



**Anishinaabe and American
Elementary Education Program**

**Fond du Lac Tribal and
Community College**



COURSE: EDU 3120 Social Studies Methods

Faculty: **Sara Montgomery**

Course Title: **Social Studies Methods**

Credits: 3

Pre-requisites: Acceptance into Elementary Education Program.

Co-requisites: EMSP registration and completed background check.

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.

Recommend Text and/or other Resources (journals, articles, and/or any other additional materials):

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

Articles, websites, and videos found in course description.

Course Content:

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, developing age-appropriate content will be developed using WINHEC, CAC competencies, current PELSB standards and edTPA guidelines. Social Studies Methods course content includes the following nine content areas:

- 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:



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- 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.

Plagiarism

Plagiarism, or presenting the writing of another as your own (a.k.a. “copying”), results in an F for this course and is subject to any other disciplinary actions mandated by this institution and the Minnesota State system.

Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements must first complete an intake form and necessary requirements with Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at nancy.olsen@fdltcc.edu or 218-879-0819.

Sexual Violence

Fond du Lac Tribal & Community College (FDLTCC) is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. FDLTCC has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <https://fdltcc.edu/admissions/about-us/policies-reports/campus-security-policies-reports/>.

Please be aware that all FDLTCC employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345 or jstirewalt@fdltcc.edu.

Student Success—North Star Communication Platform

Student success is at the heart of what Fond du Lac Tribal and Community College staff, faculty and administration strives to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hand for support, set up appointments with staff and faculty and communicate seamlessly with instructors. The college encourages ALL FDLTCC students to use the North Star webpage link to watch video tutorials and to log into the platform to start using its features.

Outcomes and Assessments

Learning Outcomes

1. Demonstrate culturally responsive teaching by developing a plan to create a community of learners, using the Anishinaabe teaching of Gikendaasowin.
2. Research several books on children’s literature (social studies) and explain how the books relate to experiences and events of Black/Indigenous People of Color (BIPOC) throughout American History.
3. Develop a culturally responsive unit using the edTPA planning template.
4. Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares.
5. Integrate the history, government, and culture of Minnesota-based American Indian tribes throughout the elementary curriculum.

Cultural Standards*: listed at the end of the syllabus

*Each course within the BS in Elementary Education program must meet a minimum of 2 measurable learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

Standard (must meet 3)	Measurable Outcomes (2 for each standard) The student will:	Assessment
<p>1. GIKENDAASOWIN <i>Knowing knowledge</i> To prepare our students to be problem solvers who strive for continuous learning and growth. <u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of knowing.</p>	<p><u>Learning Outcome:</u> Demonstrate culturally responsive teaching by developing a plan to create a community of learners, using the Anishinaabe teaching of Gikendaasowin.</p> <p><u>Measurable Outcomes:</u> 1. Demonstrate an understanding of how to create a community of learners, using the Anishinaabe teaching of Gikendaasowin. 2. Understand what is powerful and purposeful social studies teaching & learning and how do we apply this to our Indigenous / and Students of Color?</p>	<p>1. The reflective summary of My Social studies Experience and Creating a Community of Learners will summarize Best Practices for classroom building, using the framework of the Anishinaabe value Gikendaasowin. Using the Circle format, students will reflect on video clip and communicate policies, procedures, and practices for creating purposeful social studies withing breakout groups. http://www.socialstudies.org/positions/powerfulandpurposeful</p>
<p>2. GWAYAKWAADIZIWIN <i>Living a balanced way:</i> To provide students the opportunity to recognize the</p>	<p>Learning Outcome: Develop a culturally responsive unit using the edTPA planning template</p>	<p>2. The Written reflection & Participation: Children’s Native American Literature review and presentation will hone the practices of close</p>

