

Mayville State University

EDUC 302: Social Studies in the Elementary School

Fall 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Mrs. Jeni Peterson

Contact Information: Office (116F) (701)788-4718, jeni.peterson@mayvillestate.edu (preferred)

Hours of Availability: By Appointment

Instruction Mode: On-Campus

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Mon, Tues, Wed, 9:00 -9:50 am Room Ed 114

Course Materials and Technologies

Required Readings

Wong, H., & Wong, R. (2018). The first days of school: How to be an effective teacher (5th Edition). Mountain View, CA: Harry K. Wong Publications, Inc.

MaSU Lanyard (for purchase at the MaSU Bookstore)

Course Description

This course is required of all elementary majors following EDUC 301. This course allows the pre-professional teacher to practice implementing research-based teaching strategies in the classroom and in the two required field-based teaching experiences. A focus on the use of inquiry lessons, simulations, and multi-modal lesson development is reinforced. The importance of teaching to different learning styles and multiple intelligences is emphasized along with critical thinking skills and effective teaching practices. Students collaboratively create a thematic decade's unit to develop a foundational understanding of teaching the strands of social studies through multiple methods

Pre-/Co-requisites EDUC 301 and Admission to Teacher Education

Co-requisites EDUC 319, EDUC 325, HPER 319.

Course Objectives

To successfully complete this course, the learner will be expected to:

1. Demonstrate an understanding of research-based best practices in elementary education instruction. (INTASC 1,2,5,7)
2. Develop a technological skill set, inclusive of working with the Promethean Activeboard (INTASC 1,3,4,5,6,7)
3. Understand the importance of planning for various learning styles and multiple intelligences. (INTASC 2,3,7,8)
4. Recognize the importance of cross-curricular instruction and demonstrate effective strategies that support diverse learners in all content areas. (INTASC 1,2,3,4,7)
5. Implement research-based teaching strategies to motivate and engage students (INTASC 1-8)
6. Create a thematic "Social Studies Unit" demonstrating the ability to: work collaboratively, implement research-based teaching strategies, support various student learning styles and multiple intelligences, and includes cross-curricular instruction. (INTASC 1,2,3,4,5,6,7,8,10)
7. Critically reflect on pre-service teaching experiences through dialogue and written journals. (INTASC 9)

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8. Assess student learning using formative and authentic assessment approaches, supportive of student needs and learning styles. (INTASC 2,3,7,8,9)
9. Provide reflective, constructive, and evaluative comments to peers. (INTASC 9,10)
10. Identify the importance and apply the principles of effective home-school partnerships (INTASC 5,7,10)

Standards Alignment (Early Childhood AND Elementary Education Program Approval Standards-ND ESPB):

Early Childhood ESPB Standards:

- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 2a: Know about, understand, and value the diversity of families.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Elementary Education ESPB Standards:

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b–Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- 50015.2d Civics, Economics, Geography, History Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History (“Social Science” on previous ESPB standards), within a framework of informed inquiry.
- 50015.3a- Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.
- 50015.3b- Candidates use assessment results to improve instruction and monitor learning.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

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- 50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.4b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- 50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.
- 50015.4d- Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
- 50015.4e -Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- 50015.4f -Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
- 50015.4g-Candidate effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.
- 50015.5a -Candidates work collaboratively with colleagues, mentors, and other school personnel to work.
- 50015.5b -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
- 50015.5c -Candidates participate in peer and professional learning communities to enhance student learning.

Course Expectations

Email: I expect full communication between the student and myself. If the student has a concern or a question, they are expected to communicate their needs.

Instructor Email: Please contact me via email at jeni.peterson@mayvillestate.edu if you have any questions or would like to set up a time to meet. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4718. Emails received on weekends will be responded to on Monday. I will use Blackboard to post messages to all learners if needed.

Student Email: Students are accountable for all academic communications sent to their Mayville State University email address.

Below, you will find several guidelines to help create successful learning experiences:

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification.
- **Timeliness is an expectation.**
 - **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. Weekly Folders open 5 minutes before class and most assignments are due the following Monday by 8a.m.. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines

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and due dates. If assignments are not submitted by due dates and the instructor is not notified, a Starfish flag will be raised to alert you of your missing assignment.

- **Student Absences and Tardies** Students are expected to be in class on time every day.
- **Participate.** To be successful in this course, your participation is required. Participation in an learning environment includes taking part in class discussions as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
- **Adhere to the code of student conduct** found in the [MSU Student Handbook](#). Each student is responsible for reading the handbook and following expectations set forth by the University.
- **Professionalism, academic honesty, dispositions, and commitment to education** are vital elements and are assessed throughout the course. Candidates are expected to read course materials, have assignments completed prior to class, and participate in all aspects of this course in a professional manner.
- **Discussion Boards** are not able to be made up if missed; review due dates and make plans accordingly.
- **Exit Tickets** will close 15 minutes after class. They will not reopen and cannot be made up.

Writing Expectations: This course holds very high regard for the ability to express one's thoughts clearly and well. Individuals considering positions in education must be able to convey information and ideas verbally and in writing. Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or access The Writing Center for assistance with their writing.

