Department of Teaching and Learning  
EDUCATION 484 - Science/Social Studies, Language Arts  
Elementary Curriculum and Instruction

CREDIT HOURS: 6 hours

PREREQUISITES: EDUC 321 and full SARTE status.

COURSE DESCRIPTION:
The content of this block course includes the development of teaching competencies in science, social studies, and language arts. Consideration of curriculum organization, behavioral and humanistic approaches to classroom management, methods and materials for meeting the needs of all learners at the upper elementary level; observation and application in grades 5-8.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity)(technology).

REQUIRED TEXTS:
State benchmarks for language arts (1997) St. Dept. of Ed.
State benchmarks for science and social studies (1997) St. Dept. of Ed.

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

1. 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. (SM)
2. 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)
3. demonstrate skills in classroom management, behavior modification, and the practical application of learning theories. (KL)
4. 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)
5. consult Louisiana's language arts, music, science, and social studies state standards prior to the development of thematic units. (PS)
6. identify and describe the levels and characteristics of questioning techniques appropriate for use with lesson and unit design. (SM)
7. identify emerging trends in language arts, music science, and social studies education. (CK, PS)
8. deal carefully with controversial issues. (KL, D)
9. 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, D)
10. demonstrate components of effective teaching. (KL, D)
11. apply the concepts of an integrated curriculum, cooperative grouping, and the use of process skills/life skills in developing instructional lessons. (KL, SM, CK, PS)
12. demonstrate flexibility in teaching to adjust to the needs of students and changes, which occur in educational settings. (KL, D)
13. apply various forms of assessment techniques and effective communication skills. (SM)
14. demonstrate effective listening, speaking, and writing skills (CK)
15. infuse fiction and nonfiction literature into science and social studies topics. (CK)
16. apply modern technology to instructional settings. (SM, PS, T)

1. Poetry Unit: Students will select ten (10) poetry forms and develop procedures for instruction.
2. 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.
3. Using Children’s Literature to teach Science and Social Studies Presentation Peer Presentation: Each peer group will be assigned a topic in Science and Social Studies. They will prepare a teaching lesson to be presented to the class and copies of the lesson with references will be presented to each student at the end of class. The primary focus will be to locate and use children’s literature to teach Science and Social Studies concepts.
4. Review of Science and Social Studies Journal articles: Students will research articles on the latest information concerning teaching Science and Social Studies and will present the information to the class. A copy of the article as well as a critique of the article must be submitted to the instructor.
5. 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.

II. Pass-Port Requirements
   Note: For each required artifact, review the evaluation rubric to ensure your artifact meets the expectations outlined.

A. 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/

B. Lesson Plan
   This evaluation will be completed at the end of the semester based on the combination score of the two field experiences for this course. 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/
C. **Review Evaluation of the Components of Effective Teaching (CET)**

This evaluation will be completed at the end of the semester based on the combination score of the two field experiences for this course. 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/

**COLLEGE OF EDUCATION**

**General Procedures and Policies**

All coursework must be successfully completed *prior* to student teaching or internship.

Prerequisites for courses and academic policies are based on the current school year catalogue.

**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.

**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 or to page 193 of the Southeastern Louisiana University 2005-2006 Catalogue.

**Praxis Requirement – See page 193 of the 2005-2006 catalogue**

Student teachers and interns must successfully pass all required parts of the Praxis prior to student teaching or an internship. This includes PRAXIS I PPST in reading, writing and mathematics and PRAXIS II examinations in *Principles of Learning and Teaching* for all majors and the Specialty/Content test when required in the major field.

**Elementary Content Knowledge Praxis (#0014) Exam**

As of October, 2002, the Content Knowledge exam requirement for **ALL** elementary education candidates (both undergraduate and alternative programs) will be **#0014** in lieu of #0011 or #0012. A candidate who passed one of the two required tests (#0011 or #0012) can opt to either repeat the failed test or take #0014.

**PRAXIS Important Reminders:**

- **Do Not** wait until the last test date prior to student teaching to schedule the PLT and Specialty/Content tests. Go to www.ets.org to register for the PRAXIS exams.
- Attend a workshop presented by the Teacher Development Center prior to taking the PLT.
- Remember to code Southeastern Louisiana University *(RA 6656)* to send your official scores to the College of Education and Human Development Dean's office. The Dean's office must have original copies.
- Include your social security number on all Praxis registration forms.

**Portfolio Requirement – See page 191 of the 2005-2006 catalogue**

Students who completed EDUC 202 in the Fall semester of 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.

Students who took EDUC 201 or MAT 610 during or after FALL 2004 MUST submit their portfolios electronically through Passport.

**PASS-PORT: REQUIREMENTS AND PROCEDURES**

**What is PASS-PORT?**
The College of Education and Human Development 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.

**EDUC 321/323/326/328/415/484/490; ECE 400/422; SPED 495; MAT 650/651/652/660/661** are required to use PASS-PORT to enter field experiences and upload artifacts to be used in portfolios at a later date.

**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.

**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.

**Getting Help with PASS-PORT**
It is also recommended that you go through the on-line PASS-PORT Candidate Overview located at [http://Pass-Port.org/training/candidate/](http://Pass-Port.org/training/candidate/) and/or download a copy of the PASS-PORT Candidate Manual. You can also 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:** Mrs. Flo Winstead, Director of Assessment and Program Evaluation, located on the second floor of the TEC, Office # 201C, 549-3726. Check the NEWS section in PASS-PORT for scheduled training sessions.
SOUTHEASTERN LOUISIANA UNIVERSITY POLICIES

Attendance and Participation:
All students should attend all classes, be on time, and not leave early. This is necessary for the understanding of the content of the course and is mandatory. Three or more absences will result in the reduction of participation points. Each instance of tardiness or leaving early without permission of the instructor, will result in a deduction of three to five points, from participation points. Extreme emergencies will be dealt with on an individual basis. If absent, the student is responsible for all notes, assignments, handouts, and anything that is conducted in the class.

E-mail Policy:
Only Southeastern e-mail addresses will be used to communicate via e-mail.

Academic Honesty:
The academic community relies upon a high standard of integrity in the relations among its members. To the extent that this standard is not maintained, the good of the community suffers, and injustice (sometimes serious injustice) may be done. One of the most important aspects of academic integrity concerns the just measure of each student's academic accomplishments. These are ordinarily evaluated through written examination or submitted work. For such modes of assessment to operate fairly, it is essential that the instructor be assured that the work used to evaluate the student's performance is genuinely the student's own. It is the responsibility of the student to uphold the academic integrity of the University. The use of unauthorized material, communication with fellow students 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 is unacceptable to the University. Cheating on examinations, plagiarism, 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.

Candidates work samples, (e.g., student assignments, projects) may be kept by the instructor as examples for program accreditation purposes. All identifying information will be removed when specific work samples are used. Students are advised to keep a back-up copy of all work submitted.

If you are a qualified student with a disability seeking accommodations under the American with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 202, Student Union.

Classroom Decorum:
Free discussion, inquiry, and expression is 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. Examples may include, but are not limited to, cheating on examinations, plagiarism, improper acknowledgement of courses in essay 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. Other examples include, routinely entering class late or departing early; use of beepers, cellular telephones, 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 baby sitting services. This will be strictly enforced.

References:


Journals:

- Language Arts – National Council of Teachers of English
- Phi Delta Kappan: The Professional Journal for Education
- Kappa Delta Pi Record – Kappa Delta Pi, International Honor Society in Education
- Science Scope – NSTA
- Science & Children – NSTA
- NASA Information Summaries