

EDUC 403: Social Studies Methods & Materials, FA14

Professor: Les LaFountain, M.Ed.

Contact Information: llafountain@tm.edu or Phone: 477-7813

Meeting Times: Monday and Wednesday from 11:00 a.m. to 12:20 p.m. in Room 216

Office Hours: As posted. Office is located in Room 210-J.

Textbooks: Methods and Resources for Elementary and Middle School Social Studies by James W. Stockard, Jr.

Purpose of the Course: The course will explore the teaching of social studies in the elementary and middle school grades. Social study issues specific to the local community, State of North Dakota, and the global community will be explored and applied to the pedagogy.

Catalog Description: This course studies the content, methods, and materials for teaching social studies. The students will be expected to produce an interdisciplinary thematic unit as a performance assessment artifact.

Methods of Instruction: Methods of instruction include on-line and direct instruction, discussion, group work, peer teaching, student presentations, hands-on demonstrations, field-based learning, independent reading and writing. This course will emphasize strategies that recognize different learning styles in order to model best teaching practices that are effective with students from different cultural backgrounds. Jenzabar is used for coursework transmission and instruction.

TMCC Mission: The cultural and social heritage of the Turtle Mountain Band of Chippewa will be brought to bear throughout the course.

Your Rights and Responsibilities: If you have emergency medical information, special learning diagnoses, or other related needs, please make an appointment with the instructor. My office contact information is listed above. If you plan to request disability accommodations, you are expected to register with Annette Charette, Student Support Services Counselor and her number is 701-477-7957 or 701-477-7862, extension 2309. Ms. Charette's office is located in the Student Union, room 102.

Academic Integrity: Every student is expected to complete their own work. Plagiarism and or enabling cheating on exams or other coursework will result in a zero grade(s) as a minimal action. See TMCC policy on academic misconduct for further potential consequences. NOTE: All papers and assignments must follow the American Psychological Association (APA) format.

Class Participation: You are personally expected to sign-in each day; and sign out if you leave early. The class lecture and activities require your active participation; therefore your participation is worth up to 5 points per session. An absence (excused or unexcused) will constitute make-up coursework, but no-participation points will be earned because it's nearly impossible to replicate classroom participation with your course mates. Also, late arrivals and early departures from a class will be equated to loss of participation points. If you are ill or have a family emergency, leave a message on my voice mail (477-7813) or email (llafountain@tm.edu) as soon as possible, preferably prior to the class you are going to be missing. TMCC Email is the primary method of documented communication and I will use it to correspond with you. Please make a habit to check your www.tm.edu email daily.

Missed Course Work: It's your responsibility to seek out and make up coursework missed due to an absence prior to the next class or no points will be earned for those assignments.

Cell phones: Electronic devices are to be turned off or on vibrate during class unless the instructor assigns coursework using the electronic devices. Cell phone use in class for personal social interaction is not allowed so be respectful of others and restrict the use until class is over.

Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	InTASC	Artifacts	Outcomes
EDUC 403 Social Studies Methods and Materials	67.1-02-02-07 There's an understanding of culture as a collage of factors beyond race or national origin. 50015.2a,e, i and 50015.3a: The program requires the study of social studies.	Standards: No. 2: Learning Differences, No. 4: Content Knowledge, No. 5: Application of Content, No. 6: Assessment, No. 7: Planning for Instruction, and No. 8: Instructional Strategies.	<ul style="list-style-type: none"> • Quizzes • Research Papers • Midterm and Final Exams • Multimedia Projects and Presentations • Journals • Debates • Reports • Unit Plans • Field Experience 	1.) Students will assess social studies content and demonstrate application to various method, and materials for teaching elementary and middle school. 2.) The students will apply prior knowledge to multicultural issues, law-related, and global education. 3.) The students will create an interdisciplinary thematic unit as a performance artifact.

General Education Outcomes: Cultural/Diversity, Critical Thinking, and Technology.

Grading: 100% to 90% = A, 89% to 80% = B, 79% to 70% = C, 69% to 60% = D, 59% to 0 = F

Criteria used to evaluate your work will depend on your ability to demonstrate the following:

- You have a thorough understanding of the core concepts, philosophical foundations and cultural contexts of the course.
- Your papers and projects indicate understanding of course content and the subtle, metaphorical implications of readings and lectures.
- You actively participate in small and large group discussions as indicated by both non-verbal and verbal communication.
- You come to class having completed assigned readings for that topic.
- You actively listen to others with respect and courtesy.

