

UTTC Teacher Education

Syllabus

EDU 350 Social Studies in the Elementary Classroom

<u>Course Information</u>	<u>Instructor Information</u>
Credit Hours: 3	Instructor: Lezlie Mc Elwee
Year / Term: 2016 Fall	Phone: 701.255.3285 ext. 1752 Cell: 701-400-6782
Class Location / ED B03	Office Location: ED BLDG Office
Days / Time: MW 2:00 p.m. – 2:50 p.m.	Office Hours: By Arrangement
Course Blog:	E-Mail: lmcElwee@uttc.edu

MIDTERM

OCTOBER 19 - 20..... MID-TERM EXAMS

FINAL PROJECT/EXAM

DECEMBER 7 - 9 FINAL EXAMS

NO CLASS ON THESE DATES

SEPTEMBER 5..... LABOR DAY HOLIDAY

SEPTEMBER 8 - 11.....UTTC INTERNATIONAL POWWOW
(NO CLASSES ON FRI SEPT. 9 & SEPT. MON. 12)

NOVEMBER 11..... VETERAN'S DAY

NOVEMBER 24 - 25..... THANKSGIVING BREAK
(NO AFTERNOON CLASSES WED. NOV. 23)

OTHER DATES TO NOTE

AUGUST 22 CLASSES BEGIN

AUGUST 26LAST DAY TO REGISTER FOR FALL SEMESTER

SEPTEMBER 9LAST DAY TO ADD OR DROP A UTTC CLASS

SEPTEMBER 16 U.S. CONSTITUTION DAY

SEPTEMBER 19 – 23..... UTTC HOMECOMING WEEK

OCTOBER 7 N.D. FIRST NATIONS DAY

OCTOBER 19 COLLEGE CAREER FAIR

OCTOBER 21 MID-TERM GRADES DUE

NOVEMBER 1..... PRE-REGISTRATION FOR SPRING CLASSES

NOVEMBER 10 LAST DAY TO WITHDRAW WITH A "W"

DECEMBER 12 SEMESTER GRADES DUE

DECEMBER 16 FALL SEMESTER GRADUATES HONORING

Required Textbooks:

Beckmann, S., (2014). Mathematics for elementary teachers with activities. Pearson. (ISBN-978-0-321-82752-8).

Course Description:

The purpose of this course is to introduce future teachers to elementary social studies curriculum and instructional methods. Candidates will review the social studies curriculum as it relates to learning and development, differences in learning styles, critical thinking, problem solving and performance skills, active learning and motivation, inquiry, collaboration and supportive classroom interaction, instructional planning, assessment, reflection and professional growth, and professional leadership (based on pedagogical standards identified by the National Council for the Social Studies). Field experience is required.

Course Requirements:

- Attend all class sessions
- Complete all readings, activities, and projects assigned by the instructor
- Participate fully and effectively in class activities
- Complete all exams and quizzes

Grading Requirements:

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below

- Writing is expect to be at the collegiate level
- All assignments should be typed
- 10% of the total will be deducted if they are not

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

Grades

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects & Assignments

30% Course Participation

20% Tests/Quizzes

Submissions of Assignments:

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course

- Add the Teacher Education Department slogan: **“Preparing Competent, Caring Teachers”**
- Instructor’s name

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

Candidates are expected to be aware of assignments and their due dates. All assignments must be typed unless otherwise specified.

