

# ELED 507: Advanced Methods and Materials in Social Studies

**Fall 2024**

**Instructor:** Dr. Erin Russell

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**Office Hours:** Mondays after class or by appointment

We will have zoom meetings on **Thursdays** this semester. We will meet from **4:30-6:30 pm CST**.

## **Mandatory Zoom Meetings:**

- August 22nd
- September 12th
- September 19<sup>th</sup>
- October 3rd
- October 24th

**Course Description:** A study of the objectives, materials, organization, and instructional techniques in the Social Studies appropriate to grades K-6. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for their own transportation to designated or assigned sites. The university and faculty accept no responsibility for the described travel.

**Clinical Experiences:** ELED 507 is a field-based course. Clinical experiences will take place in public schools. Prior to entering field experience, students are responsible to have completed a [background check](#), and a [medical form](#) for a physical exam and a negative TB test. You may obtain the necessary forms and information from the Office of Teacher Admissions. Failure to complete this necessary step will prevent a student from field experience and will result in a grade of “Incomplete” for the course. You must complete 40 hours of classroom related experiences in this course. All assignments with a clinical experience component (lesson planning and lesson teaching) **MUST BE COMPLETED** to receive a passing grade in this course. Fieldwork needs to be documented on this [form](#).

Make sure you represent yourself and Western Kentucky University well by dressing appropriately. This means hiding tattoos and extra piercings and dressing where there is no viable cleavage or too much skin showing. Remember that you want to set the best impression you can at the schools you are placed. It is not permissible for you to print materials or class work, check email, use a cell phone, or engage in other behavior that is not supportive of the learning environment while in your placement school. Confidentiality is extremely important as

well and demonstrating a weakness in this area can cause you to lose your field placement, resulting in an incomplete for the course or removal from teacher education. See the *Teacher Candidate Handbook* for more information.

**Participation and Professionalism:** Final grade scoring will be based on criterion such as (a) being ready for class at all times; (b) completing the assigned tasks throughout the course; (c) submitting assignments by 11:59 pm on the due date; (d) completing the field experience time as assigned (40 hrs). A Code of Conduct Review can affect your professionalism. If your behavior warrants a review the consequences are as follows: Level A- up to 20% reduction in professionalism score, Level B 50% reduction in professionalism score, Level C- 100% loss of professional points. For explanation please see the *Teacher Candidate Handbook*.

Final grades for ELED 507 will not be forwarded to the Office of the Registrar until all field hours are completed.

**Learning Outcomes:** This course prepares teacher candidates for meeting the challenges faced in teaching social studies in grades K 5. Candidates learn various strategies for motivating learners, how to select content from diverse sources, how to plan and deliver effective lessons, how to organize learners into effective instructional groups, how to utilize technology and how to assess what students have learned. We will be looking at primary and secondary sources to develop your understanding of teaching elementary social studies. The course objectives are stated corresponding to Kentucky Teacher Standards (KTS) for Preparation and Certification.

**Course Objectives:**

1. Demonstrate essential content knowledge of the key concepts and generalizations in history, geography, civics, and economics, appropriate for teaching elementary K-6 social studies.
2. Demonstrate knowledge of lesson planning, implementing and assessment of student learning outcomes in social studies.
3. Use the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting social studies information.
4. Develop assessment appropriate for grade level students and those with special needs.
5. Utilize technology and other strategies effectively to teach students in a classroom setting.

**Required Textbooks:**

Fritzer, P.J. & Brewer, E.A. (2010). *Social studies content for elementary and middle school teachers*. Boston: Allyn and Bacon.

Ayres, T. (2004). *That's not in my American history book: A compilation of little-known events and forgotten heroes*. New York: Taylor Trade Publishing.

**Required Materials (for in-class meetings):** Students are required to have a box of markers, scissors, and glue for instructional purposes. Please bring a cell phone, laptop or iPad to class. There will be times where group work is done using technology. Please bring materials to each class meeting.

