

ED 310: SOCIAL STUDIES METHODS AND MATERIALS FOR ELEMENTARY TEACHERS (3 CREDITS)

Course Description:

ED 310 is a survey of social studies curricula: their content, aims and objectives in the elementary school (K-8), includes the use of materials and unit method planning emphasizing basic generalizations and concepts in the social studies strands.

Objectives:

The course encourages teacher candidates to continue the development of their professional knowledge, skills and dispositions through emphasizing a comprehensive exploration of exemplary elementary and middle school social studies methods and a translation of that exploration into sound instructional practices and reflective teaching.

Through various forms of assessment the learner will demonstrate an understanding of the following:

Evaluate, define and support their own beliefs regarding various theoretical and instructional approaches to social studies teaching.

Plan, design and present effective social studies lessons.

Understand and use a variety of instructional strategies to meet diverse student and instructional needs.

Show an awareness of the characteristics required of a professional teacher and to display these characteristics at all times during class and in the public schools.

Understand, develop and implement lessons that reflect The Michigan Curriculum Framework for the Social Studies and The Michigan Teaching and Learning Standards: http://www.michigan.gov/documents/Social_Studies_Standards_122915_7.pdf

Integrate technology into the social studies curriculum.

Understand and implement the core democratic values.

Understand the necessity for and challenges of meaningful assessment.

Understand the social and political dimensions of the learning context and explore possibilities for school change.

Understand how race, gender, class and sexual orientation shape student's identities and influence their perceptions of schools and approaches to learning.

NMU SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK DIMENSIONS

<http://www.nmu.edu/education/handbook.htm#framework>

ED 310 students will have an awareness of the NMU School of Education's Conceptual Framework dimensions for being a teacher:

Developing habits of mind and character appropriate to the teaching profession

Using subject matter as a medium with our students to construct meaning

Understanding teaching as both the skills of craft and the ineffable and tacit knowledge of artistry

Understanding the ethical, social, political, and cultural contexts within which teaching and learning take place

Knowing one's students as unique individuals and as members of varied groups is critical to professional educators

School of Education faculty members developed 10 teacher dispositions based on the Conceptual Framework <http://www.nmu.edu/education/student-teaching/Criteria%20for%20Disposition%20Achievement%20Levels.doc>. ED 310 students will demonstrate their awareness of these teacher dispositions in course work and on the final exam:

Is committed to helping all students learn.

Is responsive to issues related to differing worldviews (e.g., religion and culture) and various forms of oppression (e.g., racism, sexism, homophobia, disability, and other kinds of discrimination), and their implications for practice.

Has awareness of and shows respect for diverse and individual needs.

Is willing to engage in communication clearly, accurately, and appropriately (e.g., in dialogue, writing, and discussion).

Deals respectfully with peers, faculty, and content, responds appropriately to feedback, takes responsibility for actions, and is flexible.

Demonstrates creativity, imagination, and the ability to think metaphorically.

Exhibits a realistic appraisal of self and the profession in reflections.

Displays professionalism (e.g., dress, attendance, meeting responsibilities), enthusiasm, confidence, dedication, and has a willingness to go the extra mile.

Has high expectations, takes risks, and contributes to a climate of mutual respect.

Supports social justice and opposes inequity.

Entry-level Standards for Michigan Teachers:

- A1a Understands subject matter and current research.
- A1b Demonstrates accurate, appropriate, and comprehensive knowledge about the subjects taught to the degree needed to effectively teach the curriculum.
- A1c Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.
- A1d Integrates and transfers knowledge across subject areas.
- A2d Accesses and uses updated information and procedures.
- B1a Communicates what is to be learned so that students understand and value the learning.
- B3c Manages assignments and time efficiently.
- B3e Demonstrates knowledge about instructional management resources.
- B3f Uses high expectations for optimal achievement.
- B5a Develops effective lessons and units within the contexts of the curriculum and assessment.
- B5b Uses curricular frameworks as a means to developing students' inquiry and thinking skills.
- B5c Applies knowledge of human growth, development, and learning theory.
- B5d Plans instruction to accommodate diversity.
- B5e Uses a variety of methodologies, technologies, and techniques.
- B6d Uses a variety of teaching methodologies, technologies, and techniques.
- B7a Is familiar with and able to use a variety of literacies, materials, and resources.
- B7b Selects, creates, and incorporates appropriate instructional techniques, technology, and materials needed for instruction.
- B7c Demonstrates current knowledge about instruction, resources, and technology.
- C1a Understands evaluation and assessment, including test construction and administration.
- C1b Knows and uses multiple approaches to assess student abilities and the merit of students' work.

