

GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION

EDUC 512: Teaching Elementary Social Studies International Schools

Summer 2012

Enterprise Hall – Room 276

MTWRF, July 6-July 17, 2012

8:30 – 3:30

Instructor : Katherina (Katie) Payne

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Office Hours: Upon Request

I. Course Description

Focuses on the translation of knowledge and data-gathering processes from the social sciences into appropriate and meaningful social studies experiences. Helps students develop an understanding of the aims and methodologies of an integrated study of history, geography, government/political science, sociology, anthropology, and psychology. Further to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Field experience is required. This course is a FAST TRAIN program requirement.

II. Course Delivery

Includes whole group methods (presentation, discussion, concept teaching) and small group methods (cooperative learning and problem-based learning). Hands-on experiences are included. IB PYP principles are integrated and implications are drawn for teaching in international schools.

III. Student Outcomes

Students will be able to:

- A. Understand objectives, subject matter and materials of elementary social studies instruction.
- B. Develop high quality, integrated units and lesson plans for social studies based on inquiry, critical thinking, and cooperative learning models.
- C. Identify and use a variety of instructional strategies for teaching social studies lessons in international settings.
- D. Integrate technology resources such as simulations into elementary social studies.
- E. Integrate content from the arts, 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 assessment data to plan, implement, and improve instruction.

IV. Standards

ACEI/NCATE:

2.4 Social Studies – 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.

2.4 The arts – candidates know, understand and use – as appropriate to their own understanding and skills – the contents,

functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry and engagement among elementary students.

3.1 Integrating and applying knowledge for instruction – candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.2 Adaption to diverse students – candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving – candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

3.4. Active engagement in learning – candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation and positive social interaction to create supportive learning environments.

IBO-PYP Areas of Inquiry

1. Curriculum processes
2. Teaching and learning
3. Assessment and
4. Professional learning

Relationship to Professional Organizations

EDUC 512 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 512 also addresses the following Core Values from the College of Education and Human Development.

Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #2 Learning Differences	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #1 Collaboration
Standard #4 Content Knowledge	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #2 Ethical Leadership
Standard #5 Application of Content	Standard #3 Model Digital-Age Work and Learning	Value #3 Innovation
Standard #7 Planning for Instruction	Standard #4 Promote & Model Digital Citizenship & Responsibility	Value #4 Research Based Practice
Standard #8 Instructional Strategies	Standard #5 Engage in Professional Growth & Leadership	
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

VI. Required Texts

Bower, B. & Lobdell, J. (2003). *Social studies alive! Engaging diverse learners in the elementary classroom*. Palo Alto, CA: Teacher's Curriculum Institute.

National Council for the Social Studies. (2010). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author. www.ncss.org

Zarrillo, J. J. (2008). *Teaching elementary social studies (3rd ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Recommended:

Cornett, C.E., (2007) 3rd edition, *Creating Meaning through Literature and the Arts*, New York: Pearson

VII. Additional Sources for Social Studies Standards

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author. www.civiced.org

National Center for History in the Schools. (1989). *National standards for history: Basic edition*. Los Angeles: Author. www.sscnet.ucla.edu/nchs

National Council on Economics Education. (1997). *National content standards in economics*. New York: Author. www.ncee.net

National Geographic Society. (1994). *Geography for life: National geography standards*. Washington, DC: Author. www.ncge.org

Board of Education, Commonwealth of Virginia. (2003). *Standards of learning for Virginia Public Schools*. Available online.

VIII. Course Requirements

Lesson Plan	10%
Lesson Plan 2	15%
Group Unit Plan/IB Planner	20%
Class Participation, Current Event & Daily Reflections	20%
Individual Unit Plan/IB Planner/teaching	35%
Total	100%

Grading Scale for FAST TRAIN:

A+ = 100

A = 94-98

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education

Summer Assignments:

1. Lesson Plan 1: Write a lesson plan using the GMU Elementary Lesson Plan Format. The topic for the lesson is your choice as long as it addresses NCSS and/or VA social studies SOL standards. See attached evaluation criteria. (Objectives B, C, D, G)