Schedule of Course Content and Activities

Date	Objectives	Assignments/Tasks	Points
August 25 th Monday	<ol style="list-style-type: none"> 1. To review the syllabus and course expectations. 2. To demonstrates critical thinking through debate. 3. To self-assess ones educational views. 4. To compare and contrast various learning theories 	<ul style="list-style-type: none"> • Introduction, Review Syllabus and Course Expectations • Personal Goals & Plans • Debate Preparations • Pre-Assessment (20 points) • Reading Assignment Chapters 1 & 2 (pages 1-51) • Complete the Self-Test on Educational Views page 12-15 	25
August 27 th Wednesday	<ol style="list-style-type: none"> 1. To assess social studies content and skills by completing a pre-assessment. 2. To read and respond to each question on the pre-assessment to earn the full credit. 	<ul style="list-style-type: none"> • Debate: Is a child more a product of nature or a product of nurture? • Presentation on Core Disciplines of Social Studies • Bring a copy of your personal education philosophy to the next class along with the educational self-assessment. 	5
September 1 st Monday	Labor Day - No Class	Holiday	
September 3 rd Wednesday	<ol style="list-style-type: none"> 1. To identify the core disciplines of social studies 2. To evaluate various learning theories. 3. To apply learning theories to one's personal educational philosophy. 4. To assess one's own educational philosophy and update it. 	<ul style="list-style-type: none"> • Review student education philosophy and self-assessment results. • Debate Topics: History should or should not be revised. • History Letter (time permitting) • Text Reading Assignment pgs. 15-24, and complete On-line Quiz No. 1 (10 points) 	15
September 8 th Monday	<ol style="list-style-type: none"> 1. No face to face class (on-line instruction) 2. To reflect upon the social studies disciplines by reviewing the common core standards. 3. To revisit the e-portfolio. 	<ul style="list-style-type: none"> • See On-line Instruction • Electronic Portfolio Development • Review North Dakota State Social Studies Standards (Common Core) • Text Reading Assignment pgs. 27-51 and take the On-line Quiz No. 2 (10 points) 	
September 10 th Wednesday	<ol style="list-style-type: none"> 1. To create a simulated field experience and the related documents to accommodate such an event. 2. To produce a permission slip, budget, letter of request to principal and other related documents. 	<ul style="list-style-type: none"> • Introduce Reflection Paper on Public Meeting with county commission, court proceeding, school board, tribal council, etc. Due Oct. 29th (30 points) • Field Trip Arrangements: Planning, Authorization, Budgets, Permission slips, Policy, Application, etc. • Activity: Draft Forms, Due Sept. 14th (20 points) • Read Chapter 5 pages 103-140 	25

September 15 th Monday	<ol style="list-style-type: none"> To create goals and objectives for a thematic unit and apply to lesson planning. To identify a theme relevant to a particular grade and age level to design an interdisciplinary unit. 	<ul style="list-style-type: none"> Introduce Interdisciplinary Thematic Unit Plan & Rubric Debate: Why or why not teach about religions in class? Reading Assignment pgs. 103-140 and complete the On-line Quiz No. 3 (10 points) 	15
September 17 th Wednesday	<ol style="list-style-type: none"> To design the fundamental components of an interdisciplinary thematic unit for ten days. To research and apply the constructivists philosophy to an interdisciplinary thematic unit. 	<ul style="list-style-type: none"> Continue Interdisciplinary Thematic Unit Plan Read chapter 8, pages 189-204 	5
September 22 nd Monday	<ol style="list-style-type: none"> To create a topographical map with a legend. To design a workable map using various images, trees, lakes, roads, landmarks, etc. and approximate mileage. To apply various disciplines to map making such as art. 	<ul style="list-style-type: none"> Cartography Project (20 points) Debate Topic: Civil disobedience vs. terrorism Reading Assignment pgs. 189-204 and complete the On-line Quiz No. 4 (10 points) 	15
September 24 th Wednesday	<ol style="list-style-type: none"> To demonstrate the use of graphic organizers. To describe the levels and branches of government in the United States. 	<ul style="list-style-type: none"> Cartography Project Due Civic Pre-assessment Introduce the Federal System and Activity 	5
September 29 th Monday	<ol style="list-style-type: none"> To identify the fundamental doctrines of American government. To evaluate various political doctrines of American government; constitution, preamble, Bill of Rights, etc. 	<ul style="list-style-type: none"> Continue the Federal System and review Debate: Why or why not require tribal leaders to have college degrees? Complete On-line Quiz No. 5 on federal system (10 points) Reading Chapters 10 and 11, pgs. 235-285 	15
October 1 st Wednesday	<ol style="list-style-type: none"> No face-to-face class To design an electronic teaching tool using social studies content. To develop Interdisciplinary Thematic Unit Plan. 	<ul style="list-style-type: none"> Continue working on interdisciplinary plan. 	5
October 6 th Monday	<ol style="list-style-type: none"> To demonstrate critical thinking as it pertains to current events. To interpret a political cartoon to reflect an understanding of satire. 	<ul style="list-style-type: none"> Current Events and Political Satire Introduce Electronic Game Activity (10 points) Interdisciplinary Thematic Unit Plan Draft 1 Due (10 points) 	25