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that include research references must consist of internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Weather or an event causes the class to be canceled.** This may come from the NDUS system announcement, or you may get an announcement from your instructor if it is only this class that is canceled. Your instructor will post the responsibilities and assignment on Blackboard for the day, and it is expected that all students will log in and complete the assignment on the day of the cancelation.

Assignments and Assessments

Students are responsible for accessing the information, assignments, and assessments as they are presented on Blackboard. For all assignments, teaching demonstrations, and weekly assignments please refer to both the assignment descriptions and the assignment grading rubric and/or checklist to support work towards course competencies when completing any assignment. Assignments are measures of teacher candidate competencies of SLOs for the course.

Evaluation and Grading

Grading Policies: The goal of evaluation is to assess whether students gained the knowledge, skills, and dispositions that will increase their competence as educators in a diverse and inclusive classroom.

It is the student's responsibility to monitor graded assignments. The best way to ensure that assignments have been submitted is to check the grade section of Blackboard.

Grading Turnaround Time: You can expect to see your grade for each assignment within 10 days of the due date. For example, if an assignment is due July 1st, your grade will be posted no later than July 10th.

Late Work: You are better off handing in something late than not handing it in at all.

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- Late work drops **1 point per day** after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 5 days after the due date, and the assignment will no longer be accepted. Timeliness is a teacher disposition.
- Please **do not** email your work. Instead, Dropbox it within Blackboard. If you have difficulty submitting it, please reach out to the service desk and cc your instructor on the communication.
- Please plan ahead and do not wait until the last minute to hand in assignments. Each assignment is given enough time for completion, and it is up to you to take advantage of this allotted time.
- **Extra Credit:** Extra credit is **not given**. Please do not ask for extra credit. The assignments within this course are designed to understand best your knowledge of the topics and strategies discussed.

Final Grades: The grading scale listed within the syllabus is used to assign the final letter grade for the class. Timeliness, completion of assignments, and teacher dispositions will be reviewed and used in the decision-making of this process.

Attendance/Participation Policies

Attendance is expected. Attendance online means participation in the course through assignment completion, discussions, and interactions (discussions, emails, Zoom calls as requested) with the professor and peers.

Elementary Education/Early Childhood Education: A “C” or higher is required for this course.

Grading Scale 94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

Breakdown of Grades Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner’s responsibility to meet assignment deadline dates. This demonstrates the learner’s ability to acknowledge professional dispositions. Starfish Student Success System will be used to report your successful or unsuccessful submission of course assignments. This list is subject to change.

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Student Led Chapters	1	40	20%
Weekly Assignments	31	110	55%
Final Exam	1	50	25%
Total Points Possible		200	

The percentage-to-point conversion table for all assignments in EDUC 302 can be found below:

A= 94 – 100%	→	188 – 200 points
B= 87 – 93%	→	174 – 187 points
C= 80 – 86%	→	160 – 173 points
D= 70 – 79%	→	140 – 159 points
F= < 70%	→	0 – 139 points

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is

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if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Enrollment Verification Assignment: EDUC 302: Syllabus Scavenger Hunt

- Location of Assignment:
 - Weekly Lessons < Week #1 Folder < Syllabus Scavenger Hunt

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Artificial Intelligence

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and **specific** assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor). Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor. Weekly readings and assignments will be posted on Blackboard as well.

Week	Topic	Assignments Due
1	Introduction- Instructor/Students Syllabus Scavenger Hunt Review Course Timeline/Schedule Discuss Class Norms/Etiquette Liability Insurance/Background Check Personality Quizzes	<ul style="list-style-type: none">○ Exit Ticket #1○ Syllabus Scavenger Hunt○ Week #1 Quizzes○ Habits of Highly Effective Teachers○ Placement Survey

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	Exit Ticket Week #1	
2	Core Values Learning Targets Gradual Release Exit Ticket Week #2	<ul style="list-style-type: none"> ○ Exit Ticket #2 ○ Core Values ○ Learning Targets ○ Gradual Release
3	Simulation Lesson MSU Lesson Plan Review Exit Ticket Week #3	<ul style="list-style-type: none"> ○ Exit Ticket #3 ○ TFD Chapter 1 Small Group ○ Simulation Lesson
4	Student Led Chapters Intro Email to Field Mentor Exit Ticket Week #4	<ul style="list-style-type: none"> ○ Exit Ticket #4 ○ Simulation Presentation ○ TFD Chapters 3,4,6 & 7 ○ Inquiry-Based Lesson
5	Student Led Chapters Parent Letter for Field Experience Flipped Classroom Exit Ticket Week #5	<ul style="list-style-type: none"> ○ Exit Ticket #5 ○ TFD 9 & 10 ○ Flipped Classroom
6	Student Led Chapters Trauma-Informed Teaching PBL Texting Story Exit Ticket Week #6	<ul style="list-style-type: none"> ○ Exit Ticket #6 ○ Trauma-Informed Teaching ○ PBL Texting Story ○ TFD 11 & 15
7	Field Experience Q & A Unpacking Standards Why Innovation? Exit Ticket Week #7	<ul style="list-style-type: none"> ○ Exit Ticket #7 ○ Unpacking Standards ○ TFD 17 & 18 ○ Why Innovation?
8	Final Exam Exit Ticket Week #8	<ul style="list-style-type: none"> ○ Exit Ticket #8 ○ PLT Praxis ○ Student Led Chapters Graphic Organizer ○ Student Led Chapters Peer Feedback ○ Eled/EC Praxis
9-16	Field Experience (EDUC 355)	<ul style="list-style-type: none"> ○ Background Check ○ Liability Insurance ○ MCEE Quiz ○ Intro Email to Field Mentor ○ Parent Email ○ Journals (6) ○ Lesson Plan #1 ○ Lesson Plan #2 ○ Lesson Plan #3 ○ Log of Hours

