George Mason University  
Graduate School of Education  
Fast Train EDUC 512  
Teaching Social Studies in International Settings  
July 9-20, 2004

Instructor:  
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Course Description:

512 Teaching Elementary Social Studies in International Schools (3:3:0).

Focuses on the translation of knowledge and data-gathering processes from the social sciences into appropriate and meaningful K-8 social studies experiences. Develops an understanding of the aims and methodologies of history, geography, government/political science, sociology, anthropology, and psychology.

Course Outcomes:

By the end of this course the student will be able to:

1. differentiate between global and multicultural education
2. demonstrate the ability to incorporate the Virginia Standards of Learning, National Geography Standards for Life, and National History Standards into appropriate lesson plans
3. create learning experiences that demonstrate differentiation of instruction for special populations
4. create learning experiences that incorporate the use of visual, auditory, kinesthetic, and tactile techniques
5. demonstrate the use of a variety of teaching strategies including cooperative flexible grouping, discovery learning, inquiry-based learning, the Project Approach, the Strategic Instruction Model, History Alive!, field trips, and independent learning experiences
6. use a variety of resources such as technology, primary sources, realia, visual media, and artifacts to assist in the internalization of social studies concepts
7. demonstrate techniques for instruction of content reading strategies
8. support instruction with multicultural children’s literature that promotes positive self-awareness
9. incorporate the use of Mega Skills to build student achievement
Relationship to Program Goals and Professional Organization

“EDUC 512 is a methods course in FAST TRAIN, a program which 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 which develop skills in instructional planning, implementation and assessment. In addition, EDUC 512 primarily addresses INTASC standards expressed as principles #1,3, and 4.”

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

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

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

Nature of Course Delivery

“The course is delivered through a variety of face-to-face, on-line and individualized instructional strategies. During class meetings there are large group, small group and individual activities. Students also conduct independent research and field experience, as well as communicate with each other and the instructor via an e-mail listserv.”

Required Text:

*Course Requirements:

Course requirements are designed to provide the maximum amount of instruction within the allotted time frame. **Absence from 25% or more (2 full days) of class will result in an unsatisfactory grade.**

- **Museum Photo Journal** (20 points)
- **Lesson Unit Plan and Presentation** (45 points)
- **Reflective Journal Entries (3)** (15 points)
- **Attendance and Class Participation** (20 points)

Field Experience and Reflection Satisfactory or Unsatisfactory

**NOTE:** Grade is recorded as “IP” (In Progress) until submission of written field experience report.

*Museum Photo Journal*

Museum visits are viewed as extended classrooms because of their unique collection of information. Teachers utilize the rich resources of museums located throughout the Washington, D.C. area to create pre, during, and post activities for students who tour the facility. These activities are based on the Five Themes of Geography and are designed to support curriculum taught in the school environment.

*Unit Lesson Plans and Presentation*

This is a culminating activity that reflects learning from information presented during the course. It deals with a topic that is personally relevant and should be specific for an intended grade level. The project may be written individually or with a partner. A brief presentation is required.

Lesson plan criteria:
- **a.** title and grade level
- **b.** length of time for unit and each of three sample lessons
- **c.** Objectives of the unit and of each of three sample lessons. (These are based on NCSS standards, National Geographic Standards for Life, and the Virginia Standards of Learning).
- **d.** Materials necessary for implementation of each lesson
- **e.** Class procedure (how the class will be conducted) should include an advance organizer, direct instruction, individual and small group work, assessment, and closure.
- **f.** Identification of specific instructional strategies that address whole group, individualized instruction, and differentiation techniques. (Includes use of History Alive!, Strategic Instruction Model (SIM), differentiation of instruction, learning styles, brain research, the Eight...
Intelligences of Howard Gardner, and the philosophy of educational constructivists.)
g. Description of the type of assessment (formal or informal)
h. Extended activities and interdisciplinary connections

*Reflective Journal Entries*

In order to be a reflective practitioner, it is imperative that teachers consistently read data that is pertinent to the changing field of education. This not only supports professional development, but also contributes to the maintenance of developmentally appropriate classroom techniques. Teachers read, summarize, and reflect upon three articles from professional journals of their choice. Each journal entry is 5% of the total grade.

