of a thematic unit, you may choose to do one of the following activities that will enhance our university and the community AND give you the opportunity to branch out and get students connected with the community. Choose to work with Foster Care services, a Senior Citizens Center, a Homeless organization, or a Migrant farm worker camp. You design and develop a project based on the needs of the organization and involve the students in a classroom or the entire school. Details provided in class. You can work with a group if you choose! 100 Points
Required Materials:


Additional readings will be provided in class or online.

Grading Evidence:
Assigned work is due upon completion or at the second-to-last class meeting.

*Original work only.*

**AA- (Excellent):** Student has demonstrated a high level of competence in meeting course objectives. Four grade points per unit of credit are awarded. (A- yields 3.7 grade points. Evidence provided of excellent completion of all assignments, often beyond the minimum requirements. Reflections focus on in-depth relations to the subject and profession, personal learning, and application to future teaching. Continuous, on-going participation exhibited in class. All required work turned in on time. Punctual and regular class attendance.

**B+/B/B- (Good):** Student has demonstrated a more than satisfactory level of competence in meeting course objectives. Three grade points per unit of credit are awarded. (B+ yields 3.3 grade points and B- yields 2.7 grade points). Evidence provided of successful completion of all assignments. Reflections focus on the relations to professional outcomes, personal learning, and application to future teaching. Continuous, on-going participation in class exhibited. Almost all required work turned in on time. Punctual and regular class attendance.

**C+/C/C- (Satisfactory):** Student has demonstrated a satisfactory level of competence in meeting course objectives. Two grade points per unit of credit are awarded. (C+ yields 2.3 grade points and C- yields 1.7 grade points.) Evidence provided of completion of all assignments. Reflections focus on one or more of the following: the relations to professional outcomes, personal learning, and application to future teaching. On-going class participation is exhibited. Almost all papers turned in. More than two absences.

**CHEATING OR UNPROFESSIONAL CONDUCT:** Cheating or non-professional conduct in class or on any assignment will result in a failing grade in the class and will be reported to required authorities. This may result in removal from the teaching credential program.

**Points Possible**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>192 – 200</td>
<td>A</td>
</tr>
<tr>
<td>181 – 191</td>
<td>A-</td>
</tr>
<tr>
<td>172 – 180</td>
<td>B+</td>
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<tr>
<td>169 – 171</td>
<td>B</td>
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<tr>
<td>160 – 168</td>
<td>B-</td>
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<tr>
<td>154 – 159</td>
<td>C+</td>
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<tr>
<td>150 – 153</td>
<td>C</td>
</tr>
<tr>
<td>141 – 149</td>
<td>C-</td>
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</tbody>
</table>

**Course Overview**
<table>
<thead>
<tr>
<th>2.16.10:</th>
<th>Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introductions</td>
<td>• Mapping; Names; Pictures; Find Someone Who</td>
<td></td>
</tr>
<tr>
<td>• Syllabus review</td>
<td>• Chapter sign-ups</td>
<td></td>
</tr>
<tr>
<td>• Book Talk</td>
<td>• Discussion/Activity</td>
<td></td>
</tr>
<tr>
<td>• Centers Work</td>
<td>• Read and Share</td>
<td></td>
</tr>
<tr>
<td>• Current Events</td>
<td>• VAPA and H/SS</td>
<td></td>
</tr>
<tr>
<td>• Standards Review</td>
<td>* Instructor demo; Me-Map Sign Up</td>
<td></td>
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<tr>
<td>• Me-Map Example</td>
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</tr>
</tbody>
</table>

**HOMEWORK:** Read Chapter 1 in Lindquist. Read Ch. 1 in Loewen. Look for Gr. K & 1 Hist./Soc. Sci./VAPA standards in news/online and bring in article/information to share.

<table>
<thead>
<tr>
<th>2.23.10</th>
<th>Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TPA 2</td>
<td>• Discussion</td>
<td></td>
</tr>
<tr>
<td>• Me Maps</td>
<td>• Presentations</td>
<td></td>
</tr>
<tr>
<td>• Loewen Ch. 1</td>
<td>• Chapter Share/discussion</td>
<td></td>
</tr>
<tr>
<td>• Lindquist Ch. 1</td>
<td>• Chapter Share/discussion</td>
<td></td>
</tr>
<tr>
<td>• Article Share</td>
<td>• Current Events Sharing</td>
<td></td>
</tr>
<tr>
<td>• VAPA: Music</td>
<td>• Connections to learning</td>
<td></td>
</tr>
</tbody>
</table>

**HOMEWORK:** Read Chapter 2 in Lindquist. Read Ch. 2 in Loewen. Look for Gr. 2 & 3 Hist./Soc. Sci./VAPA standards in news/online and bring in article/information to share.