<p>importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.</p> <p><u>Outcome:</u> Community and Collaboration To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p>	<p><u>Measurable Outcome</u> 1. Research literature for Indigenous students by finding contemporary American Indian authors and books for children. After reach and interview with cooperating teacher are concluded (see 2 below), the literature review will be presented to the class.</p> <p>2. Student will interview cooperating teacher in their field placement with questions the class develops regarding the needs and brilliance of Indigenous learners.</p>	<p>reading, collaboration, contextualization, and sourcing; all the critical thinking skills of the social studies.</p> <p>2. Interviewing cooperating teacher will help develop collaboration and reflection Q1: How do you ensure your Indigenous students see themselves in your classroom, curriculum, policies, and procedures? 1. Q2: What children’s literature do you include in teaching Mn Anishinaabe History?</p>
<p>7. ZHAWENINDIWIN Compassion To encourage students to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.</p> <p><u>Outcome:</u> Generation of New Knowledge To expand teachers’ knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.</p>	<p>Learning Outcome Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares. <u>Measurable Outcome</u> 1. Research several books on children’s literature (social studies)and then choose a book and how the books relate to experiences and events of Black/Indigenous People of Color (BIPOC), Minnesota Anishinaabe history and American History. 2. Compile a specific list of Children Literature to use explicitly in teaching Native Americans in Minnesota History.</p>	<p>1. A reflection essay will help to reflect on Indigenous students and how to support them in seeing themselves in the classroom, curriculum, policies, and procedures.</p> <p>2. The sourcing of children’s literature on Minnesota Anishinaabe history will be compared and contrasted to the Minnesota state standards, explicitly looking for ways the content of the literature connects to a particular standard.</p>



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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus.

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment	How does this show students will meet the standard: Based on the assignments and assessments, the student will:	FDLTCC Learning Outcomes	Cultural Standard
4.G. Diverse Learners	understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;	<p>1. Micro Teaching: developing lesson plans for US and Minnesota History, Civics, Government, and Sociology/Anthropology. See Module 5</p> <p>2. Final Exam: To cover historical Anishinaabe life and culture with contemporary life through a research paper. Essential Question: What remains core values to Anishinaabe government and culture? See Module 8 READINGS that support Final Exam: Seefeldt, page 36, 177-179 https://sheg.stanford.edu/history-lessons https://www.mncse.org/curriculum/dakota-ojibwe-resources</p>	<p>Develop and present a lesson plan that meet the standards 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.</p> <p>The Essential Question, “what remains core values to Anishinaabe government and culture” will help students understand the cultural landscape of their Anishinaabe learners.</p>	Demonstrate culturally responsive teaching by developing a plan to create a community of learners, using the Anishinaabe teaching of Gikendaasowin.	1. GIKENDAASOWIN <i>Knowing knowledge</i>



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		<p>https://knowledgecirclesc.a.files.wordpress.com/2017/05/ww_teaching_ecological-first-nations-and-the-land.pdf</p> <p>READING: Maxim, Ch. 8, Seefeldt, Ch. 8</p>			
4.P	Bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;	<p>1. READINGS DUE: READING DUE: Maxim Ch. 4 (pp. 136-162) [social constructivism] Maxim Ch. 5 (pp. 181-216) [cognitive constructivism], and Seefeldt, Ch. 4.</p> <p>Show proficiency in identifying the ways in which one's own identity relates to the cognitive view of constructivism.</p> <p>2. ASSIGNMENT: Identity Wheel: Identity Wheel: <u>Social Identity Wheel Overview</u>: The Social Identity Wheel worksheet is an activity that encourages students to identify and reflect on the various ways they identify socially, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The worksheet prompts students to fill in various social identities (such as race, gender, sex, ability, disability, sexual orientation, etc.) and further categorize those</p>	<p>Identity Wheels help teachers to understand the ways in which their own identity intersects with family, community, and cultural norms. One's cultural identity will be explored through an Identity Wheel, and individuals will share out to the group through a CIRCLE sharing process as a component of a culturally responsive unit.</p> <p>Reflections, essential questions, and an opportunity to share insights will bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms.</p>	Develop a culturally responsive unit using the edTPA planning template	<p>2. GWAYAK WAADIZI WIN <i>Living a balanced way:</i></p>



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		<p>identities based on which matter most in their self-perception and which matter most in others' perception of them. The Social Identity Wheel [is] used in conjunction with the Personal Identity Wheel to encourage students to reflect on the relationships and dissonances between their personal and social identities.</p> <p>See Module 3</p> <p>3. Use a personal reflection journal throughout the semester.</p> <p>See Module 10</p> <p>Students will keep a reflection journal of the Essential Questions, classroom prompts & reflections, and also the academic, behavioral, classroom management, principles and practices that promote community involvement, and culturally responsive teaching methods they observe with participating classroom teacher.</p>			
<p>6.A. Learning Environment</p>	<p>understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop</p>	<p>Students will understand human motivation and behavior through exploring Q1: what is powerful and purposeful social studies teaching & learning, and how do we apply this to our Indigenous groups? View this through the lens of anthropology. Looking at</p>	<p>The Activity, "My social studies experience, creating a community of learners" will allow sharing & reflection on ways student needs can be met by creating a community of learners, and what can be blind spots for educators.</p>	<p>Demonstrate culturally responsive teaching by developing a plan to create a community of learners, using the Anishinaabe teaching of Gikendaasowin.</p>	<p>1. GIKENDA ASOWIN <i>Knowing knowledge</i></p>



