



Syllabus: Florida Campus

**EDA-360 Social Studies Methods and Materials (K-5)**

**Course Name-Social Studies Methods and Materials, K-Gr 6**  
**Course Number-EDA-360**

**Instructor's Name-Tim Crook**  
**Office Hours-5:00-6:00 PM and by appointment**  
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**Course Co-requisite: Candidate is completing EDA 400, Level II Field Experience in conjunction with this class and the other methods classes in semester 3 of the program.**

**Text and Required Materials:**  
**Children and Their World, (8<sup>th</sup> edition). Welton, David A. Houghton Mifflin, 2005.**

**Course Description:**

To enable the preservice educator to facilitate the success of her/his students in the elementary classroom, *Social Studies Methods and Materials (K-Gr 6)* acquaints her/him with the current trends in and the development of elementary social studies, the social sciences and related concepts and skills that contribute to the elementary social studies curriculum, as well as with the motivational techniques and a variety of instructional materials and resources available. Attention is given to understanding the implications of related developmental research so as to equip the preservice educator to make well-informed instructional decisions. Through unit and lesson planning as well as field experiences, the preservice educator is engaged in applying the **declarative** and **procedural** knowledge she/he gains from this course.

**Link to Department Mission and Theme**

**Link to Conceptual Framework Summary Standards Addressed in Course**

**Discipline-Related Standards Attention to Culturally Responsive Teaching Attention to Technology Integration:**

**Professor's Use**

**Candidate's Use**

**Attention to Dispositional Development**

**Attention to Impact on Learning: Impact on Candidate Learning**

*Teachers as facilitators of student success:* This course prepares candidates to facilitate learning by fostering an understanding of appropriate methods, materials, and motivational techniques for the teaching of social studies. This course supports the development of declarative, procedural, and conditional knowledge.

Florida Accomplished Practice-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12

Florida Elementary Competencies 60.13, 14, 15, 16, 17

English for Speakers of Other Languages Performance Standards-2, 17

ESOL Competencies 47.2, 4, 6, 8, 9, 10

Asbury's Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness and vitality; Moral/ethical integrity; Spiritual sensitivity and purpose

This course addresses the NCSS Pedagogical Standards 1 through 9.

This course will enable students to demonstrate an understanding of developmental differences among students through planning and teaching lessons in an elementary classroom setting.

In this course the professor will use the following technology: PowerPoint presentations & Elmo visual presenter used with lectures; Internet web sites for background research; Word processing for various documents

In this course the candidates will use the following technology: Word processing for various assignments; Internet web sites for research; review & critique of web sites; review & critique of computer software; Word processing for various documents

This course is particularly suited to address the development of the following dispositions: moral & ethical integrity, respect & compassion for others, emotional & personal vitality and wellness, passion for teaching, and spiritual vision & purpose.

This course will impact candidate knowledge of the methods and materials used in the teaching of elementary social

**Candidate’s Impact  
On P-5 Student  
Learning**

**Attention to  
Multiple  
Instructional  
Methods**

studies. (See specific course objectives)  
This course will enable students to demonstrate their understanding and ability to implement and measure impact on student learning through designing lesson and unit plans along with appropriate assessments. Students will have an opportunity to teach lesson plans in an elementary classroom and reflect on the effectiveness of their instruction by analyzing student work.

Instructional methods used in this course include, but are not limited to, the following: in-class collaborative group activities, small and large group discussions, lecture, video viewing, guest speakers, reflective seminars, service projects, field experience, and individual observations.

