

**George Mason University
College of Education and Human Development
Elementary Education**

EDCI 554 Section 1

Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom

3 credits, Fall 2016 (August 29 – December 10)

Tuesdays 4:30-7:10

Robinson A106, Fairfax Campus

Professor: Dr. Mandy Bean

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Prerequisites: Admission to Elementary Education licensure program

University Catalog Course Description: Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

Expanded Course Description: N/A

Field Hours: This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

LEARNER OUTCOMES:

This course is designed to enable students to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.
- B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia Standards of Learning in social studies.
- C. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and "big ideas" and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- F. Apply multiple intelligence theory to instruction and differentiation.
- G. Describe the central role of arts in learning.
- H. Design and use multiple authentic assessments.
- I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

PROFESSIONAL STANDARDS:

To complete this course, you must show evidence that you have satisfied the following teaching standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #9: **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

NCATE/ACEI STANDARDS (Program Standards for Elem. Teacher Preparation):

Social Studies Standard 2.4: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, 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.

The Arts Standard 2.5: Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

National Content Standards for Arts Education:

Dance

1. Understanding dance as a way to create and communicate meaning
2. Applying and demonstrating critical and creative thinking skills in dance
3. Demonstrating and understanding dance in various cultures and historical periods
4. Making connections between dance and healthful living
5. Making connections between dance and other disciplines

Music

1. Singing: alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Listening to, analyzing, and describing music
4. Understanding relationships between music, the other arts, and disciplines outside the arts
5. Understanding music in relation to history and culture

Theater

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
2. Acting by assuming roles and interacting in improvisation
3. Designing by visualizing and arranging environments for classroom dramatizations
4. Directing by planning classroom dramatizations
5. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
6. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life

Visual Arts

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between the visual arts and other disciplines

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication

**INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)
(which covers VA Technology Standards for Instructional Personnel):**

1. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified as standards for students.
2. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

REQUIRED TEXTS:

- o **50 Social Studies Strategies for K-8 Classrooms (3rd Edition) – Obenchain, K. and Morris, R. (2011)**
- o **A Young People's History of the United States: Columbus to the War on Terror (For Young People Series) – Zinn, H. (2009)**

***Additional required readings will be posted on Blackboard.**

NATURE OF THE COURSE:

To meet course objectives, the delivery of EDCI 554 is accomplished through a combination of the following:

- o *Presentations* (mini-lectures, often assisted by PowerPoint and other visuals)
- o *Discussions* (active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction)
- o *Cooperative Learning* (small group structure emphasizing learning from and with others)
- o *Collaborative Learning* (heterogeneous groups)
- o *Modeling Activities*
- o *Student Sharing and Presentations*
- o *Online Learning Tools*

In addition, we will use **Blackboard** as a means to distribute **required readings** not included in texts as well as other course materials. You can access Blackboard through the website <https://mymasonportal.gmu.edu> Next you will log in with your Mason username and password. Then, click the COURSES tab. Finally, to see course readings and access online discussion boards, click on the course title.

ASSIGNMENTS:

All Assignment sheets, templates, and rubrics are available on Blackboard.

★ = a few hours of work ★★ = a few days of work ★★★ = a few weeks of work

*PBA components are shaded in gray.

Assignment	Due Date	Standards
Where I'm From Poem ★ Design a PPT slide based on the provided poem template	Sept 6	Outcome E, F INTASC

		9
PBA Unit Essential Questions ⚡ Develop at least one Essential Question guiding your PBA unit plan	Oct 11	(See PBA below)
What Are They Thinking? (Student Interview) ⚡ Select a term/concept that is fundamental to your unit plan. Document student thinking and analyze how it will influence your unit planning.	Oct 18	Outcome E, H INTASC 3, 7, 8, 9
Unit Map and Assessment Plan ⚡ Create a concept map of your Essential Questions, objectives, standards, and outline the assessments guiding your PBA unit plan.	Nov 1	(see PBA below)
Web 2.0 Resource Share ⚡⚡ You will investigate and collect social studies resources (i.e. Primary Source websites, district resources, children's literature, etc.) to share via Google Drive with your classmates. These are sources that can be used to initiate a social studies resource collection system for future use.	Nov 15	Outcome A, G INTASC 7
Field Trip ⚡⚡ Design and go on a field trip relevant to your unit plan. Make a one-page handout with information for others about how to make the most of the trip (see template)	Include on your final website	Outcome A, B, C, D, E, F, G, H INTASC 1, 3, 4, 5, 7, 8
Social Issues Unit (PBA) ⚡⚡⚡ You will individually develop a unit of lesson plans connected to a social studies "essential question". Using your previous practicum site as the context, you will individually develop a social studies unit (with a minimum of 5 lessons) that addresses your question and connects to state/district social standards. (See Assignment Sheets on Blackboard) Social Issues Website ⚡⚡ You will individually create a website for these lesson plans, resources, and links that will be connected to a class website. (See the course website www.elementarysocialstudies.weebly.com for examples of past work.)	Peer feedback due: Nov. 29 Final Unit Due: Dec. 6	Outcome A, B, C, D, E, F, G, H, I INTASC 1, 3, 4, 5, 7, 8 NCATE Dance, Music, Theater, Visual Arts