**Other Resources for Class (bring to class each week):**

National Council for the Social Studies (1994). [\*Expectations of Excellence: Curriculum Standards for Social Studies\*](#). Washington, DC.

Kentucky State Department of Education (2019). [\*Kentucky Academic Standards for the Social Studies\*](#)

**Communication:** The student is required to check his/her university e-mail account and also Blackboard between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information.

**Instructional Methods:** This is a student-centered course which will combine lecture, class discussions, readings, student presentations, cooperative learning activities, videos, guest speakers, field experiences, projects, and other methods as needed. Students will be expected to participate and to contribute meaningfully in all instructional forums.

**Potential Course Topics:** Planning and Teaching Social Studies in the Elementary Kentucky Social Studies Standards and National Council for Social Studies standards (NCSS) Developing Social Studies Content Concepts in K-5 Instructional Strategies for Teaching Social Studies Materials and Resources for Teaching Social Studies Using Technology in Teaching Social Studies Using Literature and Music for Teaching Social Studies Multiple Assessments and Meeting Student Needs Inclusive Education, Multicultural Education, and Diversity in Social Studies Teaching with Primary Sources (Library of Congress resources) Teaching Controversial Issues.

### Assignment Guidelines

Projects and assignments must be completed at the beginning of class on the date due. Students must score a C to pass the course. Responsibility for all work missed is that of the student. All work submitted by students must follow the guidelines or will not be accepted.

- Assignments will be submitted to Blackboard. All assignments submitted late will receive a 10% late penalty for every day up to seven days. After 7 days, the assignment will receive a 0.
- No assignments will be accepted by email.
- Grades will not be discussed by email. Please make a virtual appointment with the instructor.
- If you do not agree with a grade on an assignment, you may schedule a virtual appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed, however, the instructor reserves the right to mark any oversights.
- Neatness, use of correct grammar, spelling, and punctuation will be considered in the assessment of submitted assignments.
- Unless otherwise stated, all assignments must be typed or prepared on a word processor and follow APA guidelines
- Keep a copy of all assignments. In the event that an assignment is misplaced or lost, the burden of proof that the assignment was completed rests with the candidate.

- An electronic copy of each assignment must be submitted by the time indicated via Blackboard to receive full credit unless otherwise directed by the professor.

All assignments should have the required (APA format) and as described in the following descriptions.

### **Description of Course Assignments**

- *Social Studies Lesson Design and Teaching of Lesson (Key Assessment for the Course):* Teacher candidates will plan a 30-minute lesson connected with social studies content in the K-5 classroom, then teach the lesson in a field setting. Technology that engages students must be included in the lesson. The candidates must record videos of the lessons and watch themselves, then reflect on the results. The instructor will evaluate the video and reflection. Further instructions and a scoring guide will be provided (5 hours of observation).
- *Assessment Reflection:* Teacher candidates will teach a 30-minute Social Studies lesson in a field setting and give an assessment after the lesson. Teacher candidates will analyze the results of the formative assessments given to students during the lesson and reflect further on improving teaching. Further instructions and guidelines will be provided (5 hours of observation).
- *5 Book Discussions:* Teacher candidates will participate in online discussions based on the required textbook, Ayres, T. (2004). *That's not in my American history book: A compilation of little-known events and forgotten heroes*. Further instructions and guidelines will be provided.
- *Trade Book Review:* Teacher candidates will select and write an in-depth review of a children's literature book/ trade book appropriate for K-6 classroom. The review should reference the KY Learning Standards and NCSS thematic standards covered in the book. Candidates should give specific examples of how to use the trade book in a lesson. Candidates will create a 5 minute presentation for class about the selected book. The selected Book and the reviews will be shared in class via zoom on the due date.
- *Book Quizzes:* Teacher candidates will complete chapter quizzes based on readings from the required textbook, Fritzer, P.J. & Brewer, E.A. (2010). *Social studies content for elementary and middle school teachers*. Boston: Allyn and Bacon. Further instructions and guidelines will be provided.
- *OSAE Project:* Teacher candidates will visit an historical site in their local community that they have never been to before and develop OSAE (observe, speculate, analyze, evaluate) questions. Candidates will take photos and create a virtual field trip with Google Slides for a group of students, show the presentation, then reflect on the results (10 hours of observation).