<table>
<thead>
<tr>
<th>3.2.10</th>
<th>Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lindquist Learnings</td>
<td>• Class discussion on Ch. 2; Classroom Application</td>
<td></td>
</tr>
<tr>
<td>• Low Down on Loewen 2</td>
<td>• What do you think? Applications</td>
<td></td>
</tr>
<tr>
<td>• Standards Review</td>
<td>• Grades K-6 Exploration/Graphics</td>
<td></td>
</tr>
<tr>
<td>• Current Events</td>
<td>• Share findings related to Standards</td>
<td></td>
</tr>
<tr>
<td>• Me Maps</td>
<td>• Presentations</td>
<td></td>
</tr>
<tr>
<td>• Lesson Planning</td>
<td>• Writing objectives; Demo lesson with Multiple Intelligences</td>
<td></td>
</tr>
<tr>
<td>• VAPA: Music</td>
<td>• Connections to learning</td>
<td></td>
</tr>
</tbody>
</table>

**HOMEWORK:** Read Chapter 3 in Lindquist. Read Ch. 3 in Loewen. Look for Gr. 4 & 5 Hist./Soc. Sci./VAPA standards in news/online and bring in article/information to share.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9.10</td>
<td>• Interview Basics</td>
<td>• Question Development</td>
</tr>
<tr>
<td></td>
<td>• CREDE Centers</td>
<td>• Mapping and Geography</td>
</tr>
<tr>
<td></td>
<td>• Lindquist/Loewen</td>
<td>• Ch. 3 discussion/activity</td>
</tr>
<tr>
<td></td>
<td>• Unit Demonstration</td>
<td>• Apple Pie Anyone? How to Make an Apple Pie</td>
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<td></td>
<td>• Unit Debrief</td>
<td>and See the World</td>
</tr>
<tr>
<td></td>
<td>• Mini Books</td>
<td>• What was what? Standards, Lesson plan and</td>
</tr>
<tr>
<td></td>
<td>• VAPA: Music</td>
<td>activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lesson Plan and Unit Ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connections to learning</td>
</tr>
</tbody>
</table>

**HOMEWORK**: Read Ch. 4 in Lindquist and 4 Loewen; Look for currents events related to H/SS and VAPA standards for grades 6-8. Make contact with your teacher to discuss unit and teaching plan. Observe in a classroom to look for ELD/SDAIE strategies.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.16.10</td>
<td>• Classroom Observation discussion</td>
<td>• What strategies for ELD/SDAIE during</td>
</tr>
<tr>
<td></td>
<td>• Debrief Observations</td>
<td>instruction were observed?</td>
</tr>
<tr>
<td></td>
<td>• Me-Map</td>
<td>• ELD/SDAIE review</td>
</tr>
<tr>
<td></td>
<td>• Lindquist Learnings:</td>
<td>• Sharing and Reflections</td>
</tr>
<tr>
<td></td>
<td>• Loewen Low Down</td>
<td>• Class Discussion on Ch. 4</td>
</tr>
<tr>
<td></td>
<td>• Current Events</td>
<td>• Thoughts/Ideas/Comments</td>
</tr>
<tr>
<td></td>
<td>• Thematic Unit connections</td>
<td>• Sharing and Discussion</td>
</tr>
<tr>
<td></td>
<td>• VAPA: Drama</td>
<td>• Developing Unit connections</td>
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<tr>
<td></td>
<td></td>
<td>• Connections to learning</td>
</tr>
</tbody>
</table>

**HOMEWORK**: Read Ch. 5 in Lindquist and Chapter 5 in Loewen; Look for currents events related to H/SS and VAPA standards for all grades.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>3.23.10</td>
<td>• Assessment</td>
<td>• Multiple Measures/Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>• Loewen Low Down</td>
<td>• Thoughts/Ideas/Comments, Ch. 5</td>
</tr>
<tr>
<td></td>
<td>• Lindquist Learnings</td>
<td>• Class Discussion on Ch. 5</td>
</tr>
<tr>
<td></td>
<td>• Me Map</td>
<td>• Sharing and Reflections</td>
</tr>
<tr>
<td></td>
<td>• Current Events</td>
<td>• Sharing and Discussion</td>
</tr>
<tr>
<td></td>
<td>• Geography/Mapping</td>
<td>• Connections to unit of study</td>
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<tr>
<td></td>
<td>• Activity Centers</td>
<td>• ELD and SDAIE</td>
</tr>
<tr>
<td></td>
<td>• Current Events</td>
<td>• Sharing and Discussion</td>
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<tr>
<td></td>
<td>• VAPA: Drama</td>
<td>• Connections to learning</td>
</tr>
</tbody>
</table>

