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 practice methods and strategies designed to help elementary-level children think critically, solve problems, and make decisions.
The student will develop daily lesson plans and a thematic unit plan which incorporate social studies methodology and content, are integrative and interdisciplinary in scope, and are 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 develop a brief social studies presentation using Powerpoint software.
The student will develop selected response and extended response assessment instruments.

Required Text:

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%
- Essay Exams (2 @ 15% each): 30%
- Occasional out-of-class assignments: 10%
- Powerpoint Presentation: 10%
- Practicum Portfolio: 10%
- Class Attendance/Participation: 10%
The following grade conversions will be used in determining your recorded letter grade for the course:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
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<tr>
<td>77 - 79</td>
<td>C+</td>
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<tr>
<td>74 - 76</td>
<td>C</td>
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<tr>
<td>70 - 73</td>
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<td>67 - 69</td>
<td>D+</td>
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<tr>
<td>64 - 66</td>
<td>D</td>
</tr>
<tr>
<td>60 - 63</td>
<td>D-</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS**

**Essay Exams (2 @ 15% each)**
Two essay exams will be given on class readings and discussion on or about the days indicated on the topic schedule.

**Integrated Thematic Unit Plan (30%)**
You will develop a complete unit plan on a theme of your choice, but related to a specific State standard, and designed for a grade level of your choice. Additional information, including a detailed rubric, will be distributed in class.

**Occasional Out-of-Class Assignments (10%)**
Ten percent of your final grade is reserved for completion of occasional homework assignments beyond required readings. I might want you to design a sample test, for example, or a sample rubric.

**Powerpoint Presentation (10%)**
You will design a PowerPoint presentation for an elementary level social studies lesson related to a specific State standard. The presentation should be accompanied by a formal lesson plan which describes the objective of the presentation and the specific standard that the presentation is designed to address. This presentation will not be shown to the class, but should be submitted to me electronically through Blackboard. Instructions for doing this will be distributed in class. Pictures and graphics may be scanned into the presentation or taken from the internet. Workshop sessions have been scheduled for those unfamiliar with the software. Detailed instructions and a rubric will be distributed in class.

**Practicum Portfolio (10%)**
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). Five percent 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.

**Attendance/Participation (10%)**
Each unexcused absence from class will result in the reduction of the attendance portion of your final grade by one grade level. One absence, for example, would result in a grade of 85% for the attendance/participation portion (10%) of your overall grade. **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, 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 Friday, March 18. 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.