- *Assigned Reading and Questions Relating:* Teacher candidates will read from the required textbook, Fritzer, P.J. & Brewer, E.A. (2010). *Social studies content for elementary and middle school teachers*. Boston: Allyn and Bacon. and answer questions pertaining to the text and the social studies discipline it relates to.
- *Professionalism:* This will be graded using participation from online class meetings, attitudes toward feedback, completing work on time, and respect for the view of others.

### Course Grading and Evaluation

**Evaluation and Grade Assignment:** Grading in ELED 507 is based on a point system. The total points accumulated determine the final grade. The instructor does not add or round up points. You earn your own grade.

See the Grading Scale below for a breakdown of the points and correlating letter grade. Assignments are graded based upon the scoring criteria specified in the assignment scoring guides.

Assignment Point Values		
May be adapted by the instructor as needed		
Assignment	Points	Due Dates
*Social Studies Lesson Plan Design	50 pts	10/20
*Social Studies Lesson Teaching and Reflection	50 pts	11/3
Assessment Analysis and Reflection	50 pts	11/17
Book Discussions	75 pts	9/15, 9/22, 9/29, 10/13 & 11/3
*Trade Book Review	50 pts	9/15
*Trade Book Presentation	10 pts	See calendar
OSAE Project/Teaching and Reflection	50 pts	11/24
Book Quizzes	50 pts	9/1 & 11/10
Other Assignments	160 pts	See calendar
Final Exam	30pts	12/6
**Professionalism	50 pts	12/6
TOTAL POINTS	630 pts	

NOTE: FINAL POINTS ARE USED TO DETERMINE FINAL GRADES. PERCENTAGES ARE NOT USED TO DETERMINE GRADES.

\*The Social Studies lesson planning, teaching, and reflection are common assessments for this course.

\*\* Professionalism: Since the development of professional behavior is one of the course goals, attendance is stressed for all virtual meetings, turning in your assignments on time, and being prepared by completing the assigned readings are your responsibilities. Active participation in class discussions and in-class assignments will be closely monitored. Respect for the view of each member of the learning community and the use of professional standards of behavior are expected during this course. Points will be determined also by disposition statements from field supervisors. Timely uploads of assignments and critical performances are expected. Students are expected to notify the supervising teacher when missing field hours. If you are seriously ill, your field hours must be fulfilled before a grade can be issued. Please refer to the “Dispositions” and “Professionalism Scoring Guide” sections of the Block Handbook for specific criteria

### **Grading Scale**

	<b>Points</b>
<b>A</b>	<b>582-630</b>
<b>B</b>	<b>533-581</b>
<b>C</b>	<b>482-532</b>
<b>D</b>	<b>438-481</b>
<b>F</b>	<b>437 and below</b>

### **Percentages**

	<b>Percent</b>
<b>A</b>	<b>93-100%</b>
<b>B</b>	<b>85-92%</b>
<b>C</b>	<b>77-84%</b>
<b>D</b>	<b>70-76%</b>
<b>F</b>	<b>69% and below</b>

## Course Policies

**Student Disability Services:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program.

**Academic Dishonesty:** “Students who commit any act of academic dishonesty shall receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

**Attendance:** It is your responsibility to attend each scheduled Zoom class session. In the event of extenuating circumstances and you know you will be missing a class, it is your professional responsibility to notify the instructor and make arrangements to turn in assignments before the missed class session. Excessive absences will affect professionalism grades. Absences equating 33% of online class meetings (2 classes) will result in an automatic 0 in professionalism. In the field, students are expected to contact the assigned teacher and make up any time missed before the end of the semester. Failure to do so will result in an incomplete grade. The state requires that you have a specified number of clinical hours in order to graduate. For further information regarding absences referred to Academic Requirements and Regulations in the WKU Catalog.