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	<p>strategies for organizing and supporting individual and group work;</p>	<p>past and present culture or cultural traditions of these groups. Next, use a sociological lens and exploring the past. What were tribal groups kinship structure? How did they vary? What language groups existed? How is this different in contemporary society? READINGS: Maxim Chapter 1 and Seefeldt, Chapter 1, pages 1-3 http://www.socialstudies.org/positions/powerfulandpurposeful Module 1</p> <p>Strategies for supporting individual and group work will be understood through Module 1, with partner presentations helping students to understand dynamics of Group work, in Module 9. Students will reflect on the question: Q2, “Why do some K-12 students hate group work?” through the Brickman Slides presentation. READING: https://files.eric.ed.gov/fulltext/ED539347.pdf Seefeldt, Ch 1, p. 14 https://teaching.unl.edu/images/symposia/Brickman-Keynote-slides.pdf</p>	<p>Students will reflect on the question, “Why do some K-12 students hate group work?” through an open dialog, after class works through the Brickman Slides presentation. Class will determine when group work would be most appropriate for elementary students, and how to set up group work for the best potential outcomes.</p> <p>In forming their answers, students will reflect on the essential questions that were pulled from anthropology and sociology.</p>		
6.K	<p>use different motivational strategies that are likely to encourage continuous development of</p>	<p>1. Students will experiment with Culturally responsive teaching strategies, used to motivate students while developing Micro-</p>	<p>Micro-Teaching demonstrations will serve to learn diverse motivational strategies that encourage culturally responsive teaching, which meets the academic,</p>	<p>Develop a culturally responsive unit using the edTPA planning template</p>	<p>1. GIKENDA ASOWIN <i>Knowing knowledge</i></p>



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individual learner abilities;	teaching demonstrations in Module 5. READINGS: Zaretta Hammond: https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/	emotional, and mental needs of all learners. Students will choose one of three strategies to imbed in a Micro-Teaching demonstration: 1.) Gamify it, 2.) Make it Social, or 3.) Storify it.		
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MN PELS Content Standard	8710.3200 Elementary Education: Subject Matter	Assignment & Assessment	How does this show students will meet the standard: Based on the assignments and assessments, the student will:	FDLTC Learning Outcomes	Cultural Standard
3.1.1.	tools of inquiry and problem solving;	1. Choose one of the following content areas to research and compile elementary-level course content into a week-long unit: Unit must meet all of the standard, 3, l, 1, and 2, a-j by explicitly showing how that part of the standard is met in this week-long unit. Content area (choose 1) a. Civics, b. US/World c. History, d. Economics, e. Geography, f. Sociology/Anthropology, g. Current Events. Inclusive of Anishinaabe History (Module 8)	The best way to learn a new skill is to teach! This will be accomplished through an edTPA Unit development and Micro teaching demonstration. Individually or in small groups, concepts of the Standards, a-j will be imbedded into a week-long Unit. Explicit instruction is expected on how the Unit meets: (1) tools of inquiry and problem solving; (see also 3.1.2.a. below)	Develop a culturally responsive unit using the edTPA planning template	2. GWAY AKWA ADIZIWIN <i>Living a balanced way:</i>
3.1.2.a.	concepts of culture and cultural diversity;	1. Develop a 45-minute Lesson plan, that includes culture and cultural diversity concepts taken as a snap-shop from the week-long unit and present the lesson to the class. (See Module 5)	Individually or in small groups, concepts of the Standards, a-j will be imbedded into a week-long Unit. Explicit instruction is expected on how the Unit meets: (1) tools of inquiry and problem solving; (2) concepts of:(a) culture	Demonstrate culturally responsive teaching by developing a plan to create a community of learners, using the Anishinaabe	1. GIKEN DAASO WIN <i>Knowing knowled ge</i>



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			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;	teaching of Gikendaasowin.	
3.1.2.b.	the ways human beings view themselves in and over time;	READING: Maxim Ch. 10, Seefeldt, Ch. 6 Timeline activity helps to identify and show how human beings see themselves over time. Timeline activity also presents a way to discuss time with students, which is a very difficult concept for young learners when studying sociology and/or anthropology, two contextually important subject areas for helping students to understand how humans see	Timeline activity helps to identify and show how human beings see themselves over time. Timeline activity also presents a way to discuss time with students, which is a very difficult concept for young learners when studying sociology and/or anthropology, two contextually important subject areas for helping students to understand how humans see themselves and change over time.	Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares.	7. ZHAWE NINDI WIN Compass ion