GRADING:

Your course grade is based on participation, assignments, and final projects. Together, you and I will assess evidence from these three areas at midterm (MT) and at the end of the semester (F). This will determine your grade. Individual assignments will be evaluated with narrative feedback instead of points. Please note the rubric at end of syllabus on attendance/participation. I also will provide feedback on your PBA at the end of the semester detailing your growth in the class and noting areas for future growth. The PBA assignment will be evaluated with a rubric (see end of the syllabus).

Expectations	Above & Beyond Expectations (2 pt)		Meeting Expectations (1 pt)	Not Meeting Expectations (0 pt)
1. Class Participation ✓ Speaking ✓ Listening ✓ Regular on-time attendance ✓ Being a supportive cohort member	MT			
	F			
Midterm ____ + Final ____ = ____				
2. Assignments ✓ On-time ✓ Thoughtful ✓ Concise ✓ Responds to prompts	MT			
	F			
Midterm ____ + Final ____ = ____				
3. Projects (PBA) ✓ On-time ✓ Thoughtful ✓ Meets individual assignment expectations	F			
Final ____ (doubled)				

FINAL GRADE GRID:

FINAL GRADE	NO PASS	B	B+	A-	A	A+
TOTAL POINTS	0-3	4	5-7	8-9	10-11	12

TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) **(EDCI 554: Social Issues Unit)** to Tk20 through **'Assessments'** in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU EXPECTATIONS, RESOURCES, AND POLICIES

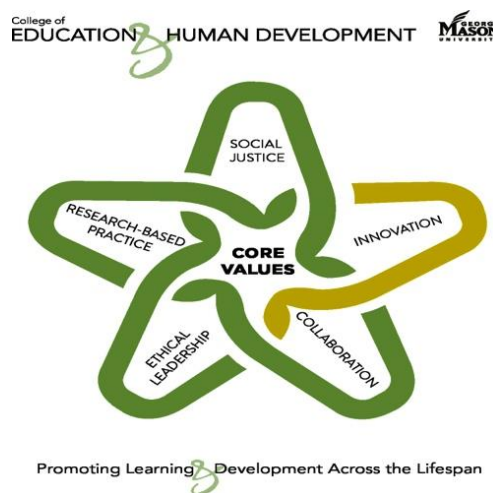
- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.
- **For additional information on the College of Education and Human Development, please visit our website <https://cehd.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://gmu.edu/service/cert>



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

CLASS SCHEDULE: Fall 2016

☺ = no pages ★ = <5 pages ★★ = 5-30 pages ★★★ = 30+ pages

DATE	ESSENTIAL QUESTIONS	DUE FOR CLASS
Class 1 Aug. 30 ★★★	What are social studies? Why are they important? What social studies knowledge and skills do we want kids to learn?	READING FOR THIS SESSION: <u>Online:</u> National Council of the Social Studies, 2009. Powerful and purposeful teaching and learning in elementary school social studies. http://www.socialstudies.org/positions/powerfulandpurposeful <u>Blackboard:</u> National Council of the Social Studies, 2002. National Standards for Social Studies Teachers. p. 17-46. <u>Text:</u> Obenchain & Morris, 2011. p. xxiii- 5 GET FAMILIAR WITH THIS WEBSITE: VA Standards of Learning: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml REFLECTION: <i>Given the breadth and depth of a social studies curriculum, how do you envision yourself meeting these standards/objectives in your future classroom?</i>
Class 2 Sept. 6 ★★	How can global issues be incorporated into K-6 social studies?	ASSIGNMENTS DUE: ✓ Where I'm From Poem READING FOR THIS SESSION: <u>Blackboard:</u> Alleman, J., Knighton, B. and Brophy, J., 2007. Social Studies Incorporating All Children Using Community and Cultural Universals as the Centerpiece. <i>Journal of Learning Disabilities</i> , 40(2), pp.166-173 Gorski, P.C., 2013. Building a pedagogy of engagement for students in poverty. <i>Phi Delta Kappan</i> , 95(1), pp.48-52. Jefferson-Copeland, R., 2010. It's About Us: 2010 Census in Schools. <i>Social Studies and the Young Learner</i> , 22(4), pp.4-5. Keiper, T., Krohn, C. and Kepner, B., 2009. Immigration: Resources for teachers. <i>Social Studies and the Young Learner</i> , 22(2), pp.27-28. <u>Text:</u> Obenchain & Morris, 2011. <i>Ch 3: Developing Multiple Perspectives</i> p. 10-13. REFLECTION: <i>What stereotypes have you held that were challenged by your own education or life experiences? Where did those stereotypes come from and what helped them to be challenged?</i>

