I. Course Description

This course focuses on the design and delivery of an integrated curriculum centered on knowledge and skills from history and the social sciences for the purpose of citizenship education. Students learn to develop interdisciplinary units based on the Virginia Standards of Learning and the National Council for Social Studies Standards. Field experience is required. Prerequisites: Admission to the Part-time Elementary Licensure Program; completion of EDUC 542 and 543.

II. Student Outcomes

Students will be able to:

A. Understand objectives, subject matter and materials of elementary social studies instruction.

B. Develop high quality, integrated lesson plans for social studies that include concept, valuing, inquiry and decision-making models.

C. Identify and use a variety of instructional strategies and technological resources for teaching social studies lessons in the elementary grades.

D. Integrate technology resources such as simulations into elementary social studies.

E. Integrate content from the humanities, 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 learning data to plan and implement instruction.
III. Standards

INTASC:

#1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

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

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

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

#10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.

Social Studies (NCATE):

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

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>INTASC</th>
<th>Social Studies</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>1</td>
<td>2d</td>
<td>II, III</td>
</tr>
<tr>
<td>B.</td>
<td>4, 5, 7</td>
<td>2d</td>
<td>II, III</td>
</tr>
<tr>
<td>C.</td>
<td>3, 4</td>
<td>2d</td>
<td>II, III</td>
</tr>
<tr>
<td>D.</td>
<td>4</td>
<td>2d</td>
<td>II, III</td>
</tr>
<tr>
<td>E.</td>
<td>1, 4</td>
<td>2d</td>
<td>II, III</td>
</tr>
<tr>
<td>F.</td>
<td>3, 5, 10</td>
<td>2d</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>1, 7</td>
<td>2d</td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>8, 10</td>
<td>2d</td>
<td></td>
</tr>
</tbody>
</table>

V. Required Texts


VI. Additional Sources for Social Studies Standards


National Council on Economics Education. (1997). *National content standards*


VII. Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field observation</td>
<td>10%</td>
</tr>
<tr>
<td>Group Resources Project</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plan Practice</td>
<td>5%</td>
</tr>
<tr>
<td>Lesson plans (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Integrated Unit Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Work Sampling</td>
<td>20%</td>
</tr>
<tr>
<td>Technology Demonstration</td>
<td>5%</td>
</tr>
<tr>
<td>Developmental Choice Activities</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. Field Observation: Based on observations of the teaching of social studies during your fieldwork, complete the School Observation Form and write a narrative describing what you observed. (Objectives A, B, C, D, E, F, G, H)

2. Group Resources Project: Conduct a small group project designed to locate resources for a content area theme in History, Civics, Geography, or Economics (e.g., Ancient Rome, The Three Branches of Government, Geographical Regions of VA, Barter and Trade). Each project should include multiple types of resources (e.g., primary source materials, museum resources, local resources, field trips, books, videos, teaching materials, games, plays, songs, etc.) including technology resources (e.g., software, websites, simulations, sources for visual images, etc.). Balance technological and non-technological resources. Include only resources you consider to be of high quality. Annotate each entry with a brief description indicating appropriate grade levels and possible use. Disseminate to classmates. (Objectives A, C, D, F)

3. Lesson Planning: Complete the planning practice for 1 instructional strategy on the Learning To Teach Interactive CD in preparation for a jigsaw. Sign up will occur ahead of time. Submit in writing. Write 2 lesson plans using the elementary lesson plan format. The topics for the lessons are your choice as long as they address social studies standards. The second plan must be taught and include a written reflection. (Objectives B, C, D, G)

4. Integrated Unit Plan: Develop a plan for a social studies unit (2 weeks in length) that integrates one or more of the content areas (Literacy, Science, Math, or the Arts), and includes a technology component. The plan should include a theme, guiding question, standards, an objective, and an assessment for the unit. Each day within the unit should include an objective, learning activities, and assessment, but detailed daily lesson plans
are not required. The unit plan should be submitted in chart form with brief supporting commentary. (Objectives A, B, C, D, E, F, G, H)

5. Work Sampling: Work Sampling is a performance assessment that requires you to plan and teach a lesson, collect and analyze student assessment data, and replan for subsequent days based on the results (see attached description and rubric). Work sampling also requires you to base your planning on school and classroom context as well as students' needs. In preparation for writing the school and classroom context portion of Work Sampling, the interns at each school will work as a group to collect school demographic information and each individual intern will collect classroom demographic information. The kinds of information are listed in the rubric. A group listing of school demographics and an individual listing of classroom demographics will be submitted early in the semester. This enables you to become acquainted with your school and classroom context and to have the information available when you write your work sampling report. The submitted lists will be approved by the instructor when handed in and will be graded as part of the final work sampling report. (Objectives A, B, C, F, G, H)

6. Technology Demonstration: In class, demonstrate software or other use of technology appropriate to elementary social studies. Some software and uses are available from the instructor. May be done in pairs or individually. (Objectives A, C, D)

7. Developmental Choice Activities: Based on your own learning needs, choose and complete an activity that will enhance your growth and learning. You may choose to 1) complete the quizzes that accompany each chapter of the Zarrillo text or 2) complete one of the practice tasks on the Learning To Teach Interactive CD (using social studies content). These may be handed in at any time during the semester and must include a rationale for why you choose the particular activity to further your development as a social studies teacher. (Objectives A, B, C, D, E, F, G, H)

8. Participation: Participate as a contributing member of the class. Points will be given each class session (up to a total of 10 points) for in-class group or individual activities, projects, or leadership roles (see university attendance policy below).