*See attached grading rubrics for assignments.

Attendance and Class Participation

Due to the fact that this is a highly comprehensive class, regular attendance is imperative. Individual participation in class discussions as well as cooperative group activities is necessary to promote internalization of concepts.

Field Experience and Reflection

The field experience requirement for this course is 20 hours. Your observations should include 10 hours of primary grades (K-3) and 10 hours of upper elementary grades (4-6). In depth observations of two grades per level may serve to foster better understanding of the curriculum and classroom activities than brief observations among several grades. Field experience is also used as a reflective opportunity to determine how your observations support your knowledge of social studies pedagogy.
<table>
<thead>
<tr>
<th>Day</th>
<th>Topics and Activities</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Sunday, June 27</td>
<td>Course overview and syllabus</td>
<td>Read text:</td>
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<td>Course expectations/assignments</td>
<td>Chapter 1, pp. 3-16;</td>
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<td>Student Information Sheet and Questionnaire: What do you expect from this course?</td>
<td>Chap. 4 pp. 127-134;</td>
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<td>Chap. 5 pp. 170-188;</td>
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<td>Lesson Plans 7 &amp; 8;</td>
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<td>Buy all materials by July 12 (text, large 3-ring binder)</td>
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<tr>
<td>Friday, July 9</td>
<td>Overview of the course/logistics</td>
<td>Visit a museum and begin photo journal;</td>
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<td>Course expectations</td>
<td>Text readings:</td>
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<td>Essential Questions: What is Social Studies? What are its goals? Who do we teach and</td>
<td>Chap. 1, pp. 16-25;</td>
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<td></td>
<td>why do we teach them? What is geography?</td>
<td>Chap. 2, pp. 20-50</td>
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<td>Journal entry #1 due Monday, July 12</td>
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<td>Monday, July 12</td>
<td>Essential Questions: By what standards is social studies taught?</td>
<td>Journal entry #2 is due on July 15</td>
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<td>What are some techniques that support learning in a culturally diverse classroom</td>
<td>Photo Journal activity is due July 14</td>
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<td>environment? Virginia SOL NCSS Standards Geography Standards Teaching with a</td>
<td>Text readings:</td>
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<td>Multicultural Perspective</td>
<td>Chap. 12, pp. 412-444</td>
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<td>Computer Lab 2:00-5:00 p.m./Conferences</td>
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<td>Tuesday, July 13</td>
<td>Essential Questions: What are the most meaningful ways to teach students</td>
<td>Chap. 2, pp. 50-57;</td>
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<td>content reading and writing strategies?</td>
<td>Photo Journal presentations due tomorrow (Mid-term)</td>
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<td>What makes history come alive?</td>
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<td>Brain research/ Constructivism SIM (Strategic Instruction Model)</td>
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<td>Computer Lab 2:00-5:00 p.m./Conferences</td>
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<td>Wednesday, July 14</td>
<td>Essential Questions: How do you attend to different learning styles in the social</td>
<td>Journal entry #3 due July 16</td>
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<td>studies classroom? What are some effective ways to incorporate use of the multiple</td>
<td>Text readings:</td>
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<td>intelligences? How do you attend to diverse populations in the classroom?</td>
<td>Chap. 4 pp. 136-142;</td>
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<td>Photo Journal presentations p.m.</td>
<td>pp. 302-303</td>
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<tr>
<td>Date</td>
<td>Essential Questions</td>
<td>Text reading</td>
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<td>Thursday, July 15</td>
<td>How do you teach economic concepts in an international setting? How do you design effective units and lessons? Afternoon guest presenter: Peg Koetsch-Museum in Progress; Bring your artifacts; Conferences p.m. following presentation</td>
<td>Chapter 3, pp.70-101; 97-99 Lesson plan questions?</td>
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<td>Friday, July 16</td>
<td>How do you teach civics and character education in international settings? Document Analysis/ Primary Sources/Realia Mega Skills and Character Education Afternoon: Lesson Plan Workshop Questions, answers, suggestions</td>
<td>Unit with three lesson plans due Tuesday, July 20 Text readings: Chap. 8, pp. 294-302</td>
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<td>Monday, July 19</td>
<td>How do you integrate the humanities into learning social studies? (Art, Music, Poetry, Drama) The Project Approach: Inquiry-based lesson Early-bird mini-lesson plan presentations</td>
<td>Unit lesson plans due tomorrow! Make handouts for class members. Xerox one hard copy of your lessons for the instructor. Enter lesson plans on Blackboard for class to access.</td>
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<tr>
<td>Tuesday, July 20</td>
<td>Great web sites to explore on your own! What, So What, Now What? Mini-presentations of lesson plans. Course evaluations</td>
<td>Celebrate your success!</td>
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GSE Syllabus Statements of Expectations