<p>Class 3</p> <p>Sept. 13</p> <p>☆☆☆</p>	<p>What is a democratic citizenship education?</p>	<p>READING FOR THIS SESSION:</p> <p><u>Online:</u> Human Declaration of Rights http://www.un.org/en/universal-declaration-human-rights/</p> <p>C3 Framework http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf Read p. 5-7; 11-19</p> <p><u>Blackboard:</u></p> <p>Alleman, J. and Brophy, J., 2006. Introducing children to democratic government. <i>Social Studies and the Young Learner</i>, p.17.</p> <p>Dorner, L., Hager, E. and Peate, M.M., 2009. Citizenship Education in Elementary Schools that Serve New Immigrants. <i>Social Studies and the Young Learner</i>, p.23-26.</p> <p>Kahne, J. and Westheimer, J., 2014. Teaching democracy: Social Studies Curriculum, The Purposes, Problems, and Possibilities, <i>Phi Beta Kappan</i>. p. 34-40, 57-66.</p> <p><u>Text:</u> Obenchain & Morris, 2011. <i>Ch 2: Establishing a Democratic Classroom</i> p. 6 -9.</p> <p>REFLECTION: <i>In your experience, have you observed democratic classrooms? What made them democratic in your eyes?</i></p>
<p>Class 4</p> <p>Sept. 20</p> <p>☆☆☆</p>	<p>What is historical thinking and how can it be integrated into a K-6 classroom? Part One</p>	<p>READING FOR THIS SESSION:</p> <p><u>Online:</u> Become familiar with this site:</p> <ul style="list-style-type: none"> • http://teachinghistory.org/historical-thinking-intro • http://teachinghistory.org/historical-thinking-poster-1 • http://teachinghistory.org/teaching-materials/lesson-plan-reviews <p>Review these pages:</p> <ul style="list-style-type: none"> • http://100leaders.org/ In particular, go to the classroom resources section "Applying 100 leaders in the Classroom" • https://www.loc.gov/ In particular, go to https://blogs.loc.gov/teachers/2013/08/what-the-library-of-congress-has-for-teachers-primary-sources-and-tools-and-techniques-to-use-them/ • Wood, K. 2008. Virginia Indians: our story. In K. Wood's (Ed.) <i>The Virginia Indian Heritage Trail (2nd edition)</i>. Charlottesville, VA: Virginia Foundation for the Humanities, 12-24. http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf • Beringer, D. 2008. The legacy of a complex anniversary. In K. Wood's (Ed.) <i>The Virginia Indian Heritage Trail (2nd edition)</i>. Charlottesville, VA: Virginia Foundation for the Humanities, 24-28. http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf <p><u>Text:</u></p>

		<p>Zinn, H. 2009. A Young People's History of the United States. Read ix- 56.</p> <p>REFLECTION: <i>In what ways did the history you were taught about Native Americans or that you see taught in schools today conflict with or reinforce the accounts in Zinn, Wood, and Bearinger?</i></p>
<p>Class 5 Sept. 27</p> <p>☆☆</p>	<p>What is historical thinking and how can it be integrated into a K-6 classroom? Part Two</p>	<p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u></p> <p>Hicks, D., Jeff-Carroll, P.D., Lee, J. and Oliver, B., 2004. Teaching the Mystery of History. <i>Social Studies and the Young Learner</i>, pp.14-16.</p> <p>Journell, W. and Loewen, J.W., 2010. Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History. <i>Chapter 3: Historiography</i> p.68-82.</p> <p>Warren, W.J. and Cantu, D.A., 2008. History Education 101: The Past, Present, and Future of Teacher Preparation. Burke, F. and Andrews, T. <i>Chapter 8: The Five Cs of History</i> p. 151-166.</p> <p><u>Text:</u></p> <p>Zinn, H. 2009. A Young People's History of the United States. p. 57-120,</p> <p>REFLECTION: <i>In what ways, if any, did the history you were taught in K-6 differ from the readings this week? In what contexts could you integrate the Five C's in a hypothetical elementary classroom?</i></p>
<p>Class 6 Oct. 4</p> <p>☆☆☆</p>	<p>How does a teacher successfully venture "outside" the textbook?</p>	<p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u></p> <p>Salas, Kelley Dawson. 2004. How To Teach Controversial Content and Not Get Fired. In <i>New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom</i> (pp. 127-133). Milwaukee: Rethinking Schools, Ltd. Retrieved 8/26/2008 from http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</p> <p>Sieff, K. December 29, 2011. Some Va. history textbooks filled with errors, review finds. <i>The Washington Post</i>. http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html</p> <p><u>Text:</u></p> <p>Zinn, H. 2009. A Young People's History of the United States. p.121-197 and p. 421-426</p> <p>CHECK OUT THESE WEBSITES:</p> <p>https://peopleshistory.us/</p> <p>https://peopleshistory.us/news/voices-in-the-classroom-teaching-resource-guide-voices-of-a-peoples-history-of-the-us/</p> <p>http://zinnedproject.org/</p>

