



On-Campus Course Syllabus

EDU 409 L00.A

EC-6th Social Studies Methods

Spring 2025

Class Information

Day and Time: Tuesdays & Thursdays 12:15-1:30

Room Number: E 202

Contact Information

Instructor Name: Mrs. Danette Morrison

Instructor Email: dmorrison@criswell.edu

Instructor Phone: 214-430-4440

Instructor Office Hours: [By Appointment](#)

Course Description and Prerequisites

The importance of the various social science disciplines and how they relate to the EC-6th grade child's society and environment are emphasized. A major portion of the Social Studies course will include planning and implementing effective curriculum, instruction, and assessment. The Texas Essential Knowledge and Skills (TEKS) are addressed throughout this course. (Prerequisite: EDU 301)

Course Objectives

1. Instruct diverse students in all the social sciences in EC-6th grade classes.
2. Use the wide variety of resources available to educators to enhance the teaching of the social sciences.
3. Develop social science instruction, which is child-centered, engaging, process-driven, and based on appropriate TEKS.
4. Select effective materials for instruction that support a constructivist philosophy of teaching.
5. Create instructional situations, which develop the creative and problem-solving abilities for students.
6. Assist students to build social skills and teamwork by organizing cooperative learning opportunities.
7. Plan units for more effective instruction of the social sciences.
8. Incorporate rich reading and writing experiences into the study of the social sciences through the incorporation of children's literature.

Required Textbooks

Maxim, George A., Dynamic Social Studies, 11th edition, New York: Pearson 2018.

ISBN 9780134286716 (digital supplement not required)

Course Requirements and Assignments

2 inch Binder with Dividers(two 8 packs)

1. Strategies Teaching Session: After choosing a social studies topic that is appropriate for grades K-8th, you will guide the class through a topic using one of the teaching strategies discussed in your text. Each student will need to be provided with a copy of your lesson plan. A typed lesson plan, in correct form, will accompany the lesson.

DUE: 2/04/2025

POINTS: 5 points

2. Timeline: You will choose a topic which will lend itself to the creation of a timeline. You will create your timeline using any materials you wish and the only requirement is that of a high level of professionalism. You will present your timeline in class.

DUE: 02/11/2025

POINTS: 5 points

3. Oral History Interview: You will find a person who is at least 60 years old to interview. You must spend a minimum of 30 minutes interviewing your subject and address all the questions on the interview form. You will then type your interview and share your findings in class. Your interview paper is to be a minimum of two typed pages in length.

DUE: 02/11/2024

POINTS: 5 points

4. Geography Topic Activity: You will choose a geography topic that is appropriate for grades K-8th. From this topic, you will create an activity that is “hands-on” and emphasizes problem-solving skills. You will present your activity in class for your peers to experience. Therefore, you must have all the materials necessary to carry out the activity. A typed lesson plan, in correct form, will accompany the activity.

DUE: 02/18/2025

POINTS: 5 points

5. Citizenship Teaching Session: You will choose a civics topic that is appropriate for grades K-8th. From this topic, you will create an activity that is “hands-on” and emphasizes problem-solving skills. You will present your activity in class for your peers to experience. Therefore, you must have all the materials necessary to carry out the activity. A typed lesson plan, in correct form, will accompany the activity.

DUE: 02/25/2025

POINTS: 5 points

6. Economics Teaching Session: You will choose an economics topic that is appropriate for grades K-8th. From this topic, you will create an activity that is “hands-on” and emphasizes problem-solving skills. You will present your activity in class for your peers to experience. Therefore, you must have all the materials necessary to carry out the activity. A typed lesson plan, in correct form, will accompany the activity.

DUE: 03/4/2025

POINTS: 5 points

7. Mini-Museum Lesson: After choosing a social studies topic that is appropriate for grades K-8th, you will create a “mini-museum” interest center. You will set up your center in class and share the lesson plan which would accompany it. Your center is to include a display board, with a title, and questions that lead students into inquiry activities within the mini museum. The center is to have a minimum of three objects which could be easily and safely handled by students as they investigate the topic. A typed lesson plan, in correct form, will accompany the mini museum.

DUE: 03/25/2025

POINTS: 10 points

8. Field Trip Lesson Pack: You will select one of the locations in North Texas that is appropriate for a K-8th social studies field trip. After visiting your selection, you will create five (5) extension activities which incorporate the experiences and information gained from the field trip. These are to be typed, and in the form which is discussed in class. Be prepared to share your ideas with your peers.

DUE: 04/01/2025

POINTS: 5 points

9. Unit Plan: After choosing a social studies topic, you will “ripple” a unit of study. Your diagram must incorporate Bible, reading, math, language, science, social studies, art, drama, music, and children’s literature. This to be a typed assignment.