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		<p>themselves and change over time. https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/historical-change/</p> <p>1. Watch a 26-minute video Video Summary: In this lesson, David Kitts uses children’s literature and the local region’s agricultural heritage to introduce his first-grade class to the concept of historical change. Students will develop a timeline that shows a particular human activity over time. See Module 5</p>	<p>https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/historical-change/</p> <p>1. Watch a 26-minute video Video Summary: In this lesson, David Kitts uses children’s literature and the local region’s agricultural heritage to introduce his first-grade class to the concept of historical change. Students will develop a timeline that shows a particular human activity over time.</p>		
3.1.2.c.	the interaction between people, places, and environments;	<p>READING: Maxim, Ch. 8, Seefeldt, Ch. 8</p> <p>Answer the following questions through an assignment called, “I am this place.” 1. How do you teach geography (geographical thinking) in powerful and purposeful ways? 2. What are the interactions between people, places, and environments. See Module 6</p>	Will complete an assignment: “I am This Place,” in which student will choose a land-based value and identify ways it can be taught, integrated into diverse content areas, and discuss the interactions people have between place or environment.	Describe appropriate age-level primary and secondary sources for use in teaching students State (Minnesota), World, and US History.	7. ZHAWE NINDI WIN Compassion
3.1.2.d.	individual development and identity;	<p>READINGS: Maxim Ch. 4 (pp. 136-162) [social constructivism] Maxim Ch. 5 (pp. 181-216) [cognitive constructivism], and Seefeldt, Ch. 4.</p> <p>Complete the Circles of Self Reflection: This activity highlights multiple dimensions of our identity,</p>	Complete the Circles of Self Reflection: This activity highlights multiple dimensions of our identity, addressing the importance of self-defining what is important about ourselves, our culture, and our work, and challenges stereotypes.	Demonstrate the use of both summative and formative assessments.	



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		addressing the importance of self-defining what is important about ourselves, our culture, and our work, and challenges stereotypes. See Module 3			
3.1.2.e.	interactions among individuals, groups, and institutions;	Engage students in an Academic Structured Controversy through an Us vs. Them Activity: Us vs. Them activity and handout: Key terms and ideas are: Stereotype: A simplified image of a type or category of people, incorporating assumptions about those people. Prejudice: A preconceived belief (usually negative) about all people belonging to one type or category. Partisanship: The tendency to favor those with whom you agree. Provincialism: The tendency to believe that the issues you feel most strongly about are the most important. Herd instinct: The tendency to adhere to cultural norms of belief and behavior. Availability bias: The tendency to assume that memorable or hard-to-ignore events are more common than unmemorable ones. https://cdn.annenbergclassroom.org/wp-content/uploads/EYKIW1_worksheet.pdf See Module 5	Engage in an Academic Structured Controversy, taking sides in an US vs. Them, classroom conversation. Key terms and ideas include: Stereotype: A simplified image of a type or category of people, incorporating assumptions about those people. Prejudice: A preconceived belief (usually negative) about all people belonging to one type or category. Partisanship: The tendency to favor those with whom you agree. Provincialism: The tendency to believe that the issues you feel most strongly about are the most important. Herd instinct: The tendency to adhere to cultural norms of belief and behavior. Availability bias: The tendency to assume that memorable or hard-to-ignore events are more common than unmemorable ones.	Describe appropriate age-level primary and secondary sources for use in teaching students State (Minnesota), World, and US History.	1. GIKEN DAASO WIN <i>Knowing knowled ge</i>
3.1.2.f.	how people create and change structures of	Watch a teacher instructing her class in	Video Summary: How does government function	Integrate the history,	1. GIKEN



