



UNITED TRIBES®
TECHNICAL COLLEGE

EDU 350 Social Studies in the Elementary Classroom

Brenda Rhone

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: A

Term: Spring Year: 2021 Start Date: 1/11/2021 End Date: 5/7/2021

Meeting Times: Monday - 4:00-6:30

Meeting Location: Zoom

Delivery Mode: Face to Face

INSTRUCTOR

Laura Hoerner

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Office Phone: 701-221-1816

Office Location: TJES

Office Hours: By appointment

TEXTBOOKS

Brophy, J, Alleman, J, Halvorsen, A. (2018) Powerful Social Studies for Elementary Students. 4th Edition. Cengage.

ISBN-13: 978-0-13-601970-1

INSTITUTIONAL LEARNER OUTCOMES

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

PROGRAM OUTCOMES

Demonstrate understanding of central concepts to connect with and advance student learning.

Utilize a variety of instructional strategies to support rigorous goals.

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

- 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

All students are required to regularly check their MyUTTC 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.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

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. 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.

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. 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.

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 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.

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. 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

J. SOCIAL DISTANCING AND FACE MASKS

United Tribes Technical College understands the importance of the health and safety of our campus community. In an effort to serve our students and community members, we are taking continual efforts to reduce risk and increase cleanliness of our campus locations. As part of our effort to protect the campus community, all students, staff, and instructors are required to observe social distancing and wear face masks at all times while in the classrooms. Face masks will be available at the entrances of buildings and hand sanitizer will be available throughout each building. Students who require accommodations should contact the Disability Services Office at dss@uttc.edu, or (701) 221-1516 to submit the appropriate documentation. Should you become sick or be required to quarantine during the semester, notify the instructor immediately using the contact method described in the syllabus. Students who require accommodations should contact the Disability Services Office to implement the appropriate accommodations required to submit course work during an extended absence.

K. TECHNOLOGY REQUIREMENTS

UTTC houses their courses in a learning management system called LMS.

To access this course, you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the minimal technology requirements found

at https://my.uttc.edu/ics/Online_Support_Center/System_Requirements.jnz <<updated link

If you need technical assistance at any time during the course or to report a problem with the LMS, please go to https://my.uttc.edu/ICS/Online_Support_Center/ to contact IT for Student HelpDesk support.

EXTERNAL STANDARDS

Elementary Education - ESPB/CAEP Standards

North Dakota Education Standards and Practices Board standards for preparation of Elementary Education teachers.

50015.2d -Civics, Economics, Geography, History Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History (“Social Science” on previous ESPB standards), within a framework of informed inquiry. 50015.2e-Arts-Candidates know, understand and use (

50015.4a– Candidates use a variety of instructional practices that support the learning of every child.

50015.4c - Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

50015.4e Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

InTASC Standard 5

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Week	Date	Class Topic	Assignments
1	1/11	Introductions/Class setup	<p>All assignments are due the following Monday unless otherwise stated</p> <p>Read Chapter 1</p> <p>Essay-Ch.1 see Google Classroom for assignment details due date 1/25</p>
2	1/18	NO CLASS DUE TO DR. MARTIN LUTHER KING	<p>Read Chapter 2</p> <p>Essay –Ch.2 see Google Classroom for assignment details due date 1/25</p>
3	1/25	<p>Discuss Chapter 1 Elementary Social Studies: What Is It? What Might It Become?</p> <p>Discuss Chapter 2 How Can I Build a Learning Community that Supports and Engages All Children?</p> <p>Present Essays for Chapters 1 & 2</p>	Read Chapter 3

4	2/1	<p>Discuss Chapter 3 What Social Studies Planning Tools Will Help Me Teach Social Studies Powerfully?</p> <p>Native American Winter Count Activity/video</p>	<p>Read Chapter 4</p> <p>Native American Winter Count- See Google Classroom for assignment details Due date-Feb.1</p>
5	2/8	<p>Chapter 4 What Social Studies Planning Tools are Available?</p> <ul style="list-style-type: none"> • Present Native American Winter Count projects • Code Talkers Activity-Class Activity 	<p>Read Chapter 5</p> <p>Code Talkers- Exit Ticket</p>
6	2/15	NO CLASS DUE TO PRESIDENT'S DAY	Read Chapter 6
7	2/22	<p>Discuss Chapter 5 How Can I Teach History Powerfully?</p> <p>Discuss Chapter 6 How Can I Teach Culture, Geography, Sociology, and Anthropology Powerfully?</p> <ul style="list-style-type: none"> • Present Code Talkers Exit Ticket • Bio Poem 	<p>Read Chapter 7</p> <p>Create Bio Poem-See Google Classroom</p>
8	3/1	<p>Chapter 7 How Can I Teach Economics, Civics and Government, and Psychology?</p> <ul style="list-style-type: none"> • Present Bio Poems 	Read Chapter 8
9	3/8	<p>Chapter 8 How Can I Engage Students in Substantive Discourse?</p> <ul style="list-style-type: none"> • Graffiti Vocabulary 	<p>Read Chapter 9</p> <p>Create graffiti with vocabulary words-See Google Classroom</p>
10	3/15	NO CLASS DUE TO SPRING BREAK	No Assignment
11	3/22	<p>Discuss Chapter 9 How Can I Assess Student Learning?</p> <ul style="list-style-type: none"> • Present Graffiti vocabulary words • Assign Guided Notes 	<p>Read Chapter 10</p> <p>Complete guided notes-see Google Classroom</p>

12	3/29	<p>Discuss Chapter 10 What Are Some Other Strategies for Teaching Social Studies</p> <ul style="list-style-type: none"> • Present Guided Notes 	<p>Read Chapter 11</p> <p>Essay Chapter 11 see Google Classroom for assignment details.</p>
13	4/5	NO CLASS DUE TO EASTER MONDAY	Read Chapter 12
14	4/12	<p>Discuss Chapter 11 How Can I Design, Implement, and Evaluate Instructional Activities</p> <p>Discuss Chapter 12 What is the Role of Curricular Integration?</p> <ul style="list-style-type: none"> • Present essays for Chapter 11 	<p>Read Chapter 13</p> <p>Work on final project</p>
15	4/19	Discuss Chapter 13 How Can Social Studies Be Extended to the World Beyond School?	<p>Read Chapter 14</p> <p>Work on final project</p>
16	4/26	Discuss Chapter 14 What is the Research Base That Informs Ideas About Powerful Social Studies Teaching?	Work on final project
17	5/1	Final projects due	