**Department of Teaching and Learning**   
**EDUCATION 415 – CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL - Science/Social Studies, Language Arts**

**EDUCATION 484 - UPPER ELEMENTARY CURRICULUM AND INSTRUCTION – Science/Social Studies, Language Arts**

**Instructors:**

Office Hours: Mon.12:30-2:00 Tues.12:30-2:00; 3:30-5:00 Thur. 9:00-2:00 (Virtual)

Hours: Tues. 3:30-5:30; Wed. 12:00-5:00; Thurs. 2:30-4:30

**Prerequisites:** EDUC 321, Music 291 and full SARTE status.

**Course Hours**: EDUC 415 – 9 Hours; EDUC 484 – 6 Hours

**Course Description:**   
The content of this block course uses language arts to integrate science, social studies and music.  Teaching theories and practices for science/social studies and language arts will be explored through the use of research, observation, and hands-on/minds-on activities/ presentations which will be implemented when working with groups of children in the school environment.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education (COE) has identified four critical components of **The Effective Educator:** *professional standards, knowledge of the learner, content knowledge, and methods and strategies.* Diversity, technology and dispositions complete the effective educator.

**Texts:**   
Tompkins, Gail E. (2013). *Language arts-Patterns of Practice*. 8th ed. Boston: Pearson Education.

Martin, D. *Elementary science methods: A constructivist approach*. Australia: Wadsworth Cenage Learning.

Zarrillo, J. (2012). *Teaching elementary social studies – Principles and application*. Boston: Pearson Education.

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

* prepare activities, games, inquiry, and other educational experiences other than textbook materials for children to be utilized in the reinforcement and mastery of specific skills and concepts language arts, science, and social studies. (PP)
* develop daily lesson plans and units based on process learning skills, student learning styles, inquiry oriented available resources, hands-on manipulatives, etc.  This includes the ability to organize, write, and teach an integrated language arts, music, science and social studies unit of study. (KL)
* demonstrate skills in classroom management, behavior modification, and the practical application of learning theories. (KL)
* demonstrate ability to motivate and assist students in developing problems solving skills, critical and creative thinking skills, and strategies relevant to language arts, science, and social studies content. (CK)
* consult Louisiana's language arts, music, science, and social studies state standards prior to the development of thematic units. (SBI)
* identify and describe the levels and characteristics of questioning techniques appropriate for use with lesson and unit design. (PP)
* identify emerging trends in language arts, music science, and social studies education. (CK, SBI)
* deal carefully with controversial issues. (KL)
* design and implement instruction to meet the needs of students with a variety of backgrounds and abilities, (socioeconomic, ethnic, gender, individual exceptionalities, diverse populations, etc.,) in language arts, music, science, and social studies. (KL)
* demonstrate components of effective teaching. (KL)
* apply the concepts of an integrated curriculum, cooperative grouping, and the use of process skills/life skills in developing instructional lessons. (KL, PP, CK, SBI)
* demonstrate flexibility in teaching to adjust to the needs of students and changes, which occur in educational settings. (KL)
* apply various forms of assessment techniques and effective communication skills. (PP)
* demonstrate effective listening, speaking, and writing skills (CK)
* infuse fiction and nonfiction literature into science and social studies topics. (CK)
* apply modern technology to instructional settings. (PP, SBI)
* To provide students with a multicultural perspective, knowledge about cultural groups in which develops classroom strategies that value language in all cultures.

**Course Requirements:**

All assignments must be typed and in correct grammatical form.  Spelling and other mechanics of writing will be closely evaluated.  Failure to comply will result in the loss of points and possibly result in a lower grade.

**Grading/Evaluation:**   
94-100 = A   
87-93   = B   
80-86  = C   
73-79  = D   
  0-72  = F

     All grades for EDUC 415 - Integrated (Soc. St./Sci/La Arts, will comprise 80% of your grade.  20% will come from the music section.)  All grades will be posted on Moodle and will be listed as a score based on 100% regardless of the point value assigned to the activity. (EX. An activity is worth 5 points. You make 4 out of 5 your percent would be 80 %.) Please note that the cumulative field experience observation grade (ex. FE 1 McCarthy 80%; FE 2 Mayberry 83% = 82% cumulative field experience observation grade).**THIS CONSTITUTES 50% OF YOUR ENTIRE SEMESTER GRADE.** All percentages will be averaged together to arrive at your final grade. EDUC 415/484 grades are listed under Lab, Exam, Assignment and music grades are listed under Test. You must appeal your grade within a twenty-four hour period of being posted on Moodle. You may appeal in person, in writing, through email or telephone. Students acquire 40 hours of field experience in both 415 and 484.

