I. Course Description:

This FAST TRAIN methods course provides teacher candidates the opportunity to translate knowledge and data-gathering processes from history and the social sciences into appropriate and meaningful social studies experiences for students, P, K-6. With an international focus, this course considers the needs of multicultural learners in regular classroom settings.

Included in this professional training is the study and application of a variety of teaching techniques, strategies and developmentally appropriate learning experiences that demonstrate approaches to knowledge, construction and application. Students will design and develop a content-based unit plan incorporating a variety of teaching techniques and strategies, including those learned in class. Students will present one lesson of this unit to the class, followed by a post conference and a teaching assessment. Field Experiences are a twenty hour requirement. This course is a FAST TRAIN program requirement.
II. Student Outcomes: The students will be able to...

A. Observe and practice social studies activities (to include journal writings based on text material, lesson plan writing and developing a unit plan) that stimulate reflective and critical thinking, problem solving, and decision-making skills within and across disciplines.

B. Select and use various models for teaching controversial, problematic, and value-oriented issues in social studies.

C. Develop study skills, and practice techniques and strategies for retrieving, analyzing, interpreting, organizing, evaluating, synthesizing and communicating information and ideas. (e.g. note taking, using references, graphic organizers, direct observations, and cooperative learning groups.)

D. Select, integrate, and translate knowledge and methodology from history and social science disciplines to knowledge, processes and activities appropriate to students. (e.g., disciplines to include are anthropology, economics, geography, political science, psychology, and sociology.)

E. Use a wide variety of data sources including direct observation, artifacts/realia, graphics, literature and art to convey social studies learnings. Analyze one's own practice through a variety of data collection techniques. (e.g. tape recordings, journal entries, cooperative groups, and reflective response cards.)

F. Participate in democratic processes through teaching students about democratic institutions and processes within the context of a multicultural society.

G. Use strategies to promote a global perspective about world interdependent systems to include ecology, communication, economy and technology.

H. Participate in field experiences with at least two different student age groups within P,K-6 grade levels. Observe students of different cultural and linguistic backgrounds and with exceptionalities. Write a Field Experience Observation Summary based on specific criteria with a rubric for grading purposes.


J. Interact with fellow students in multiple formats including discussions, pair-groupings, cooperative learning groups. Guest presenters, from a variety of disciplines, enhance social studies learning.
III. Standards:

INTASC: Interstate New Teacher Assessment and Support Consortium

#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 an 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.

IV. Learning Outcomes - INTASC

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1, 4</td>
</tr>
<tr>
<td>B</td>
<td>1, 7</td>
</tr>
<tr>
<td>C</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>D</td>
<td>1, 4, 7</td>
</tr>
<tr>
<td>E</td>
<td>3, 4, 5, 8</td>
</tr>
<tr>
<td>F</td>
<td>7</td>
</tr>
<tr>
<td>G</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>3, 8</td>
</tr>
<tr>
<td>I</td>
<td>5, 8</td>
</tr>
<tr>
<td>J</td>
<td>4, 5</td>
</tr>
</tbody>
</table>

Readings: Selected articles and books provided by instructor.

VI Course Requirements:

A. Class Participation  5%
B. Journal Entries (#1,2,3)  15%
C. Mid-Term Examination  20%
D. Unit Plan Lesson Taught  10%
E. Field Experience Summary  20%
F. Final Unit Project  30%

A. Class Participation: Includes assignment punctuality, response card communication and participation in class discussions and group work. Regular attendance is expected. (Outcomes A, C, D, E)

B. Journal Entries: Students will respond to specific questions related to class discussions, guest presenters, field trip and text readings. Written Assignment Performance Criteria (Three entries, 5% each) Outcomes B, D, E, F)

C. Mid-Term Examination: Includes a take home exam with emphasis on text reading analyses, lesson plans and/or unit writing plan. (Assigned October 5; Due October 26, 2005) (Outcomes A, B, C, D, E, G)

D. Field Experience Lesson Taught To Classmates: All students will teach a lesson in class from their unit plan and receive a post conference and a written analysis assessment from the instructor (Outcomes A,B,C,D,E,I,J)

