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>II, III</td>
</tr>
</tbody>
</table>

V. Required Texts


VI. Additional Sources for Social Studies Standards


VII. Course Requirements

1. Field observation 10%
2. Group Resources Project 10%
3. Lesson Plan Practice CD 5%
4. Lesson plans (2) 20%
5. Integrated Unit Plan 15%
6. Work Sampling 20%
7. Technology Demonstration 5%
8. Quizzes 5%
9. Micro-Teaching 5%
10. Participation 5%
100%

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. Sign up will occur ahead of time. (Objectives B, C, D, G).

4. 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)

5. 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
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. Quizzes: Complete the quizzes that accompany each chapter of the Zarrillo text. (Objectives A, B, C, D, E, F, G, H)

8. Participation: Participate as a contributing member of the class. Points will be deducted (up to a total of 5 points) for non-participation in in-class group or individual activities, projects, and/or leadership roles (see university attendance policy below).

9. Micro-teaching: A small group (usually three of you) will be responsible for organizing instruction for the remainder of your peers. Each “micro-teaching” episode involves a specific topic as it relates to Virginia’s SOLs and a specific instructional strategy (see Arends). Your instructor will provide you with the particular SOL and instructional strategy. You should draw content from the readings to create a 30-minute lesson that you will teach to your peers. Your peers will analyze your teaching by describing and evaluating what worked for them and ways in which you could improve. (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 Graduate School of Education (GSE) expects that all students abide by the following:

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

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC H12 for the full honor code.

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

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
1/26  Week 1  INTRODUCTION
In class: Introductions; Review the syllabus; Refer to what is posted on Blackboard. Discuss the purpose of social studies and building learning communities that foster equity.

Out of class: No reading assignment.

************************************************************************
2/2  Week 2  WHAT ARE THE FOUNDATIONS OF SOCIAL STUDIES TEACHING?
In class: Discuss Zarrillo and Arends readings. Diverse classrooms; Differentiation. Resource Project Groups Meet.

Out of class: Zarrillo (Chs. 1-3), Arends (Ch. 2).

************************************************************************
2/9  Week 3  WHAT ARE THE FUNDAMENTALS OF SOCIAL STUDIES TEACHING?
In class: Lesson Planning; Discuss lesson plan format; Objectives. Groups plan micro-teaching.

Out of class: Zarrillo (Ch. 4), Arends (Ch. 3)

************************************************************************
2/16 Week 4  HOW WILL I KNOW WHICH INSTRUCTIONAL STRATEGIES TO USE AND WHEN?
In class: Review Instructional Strategies; Jigsaw; Micro-Teaching; Inquiry and Critical Thinking.

Out of class: Bring Jigsaw.
Zarrillo (Chs. 5-6), Arends (1 of Chs. 7-12).

************************************************************************
2/23  Week 5 In class: WHAT ARE SOME TECHNOLOGY RESOURCES?
Technology. Share resources projects.

Out of class: Read Zarrillo (Ch. 7), Arends (Ch. 6).

Resources Project Due

************************************************************************
3/2  Week 6  In class: HOW CAN I IMPLEMENT THE SOCIAL STUDIES ALIVE APPROACH?
Social Studies Alive Workshop; Complete jigsaw; Social Studies Alive practice teaching.

Out of class: Read Social Studies Alive book.

Demographics Due

************************************************************************
3/9  Week 7  In class: HOW DO I ASSESS AND EVALUATE SOCIAL STUDIES CONTENT AND SKILLS?
Assessment; Population Connection Activity.

Out of class: Read Zarrillo (Ch. 8), Arends (Ch. 6).

**Lesson Plan Practice Due**

3/16  Week 8  SPRING BREAK

3/23  Week 9  In class: WHAT IS A LOCAL RESOURCE FOR SOCIAL STUDIES TOPICS?
Population Connection Workshop.

Out of class:  No reading assignment.

**Lesson Plan 1 Due**

3/30  Week 10  In class: HOW DO I INTEGRATE OTHER CONTENT AREAS WITH SOCIAL STUDIES?
The integrated curriculum; Units of instruction.

Out of class:  Zarrillo (Chs. 9-10)

4/6  Week 11  WHAT ARE THE SOURCES OF CONTENT FOR SOCIAL STUDIES TEACHING?
In class: Democratic Citizenship.

Out of class:  Zarrillo (Ch. 11)

**Lesson Plan 2 and Reflection Due**

4/13  Week 12  WHAT ARE THE SOURCES OF CONTENT FOR SOCIAL STUDIES TEACHING?
In class: History and Geography.

Out of class:  Read Zarrillo (Ch. 12).

4/20  Week 13  WHAT ARE THE SOURCES OF CONTENT FOR SOCIAL STUDIES TEACHING?
In class: Anthropology; Economics; Psychology; Sociology.

Out of class:  Read Zarrillo (Ch. 13).

**Unit Plan Due.**

4/27  Week 14  In class: WHAT ARE THE SOURCES OF CONTENT FOR SOCIAL STUDIES TEACHING?
Global Education; Environmental Education; Current Events.
Share trends in social studies education.

Out of class:  Find an article on a social studies education topic.
Field Observation Due.
Quizzes Due.

************************************************************************

5/4 Week 15
In class: HOW CAN I DEVELOP SOCIAL STUDIES CENTERS?
Social Studies Centers.

Out of class: Work Sampling Due.

************************************************************************

5/11 Week 16
In class: Technology Demos and Idea Sharing.

Out of class: Be prepared for your Technology Demo.