

GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION

EDUC 512: Teaching Elementary Social Studies International Schools

Fall 2010

August 31 - December 14, 2010

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I. Course Description

Focuses on the translation of knowledge and data-gathering processes from the social sciences into appropriate and meaningful social studies experiences. Helps students develop an understanding of the aims and methodologies of history, geography, government/political science, sociology, anthropology, and psychology. Field experience is required. This course is a FAST TRAIN program requirement.

II. Course Delivery

Includes whole group methods (presentation, discussion, concept teaching) and small group methods (cooperative learning and problem-based learning). Hands-on experiences are included. IB PYP principles are integrated and implications are drawn for teaching in international schools.

III. Student Outcomes

Students will be able to:

- A. Understand objectives, subject matter and materials of elementary social studies instruction.
- B. Develop high quality, integrated units and lesson plans for social studies based on inquiry, critical thinking, and cooperative learning models.
- C. Identify and use a variety of instructional strategies for teaching social studies lessons in international settings.
- D. Integrate technology resources such as simulations into elementary social studies.
- E. Integrate content from the arts, math, science and literature into social studies.
- F. Examine issues related to multiculturalism and diversity and their relevance to teaching elementary students.
- G. Address standards in instructional planning; know and explain the key elements of the national social studies standards and the Virginia Standards of Learning in social studies.
- H. Use various kinds of student assessment data to plan, implement, and improve instruction.

IV. Standards

INTASC:

- #1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- #3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- #4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#5. The teacher uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

#8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Social Studies (NCATE):

2d. Candidates know, understand and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, and the social sciences, and other related areas--to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

IBO-PYP Areas of Inquiry

1. Curriculum processes
2. Teaching and learning
3. Assessment and
4. Professional learning

Technology (ISTE):

II. Teachers plan and design effective learning environments and experiences supported by technology.

III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

V. Relationship of Program Goals to National Teaching and Content Area Standards

Learning Outcomes	INTASC	Social Studies IB	Technology	
A.	1	2d	1	II, III
B.	4, 5, 7	2d	2, 4	II, III
C.	3, 4	2d	2	II, III
D.	4	2d	2	II, III
E.	1, 4	2d	1, 2	II, III
F.	3, 5	2d	1, 2, 4	
G.	1, 7	2d	1	
H.	8	2d	3, 4	II, III

VI. Required Texts

Bower, B. & Lobdell, J. (2003). *Social studies alive! Engaging diverse learners in the elementary classroom*. Palo Alto, CA: Teacher's Curriculum Institute.

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author. www.ncss.org

Zarrillo, J. J. (2008). *Teaching elementary social studies (3rd ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

VII. Additional Sources for Social Studies Standards

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author.
www.civiced.org

National Center for History in the Schools. (1989). *National standards for history: Basic edition*. Los Angeles: Author. www.sscnet.ucla.edu/nchs

National Council on Economics Education. (1997). *National content standards in economics*. New York: Author.
www.ncee.net

National Geographic Society. (1994). *Geography for life: National geography standards*. Washington, DC: Author.
www.ncge.org

Board of Education, Commonwealth of Virginia. (2003). *Standards of learning for Virginia Public Schools*. Available online.

VIII. Course Requirements

Lesson Plan 1	10%
Lesson Plan 2	10%
Group Unit Plan/IB Planner	20%
Class Participation	20%
Field observation	20%
Individual Unit Plan/IB Planner	20%
Total	100%

Grading Scale for FAST TRAIN:

A+ = 100

A = 94-98

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education

Course Assignments:

Summer Assignments:

1. Lesson Plan 1: Write a lesson plan using the GMU Elementary Lesson Plan Format. The topic for the lesson is your choice as long as it addresses NCSS and/or VA social studies SOL standards. See attached evaluation criteria. Lesson plan 1 may be rewritten once based on instructor feedback and resubmitted for re-scoring on or before

12/07/10 (Objectives B, C, D, G)

2. Group Unit Plan/IB Planner: In small groups, students will design a PYP transdisciplinary unit using the IB planner template as a guide. (Sections 1 -5 of the planner template must be completed) The planner should address one of the following IB transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet. The unit plan should be 2 weeks in length. It should include social studies and integrate one or more of the other content areas (Literacy, Science, and/or Math), and include technology and Fine Arts. Each group will submit the IB Planner and an overview chart. The overview chart should include an objective, learning activities,

and assessment for each day in bullet point format. (detailed daily lesson plans are not required for the overview chart.) The plan will be scored using the PYP Planner rubric (see attached) and presented to the class participants. (Objectives A, B, C, D, E, F, G, H)

