



You Belong!
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Elementary ELA & Social Studies Methods

Term: Spring 2019

Course Number: MAT 534

Instructor: Professor Frederick L. Greene

Office: N/A Hours: Contact by email or phone (allow 24 hours for response)

Office Phone: (219) 473-4236

E-mail: fgreenel@ccsj.edu

Office Hours: By Appointment

Course Times: Saturdays 8:30-3:30

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Instructor's Background:

PhD Urban Education (Loyola University) – In Process

MA Educational Administration (Marian University)

MA Urban Ministry – (Martin University)

BA English/Rel-Phil (Wabash College)

Professional:

I served the educational community as Adjunct Professor of Education at Calumet College of St. Joseph and as The Principal of Barker Middle School in Michigan City, IN. I have also served as

Learning Strategies: (Group Discussions, Team Projects, Collaborative Learning, Direct Instruction, Guided Practice and other instructional methodologies).

Class Policy for Assignments: Adhere to the Student Handbook for rules and regulations regarding student teaching. In short, all assignments are due as assigned.

Class Policy on Attendance: Refer to the Student Handbook regarding absenteeism. Please try to be present for all classes.

Class Policy on Electronic Devices: Please do not use cell phone for talking or texting during class!

BLACKBOARD: All teacher candidates will access Blackboard weekly to respond to posted assignments and fellow class participant posts. You are required to post your thoughts on the discussion topic and then to respond to two other classmate posts.

Assignments:

Movie Review Response: Each candidate will select one of the following movies: Dead Poet Society, Freedom Writers, Mr. Holland's Opus, or Dangerous Minds. You will be required to discuss your response in class. Please address the following:

1. What are the roles and expectation of the teacher captured in the film (both in the classroom and in the broader society)? How might the portrayal shape attitudes and expectations for teachers (by students, parents, community members, other teachers, administrators)?
2. Which of the three central components of pedagogy (curriculum development, instructional design, and assessment) make up the bulk of the teachers' portrayal in the film?
3. What are the characteristics of "good" teaching that are evidently valued in the film? To what degree does the teacher character embody these characteristics?
4. What ethical and/or moral dilemmas does the teacher face? On what basis did they make professional judgments?
5. How might such media portrayals of schools and teachers complicate the development of professional identity for new teachers?
6. In what ways do these portrayals reinforce or contradict your understandings of teachers and teaching?

Language Arts Poetry Presentations: Teacher candidates will author and illustrate 9 original poems and bind the poems in a book form. These may be poems that you will use in your elementary classroom. Please title your book of poetry as well as label the following forms of poetry that you author into an original poem:

1. Acrostic
2. Concrete
3. Cinquain
4. Diamante
5. Limerick
6. Color
7. I Wish
8. Free Verse
9. Haiku

Tentative Calendar:

Day One: ELA: Hipsky, Chapters 1-5 (Discussion & practicum on differentiation)
Group Presentations
Reflection Due by 11:59 that evening. Weekly Discussion Board.

Day Two: Social Studies: Parker, Chapters 1-3
Group Presentations
Reflection Due by 11:59 that evening. Weekly Discussion Board.

Day Three: ELA Presentations
Reflection Due by 11:59 that evening. Weekly Discussion Board.

Standards

ACEI Standards

Development, Learning and Motivation

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

	<ul style="list-style-type: none"> Examine education reform (CORE curriculum/CORE 40) related to social studies and language arts. Examine requirements of a social studies and language arts teacher Apply social studies and language arts standards. 	2.1, 2.4	2b, 2n	2
2	<ul style="list-style-type: none"> Teach developmentally appropriate language arts and social studies lesson using developmentally appropriate graphic organizers. Prepare and demonstrate developmentally appropriate unit plans and instruction according to ACEI, INTASC and Indiana Developmental Standards. 	1.0	1	1
3	<ul style="list-style-type: none"> Align multiple intelligence to learning styles and to teacher methods. Develop lesson plans for social studies and language arts using a variety of instructional strategies that focus on meeting the needs of different learning styles. 	3.2	3a	1
4	<ul style="list-style-type: none"> Experience and practice a variety of methods for teaching social studies and language arts. Utilize Learning Centers to motivate and differentiate learning. Plan and implement instruction based on knowledge of students. 	3.4	3b	2,3
5	<ul style="list-style-type: none"> Critically examine how to increase social studies and language arts performance. Develop and implement techniques for motivating students and creating an organized classroom conducive of learning. 	3.3,3.4	1, 3c	3
6	<ul style="list-style-type: none"> Collaborate, reflect and share thoughts and ideas via Blackboard. Utilize smart board, power points, document digital projector and other technologies to communicate and teach lessons. 	3.5	3d	2
7	<ul style="list-style-type: none"> Develop and implement lesson plans for social studies aligned to Blooms Taxonomy. Develop and implement lesson plans for language arts aligned to Blooms Taxonomy. Develop lesson plans for integrated social studies and language arts using an innovative approach – i.e.: technology or visual aids. Develop a thematic social studies and language arts unit plan to state standards and all INTASC principles. 	2.1, 2.4, 3.1	2b, 2d	4
8	<ul style="list-style-type: none"> Develop and administer classroom assessments to students. Become aware of developing a lesson based on feedback from assessment. Become aware of school-wide assessments for social studies and language arts. Develop a variety of informal, formative and summative assessments. 	4.0	4	3,4
9	<ul style="list-style-type: none"> Observe HQT of social studies and language arts to gain an understanding of central concepts, tools of inquiry, and the structures of disciplines he or she teaches to create learning experiences that make these aspects of the subject matter meaningful to students. Reflect on how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Display a disposition that is appropriate for a teacher. Team teach with HQT Observe and discuss teaching methods with HQT 	5.1	5a	4,5
10	<ul style="list-style-type: none"> Develop developmentally appropriate social studies/language arts field trips or guest speakers aligned to Indiana Standards. 	5.2	5b-c	5

examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., *additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.