

GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION

EDUC 512: Teaching Elementary Social Studies International Schools

Instructor :

Contact information :

Office Hours :

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 an integrated study of history, geography, government/political science, sociology, anthropology, and psychology. Further to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. 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

ACEI/NCATE:

2.4 Social Studies – 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.

2.4 The arts – candidates know, understand and use – as appropriate to their own understanding and skills – the contents, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry and engagement among elementary students.

3.1 Integrating and applying knowledge for instruction – candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.2 Adaption to diverse students – candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving – candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

3.4. Active engagement in learning – candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation and positive social interaction to create supportive learning environments.

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.

INTASC:

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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. (2010). *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.

Recommended:

Cornett, C.E., (2007) 3rd edition, *Creating Meaning through Literature and the Arts*, New York: Pearson

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.irc

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

VIII. Course Requirements

Lesson Plan	10%
Lesson Plan 2	15%
Group Unit Plan/IB Planner	20%
Class Participation and Daily Reflections	20%
Individual Unit Plan/IB Planner/teaching	35%
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

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. (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.

Daily 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 each day. The daily prompt cannot be used in lieu of class participation. (Objective A, B, C, D, E, F, G, H)

Field Experience:

All FAST TRAIN courses have a 20 hour field assignment as required by Virginia Department of Education standards. The Field experience portion of this class can be completed through working in a classroom to complete the IB Planner and Teaching Assignment. You will document your field log of hours through this process and have it signed by your supervising teacher and/or supervisor in your building.

5. **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.

Select two (2) of the lessons in the unit plan and write detailed lesson plans to teach in your setting. If you are not in a full-time teaching placement then work closely with your supervising teacher to suit your context. The two lessons must be observed either but a peer teacher and/or supervisor. Submit your lesson plan and observer documentation to complete your assignment (see attached observer lesson). Plan to share your plans with your observe prior to teaching and to conference with them after your teaching.

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 and observer forms are 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. 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.

Late Assignments:

All work to be turned in at the beginning of class unless stated otherwise by the instructor or in the syllabus. Five (5) points will be deducted for each day of delay. In extreme circumstances a student may request an extension (in writing) to the instructor. The student must be in good standing to request a delay. It is up to the instructor's discretion to make the decision to accept late work.

GSE Syllabus Statements of Expectations

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range

of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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.

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).

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
Summer 2010 Field Experience Requirements**

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) the development of an IB Unit Planner and teaching two (2) lessons with observation.

Field Experience Observation Record
EDUC 512 Teaching Elementary Social Studies in International Schools

To the Cooperating Teacher and/or supervisor:

Please sign below to indicate that the student has completed the planner and teaching. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject	School	Total Hours Observed	Cooperating Teacher/Supervisor's Signature

Total Hours _____

Student's Signature: _____ Date: _____

Assignment 1. 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.

Each candidate should have the opportunity to teach all or part of the unit. **A minimum requirement is that each candidate teach two (2) of the lessons.** 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 by email,

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

Due: January 15, 2011

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

Name _____

Lesson Plans 1 and 2 Evaluation Criteria *
EDUC 512: Social Studies

_____ /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

IB-PYP Planner Rubric (for Group and Individual Unit Planners)