October 8 th Wednesday	<ol style="list-style-type: none"> To demonstrate critical thinking as it pertains to current events. To interpret political cartoons to reflect on satire. 	<ul style="list-style-type: none"> Current Event and Political Satire Reading Chapters 10 and 11, pages 235-285 and complete the On-line Quiz No. 6 (10 points) Review for Mid-term Exam 	15
October 13 th	COLLEGE AWARENESS DAY		No class - Holiday
October 15 th Wednesday Mid-term Week	<ol style="list-style-type: none"> To assess the core disciplines of social studies and related course content. 	<ul style="list-style-type: none"> Interdisciplinary Thematic Unit Plan Draft 2 and report progress to the group (50 points) Mid-term Exam (30 points) Read Chapter 13, pages 319-341 	85
October 20 th Monday	<ol style="list-style-type: none"> To demonstrate the application of presenting an interdisciplinary units. To distinguish between primary and secondary sources. To collect variety of primary sources for lesson planning. 	<ul style="list-style-type: none"> Review Mid-term results History and Geography Pre-assessment Presentation on History/Role Playing Primary and Secondary Documents Reading Assignment pages 319-341 and complete the On-line Quiz No. 7 (10 points) 	15
October 22 nd Wednesday	<ol style="list-style-type: none"> To identify the major thematic strands for teaching social studies. To describe the historical background for social studies. To demonstrate an understanding of cause and effect in relation to history. 	<ul style="list-style-type: none"> Continue History and Geography Text Reading Assignment pgs. 319-336 and incorporate reading content into interdisciplinary unit. Reading Assignment Chapters 3 and 4, pages 55-101 	5
October 27 th Monday	<ol style="list-style-type: none"> To describe the core discipline of economics and apply it to lesson planning. To create lesson plans which incorporate multiple learning styles to teach economics. 	<ul style="list-style-type: none"> Presentation on Economics Debate Topic: Philanthropy is benevolent act of helping other or self-serving. Reading Assignment pgs. 55-101 and complete the On-line Quiz No. 8 (10 points) 	5
October 29 th Wednesday	<ol style="list-style-type: none"> To identify various learning disabilities and gifted and talented characteristics of students. To explain the protocol of addressing the educational responsibilities of students with special needs. 	<ul style="list-style-type: none"> Public Meeting Documents Due (30 points) Presentations on Open Public Meeting Activity: Special Needs Students and Accommodations Reading Assignment Chapter 14, pages 345-379 	35
November 3 rd Monday	<ol style="list-style-type: none"> To describe the core discipline of anthropology and apply it to lesson planning. To incorporate the unique culture of the Turtle Mountain people in lesson planning. 	<ul style="list-style-type: none"> Presentation on Anthropology and Local Culture Debate Topic: To be announced Reading Assignment pgs. 345-379 and complete the On-line Quiz No. 9 (10 points) 	15

November 5 th Wednesday	1. To describe the core discipline of psychology and apply it to lesson planning.	<ul style="list-style-type: none"> • Presentation on Psychology • Activity TBA 	5
November 10 th Monday	1. To describe the core discipline of anthropology and apply it to lesson planning.	<ul style="list-style-type: none"> • Presentation on Veteran's • Debate Topic: To be announced • Activity TBA 	15
November 12 th Wednesday	<ol style="list-style-type: none"> 1. To describe the core discipline of psychology and apply it to lesson planning. 2. To create a sociogram to be used in a classroom. 	<ul style="list-style-type: none"> • Presentation on Psychology and Sociology • Sociogram Activity • Read Chapter 15, pages 383-403 	15
November 17 th	1. To create strategies for teaching social studies that reflect an awareness for multicultural education.	<ul style="list-style-type: none"> • Interdisciplinary Unit Plan Due (80 points) • Activity: TBA • Reading Assignment pgs. 383-403 and complete On-line Quiz No. 10 (10 points) 	95
November 19 th Wednesday	1. To create strategies for teaching social studies that reflect an awareness for multicultural education.	<ul style="list-style-type: none"> • Revisit Social Studies Topics • Interdisciplinary Unit Plan Presentations (20 points) 	25
November 24 th Monday	1. To demonstrate the lesson planning and presentations skills.	<ul style="list-style-type: none"> • Revisit Social Studies Topics • Interdisciplinary Unit Plan Presentations 	5
November 26 th Wednesday	<ol style="list-style-type: none"> 1. To demonstrate lesson planning and presentations skills. 2. To share multiple ideas about teaching social studies. 	<ul style="list-style-type: none"> • Presentations of Social Studies Interdisciplinary Unit Plan Presentations • Activity: TBA 	15
December 1 st Monday	1. To demonstrate the lesson planning and presentations skills.	<ul style="list-style-type: none"> • Revisit Social Studies Topics • Interdisciplinary Unit Plan Presentations • Review for final exam (time permitting) 	5
December 3 rd Wednesday	1. To demonstrate the lesson planning and presentations skills.	<ul style="list-style-type: none"> • Revisit Social Studies Topics • Interdisciplinary Unit Plan Presentations • Review for final exam 	5
December 8 th Monday	To review the content of the course including social studies methods and materials.	<ul style="list-style-type: none"> • Final Exam (50) • Course Evaluation • Teacher Disposition Rubric 	55
December 10 th Wednesday	To review final exam and final grades.	<ul style="list-style-type: none"> • Review Final Exam and Grades 	5

Disclaimer Statement: The instructor reserves the right to amend the syllabi without prior notice pending unforeseen circumstance, such as inclement weather, institutional cancellations or other similar conditions.