**COURSE OBJECTIVES:**

<i>The candidate will:</i>	<b>Specific type of knowledge developed</b>	<b>Link to NCSS Standards</b>	<b>Link to Course Activities/Assignments</b>	<b>Link to Portfolio (possible evidence)</b>
1-Describe and use the processes of inquiry and problem solving	Declarative Procedural Conditional	Standard 3 & 5	Tests, In-class activities, Social Studies through Literature Project, Current Events Project OR and MC assessments	Standard I
2-Attend to students’ background knowledge and experiences in planning & teaching	Declarative Procedural Conditional	Standard 2 & 6	Lesson & unit planning, Teaching in the field	Standards II & IV
3-Attend to students’ diverse interests and needs in planning & teaching	Declarative Procedural Conditional	Standard 2 & 6	Lesson & unit planning, Teaching in the field	Standards II & IV
4-Write clear performance objectives that are age and developmentally appropriate	Declarative Procedural Conditional	Standard 1 & 6	Tests, In-class activities, Lesson & unit planning	Standard II
5-Write lesson/unit plans that clearly align goals, learning activities, and evaluation	Declarative Procedural Conditional	Standard 6	Lesson & unit planning	Standard II
6-Create, select, and use appropriate materials and technology	Declarative Procedural Conditional	Standard 1 & 5	Lesson & unit planning, Teaching in the field, , Tests	Standards II & VI
7-Recall and utilize content area knowledge in	Declarative Procedural Conditional	Standard 1 & 6	Tests, Lesson & unit planning, Teaching in the field, Social Studies	Standards III & I

creating accurate instructional plans and materials, as well as in teaching	Declarative	Standard 1, 5, & 6	through Literature, Current Events Project, OR and MC assessments	Standards III & I
8-Describe and use content specific pedagogy	Procedural		Tests, Lesson & unit planning, Teaching in the field,	
9-Implement and manage social studies instruction in a field setting	Conditional		Teaching in the field	Standard IV
10-Analyze student work for misconceptions and errors	Declarative	Standard 4 & 5		
	Procedural		Tests, In-class	
	Conditional	Standard 7 & 8	Activities, Teaching in the field, OR and MC assessments	
11-Create, select, and use formal and informal assessments and scoring rubrics	Declarative	Standard 7 & 8	Lesson & unit planning,	
	Procedural		Teaching in the field	
	Conditional		OR and MC assessments	
12-Reflect on the extent to which learning goals were met	Declarative	Standard 8	Lesson planning (impact & refinement),	Standard VII
	Procedural		Teaching in the field	
	Conditional		(Reflection Paper)	

### Course Objectives and Standards Addressed

1-Describe and use the processes of inquiry and problem solving

FEAP-8

NCSS-3, 5

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

2-Attend to students' background knowledge and experiences in planning & teaching

FEAP-2, 5, 7, 9, 10

NCSS-2, 6

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

3-Attend to students' diverse interests and needs in planning & teaching

FEAP-2, 5, 7, 9, 10

NCSS-2, 6

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

4-Write clear performance objectives that are age and developmentally appropriate

FEAP-10

NCSS-1, 6

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

5-Write lesson/unit plans that clearly align goals, learning activities, and evaluation

FEAP-10, 11

NCSS-6

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

6-Create, select, and use appropriate materials and technology

FEAP-2, 4, 5, 7, 9, 10, 12

NCSS-1, 5

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

7-Recall and utilize content area knowledge in creating accurate instructional plans and materials, as well as in teaching

FEAP-2, 4, 5, 7, 8, 9, 10

NCSS-1, 6

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

8-Describe and use content specific pedagogy

FEAP-2, 4, 5, 7, 8, 9, 10

NCSS-1, 5, 6

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

9-Implement and manage social studies instruction in a field setting10-Analyze student work for misconceptions and errors

FEAP-2, 4, 7

NCSS-4, 5

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

10-Analyze student work for misconceptions and errors

FEAP-1

NCSS-7, 8

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

11-Create, select, and use formal and informal assessments and scoring rubrics

FEAP-1

NCSS-7, 8

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

12-Reflect on the extent to which learning goals were met

FEAP-3, 10

NCSS-8

FEC-13, 14, 15, 16, 17

ESOL Ps-2, 17

### **Instructional Strategies Used in this Course**

Direct Instruction

Large and Small Group Discussion

Instructor Modeling

Collaborative Groups

Lecture

Video Clips

Presentations

## **Course Topics**

A framework for Social Studies  
The knowledge base of Social Studies  
How Social Studies program are organized  
The dimensions of cultural diversity  
The dimensions of instructional diversity  
Developing character and values  
Social Studies as the gateway to literacy  
Planning for instruction  
Assessing learning  
Strategies and activities for effective teaching  
Nurturing critical and reflective thinking  
Helping students understand maps, globes, and graphics  
Instructional tools in print, multimedia, and community resources

**Attendance Statement-**This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

**Academic Integrity Statement-**Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity. Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as an evidence in your portfolio to support a Kentucky New Teacher Standard.

