

**George Mason University
Graduate School of Education**

**EDCI-567-001
Teaching Social Studies in the Secondary School**

Instructor:

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Course Description:

EDCI 567 will help pre-service teachers develop a repertoire of teaching methods to meet the changing requirements in today's atmosphere of increasing accountability. Course content will focus on standards based instruction with an emphasis on backwards planning for units and lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations. Course topics will include classroom management and current issues facing the classroom teacher. Students will also learn how to meet and manage the challenges of classroom teaching at the secondary level.

Course Objectives:

After completing EDCI 567, students will be able to:

1. Use backward planning to develop a unit of study that includes a broad range of instructional strategies, including reading, writing, and technology;
2. Develop assessments and rubrics linked to standards and benchmarks of a school system and the Virginia Standards of Learning;
3. Apply planning and instructional strategies designed to meet the needs of a diverse student population;
4. Help students access information in a variety of sources and demonstrate understanding of that information;
5. Develop a classroom management plan that can be implemented upon employment; and
6. Design lessons demonstrating technology integration in social studies.

Required Texts:*

- ◆ *Integrating Differentiated Instruction & Understanding by Design*, by Carol Ann Tomlinson and Jay McTighe, ASCD Publications, 2006 edition (ISBN 978-1-4166-0284-2)
- ◆ *The Art and Science of Teaching*, by Robert J. Marzano, ASCD Publications, 2007 edition (ISBN 978-1-4166-0571-3)
- ◆ *Why Didn't I Learn This in College*, by Paula Rutherford, Just ASK Publications, 2009 edition (ISBN 978-0-9797280-1-3) OR 2002 edition (ISBN 0-96633361-6)

- ◆ *Thinking History* by Dr. Peter Stearns,
<http://www.historians.org/pubs/free/WhyStudyHistory.htm>

- ◆ *NCATE Unit Standards* These are available on-line at:
<http://ncate.org/public/unitStandardsRubrics.asp?ch=4>
- ◆ *National Standards for History*. These are available on-line at:
<http://nchs.ucla.edu/standards/>
- ◆ *National Standards for Social Studies (summaries)* These are available on-line at:
<http://www.socialstudies.org/standards/execsummary>
- ◆ *VDOE- Curriculum Framework for History and Social Science* (at least one grade level)
This may be downloaded and printed from the Virginia Department of Education website.
http://www.doe.virginia.gov/VDOE/Instruction/History/curriculum_framework_2008_final/index.html

*Suggested supplemental readings will be given throughout the semester on topics of discussion.

Course Assessments and Requirements:

- * **Fifteen hours of field experience is required.**
- * As a person going into a profession with multiple demands and time requirements, it is expected that students will fulfill their classroom responsibilities in a professional and timely manner. Late work and absences will affect your grade.
- * All assignments should be labeled with your name and date in the right hand corner and clearly titled. An assignment turned in electronically should be saved as a file which includes the author's name.

- 30%-Unit Plan and Presentation
This unit should:
 - ◆ be linked to the Virginia SOL
 - ◆ include detailed lessons for a 2-3 week period
 - ◆ contain introductory and culminating activities
 - ◆ contain both informal and formal assessments with rubrics
 - ◆ show a variety of resources and instructional strategies
 - ◆ include reading, writing, and technology activities
 - ◆ include adaptations and accommodations which differentiate instruction
 - ◆ be shared with the class in a 10 - 15 minute presentation
 - ◆ be distributed to each member of the class via a 1-2 page summary handout

➤ 35%-Reflection Logs-**All reflections should be submitted electronically for credit.**

1. *Thinking History*-Read the monograph by Dr. Stearns and write an essay reflecting the impact this work has for you as a classroom teacher in history. Be sure to include specific ways that it might affect your instruction. (2/3 pages)
2. A review of three websites that you might use in your instruction. In this review, for each site, you need to include the standard and objective that the website meets. Describe the specific sections of the website that you would use and how you would incorporate them into your instruction. Be as specific as possible. To receive credit for this requirement the review should be submitted to the discussion board in Blackboard and you will need to respond to 2 of your classmates suggestions.

Field experience reflections--For this class, you are required to spend at least fifteen hours in a classroom observing experienced teachers. You should focus your observations on their classroom management. (**Schedule your observations early!**)

3. Observe at least three different teachers and complete a field observation form for each (reflection # 3 = three completed forms).
4. Write a one/two page summary reflection of your three observations (to be turned in as a cover sheet for reflection #3).
5. Differentiation -Develop a lesson that includes the components of the LEARN model of instruction. Then describe adaptations/accommodations that could be made for students in at least three of the following categories: GT, LD, ADD, ADHD, 504s and ELL whom you may find in your classes.
6. Classroom management plan – Your classroom management plan should include the following information:
 - ◆ the physical layout of the room
 - ◆ what a person will see when he or she walks into your room
 - ◆ how you will handle absences, late work, and make-up work
 - ◆ what your grading policy is and how you will manage it
 - ◆ what your discipline policy is
 - ◆ how you will handle parent communication
7. Reflection concerning your philosophy about teaching and learning. Be sure to include what you see as your teaching style and any changes in your perceptions and philosophy of teaching that may have occurred as a result of this class. (no more than three pages)

- 15%-One class period lesson following the format of the lesson plan required by GMU-GSE and including the components of LEARN. This lesson should include a classroom activity described in detail with a fully developed assessment and rubric using a strategy from the Rutherford book. (This lesson may later be incorporated into your unit plan.)
- 10%-One class period lesson incorporating the use of technology appropriate to a unit of study in history. The format of the lesson plan should follow the required GMU-GSE format and include all of the components of LEARN. (This lesson may later be incorporated into your unit plan.)
- 10%-Class participation, including written activities that take place during class time, participation in formative assessments during class, and discussion.