2. **Group Unit Plan/IB Planner:** In small groups, students will design a PYP transdisciplinary unit using the IB planner template as a guide. (Sections 1 -5 of the planner template must be completed) The planner should address one of the following IB transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet. The unit plan should be 2 weeks in length. It should include social studies and integrate one or more of the other content areas (Literacy, Science, and/or Math), and include technology and Fine Arts. Each group will submit the IB Planner and an overview chart. The overview chart should include an objective, learning activities, and assessment for each day in bullet point format. (detailed daily lesson plans are not required for the overview chart.) The plan will be scored using the PYP Planner rubric (see attached) and presented to the class participants. (Objectives A, B, C, D, E, F, G, H)
3. **Lesson Plan 2:** Each individual will select one of the daily lesson plan topics from the group PYP unit of inquiry (group IB unit planner/overview chart) and write a detailed lesson plan following the GMU Lesson Plan Format. You may use whatever set of standards your IB planner uses (NCSS, VA SOLs, your local standards). You will present an overview of this lesson to the other participants in the class as part of the Group Unit Plan presentation. (Objectives B, C, D, G)
4. **Current Event Discussion / Lesson:** Each individual will select a current event article from a reliable news source and will plan a short (15-20 min.) discussion / lesson around the article for the group. You may use your teaching context to shape your presentation and align your work to whatever set of standards your IB planner uses (NCSS, VA SOLs, your local standards). (Objectives C, E, F, G)
5. **Participation:** Participate as a contributing member of the class. Points will be given each class session (up to a total of 20 points) for in-class group or individual activities, projects, contributions, leadership roles and completion of daily reflection prompts. Class participation is a factor in grading; absence, tardiness, or early departure can be viewed as de facto evidence of nonparticipation and will result in a lower score.

Daily Reflections: Students will respond to a daily prompt to consolidate understanding. (See course outline for prompts) The daily reflection will serve as a formative assessment and a part of the daily participation grade. The reflection should be 1-2 pages maximum in length, 12 point font and submitted electronically to the professor each day. The daily prompt cannot be used in lieu of class participation.
(Objective A, B, C, D, E, F, G, H)

Field Experience:

All FAST TRAIN courses have a 20-hour field assignment as required by Virginia Department of Education standards. The Field experience portion of this class can be completed through working in a classroom to complete the IB Planner and Teaching Assignment. You will document your field log of hours through this process and have it signed by your supervising teacher and/or supervisor in your building.

5. Individual Unit Plan/IB Planner: During your field work, you will design an individual PYP transdisciplinary unit using the IB planner as a guide. It should address one of the following IB transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet. The final unit plan will be scored using the PYP rubric provided in the syllabus. The unit plan should be 2 weeks in length. It should include social studies and one or more of the content areas (Literacy, Science, and/or Math), and include technology and Fine Arts. Each participant will submit the IB Planner and an overview chart. The overview chart should include an objective, learning activities, and assessment for each day in bullet point format. (Detailed daily lesson plans are not required.) The plan will be scored using the PYP Planner rubric. (see attached) Submit the IB Planner only - sections 1-5, & 9 of the planner document.

Select two (2) of the lessons in the unit plan and write detailed lesson plans to teach in your setting. If you are not in a full-time teaching placement then work closely with your supervising teacher to suit your context. The two lessons must be observed either but a peer teacher and/or supervisor. Submit your lesson plan and observer documentation to complete your assignment (see attached observer lesson). Plan to share your plans with your observe prior to teaching and to conference with them after your teaching.

This is the designated performance assessment for the course and must be and submitted to Taskstream. Final Grades will not be released until the Planner and observer forms are submitted to Taskstream. (Objectives A, B, C, D, E, F, G, H)

IX. Teacher Anthology and PBA's:

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "Individual Unit Plan/IB Planner". This assignment must be posted to Task Stream, where it will be reviewed and graded. Please see the FAST TRAIN website: http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

X. Expectations

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.

Late Assignments:

All work to be turned in at the beginning of class unless stated otherwise by the instructor or in the syllabus. Five (5) points will be deducted for each day of delay. In extreme circumstances a student may request an extension (in writing) to the instructor. The student must be in good standing to request a delay. It is up to the instructor's discretion to make the decision to accept late work.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Laptops and Cell Phones

FAST TRAIN students may use their laptop at the discretion of the instructor for specific assignments and small group work. Cell phones must be turned off during class and may be used during breaks or lunch as needed.

Attendance Policy

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

GMU E-mail: Web: www.gmu.edu/email

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.** (Mason catalog).

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for **nonacademic** reasons that prevent course completion. (Mason catalog).

