

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

**EDCI 567.001: Teaching Social Studies in the Secondary School
3 Credits, Spring 2016
7:20-10:00 PM/Tuesdays, West 1001**

PROFESSOR(S):

Name: Paula Cristina Azevedo, PhD
Office Hours: by appointment only
Email address: pazevedo@gmu.edu
Class Location: West 1001

Co-Requisite: 15 hours school-based clinical field experience

Course Description:

EDCI 567 is a face-to-face course designed to help preservice teachers develop a repertoire of history/social studies teaching methods to meet the changing requirements in today's atmosphere of increasing accountability. Course content will focus on elements of historical thinking, higher-order thinking skills in social studies, standards-based instruction with an emphasis on backwards planning for instructional lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations. The course focuses on research-based instructional strategies in social studies teaching and learning and meeting the diverse needs of learners as called for by the *Standards of Learning for Virginia Public Schools*, and the National Council for the Social Studies (NCSS) *C3 Framework* and *National Curriculum Standards for Social Studies*, and as outlined by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), and the Interstate New Teacher Assessment and Support Consortium (InTASC). Course topics include pedagogical methods for purposeful and powerful social studies, the development of an effective learning environment, assessment, and addressing current issues facing secondary history/social studies teachers.

Course Objectives:

After completing EDCI 567, candidates will be able to:

- Evaluate past and contemporary social studies instructional practice including constructivist and behaviorist frameworks, historical thinking tenets and practice to encourage historical inquiry and civic- and international-mindedness; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes I, II, IX, X, INTASC Standard I
- Use evidence-based principles including, elements of Understanding by Design and the C3 Framework to develop a lesson plan that includes a broad range of instructional strategies focused on InTASC Standards and NCSS Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, II, IV, VII
- Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCH-BASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII
- Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and

students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III

- Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in social studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI
- Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and submitted via Blackboard. Late assignments will not be accepted without making prior arrangements with me.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Lesson Plan and Digital Resources for Teaching and Learning to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.

- d. 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/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Dispositions

Students are expected to exhibit professional behavior and dispositions.

See <http://cehd.gmu.edu/teacher/professional-disposition> for a listing of these dispositions. The Virginia Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

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 practice

- 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 practice
- 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 sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

Please note that:

“Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”

(from Mason Honor Code online at <http://oai.gmu.edu/the-mason-honor-code/>)

- Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

Required Texts and Resources

Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment and Classroom Management, by Bruce E. Larson and Timothy A. Keiper. Routledge Press (2011) (ISBN 978-0-415-87706-0)

Reading Like a Historian, by S. Wineburg, D. Martin & C. Monte Sano (2012) (ISBN 9780807754030)

A People's History for the Classroom, by Bill Bigelow. Rethinking Schools (2008). ISBN: 978-0-942961-39-3) (Found on Blackboard)

Additionally, you will be assigned (and expected to purchase or rent) one additional book from the following list of four and participate in a Literature Circle.

1. *Between the World and Me*, by Ta-Nehisi Coates, Spiegel & Grau (2015) (ISBN 0812993543) **AND** *We Should All Be Feminists*, by Chimamanda Ngozi Adichie, Anchor (2015) (ISBN: 110191176X)
2. *Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade* (2nd Edition), by Peter Rivoli, Wiley (2014) (ISBN: 1118950143)
3. *Notorious RBG: The Life and Times of Ruth Bader Ginsburg*, by Irin Carmon and Shana Knizhnik, Dey Street Books (2015) (ISBN: 0062415832)

The following supplemental course materials are available on our course Blackboard site or at the URL provided

- *National Council for the Social Studies C3 Framework*, found in Student Resources folder in the course Blackboard site.
- *Thinking History* by Peter Stearns, found in Student Resources folder in the course Blackboard site, or at <http://www.historians.org/pubs/free/WhyStudyHistory.htm>
- *History: From learning narratives to thinking historically* by Keith C. Barton, found in Student Resources folder in the course Blackboard site
- *Understanding by Design Framework White Paper* by Jay McTighe and Grant Wiggins. Available at http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- *CAEP/NCATE Unit Standards* Available on-line at: [curriculumreview.asb-wiki.wikispaces.net/file/.../Rubric+for Unit Design.pdf](http://curriculumreview.asb-wiki.wikispaces.net/file/.../Rubric+for+Unit+Design.pdf)
- *National Standards for History*. Available on-line at: <http://nchs.ucla.edu/standards/>
 - *National Standards for Social Studies (summaries)*—These are available on-line at: <http://www.socialstudies.org/standards/execsummary>
- *VDOE- Curriculum Framework for History and Social Science* (at least one grade level)—Available from the Virginia Department of Education website. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml#sol

