

MORAVIAN COLLEGE
Ed 328: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

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Tue. 4-7 pm by appointment
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The present divorce between scholarship and method is as harmful upon one side as upon the other -- as detrimental to the best interests of higher academic instruction as it is to the training of teachers. But the only way in which this divorce can be broken down is by so presenting all subject-matter, for whatever ultimate, practical, or professional purpose, that it shall be apprehended as an objective embodiment of methods of mind in its search for, and transactions with, the truth of things.

John Dewey
"The Relation of Theory and Practice in Education"

The purpose of this course is to introduce you through practical example to the "methods of mind" that children need to develop to become scholars, social scientists, problem-solvers, and citizens. My goal is to design, and have you design, a series of activities and experiences that incorporate the most important of these methods. The course will thus be project-oriented. Most class sessions will involve discussion of the material, small-group problem-solving, or your presentation of learning experiences for children. Attendance and participation are thus important to your success in the course.

Course Objectives:

- The student will design lessons that are consistent with the Pennsylvania State Standards in social studies and the NCSS thematic strands.
- The student will practice methods and strategies designed to help elementary-level children think critically, solve problems, and make reasoned decisions.
- The student will develop a thematic unit plan that is integrative and interdisciplinary in scope, and is developmentally appropriate for the children for whom the instruction is designed.
- The student will examine social studies resources in print, in the community, and on the internet.
- The student will incorporate traditional print and internet resources into lesson plans and a unit plan.
- The student will examine the relationship of several developmental theories to social studies instruction.
- The student will develop strategies for improving the reliability and validity of teacher-made assessment instruments.
- The student will examine a variety of strategies for teaching social studies through children's literature.

Required Text:

Duplass, J.A. Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources. 2nd. Edition. Houghton/Mifflin, 2008.

Evaluation Policy:

Each assignment will be given a letter or numerical grade based on a 100 point scale, and will have the following weight when determining your final course grade:

Integrated Thematic Unit Plan	30%
Class Presentation	20%
Critical Analyses	30%
Pre-Student Teaching Portfolio	15%
Class Participation	5%

The following grade conversions will be used in determining your recorded letter grade for the course:

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	64 - 66 = D
80 - 82 = B-	60 - 63 = D-
77 - 79 = C+	0 - 59 = F

COURSE REQUIREMENTS

Integrated Thematic Unit Plan

You will develop a complete unit plan on a topic and grade level of your choice consistent with the thematic instructional model as described in Duplass, pp. 50-51. Additional information, including a detailed rubric, will be distributed in class.

Critical Analyses

Two critical analysis papers, each about five pages long, are due on the topics and at the times given below:

- **Critical Analysis 1: A Synthesis of Instructional Designs (due 1/23).** The purpose of this paper is to review, describe, reflect upon, and synthesize some of the best known models of individual lesson design. Synopses of each of these approaches can be found on-line. The designs to include are Madeline Hunter's Mastery Learning approach (as distinguished from Benjamin Bloom's Mastery Learning), Robert Gagne's Nine Events of Instruction, Gagnon & Collay's Six Elements of Constructivist Learning, and Wiggins' and McTighe's backward design. It will be helpful when writing the paper to read Duplass, Topic 9. Your paper should culminate with your own model of instructional design accompanied by a rationale. Prepare a one-page synthesis of your model suitable for presenting and explaining your model to the class. The paper should be double spaced with one inch margins and 12-point Times New Roman font. All sources must be properly cited.
- **Critical Analysis 2: Teacher-Centered (direct, essentialist) vs. Student-Centered (constructivist, progressivist) instruction (due 2/4).** The purpose of this paper is to develop a critical comparison of the teacher-centered and student-centered approaches to instruction. In conducting your research, you are looking for **empirical evidence** of the effectiveness of one approach over the other either globally or in particular circumstances. Because you will be concerned with the quality of the evidence you provide, you will most likely want to rely more on published research articles than on internet sources. See the research cited by Duplass in Topic 32 for examples of relevant research and sources. Topics 34, 39, and 43 are also relevant. It is legitimate to share research sources with your peers if you wish, but your paper must reflect your independent critical analysis of that research.

Class Presentation

You will be responsible for developing a 70-minute presentation to the class related to teaching a social studies lesson through children's literature, consistent with the infusion teaching model (see Duplass, pg. 52). The objectives of the presentation are to:

- clarify the scope of the discipline area (Historical Analysis, Historical Events, etc.) that is your focus;
- present your research findings on best practices for teaching to that discipline area through children's literature;
- provide a comprehensive bibliography of your research;
- provide a list of children's literature that can be used to teach to that discipline;
- teach a lesson to the class that demonstrates how children's literature can be used to teach that discipline.

Your presentation will be in two parts: a hard-copy handout distributed at least one class session before the presentation, and the presentation itself. The handout must contain:

- A brief description of the disciplinary area, including sub-areas as described in the Pennsylvania State Standards;
- A minimum five-page report on your research on teaching to that area through children's literature;
- A comprehensive bibliography of resources used in your report;
- A comprehensive list of children's books, annotated to describe how each book might be used to teach to that discipline;
- A formal lesson plan describing the demonstration activity you plan to conduct with the class.

Your in-class presentation will begin with a powerpoint presentation that includes:

- A discussion of the disciplinary area and the Pennsylvania State Standards that apply to that area;
- A thorough review of your research findings on how to teach to that area through children's literature;
- A thorough discussion of the children's books that you consider to be most valuable for teaching to the disciplinary area.
- A brief description of the lesson you plan to teach to the class, that lesson's objectives, the methodology (questioning, role-play, etc.) that you intend to employ and a rationale for it.

The NCSS list of Notable Tradebooks 2007 (distributed in class) and the Delaware Social Studies Education Project (udel.edu/dssep/) will be valuable resources for you in completing this project.

Pre-Student Teaching Portfolio

Unlike the other "professional block" courses, there is no requirement that you teach a minimum number of social studies lessons (since you may or may not be present when your coop is teaching social studies). A portion of your final grade, however, will be determined by the quality of your performance in your pre-student teaching experience, and by the quality of your professional portfolio.

Participation

Five percent of your final grade is reserved for participation in class discussions. An unexcused absence from your practicum experience will result in termination of the experience and a grade of F in the course.

Practicum Requirements:

Moravian College's Teacher Certification Program requires a minimum of two field experiences prior to acceptance for student teaching. **The Early Field Experience** involves a minimum of 40 hours in an elementary classroom. Most will have completed this through ED 150, ED 155, and/or ED 226. **The Pre-Student Teaching Experience** requires a minimum of 90 hours, and can be completed only after or concurrently with ED 325, Mathematics in the Elementary School, and ED 326, Literacy II. Formal class meetings for this course will end, along with those for ED 325 and ED 326, after Wednesday, March 19. Most of you, for the balance of the semester, will use scheduled class time to complete your Pre-Student Teaching Experience. If Social Studies is the only course for which you are

registered, but you have completed the other two courses, you can complete the Pre-Student Teaching experience at this time. If, however, you have not completed the other two courses, any additional field work you complete this semester will be considered an early field experience, and you will still have the 90-hour requirement to complete in the future.

Policy on Academic Honesty

Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College faculty in 1986 adopted a statement on academic honesty, the standards of which will be strictly applied in this course. You are encouraged to read carefully the description of this policy which is printed in your student handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me before completing the assignment. Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.