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

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INTASC – Teacher Education

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from InTASC standards retrieved from:

[http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium(InTASC).html).

Diversity, Equity, and Inclusion Goals for Mayville State University Teacher Candidates

The knowledge, skills, and dispositions that comprise diversity, equity, and inclusion goals within Mayville State University's Teacher Education Program are based on the recommendations of multiple sources on teaching standards as follows:

- Interstate Teacher Assessment and Support Consortium (InTASC) Standards
- Council for the Accreditation of Educator Preparation (CAEP) Standards
- Culturally Responsive Teaching Competencies
- AACTE Diversity, Equity, and Inclusion Handbook

Competencies from these sources were compiled, combined, and condensed to create goals that are taught and measured throughout the Teacher Education Program. The Diversity, Equity, and Inclusion goals are found below (and aligned to InTASC and CAEP Standards and informed by CRT competencies and AACTE DEI Handbook). Teacher candidates will:

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1. Demonstrate behaviors aligned with the belief that every student is capable of learning and deserving of equitable opportunities by providing inclusive education for all learners (InTASC 7i; CAEP 1, 2)
2. Recognize the importance of diversity, equity, and inclusion in the classroom context by evaluating key concepts of inclusivity and cultural competence (InTASC 3f; CAEP 1, 2).
3. Comprehend the impact of cultural diversity on student learning through the interpretation of research related to equitable practices and diverse perspectives (InTASC 2d, 4b, 5a, 5g; CAEP 1, 2).
4. Analyze how cultural factors influence educational outcomes and use this understanding to inform their teaching practices (InTASC 1g, 2g; CAEP 1, 2).
5. Apply culturally responsive teaching strategies in their instructional practices through use of inclusive materials and resources that reflect diverse cultures and backgrounds (InTASC 2e; 2g; CAEP 1, 2).
6. Examine contextual factors, dispositions, and personal bias pertaining to diversity to foster continuous growth and self-awareness (InTASC 4q, 9e, 9m, 10i; CAEP 1, 2).
7. Model respect, inclusivity, and appreciation for diversity in all its forms through interactions with multiple stakeholders (InTASC 2d, 9e, 10i; CAEP 1, 2).

Technology Goals for Mayville State University Teacher Candidates

The knowledge, skills, and dispositions that comprise the technology goals at Mayville State University are based on the recommendations of multiple sources on educational technology:

- International Society for Technology Education (ISTE) Standards for Educators
- Interstate Teacher Assessment and Support Consortium (InTASC) Standards
- Council for the Accreditation of Educator Preparation (CAEP) Standards
- North Dakota Computer Science and Cybersecurity Standards (2019)

Technology competencies from these sources were compiled, analyzed, and synthesized to create a set of goals that are taught and measured throughout teacher candidates time in Mayville State University's Teacher Education Program. The technology goals are as follows (and aligned to ISTE, InTASC, and CAEP Standards):

1. Analyze emerging trends and relevant issues in educational technology to inform instructional practice to meet the diverse needs of all learners (ISTE-E 1; InTASC 2, 4, 7, 8; CAEP R1.1, R1.2, R1.3).
2. Design and implement authentic learning experiences that align with learning goals and model the safe, responsible, and ethical use of technology (ISTE-E 2; InTASC 3, 5, 8, 9; CAEP R1.1, R1.2, R1.3).
3. Implement innovative strategies to effectively integrate technology into teaching practices, fostering student-centered learning experiences (ISTE-E 3; InTASC 1, 3, 7, 8; CAEP R1.1, R1.3).
4. Reflect on and improve professional practice through ongoing learning, collaboration, and leadership with digital tools and resources (ISTE-E 4; InTASC 9, 10; CAEP R1.4).
5. Utilize technology to support the planning, differentiation, implementation, and evaluation of student learning experiences (ISTE-E 5; InTASC 2, 6, 7, 8; CAEP R1.1, R1.3).
6. Use technology to develop collaborative relationships with learners, families, colleagues, and the local community (ISTE-E 6; InTASC 3, 10; CAEP R1.1, R1.4).

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLO:

- SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

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- SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded on all activities. Students will not be penalized for late assignments, but the student is still responsible for learning the course material that was covered during their initial absence.