George Mason University
College of Education and Human Development
FAST TRAIN IB Certificate Program
EDUC 512: Teaching Elementary Social Studies in International Schools
3 Credits – CRN - 42611

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Meeting Dates: June 29- July 9th (online)

July 10 – July 21st, 2015 face-to-face

Meeting Time: 8:30 – 3:20

Meeting Location: TBA

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 it promotes developing 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.

Prerequisites: Admission to GSE, enrollment in FAST TRAIN program.

Nature of Course: This course is delivered through a variety of instructional strategies. Session formats will vary and will include lecture, interactive hands-on activities, large and small group discussions, student presentations, and cooperative learning groups.

Learner Outcomes: This course is designed to enable students 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.

Relationship to Program Goals and Professional Organizations: EDUC 512 is a methods course in FAST TRAIN, a program that prepares elementary teachers for international schools. FAST TRAIN applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 512 addresses the program goals that develop skills in instructional planning, implementation, and assessment.

Standards: The following standards are addressed in this course:
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.

IB-PYP Practitioner Award Programme Requirements: *The teacher will learn to use transdisciplinary planning and teaching skills. The teacher will know about the learner profiles and how to use them to support teaching in language arts.*
   a. International education and the role/philosophy of the IBO PYP programme
   b. Curriculum frameworks; principles, structures and practices
   c. Curriculum and instructional design
   d. Curriculum articulation
   e. Learning, theories, strategies and styles
   f. Teaching methodologies and the support of learning
   g. Differentiated teaching strategies
   h. Selection and evaluation of teaching and learning materials
   i. Developing assessment strategies
   j. The principles and processes of reflective practice
   k. Collaborative working: planning, implementation and evaluation

INTASC:

The Learner and Learning
Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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.

Technology (ISTE/NETS):
I. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

II. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in content and to develop the knowledge, skills, and attitudes identified in the NETS-S.

III. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

IV. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

V. Teachers continually improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

EDUC 512 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 512 also addresses the following Core Values from the College of Education and Human Development.

Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #2 Learning Differences	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #1 Collaboration
Standard #4 Content Knowledge	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #2 Ethical Leadership
Standard #5 Application of Content	Standard #3 Model Digital-Age Work and Learning	Value #3 Innovation
Standard #7 Planning for Instruction	Standard #4 Promote & Model Digital Citizenship & Responsibility	Value #4 Research Based Practice
Standard #8 Instructional Strategies	Standard #5 Engage in Professional Growth & Leadership	Value #5 Social Justice
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Course Texts:
> **Title:** Teaching Elementary Social Studies: Principles and Applications
> **Author:** J. J. Zarrillo
> **Edition:** Fourth Edition
> **Publisher:** Pearson
> **Publication year:** 2012
> **ISBN:** 978-0132565516
>
> **Title:** Social Studies Alive! Methods to Transform Elementary Education
> **Author:** TCI
> **Publisher:** Teachers Curriculum Institute
> **Publication year:** 2010
> **ISBN:** 978-1583711125

Technology Resources:
- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
  > International Baccalaureate Organization – Online Curriculum Center (OCC)
  > > http://www.ibo.org/
  > Practitioner Research as Staff Development:
  > > http://www.valrc.org/publications/research/index.html
  > American Psychological Association
  > > http://www/apa.org
  > National Council on Social Studies:
  > > http://www.socialstudies.org/standards

National Center for History in the Schools:
> http://nchs.ucla.edu/

The American Geographical Society:
> www.amergeog.org

The National Council for Geographic Education:
> www.ncge.org

American Historical Association:
> www.historians.org

National Council on Economic Education:
> www.ncee.net

American Anthropological Association:
> www.aaanet.org

National Archives and Records Administration:
> www.archives.gov

Teaching With Historic Places:
> www.nps.gov/history/nr/twhp/

Smithsonian Source:
> www.smithsoniansource.org/

UNICEF: Voices of Youth:
> www.unicef.org/voy/index.php

GMU Policies and Resources for Students:
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- 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.
- 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/].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/].

Professional Dispositions:
Students are expected to exhibit professional behaviors and dispositions at all times.

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Core Values Commitment:
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

Grading Policy: At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (http:// oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Incomplete (IN): This grade may be given to students who are in good standing, 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 will be kept on file in the FAST TRAIN office.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) 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).

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). *Students must contact an academic advisor* in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

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). Any unexcused absences (lateness) will result in a 3-point deduction from your participation grade. Missing an entire class will result in being dropped from the course.

TaskStream: Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (for EDUC 512, the Individual Unit Plan) to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements:
All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments: the Project Based Assessment (PBA) and fieldwork log. These final assignments will be uploaded into **Task Stream.** The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins and double-spaced, unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. ***Late papers and projects will not be accepted without penalty, except in extraordinary circumstances***. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

I. Assignment 1a - Performance Based Assessment (PBA): Individual Unit Plan/IB Planner (25%)
**Due: January 15

During your fieldwork, 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 unit plan should be 2 weeks in length and should include social studies and one or more of the content areas (Literacy, Science, and/or Math), as well as both 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 PBA rubric (at the end of the syllabus).

