



United Tribes Technical College

EDU 350 Social Studies in the Elementary Classroom Syllabus

EDU 350 A Spring 2020

Instructor and Class Information

Instructor Name	Laura Hoerner
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Office Location	TJES Building 204
Office Hours	By Appointment Only
Section Number	A
Start Date	1/13/2020
End Date	5/8/2020
Meeting Times	Monday 4:00-6:00
Location	TJES Building 204

Course Information

Course Number	EDU 350
Course Title	Social Studies in the Elementary Classroom

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).

Total Credits	2
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Textbooks

N/A

External Standards

Title Elementary Education

Sponsoring Organization NDESP

Target Standards

50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

INTASC Standard 5: Application of Content

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.

A. Grading Scale

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

B. Communication

All students are required to regularly check their MyUTTC/or Google Classroom account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

C. Attendance Policy

Class attendance is very important for academic success of all students enrolled at UTTC. Instructors are required to report student attendance into UTTC's Jenzabar data management system on a daily basis during census period (the first two weeks of fall and spring semesters, and the first week of summer semester) and throughout the academic semester. Students can track and monitor their own attendance, per class, on the Learning Management System (LMS) found at my.uttc.edu.

UTTC recognizes particular circumstances may arise that affect the student's ability to attend class; therefore, it is important students communicate with their instructors regarding any emergencies that cause them to miss class (i.e. medical, family emergency). Regardless of the circumstances, the student is responsible for obtaining any information, such as assignments, handouts, and any course changes or announcements that he or she may have missed because of the absence. The student may refer to the course assignments in my.uttc.edu, contact another student enrolled in the course, or set up a meeting with the course instructor to get the missing information.

Attendance, completion of assigned readings and assignments, and engagement is the equivalent of participation since the student's engagement with classmates contribute to everyone's understanding and achievement. Student grades will be impacted by the frequency and quality of participation in class.

Faculty members are required to report student non-attendance during the Census period at the start of each academic term in compliance with federal regulations pertaining to financial aid.

Instructors will initiate an academic attendance "Early Alert" using the Jenzabar retention tool using the Attendance Policy & Withdrawal guidelines found in the Academic Affairs section of the College Catalog.

D. Participation/Class Engagement

UTTC prepares students for the workforce by holding high academic expectations for all students. The implementation of participation points requires students to be mentally and physically present and engaged during class sessions. Participation points may be utilized to measure students' ability to be on time, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students should refer to the participation/class engagement section of course syllabi for the instructors' expectations for participation/class engagement in each course.

E. Policy for Late Assignment Submission

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.

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her 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 are 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. All late assignments will be deducted 50% of the total points earned. Late work will be accepted one week after it is due, after that, it will receive a score of zero. *In class* assignments cannot be made up unless prior arrangements are made.

F. Missed Tests, 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.

G. 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.

H. Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the 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 such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

I. 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.

J. 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 for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: 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. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are 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.

K. 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 Services Office 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) 255-3285, ext. 1516.

L. 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. Faculty members are considered "mandatory reporters" and are required to report incidents of sexual misconduct and relationship violence to the Title IX office on campus. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, you can find the appropriate resources on the UTTC campus and in the community. These resources include:

- UTTC Title IX Office: (701) 221.1591
- UTTC Campus Safety & Security: (701) 221.1700
- UTTC Academic & Personal Counseling: (701) 221. 1764
- UTTC Domestic Violence Advocate: (701) 221. 1764

- Abused Adult Resource Center Crisis Line: (866) 341.7009
- ND Helpline: 211

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

ND ESPB Elementary Education Standard	<u>Assessment</u> Taskstream Portfolio Artifact
INTASC Standard #5: Application of Content	
50015.2d Civics, Economics, Geography, History	

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 practica 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.

Class Schedule

Date/Session	In Class Topic	Assignment/ Project *** All are due the following Monday, unless stated.
Week 1 January 13	Syllabus, Course Overview, Introductions Set up Google Classroom Exploring Social Studies Lap Book	Begin to create an Interactive Notebook (Exploring Social Studies) using example presented in class. (100 pts) <i>This will be your guide for your end of semester final project</i>
Week 2 January 20	No Class – Martin Luther King Jr. Day	Complete Interactive Notebook
Week 3 January 27	Exploring Social Studies- lap book due (100 pts) Use of PowerPoint and Guided Notes Guides Notes-handout Explore/select topic for final project and lesson plan	March to Montgomery PowerPoint and Guided Notes (25 Points earned in class) Begin planning layout/format for final project
Week 4 February 3	FUN Social Studies Assignment Penpal schools Handout-50 DIY Projects for Teaching Social Studies	Create a project i.e. (choose a historical figure and create a Fakebook post (25pts) Find a FUN homework project of your own and create a lesson plan using short template (25 pts)
Week 5 February 10	Engaging Videos –(Code Talkers) pbslearningmedia.org Music & Memory Songsforteaching.com Handout- Using Music in Social Studies	Watch video and class discussion Complete Code Talkers activity and Exit ticket (25 pts earned in class)
Week 6 February 17	No Class- President’s Day	Work on final project
Week 7 February 24	10 Best Social Studies Tools for Elementary School Brainpop Jr.	Explore apps and tools and write a summary of ideas found (25 pts)

Date/Session	In Class Topic	Assignment/ Project *** All are due the following Monday, unless stated.
	Using ipads to teach Social Studies Virtual Field Trip Go Digital-Web Quest Zunal.com	
Week 8 March 2	Anticipation Guide for informational reading Using myOn to teach Social Studies Handout- Growing a Classroom Library? Add These Books!	Choose any social studies book (such as books found in myOn library) and create an Anticipation Guide (25 pts)
Week 9 March 9	Integrated Reading/Close Reading Vocabulary word study/Graffiti	Using any social studies book, choose 5 vocabulary words to create Word Graffiti (25pts)
Week 10 March 16	No School-SPRING BREAK	Work on final project
Week 11 March 23	Essential Understandings NDDPI website QR Code Activities Handout-How to Make and Use QR Codes in Social Studies	To Be Announced
Week 12 March 30	Center Rotations Handout-15 Ways to make elementary social studies more exciting	To Be Announced
Week 13 April 6	Social Studies Games Escape Room	American Symbols Escape Room activity (25pts earned in class)
Week 14 April 13	Easter Monday	Work on Final Project due May 4 th , 2020 (100 points)
Week 15 April 20	Social Studies end of unit review ideas Scoot, Quizzlet, Bingo,	Create a Scoot, Quizzlet, Bingo, etc. game for students to use as a study guide (25pts)

Date/Session	In Class Topic	Assignment/ Project *** All are due the following Monday, unless stated.
Week 16 April 27	ND Scavenger Hunt	ND Scavenger Hunt (<i>25 pts earned in class</i>) Work on Final Project due May 4 th , 2020 (100 points)
Week 17 May 4	Present Final Project (100 points)	