

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 3/19/19 Date revised _____

4. Department/discipline: American Indian Studies

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Anishinaabe Seasonal Science
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: AMIN 8. Course Level: 1035

9. Number of Credits: Lecture 2 Lab _____

10. Control Number (on site) 25 Control Number (online) _____

11. Catalog/Course description:

This course introduces prospective students to early childhood education with a focus on STEAM (Science, Technology, Engineering, Art, and Math). This course will explore seasonal Anishinaabe activities and link them to National Professional Standards and Competencies for Early Childhood Educators and Minnesota Professional Licensure and Standards Board (PELSB). Ideas for integrating seasonal activities and learning competencies in an early childhood classroom setting will be explored, analyzed, and developed. Course material incorporates the CIRCLES curriculum as well as the College Cultural Standards (Gidizhitwaawinaanin).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

- FDL Headstart books (series of 4)
- CIRCLES (A Culturally Appropriate Preschool Curriculum for American Indian Children)
- Plate Full of Color

14. **Course Content** (Provide an outline of major topics covered in course)

Anishinaabeg language and cultural practices will be demonstrated, discussed, and implemented. Students will develop a lesson plan for use in the classroom. Integration of Culturally relevant pedagogy addressing the Four Seasons for early childhood and elementary education classrooms while developing lessons for the classrooms. Students will

be introduced to unit planning throughout the course. The suggested subject areas will consist of:

- Winter- Fishing/Spearing, Story Telling, and Woodland Style Bead Designs
- Spring- Sugar bush
- Summer- 3 Sisters Garden, Birchbark Harvest
- Fall- Wild Ricing

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course Learning Outcomes will fulfill the identified competencies.

Upon completion of this course, the student will be able to:

Learning Outcomes: Learners will:	Competencies (CAC)	Cultural Standards
Identify and describe at least 5 instructional strategies unique to Anishinaabe pedagogy by reading and responding to questions.	A	1
Be able to connect two (2) seasonal activities to at least six (6) MN State Standards (math, science, literacy) by participating in activities and reflecting through group discussion.	B	
Be able to independently demonstrate a seasonal activity by applying methodology within a classroom environment.	D	1
Construct and problem solve a STEAM lesson for ECE students (peers) that uses culture to engage children in learning content	C, D	

Foster community connections that create stakeholder investment by compiling a folder of resources.	A	3
Design and describe mechanisms for self-reflection on instructional practice.	B	2
Develop a lesson with learner outcomes focused on Anishinaabe seasonal activities and Ojibwemowin.	B, D	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?
 X Yes No

MN Professional Licensure and Standards Board (PELSB) and National Board National Professional Standards and Competencies for Early Childhood Educators.

MN PELSB standards:

- J.1. understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;
- J2. know and apply the understandings and abilities of scientific inquiry including the ability to:
 - a. identify questions and concepts that can be explored through scientific inquiry;
- J4. use scientific understandings and abilities when making decisions about personal and societal issues;

National Professional Standards and Competencies for Early Childhood Educators:

- 4b: Using knowledge of differentiated instruction in early learning settings.
- 4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant and evidence-based teaching approaches that reflect universal design for learning principles.
- 4d: Developing and sustaining reflective, responsive and intentional practice.
- 5a. Early childhood educators demonstrate solid knowledge of the essential concepts, inquiry and application tools, and structures in each content area.
 - Science is a practice based on observation, inquiry and investigation and that connects to and employs mathematical language. They understand basic science concepts such as patterns, cause and effect, analyzing and interpreting data, constructing and testing explanations or solutions to problems based on evidence. They are familiar with the major concepts of earth science, physical science, and the life sciences. They are familiar with and can use scientific tools including technology and print to document science projects in text, graphs, illustrations, and data charts.

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