***Additional readings will be also provided throughout the semester on topics of discussion.**

Course Assessments and Requirements:

- Fifteen hours of clinical experience are required.
- As a person going into a profession with multiple demands and time requirements, it is expected that you demonstrate associated dispositions by fulfilling classroom responsibilities in a professional and timely manner.
- Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly.
- All submitted assignments must follow APA (6th edition) formatting. Short of purchasing the current APA Publication Manual, you may also find various online resources to assist you in appropriate formatting (see Purdue University OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>)
- In the interest of sustainability, assignments will be submitted via the course Blackboard website. Please do not submit hard copies of assignments. Be sure you have login access and an understanding of how to properly submit assignments.
- Blackboard log-in found at <http://mymason.gmu.edu> (user name and password same as GMU email)
 - Once you are logged-in, you can navigate to assignments, mail and so on from the toolbar located on the left side of the page. The homepage includes syllabus, student resources and class notes (uploaded as topics are discussed).

Specific Assignments:

- **Two Reflection Papers/Presentations:** The reflection paper should be approximately 2-3 pages in length. The presentation should include links, brief annotations, and a description of how this resource might be used in a social studies classroom.
 1. **Reflection Paper 1:** *Thinking Globally/Thinking Historically:* Read the monographs by Stearns, Barton, Hanvey, Case and Merryfield. Synthesize the information presented and write an essay reflecting the impact these frameworks work may have on you as a classroom teacher in history/social studies working in a time in which people are becoming increasingly connected. You might, for example, indicate how Barton’s notions of ‘Perspective,’ ‘Agency,’ and ‘Interpretation of Evidence’ work to harness social studies from a global perspective. Alternatively, you might focus on the global perspective monographs from Hanvey, Case and Merryfield to inform how historical thinking must be attentive to internationalization. Be sure to also include specific ways that the authors’ assertions might affect your instruction.
 2. **Reflection Paper 2:** *Holocaust Museum Holocaust/ Teaching Controversial Issues:* After reading chapter 10 from Larson and Keiper’s textbook, the reading packet from Facing History and Ourselves, and visiting the Holocaust Memorial Museum synthesize the information presented and write an essay reflecting the impact of learning about the Holocaust through the readings and field trip to the museum had on you. What were some thoughts you had as you walked through the museum and what connections did you make to current events? Towards the end, the Holocaust Memorial Museum poses an interesting question, “What is your responsibility now that you’ve seen, now that you know?” As a teacher of social studies/history what is your responsibility? How will you approach teaching the Holocaust, genocide, and other difficult topics in history and in current events to young people? Address these question and others that you and your classmates may have in this reflection paper.
- **Effective Learning Environment/Classroom management plan** – Your effective learning environment/classroom management plan is an activity to foster consideration about how you intend to handle rules and procedures in your classroom. As such, your management plan should include the following information:
 - the physical layout of the room
 - what a person will see when he or she walks into your room
 - how you will handle absences, late work, and make-up work

- what your grading policy is and how you will manage it
 - what your discipline policy is (complete with classroom rules intended for display)
 - how you will handle student communication
 - how you will handle parent communication
- **Literature Circle In-Class Discussions and Presentation:** Literature Circles are “small, student-led discussion groups in which group members have selected the same book or article to read. All group members must prepare to participate in the small group discussion and then must contribute to the discussion. The groups may share the results of their small group discussion with the entire class” (McCall, 2010).

Each group will independently read their assigned books for homework. Additionally, for the first month of class each group will conduct in-class discussions about their book. The in-class discussions will be student-led. To help facilitate group discussions each student will perform various roles during the discussion (i.e. Connector, Questioner, Passage Master, Vocabulary Enricher, Illustrator).