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	<p>power and authority and of governance;</p>	<p>explaining the purpose of government; providing examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict; distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.</p> <p>https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/state-government-and-the-role-of-the-citizen/</p> <p>See Module 5</p>	<p>at the state level? How are state laws made? In this lesson, Diane Kerr’s students examine the branches of state government, the powers of each branch, and how a bill becomes a law. Students will take notes and reflect on; “How do you make abstract political concepts and processes more concrete for students?” Students will share their notes and ideas within small groups.</p>	<p>government, and culture of Minnesota-based American Indian tribes throughout the elementary curriculum.</p>	<p>DAASO WIN Knowing knowledge</p>
<p>3.1.2.g.</p>	<p>how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;</p>	<p>Watch a teacher lead her class in an activity about the “Haves and the Have Nots.” After viewing the activity, students will design and play activity in class. Students will take notes while watching the video of a teacher teaching this lesson, and reflect on; “How do you make abstract political concepts and processes more concrete for students?” Students will share their notes and ideas within small groups.</p> <p>https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/state-government-and-the-role-of-the-citizen/</p>	<p>Activity taken from Becky Forrester, Annenberg Learner foundation: “The haves and the have nots.” Students will watch the movie, design the role play activity and play the game with the class.</p> <p>Activity: Each student randomly receives an arm band containing statistics about a specific area of the world: birth and death rates, life expectancy, literacy rates for men and women, population growth rate, and percentage of arable land, for example. After analyzing the data on their arm bands, students predict what kind of life they might expect as a resident of a particular</p>	<p>Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares.</p>	<p>7. ZHAWE NINDI WIN Compassion</p>



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		See Module 5	region. The regions of the world are outlined in tape on the floor: Africa, Asia, Russia and Eastern Europe, Western Europe, Canada, the United States, and Latin America. Students stand in the mapped area for their assigned region and compare population distribution. Symbols representing different resources — like food, oil, and Gross Domestic Product — are given to the leaders of each region, who must decide how to distribute them and what to do if there are not enough to support the population. This simulation fosters discussion among Ms. Forristal's students about economics, geography, the role of governments, and global connections.		
3.1.2.h.	the relationships among science, technology, and society.	Recent research shows that screen time is harming young children's ability to learn essential social skills. In this clip, Dr Nicole explains the danger and what you can do as a parent to balance being social online with the essential skills needed to be social in the real world. https://www.youtube.com/watch?v=6lAgLCChna0&list=PlycQjyzDrkfBITrD6QPcAAbcr8YHEiimW&index=7 Compare and contrast how science and technology has changed the way children play. See Module 5	Small group reflections on the pros and cons of these changes, and how teachers can translate other societal changes due to scientific and technological advancements.	Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares	7. ZHAWE NINDI WIN Compass ion



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3.1.2.i.	global connections and independence	<p>Create a connection with a teacher from another country. Students will create a connection with a teacher from another country. In small groups, research organizations in which teachers can connect with other teachers so that their students can get to know/become pen pals with students from other countries. Groups will discuss the benefits of global connections and how these relationships could support learners from both countries.</p> <p>https://www.edutopia.org/blog/creating-meaningful-global-connections-bridget-suvansri</p> <p>See Module 5</p>	<p>In small groups, research organizations in which teachers can connect with other teachers so that their students can get to know/become pen pals with students from other countries. Groups will discuss the benefits of global connections while also identifying the role of Independence, and how these relationships could support learners from both countries.</p>	<p>Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares</p>	<p>7. ZHAWE NINDI WIN Compass ion</p>
3.1.2.j.	the ideals, principles, and practices that promote productive community involvement;	<p>Using a “Daily Observation Journal,” students will reflect on Essential Questions, classroom prompts & reflections, and also the academic, behavioral, classroom management, principles and practices that promote community involvement, and culturally responsive teaching methods they observe with participating classroom teacher.</p> <p>See Module 10</p>	<p>Students will keep a reflection journal of the Essential Questions, classroom prompts & reflections, and also the academic, behavioral, classroom management, principles and practices that promote community involvement, and culturally responsive teaching methods they observe with participating classroom teacher.</p>	<p>Reflect on weekly field experience by comparing the classroom experience with the social studies course content, through a weekly oral summary which will be related through small group shares.</p>	<p>7. ZHAWE NINDI WIN Compass ion</p>
3.1.3	history, government, and culture of Minnesota-based American Indian tribes	<p>1. Compare historical Anishinaabe life and culture with contemporary life. Essential Question:</p>	<p>The Essential Question: “What remains core values to Anishinaabe government and culture?”</p>	<p>Integrate the history, government, and culture of</p>	<p>2. GWAY AKWA ADIZIW</p>