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 by a peer teacher and/or supervisor. Plan to share your plans with your observe prior to teaching and to conference with them after your teaching. Submit your lesson plan to TaskStream to complete Part 1a your assignment.

Assignment 1.b Instructions for Teaching Social Studies IB Unit
You will be implementing a minimum of two IB Social Studies Lessons from your Individual Social Studies IB Unit Planner (you may teach all five lessons from your Planner).   For each lesson you teach, you must have your supervisor or cooperating teacher evaluate your teaching using the form attached. Present your planner to your supervisor or cooperating teacher and have them review it in advance.   Submit the signed form to TaskStream where it will be reviewed by your instructor.

The assignment will only be graded in TaskStream according to the Performance Based Assessment Guidelines above.

II. Field Experience (10%) **Due: January 15

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard. ***Field Logs are to be uploaded on Task Stream**

NOTE: Failure to submit documentation of successful completion of your **fieldwork** will make you ineligible to register for coursework or be recommended for licensure.

III.   Participation (16%)
Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, conversations to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

IV. Reading Responses (9%) **Due: according to student selection of readings
Writing about what you have read is a useful way to synthesize your learning. In the reading responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about teaching social studies. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the

readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings.** The response is an opportunity to demonstrate your careful reading of the assigned texts, it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete **two (2)** reading responses, and you can pick and choose which readings to which you wish to respond. Entries should be <u>one page, single-spaced and in a legible 12-point font</u>. These should be submitted in hard copy to the instructor during the summer session.

V.   Using Current Events to Teach Social Studies Concepts (10%) **Due: July 14

Each student will be responsible for developing a brief (3-4 page) summary of an appropriate local, state, national or international news item that might be used to teach social studies at the elementary level. The write up should: 1) Provide a brief summary of the current event; 2) Include necessary background information for teachers wanting to address this topic - this should include a brief history and contextualization of the event (e.g., why this is this current event relevant to what you might be teaching) and some suggested quality resources (both print and digital); 3) Include an lesson plan for an elementary lesson about this topic.

VI. Using Location to Teach Social Studies (10%) **Due – July 16

An important component in the teaching of social studies is making connections not only to the global, but also to the local. For this assignment, each student will create a field trip plan that could be undertaken where the teacher is currently teaching (be it domestic or international). The field trip plan should include: 1) general logistical information (location, intended grade level, field trip site, why you chose this site, duration of the visit, etc.), 2) what pre-teaching or scaffolding needs to take place before students go to the field trip site, 3) what activities the students would participate in at the field trip site, and 4) what follow up lessons, reflections, and activities would take place following the field trip.

VII. Social Studies through Literature (10%) **Due: July 17

One of the most successful ways in which to help students relate to social studies concepts and content is through the use of literature as it provides a rich platform through which ideas, events, and frameworks can take on a "real" and "personal" perspective. For this activity, each student should select a concept or event from history. **The concept or event should be pre-approved by the instructor.** The student should then select one fiction and one non-fiction text that could be used for primary aged students (K-2) and one fiction and non-fiction text that could be used for upper elementary students (3-5). A 3-4 page paper should then be constructed which contains the following information: 1) the selected concept or event and why it was chosen, 2) a brief summary of the main ideas the students would be learning about this concept or event, 3) the books selected, 4) a <u>brief</u> description of each text, and 5) how each book relates to the concept or event.

VIII. Teaching Strategies Multimedia Presentation (10%)**Due: July 21

Each student will create a multimedia (Prezi, PowerPoint, etc.) presentation on a social studies teaching method. A list of strategies will be provided in class, but students may select a strategy not on the list as long as it has been approved by the course instructor. The presentation should focus on 1) describing what the strategy is, 2) explaining how the strategy is enacted, 3) determining when the strategy could best be utilized, and 4) providing a summary of potential benefits and roadblocks.

Assignment Summary:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	16	All	Daily
Reading Responses	9	All	Various
Using Current Events to Teach Social Studies	10	A, B, C, F, H	July 14
Using Location to Teach Social Studies	10	A, B, C, G	July 16
Social Studies through Literature	10	A, B, C, E, F	July 17
Teaching Strategies Multimedia Presentation	10	A, B, C, D, F, G, H	July 21
Performance Based Assessment (PBA): *Individual Unit Plan/IB Planner**	25	All	January 15
Field Experience	10	All	January 15

*Designated Performance Based Assessment

EDUC 512 Class Schedule
Tentative

Chapters from Social Studies Alive will be assigned in class for the next day – or lunch time reading.