Incomplete (IN)

This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

George Mason University
College of Education and Human Development

Professional Performance Criteria

Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet CEHD grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the College of Education and Human Development expects its students to develop and exhibit the following:

Commitment to the Profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to Honoring Professional Ethical Standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for Colleagues and students

Commitment to Key Elements of Professional Knowledge

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practices
- Respect for diverse talents, abilities and perspectives
- Authentic and relevant learning

Commitment to Being a Member of A Learning Community

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

Commitment to Democratic Values and Social Justice

Understanding systemic issues that prevent full participation

Awareness of practices that promote equity and access

Respects the opinion and dignity of others

Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

EDUC 512 Teaching Elementary Social Studies in International Schools Summer 2010 Field Experience Requirements

This class requires 20 hours of field experience. **Documentation of field experience hours must be submitted before grades are released.** There are two separate assignments to be completed: 1) the development of an IB Unit Planner and teaching two (2) lessons with observation.

Field Experience Observation Record
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EDUC 512 Teaching Elementary Social Studies in International Schools

To the Cooperating Teacher and/or supervisor:

Please sign below to indicate that the student has completed the planner and teaching. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject	School	Total Hours Observed	Cooperating Teacher/Supervisor's Signature

Total Hours _____

Student's Signature: _____ Date: _____

Assignment 1. Individual IB Unit Planner

During your field work, you will design a PYP transdisciplinary unit using the IB planner template as a guide. You should focus your unit based on your field work placement observations and the Social Studies content being taught.

It should address one of the following IB/PYP transdisciplinary themes: Who We Are, Where We Are in Time and Place, How We Organize Ourselves, or Sharing the Planet.

The unit plan should be 2 weeks in length. Complete an overview chart for the two week unit.

It should include social studies and integrate one or more of the other content areas (Literacy, Science, and/or Math), and include technology and Fine Arts.

Each candidate should have the opportunity to teach all or part of the unit. **A minimum requirement is that each candidate teach two (2) of the lessons.** It is vital that your planner is aligned with the content you observe. Each participant will need to determine which reflection scenario will work best for your Unit planner and field experience placement in order to complete the Planner section on Student Questions and the Teacher Notes Reflection sections of the planner template. All participants must complete Sections 1-5 and Section 9 of the planner document.

Submit the IB Planner only to Task Stream. Send electronic copies of the planner and overview chart to the instructor by email,

The final unit plan will be scored using the IB PYP Planner Rubric (see attached).

Due: January 13, 2013

Note: This is the designated performance assessment for the course and must be submitted to Task Stream before grades will be released.

Assignment 1.b Instructions for Teaching Social Studies IB Unit

You will be implementing a minimum of two IB Social Studies Lessons from your Individual Social Studies IB Unit Planner (you may teach all five lessons from your Planner). For each lesson you teach, you must have your supervisor or cooperating teacher evaluate your teaching using the form attached. Present your planner to your supervisor or cooperating teacher and have them review it in advance. Submit the signed form to TaskStream where it will be reviewed by your instructor.

Name _____

Lesson Plans 1 and 2 Evaluation Criteria *
EDUC 512: Social Studies

_____ /1 Plan includes standards

_____ /1 Objective(s) clearly stated in terms of observable student outcomes

_____ /1 Procedures include an introduction, appropriate instructional strategies,
and a closure

_____ /1 Assessment shows evidence of student learning in relation to the
Objective(s)

_____ /1 Plan includes differentiation (learning, behavioral and cultural)
appropriate to the students

_____ /1 Plan shows considerations appropriate to international education settings

_____ /1 Plan shows consistency between standards, objective, procedures and
assessment

_____ /1 Plan is relevant, engaging, and motivating for students, and all aspects of
the plan are developmentally appropriate

_____ /1 Social Studies content is accurate

_____ /1 Plan is appropriate to the purpose of Social Studies (includes inquiry,
critical thinking, problem-solving, cooperative learning, skill building, learning community, multicultural
awareness, and/or integration)

_____ /10 Total

* 1 = Criterion is met; 1/2 = Criterion is somewhat met; 0 = Criterion is not met

EDUC 512
Unit Planner Overview Chart

Unit Planner Title: _____ **Grade Level:** _____

Transdisciplinary Theme: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Assessment	Assessment	Assessment	Assessment	Assessment
Day 6	Day 7	Day 8	Day 9	Day 10
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Assessment	Assessment	Assessment	Assessment	Assessment

IB-PYP Planner Rubric (for Group and Individual Unit Planners)

