George Mason University
Graduate School of Education

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

Instructor:
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Course Description:

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

Course Objectives:

After completing EDCI 567, students will be able to:

1. Use backward planning to develop a unit of study that includes a broad range of instructional strategies, including reading, writing, and technology:
2. Develop assessments and rubrics linked to standards and benchmarks of a school system and the Virginia Standards of Learning:
3. Apply planning and instructional strategies designed to meet the needs of a diverse student population:
4. Help students access information in a variety of sources and demonstrate understanding of that information:
5. Develop a classroom management plan that can be implemented upon employment: and
6. Summarize current issues facing the classroom teacher such as NCLB and IDEA.
**Required Texts:**

♦ *Understanding by Design* by Grant Wiggins and Jay McTighe; ASCD, 1998

♦ *Classroom Instruction that Works*, by Robert Marzano, Debra Pickering, and Jane Pollock; ASCD, 2001

♦ *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson, ASCD, 2001


♦ *VDOE- Curriculum Framework for History and Social Science* (at least one grade level) This may be downloaded and printed from the Virginia Department of Education website.

♦ *National Standards for History*. These are available in print or on-line.

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

**Course Assessments and Requirements:**

*Fifteen hours of field experience is required.*

*As a person going into a profession with multiple demands and time requirements, it is expected that students will fulfill their classroom responsibilities in a professional and timely manner. Late work and absences will effect your grade.

*All assignments should be labeled with your name and date in the right hand corner, word-processed, and clearly titled.

*It is strongly recommended that students join a professional organization such as ASCD or NCSS, which publishes a professional journal on current issues in education.

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

➢ **30%-Reflection Logs**
   1. **Learning & Understanding**-Write an essay about learning and understanding as Wiggins and McTighe describe it. It should include why “understanding” is a
difficult concept, how they define “understanding” and how the facets of understanding can be applied to the classroom. (2/3 pages)

2. Differentiation-GT, LD, ADD, ADHD, and 504s—Describe an activity that you would use in a classroom lesson. Then describe adaptations/accommodations that could be made for students in each of the listed categories, whom you may find in your classes.

3. Field experience report--For this class, you are required to spend at least fifteen hours in a classroom observing experienced teachers. You should focus your observations on their classroom management. As part of your observation, you will need to observe at least three different teachers and complete a field observation form on each. In order to complete the form, you will also need to schedule a brief interview with that teacher to inquire about what you observed. In addition, you will need to write a one-two page summary reflection of your observations to hand in with your observation forms.

4. Classroom management plan—Your classroom management plan should include the following information:
   ♦ the physical layout of the room
   ♦ what a person will see when they walk into your room
   ♦ how you will deal with absences, late work, and make-up work
   ♦ what your grading policy is and how you will manage it
   ♦ what your discipline policy is
   ♦ how you will handle parent communication

5. Summary of NCLB and its implications for a classroom teacher. One of the most important issues facing schools today is No Child Left Behind (NCLB). For this assignment, you will need to research the legislation, summarize its components and then discuss its implications for the classroom teacher. (3-4 pages)

6. Reflection concerning your philosophy about teaching and learning. Be sure to include what you see as your teaching style and any changes that may have occurred as a result of this class. (no more than three pages)

- 20%-One class period lesson incorporating the use of technology or particular software appropriate to a unit of study in history. The format of the lesson plan should follow the required GMU-GSE format.

- 10%-Classroom activity with an assessment and rubric using a strategy from Marzano (Copies for everyone in class.)

- 10%-Class participation, including written activities that take place during class time, and discussion.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90-93 points</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points</td>
</tr>
<tr>
<td>C</td>
<td>&lt;80 points: unsatisfactory</td>
</tr>
</tbody>
</table>
### Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Introduction, Standards Based Instruction and the Virginia SOLs</td>
<td>Wong-Unit A, B VDOE Curriculum Framework Wiggins-Ch 1-4, 8-10 Reflection #1</td>
</tr>
<tr>
<td>2/3</td>
<td>Essential Understanding, Backwards Planning</td>
<td>Wong-Unit A, B VDOE Curriculum Framework Wiggins-Ch 1-4, 8-10 Reflection #1</td>
</tr>
<tr>
<td>2/10</td>
<td>Assessments and Rubrics Formative &amp; summative assessments Development of rubrics</td>
<td>Marzano-Ch. 1,8 Wiggins-Ch 5-7</td>
</tr>
<tr>
<td>2/17</td>
<td>Instructional Resources</td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>Instructional Resources Use of technology</td>
<td>Wong-Unit D Assessment &amp; Rubric Assignment</td>
</tr>
<tr>
<td>3/2</td>
<td>Instructional Strategies Reading in the content area Use of textbooks</td>
<td>Marzano-Ch. 2,3,6,10</td>
</tr>
<tr>
<td>3/9</td>
<td>Spring Recess</td>
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<tr>
<td>3/16</td>
<td>Instructional Strategies Best Practices Technology Presentations</td>
<td>Marzano-Ch. 4,5,7,9 Technology Presentations</td>
</tr>
<tr>
<td>3/23</td>
<td>Differentiation Inclusion IDEA and special education</td>
<td>Marzano-Ch. 11,12, 13 Tomlinson-all</td>
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<tr>
<td>3/30</td>
<td>History Alive</td>
<td>Reflection Log #2 National History Standards</td>
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<tr>
<td>4/6</td>
<td>Communication Parent Teacher conferences</td>
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<tr>
<td>4/13</td>
<td>Classroom Management &amp; Classroom Climate</td>
<td>Wong-Unit C Reflection Logs #3 &amp; 4</td>
</tr>
<tr>
<td>4/20</td>
<td>Current Issues in the Classroom NCLB Teachers as professionals</td>
<td>Wong-Unit E Wiggins-Ch 11 Reflection Log #5</td>
</tr>
<tr>
<td>4/27</td>
<td>Unit Presentations-Group 1</td>
<td>Unit Presentation</td>
</tr>
<tr>
<td>5/4</td>
<td>Unit Presentations-Group 2</td>
<td>Unit Presentations</td>
</tr>
<tr>
<td>5/11</td>
<td>Final Exam</td>
<td>Reflection Log #6 due via e-mail</td>
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### Honor Code
To promote a stronger sense of mutual responsibility, respect, trust and fairness among all members of GMU and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught...
in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or website.

NOTE: This syllabus is subject to change based upon the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).