EDUC 512: Social Studies

FAST TRAIN George Mason University

Name _____ Date _____

Unit Title: _____ Transdisciplinary Theme: _____

	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Central Idea and Inquiry Into</p> <p>INTASC Standard 7:</p> <p>Planning</p> <p>ACEI Standard 3.3: Critical Thinking and Problem solving</p>	<p>*There is no central idea or inquiry into</p> <p>*The central idea is not global and not clearly related to the organizing theme</p> <p>*The inquiry into is not related to the central idea and does not clarify it</p> <p>*The unit of inquiry places no demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit has no significance, relevance, and engagement</p>	<p>*The central idea and the inquiry into could not be transported to a school and make sense without significant editing</p> <p>*The central idea is not global and/or not clearly related to the organizing theme</p> <p>*The inquiry into is not related to the central idea and/or does not clarify it</p> <p>*The unit of inquiry places few demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit lacks significance, relevance, and/or engagement</p>	<p>*The central idea and the inquiry into could be transported to a school and make sense if they were edited</p> <p>*The central idea is global but not clearly related to the organizing theme</p> <p>*The inquiry into is not significantly related to the central idea and/or does not clarify it</p> <p>*The unit of inquiry places some demands on the students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit lacks some significance, relevance, and/or engagement</p>	<p>*The central idea and the inquiry into could be transported to a school and make sense</p> <p>*The central idea is global and clearly related to the organizing theme</p> <p>*The inquiry into is directly related to the central idea and clarifies it</p> <p>*The unit of inquiry demands that students search for an in-depth understanding through research and inquiry</p> <p>*The inquiry provides significant opportunity for critical thinking and problem solving</p> <p>*The unit is significant, relevant, engaging</p>
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Resources</p> <p>INTASC Standard 4:</p> <p>Instruction</p> <p>ACEI Standards 2.5 The Arts</p>	<p>*The resources list is not varied and not realistic</p> <p>*Technology is not included</p> <p>*No performing or visual arts resources are included</p>	<p>*The resources list is somewhat varied or somewhat realistic</p> <p>*Technology is included but is not appropriate</p> <p>*Some of the arts are included but not appropriate</p>	<p>*The resources list is somewhat varied and realistic</p> <p>*Some technology is included and appropriate</p> <p>*The performing and visual arts are included</p>	<p>*The resources list is varied and realistic</p> <p>*Technology is included and appropriate</p> <p>*Visual and performing arts are included and are appropriate for the content</p>
<p>Key Questions</p> <p>INTASC Standard 7:</p> <p>Planning</p> <p>ACEI Standard 3.1: Integration and application</p>	<p>*There are no teacher questions</p> <p>*The questions are not at all related to the essence of the central idea and/or inquiry</p> <p>*There are no questions using responsibility, perspective and/or reflection</p> <p>*The plan reflects no integration or specific content applications</p>	<p>*The teacher questions are not open-ended</p> <p>*The questions do not get to the essence of the central idea or inquiry</p> <p>*There are questions using responsibility, perspective and/or reflection but they are not appropriate and would not guide the inquiry</p> <p>*The plan reflects little integration across content domains and few specific content activities</p>	<p>*There are fewer than 3 or more than 4 open-ended teacher questions; or the questions are not open-ended</p> <p>*The questions are beginning to get to the essence of the central idea and inquiry</p> <p>*There are some questions using responsibility, perspective and/or reflection but not all are appropriate to guide the inquiry</p> <p>*The plan reflects some integration and some specific content application</p>	<p>*There are 3 or 4 open-ended teacher questions</p> <p>*The questions get to the essence of the central idea and inquiry</p> <p>*There are questions using responsibility, perspective and/or reflection that are appropriate and guide the inquiry</p> <p>*The plan reflects integration across content domains and specific activities to apply such knowledge</p>
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)