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	<p>an integrating concept throughout the elementary curriculum; and</p>	<p>What remains core values to Anishinaabe government and culture? See Module 8 See 4.G. Diverse Learners above.</p> <p>2. How does differentiated instruction help support integration? READINGS: https://files.eric.ed.gov/fulltext/ED539347.pdf Seefeldt, Ch 1, p. 14</p> <p>INTEGRATION Assignment: Partner Presentations See Module 9</p>	<p>will be explored through a Living Culture: Research paper on adaptation and traditional Anishinaabe ways.</p> <p>How does differentiated instruction help support integration will be examined through readings and a partner presentation, that asks students to outline ways of integrating American Indian content through their core curriculum.</p>	<p>Minnesota-based American Indian tribes throughout the elementary curriculum.</p>	<p>IN <i>Living a balanced way:</i></p>
<p>3.1.4.</p>	<p>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.</p>	<p>READING: Maxim, Ch. 8, Seefeldt, Ch. 8</p> <p>https://knowledgecirclesca.files.wordpress.com/2017/05/ww_teaching_ecological-first-nations-and-the-land.pdf</p> <p>Assignment: "I am This Place:" Student will choose a land-based value and identify ways it can be taught, integrated into diverse content areas, and discuss the interactions people have between place or environment. See Module 6</p>	<p>I am this Place: Land throughout the Elementary content areas is an important way to view integration, as many content areas can use land as a focal point in their curriculum. This partner presentation which highlights how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics, will be the Final Exam.</p>	<p>Integrate the history, government, and culture of Minnesota-based American Indian tribes throughout the elementary curriculum.</p>	<p>2. GWAY AKWA ADIZIW IN <i>Living a balanced way:</i></p>

Course Requirements & Assessment descriptions:

Course Requirements & Assessment Descriptions:

- College-level coursework: All course work is expected to be at a professional/college level (writing style, grammar, mechanics, etc.). If it is not at a college/professional level the



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instructor may choose to return it to the student to be revised and resubmit. See attached rubrics for this.

- Attendance matters! To get the most from this course please attend all classes, including zoom classes, and complete all assigned readings and assignments.
- Participation is key! The best way to integrate course readings and content is to participate in the discussions and course projects and processes. Your presence matters to us. Discussions are required during Prek-6 classroom observations with the classroom teachers.
- Diverse Learners: If you have a unique learning style or disability, please let your instructor know. Together, we can modify readings and/or assignments, and will find the support you need to successfully navigate this class.

Requirements	Points Weekly/Total	Due Date
Weekly Journal/Essential questions 15 modules	10/150	Weekly Thursdy's @11:59 pm
Flip Grid Video Responses 2 @ 15	15/30	1/
Paper: I am in this Place	25	
Field experience Journal-10 hours classroom	100	
Written Unit Plan-Before in class lesson	50	
Written and Presented Lesson Plan- using video	25	
Final- A Living Culture	60	
Total	440	
Extra Credit		

Grade	Percent	Points
A	90-100%	440
B	80-89%	
C		
D		



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DATE	CLASS Activity-TOPIC	READINGS/ASSIGNMENTS DUE
Module 1 9/4	<p>My Social Studies Experience/Community of Learners: -</p> <p>Discussions</p> <p>Quiz/Essential Question</p> <p>Respond to Flip Grid</p> <p>Respond to "form"</p>	<p>Review syllabus</p> <p>READING: Course syllabus, Maxim Chapter 1 and Seefeldt, Chapter 1.</p> <ul style="list-style-type: none"> • Essential Questions <ul style="list-style-type: none"> ○ Respond to the questions about "My social studies experience, creating a community of learners. " ○ Sharing & reflection on article, ways Anishinaabe students' needs can be met in the social studies and in a community of learners, and blind spots for educators. <p>Review the article: http://www.socialstudies.org/positions/powerfulandpurposeful</p> <p>Discussion question: Students will read article and respond to the Discussion question of understanding of how to create a community of learners, using the Anishinaabe teaching of Gikendaasowin.</p> <p>Module 1: Answer Questions</p> <p>Develop 90 second video-see Power point</p> <p>10 Standard themes in Social Studies</p>

