

1. The student will be able to teach lessons and units of the content of the elementary school curriculum.
 - a. Language Arts
 - b. Health and Nutrition
 - c. Mathematics
 - d. Science
 - e. Social Studies
 - f. Reading
2. The student will be able to develop elementary school curriculum in English.
 - a. Language Arts
 - b. Health and Nutrition
 - c. Mathematics
 - d. Science
 - e. Social Studies
 - f. Reading
3. The student will be able to teach lessons and units of elementary school curriculum in English.
4. The student will be able to develop elementary school curriculum in the heritage language.
 - a. Language Arts
 - b. Health and Nutrition
 - c. Mathematics
 - d. Science
 - e. Social Studies
 - f. Reading
5. The student will be able to demonstrate delivery of elementary school curriculum in the heritage language.
6. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of elementary school students.
7. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
8. The student will be able to organize and manage a classroom environment for learning.
9. The student will be able to demonstrate and use background knowledge in the following areas:
 - a. learning theories and principles
 - b. human development
 - c. language development
 - d. technology
 - e. educational foundations
 - f. sociocultural issues
 - g. motivation
 - h. legal issues in education
 - i. natural/physical science

10. The student will be able to demonstrate professionalism.

II. Course Learning Outcomes

A. General

1. The students will be able to trace the earliest development and spread of humans on the earth and the march of global human civilization up to the present time.
2. The students will be able to explain the reasons why civilizations develop where and how they do.
3. The students will be able to describe the key features of the various major civilizations of Eurasia, Africa, the Americas and the Pacific.
4. The students will be able to explain the major global impacts of humans on the earth.
5. The students will collect and arrange for use resources for professional work or education in future years.

B. Specific Outcomes and Evidence

<u>Student Learning Outcomes</u>	<u>Suggested Assessment Strategies and Evidence to be Provided.</u>
1. The students will be able to trace the earliest development and spread of humans on the earth and the march of global human civilization up to the present time.	1a.. SS/ED student completes one assigned “reflection paper” 1b. SS/ED student provides evidence of lecture note taking and collection of all handouts. 2c. SS/ED student provides evidence of currency in textbook reading assignments 2d. SS/ED student provides evidence of weekly internet assignments. .
2. The students will be able to explain the reasons why civilizations develop where and how they do.	2a.. SS/ED student completes one assigned “reflection paper” 2b. SS/ED student provides evidence of lecture note taking and collection of all handouts. 2c. SS/ED student provides evidence of currency in textbook reading assignments 2d. SS/ED student provides evidence of

	weekly internet assignments.
<p>3. The students will be able to describe the key features* of the various major civilizations of Eurasia, Africa, the Americas and the Pacific.</p> <p>* Key features are those geographical and historical events that distinguish one area occupied by a group of people from another—we try to choose those areas so that they will be useful for you in teaching—but also because most educated folks learn much from the study of history in this manner.</p>	<p>3a. SS/ED student completes one assigned “reflection paper”</p> <p>3b. SS/ED student provides evidence of lecture note taking and collection of all handouts.</p> <p>3c. SS/ED student provides evidence of currency in textbook reading assignments</p> <p>3d. SS/ED student provides evidence of weekly internet assignments.</p> <p>3e. SS/ED completes objective “quiz” on this outcome</p> <p>NOTE OUTCOMES 4-6 ARE ALSO ASSESSED IN THE ABOVE MANNER</p>
<p>4. The students will be able to explain the major global impacts of humans on the earth.</p>	<p>4a. The COM-FSM final examination and final essay paper provide evidence for this outcome.</p>
<p>5. The student will collect, arrange and preserve the handouts, references, and all class materials for future use.</p>	<p>5a. The COM-FSM student Portfolio will be checked against the list of all handouts, references and other class materials designated useful for future use.</p>

III Text and Materials

Diamond, Jared, Guns, Germs, and Steel *The Fates of Human Societies*, W.W. Norton and Company, 1999.

O’Brien, Patrick k., General Editor, Atlas of World History, Oxford University Press, 2004.

IV. Reference Materials

Getis, A. 1998. *Introduction to Geography*. New York: McGraw-Hill.

Salter. C. 2000. *The Essentials of World Regional Geography*. New York: Saunders Publishers

V. Required Materials

Flash-drive

VI. Methods of Instruction

This course strives for intensity in order to bring about both quantitative and qualitative leaps in the students. These leaps are defined in terms of the amount of historical and geographical material acquired by students and also in terms of the

level at which students can cognitively manipulate the content i.e. critical analysis and reflection.

The means of creating this intensity is by the amount of work the students are given and also, importantly, the various ways to get the students to engage the material and process it. More specifically, students are required to do a lot of reading to extract material from the textbook; i.e. reading notes, chronologies and maps; students must report current events weekly; students write reflection papers; they are required to answer questions based upon the reading, and lastly there are lecture notes as well. There will also be assignments and written work from the historical atlas. The textbook related and class work is kept in a portfolio that provides evidence of assessments. . The pace also adds to the intensity – the pace is fast with medium amount of lecturing and with the assumption the readings are being completed.

VII. Course Content

- Early Man-evolution, migrations, technology, culture and geography
- Civilizations-elements of early civilizations-similarities and differences
- Civilizations of Eurasia
- Civilizations of Africa
- Civilizations of the Americas
- Civilizations of the Pacific
- Major Global Impacts of Humans on Earth

VIII. Evaluation

Evaluation suggestions are made above Assessment of students in the course is centered upon demonstrating and providing evidence of the eight course student learning outcomes. Suggested assessment strategies are provided. Grading of evidence should be assigned on a point basis using the COM-FSM percentage scales: A=90-100% B=80-89% C=70-79% D=60-69% and below 60% is failing or the F grade.

IX. Attendance Policy

The standard COM-FSM attendance policy applies to this course.

X. Academic Honesty Policy

The standard COM-FSM academic honesty policy applies to this course.

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By Benson Moses

COM-FSM Education Division