**Field Experience Guidelines:**   
**A combined evaluation of 80% is required to pass this course.** A **score of 69% per field experience or below will be grounds for an immediate mandatory conference with both instructors.** **As previously stated this constitutes 50% of the final semester grade.**

* Appropriate benchmarks identified for objectives
* Activities developmentally appropriate for grade level which may identify differentiated instruction as well as preparation level of activity
* Activities must address the diverse multicultural student population of each field experience.
* A variety of assessment techniques for lesson objectives.
* Activities may, when necessary, identify primary sources from the Library of Congress website.
* Multiple levels of questions included in every lesson.
* Positive teamwork within the classroom and practicum experience.
* Evidence of planning for instruction and classroom management/procedures
* Appropriate dress standards.
* Activities that include the use of manipulative for hands-on/minds-on experience
* Attendance and promptness throughout the entire field experience.

     Grading for field experience observation and reflections will be awarded points.  Points will vary for each experience. Points will be discussed in class before each field experience.

**Based on the Dispositions Scale, attitude, attendance, professionalism, and participation are vital aspects of this course and will have an impact on your final grade.**

**NOTE: MARCH 14 at 12:30 IS THE LAST DAY TO RESIGN FROM THE UNIVERSITY WITH A "W".** **Monday, May 19 at 12:30**  **IS THE LAST DAY TO RETURN RENTAL TEXT BOOKS.**

**Program Retention**

* Students will be permitted to **enroll** in any Education and Educational Psychology course only **TWICE.**
* Students will be permitted to **repeat** only **two** Education and Educational Psychology courses.

**Absence and Make-up policy:**

     Attendance at **EVERY** classmeeting is expected and required.  If an extenuating circumstance should occur, please notify the professor of the day as soon as possible.  Judging an absence excused or unexcused will be left to the discretion of the professor.   
     ***Attendance during FIELD EXPERIENCE is MANDATORY! Tardiness is not acceptable during this time.  Missing FIELD EXPERIENCE or being tardy will be grounds for removal form this class.***   
     Tardiness should be kept to a minimum.     Assignments are due at the **beginning** of the class meeting on the due date.  Those not turned in at the beginning of the class period on the date will not be accepted.  **Always keep a copy of each assignment you turn in.  Keep one copy with you at all times.**   
     Make-up exams will only be given with prior approval of the professor.  Random class assignments may be given as topics are discussed.  Assignments related to unit planning will be given at the appropriate times.   
     It is also the policy of the university that children and other individuals that are not registered for the class not be in attendance.  No exceptions will be made to this policy.  Please make other arrangements beforehand and do not ask permission for guests to attend this class.

**General Procedures and Policies**

* All coursework must be successfully completed prior to student teaching or internship.
* Students who took EDUC 201 or MAT 610 during or after Fall 2004 MUST submit their portfolios electronically through Passport.
* It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
* Prerequisites for courses and academic policies are based for disciplinary action as outlined in the current General Catalogue.

**E-mail Policy:**   
Only Southeastern e-mail addresses will be used to communicate via e-mail, per University policy.

**Description of Assignments:**

1.  **Field Experience Observation -** Each teacher candidate will be evaluated during both field experiences.  A combined score of 80% or better must be achieved to successfully complete the course.  If an 80% is not achieved by the end of the second field experience, the teacher candidate must withdraw from the class.   
2.  **Reflections, Observations, and Field Experience Binder -** Points will vary depending on the document and field experience.   
3.  **Spelling Activity/ Presentation -** Each student will develop a spelling non-textbook, hands-on activity. Grades will be based on creativity, uniqueness, and developmental appropriateness for the chosen grade level.  4.  **Poetry Presentation -** Students will select one (1) poetry form and develop procedures for instruction. Each student will present the poetry form to the class.  
5.  **Grammar/Language Arts Peer Presentation**- Each peer group will present a grammar lesson and prepare a teaching lesson to be presented to class and copies of mini-lesson will be presented to each student. Lesson plan must adhere to benchmarks, age/grade appropriateness. 6. **Region VIII Science Fair Partnership/Science Learning Cycle**. Students will mentor a small group of 4th,5th or 8th graders through the development of a science project to be entered in their school fair. Selected projects will enter the Region VIII Science Fair at Southeastern. **Or** Science Learning cycle will be designed and presented in groups of 2-4 students. Students may choose the content.  
7.  **Social Studies Strategies** Students will be assigned a social studies strategy to present to the class. 8. **Random Class Assignments**: These assignments relate to, but are not limited to chapters appearing on the syllabus as well as any assignment deemed necessary by the instructors.   
9.  **Exams:  To be announced in class.**