**HOMEWORK**: Read Ch. 6 in Lindquist and Ch. 6 in Loewen; Current events that relate to your unit of study. VAPA ideas related to unit.
3.30.10:  

**Content**  
• Internet exploration. Tonight’s class will focus on using technology and accessing web sites that will enhance your thematic unit. Bring in sites you have visited and be prepared to share ONE site with the class—possibly related to your unit of study.

**Activity**  
• Guest speaker - The Arts  
• Lindquist Learnings  
• Loewen Low Down, Ch. 6  
• Me Maps  
• VAPA: Drama  

**HOMEWORK**: Read Ch. 7 in Lindquist and Ch. 7 in Loewen; Current events that relate to your unit of study. VAPA ideas related to unit.

4.6.10  

**Spring Break**

4.13.10:  

**Content**  
• Lesson presentations share out  
• Me-Maps  
• Historical biography sharing  
• Activity Centers  
• Lindquist Learnings: 7  
• Loewen Low Down, Ch. 7  
• VAPA: Art  

**Activity**  
• Students have presented lessons to classrooms by this date  
• Sharing and Reflections  
• Group Discussion and Sharing  
• Technology  
• Class Discussion  
• Thoughts/Ideas/Comments  
• Connections to learning  

**HOMEWORK**: Read Ch. 8 in Lindquist and Ch. 8 in Loewen; Current events that relate to your unit of study. VAPA ideas related to unit.

4.20.10:  

**Content**  
• Me-Maps  
• Lindquist Learnings: Ch. 8  
• Loewen Low Down: Ch. 8  
• TPA Talk  
• Activity Centers  
• VAPA: Art  

**Activity**  
• Sharing and Reflections  
• Class Discussion  
• Thoughts/Ideas/Comments  
• TPA 2  
• Designing critical classrooms  
• Connections to learning  

**HOMEWORK**: Read Ch. 9 & 10 in Loewen; Current events that relate to your unit of study. VAPA ideas related to unit.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>4.27.10</td>
<td>• Me-Maps</td>
<td>• Sharing and Reflections</td>
</tr>
<tr>
<td></td>
<td>• Lindquist Learnings</td>
<td>• Class Discussion</td>
</tr>
<tr>
<td></td>
<td>• Loewen Low Down, Ch. 9&amp;10</td>
<td>• Thoughts/Ideas/Comments</td>
</tr>
<tr>
<td></td>
<td>• VAPA: Art</td>
<td>• Connections to learning</td>
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<tr>
<td></td>
<td><strong>HOMEWORK</strong>: Read Chapter 11 &amp; 12 in Loewen.</td>
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<tr>
<td>5.4.10</td>
<td>• Lindquist Learnings</td>
<td>• Class Discussion</td>
</tr>
<tr>
<td></td>
<td>• Low Down on Loewen:11 &amp; 12</td>
<td>• What do you think? Applications</td>
</tr>
<tr>
<td></td>
<td>• Me Maps</td>
<td>• Presentations</td>
</tr>
<tr>
<td></td>
<td>• VAPA: Dance</td>
<td>• Connections to learning</td>
</tr>
<tr>
<td></td>
<td><strong>HOMEWORK</strong>: Read Chapters 13 &amp; 14 in Loewen.</td>
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<tr>
<td>5.11.10</td>
<td>• Loewen Learnings</td>
<td>• Ch. 13 &amp; 14 discussion</td>
</tr>
<tr>
<td></td>
<td>• Lindquist Learnings</td>
<td>• Class discussion</td>
</tr>
<tr>
<td></td>
<td>• Me Maps</td>
<td>• Presentations</td>
</tr>
<tr>
<td></td>
<td>• VAPA: Dance</td>
<td>• Connections to learning</td>
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<tr>
<td></td>
<td><strong>HOMEWORK</strong>: Planning and preparing for lesson presentations and unit discussion.</td>
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<tr>
<td>5.18.10</td>
<td>• Loewen Learnings</td>
<td>• Ch. 13 &amp; 14 discussion</td>
</tr>
<tr>
<td></td>
<td>• Me Maps</td>
<td>• Presentations</td>
</tr>
<tr>
<td></td>
<td>• Historical Biographies Sharing</td>
<td>• Connections to learning</td>
</tr>
<tr>
<td></td>
<td>• VAPA: Dance</td>
<td></td>
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<tr>
<td></td>
<td><strong>HOMEWORK</strong>:</td>
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<tr>
<td>5.25.10</td>
<td>• Final class.</td>
<td>• Lesson share</td>
</tr>
<tr>
<td></td>
<td>• Unit plans due.</td>
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<tr>
<td></td>
<td>• Service learning hours due.</td>
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</tbody>
</table>