3. Lesson Plan 2: Each individual will select one of the daily lesson plan topics from the group PYP unit of inquiry (group IB unit planner/overview chart) and write a detailed lesson plan following the GMU Lesson Plan Format. You may use whatever set of standards your IB planner uses (NCSS, VA SOLs, your local standards). You will present an overview of this lesson to the other participants in the class as part of the Group Unit Plan presentation. (Objectives B, C, D, G)

4. Participation: Participate as a contributing member of the class. Points will be given each class session (up to a total of 20 points) for in-class group or individual activities, projects, contributions, leadership roles and completion of daily reflection prompts. Class participation is a factor in grading; absence, tardiness, or early departure can be viewed as de facto evidence of nonparticipation and will result in a lower score. Weekly Reflections: Students will respond to a daily prompt to consolidate understanding. (See course outline for prompts) The daily reflection will serve as a formative assessment and a part of the daily participation grade. The reflection should be 1-2 pages maximum in length, 12 point font and submitted electronically to the professor a minimum of 24 hours before the next class. (Objective A, B, C, D, E, F, G, H)

During Field Experience:

5. Field Observations: Observe social studies instruction and describe and reflect on the observed lessons. See Field Experience Requirements. Due- December 14. Submit via email to the instructor as a scanned electronic document, by fax or send by mail in hard copy format. Field Experience documentation must be submitted before grades will be released. (Objectives A, B, C, D, E, F, G, H)

6. Individual Unit Plan/IB Planner: During your field work, you will design an individual PYP transdisciplinary unit using the IB planner as a guide. It should address one of the following IB transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet. The final unit plan will be scored using the PYP rubric provided in the syllabus. The unit plan should be 2 weeks in length. It should include social studies and one or more of the content areas (Literacy, Science, and/or Math), and include technology and Fine Arts. Each participant will submit the IB Planner and an overview chart. The overview chart should include an objective, learning activities, and assessment for each day in bullet point format. (Detailed daily lesson plans are not required.) The plan will be scored using the PYP Planner rubric. (see attached) Submit the IB Planner only - sections 1-5, & 9 of the planner document.

This is the designated performance assessment for the course and must be and submitted to Taskstream. Final Grades will not be released until the Planner is submitted to Taskstream. (Objectives A, B, C, D, E, F, G, H)

IX. Teacher Anthology and PBA's:

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "Individual Unit Plan/IB Planner". This assignment must be posted to Task Stream, where it will be reviewed and graded.

Additionally, student are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates

indicated in the guidelines. Please see the FAST TRAIN website:
http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

X. Expectations

Correct grammar and mechanics are expected of graduate students; work submitted with numerous errors may be returned to the student for editing before grading. APA style is required. All work must be submitted on time unless prior arrangements are made with the instructor. Work that is submitted late without consulting the instructor will have points deducted.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Approved March 2004

Attendance Policy

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

Laptops and Cell Phones

FAST TRAIN students may use their laptop at the discretion of the instructor for specific assignments and small group work. Cell phones must be turned off during class and may be used during breaks or lunch as needed.

GMU E-mail: Web: www.gmu.edu/email

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (Mason catalog).**

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for **nonacademic** reasons that prevent course completion. (Mason catalog).

Incomplete (IN)

This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

George Mason University
College of Education and Human Development

Professional Performance Criteria

Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet CEHD grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the College of Education and Human Development expects its students to develop and exhibit the following:

Commitment to the Profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to Honoring Professional Ethical Standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for Colleagues and students

Commitment to Key Elements of Professional Knowledge

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practices
- Respect for diverse talents, abilities and perspectives
- Authentic and relevant learning

Commitment to Being a Member of A Learning Community

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

Commitment to Democratic Values and Social Justice

Understanding systemic issues the prevent full participation
Awareness of practices that promote equity and access
Respects the opinion and dignity of others
Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

EDUC 512 Teaching Elementary Social Studies in International Schools 2010 Field Experience Requirements
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This class requires 20 hours of field experience. **Documentation of field experience hours must be submitted before grades are released.** There are two separate assignments to be completed: 1) observations and written summaries of social studies instruction; and 2) the development of an IB Unit Planner.

