

Course Title Teaching With Boys and Girls In Mind

Essential Question(s) Do I Design My classroom and lessons to meet the different learning needs of Boys and girls

"There is no differences in what boys and girls CAN learn but there are big differences in the best way to teach them" Sax, Leonard(2005). Scientists have been able to study the brain ever so closely with the new technological advances and have discovered differences in the development of the male and female brains. This course will be designed to examine those differences and the implications it has for classroom instruction. Teachers will develop strategies to design their classroom to meet those unique needs.

Week 1	Objectives	Activities	Assessments	Seat Time	NSDC Standards & INTASC Standards for Teachers
Outcome Navigating and Introductions	Participants will be able to navigate the online process and introduce themselves to their classmates.	Students will complete Lesley college online survey	Participants will be assessed by posting score on the online survey and acknowledging having read course syllabus.	30min.	Context Standards Organizes adults into learning communities.
		Students will post introduction of self and interact with classmates (2)	Introduction of self and discussion with 2 classmates.	30 min.	
Week 2					
Inherent differences between boys and girls brains	Students will analyze the gender differences of the brain functions of boys and girls	Students will read articles on brain based research dealing with differences of boys and girls	Students will post a summary of the readings (3) dealing with the research topic in question.	2 hours	Process Standards: Uses multiple sources of information to guide instruction. INTASC Standards: The teacher understands the central concepts, tools of inquiry and structures of the discipline
	Students will identify a student/students who are under achieving in their classroom.	Students will write a case study of the identified student/or students that they have identified.	Case Study summary	30 min.	
Week 3					NSDC Standard Process Standard Applies knowledge about human learning. Prepares educators to understand and appreciate all students, create safe, orderly and supportive environments and hold high expectations for the academic achievement.
Outcomes	Students will identify the differences of male and female brains	Read research articles on the gender differences and how it impacts learning.	Students will write a summary of each article they have read.	2 hours	
Identify Cognitive, Social and Emotional Differences	Participants will compare and contrast the differences between male and female brains.	Design a graphic organizer or T-chart to depict the differences and similarities of boys and girls	Students will post their T-charts or choice of graphic organizer to identify the differences and similarities.	45 min.	Process Standards: Uses multiple sources of information to guide instruction. INTASC Standards: The teacher understands the central concepts, tools of inquiry and structures of the discipline

	Students will identify the cognitive, social and emotional differences of the boys and girls at their grade level.	Reflect on how it impacts cognitive, social and emotional development.	write a reflection on its impact on the cognitive, social and emotional development.	1 hour	
	Students will compare what they have learned to the target group they have identified.	Students will contrast their targeted group to what they have learned on the cognitive, social and emotional development of their grade/age level.	Students will post their response in a narrative or graphic organizer.	40 min	
Week 4					
Outcomes					
Examine content specific suggestions.	Participants will develop a list of boy friendly and girl friendly teaching strategies.	Research strategies and comprise a list of strategies that engage each gender's learning style.	Post a list of boy/girl friendly teaching strategies	40 min	
		Share list with a classmate	Read a classmates list and incorporate other's best ideas into your list.	30 min.	
		Revise your list	Post revisions	10 min.	
Week 5					
Outcomes					
Piloting the List	Participants will design a lesson utilizing some of the strategies that are boy friendly.	Design the lesson	Written lesson plan with targeted group, NYS Learning Standards of subject area, utilizing specific strategies	1 hour	
		Implement the lesson and record your observations.	Brief written summation of lesson piloted.	1hour	
	Participants will record observations of outcomes displayed by the targeted group.	Reflective journal on observations	Post reflective journal of observations and how it affected targeted group.	30min.	
Week 6					
Outcomes					

Discussion and reflection of Pilot Lesson	Participants will discuss the results of their pilot lesson and reflect on what worked and areas for improvement	Discussion with classmates	Post summation on Moodle and reflect on what you felt was effective and why.	45 min	
		Reflective journal on observations	Respond to 2 of your classmates reflections	30min.	

Week 7					
Outcomes					
Design Your Classroom	Participants will design their classroom for the grade level they teach based on the ideas they have learned.	Classroom narrative on what changes they will make to their classrooms and lessons to reflect what they have learned in the course.	Written narrative on changes (2-3) they intend to implement to focus on the learning differences of boys or girls.	1hour	
	Students will write specific plans for the student/students they have targeted for this class.	Create a monitoring check list for the targeted population	Post their checklist on forum	45 min.	

Course Evaluation