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<p>Module 4</p>	<p>Effective instructional methods</p>	<p>READINGS: Read chpt: 5& 6. Concrete instruction and resources. Read Chapter 2: Effective Instructional planning Intro to lesson plan: Micro teaching.</p> <p>Choose a Unit of study with an emphasis of American Indians Review 5 children lit books:</p> <p>Teaching Native American History and Culture Minnesota Historical Society (mnhs.org)</p> <p>Intro of unit writing: Intro to Backward design and anticipatory set Places to look for books or units:</p> <p>https://sheg.stanford.edu/history-lessons</p> <p>https://www.mncsse.org/curriculum/dakota-ojibwe-resources</p> <p>ASSIGNMENT: Children’s Native American Literature review and presentation. Interview cooperating teacher. Journal 1: Written reflection & Participation: Children’s Native American Literature review and presentation.</p> <p>*Assign Final Exam to students: A Living Culture Research Paper</p>
<p>Module 5</p>	<p>Micro Teaching: edTPA lesson plan and Unit development</p> <p>Weeks: 5-9</p>	<p>Read:</p> <p>-First week of module 5: Chapter 10: Exploring people and place Intro to building a unit</p> <p>-2nd week of module 5 Chapter 10: Societal changes</p> <p>-3rd week of module 5 I am this place (culturally responsive)</p> <p>-4th week Intro to other global teachers</p> <p>ASSIGNMENT: Micro Teaching lesson (Groups choose either: Civics, History, Economics, Sociology/Anthropology, or Current events. *Geography is a separate assignment.</p> <p>Student will identify MN PELSB standard(s) met in micro-lesson, (A- J): 3, 1. 2. A. b. c. d. e. f. g. h. i. j, (2) concepts of:</p> <ul style="list-style-type: none"> (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.
Micro-Teaching demonstrations will serve to learn diverse motivational strategies that encourage culturally responsive teaching, which meets the academic, emotional, and mental needs of all learners.

Students will choose one of the three ways to Micro-Teaching and demonstrate:
1.) Gamify it, 2.) Make it Social, or 3.) Storify it.

READING: <https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>

<https://cor.stanford.edu/>

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

Us vs. Them activity and handout: Key terms and ideas are:
Stereotype: A simplified image of a type or category of people, incorporating assumptions about those people.

Prejudice: A preconceived belief (usually negative) about all people belonging to one type or category.

Partisanship: The tendency to favor those with whom you agree.

Provincialism: The tendency to believe that the issues you feel most strongly about are the most important.

Herd instinct: The tendency to adhere to cultural norms of belief and behavior.

Availability bias: The tendency to assume that memorable or hard-to-ignore events are more common than unmemorable ones.

https://cdn.annenbergclassroom.org/wp-content/uploads/EYKIW1_worksheet.pdf

Watch a teacher instructing her class in explaining the purpose of government; providing examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict; distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.

Students will take notes while watching the video of a teacher teaching this lesson, and reflect on; "How do you make abstract political concepts and processes more concrete for students?"

Students will share their notes and ideas within small groups.



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<https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/state-government-and-the-role-of-the-citizen/>

READING: Maxim Ch. 11, Seefeldt, Ch. 9

Activity taken from Becky Forrestal, Annenger Learner foundation: "The haves and the have nots." Students will watch the movie, design the role play activity and play the game with the class.

Activity: Each student randomly receives an arm band containing statistics about a specific area of the world: birth and death rates, life expectancy, literacy rates for men and women, population growth rate, and percentage of arable land, for example. After analyzing the data on their arm bands, students predict what kind of life they might expect as a resident of a particular region.

The regions of the world are outlined in tape on the floor: Africa, Asia, Russia and Eastern Europe, Western Europe, Canada, the United States, and Latin America. Students stand in the mapped area for their assigned region and compare population distribution. Symbols representing different resources — like food, oil, and Gross Domestic Product — are given to the leaders of each region, who must decide how to distribute them and what to do if there are not enough to support the population. This simulation fosters discussion among Ms. Forristal's students about economics, geography, the role of governments, and global connections.

<https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/population-and-resource-distribution/>

READING: Maxim Ch. 10

Timeline activity helps to identify and show how human beings see themselves over time. Timeline activity also presents a way to discuss time with students, which is a very difficult concept for young learners when studying sociology and/or anthropology, two contextually important subject areas for helping students to understand how humans see themselves and change over time.



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<https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/historical-change/>

Activity: Small group reflections on the pros and cons of these changes, and how teachers can translate other societal changes due to scientific and technological advancements to their students

Recent research shows that screen time is harming young children's ability to learn essential social skills. In this clip, Dr Nicole explains the danger and what you can do as a parent to balance being social online with the essential skills needed to be social in the real world.