E. Field Experience Documentation Summary and Signed Observation Record: Students will sign up to observe at Wm. Halley Elementary School for twenty hours of classroom observations (Pre-School, Kindergarten to grade 6) A summary will be written documenting observational data. A signed observation record will also be collected. Rubric Assessment. December 7, 2005 (Outcomes A, B, C, D, E, F, G, H, I, J)

F. Final Unit Project: Design and develop a social studies teaching unit with a minimum of seven lessons including teaching techniques and strategies practiced in class. Each student will present one lesson to the class on one of the following dates: November 16 and 30, December 7 and 14. Project is due December 14, 2005. (Outcomes A, B, C, D, E, F, G, H, I, J)
Course Schedule - 2005

Orientation To Social Studies Education

Aug. 31

Discuss Journal Entry #1 Assignment

Assignment: Read Parker, Orientation to Social Studies Ed. "Social Studies Education...," Chapter 1, pp. 2-25
"Knowing The Children We Teach," Chapter 2, pp. 28-58
Journal Entry #1 due September 14

Sept. 7
Social Studies Content and Sequence - Explore Writing Objectives
Guest Presenter: Ann Glennon:
"Learning Styles, 4MAT and Writing Lesson Objectives"

Assignment: Read Parker, Chapters 3, 4, and 8
"Citizenship Education and Democratic Values," pp. 66-101
"History, Geography and The Social Sciences," pp. 106-151
"Planning Units, Lessons and Activities," pp. 266-306
Reminder: Journal Entry #1 due September 14

Sept. 14
History, Geography and The Social Sciences And Powerful Tools
Guest Presenter: Bonnie Olinto:
"Mind Mapping Using Gardner's Seven Intelligences;
Integrating Social Studies With Language; Grades 3, 4, 5 and 6
Collect Journal Entry #1

Assignment: Read Parker, Chapters 5 and 6.
"Current Events and Public Issues, pp. 196-225
Cooperative Learning In Social Studies

Sept. 21


Introduce Journal Entry #2 due September 28.

Assignment: Read Parker, Chapters 7 and 11
"Assessing Student Learning," pp. 230-263
"Cooperative Learning In Social Studies," pp. 384-409

Great Teaching Strategies

Sept. 28

Literature and the Social Studies Connection. Proactive and Reactive Behaviors; Gunston Hall Field Trip Assignment; Divergent Thinking Poem: "Listen To The Griot," Grade 6.

Collect Journal Entry #2

Discuss Journal Entry #3 due October 5.

Assignment: Read Parker, Chapters 9 and 10
"Three Great Teaching Strategies," pp. 310-339
"Resources," pp. 342-381

Journal Entry #3 due October 5

Complete Gunston Hall Visit prior to Mid-Term

Begin Field Experiences October 3.

Oct. 5

Field Trips, Guest Speakers, and Virtual Field Trips


Discuss Mid-Term due October 26

Collect Journal Entry #3

Assignment: Read Parker, Chapter 13
"Social Studies As The Integrating Core," pp. 448-481

Work on Mid-Term

Complete Gunston Hall Visit as part of Mid-Term
Oct. 12

Knowing The Children We Teach
Incorporate Higher-Order Thinking Skills; Background on Gifted Education.
Guest Presenter: Marlene Carlson:
"Strategies To Differentiate Instruction"

Assignment: Complete Field Experience Observations in November.
Work on Mid-Term due October 26.
Final Unit Plan and Lesson to teach for class

Oct. 19

Citizenship Education and Democratic Values
Managing The Classroom Essentials
Guest Presenter: Don Wiest;
"Classroom Management and Motivation"

Assignment: Work on Mid-Term due next week, October 26.

Oct. 26

Building Social Studies Vocabulary Interpreting Data
Collect Mid-Term; Write Mid-Term Reflections

Assignment:
Work on Final Unit Plan.
Complete Observations.