Finally, each group will create a 30 minute presentation for the class. You have much leeway in terms of how you choose to present your findings, and are encouraged to find creative ways to do so. However, everyone in the group must participate in the presentation in order to earn credit.

Presentation Requirements:

1. Introduction/Attention Grabber: You must get the class interested in your book at the beginning of your presentation. You could pose a question to the class, read an important quote, or play a song related to the novel. Be creative!
2. Explain the setting of your book (time and place).
3. State the author’s thesis. Why would he/she have this point-of-view? Do you agree with this point-of-view? Explain.
4. What is the main theme(s) of the book? Give at least three specific examples from the book to support this theme(s).
5. What are the implications of literature circles on teaching Social Studies? And what are the implications of the topic of your book on your teaching practices?
6. Allow some time for Q and A.

You will be assessed on your group’s ability to synthesize the author’s assertions (themes and thesis), present authentic classroom implications for the ideas presented therein, and the general cohesiveness, creativity and potency of your presentation. The rubric for this presentation can be found on our course Blackboard website.

In class you will each complete a self-evaluation of your literature circle experience.

- **Instructional Strategies Group Project/Debate:** For this assignment, you will work with a group to research and support one basic instructional strategy. On the due date of this assignment, your group will present its findings and advocate for your instructional strategy as viable and effective for use in secondary social studies classrooms and specifically working with diverse learners. Additionally, focus on assessment strategies most common with this type of instructional style and any special pedagogical and content-related skills needed to teach in this way. The following instructional strategies will be topics for investigation:
 - Direct Instruction
 - Cooperative Learning
 - Inquiry-Based Instruction

- **Digital Resources for Teaching and Learning in Social Studies:**
Develop an annotated list of ten digital resources for teaching and learning in secondary social studies. Five resources will be focused on content and five on pedagogy. Each annotation will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the resource addresses, and accommodations needed for diverse learners. The format for this artifact may be an paper, or a slide presentation. You will share one resource with the class in a brief presentation. Review the rubric to guide the development of your artifact.
- **Lesson Plan (Includes: Lesson Plan, Presentation, and Reflection Paper):** You will create a lesson plan for one class period (90 minute), which focuses on NCSS Theme VII, Production, Consumption and Distribution with attention to international, national and/or local connections among systems. The lesson must adhere to the format reviewed in class. This lesson must include classroom activities described in detail with fully developed assessments and rubrics.

In addition to adhering to all of the elements found within the lesson plan rubric found on the Blackboard course website, the candidate should also be prepared to:

- Prepare a **Presentation**
 - Each student will have 15-20 minutes
 - Share with the class a summary of the lesson and a sample of the activity of your lesson
 - Distribute a one page summary of your lesson to each class member
 - Course-mates will provide feedback on the lesson
- Write a **Lesson Plan Reflection Paper:**
 - The reflection paper will be approximately 1-2 pages.
 - Reflect upon your lesson plan after you have developed and reviewed it with your course-mates. In your reflection, consider the effectiveness of your lesson in terms of your content knowledge, active learning strategies and assessment strategies.
 - Identify elements of instruction and planning you have learned and areas you feel are in need of further development.

Please review the Lesson Plan Rubric found on the Blackboard course website for assessment details.

- **Clinical experience documentation assignment:** For this class, you are required to spend at least fifteen hours observing secondary history/social studies students and teachers. During this clinical experience, you are encouraged to seek an active role in the classroom as appropriate. You may, for example, make it known to the mentor teacher that you are willing to work with small groups of students, lead a class discussion or introduce a lesson. You may also find you need to informally interview a student(s) or teacher to gain deeper insights into your observations.
- ✓ **Registration and Placement:** Upon your registration for clinical experience (link sent to your Mason email), you will be placed in a secondary school. You must not take on the task of placing yourself unless obtaining explicit permission from our Clinical Practices Office and me. Once you complete your registration, you will be contacted by Mason staff to inform you of your placement and provide you with instructions to initiate contact. Once you have your school contact **schedule your observations as soon as possible!**
- ✓ **Assignment Expectations:** For your field experiences in this course, I ask that you focus on three broad areas: the learning environment, the students, and the presentation of content. The expectation is that you will observe several different teachers during your experience if at all possible. This will allow you to draw comparisons and tease out connections you see between the topics we discuss in class and how those manifest in 6-12 classrooms. For this assignment, you are required to document at least three “critical incidents” you observe (or are a part of) and address the corresponding extension questions on the “Critical Incidents” form.