EDUC 512: Social Studies

FAST TRAIN George Mason University

Name _____ Date _____

Unit Title: _____ Transdisciplinary Theme: _____

	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Central Idea and Inquiry Into</p> <p>INTASC Standard 7: Planning</p> <p>ACEI Standard 3.3: Critical Thinking and Problem solving</p>	<p>*There is no central idea or inquiry into</p> <p>*The central idea is not global and not clearly related to the organizing theme</p> <p>*The inquiry into is not related to the central idea and does not clarify it</p> <p>*The unit of inquiry places no demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit has no significance, relevance, and engagement</p>	<p>*The central idea and the inquiry into could not be transported to a school and make sense without significant editing</p> <p>*The central idea is not global and/or not clearly related to the organizing theme</p> <p>*The inquiry into is not related to the central idea and/or does not clarify it</p> <p>*The unit of inquiry places few demands on students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit lacks significance, relevance, and/or engagement</p>	<p>*The central idea and the inquiry into could be transported to a school and make sense if they were edited</p> <p>*The central idea is global but not clearly related to the organizing theme</p> <p>*The inquiry into is not significantly related to the central idea and/or does not clarify it</p> <p>*The unit of inquiry places some demands on the students for an in-depth understanding through research, inquiry, critical thinking and problem solving</p> <p>*The unit lacks some significance, relevance, and/or engagement</p>	<p>*The central idea and the inquiry into could be transported to a school and make sense</p> <p>*The central idea is global and clearly related to the organizing theme</p> <p>*The inquiry into is directly related to the central idea and clarifies it</p> <p>*The unit of inquiry demands that students search for an in-depth understanding through research and inquiry</p> <p>*The inquiry provides significant opportunity for critical thinking and problem solving</p> <p>*The unit is significant, relevant, engaging</p>
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Resources</p> <p>INTASC Standard 4: Instruction</p> <p>ACEI Standards 2.5 The Arts</p>	<p>*The resources list is not varied and not realistic</p> <p>*Technology is not included</p> <p>*No performing or visual arts resources are included</p>	<p>*The resources list is somewhat varied or somewhat realistic</p> <p>*Technology is included but is not appropriate</p> <p>*Some of the arts are included but not appropriate</p>	<p>*The resources list is somewhat varied and realistic</p> <p>*Some technology is included and appropriate</p> <p>*The performing and visual arts are included</p>	<p>*The resources list is varied and realistic</p> <p>*Technology is included and appropriate</p> <p>*Visual and performing arts are included and are appropriate for the content</p>
<p>Key Questions</p> <p>INTASC Standard 7: Planning</p> <p>ACEI Standard 3.1: Integration and application</p>	<p>*There are no teacher questions</p> <p>*The questions are not at all related to the essence of the central idea and/or inquiry</p> <p>*There are no questions using responsibility, perspective and/or reflection</p> <p>*The plan reflects no integration or specific content applications</p>	<p>*The teacher questions are not open-ended</p> <p>*The questions do not get to the essence of the central idea or inquiry</p> <p>*There are questions using responsibility, perspective and/or reflection but they are not appropriate and would not guide the inquiry</p> <p>*The plan reflects little integration across content domains and few specific content activities</p>	<p>*There are fewer than 3 or more than 4 open-ended teacher questions; or the questions are not open-ended</p> <p>*The questions are beginning to get to the essence of the central idea and inquiry</p> <p>*There are some questions using responsibility, perspective and/or reflection but not all are appropriate to guide the inquiry</p> <p>*The plan reflects some integration and some specific content application</p>	<p>*There are 3 or 4 open-ended teacher questions</p> <p>*The questions get to the essence of the central idea and inquiry</p> <p>*There are questions using responsibility, perspective and/or reflection that are appropriate and guide the inquiry</p> <p>*The plan reflects integration across content domains and specific activities to apply such knowledge</p>
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)

