

MORAVIAN COLLEGE
Ed 328: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Spring, 2012

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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 demonstrate, 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 and lead a classroom discussion on the meaning and significance of a specific state standard for the social studies.
- develop a thematic, integrative unit plan.
- develop and teach a demonstration lesson that is consistent with Pennsylvania state standards, that is developmentally appropriate, and that illustrates instructional strategies shown by empirical research to be effective in teaching the target domain.
- practice methods and strategies designed to help elementary-level children think critically, solve problems, and make reasoned decisions.
- examine social studies resources in print, in the community, and on the internet.
- incorporate traditional print and internet resources into lesson plans and a unit plan.
- examine the relationship of intellectual developmental theories to social studies instruction.
- practice strategies for improving the reliability and validity of teacher-made assessment instruments in the social studies.

Required Text:

Johnson, A.P. (2010) Making Connections in Elementary and Middle School Social Studies. 2nd ed. Los Angeles: Sage Publishers.

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:

Thematic Integrative Unit Plan	35%
Reflective responses	15%
Standards discussion/model lesson	25%
Attendance/Participation	5%
Pre-student teaching portfolio	20%

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 (35%)***

You will develop a complete unit plan on a theme and grade level of your choice. Additional information, including a detailed rubric, will be distributed in class.

Class Presentation (25%)

You will develop and deliver a 60-minute presentation to the class that involves a brief overview of the meaning of the standard on which you are reporting and a related model lesson. Specific instructions for the class presentation will be distributed in class.

Reflective Responses (15%)

I will distribute several questions related to some of the assigned chapters in the text. When these prompts are distributed, your responsibility is to provide word-processed responses and have them in class to facilitate discussion. I will collect and grade your responses randomly over the course of the semester. Your written responses cannot be accepted after the class in which they were due.

Pre-student Teaching Portfolio (20%)

You will be required to develop a professional portfolio during your pre-student teaching experience. The quality of your portfolio, as determined by the pre-student teaching faculty team, will determine 20% of your grade in the course. Portfolio guidelines are described in the pre-student teaching handbook. If you are completing only an early field experience with this course, a separate set of portfolio guidelines will apply.

Attendance/Participation (5%)

Each unexcused absence will result in a half-grade reduction to the attendance/participation portion of your final grade.

ACCOMMODATIONS

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

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. **All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.**