Assignment 1. Lesson Observations

Observe for 10 hours each at the following levels: Primary (PK-2nd grade) and Upper Elementary (3rd-6th grade) (Please include a range of observation experiences for both primary (at least two different grades) and upper elementary (at least two different grades). Actual grade levels will vary from participant to participant based on the field experience placement. Advise the instructor of the details of your placement and the exact grade levels you will observe by email/in class no later than October 19, 2010. You will receive an email confirmation from the instructor. Record your observations in detail, so that you will be able to write a separate summary for each level of observation. Write a summary/reflection of **an observed lesson at each grade level observed.** You will complete 4 summary/reflections – two primary and two upper elementary in total

Each summary should be 3-5 pages double-spaced, 12 point font and include the information listed below. Be sure to include references to the texts and other course material in your analysis. Written summaries are due December 14 in hard copy format. Field experience documentation must also be submitted by December 14.

A. A brief description of lesson observed.

Describe the class – size, grade, students.

Use the headings from GMU Lesson Plan Format to describe the following:

- Social studies content: Standards and objectives
- Materials
- Learning Activities (introduction, instructional strategies, summary, extensions/connection)
- Assessment
- Differentiation

B. A reflective analysis

What was the emphasis of the lesson: acquisition of knowledge, development of skill, development of attitudes or critical thinking, etc.?

How did the lesson demonstrate effective social studies teaching: critical thinking/inquiry, cooperative learning, integration?

How did the teacher build a learning community?

How did the teacher promote student engagement/motivation/relevancy?

What do you perceive as the strengths of the lesson?

Suggest improvements for this lesson based on your class readings and discussions.

What did you learn that you can apply to your own teaching?

Scoring Rubric for Field Experience Summaries EDUC 512: 2010

Rating	Demonstrated Competence
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4	EXCELLENT
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- Completed 20 hours of documented field experience
- Responses to all areas are thorough
- Writing is clear with few stylistic and grammatical errors
- Organization is deliberate and clear
- Summary/Reflection is thoughtful and shows depth of analysis
- Analysis is supported by numerous, appropriate citations from class content
- Knowledge is applied to future teaching situations

3	COMPETENT
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- Completed fewer than 20 hours of documented field experience
- Responses are incomplete in some areas
- Writing shows some lack of clarity and/or stylistic or grammatical errors
- Organization is difficult to follow
- Reflection is thoughtful, but lacks depth of analysis
- Analysis is supported by a few citations from class content; some are inaccurate
- Knowledge is not applied well to future teaching situations

2	MINIMAL
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- Did not complete 20 hours of field experience
- Responses are missing or incomplete in several areas
- Writing lacks clarity and/or many stylistic and grammatical errors
- Organization is difficult or impossible to follow
- Reflect lacks thoughtfulness and depth
- Analysis is not supported by citations from class content
- Knowledge is not applied to future teaching situations

1	UNSATISFACTORY
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Assignment 2. Individual IB Unit Planner

During your field work, you will design a PYP transdisciplinary unit using the IB planner template as a guide. You should focus your unit based on your field work placement observations and the Social Studies content being taught.

It should address one of the following IB/PYP transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet.

The unit plan should be 2 weeks in length. Complete an overview chart for the two week unit.

It should include social studies and integrate one or more of the other content areas (Literacy, Science, and/or Math), and include technology and Fine Arts.

Depending on the nature of the field experience placement – each participant may have the opportunity to teach all or part of the unit, assist with the teaching of the unit or compare/contrast your plan design with that of the cooperating teacher. It is vital that your planner is aligned with the content you observe. Each participant will need to determine which reflection scenario will work best for your Unit planner and field experience placement in order to complete the Planner section on Student Questions and the Teacher Notes Reflection sections of the planner template. All participants must complete Sections 1-5 and Section 9 of the planner document.

Submit the IB Planner only to Task Stream. Send electronic copies of the planner and overview chart to the instructor

The final unit plan will be scored using the IB PYP Planner Rubric (see attached).

Due: December 14, 2010

Note: This is the designated performance assessment for the course and must be submitted to Task Stream before grades will be released.

George Mason University
FAST TRAIN Programs

Lesson Plan Format

Name: _____ Grade Level: _____
Title: _____ Date: _____

I. Learning Objectives (stated in terms of measurable student outcomes)

Standards addressed:

II. Materials for Learning Activities

Teacher's materials:

Students' materials:

III. Procedures for Learning Activities

Introduction:

Instructional strategies:

Summary:

Describe extensions or connections to other lessons.