<p>Activities</p> <p>INTASC Standard 4:</p> <p>Instruction</p> <p>ACEI Standard 3.2: Adaptation to diverse student</p>	<ul style="list-style-type: none"> *None of the multiple intelligences are included *The activities do not seem related to the key questions *None of few of the activities address student outcomes *None or few of the activities are designed with the assessments in mind *None or few of the activities are developmentally appropriate *No evidence of differentiation for advanced learners is provided 	<ul style="list-style-type: none"> *1 or 2 of the multiple intelligences are included *Some of the activities are related to the key questions *Some of the activities address student outcomes *Some of the activities are designed with the assessments in mind *Some of the activities are developmentally appropriate *Little evidence of differentiation for diverse learners is provided 	<ul style="list-style-type: none"> *Some of the multiple intelligences are included *Most of the activities are related to the key questions *Most of the activities address student outcomes *Most of the activities are designed with the assessments in mind *Most of the activities are developmentally appropriate *Some evidence of differentiation for diverse learners is provided 	<ul style="list-style-type: none"> *Most of the multiple intelligences are included *All of the activities are related to the key questions *All of the activities address student outcomes *All of the activities are designed with the assessments in mind *All of the activities are developmentally appropriate *Evidence of differentiation for diverse learners is provided
<p>Action</p> <p>INTASC Standard 5:</p> <p>Motivation</p> <p>ACEI 3.4: Active engagement in learning</p>	<ul style="list-style-type: none"> *the unit provides no opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not authentic *no opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides few opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not authentic *few opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides some opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is not completely authentic *some opportunities are provided for positive social interaction 	<ul style="list-style-type: none"> *the unit provides opportunities for students to choose, act, and/or reflect * the choice, action, and/or reflection is authentic *multiple opportunities are provided for positive social interaction
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Assessment</p> <p>INTASC Standard 8:</p> <p>Assessment</p> <p>ACEI Standard 4: Assessment</p>	<ul style="list-style-type: none"> *There are no formative and summative assessments *Students are not given the standards for assessment *There are no opportunities for students to self-assess *Almost none of the assessment allows for student choice of content or strategies *Almost none of the assessment addressed the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are few formative and summative assessments *Students are very few of the standards for assessment *There are few opportunities for students to self-assess *Very little of the assessment allows for student choice of content or strategies *Little of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are some formative and summative assessments *Students are given some of the standards for assessment *There are some opportunities for students to self-assess *Some of the assessment allows for student choice of content or strategies *Some of the assessment addresses the central idea, inquiry into, and key questions 	<ul style="list-style-type: none"> *There are formative and summative assessments *Students are given the standards for assessment (criteria, models, rubrics) *There are many opportunities for students to self-assess *The assessment allows for student choice of content or strategies *The assessment addresses the central idea, inquiry into, and key questions
<p>Achievement of Purpose</p> <p>INTASC Standard 9:</p> <p>Reflection</p> <p>ACEI Standard 5.1: Professional growth, reflection and evaluation</p>	<ul style="list-style-type: none"> *There is no evidence that the teacher has reviewed the original purpose and decided it effective *There is no evidence that the teacher has been reflective about the positives and negatives *There is no evidence of the teacher's overall evaluation of the unit 	<ul style="list-style-type: none"> *There is little evidence that the teacher has reviewed the original purpose and decided it effective *There is little evidence that the teacher has been reflective about the positives and negatives *There is little evidence of the teacher's overall evaluation of the unit 	<ul style="list-style-type: none"> *There is some evidence that the teacher has reviewed the original purpose *There is some evidence that the teacher has been reflective about the positives and negatives *There is some evidence of the teachers overall evaluation 	<ul style="list-style-type: none"> *There is evidence that the teacher has reviewed the original purpose and decided it effective *There is evidence that the teacher has been reflective about the positives and negatives *There is evidence of the teacher's overall evaluation of the unit
	1 (Not Met)	2 (Not Met)	3 (Met)	4 (Met)
<p>Social Studies</p> <p>INTASC Standard 1:</p> <p>Content</p>	<ul style="list-style-type: none"> *Unit shows almost no evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, 	<ul style="list-style-type: none"> *Unit shows little evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and 	<ul style="list-style-type: none"> *Unit shows some evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and 	<ul style="list-style-type: none"> *Unit shows evidence of effective social studies teaching, e.g, integration, inquiry, relevance, active learning, connections, varied groupings and

ACEI Standard:2.4 Social Studies Content	varied groupings and activities, authentic resources, etc. *Content is not accurate	activities, authentic resources, etc. *Content is not accurate	activities, authentic resources, etc. *Content is accurate	activities, authentic resources, etc. *Content is accurate
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Adapted from Ellen Alquist, Primary Years Programme: Sample Planner

Central Idea and Inquiry	Met _____	Not Met _____
Standard 3.3: Critical Thinking/Problem Solving		
Resources	Met _____	Not Met _____
Standard 2.5: The Arts/Technology		
Key Questions	Met _____	Not Met _____
Standard 3.1 Integration/Application		
Instructional Activities	Met _____	Not Met _____
Standard 3.2: Diversity		
Assessment	Met _____	Not Met _____
Standard 4: Assessment		
Action	Met _____	Not Met _____
Standard 3.4: Active Engagement		
Achievement of Purpose	Met _____	Not Met _____
Standard 5.1: Professionalism		
Social Studies	Met _____	Not Met _____
Standard 2.4: Content		
Total		_____ /32 = _____ /25