## **1-Social Studies through Literature Assignment**

**FEAP-2, 4, 5, 7, 8, 9, 10**

**FEC-13, 14, 15, 16, 17**

**NCSS-3, 5**

**ESOL P-2, 17**

Through this assignment each student will select a book to read that is not a social studies book by design. This will demonstrate that a good book used in reading class can also enhance instruction in social studies. The student can select a chapter book that is at least 100 pages in length for an intermediate grade or 2 to 3 books better suited to a K-2 student that equals around 100 pages in length.

Once you read the book(s) please follow the following design/guidelines to complete the assignment:

I-Name of the book(s) and supporting information.

Readability of the book(s)

Grade level

(2 points)

II-Overview/summary of the book(s)

This should be about a page in length.

(8 points)

III-Links to the “Big 5” in Social Studies including references to the Core Content for Assessment.

A discussion as to a unit in Social Studies that the book(s) would be a part of the enhancement of the unit.

(5 points)

IV-Create a culminating/summative assessment/project for the book(s) including a rubric.

(10 points)

Total points for the assignment-25 points

## **2-Current Events Assignment**

**FEAP-2, 4, 5, 7, 8, 9, 10**

**FEC-13, 14, 15, 16, 17**

**NCSS-3, 5**

**ESOL P-2, 17**

Each student will be asked to present to the class an idea for a game that can be played with an elementary classroom that involves current events.

Knowing what is going on in the world that we live and function in is a critical habit to instill in our students as well as ourselves.

Expectations:

1-The game should be interactive for the entire class. You can focus your game at the intermediate level of elementary (4-5) or primary (K-3). Whichever one you choose I would like for you to include an adaptation of the game that could possibly work for the other level of elementary student. Directions and a description of the game will be submitted to the professor prior to the day it is to be presented in class. The professor will make copies for the class so all can acquire a file of current event activities to have for their classroom.

2-In class you will give a 2-3 minute overview of the game and then we will actually engage in the playing of the game for no more than 5 minutes (just enough to know how to play). Please use current events topics that will be appropriate for the grade levels the game is geared toward.

3-The assignment will be scored by:

Creativity- 5 of 25

Written directions - 5 of 25

Written description- 5 of 25

Playing the game- 5 of 25

Age appropriateness of the game/activity- 5 of 25

### **3-Social Studies Lesson Plan**

**FEAP-1,2, 3, 4, 5, 7, 9, 10, 11, 12**

**FEC-13, 14, 15, 16, 17**

**NCSS-2, 6, 7, 8**

**ESOL P-2, 17**

**A lesson plan for a social studies lesson will be submitted either in the full or core format as explained in the Methods Block Handbook.**

**30 points**

### **4-Open Response Assessments**

**FEAP-1, 2, 4, 5, 7, 8, 9, 10**

**FEC-13, 14, 15, 16, 17**

**NCSS-3, 5, 7, 8**

**ESOL P-2, 17**

Five Open Response assessments are required covering the areas of history, geography, economics, culture and society, and government and civics. Each will be scored using a rubric for the OR and the rubric for the OR.

100 points, 20 per Open Response

**5-Multiple Choice Assessments**

**FEAP-1, 2, 4, 5, 7, 8, 9, 10**

**FEC-13, 14, 15, 16, 17**

**NCSS-3, 5, 7, 8**

**ESOL P-2, 17**

**Five Multiple Choice assessments are required covering the areas of history, geography, economics, culture and society, and government and civics. Each will be scored using a rubric for the multiple choice question.**