During sessions 2-7 of the course, a small group (usually three of you) will be responsible for organizing instruction for the remainder of your peers. Each “peer teaching” episode involves a specific topic from your Rethinking Our Classrooms reading and should be about 30 minutes in length. You should draw content from the readings to create a lesson that you will teach to your peers. Ideally, you should actively engage the class in thinking about the issue at hand in relation to teaching or the work of the teacher. Your peers will analyze your teaching by describing and evaluating what worked for them and ways in which you could improve. Your Peer Teaching is worth 5 of your 10 participation points. (Objective A, B, C, D, E, F, G, H)

Assignments will be evaluated using evaluation criteria or rubrics. Lesson plans may be rewritten based on instructor feedback and resubmitted once for re-scoring. 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. The faculty coordinates due dates, so extensions should only be requested when really needed. Work that is submitted late without consulting the instructor may have points subtracted.

VIII. University Policies

The university has a policy that requests students to turn off pagers and cell phones before class begins.

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, George Mason University has set forth a code of honor that includes policies on cheating and attempted cheating, lack of participation in group work, plagiarism, lying and stealing. Detailed information on these policies is available in the GMU Student Handbook.

INDIVIDUALS WITH DISABILITIES POLICY
The university is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for applicants for admission, students, applicants for employment, employees, and visitors who are disabled. Applicants for admission and students requiring specific accommodations for a disability should contact the Disability Resource Center at 993-2474, or the University Equity Office at 993-8730.

ATTENDANCE POLICY
Students are expected to attend the class periods of the courses for which they register. Although absence alone is not a reason for lowering a grade, students are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class. Students who fail to participate (because of absences) in a course in which participation is a factor in evaluation, or students who miss an exam without an excuse, may be penalized according to the weighted value of the missed work as stated in the course syllabus (GMU University Catalog, pg. 32).
Course Outline/ Schedule
(Note: Readings and Assignments are due on the day they are cited.)

1/21 Week 1
In class: Introductions; Review the syllabus; Create peer groups; Discuss the purpose of social studies and building learning communities that foster equity.

Out of class: No reading assignment.

1/28 Week 2
In class: Peer teaching #1 (The Power of Words); Who can be president? lesson; Zarrillo discussion.

Out of class: Rethinking our classrooms (pp. 1-32), Zarrillo (Chs. 1-3)

2/4 Week 3
In class: Peer teaching #2 (The Power of the Past); Observe Cozart lesson; Zarrillo discussion; Review Standards and SOLs.

Out of class: Rethinking our classrooms (pp. 33-80), Zarrillo (Ch. 4), Arends (Ch. 3)
Bring NCSS book and copy of SOL’s to class.

2/11 Week 4
In class: Peer teaching #3 (The Power of Critique); Observe Cozart lesson; Zarrillo discussion. Create cooperative learning lesson in small groups.

Out of class: Rethinking our classrooms (pp. 81-114), Zarrillo (Chs. 5)
Resources Project Due

2/18 Week 5
In class: Peer teaching #4 (The Power of Social Action); Observe Cozart lesson; Zarrillo discussion.

Out of class: Rethinking our classrooms (pp. 115-154), Zarrillo (Ch. 6)
Field Observation Due

2/25 Week 6
In class: Peer teaching #5 (Rethinking School Culture); Observe Cozart lesson.

Out of class: Rethinking our classrooms (pp. 155-202), Zarrillo (Ch. 7)
Demographics Due

3/3 Week 7
In class: Social Studies Alive Workshop.
Out of class:  Social Studies Alive (entire text)
Lesson Plan Practice Due
************************************************************************
3/10  Week 8  SPRING BREAK
************************************************************************
3/17  Week 9  In class: Population Connection Workshop
Out of class:  No reading assignment
Lesson Plan 1 Due
************************************************************************
3/24  Week 10  In class: Peer teaching #6 (Rethinking Assessment); Observe Cozart lesson; Zarrillo discussion; Create lesson plan.
Out of class:  Rethinking our classrooms (pp. 203-224), Zarrillo (Ch. 8)
************************************************************************
3/31  Week 11  In class: Observe Cozart lesson; Zarrillo discussion; Create lesson plan.
Out of class:  Zarrillo (Ch. 9)
Lesson Plan 2 and Reflection Due
************************************************************************
4/7  Week 12  In class: Observe Cozart lesson; Zarrillo discussion; Create lesson plan.
Out of class:  Zarrillo (Chs. 10-11)
************************************************************************
4/14  Week 13  No Class: AERA Conference.
Out of class:  Unit Plan Due. Email by 5PM.
************************************************************************
4/21  Week 14  In class: Observe Cozart lesson; Zarrillo discussion; Create lesson plan.
Out of class:  Zarrillo (Ch. 12 & 13)
************************************************************************
4/28  Week 15  In class: Observe Cozart lesson; Evaluations.
Out of class:  Work Sampling Due
************************************************************************
5/5  Week 16  In class: What is effective social studies teaching?; Technology Demos and Idea Sharing.
Out of class:  Technology Demo
Developmental Choice Activities Due