Teaching Social Studies in the PYP Feedback Form

Teacher: _____ **Date:** _____

Observer: _____ **Date:** _____

Title: _____

School: _____ **Grade/Subject(s):** _____

Lesson Observed: _____

Please score the teacher on the following aspects based on your observation of their teaching two lessons from their social studies IB unit completed as a portion of their course requirements for EDUC 512. The teacher is requested to reflect on your feedback as a valuable opportunity to grow as a professional educator, and the quality of their reflection is scored as part of their final grade on their unit assignment.

ACEI/NCATE Standard	Target – 5 Met	Target 4 Met	Acceptable -3 - Met	Beginning 2 Not Met	Unacceptable 1 – Not Met
Social Studies Content (ACEI 2.4)	Social Studies concepts are identified and demonstrate the ability to engage students fostering informed decision making and connecting student learning to culturally diverse ideals and interdependence	Social studies concepts are clearly identified and the lesson engages students in decision making with culturally relevant content	Social studies concepts are clearly identified for students and the lesson demonstrates the ability to engage students in decision making	Social studies concepts are identified in the lesson plan but not clearly stated for students	Social studies concepts are not clearly identified
The Arts Content (ACEI 2.5)	Visual and performing arts are evident in the lesson plan and used in teaching to engage students, foster inquiry and using the arts to communicate and engage in social studies learning	Visual and performing arts are evident in the lesson plan, used to engage students in fostering inquiry in social studies content	Visual and performing arts are visible in the lesson plan and used during teaching to engage students in social studies content	Visual and performing arts are visible in the lesson plan but not used in teaching	Visual and performing arts elements are missing in the lesson plan
Integrating/apply ing content (ACEI 3.1)	Lesson plans provide evidence of knowledge of students, demonstrate connections to learning theory which provide avenues for curriculum integration and community engagement	Lesson plans provide evidence of knowledge of students and demonstrate connections to learning theory with substantive connections to learning theory	Lesson plans provide knowledge of student connections to learning theory and minimal connections are made during teaching	Some evidence is provided in planning but not demonstrated in teaching	No evidence is provided in planning that connects knowledge of students to learning theory
Adaptation to diverse learners (ACEI 3.2)	Lesson plans show evidence of differentiation including differing learning opportunities for students which demonstrate adapted learning for diverse learning needs	Lesson plans show evidence of differentiation including differing learning opportunities which are available to students during the lesson	Lesson plans show evidence of differentiation and include minimal opportunities for diverse student learning	Lesson plans show evidence of differentiation but not evident in teaching	No evidence of differentiation is included in planning
Development of critical thinking and problem solving (ACEI 3.3)	Teacher engages students in activities based on critical thinking strategies that encourage student inquiry and develops social studies content through inquiry based learning strategies	Teacher engages students in activities based on critical thinking and problem solving strategies encouraging student inquiry into problems	Teacher engages students based on critical thinking strategies	Critical thinking and problem solving are evident in lesson plan but not used in teaching	Critical thinking and problem solving strategies are not included in planning

Active engagement in learning (ACEI 3.4)	Teacher engages students in active learning using small/individual group instruction to foster motivation and creating a positive and supportive climate for all learners	Teacher engages students in active learning using whole group or small group instruction to foster motivation	Teacher engages students in active learning	Active learning strategies are present in lesson plan but not used in teaching	No evidence is provided to engage students in active learning
Communication to foster collaboration (ACEI 3.5)	Teacher skillfully uses verbal and nonverbal communication skills to foster engagement structuring the environment to foster active learning and using media communication to support interaction	Teacher uses verbal and nonverbal communication skills to foster active learning little evidence of media communication is used in the lesson	Teacher uses some verbal and nonverbal communication skills during teaching	Evidence is provided in the lesson plan but not used in teaching	No evidence is provided for use of verbal and nonverbal communication skills to foster engagement, involvement or interaction