**Canceled Classes and Clinical Schools:** In the event that the university cancels classes, you are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes are due the next class period unless the professor communicates other instructions. If a clinical day is canceled due to severe weather it must be made up on the student's own time before or near the next assigned day. If a scheduled observation is missed the Teacher Candidate must make arrangements with the site instructor and assigned clinical teacher for rescheduling.

**Late Work:** Required assignments and projects are due on the dates provided in class schedule. Late work will be accepted for up to 7 days with a 10% deduction per day late. No late work will be accepted after one week. At this time the student will receive a ‘0’ on the assignment.

**Redoing Assignments:** Redoing coursework is not permitted. It is in your best interest to demonstrate your best effort as you complete each course requirement. A benchmark for success will be set for most assignments.

**Harassment Policies:** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270- 745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### Communication with Instructor

**E-Mail:** The student must maintain and check daily the WKU email account. The instructor will communicate only through WKU email. Find information here about accessing your WKU email account. Email is the fastest means of reaching the instructor. For the most certain response include "ELED 507" in the subject line and then add a brief description of the topic, e.g., "ELED 507 Assignment Question." It is professional behavior and courteous to clearly label your mail. The instructor will typically respond within 24 hours during weekdays. If you have not received a response within three days, resend the email or try another method of communication (i.e., phone message).

**Campus Address:** The School of Teacher Education Office (STE) is also located in GRH# 1092. If you need assistance when visiting GRH, an office associate in STE will assist you. Office hours for STE are 8:00 AM-4:30 PM CST.

**The Learning Center Peer Tutoring Services:** The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit the [website](#).

### Standards, Course Objectives and Assessments

Kentucky Teacher Standard	CAEP Standard	Framework for Teaching	Course Objective	Assignment/ Assessment



Demonstrate applied content plan	2.d	Demonstrate knowledge of Content and Pedagogy	Demonstrate essential content knowledge of the key concepts and generalizations in history, geography, civics, and economics, appropriate for Teaching elementary social Studies	<ul style="list-style-type: none"> <li>• Social Studies lesson plan</li> <li>• Online discussion</li> <li>• Content Quizzes</li> <li>• Trade book review</li> </ul>
Designs/plans instruction	1.a, 3.a, 3.b, 3.c, 3.d	Demonstrate knowledge of students; set instructional outcomes; Demonstrate knowledge of resources; design coherent instruction; design student assessment.	demonstrate knowledge of planning, implementing and assessment of student learning in social studies	<ul style="list-style-type: none"> <li>• Social Studies Lesson plan</li> <li>• Teaching of Social Studies lesson</li> </ul>
Creates/maintains learning climate	4.a, 4.b, 4.e	communicating with students; using question and discussion techniques; engage students in learning; demonstrating flexibility and Responsiveness	demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting social studies information	<ul style="list-style-type: none"> <li>• Teaching of Social Studies lesson</li> <li>• Lesson Plan Reflection</li> </ul>
Implements/ manages instruction	3.e, 3.f, 4.e, 4.f, 4. g,	communicating with students; using question and discussion techniques; engaging students in learning; demonstrating flexibility and responsiveness	Plan and teach a social studies lesson using a variety of instructional strategies in the field and evaluate the results	<ul style="list-style-type: none"> <li>*Teaching of Social Studies lesson</li> <li>*Lesson Plan Reflection</li> </ul>