**100 points, 20 per Multiple Choice questions**

**6-Three tests**

**FEAP-1, 2, 4, 5, 7, 8, 9, 10**

**FEC-13, 14, 15, 16, 17**

**NCSS-1, 3, 5, 6, 7, 8**

**ESOL P-2, 17**

**Three tests will be given during the course covering the text, additional handouts, powerpoints, and notes.**

**50 points per test**

**ASSIGNMENTS (for EDA 360):**

<i>Field Work Hours/Debriefings</i>	<i>C/NC</i>
<i>Field Experience Reflection Paper</i>	<i>25</i>
<i>Teaching Evaluation (during field work)</i>	<i>25</i>
<i>Pre-Field Experience Collaboration Form</i>	<i>10</i>
<i>Forms On Time</i>	<i>10</i>
<i>Integrated Thematic Mini-unit</i>	<i>100</i>

**The above common assignments for the methods block are explained and connected to standards in the EDA 400 Syllabus**

Social Studies Lesson Plan	30
Current Events Project	25
Social Studies through Literature	25
Open Response Assessments (20 points each)	100
Multiple Choice Assessments (20 points each)	100
Social Studies Test 1	50
Social Studies Test 2	50
Social Studies Test 3	50

**600 Possible Points**

<b>Grade</b>	<b>Percentage</b>	<b>Points Earned</b>
A	96-100	573-600
A-	93-95	555-572
B+	91-92	543-554
B	87-90	519-542
B-	85-86	507-518
C+	83-84	495-506
C	78-82	465-494
C-	76-77	453-464
D	70-75	417-452
F	below 70	below 417

### **Agenda for EDA 360**

The professor reserves the right to make any changes/additions during the semester related to course content, assignments, due dates, test dates, and/or policies.

#### **Pre-Session Week**

##### **Reading Assignment:**

**Read Chapters 1, 2, and 3 from the text for discussion in Session I**

#### **Session I**

##### **Reading Assignment:**

**Read Chapters 4, 5, 6, 7 from the text for discussion in Session II**

#### **Session II**

##### **Reading Assignment:**

**Read Chapters 8 and 9 from the text for discussion in Session III**

##### **Due:**

**Test-50 points in class test covering Chapters 1-3**

**Open Response I-Geography**

**Multiple Choice I-Geography**

#### **Session III**

##### **Reading Assignment:**

**Read Chapters 10 and 11 from the text for discussion in Session IV**

##### **Due:**

**Test-50 points take home covering Chapters 4-7 (turn in at Session IV)**

**Open Response II-History and III-Economics**

**Multiple Choice II-History and III-Economics**  
**1/3 of class present Current Events Project**  
**1/3 of class present Social Studies in Literature Project**

**Session IV**

**Reading Assignment:**

**Read Chapters 12 and 13 for discussion in Session V**

**Due:**

**Open Response IV-Cultural and Society and V-Government and Civics**

**Multiple Choice IV-Cultural and Society and V-Government and Civics**

**Lesson Plan-Social Studies**

**1/3 of class present Current Events Project**

**1/3 of class present Social Studies in Literature Project**

**Session V**

**Due:**

**Test-50 points take home covering Chapters 8-13 (turn in during post-session week)**

**1/3 of class present Current Events Project**

**1/3 of class present Social Studies in Literature Project**

The Weekly Schedule following the syllabus will give another perspective to the weekly assignments in EDA 360.

**Integrated Thematic Unit (100 pts.)**

Phase I- (10 pts.)

Phase I (revised) + Phase II- (20 pts.)

Phases I, II (revised) + Phase III- (30 pts.)

Phases I, II, III (revised) + Phase IV- (40 pts.)

**See EDA 400 syllabus for due dates for the Integrated Unit**

<b>ESOL Performance Standard Addressed</b>	<b>Related Course Objectives</b>	<b>Related Readings, Class Activities, and Assignments</b>	<b>Related Assessments</b>
<b>2</b>	<b>1 through 12</b>	<b>Text Chapters 4, 5, 6 and related</b>	<b>Social Studies through Literature</b>

		<b>readings</b>	<b>and Current Events Project The three tests for the class-</b>
<b>17</b>	<b>1 through 12</b>	<b>Text Chapters 4, 5, 6 and related readings</b>	<b>Social Studies through Literature and Currents Events Project The three tests for the class</b>

## **Bibliography**

### Course Bibliography

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