**Academic Integrity**  
Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, texting during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, and improper acknowledgment of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Instructor’s Expectations Regarding Student Behavior/classroom decorum:**

Free discussion, inquiry, and expression are encouraged in this class.  Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.  Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review. The Code of Student Conduct may be found at [*http://www.selu.edu/admin/stu*](http://www.selu.edu/admin/stu) *affairs/handbook/.*  Other examples include, routinely entering class late or departing early; use of cellular telephones, lap tops, etc,or other electronic devices; repeated talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line."  In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.   
     The classroom is not the place for children of students therefore; students are not to bring children to class.  Please provide other day care or babysitting services.  This will be strictly enforced.

**Instructor’s Expectations regarding the detection of plagiarism through the use of SAFEASSIGN:**

**“**Students agree by taking this course that all required papers may be subject to submission for textual similarity to SAGEASSIGN for the detection of plagiarism. All submitted papers will be included as source documents in the SAGEASSIGN reference database solely for the purpose of detecting plagiarism of such papers. Use of the SAFEASSIGN service is subject to the Terms of Use posted on the SAFEASSIGN website.”

**Special Note:**   
**If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Mims Hall Room 117. (549 2247)** **No accommodations will be granted without documentation from the Office of Disability Services**.

**Student Teaching and Graduation Policies**   
 Student teachers and interns **must successfully pass all required parts of the Praxis prior to student teaching or an internship.** This includes the test titled Principles of Learning and Teaching for all majors and the Specialty/Content test when required in the major field.

**Student Teaching Requirements for Elementary and Secondary Education**   
**Refer to the web page for the office of Performance Assessment:**   
www.selu.edu/Academics/Education/opa.htm

**Portfolio Requirement**    
     Students who completed EDUC 203 in the Fall Semester 2001 or after are required to complete an Introductory Level Portfolio and a Developing Level Portfolio prior to student teaching/internship and receive a satisfactory/exemplary rating.   
     During the student teaching/internship semester, student teachers/interns must complete a Competency Level Portfolio.  The Competency Level Portfolio must receive a satisfactory/exemplary rating for the student teacher to graduate and/or the intern/alternate certification student to receive certification.

**EDUC/415/484:  PASS-PORT Requirements (Candidates)**

WHAT IS PASS-PORT?   
The College of Education is utilizing PASS-PORT, a web-based system for collecting data on your performance.  With PASS-PORT, you will be able to move through your COEHD’s assessment system. In addition, PASS-PORT will enable you to create electronic portfolios that will contain your lesson plans and other valuable resources. These resources can be taken in CD format to job interviews and used in your classroom.   
PASS-PORT REQUIREMENTS   
Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.   
Requirement 1: Enter All Field Experiences in PASS-PORT   
As you complete each field experience, log into PASS-PORT and create a field experience artifact.  This process is easy and only takes a few minutes to complete.  Refer to http://pass-port.org/training/candidate/   
Requirement 2: Lesson Plan   
By the date specified by your professor, do the following: (a) upload your lesson plan as a file artifact in PASS-PORT, and (b) Submit for Review (Unit Evaluation).  Refer to http://pass-port.org/training/candidate/   
Requirement 3: Review Evaluation of the Components of Effective Teaching (CET)   
By the date specified by your professor, do the following: (a) log in to PASS-PORT, (b) Click on ALERT from PASS-PORT. You will be notified when your instructor has completed your evaluation of your teaching experiences, (c) Click on the purple button, My Evaluations.  Click on View to see your evaluation. Your may print a copy for your records and close the window.  Once you have viewed the evaluation, you should click once more on the ALERT from PASS-PORT and dismiss the ALERT. Refer to http://pass-port.org/training/candidate/

HOW CAN I GET HELP WITH PASS-PORT?