Nov. 2

Enriching Activities With Hands-On Learning
Guest Presenter: Bonnie Olinto,
"Hands On Social Studies Geography"
Grades 2-6

Assignment:
Complete Observations.
Work on Final Unit Plan
Work on Lesson to be taught in class
Nov. 9
"Carousel Brainstorming," All Class Review And Reflection About Techniques, Strategies, Activities and What-Works-Best

Assignment:
Presentations of Social Studies Lessons begin November 16. Complete Field Experience Observations in November Write Observation Summary and Update Observation Record Work on Final Unit Plan and Lesson to Teach to class

Nov. 16
Presentations of Social Studies Unit Lessons. Post Conferences and Written Assessment to follow

Assignment:
Complete Field Experience Observations in November Write Observation Summary and Update Observation Record Work on Final Unit Plan and Lesson to Teach to class

Nov. 23
NO CLASS - THANKSGIVING HOLIDAY WEEK

Nov. 30
Presentations of Social Studies Unit Lessons
Assignment:
Write Observation Summary and Update Observation Record Work on Final Unit Plan and Lesson to Teach to class

FIELD EXPERIENCE SUMMARIES + RECORD SHEETS DUE NEXT WEEK. PLEASE BRING YOUR ORIGINAL OBSERVATION SUMMARY AND ONE COPY

Dec. 7
Presentations of Social Studies Unit Lessons

FIELD EXPERIENCE SUMMARY AND RECORD SHEET DUE - FINAL SOCIAL STUDIES UNIT DUE NEXT WEEK. PLEASE BRING YOUR ORIGINAL UNIT AND ONE COPY AND A LARGE SELF-ADDRESSED AND STAMPED ENVELOPE FOR YOUR SUMMARY AND UNIT TO BE RETURNED TO YOU.

Dec. 14
Presentations of Social Studies Unit Lessons. All Final Units Presented and Due

CELEBRATION ! George Mason University
College of Education and Human Development  
EDUC 512 - Fall 2005  
FIELD EXPERIENCE SUMMARY GUIDELINES

The field experience requirement for this course is to complete twenty hours in at least two different grade levels in the P,K-6 grades. Use the attached form to document your observations. All field experience observations must be completed in November. A Summary and Observation Record are due December 7, 2005. Please read the attached rubric of performance criteria for this assignment.

Guidelines:
- Students will sign up to visit schools, arrive on time, check in at the main office, receive a guest pass, check in with the appropriate teacher and sit down quietly.
- Students will observe and take notes on teachers' lessons. (See below #1-7)
- With cooperating teachers' approval, students may work with an individual student or a small group of students; if appropriate, students may provide assistance.
- Students may peruse curriculum guides, textbooks, instructional materials and other teaching materials if available. Please remember you are a guest in these classrooms and confidentiality is a tenet of being professional.

Suggested Activities For Data Collection:
1. DISCUSSION SESSIONS: How were all students participating? What questioning techniques were used? How did the questioning fit the objective for the lesson?
2. TECHNIQUES AND STRATEGIES: What were these "tools" and how was students' learning enhanced? How did teachers build interest with students?
3. INCORPORATION OF ACADEMIC DISCIPLINES: (anthropology, economics, geography, political science, psychology or sociology, etc.) How did the teachers convey difficult concepts to their students?
4. OBJECTIVES AND GOALS: How did teachers articulate goals and objectives in lessons? What assessments did teachers use to check students' understanding?
5. COOPERATIVE LEARNING VS. GROUP WORK: Identify lessons which were individualized, cooperative or competitive. Identify the five cooperative elements of a cooperative group lesson (vs. group work)
6. CLASSROOM MANAGEMENT: How does the classroom arrangement enhance student interaction? How did teachers set up students for success by managing their students, materials and the classroom environment?
7. DIVERSE POPULATIONS: What variety of skills did teachers use to work with their diverse populations? (Including ESOL, Multi-Cultural, Gifted and Talented, Learning disabled, Emotionally Disabled, Learning Disabled Self Contained, etc.)

FOR OBSERVATION SUMMARY PLEASE INCLUDE AN INTRODUCTION AND CONCLUSION. THANKS