- ✓ For one critical incident, I ask that you look to the school's demographics and School Improvement Plan (SIP) data. Use these data as a point of comparison with your observations. Is the classroom teacher effectively implementing the SIP? How is the learning environment you have observed facilitating student learning? A second critical incident should involve an individual or a small group of students you elect to observe (and talk to) specifically. To what extent are these students engaged? What is making this so? How does the learning environment you observed support or impede their achievement? And finally, your third critical incident should focus on presentation of content. How does the teacher frame his/her practice? How is this evident in his/her lessons? How does the practice relate to NCSS Themes? These three "critical incidents" forms will be submitted to the MyMason/Blackboard course website along with a signed and completed log of hours document. See appendices to this syllabus for details and specific forms.

Grading Scale:

- A = 94-100 points
- A- = 90-93 points
- B+ = 87-89 points
- B = 83-86 points
- B- = 80-82 points
- <80 points: unsatisfactory

Course Overview

<i>Due Date</i>	<i>Assignment</i>	<i>Point Value</i>
February 9	Reflection Paper 1	5
February 16	Classroom Management Plan	5
February 23	Literature Circle Presentations	10
March 15	Reflection Paper 2	5
March 22	Instructional Strategies Group Project/Debate	10
April 12	Digital Resources	20
April 19	Lesson Plan	20
April 19 – 26	Lesson Plan Presentation	5
May 3	Lesson Plan Reflection Paper	10
May 10	Clinical Experience Documentation	10
		Total: 100 points

Tentative Course Schedule:

<i>Date</i>	<i>Topics</i>	<i>Reading Due</i>	<i>Assignment Due</i>
January 19	Course Introduction Syllabus Review Teaching and learning for a connected world Choose Literature Circle Book	~UN Declaration of Human Rights (on Bb)	None
January 26	A social studies framework and international mindedness connections Global Interconnectedness Introductory Lesson Planning Preparation for Field Experience Meet with your Literature Circle	~ <i>An Attainable Global Perspective</i> Robert Hanvey (1976/2005) ~ <i>Scaffolding Social Studies for Global Awareness</i> by Merry Merryfield (2008) ~ <i>Key Elements of a Global Perspective</i> , By Roland Case (1993) ~ <i>Historical Narratives</i> By Keith Barton (2011) ~Read your literature circle book	None
February 2	Current Events in Global Education wrap-up Why study history? The break (and connection) between history and social studies	~Chapter 1 in Larson and Keiper ~ <i>Why Study History?</i> Peter Stearns (1993) ~Columbus Day: 1892, Not 1492 Lesson in <i>Reading Like a Historian</i>	None

	Meet with your Literature Circle	~ <i>Teaching Historical Thinking</i> by Seixas & Peck ~Read your literature circle book	
February 9	The Learning Environment, classroom rules and procedures in history/social studies Review “Seventy-three suggestions” inventory Meet with your Literature Circle	~ <i>Classroom Management: Seventy-three suggestions...</i> by Brainard ~Chapters 3 and 4 in Larson and Keiper ~A People’s History: through <i>U.S.-Mexico War Tea Party</i> ~Read your literature circle book	Reflection one
February 16	Social Studies Lesson Planning from assessment to anticipatory set (backwards design) and teaching diverse learners World history lesson & assessment activity: Phoenicians (van Hover) Meet with your Literature Circle	~Chapters 2, 5 and 6 in Larson and Keiper ~ <i>Understanding by Design framework</i> by McTighe and Wiggins ~A People’s History: through <i>Whose Terrorism?</i> ~Did Pocahontas Rescue John Smith? in <i>Reading Like a Historian</i> ~ <i>Tips for Teaching (Diverse Learners)</i> ~Read your literature circle book	Classroom Management Plan
February 23	Literature Circle Presentations	None	Literature Circle Presentations
Choose a date: February 27, 28, March 1, 5, or 6 Date & Time TBD (about six hours)	Field Trip to United States Holocaust Memorial Museum Teaching Controversial Issues Structured Academic Controversy Classroom discussion, debate and deliberation	~ Visit the Holocaust Memorial Museum (http://www.ushmm.org) and focus most of your attention in <i>Resources for Educators</i> (http://www.ushmm.org/educators) ~Facing History and Ourselves (Bb) ~Chapter 10 in Larson and Keiper	
March 8	Spring Break No Class Meeting	None	None
March 15	Field and Virtual Trips	~ <i>Knight at the Museum: Learning History with Museums</i> by Marcus and Levine (Bb) ~ <i>But Mine’s Better; Teaching History in a Remix Culture</i> By Kelley, ~ <i>Flipping the Script</i> by Finkel	Reflection two

