



FAST TRAIN Programs

EDUC 516: Language Across the Elementary
International School Curriculum

[FASTTRAIN](#), George Mason University

I. Course Background

<p>Spring 2012</p> <p>Instructor: Arlene Mascarenhas Email: amascar1@gmu.edu Office hours: By appointment or before class.</p>	<p>Arlington Campus (Spring Session): Jan. 4 – Apr. 18th Wednesday: 4:30 - 7:10 p.m. Location: FH313</p>
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A. Course Description: Introduces current methods of teaching transdisciplinary lessons utilizing language arts best practices in an elementary setting (K–6). Includes language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children’s literature and using assessment to drive instruction. International focus considers needs of second language learners in regular classroom settings. *Prerequisites:* Admission to the FASTTRAIN program

B. Course Delivery: This course is delivered through a variety of instructional strategies. Session formats will vary and include lecture, interactive hands-on activities, large and small group discussions, student presentations and cooperative learning groups. Students will also conduct independent research and a field experience in a Northern Virginia area school or an agreed-upon International School.

II. Student Outcomes: Upon successful completion of this course, students will have:

Built Background Knowledge on Language, Learning, and Literacy by:

1. Demonstrating an understanding of the structure of the English language.
2. Creating connections between their own literacy learning histories and current theories of literacy teaching and learning.
3. Exploring and explaining the role of families, communities, and schools in children's literacy learning.
4. Demonstrating an understanding of reading and writing as a cognitive, sociocultural, psychological, and linguistic process.

Practiced Strategies for Designing Literacy Instruction by:

5. Creating literacy lessons that demonstrate an understanding of the relationship between children's phonemic awareness, word recognition, fluency, and comprehension strategies and their reading, writing, and spelling development.

6. Demonstrating an understanding of how to facilitate elementary learners' oral language development through creative writing, storytelling, drama, and choral/oral reading.

Practiced Techniques for Assessing Students' Literacy Strengths and Weaknesses by:

7. Describing the unique learning needs of English Language Learners (ELLs) and explaining how they will adapt lessons to meet their learning needs.

8. Demonstrating a familiarity with observation and assessment techniques to be used when assessing the reading development and needs of individual and groups of elementary learners.

Reflected on Approaches for Integrating Literacy Instruction across the Curriculum by:

9. Demonstrating an understanding of aligning instruction with assessment.

10. Demonstrating an understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction at appropriate reading levels.

11. Demonstrating an understanding of how to organize classroom instruction to facilitate the literacy development of all learners.

III. Relationship to Program Goals and Professional Organizations

EDUC 516 is a methods course in FAST TRAIN, a program that prepares elementary teachers for international schools. FAST TRAIN applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 516 addresses the program goals, which develop skills in instructional planning, implementation, and assessment. In addition, EDUC 516 primarily addresses INTASC standards 1, 3, and 4.

Overall, the INTASC Standards [<http://www.dpi.state.ne.us/pbl/pblintasc.html>] will be addressed by the following course activities:

Content Pedagogy: *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.*

- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan

Student Development: *The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.*

- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan
- Class Presentations
- In-class Learning Logs

Diverse Learners: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan
- In-class Learning Logs

Multiple Instructional Strategies: *The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.*

- Guided Reading Lesson Plans
- Field Experience
- Literacy Action Plan
- Class Presentations