<https://www.youtube.com/watch?v=6IAgLCChna0&list=PLycQjyzDrkfBITrD6QPcAAbcr8YHEiimW&index=7>

<p>Module 6</p>	<p>Relationships of human and physical systems</p>	<p>READING: Maxim, Ch. 11</p> <p>Activity: Students will create a connection with a teacher from another country. In small groups, research organizations in which teachers can connect with other teachers so that their students can get to know/become pen pals with students from other countries. Groups will discuss the benefits of global connections and how these relationships could support learners from both countries. https://www.edutopia.org/blog/creating-meaningful-global-connections-bridget-suvansri</p> <p>WATCH on your own: "A Class Divided" http://www.pbs.org/wgbh/pages/frontline/shows/divided/</p> <p>Assignment: "I am This Place:" Student will choose a land-based value and identify ways it can be taught, integrated into diverse content areas, and discuss the interactions people have between place or environment. Next in I am this Place: Land throughout the Elementary content areas is an important way to view integration, as many content areas can use land as a focal point in their curriculum. This partner presentation which highlights how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues.</p> <p>https://knowledgecirclesca.files.wordpress.com/2017/05/ww_teaching_ecological-first-nations-and-the-land.pdf</p>
<p>Module 7</p>	<p>Civics and government & Planning a Unit and lesson plans</p> <p>Student will demonstrate understanding of unit development/lesson planning by developing a unit using lesson planning template that engages community and/or members of the Anishinaabe community.</p>	<p>READING: Chapt 12 Young citizens</p> <p>Lesson Planning criteria:</p>



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<p>Module 8</p>	<p>A Living Culture</p> <p>Students will compare historical Anishinaabe life and culture with contemporary life.</p>	<p>Read: 13 Relationships with other nations-globalizations Final Exam: To cover historical Anishinaabe life and culture with contemporary life through a research paper.</p> <p>See Module 8</p>
<p>Module 9</p>	<p>14-Economics & 15-Socialology and anthropology</p>	<p>READING: https://files.eric.ed.gov/fulltext/ED539347.pdf Chapter 14 & 15 Slide Presentation: Group Work, Students will reflect on the question, “Why do some K-12 students hate group work?” through an open dialog, after class works through the Brickman Slides presentation. Class will determine when group work would be most appropriate for elementary students, and how to set up group work for the best potential outcomes.</p> <p>https://teaching.unl.edu/images/symposia/Brickman-Keynote-slides.pdf</p> <p>INTEGRATION</p> <p>Assignment: Partner Presentations: Asks students to outline ways of integrating American Indian content through their core curriculum.</p> <p>Due:</p>
<p>Module 10</p>	<p>Observation Journal: Essential questions</p>	<p>Students will keep a reflection journal of the Essential Questions, classroom prompts & reflections, and also the academic, behavioral, classroom management, principles and practices that promote community involvement, and culturally responsive teaching methods they observe with participating classroom teacher.</p> <p>Due:</p>



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FDLTCC Competencies Across the Curriculum (CAC)

Information Literacy – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

Ability to Communicate – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

Problem Solving – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

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.

Conceptual Framework

Vision

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: Integrates Content and Pedagogical Knowledge

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology*: Use technology effectively to improve student learning.
- *Theory to Practice*: Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *Critical and Connected Thinking*: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice*: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

Professional Outcome: Content and Pedagogical Knowledge

To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.



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GWAYAKWAADIZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: Communication and Collaboration

Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration*: Uses insights and inspiration of others to improve practice and can occur in:
 - Professional Learning Communities
 - Mentoring Programs
 - Peer Observations
 - Critical Friends Groups
- *Community Involvement*: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication*: Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

Professional Outcome: Community and Collaboration

To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

ZOONGIDE'EWIN – Strong Hearted

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

Disposition: Vision and Leadership

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: Transformational Leadership

To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.



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AANGWAAMIZIWIN – Diligence and Caution

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

Disposition: **Ethical Behavior**

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: **Ethical Practitioner**

To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

DEBWEWIN – Honesty and Integrity

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: **Data-Informed Practice**

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

Professional Outcome: **Assessment and Use of Data**

To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

ZAAGI' IDIWIN – Loving and Caring

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: **Equity, Social Justice, and Inclusion**

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.



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- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: [Diversity](#)

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

ZHAWENINDIWIN – Compassion

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

Disposition: [Life-long Learner](#)

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: [Generation of New Knowledge](#)

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

MN PELSB Standards of Effective Practice (SEP) and/or Content Standards

Minnesota PELSB SEP: 8710.2000 Standards of Effective Practice for Teachers

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.

4G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

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



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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:

6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

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

Minnesota PELSB 8710.3200 Teachers of Elementary Education subject matter

Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate demonstration of the knowledge and skills in items A to L.

A. A teacher in kindergarten through grade 6 must:

(1) Understand and apply the research base for the best practice of kindergarten and elementary level Education:

(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways.

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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