		~Deep Play: Developing TPACK for 21 st Century Teachers by Koehler et al.	
March 22	Group project debate....cooperative learning, direct instruction, inquiry-based social studies	~Chapter 7 in Larson and Keiper	Instructional Strategies Group Project/Debate
March 29	Instructional strategies debriefing Assessment in Social Studies	~Chapter 8 in Larson and Keiper And Various Resources Related to your Lesson Plan including local (FCPS), state and national standards ~Reich, White Paper on Authentic Assessment	None
April 5	Diverse Learners in the Classroom	<i>Exceptional Learners: An Introduction to Special Education</i> , by Hallahan, Kauffman, & Pullen	None
April 12	Guest Speakers...internship and mentoring	~Chapters 9 and 11 in Larson and Keiper	Digital Resources
April 19	NO CLASS MEETING Student Conferencing (Skype)	None	Lesson Plan
April 26	Lesson Plan Presentations	None	Lesson Plan Presentations
May 3	Campus wide Reading day- NO CLASS	None	Lesson Plan Reflection
May 10	Final Exam Week – NO CLASS Final assignments due	None	Clinical Experience Documentation Lesson Plan Reflection Paper Due

Appendix A
Clinical Experience Hours/Activities Log

Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log and daily track dates, activities, and hours. You must complete a minimum of 15 hours of clinical experience, all of which must involve classroom observations and may involve interactions with individual students and small and large groups of students. Hours will ideally begin prior to mid-semester, and observations should be spread across approximately five sessions, with no single session lasting longer than four hours. Submit this signed log at the end of the course to Dr. Pellegrino via Blackboard.

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU Student Name/Date _____

GMU Student Signature/Date _____

Mentor Teacher Name/Date _____

Mentor Teacher Signature/Date _____

Appendix B

Critical Incidents Reflection Form

Name _____

Date _____

Area of Focus for this Critical Incident: Learning Environment Students Presentation of Content

<p><u>Critical Incident</u> Describe the activity or practice as it relates to the area of focus for this critical incident.</p>	
<p><u>Burning Issues/Questions</u> What issues or concerns can you identify based on your critical incident? What new questions emerge as a result?</p>	
<p><u>Evidence Based Practice</u> What activities, assignments, or strategies can you identify as particularly significant for this critical incident?</p>	

Appendix C

Field Experience Guidelines

The following suggested field experience activities are designed to help you prepare for completing your Critical Incidents Reflection Form where you will be expected to analyze teaching styles and classroom management preferences. Within the constraints of school calendars and mentor teacher instructional styles, make a concerted effort to follow these guidelines.

- 1) Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- 2) Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- 3) Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- 4) Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- 5) Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- 6) Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- 7) Talk with the mentor teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- 8) Talk with the mentor teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- 9) Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.
- 10) Work with small groups of students as directed by your mentor. Reflect on your practice and your perception of the students’ learning and engagement.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix D

Clinical Experience Letter



College of Education and Human Development

4400 University Drive, Robinson A 320, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5253

Dear educator:

My name is Paula Cristina Azevedo and I write as the instructor for EDCI 567, “Teaching History/ Social Studies in Secondary Schools.” This course is taken by future secondary (grades 6-12) teachers, and as a part of the course these “teacher candidates” are required to complete 15 hours of clinical experience in grades 6-12. Specifically, candidates are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the candidate bearing this letter might complete these 15 hours of clinical experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDCI 567 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with the teaching of history/ social studies in secondary schools. For most of the Mason students in this course, this is one of their first education courses and their first focusing on methods instruction. Thus, they will likely have widely varying levels of experience working with adolescents and young adults.