IV. Assessment

Formative assessment(s):

Summative assessment:

V. Differentiation

VI. References

Name _____

Lesson Plans 1 and 2 Evaluation Criteria *

EDUC 512: Social Studies Smith

_____ /1 Plan includes standards

_____ /1 Objective(s) clearly stated in terms of observable student outcomes

_____ /1 Procedures include an introduction, appropriate instructional strategies,
and a closure

_____ /1 Assessment shows evidence of student learning in relation to the
Objective(s)

_____ /1 Plan includes differentiation (learning, behavioral and cultural)
appropriate to the students

_____ /1 Plan shows considerations appropriate to international education settings

_____ /1 Plan shows consistency between standards, objective, procedures and
assessment

_____ /1 Plan is relevant, engaging, and motivating for students, and all aspects of
the plan are developmentally appropriate

_____ /1 Social Studies content is accurate

_____ /1 Plan is appropriate to the purpose of Social Studies (includes inquiry,
critical thinking, problem-solving, cooperative learning, skill building, learning community,
multicultural awareness, and/or integration)

_____ /10 Total

* 1 = Criterion is met; 1/2 = Criterion is somewhat met; 0 = Criterion is not met

EDUC 512
Unit Planner Overview Chart

Unit Planner Title: _____ **Grade Level:** _____

Transdisciplinary Theme: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Assessment	Assessment	Assessment	Assessment	Assessment
Day 6	Day 7	Day 8	Day 9	Day 10
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Assessment	Assessment	Assessment	Assessment	Assessment

Date	Topics/Activities	Assignments Due This Class / Reading Assignments for Next Class
Session 1 8/31/10	Group Conversation - Effective Social Studies Teaching & Building Learning Communities SS and IB Purposes - IB Graphic Organizer. "4 Corners" Lesson, intro "museum" Reflection 1	Bring copy of NCSS standards to class 2, Bring "museum artifact" to class 2
Session 2 9/7//10	Planning: using Standards, Objectives, Content Introduce Field Experience Component Reflection 2	Best Practices article
Session 3 9/14/10	Considering Multicultural Perspectives Engaging in Inquiry Reflection 3	Zarrillo, Chapters (1,2,3) Integrating Inquiry Across the Curriculum Articles A and B
Session 4 9/21/10	Instructional Strategies using Primary Sources, Artifacts and Field Trips Work Session on Individual Lesson Plans – introduce Reflection 4	Zarrillo Chapters 4,5,6
Session 5 9/28/10	Incorporating Learning Strategies in Social Studies Introduction to Assessment and Differentiation through Arts and Technology Reflection 5	Social Studies Alive 1-133 Zarillo 11, 12
Session 6 10/5/10	Introduce IB Unit Planning: Using the PYP Essential Elements of Written Curriculum and the attributes of the Learner Profile in the Social Sciences Reflection 6	Hand Out from Making the PYP Happen, 2007
Session 7 10/12/10	"Putting the Pieces of the Puzzle Together" using the Unit Planner as a tool Begin Small Group Work on IB planners Lesson # 1 Work on individual lessons Reflection 7	Zarrillo, Chapters 7, 8 Hand Out from Making the PYP Happen, 2007
Session 8 10/19/10	Lesson Plan presentations <u>Cooperative Learning In Social Studies</u> using PYP elements: attitudes and action Collaborative Group Work on IB planners Reflection 8	Zarrillo, Chapter 9, 10 Lesson Plan #1 Due
Session 9 10/26/10	Reading, Literature and Social Studies –Making Transdisciplinary Connections -- Reflection 9	
Session 10. 11/2/10	Making Interactive notebooks an integral part of Social Studies instruction Work on group planners, Reflection 10	Social Studies Alive
Session 11 11/9/10	Work session on group planners Finalize group planners	Work on Group IB Planners
Session 12 11/16/10	Group planner presentations Begin framing topics and individual unit plans/	Due: Group IB Planner, Overview & Lesson Plan 2 Individual Unit Plan #2 - Proposal
11/23/10	Work Session – Work on Individual Unit Plan drafts the week of 11/23 Thanksgiving Reflection 11-self evaluation of group planner process	Work on Individual Unit Plan drafts
Session 13 11/30/10	Guest Presenter – from Population Connection Carol Bliese Status Check on Field Experience, Consultation on Individual Unit Plans, alignment	Work on Individual Unit Plan drafts
Session 14 12/7/10	Carousel Brainstorming," Review:Techniques, Strategies, Activities and Best Practices in Social Studies, Final Status Check on Field Experience	Finalize Individual Unit Plan drafts
Session 15 12/14/10	Final Class - Individual Planner Presentations	Due: Field Observation Summary and Record Sheet

	Wrap Up, Course Evaluation	Due: Individual IB Planners w. Overview
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