Grading Scale:

A = 94-100 points
 A- = 90-93 points
 B+ = 87-89 points
 B = 83-86 points

B- = 80-82 points
 C = <80 points: unsatisfactory

- Information for this class will be posted on **Blackboard**. To access the **Blackboard-GSE Login Page**:

1. Enter the URL <http://blackboard.gmu.edu> into your browser location field.
2. Click on the **Login** button.
3. Enter your **Username & Password** assigned to you. Most likely it will be **your** first initial of your first name and **your** entire last name (for example - kwaters). It is the same user name that you use to access your GMU e-mail account. This will serve as both your username and password.
4. Click **Login**

Class Schedule:

| Date | Discussion Topic | Readings and Assignment Due |
|-------------|--|--|
| 1/19 | Introduction Standards Based Instruction Backwards Design | |
| 1/26 | Elements of a Lesson LEARN Model *discuss field experience | Tomlinson & McTighe Ch 3 Marzano Ch 1 & 2 Rutherford Ch 1 & 7 VDOE Curriculum Framework National History Standards Reflection #1 |
| 2/2 | Assessments and Rubrics | Bring VDOE Curriculum Framework Bring National History Standards Tomlinson & McTighe Ch 5 & 8 Marzano Ch 3 & 4 Rutherford Ch 6 |

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| 2/9 | Instructional Strategies Research Based Best Practice | Marzano Ch 5 Rutherford Ch 3 |
| 2/16 | Instructional Strategies Engagement | Rutherford Ch 4 Lesson plan with Assessment |
| 2/23 | Instructional Strategies Reading and Writing | Gallagher Handout Rutherford Ch 5 |
| 3/2 | Instructional Strategies Technology Integration Classroom Routines Innovation Hall Room TBD *Discuss Unit Plan | Rutherford Ch 8 Reflection #2-Submit website reviews to Blackboard |
| 3/9 | Spring Recess – no class | |
| 3/16 | Learning Styles Principles of Learning Multiple Intelligences | Tomlinson & McTighe Ch 2 & 7 Rutherford pages 57 - 60 Technology Lesson Comment on 2 classmates postings |
| 3/23 | Classroom Climate Human Relations | Marzano Ch 8 & 9 Rutherford Ch 2 |
| 3/30 | Differentiation Special Education Inclusion IDEA | Tomlinson & McTighe Ch 4 & 6 Rutherford pages 39 - 42 Reflections # 3 & 4- Field Experience |
| 4/6 | Classroom Management & Discipline | Marzano Ch 6 & 7 Reflection # 5-Differentiation Lesson |
| 4/13 | Teachers as professionals Communication & Collaboration * Last discussion of Unit Plan | Tomlinson & McTighe Ch 9 Marzano Ch 10 Rutherford Ch 9 Reflection # 6-Management Plan |
| 4/20 | Unit Presentations-Group 1 | Unit plan, one page executive summary, and presentation |
| 4/27 | Unit Presentations-Group 2 | Unit plan, one page executive summary, and presentation |
| 5/4 | Reading Day – no class | |
| 5/11 | Final Exam | Reflection Log #7 due via e-mail |

STUDENTS WITH SPECIAL NEEDS

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. See www.gmu.edu/student/drc or call 703-993-2472 to access the DRC.

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor: Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at 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.

Professional Disposition Criteria

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Therefore, the Graduate School of Education (GSE) expects its students to exhibit the following:

Communication

Clear oral communication
Clear written communication
Clear presentation skills
Collaboration
Effective interpersonal skills

Professionalism

Commitment to children and their families
Sound judgment
Integrity and honesty
Acceptance of constructive criticism
Positive attitude
Respect for the opinion of others
Ability to meet deadlines
Ability to collaborate with others
Appropriate assertiveness
Ability to handle stress

Procedure for Identifying Students Who Need Help

Expectations for communication, collaboration, and professionalism are clearly stated on the GSE web site and are distributed to students.

1. If an instructor observes that a student is having difficulty with any of the behavioral indicators, the instructor completes a Professional Disposition Criteria concern form and meets with the student to discuss concerns and actions to be taken. GSE staff or other professionals may communicate concerns to program coordinators for action.
2. The instructor sends this completed form to the program coordinator. The coordinator opens a file and sends a copy to the student's advisor.
3. The coordinator states the concern at the next program meeting, and the concern is included in the minutes.
4. This one concern may be of large enough magnitude to warrant an immediate action. The Associate Dean for Student and Academic Affairs will be notified in writing with a copy of the concern form for placement in the student's official file. Or, if there is more than one concern form completed for a student, a pattern may be evident. The coordinator discusses the student at the next program meeting. The program faculty recommend to the advisor to meet the student to discuss concerns and recommendations to improve.
5. The advisor meets with the student and plans a course of action (e.g., referral to units in GMU such as the Writing Center, Health and Counseling Services, or Disability Support Services).
6. The student later presents evidence to the advisor of efforts to improve.
7. The advisor shares evidence of the student's progress at the next program faculty meeting and a statement is included in the minutes.
8. If a student with one or more forms on file applies for a teaching internship, the advisor considers whether the corrective action taken warrants approval for internship.
9. If the advisor cannot approve the internship, the application will be discussed by the program faculty and appropriate recommendations come from the faculty as a whole. If the decision is to deny the request for teaching internship, the program coordinator sends a letter with documentation to the Associate Dean for Student and Academic Affairs.