For this clinical experience, candidates are required to complete field notes of their observations and synthesize these into an reflective artifact that helps them explicate teaching and learning in secondary social studies. It should be noted that while we hope these 15 hours might include some direct work with 6-12 students, we understand that this is sometimes not possible, therefore candidates may complete requirements of my course through observation alone. Specific expectations for this field experience includes the following:

- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies related to history/social studies instruction.
- These 15 hours will ideally involve interaction with students, with direct and indirect supervision by you or another licensed teacher
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, assess assignments including papers or tests, and so on. The level of interaction is left up to you, the classroom teacher.

Please contact me with any questions you might have about this experience, and thank you for your support of this Mason teacher candidate and her/his development as a future educator.

Sincerely,
Paula Cristina Azevedo, PhD
George Mason University
email. pazevedo@gmu.edu

Appendix E

Digital Resources for Teaching and Learning in Social Studies Assessment

Assessment Objective

- The candidate will develop an annotated list of ten digital resources for teaching and learning in secondary social studies. Five resources will be focused on content and five on pedagogy. Each annotation will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the resource addresses, and accommodations needed for diverse learners.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to find and use digital resources to enhance the effectiveness of instruction. It is likewise important that candidates understand how to use these resources in ways that challenge students to use and evaluate them. In social studies, this is particularly valuable for teachers as so many important resources are available through the Internet.

For this assignment you will locate ten specific digital resources that you can use to support your pedagogy and content. In your artifact, you will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the resource addresses, and accommodations needed for diverse learners. Describe the specific sections of the website that you would use and how you would incorporate them into your instruction. Be as specific as possible.

Assessment Task

Develop your annotated list of digital resources using the template attached. The artifact may be presented in a word processing or slide presentation format. Review the rubric to guide the development of your artifact.

NOTE: Your artifact will be evaluated based on adherence to the provided format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; coherence of writing and mechanics.

How to Submit this Assessment

Submit your lesson plan to Blackboard. See course schedule for due date.

Digital Resources Assessment Rubric

Criteria	Does Not Meet Expectations 1	Approaches Expectations 2	Meets Expectations 3	Exceeds Expectations 4
The digital social studies resources artifact includes assigned number of resources	The artifact includes fewer than 5 total digital resources	The artifact includes between 5 and 9 total digital resources	NA	The artifact includes 10 total digital resources
The digital social studies resources artifact is written in an appropriate format	The artifact Is presented in a way that is unclear. Text is unclear and poorly formatted.	The artifact Is fairly well written, but includes formatting errors and unclear descriptions.	The artifact Is well written and includes no significant formatting errors or unclear descriptions.	The artifact Is well written and cogent. Descriptions are clear and the artifact contains no formatting errors
The digital social studies resources artifact includes descriptions of each resource <i>InTASC 5i</i> <i>ISTE 2a</i>	Descriptions of the digital social studies resources artifact are vague and do not provide evidence that the candidate reviewed the resources	Descriptions of the digital social studies resources artifact provide evidence that the candidate reviewed the resources, but these descriptions are not detailed	Descriptions of the digital social studies resources artifact provide detailed evidence that the candidate reviewed the resources	Descriptions of the digital social studies resources artifact provide detailed evidence that the candidate reviewed a wide variety of offerings in the resources
The digital social studies resources artifact includes resource evaluation <i>InTASC 5k, 5l</i> <i>ISTE 2a</i>	No evaluation of the digital social studies resources is present	Evaluation of the digital social studies resources are present, but general in nature and do not include details from the resource	Evaluation of the digital social studies resources are present, and include some details from the resource	Evaluation of the digital social studies resources are present, and include extensive details from the resource
The digital social studies resources artifact includes description of the utility of resources <i>InTASC 7k, 8n</i> <i>ISTE 2c</i>	No description of the utility of resources for social studies teachers is present	Description of the utility of resources for social studies teachers is present, but does not include sufficient detail including specific social studies content areas	Description of the utility of resources for social studies teachers is present, and includes some detail including use with specific social studies content areas	Description of the utility of resources for social studies teachers is present, and includes extensive detail regarding use with specific social studies content areas
The digital social studies resources artifact includes description of the national and state standards	No inclusion of national or state standards is present.	National and state standards are included in the artifact, but relation to the resources is vague.	National and state standards are included in the artifact, and relation to the resources is explicit	National and state standards are included in the artifact, and relation to the resources is