You can receive assistance in using PASS-PORT from various sources depending on your needs and questions.  Use the list below to contact and/or seek assistance from the appropriate source:   
 PASS-PORT Training and/or assistance: Dr. Camille Yates, ext. 2406 or 2199.   
 Field Experiences: PK-16 Field Placement Coordinator, Dr Aucoin located in Room 201 TEC, 549-2199 [**heloise.aucoin@selu.edu**](mailto:heloise.aucoin@selu.edu)  
 Course Requirements: Assigned Instructor You will be provided with your username and your password will be reset.   
We also recommend that you go through the on-line PASS-PORT Candidate Overview located at http://pass-port.org/training/candidate/ and view a copy of the PASS-PORT Candidate Manual.   
    
EDUC 321/326/328/415/490; ECE 400/422; MAT 650/651/652/660/661:   
PASS-PORT Requirements (Faculty)

WHAT IS THE OVERALL PROCESS?   
Your students will upload the required artifacts (lesson plan) for this course in PASS-PORT and submit it to you for review.  Each request from your students will appear on your “Task List” in PASS-PORT.  You will click on each “task” which will display the artifact and the unit rubric for its evaluation.  You will review the artifact and complete the rubric.   
To Begin:  Go to Southeastern’s PASS-PORT site:  http://selu.pass-port.org   
Enter the username and password that you’ve been given to log in to PASS-PORT.

PASS-PORT REQUIREMENTS   
Requirement 1: Enter All Field Experiences in PASS-PORT   
Requirement 2: Lesson Plan Artifact   
Requirement 3: Summative Evaluation of the Louisiana Components of Effective Teaching (LCET)

**ADDITIONAL PASS-PORT NOTES**

**Field Experiences:**

###### As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis.  Don’t wait until the end of the semester.  It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically **Form C**, are available on the Department of Teaching and Learning homepage under Student Information, Field Experience link.

**Professional Development Activities**:

As you complete any professional development activity, you are required to enter it into PASS-PORT.

###### **Questionnaires:**

At the beginning of the semester, log into PASS-PORT and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

**Artifacts:**

Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

**Additional resources** – **Language Arts**

Dromley, Karen. *Language arts: exploring connections.* Allyn and Bacon , Mass. 1988

Norton, Donna and Saundra. *Language arts activities for children, 5th ed.* Merrill Prentice

Hall, New Jersey. 2003.

Norton, Donna. *The effective teaching of language arts, 6th ed.* Pearson, New Jersey.

2004

Olsen, Jan and Knapton, Emily. *Stepping into handwriting; for students studying*

*elementary education.* Handwriting Without Tears, Maryland. 2012.

Tompkins, Gail and Blanchfield, Cathy. *Teaching vocabulary: 50 dreatives strategies*

*grades 6-12.*Pearson, New Jersey. 2008

**Additional Resources – Social Studies and Science**

Department of Education, State of Louisiana (2008). *Louisiana components of effective teaching*. RetrievedMarch 9, 2009 from <http://www.doe.state.la.us/lde/uploads/5564.pdf> Jensen, E. (1998). *Teaching with the brain in mind*. VA: Association for Supervision and Curriculum Development.

Louisiana Department of Education. (2012-2013). *COMPASS*. Retrieved from http://www.louisianabelieves.com/teaching/compass

Marzano, R. (2003). *What works in schools –Translating research into action.* Alexandria, VA:ASCD. National Research Council. (1996). *National science education standards*.Washington, D.C.: National Academy Press. Next Generation Science Standards. 2011, 2012. Retrieved from [http://www.nextgenscience.org/sites/ngss/files/Nature%20of%20Science%20for %20Public%20 Release%20FINAL%20PUBLIC%20May%20Draft\_0.pdf](http://www.nextgenscience.org/sites/ngss/files/Nature%20of%20Science%20for%09%20Public%20%20Release%20FINAL%20PUBLIC%20May%20Draft_0.pdf)

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Partnership for Assessment of Readiness for College and Careers. (2013). Retrieved from http://www.parcconline.org

National Research Council (2012). [A framework for K-12 science education: Practices, crosscutting concepts, and core ideas](http://www.nap.edu/catalog.php?record_id=13165). Committee on a Conceptual Framework for New K-12 Science Standards. Board on Science Education, Division of Behavioral and Social Science and Education. Washington, D.C.: The National Academies Press.