

**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: 01/19/2021 Date revised 04/13/2021, 3/9/23

4. Department/discipline: Education

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

6. Course Title: Social Studies Methods
Abbreviated course title for Transcripts (25 characters or less): Soc. Methods

7. Course Designator: EDU 8. Course Level: 3120

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course covers Best Practices in teaching social studies methods. This includes Anishinaabe-centered curriculum and instruction for K-6 students, and the use of teaching methods that promote a growth mindset which fosters independent learners, respect for different perspectives, and instructional equity. The use of 21st century skills, such as collaboration, creativity, and critical thinking will be taught through integrating authentic, collaborative learning. Field experience (10-hours), unit planning, micro-teaching, and the use of children’s literature in the social studies curriculum are included in the course.

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

Prerequisite(s): Successful admittance into the Elementary Education Teacher program.
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).

Maxim, George (2014) *Dynamic Social Studies for Constructivist Classrooms*, 10th Ed.
Pearson Education, Inc.

Seefeldt, Castle, & Falconer (2014) *Social Studies for the Preschool/Primary Child*, 9th Ed.
Pearson Education, Inc.

“History Lessons.” *Stanford History Education Group*, sheg.stanford.edu/history-lessons.

“Powerful, Purposeful Pedagogy in Elementary School Social Studies.” *Social Studies*,
www.socialstudies.org/positions/powerfulandpurposeful.

“Dakota and Ojibwe Resources.” *Minnesota Center for Social Studies Education*,
www.mncsse.org/curriculum/dakota-ojibwe-resources.

Cor. “Civic Online Reasoning.” *Home*, cor.stanford.edu/.

“A Class Divided.” *PBS*, Public Broadcasting
Service, www.pbs.org/wgbh/pages/frontline/shows/divided/.

<https://files.eric.ed.gov/fulltext/ED539347.pdf>.

http://www.ascd.org/Publications/educational_leadership/feb19/vol76/num05/The_Micro-Teaching_Advantage.aspx.

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

This course is designed to help the pre-service teacher structure their social studies content for best practices in teaching and learning. Students learn the social studies content best through historiography, or “doing history.” Lesson planning and developing age-appropriate content will be developed using WINHEC, CAC competencies, current PELSB standards and edTPA guidelines. Course content is as follows:

- A. Introduction to the Social Studies
- B. Instructional Methods/Creating a Community of Learners
- C. Historical Thinking/Informational Literacy
- D. Teaching History/Minnesotan Anishinaabe History, Civics, Economics, Geography, Sociology/Anthropology, Teaching Contemporary/Controversial Issues
- E. Unit & Lesson Planning following edTPA guidelines
- F. Integration: using differentiation to integrate between content areas
- G. Putting it all together/Micro-Teaching
- H. Clinical Experience: Students will be placed in an elementary classroom setting with a cooperating teacher for a five-hour clinical experience.

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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate understanding of Culturally responsive	D	1

teaching by summarizing a plan for how to create a community of learners, using the Anishinaabe teaching of Gikendaasowin.		
Research and choose several books on children's literature (social studies) and explain how the content relate to experiences and events of Black/Indigenous People of Color (BIPOC) throughout American History.	A	7
Develop a culturally responsive unit using the edTPA planning template.	A, B, C	2
Interview the cooperating social studies teacher in their assigned field placement. Interview questions will be constructed to identify struggles and solutions in teaching students of color and diverse learners.	C	
Describe appropriate age-level primary and secondary sources for use in teaching students State (Minnesota), World, and US History.	A	
Demonstrate the use of both summative and formative assessments.	C	
Reflect on weekly field experience in small group discussions. Discussions will center culturally responsive teaching methods observed in cooperating teacher's classroom.	B	
Integrate the history, government, and culture of Minnesota-based American Indian tribes throughout the elementary curriculum.	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?
 Yes No

Provide the required documentation to show course meets required licensing/certification standards.

Appendix A

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 4. **Standard 3, Diverse Learners**: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Subpart 6. **Standard 5, learning environment**. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501

Minnesota Teacher Education Standards (8710.3200 Teachers of Elementary Education) Met by the Course

Subp. 3. Subject matter standards, elementary education

I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental *social studies* concepts and the connections among them. The teacher must know and apply:

- (1) tools of inquiry and problem solving;
- (2) concepts of:
 - (a) culture and cultural diversity;
 - (b) the ways human beings view themselves in and over time;
 - (c) the interaction between people, places, and environments;
 - (d) individual development and identity;
 - (e) interactions among individuals, groups, and institutions;
 - (f) how people create and change structures of power and authority and of governance;
 - (g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;
 - (h) the relationships among science, technology, and society;
 - (i) global connections and independence; and
 - (j) the ideals, principles, and practices that promote productive community involvement;
- (3) history, government, and culture of Minnesota-based American Indian tribes an integrating concept throughout the elementary curriculum; and
- (4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

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