

**MORAVIAN COLLEGE**  
**Ed 328: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

Spring, 2009

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320 PPHAC

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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" which 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 which 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 research and report to the class, through a PowerPoint presentation, the meaning and significance of a specific social studies disciplinary topic or pedagogical skill.
- The student will research and report to the class those instructional strategies that empirical research has determined to be most effective in teaching elementary social studies.
- The student will develop a thematic, integrative unit plan containing a minimum of ten formal lesson plans.
- The student will develop and teach a demonstration lesson that is developmentally appropriate, and that illustrates instructional strategies shown by empirical research to be effective in teaching the target domain.
- The student will practice methods and strategies designed to help elementary-level children think critically, solve problems, and make reasoned decisions.
- 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 in the social studies.

**Required Text:**

Johnson, A.P. (2006) Making Connections in Elementary and Middle School Social Studies. Sage Publications

**Course Requirements, Due Dates, and Point Values:**

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. Each of these assignments except the class presentation is fully described in the reading/topic schedule. Requirements of the class presentation are attached to the end of this syllabus.

<u>Assignment</u>	<u>Due Date</u>	<u>Point Value</u>	<u>Notes</u>
Unit Theme and Justification	1/23	2	Can be revised
“Big Idea” and Guiding Questions	1/26	2	Can be revised
Guiding Questions and General Objectives	1/30	2	Can be revised
Identifying Multiple Choice Errors	1/30	2	Can be revised
Classroom Design Paper	2/4	5	
Lesson Plans and Assessments	2/9	5	
Gen. Obj’s, Behavioral Obj’s, Taxonomy Table	2/13	5	
Teacher Centered / Student Centered Paper	2/16	15	
Class Presentation		25	
Thematic Unit Plan	3/13	25	
Attendance/Participation		5	
Pre-Student Teaching Portfolio		7	

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

**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.