- C1c Values and develops a variety of reliable and valid assessment measures.
- C3b Self-evaluates and reflects on the course, materials, and curriculum and makes improvements.
- D4d Exercises good judgment in planning and managing time and other resources.

Disability Services:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu. Reasonable and effective accommodations and services will be provided to Candidates if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

NMU's Non-Discrimination Statement:

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 906-227-2420

Student Information:

To reach the School of Education access the following link: <http://www.nmu.edu/education/education/>

Candidates in this course are subject to the directives and policies stated in the NMU Student Handbook which can be found at: <http://www.nmu.edu/dso/handbook/>

View the entry-level standards for Michigan Teachers at:

http://www.michigan.gov/documents/ELSMT_&_PED_as_SBE_approved_Oct_24_02_57198_7.pdf

Expectations of Professional Behavior/Attitudes:

Successful completion of this course requires exhibiting the following at all times:

- Come to class prepared and on time;
- Dress professionally during placements (e.g., dress slacks or skirts, dress shirts or blouses, skirt lengths that are appropriate for professional settings, no hats, neat appearance, etc.);
- Use clear, confident and grammatically correct speech;
- Demonstrate enthusiasm for teaching and learning, as well as, a willingness to go beyond the prescribed limits of their practice;
- Practice confidentiality consistently;
- Show a genuine interest in learning the subject matter through class participation and high quality reflections and questions;
- Make every effort to be a valuable member of both our class and as a part of the middle school by showing initiative that goes above the minimum acceptable level;
- Ask questions that demonstrate your curiosity and enthusiasm for learning to teach;
- Avoid passing judgments when you observe practices you do not understand or agree with;
- Have a spirit of cooperation, collaboration, and support with the instructor, one's peers, and the teacher supervisor;
- Convey high expectations, encourage risk taking, and create a climate of mutual respect;
- Demonstrate a sincere interest in the needs of the students encountered during the field experiences;
- Exhibit creativity, imagination, and the ability to think metaphorically;
- Demonstrate commitment to helping all students learn, and respond ethically and effectively to diverse, individual student needs;
- Be sensitive to racism, sexism, homophobia, disability, and other forms of discrimination in teaching;
- Display dispositions that support social justice and oppose inequity.

Use your laptop as you would hope your students would use them. Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. Please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, following along with the instructor

on PowerPoint, with demonstrations, and other whole class activities, as well as working on assigned in-class activities, projects, and discussions that require laptop use. It is easy for your laptop to become a distraction to you and to those around you. Inappropriate uses will be noted and may affect your final grade.

Requirements:

All assignments must be submitted on or before the date due. Late assignments may be submitted, but there will be a 10% reduction in grade for every day an assignment is late. In the event of an absence on a due date, assignments are still due via electronic submission.

All work in this course must either be original or cited. Plagiarism is a growing concern on college campuses. Academic dishonesty is sufficient cause for failure of this course. The following websites provide information that may be of help to you.

<http://www-instruct.nmu.edu/english/writingcenter/plagiarism.doc>

<http://owl.english.purdue.edu/owl/resource/589/02/>

In class and when observing in local classrooms, teachers are expected to model professional behavior consistent with expectations of professional educators. See *above list of expectations*. Unprofessional attitude and/or behavior may affect one's final grade and could be cause for failure of ED 310.

Candidates in this course are expected to use professional language in all communications related to the course – this includes e-mail. Candidates should demonstrate high quality writing in *both content and mechanics* (visit the NMU Writing Center for help, as needed). Assignments that are of poor quality in either content or mechanics will be graded accordingly.

While in the classrooms, candidates are expected to conduct themselves in a professional manner at all times. Each classroom experience is unique, and it is the student's responsibility to take the initiative and make the most of the experiences. You are there to learn about children, about managing a classroom for optimal learning, and about how social studies can be integrated throughout the curriculum. This will be a wonderful opportunity for you – make the most of it!