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 listing 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.

Approved March 2004
Grading Rubric for Journal Entry

5 Points
- Strongly and effectively summarizes of the article and relates its importance to pedagogy.
- **Includes a statement of agreement with the author, defends agreement and cites the most interesting aspects of the article.**
- Discusses in depth how present teaching behaviors may be enhanced or changed.
- Cites source of article as described.

4 points
- Effectively summarizes the article and relates its importance to pedagogy.
- Mentions agreement with author and/or discusses interesting aspects of the article.
- Some discussion of how present teaching behaviors might be enhanced or changed.
- Cites source as described.

3 points
- Summarizes the article, but shows weak relationship to pedagogy.
- Unclear agreement with author and little discussion of interesting facts.
- Weak notation of enhancements or changes in personal teaching behavior.
- Cites source as described.

2 points
- Very weak summary of article provided with little reference to pedagogy.
- Little reference of agreement or disagreement with author.
- Weak behavior changes or enhancements noted.
- Source may or may not be cited.

1 point
- Meager summary of journal article with no reference to pedagogy.
- Lack of reference to agreement or disagreement with author.
- Lack of reference to change in personal teaching behavior.
- May or may not cite source.
Grading Rubric for Museum Photo Journal

20 points
• accurately describes the museum in terms of the Five Themes of Geography based on Journal Guidelines.
• includes many visuals that support each of the Five Themes and has includes short written notes explaining why each geographic theme is appropriately labeled.
• creative, colorful, presentation shows maximum effort
• pre, during and post activities are age-appropriate, relevant and challenging

15 points
• somewhat accurately describes the Five Themes of Geography
• includes some visuals that support each of the Five Themes
• creative, colorful presentation shows good effort
• pre, during and post activities are age-appropriate, relevant and somewhat challenging

10 points
• inaccurately describes the Five Themes of Geography within the final product
• includes few visuals to support each of the Five Themes
• presentation does not show effort
• pre, during and post activities may be age-appropriate, but minimally challenging

5 points
• inaccurate description of the Five Themes of Geography in final product
• little visual representation to support each of the Five Themes
• poor effort in producing pre, during and post activities that are age-appropriate and/or challenging

Fewer than 5 points is unacceptable.

Hodges, Camille
Grading Rubric for Three-lesson Unit

Total available points: 45

5=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor; 0=Unsatisfactory

The teacher meets the following criteria within each lesson:

1. Describes instructional objectives in terms of learning outcomes that can be observed and evaluated. Cites Virginia SOL, NCSS Standard/s, and/or Geography Standard/s appropriately.

2. Plans a series of learning activities that were focused on the achievement of the instructional objective/s. These objectives may also be written as “Essential Knowledge.”

3. Encourages problem-solving and critical thinking through the use of prompts, questioning, and application.

4. Selects learning experiences and resources to accommodate different styles and levels of learning (inquiry, lecture, simulation, games, flexible cooperative groups)

5. Provides interdisciplinary learning experiences that incorporates independent and small group opportunities.

6. Integrates resources and activities that promote equity and demonstrated cultural diversity.

7. Uses a variety of technologies and resources that appropriately support instructional objectives.

8. Plans for various ways of formally and informally assessing student learning (e.g. guided practice, objective testing, journal entries, open-ended questions, authentic assessment)

9. Develops appropriate opportunities for learning extensions.

Your total points: 

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