Assesses and communicates learning results	3.a,3.b	designing student assessment; using assessment in instruction; maintaining accurate records; communicating with families	Develop formative and summative assessment appropriate for students with various special needs	*Teaching of Social Studies lesson * Lesson Plan Reflection
Demonstrates the implementation of technology tools	4.a	engaging students in learning; using assessment instruction; reflecting on teaching; maintaining accurate records; communicating with families	Utilize various technology tools and other strategies effectively to teach social studies in a classroom setting	*Teaching of Social Studies lesson * Lesson Plan Reflection *Literature video
Collaborates with learners/ colleagues /parents/and Others	5.c	participating in a professional community	Take a lead role in planning a service project in the community in collaboration with a local organization	Service-Learning Project
Reflects/ evaluates teaching and learning	3.a,3.b, 4.d, 5.b	Growing and developing professionally	Demonstrate reflective and critical thought regarding teaching and learning	*Lesson plan *Reflection

School of Teacher Education Lesson Plan Template			
Name	Date of Observation		
Ages /Grades of Students	#Number of Students in Class		
# of Students having IEP/504	# of Gifted Students	# of Students having LEP	
Lesson Title:			
<p><b>Context:</b> Describe the Students for which this Lesson is Designed. Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.</p>			

<p><b>Learning Target(s)/Objectives:</b> Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section. a. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s), national learning and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)</p>
<p><b>Learning Standards:</b>  a) Kentucky Social Studies Learning Standards  b) National Social Studies Learning Standards (NCSS)  c) Interdisciplinary Standards</p>
<p><b>Students' Baseline Knowledge and Skills:</b> Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.</p>
<p><b>Formative Assessment:</b> Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.</p>
<p><b>Resources:</b> Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.</p>
<p><b>Lesson Procedures/Sequence:</b> Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Modification for students with learning needs, 10. Closure of what took place, what was learned and next steps to connect to next lesson's learning.</p>
<p><b>Reference:</b> Identify the evidenced based resource(s) this lesson activity was retrieved from using APA format.</p>
<p><b>Watch for -----</b> Identify anything that you would like specifically observed during this lesson. What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.).</p>

### Additional Course Information and Experience Related to Education Preparation (EPSB Program Level Requirements)

#### Course Required P-12 Classroom Observation or Clinical Experiences:

Note: This course requires 40 field hours in an elementary classroom.

<b>Total Number of Hours: 40</b>
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<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</b>	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	X
2. English language learners;	X
3. Students with disabilities; and	X
4. Students from the following grade levels:	
• Elementary	X
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	X
(d) Interaction with families of students;	X
(e) Attendance at school board and school-based council meetings;	X
(f) Participation in a school-based professional learning community; and	X
(g) Opportunities to assist teachers or other school professionals	X

### **Course Assignments and Experiences Related to Standards**

#### **The Kentucky Academic Standards (KAS)**

Every ELED teacher candidate must be fluent in the Kentucky Academic Standards (KAS) and be able to deconstruct the standards for inclusion into measurable learning targets that become a part of the teaching and learning process.

<b>Course Assignment</b>	<b>Measurement of Teacher Candidate's Depth of Knowledge/Proficiency</b>
Social Studies Lesson Plan	Teacher candidates will develop and teach a Social Studies lesson in the field classroom. The KAS will be used to develop measurable learning targets, assessments, and instructional strategies

Service Project with leadership Component	Teacher candidates will plan and implement, in collaboration with an outside organization or school, a service project to enhance student learning. Each candidate will write a reflection describing his/her leadership role in the House Service Project and what was learned from the collaborative experience. Lesson designs will be clearly related to the Kentucky Academic Content Standards.
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### **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

<b>Course Assignment</b>	<b>Measurement of Teacher Candidate's Depth of Knowledge/Proficiency</b>
Social Studies Lesson Plan Design	Teacher candidates will include formative assessments in the lesson plan that will check for student understanding of the content standards included in the learning target.
Service Project with Leadership Component	The project requires teacher candidates to use research-based instructional strategies that engage P-12 students in critical thinking and problem solving.

### **Candidates Using the KAS Framework in Lesson Planning**

<b>Course Assignment</b>	<b>Measurement of Teacher Candidate's Depth of Knowledge/Proficiency</b>
Social Studies Lesson Plan Design	The teacher candidate will use the KTIP lesson planning format to plan a lesson to be taught in the field-based classroom. The KAS will be used to develop measurable learning targets, assessments, and instructional strategies included in the lesson plan.
Service Project with Leadership Component	The KAS framework will be evident in the lessons included the project.