<p>Activities</p> <p>INTASC Standard 4:</p> <p>Instruction</p> <p>ACEI Standard 3.2: Adaptation to diverse student</p>	<ul style="list-style-type: none"> *None of the multiple intelligences are included *The activities do not seem related to the key questions *None or few of the activities address student outcomes *None or few of the activities are designed with the assessments in mind *None or few of the activities are developmentally appropriate *No evidence of differentiation for advanced learners is provided 	<ul style="list-style-type: none"> *1 or 2 of the multiple intelligences are included *Some of the activities are related to the key questions *Some of the activities address student outcomes *Some of the activities are designed with the assessments in mind *Some of the activities are developmentally appropriate *Little evidence of differentiation for diverse learners is provided 	<ul style="list-style-type: none"> *Some of the multiple intelligences are included *Most of the activities are related to the key questions *Most of the activities address student outcomes *Most of the activities are designed with the assessments in mind *Most of the activities are developmentally appropriate *Some evidence of differentiation for diverse learners is provided 	<ul style="list-style-type: none"> *Most of the multiple intelligences are included *All of the activities are related to the key questions *All of the activities address student outcomes *All of the activities are designed with the assessments in mind *All of the activities are developmentally appropriate *Evidence of differentiation for diverse learners is provided
<p>Action</p> <p>INTASC Standard 5:</p> <p>Motivation</p> <p>ACEI 3.4: Active engagement in learning</p>	<ul style="list-style-type: none"> *the unit provides no opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not authentic *no opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides few opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not authentic *few opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides some opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not completely authentic *some opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is authentic *multiple opportunities are provided for positive social interaction
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Assessment</p> <p>INTASC Standard 8:</p> <p>Assessment</p> <p>ACEI Standard 4: Assessment</p>	<ul style="list-style-type: none"> *There are no formative and summative assessments *Students are not given the standards for assessment *There are no opportunities for students to self-assess *Almost none of the assessment allows for student choice of content or strategies *Almost none of the assessment addressed the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are few formative and summative assessments *Students are very few of the standards for assessment *There are few opportunities for students to self-assess *Very little of the assessment allows for student choice of content or strategies *Little of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are some formative and summative assessments *Students are given some of the standards for assessment *There are some opportunities for students to self-assess *Some of the assessment allows for student choice of content or strategies *Some of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are formative and summative assessments *Students are given the standards for assessment (criteria, models, rubrics) *There are many opportunities for students to self-assess *The assessment allows for student choice of content or strategies *The assessment addresses the central idea, inquiry into, and key questions
<p>Achievement of Purpose</p> <p>INTASC Standard 9:</p> <p>Reflection</p> <p>ACEI Standard 5.1: Professional growth, reflection and evaluation</p>	<ul style="list-style-type: none"> *There is no evidence that the teacher has reviewed the original purpose and decided it effective *There is no evidence that the teacher has been reflective about the positives and negatives *There is no evidence of the teacher's overall evaluation of the unit 	<ul style="list-style-type: none"> *There is little evidence that the teacher has reviewed the original purpose and decided it effective *There is little evidence that the teacher has been reflective about the positives and negatives *There is little evidence of the teacher's overall evaluation of the unit 	<ul style="list-style-type: none"> *There is some evidence that the teacher has reviewed the original purpose *There is some evidence that the teacher has been reflective about the positives and negatives *There is some evidence of the teachers overall evaluation 	<ul style="list-style-type: none"> *There is evidence that the teacher has reviewed the original purpose and decided it effective *There is evidence that the teacher has been reflective about the positives and negatives *There is evidence of the teacher's overall evaluation of the unit
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Social Studies</p> <p>INTASC Standard 1:</p>	<ul style="list-style-type: none"> *Unit shows almost no evidence of effective social studies teaching, e.g. integration, inquiry, 	<ul style="list-style-type: none"> *Unit shows little evidence of effective social studies teaching, e.g. integration, inquiry, 	<ul style="list-style-type: none"> *Unit shows some evidence of effective social studies teaching, e.g. integration, inquiry, 	<ul style="list-style-type: none"> *Unit shows evidence of effective social studies teaching, e.g. integration, inquiry, relevance, active

Content ACEI Standard:2.4 Social Studies Content	relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is not accurate	relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is not accurate	relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is accurate	learning, connections, varied groupings and activities, authentic resources, etc. *Content is accurate
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Adapted from Ellen Alquist, Primary Years Programme: Sample Planner

Central Idea and Inquiry	Met _____	Not Met _____
Standard 3.3: Critical Thinking/Problem Solving		
Resources	Met _____	Not Met _____
Standard 2.5: The Arts/Technology		
Key Questions	Met _____	Not Met _____
Standard 3.1 Integration/Application		
Instructional Activities	Met _____	Not Met _____
Standard 3.2: Diversity		
Assessment	Met _____	Not Met _____
Standard 4: Assessment		
Action	Met _____	Not Met _____
Standard 3.4: Active Engagement		
Achievement of Purpose	Met _____	Not Met _____
Standard 5.1: Professionalism		
Social Studies	Met _____	Not Met _____
Standard 2.4: Content		
Total		_____ /32 = _____ /25