Student Learning Outcomes:

<i>Through participation in this class the teacher candidate will:</i>	<i>Assessment</i>
1. Define the purposes, standards, and themes of social studies education at the elementary level.	Written exercise
2. Design and develop unit and lessons using local and national social studies standards, curriculum guides, and scope and sequence charts.	Curriculum design plan
3. Deliver self-designed or adapted curricula social studies lessons based on identified curricular objectives, research-based instructional design practices, and creative instructional methodologies.	Social Studies unit
4. Prepare social studies instructional plans based on an appreciation of the social, linguistic, emotional, physical, and cognitive abilities of individual elementary-level students (including those with special needs).	Lesson plans & instructional activities
5. Identify, access, and evaluate social studies instructional resources and relate ways these materials may be used to assist in preparing for and delivering instruction.	Social Studies unit
6. Accommodate student diversity by utilizing various instructional and assessment methods complementary to social studies curricula.	Video clip/ Smartboard
7. Integrate technology in the development and delivery of social studies units and lessons.	Video clip & instructional activities

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Elementary Education Standard	Assessment	Program Outcome	Assessment
50015.1 Development, Learning, and Motivation 2e. Social Studies	6 week integrated Social Studies Unit	50015.1 Development, Learning, and Motivation	Final Assembly and Presentation of the 6 week unit

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

POLICIES

Course Attendance Policy

Regular class attendance is important for you to understand the material in this class. The responsibility for regular attendance is entirely yours. We understand there are circumstances that are justified for missing class (i.e. severe illness or death in the family); however, in JICS (my.uttc) you will still be counted absent from the course regardless of the circumstances. The instructor will document the reason for absences in the event that an issue arises due to excessive absences. In any event, the following procedures apply:

1. You are responsible for material covered in classes you miss.
2. You are responsible for the decision to be absent on the day of a scheduled examination well aware that you may not be able to take it later.

3. You may refer to the UTTC student handbook/planner that addresses campus attendance policies.

Expect class to last the entire scheduled time. You may not leave class early without a valid excuse or without having made prior arrangements with the instructor. Choosing to do so may result in you being considered absent for that class period.

Student Tardiness: You must be seated and ready to begin class at the scheduled time. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. Significant tardiness, arriving **fifteen (15) minutes after** the posted start time for a 50 minute class, *may* result in you being considered fully absent from class.

Tardiness will be documented within the JICS system. If tardiness becomes a problem, a staffing may be conducted.

Things to keep in mind:

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class.
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible

Policy for Late Submission

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **Late work will not receive full credit if it is accepted at all.** All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or test must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such,

if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. If a phone call is received, quietly take the call in the hall where you will be less of a distraction. **Texting is a distraction and a sign of disrespect. Please do not text in class.**

Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Appropriate Dress

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

Special Assistance

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

<p><i>The Disclaimer</i> – This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.</p>
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Tentative Class Schedule

We ek	Date	Topic	Readings /Assignment	Assignments Due
1	Aug. 22 - 26	Chapter 1	Read pages 1-19 Questions page 20	Aug. 26
2	Aug. 29 – Sept. 2	Chapter 2	Read pages 22-47 Questions page 56	Sept. 2
3	Sept. 5 – 9 <i>No Class Sept. 5 Labor Day Summit Sept. 6-8 No Class Sept.9 Pow-Wow Family Day</i>	Summit Conference Attendance	Reflection Paper on session attended at the Summit	Sept. 13
4	Sept. 12 – 16 <i>No Class Sept. 12 Indigenous Day</i>	Chapter 3	Read pages 58-91 Questions page 95	Sept. 18
5	Sept. 19 - 23	Chapter 4	Read pages 97-132 Questions page 137	Sept. 23
6	Sept. 26 – Sept. 30	Chapter 5	Read pages 139-169 Questions page 172	Sept. 30
7	Oct. 3 - 7	Chapter 6	Read pages 173-197 Questions page 199	Oct. 7
8	Oct. 10 – 14	Chapter 7	Read pages 200-228 Questions page	Oct. 14
9	Oct. 17 - 21 <i>Midterms</i>	Unit Project		Oct. 21 Midterm Exam
10	Oct. 24 - 28	Chapter 8	Read pages Questions page	Oct. 28
11	Oct. 31 - Nov. 1	Chapter 9	Read pages Questions page	Nov. 1
12	Nov. 7 - 10 <i>No Class Nov. 11 Veterans Day</i>	Chapter 10	Read pages Questions page	Nov. 10
13	Nov. 14 - 18	Chapter 11	Read pages Questions page	Nov. 18
14	Nov. 21 - 25 <i>No Class Nov. 24 – 25 Thanksgiving Break</i>	Chapter 12	Read pages Questions page	Nov. 23
15	Nov. 28 – Dec. 2	Unit Project		Dec. 2
16	Dec. 5- 9	Review and Final		Final Dec. 9

