



EDU 350 Social Studies in the Elementary Classroom

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

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).

Credits: 2

CLASS INFORMATION

Section Number:

Term: Spring Year: 2023 Start Date: 1/10/2023 End Date: 5/5/2023

Meeting Times: Mon, Wed. 2-2:50

Delivery Mode: Face to Face

INSTRUCTOR

Sandra Starr

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Office Location: Education Bldg. 119

Office Hours:

Mon- 11-12; Tues. 9-11, 3-5; Wed-11-12; Thurs.-9-11; Fri- 11-2

TEXTBOOKS

Parker, W. C. (2012). Social Studies in Elementary Education. 14th Ed. Boston, MA: Pearson. ISBN-13: 978-0-13-703425-3.

INSTITUTIONAL LEARNER OUTCOMES

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Demonstrate understanding of content knowledge.

Utilize differing perspectives for the application of content.

Plan for instruction that supports every learner.

COURSE OBJECTIVES

1. Define the purposes, standards, and themes of social studies education at the elementary level.
2. Design and develop unit and lessons using local and national social studies standards, curriculum guides, and scope and sequence charts.
3. Deliver self-designed or adapted curricula social studies lessons based on identified curricular objectives, research-based instructional design practices, and creative instructional methodologies.
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).
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.
6. Accommodate student diversity by utilizing various instructional and assessment methods complementary to social studies curricula.
7. Integrate technology in the development and delivery of social studies units and lessons.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

GRADING INFORMATION

3 essays worth 50 points each.

5 outside activity type projects 40 points each.

1 final project worth 100 points

2 study guides worth 25 points each.

Total 500 points total

A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Learning Assessment Activities:

- Write a one page essay defending the importance of teaching social studies in the elementary classroom.
- Write a one page essay stating your reasons why developing a learning community in your classroom is critical and describe ways to create and launch a learning community.
- Complete a Native American Winter Count- Select three special events that took place during the last year. One event should be selected by a grandparent (or other family member), one by a parent, and one by the student. See Google Classroom for specific directions.
- Create a Bio Poem to describe an historical figure in 10 lines in order to summarize key ideas and events related to that person and their achievements. See Google Classroom for specific requirements.
- Design a Word Graffiti wall using key vocabulary words related to teaching social studies. See Google Classroom for specific details.
- Final project will be a social studies lap book/interactive notebook focused on a social studies topic of student's choice.
- Write a one page essay identifying the kinds of instructional activities that were memorable and positive to students when reminiscing about elementary school.
- Chapter summaries and study guides TBD.

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. 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 Disabilities Support Services coordinates reasonable accommodations,

support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

CELL PHONES and LAPTOPS

Cell phones are turned off during class times out of respect for the other students and the instructor. If a student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. 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.

BASIC NEEDS

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.

COURSE CALENDAR

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
1 Jan. 10 - 13	Elementary Social Studies: What is it?	Chapter 1	Chapter 1 Quiz Essay
2 Jan. 16 - 20	*No School 1/16 - MLK How Can I Build a Learning Community the Supports and Engages All Children	Chapter 2	Chapter 2 Quiz Present Ch. 1 Essays
3 Jan. 23 - 27	What Social Studies Planning Tools Will Help Me Teach Social Studies Powerfully?	Chapter 3 Native American Winter Count Video	Native American Winter Count Assignment
4 Jan. 30 – Feb. 3	What Social Studies Planning Tools are Available?	Chapter 4 Code Talkers Activity	Present Winter Count Assignments Code Talkers- Exit Ticket

5 Feb. 6 - 10	How Can I Teach History Powerfully?	Chapter 5 Bio Poem	Create Bio Poem
6 Feb. 13 - 17	How Can I teach Culture, Geography, Sociology, and Anthropology Powerfully?	Chapter 6	Present Bio Poems Chapter 6 Quiz
7 Feb. 20 - 24	*No School 2/20 – President’s Day How Can I Teach Economics, Civics, and Government, and Psychology?	Chapter 7	Chapter 7 Quiz
8 Feb. 27 – Mar 3	How Can I Engage Students in Substantive Discourse?	Chapter 8 Graffiti Vocabulary	Create graffiti with vocabulary words
9 Mar 6 - 10	Midterm Grades Due March 10, 2023 How Can I Assess Student Learning?	Chapter 9 Guided Notes	Complete Guided Notes Present graffiti assignment
Mar 13 - 17	SPRING BREAK – March 13 -17		
10 Mar 20 - 24	What are Some Other Strategies for Teaching Social Studies?	Chapter 10	Present guided Notes
11 Mar 27 - 31	How Can I Design, Implement, and Evaluate Instructional Activities?	Chapter 11	Essay
12 Apr 3 - 7	*No School 4/7 – Good Friday What is the Role of Curricular Integration?	Chapter 12	Present Essay Discuss Final project
13 Apr 10 - 14	How Can Social Studies Be Extended to the World Beyond School?	Chapter 13	Chapter 13 Quiz Continue working on final project
14 Apr 17 -21	What is the Research Base that Informs Ideas About Powerful Social Studies Teaching?	Chapter 14	Essay on one principle of good teaching and how you will show implementation.
15 Apr 24 - 28	Review 12 Principles of Good Teaching	Review	Present essay on 1 principle of good teaching
16 May 1 - 5	Last week of classes – Final Exams		Final projects due
GRADES DUE	Grades DUE May 8, 2023, by 5:00 pm		