Class 1	Friday, July 10, 2015
General Topics	Introduction to class Social Studies as a core subject
Readings	"What is Social Studies?" – NCSS (in class) "The Past, Present, and Future of Social Studies Teaching and Learning" – Zarillo, Chapter 1 (in class)
Assignment Due	None

Class 2	Monday, July 13th, 2015
General Topics	Social Studies and lesson planning Writing objectives
Readings	"The Fundamentals of Social Studies Teaching" – Zarillo, Chapter 2 Social Studies Alive – pages 11-98 (skim) (we will be using various sections in class over this week)
Assignment Due	Optional – Reading Response

Class 3	Tuesday, July 14th, 2015
General Topics	Assessing Social Studies The IB unit planner
Readings	"Assessment of Social Studies Learning" – Zarillo, Chapter 3
Assignment Due	Using Location to Teach Social Studies Optional – Reading Response

Class 4	Wednesday, July 15th, 2015
General Topics	Differentiated Instruction in Social Studies

Readings	"Differentiated Instruction" – Zarillo, Chapter 4
Assignment Due	Optional – Reading Response

Class 5	Thursday, July 16th, 2015
General Topics	Literacy integration with Social Studies
Readings	"Literacy" – Zarillo, Chapter 8 Part 2 of Social Studies Alive
Assignment Due	Using Current Events to Teach Social Studies Optional – Reading Response

Class 6	Friday, July 17th, 2015
General Topics	Cooperative Learning
Readings	"Cooperative Learning" – Zarillo, Chapter 6
Assignment Due	Social Studies through Literature Optional – Reading Response

Class 7	Monday, July 20th, 2015
General Topics	Using Inquiry and Critical Theory in Social Studies
Readings	"Inquiry and Critical Thinking" – Zarillo, Chapter 7
Assignment Due	Optional – Reading Response

Class 8	Tuesday, July 21st, 2015
General Topics	Multiculturalism in the Social Studies Classroom
Readings	"A Multicultural, Integrated Social Studies Curriculum" – Zarillo, Chapter 5
Assignment Due	Teaching Strategies Multimedia Presentation Optional – Reading Response

EDUC 512 PBA Rubric: Individual Social Studies Planner

Individual Social Studies Planner				
Criteria:	Exemplary 4	Proficient 3	Partially proficient 2	Not proficient 1
Central Idea and Inquiry Into	*The central idea and the inquiry into could be transported to a school and make sense *The central idea is global and clearly related to the organizing theme *The inquiry into is directly related to the central idea and clarifies it *The unit of inquiry demands that	*The central idea and the inquiry into could be transported to a school and make sense if they were edited *The central idea is global but not clearly related to the organizing theme *The inquiry into is not significantly related to the central idea and/or does not clarifies it *The unit of	*The central idea and the inquiry into could not be transported to a school and make sense without significant editing *The central idea is not global and/or not clearly related to the organizing theme *The inquiry into is not related to the central idea and/or does not clarify it	*There is no central idea or inquiry into *The central idea is not global and not clearly related to the organizing theme *The inquiry into is not related to the central idea and does not clarify it *The unit of inquiry places no demands on students for an in-depth understanding through

	students search for an in-depth understanding through research and inquiry *The inquiry provides significant opportunity for critical thinking and problem solving *The unit is significant, relevant, engaging	inquiry places some demands on the students for an in-depth understanding through research, inquiry, critical thinking and problem solving *The unit lacks some significance, relevance, and/or engagement	*The unit of inquiry places few demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving *The unit lacks significance, relevance, and/or engagement	research, inquiry, critical thinking and problem solving *The unit has no significance, relevance, and engagement
Resources	*The resources list is varied and realistic *Technology is included and appropriate *Visual and performing arts are included and are appropriate for the content	*The resources list is somewhat varied and realistic *Some technology is included and appropriate *The performing and visual arts are included	*The resources list is somewhat varied or somewhat realistic *Technology is included but is not appropriate *Some of the arts are included but not appropriate	*The resources list is not varied and not realistic *Technology is not included *No performing or visual arts resources are included
Key Questions	*There are 3 or 4 open-ended teacher questions *The questions get to the essence of the central idea and inquiry *There are questions using responsibility, perspective and/or reflection that are appropriate and guide the inquiry *The plan reflects integration across content domains and specific activities to apply such knowledge	*There are fewer than 3 or more than 4 open-ended teacher questions; or the questions are not open-ended *The questions are beginning to get to the essence of the central idea and inquiry *There are some questions using responsibility, perspective and/or reflection but not all are appropriate to guide the inquiry *The plan reflects some integration and some specific content application	*The teacher questions are not open-ended *The questions do not get to the essence of the central idea or inquiry *There are questions using responsibility, perspective and/or reflection but they are not appropriate and would not guide the inquiry *The plan reflects little integration across content domains and few specific content activities	*There are no teacher questions *The questions are not at all related to the essence of the central idea and/or inquiry *There are no questions using responsibility, perspective and/or reflection *The plan reflects no integration or specific content applications
Activities	*Most of the multiple intelligences are included *All of the activities	*Some of the multiple intelligences are included *Most of the activities	*1 or 2 of the multiple intelligences are included *Some of the	*None of the multiple intelligences are included *The activities do not seem

	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	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	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	related to the key questions *None of 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
Action	*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	*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	*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	*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
Assessment	*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	*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	*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	*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

Achievement of Purpose	*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	*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	*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	*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
Social Studies	*Unit shows evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is accurate	*Unit shows some evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is accurate	*Unit shows little evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is not accurate	*Unit shows almost no evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and activities, authentic resources, etc. *Content is not accurate