

**MORAVIAN COLLEGE**  
**Ed 324/330: INSTRUCTIONAL STRATEGIES FOR SOCIAL STUDIES**

Fall, 2014

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320 PPHAC

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The purpose of this course is to examine the developmental foundations of social studies learning including fundamental concepts and processes related to assessment, instruction, and intervention for PreK to middle level students in social studies. To achieve this, students will:

1. Demonstrate knowledge of the developmental foundations and main themes of social studies learning (e.g., time, continuity, and change; awareness of one's own and others' cultures; individuals, groups, and institutions; power, authority, and governance; global connections) and how social studies learning affects and interacts with children's development.
2. Apply knowledge of criteria and techniques for selecting, designing, adapting, and using appropriate teaching materials, activities, tools, and technologies to support children's development and learning in social studies and to foster their ability to make connections between social studies and other content areas.
3. Demonstrate knowledge of strategies for implementing, modifying, and differentiating developmentally appropriate instruction in social studies.
4. Apply knowledge of assessment in social studies, including selecting appropriate assessments for different purposes (e.g., screening, diagnosis, benchmark, formative, summative); interpreting the results of these assessments; and using assessment results to plan, modify, and differentiate instruction in and make accommodations for social studies.
5. Demonstrate knowledge of ways of actively engaging children in developing their civic competence and growing as citizens through experiences that promote their acquisition of democratic ideals and civic values (e.g., classroom responsibilities, leadership opportunities, service projects).
6. Apply knowledge of appropriate strategies, activities, teaching materials, tools, and technologies to support children's development and learning of major concepts related to geography and strategies for using and interpreting maps and other resources for geographic inquiry.
7. Apply knowledge of appropriate strategies, activities, teaching materials, tools, and technologies to support children's development and learning of major concepts related to history.
8. Apply knowledge of appropriate strategies, activities, teaching materials, tools, and technologies to support children's development and learning of major concepts related to government and civics.
9. Apply knowledge of appropriate strategies, activities, teaching materials, tools, and technologies to support children's development and learning in major concepts related to economics.

**Course Objectives:**

The student will . . .

- design and lead a classroom discussion on the meaning and significance of a specific state sub-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.
- use the Standards Aligned System to develop full social studies lesson plans.
- 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.

**Associated Field Experience**

As a partial requirement for the completion of this course, you will be placed in a preschool or primary classroom as an assistant teacher beginning the week of September 22. The cooperating teacher to whom you are assigned will maintain an attendance sheet. **You must attend one of the two scheduled organizational meetings with the Education Department's Director of Field Experiences to complete questionnaires and receive information about this field experience. You cannot successfully complete the course without completing the forms at this informational meeting. The meetings will be held on Wednesday, August 27 at 5:00 PM in PPHAC 102, and on Thursday, August 28 at 11:45 AM in PPHAC 102.** You will need to have the following clearances in order to begin the field experience: The State Police Criminal Record Check, The Federal Criminal History Record, The Child Abuse History Clearance, and a TB test. You can obtain the TB test at the College's Health Center. In accordance with procedures developed within the Education Department, I will collect the original TB test documents from you to have copies made and then return the originals to you.

**Required Text:**

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

**ASSIGNMENT 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:

Quizzes (Short Answer Essays)	20 % (2 @ 10% each)
Unit Plan	30 %
Reflections from the Field	15 % (3 @ 5% each)
Standards Presentation	15 %
Homework Assignments	10 %
Coop's Evaluation	10 %

**ASSIGNMENT LETTER GRADES**

Letter grades on assignments will have the following percentage value:

A+ = 100	B+ = 88	C+ = 78	D+ = 68	F = 0
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

**GRADE CONVERSIONS**

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 (30%)***

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.

### ***Standards Presentation/Model Lesson (15%)***

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.

### ***Reflections from the Field (15%)***

You will write three 2 or 3 page papers reflecting on your field experience. Each of the papers has a specific focus, but the purpose of all is to integrate your field experience, in-class readings, and class discussion. Descriptions of the required content for the three papers are given below:

**Reflections I: First Impressions (due 10/8)** Discuss your school's and your classroom's structure and demographics: What is the geographic location of your school? How would you describe the community in which the school is located in terms of socioeconomic status and ethnic composition? How large is the school? Describe the physical characteristics/condition of the school. What is the grade level of your assigned classroom? How many students do you have? Relate your first impressions of your current placement to field experiences you've had in other classes or to your own school experience. Given this and past experiences, how do you think geographic, demographic, and such administrative issues as class size and the physical characteristics of the school/classroom impact student learning? Explain.

**Reflections II: Meet My Class (due 11/10)** Provide a thorough, detailed discussion of your students in terms of cognitive development, motivational level, behavioral issues, language difficulties, etc. You provided general demographic information in your first paper. Now that you know your students, analyze their strengths and weaknesses as learners and discuss what your cooperating teacher and you are doing to address individual differences – or what you would do if you were the classroom teacher.

**Reflections III: What I learned in School (due 11/19)** This is your opportunity to reflect on the value of this field experience to your professional development. Discuss the five (or more) most important lessons you've learned from this field experience.

### ***Quizzes (20%)***

Two quizzes will be given over the course of the semester. Specific dates are listed in the Reading and Topic Schedule and a study sheet will be distributed about a week before each administration.

### ***Homework Assignments (10%)***

Occasional homework assignments are listed in the Reading and Topic Schedule. The primary purposes of these assignments are to facilitate discussion and the development of your thematic units.

### ***Cooperating Teacher's Evaluation (10%)***

Your cooperating teacher's assessment of your performance in your field experience will determine 10% of your final grade.

## ACCOMMODATIONS

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic and disability support at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **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. 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.**