

*Eastern Kentucky University*  
**Department of Curriculum and Instruction**  
**EME 313 Interdisciplinary Approach to Social Studies Teaching CRN XXXXX**  
**3 Credit Hours**  
*Fall XXXX*

***Instructor:***

*Office Hours:*

*Contact information:*

*(phone and email)*

**Course Description:**

Prerequisite: Admission to program. (3).World history, economics, geography, anthropology and sociology content in an interdisciplinary context and researched instructional strategies appropriate for the K-8 classroom.

**Texts and Course Materials:**

*Required:*

- *Examining the Evidence: Seven Strategies for Teaching with Primary Sources* by Hilary Mac Austin and Kathleen Thompson, Maupin House (2014)
- Readings in world history, economics, geography, anthropology and sociology provided by instructor
- *Kentucky Academic Standards for Literacy in History/Social studies*  
<http://www.corestandards.org/ELA-Literacy>
- *Current Kentucky Academic Standards for Social Studies*– See Kentucky Department of Education website for current version -  
[http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards\\_Final-9%2011%2015.pdf](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf)
- *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards* – free at this link -  
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

*Recommended but not required:*

- Elementary Education: Multiple Subjects Social Studies (5004), Interactive Practice Test, 90-Day Subscription (\$19.95)

**Student Learning Outcomes:**

1. Demonstrate knowledge in world history, economics, geography, anthropology and sociology needed to teach the most current Kentucky social studies standards.

2. Develop critical literacy skills in the analysis of primary and secondary social studies texts (as described in the *Kentucky Academic Standards for Literacy - History/Social Studies*)

3. Engage in interdisciplinary learning of social studies content and apply interdisciplinary teaching concepts in the creation of lessons for the K-8 classroom.

SLO	KTS	KAS	NCSS	InTasc	AECI	CAEP	ISTE
1.	1	All standards in Big Ideas: Historical Perspective, Culture and Societies, Economics, Geography - Primary, Intermediate, Middle Level	Thematic Strands 1, 2, 3, 4, 5, 6, 7, 8, 9  Disciplinary Standards 1, 2, 4	<b>Standard #4:</b> Content Knowledge. 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 the discipline accessible and meaningful for learners to assure mastery of the content.  <b>Standard #5:</b> Application of Content. 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.	<b>2.4 Social Studies</b> – Candidates know, understand, and use 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.	1	1 a. Promote, support, and model creative and innovative thinking and inventiveness
2.	1, 6	All standards in Big Ideas: Historical Perspective – <i>Skills and Concepts</i> - Primary, Intermediate, Middle Level - demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources) - use information from print and non - print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)	Thematic Strands 1, 2, 3, 4, 5, 6, 7, 8, 9  Disciplinary Standards 1, 2, 4	<b>Standard #4:</b> Content Knowledge. 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 the discipline accessible and meaningful for learners to assure mastery of the content.  <b>Standard #5:</b> Application of Content. 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.	<b>3.3 Development of critical thinking and problem solving</b> – Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving	1	1 a. Promote, support, and model creative and innovative thinking and inventiveness  1 d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  2 a. Design or adopt relevant learning experiences that incorporate digital tools and resource to promote student learning and creativity.  3. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
3.	1,2, 6	All standards in Big Ideas: Historical Perspective, Culture and	Thematic Strands 1, 2, 3, 4, 5, 6, 7, 8, 9	<b>Standard #4:</b> Content Knowledge. The teacher understands the central concepts, tools of inquiry, and	3.1 Integrating and applying knowledge for instruction – Candidates plan and implement	1	1 a. Promote, support, and model creative and innovative thinking and inventiveness

	Societies, Economics, Geography - Primary, Intermediate, Middle Level	Disciplinary Standards 1, 2, 4	<p>structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard #5:</b> Application of Content. 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.</p> <p><b>Standard #7:</b> Planning for Instruction. 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.</p>	instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	<p>1 d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p> <p>2 a Design or adopt relevant learning experiences that incorporate digital tools and resource to promote student learning and creativity.</p> <p>3. a Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</p>
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## Evaluation Methods:

### Grading Scale:

92-100%	A
83-91	B
74-82%	C
65-73%	D
Below 65%	F

## Evaluation Criteria

Assessments	% of total grade	SLO
In-class activities and homework assignments <ul style="list-style-type: none"> <li>• formative and summative</li> <li>•</li> </ul>	50%	1, 2, 3
Social Studies Interdisciplinary Lesson Plan(s) <ul style="list-style-type: none"> <li>• formative and summative</li> <li>•</li> </ul>	10%	1, 2, 3
Midterm/Final Evaluations <ul style="list-style-type: none"> <li>• summative</li> </ul>	30%	1, 2, 3
Professional behaviors / dispositions (e.g., attendance, punctuality, on-task behaviors, class preparedness, etc.)	10 %	1, 2, 3

**Student Progress:**

Student progress will be communicated through regular feedback on assignments in class and on line. A cumulative progress report will be provided at the mid-point of the semester.

**Attendance Policy:**

EKU Attendance Policy. - - - *“If a student presents the instructor with an adequate and documented reason for an absence, the instructor normally will give the student an opportunity to make up the work missed, if this is feasible. Adequate reasons involve circumstances beyond the student’s control, such as personal illness, critical illness, or death in the immediate family, or participation in an approved University activity. No absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. Initiating the request to make up class work is the student’s responsibility”* – EKU Student Handbook

COME TO CLASS AND BE ON TIME! Punctual and regular attendance is required in this course. Absences will be excused based on university policy. Unexcused absences and tardies will affect the overall grade. The student is responsible for presenting adequate reason for any absence to the instructor in writing.

**Late submission of Student Work:**

10% of the points will be deducted for student work submitted after the due date. The only exception to this policy will be if the student provides an adequate and documented excuse as outlined in the EKU Attendance Policy.

**Incomplete grades**

The awarding of incomplete grades (IP) will adhere to the University policy for incompletes. Only students who have experienced a legitimate extenuating circumstance during the semester that has prevented the completion of work as scheduled will be considered for an incomplete. Extenuating circumstances that qualify include severe personal illness, personal involvement in an accident resulting in serious injury, and death in the immediate family, or like occurrences. In these situations the instructor will consider granting an incomplete when three conditions have been met: (1) the student has notified the instructor about the circumstance preventing the completion of work as scheduled as soon as possible after the occurrence, (2) the student has provided the instructor with documentation (documentation is required by the university) proving a legitimate extenuating circumstance has occurred and has kept the instructor informed (as s/he is able) about the potential for the completion of work or a request for an alternate timeline, and (3) the student has completed at least 75% of the work for the course. The process outlined by the university is followed if an incomplete is granted.

**Last Day to Drop the Course:**

The last date to withdraw from a full semester course is listed on the Colonel’s Compass Calendar at <http://www.eku/compass.calendar/>

**Disability Statement:**

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not

registered with the CSA, please contact the office in 361 Whitlock Building by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

### **Academic Integrity Policy**

Students are advised that ECU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

### **Official Email:**

An official ECU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

### **Course Requirements:**

1. Satisfactory completion of in-class activities and homework assignments
  - a) For example, homework and in-class assignments including Blackboard assignments, homework projects, quizzes, reading assignments, other on-line assignments
2. Social Studies Interdisciplinary Lesson Plan(s)
3. Mid-term and Final exam
4. Appropriate professional behavior

**Course Outline:** See Blackboard for details

Week 1	Overview of Interdisciplinary Approach & Standards
Week 2	Ancient Middle East & Egypt Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 3	Ancient Greece Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 4	Ancient Greece Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework

Week 5	Ancient Rome  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 6	Ancient Rome  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 7	Middle Ages  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 8	Middle Ages  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework  <b>Mid-Term</b>
Week 9	Early Modern Era World History (Renaissance/ Reformation)  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 10	Early Modern Era World History (Renaissance/Reformation)  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework  <b>Social Studies Interdisciplinary Lesson Plan Due</b>
Week 11	18 <sup>th</sup> /19 <sup>th</sup> Century World History  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 12	18 <sup>th</sup> /19 <sup>th</sup> Century World History  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 13	Twentieth Century World History  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework  <b>Social Studies Interdisciplinary Lesson Plan Due</b>
Week 14	Twentieth Century World History

	Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 15	Themes across time  Interdisciplinary Learning & Literacy in Social Studies In-class activities and homework
Week 16	<b>Final Exam</b>