addressed InTASC 7g				detailed and explicit.
The digital social studies resources artifact includes accommodations needed for diverse learners. InTASC 2f ISTE 2c and 4b	No accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included	Accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included, but are vague	Accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included with some level of detail	Accommodations regarding how these resources might be adapted or accommodated to support diverse learners are included with a high level of detail

ANNOTATION TEMPLATE

Resource:

Subject/Grade level appropriate:

Guiding Questions	<i>Comments</i>
Brief description:	
Evaluation of resource effectiveness:	
Utility for practice:	
National and/or state standards	
Accommodations:	

Lesson Planning Assessment

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

Additional questions to consider:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

For this course, a lesson plan must be developed for one teaching session (assuming a blocked class of 85-90 minutes). As you gain pedagogical content knowledge and become proficient, your lesson planning may become less detailed. For this assessment, however, we are looking for substantial detail to enable us to evaluate your planning.

Part of the planning process includes considering the following tasks:

- begin with developing goals/objectives and assessment ideas
- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- develop assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

How to Submit this Assessment

Submit your lesson plan to Blackboard. See course schedule for due date.

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
<p>The lesson identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</p> <p><i>InTASC 7(a)</i></p> <p><i>NCSS Pedagogical Standard 6</i></p>	<p>The lesson does not include performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>The lesson includes objectives and curriculum goals but they are not performance-based or appropriate for subject and/or grade level.</p>	<p>The lesson includes performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p>	<p>The lesson includes well-developed, performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; correctly formulated; and addressed all domains.</p>
<p>The lesson identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p> <p><i>InTASC 7(g)</i></p> <p><i>NCSS Pedagogical Standards 1&2</i></p> <p><i>InTASC</i></p>	<p>The lesson does not identify national/state/local standards that align with the objectives or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>The lesson identifies national/state/local standards but the standards are not aligned with the objectives and/or marginally relevant to learners.</p>	<p>The lesson identifies national/state/local standards that are aligned with the objectives and relevant to learners.</p>	<p>The lesson identifies national/state/local standards that are clearly aligned with the objectives and relevant to learners.</p>
<p>II. b. Standards and Alignment</p> <p><i>NCSS Theme 7, Production, Consumption and Distribution*</i></p>	<p>Lesson does not foster economic perspectives, and does not lead to the understanding of key economic concepts and processes.</p>	<p>Lesson offers some opportunity to consider key economic concepts and processes, but without regard to economic perspective.</p>	<p>Lesson supports student development of economic perspectives and understanding of key economic concepts and processes through study of economic systems</p>	<p>Lesson actively encourages students to develop economic perspectives and deep understanding of key economic concepts and processes through study of economic and sociopolitical systems.</p>
<p>The lesson continually seeks appropriate ways</p>	<p>The lesson does not identify appropriate</p>	<p>The lesson identifies technology to</p>	<p>The lesson identifies appropriate</p>	<p>The lesson identifies effective, creative and</p>