X. Course Outline

Date	Topics/Activities	Reading Assignments for Next Class
1. Friday 7/9	<p>Group Conversation and Introductions Effective Social Studies Teaching & Building Learning Communities, Essential Agreements using the Learner Profile SS and IB /Purposes - IB Graphic Organizer. “4 Corners” Activity – Defining Social Studies Planning: using Standards, Objectives, Content and review of the Lesson Plan Format Small group Classification Activity – Linking Social Studies topics and IB Transdisciplinary Themes <i>Daily Reflection</i> – Why do we study Social Studies? How does Social Studies “fit” under the transdisciplinary themes of IB?</p>	Zarrillo, Chapters 1, 2, 3, 4
2. Monday 7/12	<p>Considering Multicultural Perspectives Instructional Strategies using Primary Sources, Artifacts and Field Trips, Engaging in Inquiry demonstration lesson Literature Circles and Social Studies –Making Transdisciplinary Connections Literature Circles for Non-fiction Activity in small groups Introduce Field Experience Component <i>Daily Reflection</i> – Reflection on the connection between Social Studies and Inquiry. What are the implications in planning for instruction?</p>	<p>Zarrillo, Chapters 5, 6 ,11 ,12</p> <p>Bring to next class: A social studies related virtual field trip site and a brief summary to share and add to our class resources list.</p> <p>Bring to next class: a camera, if possible</p>
3. Tuesday 7/13	<p>Sharing resources presentations, Build a resources poster Introduce IB Unit Planning: Using the PYP Essential Elements of Written Curriculum and the attributes of the Learner Profile in the Social Sciences. Walk through the Bubble Planner – small group work with sections of Making the PYP Happen, group summaries Literature Circles for Non-fiction presentations -ch 5, 6, 11, 12 Introduce Formative and Summative Assessment and their roles in planning for instructional differentiation. In small groups. Define assessment in the context of teaching and learning. Library Field Trip <i>Daily Reflection</i> –What are the roles of the essential elements of written curriculum and assessment in planning for instruction? How are they intertwined?</p>	<p>Social Studies Alive 1-133</p> <p>Bring to next class: an activity to share from Social Studies Alive reading to add to our resources list</p> <p>Bring to next class: picture book title, historical fiction novel title to add to our class resources list.</p>
4. Weds. 7/14	<p>“Putting the Pieces of the Puzzle Together” using the Unit Planner as a tool Small group work with Social Studies topics and building Central Ideas/Enduring Understandings Meet in small groups to determine Transdisciplinary Themes and Central Ideas Begin Small Group Work on IB planners Determine Lesson # 2 topic and begin work on individual lessons <i>Daily Reflection</i> – How do the pieces of the puzzle of unit planning fit together? What parts of the puzzle still need to be solved?</p>	<p>Zarrillo, Chapters 7, 8, 9</p> <p>Lesson Plan 1 due</p>
5. Thursday 7/15	<p>Small group presentations –Circle the Sages – ch 7, 8, 9 using PYP elements: attitudes and action Collaborative Group Work on IB planners Work on Lesson Plan #2 1:00 Guest Presentation – Population Connection <i>Daily Reflection</i> – How do resources beyond the text book and curriculum guide support the un-coverage of big ideas in teaching and learning?</p>	Zarrillo, Chapter 10
6. Friday 7/16	<p>Incorporating other disciplines into Social Studies – Wangari’s Trees of Peace read aloud and small group activity Collaborative Group Work on IB planners Work on Lesson Plan #2 Small group Lesson Plan peer review exchange sessions <i>Daily Reflection: My “ahas” and my questions still to answer</i></p>	<p>Bring to next class: web searched ideas for guest presentations and children’s literature relevant to your Group Unit Planners to add to your resources list – section 5 of the planner template.</p>

7. Monday 7/19	Exploring the incorporation of interactive notebooks, Project – based learning and problematic scenarios into Social Studies instruction – small group task and in-class presentations Work on group planners, Finalize group planners and presentation roles Daily Reflection -Using the tools we’ve uncovered together-respond to the following: “How is the teaching/learning of Social Studies relevant to becoming an internationally-minded citizen of the world?”	
8. Tuesday 7/20	Group planner and lesson plan presentations Debriefing the Group Planner Experience, Self Evaluation using rubrics "Carousel Brainstorming," Review: Techniques, Strategies, Activities and Best Practices in Social Studies. Final Review of Field Work Requirements and Post – Summer Requirements, Q and A Course Evaluation	Due: Group IB Planners Individual Lesson Plan 2
Post Summer Assignments		
October 15, 2010 January 15, 2011	IB Unit Planner Topic Proposal w. suggested Central Idea & Transdisciplinary Theme included Field Work documentation and Observation Summaries, Individual Unit Planner	Due by email to professor Due: Field Observation Summary and Record Sheet Document Due: Individual IB Planner to TaskStream