Scoring Observation	Lesson 1	Lesson 2
Social Studies Content (ACEI 2.4)	_____	_____
The Arts (ACEI 2.5)	_____	_____
Integration/Application (ACEI 3.1)	_____	_____
Diverse Learners (ACEI 3.2)	_____	_____
Critical Thinking/Problem Solving (ACEI 3.3)	_____	_____
Active Engagement (ACEI 3.4)	_____	_____
Collaboration (ACEI 3.5)	_____	_____
TOTAL	_____	_____

Comments Lesson 1:

Comments Lesson 2:

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____

X. Course Outline

Date	Essential Question(s)	Due for Class
1. Friday 7/6	<ul style="list-style-type: none"> <input type="checkbox"/> What are the Social Studies? <input type="checkbox"/> Why are they important? <input type="checkbox"/> What is and what should be the role of standards in elementary social studies? 	<p>READING DUE FOR TODAY: None ☺</p> <p>DO: Respond to SurveyMonkey link</p> <p>DAILY REFLECTION: Why do we study the Social Studies? How does Social Studies fit under the transdisciplinary themes of IB?</p>
2. Monday 7/9	<ul style="list-style-type: none"> <input type="checkbox"/> What do we mean by “multicultural”? <input type="checkbox"/> How can we infuse social studies across the elementary school curriculum (focus on literacy connections)? <input type="checkbox"/> What are the elements to a high quality field trip? 	<p>READING DUE FOR TODAY: Zarrillo – Chapters 1, 2, 3, 5</p> <p>Peterson, B. (2008). Whitewashing the Past. http://www.rethinkingschools.org/archive/23_01/past231.shtml</p> <p>DAILY REFLECTION: How do principles of multiculturalism influence your teaching?</p>
3. Tuesday 7/10	<ul style="list-style-type: none"> <input type="checkbox"/> How can inquiry shape the teaching of social studies and an interdisciplinary curriculum? <input type="checkbox"/> How do we know if students are learning what we intend for them to learn? 	<p>READING DUE FOR TODAY: Zarillo – Chapters 4, 6, 7</p> <p>Rogovin, P. (1998). Ch. 2: The Interview – Fulcrum of the Curriculum, (p. 21-42). In Paula Rogovin, Classroom Interview: A World of Learning. Portsmouth: Heinemann.</p> <p>DO: Bring a social studies related virtual field trip site and a brief summary to share and add to our class resources list.</p> <p>DAILY REFLECTION: What is/will be the role of inquiry in your curriculum planning and what are the implications for planning instruction?</p>
4. Wednesday 7/11	<ul style="list-style-type: none"> <input type="checkbox"/> How can we use the Unit Planner as a tool to create an interdisciplinary social studies unit? <input type="checkbox"/> How can we create a unit drawing on the PYP transdisciplinary themes? 	<p>READING DUE FOR TODAY: Social Studies Alive, 1-133</p> <p>DO: Bring an activity to share from Social Studies Alive reading to add to our resources list.</p> <p>DO: Bring a picture book title, historical fiction novel title to add to our resources list.</p> <p>DAILY REFLECTION: What are the roles of the written curriculum, the taught curriculum, and the learned curriculum in planning an interdisciplinary unit? How are they intertwined and how are they distinct?</p>
5. Thursday 7/12	<ul style="list-style-type: none"> <input type="checkbox"/> How can we teach literacy through the social studies? What kinds of literacy? <input type="checkbox"/> Looking specifically at the study of History and Geography <input type="checkbox"/> How can we work in cooperative groups using the IB planner 	<p>READING DUE FOR TODAY: Zarillo – Chapters 8, 10, 11</p> <p>PROJECT DUE: Lesson Plan 1</p> <p>DAILY REFLECTION: How do resources beyond the textbook and curriculum guide support the uncovering of big ideas in teaching and learning? Which of the arts feels easiest for you to incorporate into your teaching? Why? Which is most difficult? Why?</p>
6. Friday 7/13	<ul style="list-style-type: none"> <input type="checkbox"/> How can civics be integrated into elementary social studies? <input type="checkbox"/> How can we integrate the arts throughout our social studies curriculum? <input type="checkbox"/> How can we work in cooperative groups using the IB planner 	<p>READING DUE FOR TODAY: Zarillo - Chapter 9</p> <p>Pelo, Ann & Pelojoaquin, Kendra. (2006). Why We Banned Legos: Exploring power, ownership, and equity in a kindergarten classroom. Rethinking Schools, 21(2). Retrieved 8/26/2008 from http://www.rethinkingschools.org/archive/21_02/lego212.shtml</p> <p>Charney, R. S. (2002). Chapter 13: Problem-Solving Class Meetings. In Ruth Sidney Charney, Teaching Children to Care (277-304). Turner Falls, MA: Northeast Foundation for Children.</p>