		Exam		
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ASSIGNMENTS

1. Preparing a Social Studies unit

This is a four-phase progressive planning assignment based to be developed during the course. Each phase of the assignment will receive feedback from peers and the instructor and approval given work on the next phase. In this way, candidates benefit from feedback from peers and the instructor *during* the planning process. *All materials are returned to the instructor each time a new phase of the assignment is submitted.*

PHASE 1 - DECIDING ON THE OBJECTIVES OF THE TOPIC TO BE STUDIED

Due Date: tba

- a. Choose a social studies topic suitable to the curriculum of a grade of your choice.
- b. Specify the grade level.
- c. Indicate the time span required to complete the unit.
- d. Identify 2-3 main ideas central to the topic to be developed.
- e. Identify key concepts related to each main idea.
- f. Identify related skills to be developed (e.g., inquiry, map making, flexible reading).
- g. Identify related democratic citizenship skills or values to be developed.

PHASE 2 - SELECTING INSTRUCTIONAL RESOURCES

Due Date: tba

- a. Select, annotate, and defend selection of:
 - one textbook
 - two trade books
 - four additional resources (e.g., globes, maps, Internet)
 - one field trip (community resource A)
 - one classroom guest (community resource B)
- b. Turn in along with returned Phase 1 material (revised as needed)

PHASE 3 - CHOOSING APPROPRIATE LEARNING ACTIVITIES

Due Date: tba

- a. Develop two lesson plans that make use of two of the following four activities. Select one from Group A and the other from Group B.
 - Group A: *Oral* and *written* activities
 - Group B: *Dramatic* and *construction* activities
- b. Differentiated instruction:
 1. Identify two children with special challenges in the class and indicate the nature of their challenges.
 2. Include in your plans modifications suitable for these children
- c. Turn in the lesson plans with returned Phase 1 and 2 material (revised as needed)

PHASE 4 - INTEGRATING THE CURRICULUM

Due Date: tba

- a. Develop two lesson plans for related science, language arts, math, art, and music objectives (choose two)
- b. Use same lesson format as in Phase 3
- c. Prepare a 10 minute oral presentation of your unit with a visual display of key parts of the unit (it will be filmed and placed in your teaching portfolio)
- d. Turn in complete unit following the oral presentation, including all materials from phases 1-4.

Conference Attendance

To support the UTTC motto, "Leadership Begins Here", all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the "Tribal leadership" theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

Rubric
EDU 350 Homework 10-point Grading

Late homework, if graded, will be given half credit.

Points	Description	Requirements
10	Excellent	All problems are completed. Work is neatly done and readable. All work is clearly shown and is mathematically correct. Answers are given in the proper form using correct notation. Answers to application problems are in complete sentences with proper units.
8-9	Good	All problems are completed. Work shows good understanding and is mostly correct. Answers are usually given in the proper form.
6-7	Basic	Most problems are attempted. Work shows some understanding, but there are some mathematical errors. Some answers are incomplete or have errors in notation or are not in the required form.
4-5	Emerging	Many problems are not attempted or are incomplete. Work shows minimal understanding of concepts and/or minimal effort
2-3	Credit for minimal effort	Most problems not attempted or incomplete. Little or no work shown. Work that shows some relevant effort but is seriously flawed. Homework requirements not followed.
0-1		Most problems not attempted. Homework guidelines not followed. Answers are given with no work. Work not readable. A zero is given for nothing handed in.

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Social Studies in the Elementary Classroom

Course Number: EDU 350

Credit Hours: Two (2)

Instructor: Lezlie Mc Elwee

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date