DUE: 04/08/2024

POINTS: 5 points

10. Resource Pack: This assignment is to aid you in developing your own list of resources which are available to you as an elementary educator. You will collect 60 resources in the following categories: museum/simulations, field trip opportunities, artifact resources, films and videos, Internet sites, and computer software. There is to be a minimum of 10 resources in each category. Your Resource Pack is to be typed with one category on each page. They are to be in a folder with a title page.

DUE: 04/15/2025

POINTS: 10 points

11. Social Sciences Bibliography and Library: This assignment is to aid you in developing your own list of children’s literature which can enhance the teaching of the social sciences. You are to create your own bibliography from the vast array of choices available to you as an educator. The bibliography should consist of 100 books that are appropriate for grades K-6th. They are to be divided into the following categories:

Anthropology, History, Geography, Political Science, Sociology, and Economics. You must have a minimum of 10 books for each category. An additional 40 books may fall into any of six categories you wish. This bibliography is to be typed and in correct bibliographic form. You must also have read at least 10 of the books in your bibliography and bring them to class so that you may share them with your peers.

DUE: 04/22/2025

POINTS: 10 points

12. Class Notes: All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material. *****Notes will be due at the beginning of each class session that addresses that topic. The final grade will be assigned at the time of the due date.*****

DUE: 04/29/2025

POINTS: 5 points

13. Elaborated Peer Teaching: This final peer teaching will consist of a social studies lesson which is constructivist in nature. It is to be child-centered with an emphasis on problem-solving. You may choose any of the social sciences to teach and any grade level from K-8th. Your lesson is to be between 30 and 40 minutes in length. It will need to include an activity or manipulative for the students. A typed lesson plan, in correct form, will accompany the elaborated peer teaching lesson.

DUE: 05/06 & 13/2025

POINTS: 15 points

14. Tests: Two tests will be administered during the semester. They will cover material from the text and class discussions.

DUE: Test #1: 03/11/2025

POINTS: 5 points

DUE: Test #2: 04/29/2025

POINTS: 5 points

Course/Classroom Policies and Information

Texas Educator Standards:

Pedagogy and Professional Responsibilities EC-12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC-12 Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC-12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC-12 Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Core Subjects EC-6 Standards:

Social Studies Standard I

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Social Studies Standard II

The social studies teacher effectively integrates the various social science disciplines.

Social Studies Standard III

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.

Social Studies Standard IV

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, present and the future.

Social Studies Standard V

Geography: The social studies teacher applies knowledge of people, places and environments to facilitate students' understanding of geographic relationships in Texas, the United States and the world.

Social Studies Standard VI

Economics: The social studies teacher knows how people organize economic systems to produce, distribute and consume goods and services and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Social Studies Standard VII

Government: The social studies teacher knows how governments and structures of power function, provide order and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Social Studies Standard VIII

Citizenship: The social studies teacher understands citizenship in the United States and other societies and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Social Studies Standards IX

Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Social Studies Standard X

Science, Technology and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how

attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may,

for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

Students are permitted to use Artificial Intelligence (AI) for the sole purpose of brainstorming ideas, refining research questions, organizing thoughts, checking grammar and style. Therefore, students are required to document and cite any AI assistance used in their work. Students are not allowed to use Artificial Intelligence for writing entire assignments, impersonating students in discussions, or completing group work without consent.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/21/25	Social Studies: The Subject	Chapter 1	
1/28/25	Effective Instructional Planning	Chapter 2	
2/4/25	Social Constructivism	Chapter 3	Strategies Teaching Session
2/11/25	Young Historians: Unlock the Past	Chapter 9	Oral History Interview Due
			Timeline Due
2/18/25	Geography: Exploring	Chapter 10	Geography Teaching Session
2/25/25	Civics: Young Citizens	Chapter 11	Citizenship Teaching Session
3/4/25	Economics: Choosing Responsibly	Chapter 12	Economics Teaching Session
3/11/25	Sociology & Anthropology	Chapter 13	Test #1
3/17/25-3/21/25	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/25/25	Project-Based Learning	Chapter 4	Mini-Museum & Lesson Plan Due
4/1/25	Concrete Instructional Resources	Chapter 5	Field Trip Lesson Pack Unit Plan Due
4/8/25	Representational Resource	Chapter 6	Resource Pack Due
4/15/25	Informational Texts	Chapter 7	

4/22/25	Narrative Texts	Chapter 8	Bibliography & Library Due
4/29/25	Test # 2	Chapters 7-11	Notes Due
5/6/25	Peer Teaching		Peer Teaching Lesson Plan
5/13/25	Peer Teaching		Peer Teaching Lesson Plan