**Resources**
Lesson Plans:
http://library.csus.edu/guides/rogenmoserd/educ/LESSON.HTM

General resources related to Social Studies and Visual & Performing Arts

**Visual & Performing Arts Resources**
*New York Time (Art & Design)*  

**Arts Periodicals of Special Interest**
Search the *ERIC (EBSCO)* database for education-related abstracts of articles in these and other periodicals:
Print periodicals are shelved alphabetically by **title** on Floor 3 South. Periodicals that are also available via the Web or available full text in one of the CSUS Library databases are indicated.

American Music Teacher available in Academic Search Premier (EBSCO)  
Arts & Activities available in Academic Search Premier (EBSCO)  
Art Education  
Arts Education Policy Review available in Academic Search Premier (EBSCO)  
Dramatics  
Journal of Aesthetics and Art Criticism  
Journal of Research in Music Education  
Music Educators Journal  
Plays  
Research in Drama Education available in Academic Search Premier (EBSCO)  
School Arts  
Studies in Art Education  
Teaching Music available in Academic Search Premier (EBSCO)  
Update: the Application of Research In Music Education available in Academic Search Premier (EBSCO)  
Jazz Education Journal *(ceased)*  
(from CSUS)

**Technology Resources for Social Studies**

1.) SCORE History/Social Science. Schools of California Online Resources for Education: [http://score.rims.k12.ca.us/](http://score.rims.k12.ca.us/). Sign up to receive their Educator's E letter.

2.) Social Studies School Services. [http://social.studies.com](http://social.studies.com) Read the lessons on this site to help you decide on a topic for your Thematic Unit.

3.) Here are five good sites:  
Teachers.net  
teachertimesavers.com  
atozteacherstuff.com/themes
4.) Women in World History Curriculum.  http://www.home.earthlink.net/~womenwhist/heroine.html. Look for ideas about women to include in your Thematic Unit.

**Video Resources for Social Studies**


3.) *Safe Food and Justice*. United Farm Workers. Campaign for Labor Rights. 1247 "E" Street SE, Washington, D.C. CLR@igc.org

**Publications from the California State Department of Education:**

(Call for a free catalog, 916-445-1260)
1) Literature for history-social science: Kindergarten through grade eight (Revised edition)
2) Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic and Ethical Education Teaching about Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate and Violence
3) With History-Social Science for All: Access for Every Student
4) Course Models for the History Social Science Framework (Separate volumes for Grades 5, 6, 7 and 12)
5) The American Indian: Yesterday, Today, and Tomorrow
7) Read to Me: Recommended Literature for Children Ages Two Through Seven

**Other Sources:**

* K-8 Social Studies Textbooks, Teacher Guides, and Ancillary Materials
* Geographic Education National Implementation Project (GENIP). K-6geography: Themes, key ideas, and learning opportunities. Indiana, PA:
* National Council for Geographic Education. Call 412-357-6290 or see their web site at http://www.ncge.org
* National Council for the Social Studies, 3501 Newark Street NW, Washington, D.C. 20016 or see their web site at http://www.ncss.org
* Public Broadcasting http://www.pbs.org/history/

**Social Studies Periodicals**

Cobblestone: The History Magazine for Young People
Faces: The Magazine About People (for youth)
Journal of Geography (National Council for Geographic Education)
San Joaquin Historical Society (various journals and publications)
Social Education (National Council for the Social Studies)
Social Studies (Independent)
Social Studies and the Young Learner (National Council for the Social Studies)
Social Studies Review (California Council for the Social Studies)
The California Geographer (California Geographic Society)
Turning Point (African-American History Magazine, Tel: 310-821-6910)

Bookstore: Hands-On Educational Supply Store, 815 E. Main St., Turlock, 632-5101

Other Resources