### **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

<b>Course Assignment</b>	<b>Measurement of Teacher Candidate's Depth of Knowledge/Proficiency</b>
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Social Studies Lesson Plan Design	Teacher candidates will develop formative assessments for the lesson plan to be taught in the field classroom.
Service Project with Leadership Component	Formative Assessments will be developed for each lesson in the project.

**Course Assignments Serving as an Education Preparation Program “Key Assessment”:**  
N/A

**Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

SPA Standard # and Description	Course Experiences and Assessments
2.1 Reading, Writing and Oral Language 2.4 Social Studies 3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving. 4.0. Assessment for instruction	The Service Project and Social Studies Lesson Plan Assignments will require teacher candidates to demonstrate proficiency in reading, writing, oral language, and social studies content knowledge and skills. In addition, the instructional strategies required in both assignments will include opportunities for teacher candidates to integrate and apply knowledge for instruction, design instruction for diverse students, develop appropriate assessments and incorporate critical thinking and problem solving in the teaching and learning process.

**Kentucky Teacher Performance Standards:** (Link to the standards and all 174 indicators)  
 Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

NOTE INDICATORS in each cell below:

KTPS with INTASC								
Details/Indicators	505	506	507	509	519	515	510	589
Core Curriculum Alignment								

Standard 1. Learner Development: The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.			A, B, C, D, E, G, H					
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			B, D, L, M, N					
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning , and self-motivation.			A, B, E, F, G, H, L, M, Q, R					
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches ; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			A, B, D, E, F, G, H, J, K, L, M, N, O, P, Q, R					
Standard 5. Application of content: The teacher shall understand 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.			A, B, C, D, F, G, L, M, Q, S					
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the			A, B, C, D, H, I, K, L, P, R, S, U					

educator's and learner's decision-making.								
Standard 7. Planning for Instruction: The teacher shall plan 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.			A, B, C, D, G, H, I, J, K, N, Q					
Standard 8. Instructional strategies: The teacher shall understand and use 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.			A, B, D, E, F, G, H, I, K, N, S					
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.			A, E, H					
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.			A, E, N, O, R, T					

**Course Experiences or Assessments Addressing ILA (literacy) Standards: (to the indicator level)**

<b>International Literacy Association Standard # and Description</b>	<b>Course Experiences and/or Assessments</b>
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STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.	ILA 1.1-1.3 Social Studies Lesson Design Social Studies Lesson Teaching Social Studies Lesson Written Reflection
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes	ILA 2.2-2.4 Social Studies Lesson Design Social Studies Lesson Teaching Social Studies Lesson Written Reflection
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.	ILA 3.1-3.3 Social Studies Lesson Assessment Social Studies Lesson Written Reflection
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	

School of Teacher Education Lesson Plan Template



Name _____		Date of Observation _____
Ages/Grades of Students _____		#Number of Students in Class _____
# of Students having IEP/504 _____	# of Gifted Students _____	# of Students having LEP _____
Lesson Title: _____		
<b>1. Context: Describe the Students for which this Lesson is Designed</b> Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. <i>Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.</i>		
<b>2. Learning Target(s)/Objectives</b> <i>Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.</i> <ul style="list-style-type: none"><li>a. Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)</li><li>b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)</li><li>c. Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)</li></ul>		
<b>3. Students' Baseline Knowledge and Skills</b> Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.		
<b>4. Formative Assessment</b> Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. <i>The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.</i>		
<b>5. Resources</b>		

<p>Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.</p>
<p><b>6. Lesson Procedures</b>  Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. <i>Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.</i></p>
<p><b>7. Reference</b>  Identify the evidenced based resource(s) this activity was retrieved from using APA format.</p>
<p><b>8. Watch for -----</b>  Identify anything that you would like specifically observed during this lesson. <i>What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)</i></p>

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