		<p>Greene, M. (1995). Art and imagination: Reclaiming the sense of possibility. <i>Phi Delta Kappan</i>, v76 n5 p378-82. Retrieved 6/25/12 from http://www.maxinegreene.org/articles.php (#11)</p> <p>DO: Bring in a link, actual artwork (in whatever form), or picture of a work of art that speaks to you / your students. We will use these in class and add them to our class resource list.</p> <p>DAILY REFLECTION: What have been my “aha” moments? What questions do I still have?</p>
7. Monday 7/16	<ul style="list-style-type: none"> <input type="checkbox"/> What is sociological thinking and how can it shape our social studies classroom? <input type="checkbox"/> What is and what should be the role of current and controversial issues in elementary social studies? 	<p>READING DUE FOR TODAY: Zarillo – Chapter 12</p> <p>Park Koenig, Karen. (2009). “It was so much fun! I died of massive blood loss!” <i>Rethinking Schools</i>, 23(4), 64-67. http://www.rethinkingschools.org/restrict.asp?path=archive/23_04/civi234.shtml</p> <p>Sieff, K. (April 11, 2011). Va. Teacher holds mock slave auction. <i>The Washington Post</i>. http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFzZnsLD_story.html</p> <p>Connor, M.A. (2003). Can we field questions honestly, or does “age appropriateness” require soft-pedaling the awful truth of war? <i>Rethinking Schools</i>. Retrieved 06/01/12 from http://www.rethinkingschools.org/war/readings/kids174.shtml</p> <p>Schweber, S. (2008). “What happened to their pets?”: Third graders encounter the Holocaust. <i>Teachers College Record</i>, 110(10), 2073-2115.</p> <p>DO: Bring in web-searched ideas for guest presentations and children’s literature (2-3 books) that would support your Group Unit Planner (Stage 2 of your PYP planner).</p> <p>DAILY REFLECTION: What are your criteria for “age-appropriateness” and the teaching of current and controversial issues?</p>
8. Tuesday 7/17	<ul style="list-style-type: none"> <input type="checkbox"/> Sharing our work <input type="checkbox"/> What kind of social studies educators do we want to be? <input type="checkbox"/> How have we grown and what more do we need to do to become the educators we envision as our ideal? 	<p>PROJECT DUE: Group IB Planners, Individual Lesson Plan 2</p>
Post Summer Assignments		
October 13, 2011	IB Unit Planner Topic Proposal with suggested Central Idea & Transdisciplinary Theme included	Due by email to professor
January 13, 2013	Field Work documentation and Observation Summaries, Individual Unit Planner	Due: Field Observation Summary and Record Sheet Document Due: Individual IB Planner to TaskStream

COURSE ASSIGNMENT MATRIX

Assignments	Due Dates
Summer	
Instructional Plans (2 total) <ul style="list-style-type: none"> • Topic of Choice related to NCSS/VA SS SOL • Lesson plan from Group Unit Plan 	<i>July 12</i> <i>July 17</i>
Group Unit Plan (using IB Planner) <ul style="list-style-type: none"> - Transdisciplinary 2 week Unit using IB template - Integrate one or more content areas - Include technology and Fine Arts - Address one of the IB themes - Overview Chart 	<i>July 17</i>
Presentation of Instructional Lesson Plan	<i>July 17</i>
Class Participation – complete assigned readings and participate fully in all classes. <ul style="list-style-type: none"> • Participation Graphic Organizers • (7) End of Class Reflections and Formative Assessment (1 -2 pages) 	<i>Daily</i> <i>Due by email</i>
Class Participation <ul style="list-style-type: none"> • SS virtual field trip site with summary • Activity from Social Studies Alive • Picture book and historical fiction novel title to share • Ideas for Guest Presentations • Children’s literature relevant to Group Unit Planner 	<i>July 10</i> <i>July 11</i> <i>July 11</i> <i>July 16</i> <i>July 16</i>
Fall and Winter	
IB Unit Planner Topic Proposal w. suggested Central Idea & Transdisciplinary Theme included	October 13, 2011 <i>(Due by email)</i>
Field Work documentation and Observation Summaries,	January 13, 2012
Individual Unit Plan	<i>(Individual IB Planner to Taskstream)</i>
Instructional Plans (2) from the Individual Unit	<i>(Individual IB Planner to Taskstream)</i>