<p>to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p><i>InTASC 6(i)</i></p> <p><i>NCSS Pedagogical Standard 6</i></p>	<p>technology to engage learners even though it was available.</p>	<p>engage learners though it would be ineffective to teach the content and address learner needs.</p>	<p>technology to engage learners more fully and assess and address learner needs.</p>	<p>appropriate technology to engage learners more fully and assess and enhance student learning needs.</p>
<p>The lesson facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5(c)</i></p> <p><i>NCSS Pedagogical Standard 6</i></p>	<p>The lesson plan does not provide evidence of opportunities for learners' use of current tools (technology) nor resources to maximize content learning in varied contexts.</p>	<p>The lesson plan provides evidence of opportunities for learners' use of current tools and resources that are ineffective to maximize content learning in varied contexts.</p>	<p>The lesson plan provides evidence of opportunities for learners' use of current tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>The lesson plan provides substantial evidence of multiple opportunities for learners' use of current tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p>The lesson plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7(b)</i></p> <p><i>NCSS Pedagogical Standards 2 & 6</i></p>	<p>The lesson plan does not provide evidence of accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>The lesson plan provides evidence of an effort to meet student's learning goals, and attempts accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>The lesson plan provides evidence of successfully meeting each student's learning goals, and successfully makes accommodations to differentiate instruction for individuals and groups of learners.</p>	<p>The lesson plan provides evidence of successfully meeting each student's learning goals, and successfully makes a variety of accommodations to differentiate instruction for individuals and groups of learners.</p>
<p>The lesson develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate</p>	<p>The lesson does not include a plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.</p>	<p>The lesson includes a plan for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not</p>	<p>The lesson includes a plan for appropriate sequencing and pacing of learning experiences; and all tasks, methods, and strategies are stated and/or are</p>	<p>The lesson includes a plan for appropriate sequencing and pacing of learning experiences; tasks, methods and strategies include a variety of creative,</p>

<p>knowledge and skill.</p> <p><i>InTASC 7(c)</i></p> <p><i>NCSS Pedagogical Standards 3, 4, 5, & 6</i></p>		<p>appropriate or effective for the lesson.</p>	<p>appropriate and effective for the lesson.</p>	<p>active learning, instructional strategies that address learner differences to maximize learning.</p>
-----------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------	----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

PLANNED INSTRUCTIONAL STRATEGIES

<p>The lesson stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p><i>InTASC 4(d)</i></p> <p><i>NCSS Pedagogical Standards 3, 4, 5, & 6</i></p>	<p>The lesson does not include an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, nor makes connections to learners' experiences.</p>	<p>The lesson includes an opening activity that used learner prior content knowledge, but does not link new concepts to familiar concepts, or make connections to learners' experiences.</p>	<p>The lesson includes an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>The lesson includes an opening activity that actively stimulates learner reflection on prior content knowledge, effectively links new concepts to familiar concepts, and creatively makes connections to learners' experiences.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The lesson engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6(e)</i></p> <p><i>NCSS Pedagogical Standards 1 & 7</i></p>	<p>The lesson does not include assessment as closure to check for comprehension and student knowledge and skills.</p>	<p>The lesson includes assessment as closure to demonstrate knowledge and skills to check for comprehension but they are inappropriate and/or ineffective.</p>	<p>The lesson includes appropriate assessment strategies as closure to demonstrate knowledge and skills to check for understanding.</p>	<p>The lesson includes creative appropriate assessments for closure to demonstrate knowledge and skills to check for comprehension.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------

ASSESSMENTS

<p>The lesson plans instruction based on pre-assessment data, prior learning knowledge and skill.</p> <p><i>InTASC 7(d)</i></p> <p><i>NCSS Pedagogical</i></p>	<p>The lesson does not include instruction based on pre-assessment data, prior learning knowledge or skills.</p>	<p>The lesson includes instruction based on pre-assessment data, prior learning knowledge and skills but it was not effective.</p>	<p>The lesson includes instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method appropriate and effectively assess student prior</p>	<p>The lesson includes instruction based on pre-assessment strategy/method that are creative and effective way to assess student prior knowledge and skills and to guide instruction.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<i>Standards 1 & 7</i>			knowledge.	
<p>The lesson designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i></p>	The lesson design does not include post-assessments strategies or methods.	The lesson design includes post-assessments strategies or methods but the strategies/methods were not effective .	The lesson design includes post-assessments that were appropriate to effectively assess student learning.	The lesson's post-assessment matches learning objectives and includes creative strategies to effectively assess student learning.

LESSON PLAN TEMPLATE

Name:		Date:	
School:		Subject/Grade level:	
Lesson Title:			
LESSON PLANNING			<i>Optional Teaching Points/ Cues/Time</i>
Performance-based Objective(s):			
Local/State/National Standards:			
Materials:			
Technology:			
Accommodations:			
Extensions			

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure	
ASSESSMENT	
Pre-Assessment	
Formative and/or Informal Assessments	
Summative Assessment	