		<p>REFLECTION: <i>What stands out most to you from these articles, and in particular the Zinn chapters and online readings, with regards to exposing students to history “outside” the traditional textbook? For better or worse, what are the consequences of engaging students in this kind of learning? What questions does this raise for you about your own instructional practices?</i></p>
<p>Class 7 Oct. 11 ☆☆</p>	<p>What is geographic thinking and how can it be integrated into a K-6 classroom?</p>	<p>ASSIGNMENT DUE TODAY: ✓ PBA Unit Essential Questions</p> <p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u></p> <p>Gandy, S.K., 2007. Developmentally appropriate geography. <i>Social studies and the young learner</i>, p.30-32.</p> <p>Bednarz, S.W., Acheson, G. and Bednarz, R.S., 2006. Maps and map learning in social studies. <i>Social Education</i>, p.398-405.</p> <p>Segall, A., 2003. Maps as stories about the world. <i>Social Studies and the Young Learner</i>, pp.21-25.</p> <p>CHECK OUT THESE WEBSITES: http://nationalgeographic.org/standards/national-geography-standards/ (You will be assigned one standard and present an “elevator talk” in class)</p> <p>http://www.ncge.org/</p> <p>REFLECTION: <i>What role will geography play in your classroom? Which standards “stand out” as most important for your students to know?</i></p>
<p>Class 8 Oct. 18 ☆☆</p>	<p>What is and what should be the role of current events and social problems in K-6 social studies?</p>	<p>ASSIGNMENT DUE TODAY: What are they thinking? (Student Interview)</p> <p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u> Passe, J., 2006. Sharing the "Current Events" in Children's Lives. <i>Social Studies and the Young Learner</i>, p.4-7.</p> <p>Cowhey, M., 2006. <i>Black Ants and Buddhists: Thinking critically and teaching differently in the primary grades</i>. Chap 10: Responding when tragedy enters the classroom. p. 179-192.</p> <p><u>Text:</u> Obenchain & Morris, 2011. Ch. 6 Inquiry Learning p.23-26 and Ch. 7 Questioning p. 27-29.</p> <p>REFLECTION: <i>What stands out most to you from these articles with regards to exposing students to current events/social issues related to their daily lives?</i></p>

<p>Class 9</p> <p>Oct. 25</p> <p>★</p>	<p>What is economic thinking and how can it be integrated into a K-6 classroom?</p>	<p>READING FOR THIS SESSION: <u>Blackboard:</u> Meszaros, B. and Evans, S., 2010. It's never too early: Why economics education in the elementary classroom. <i>Social Studies and the Young Learner</i>, p.4-7.</p> <p>REVIEW: http://www.econedlink.org/teacher-lesson/1263/What-Pet-Should-I-Get-Dr-Seuss-Decision-Making</p> <p>WATCH: http://www.econedlink.org/tool/401/Classroom-Mini-Economy-Lesson-Demo</p> <p>TAKE THIS ONLINE QUIZ: http://councilforeconed.org/news-information/economic-literacy-quiz/</p> <p>REFLECTION: Which group do you think it would be most challenging to teach economic concepts like needs/wants to: children from wealthy families or children from low income families? Why?</p>
<p>Class 10</p> <p>Nov. 1</p> <p>★★</p>	<p>What is the role of place in Social Studies? What is Experiential Education?</p>	<p>ASSIGNMENT DUE TODAY: ✓ Unit Map and Assessment Plan</p> <p>READING FOR THIS SESSION: <u>Blackboard:</u> Choose Chapter 1, 2, OR 3 (10-15 pages each) from: Vascellaro, Salvatore. (2011). <i>Out of the Classroom and into the World: Learning from Field Trips, Educating from Experience, and Unlocking the Potential of Our Students and Teachers</i>.</p> <p>Adams, E., 2015. Civics in the Grocery Store. <i>Social Studies and the Young Learner</i>, p.16-18.</p> <p>Field, S. and Bauml, M., 2012. It's about community: Active social studies learning in a university charter school. <i>Social Studies and the Young Learner</i>, p.27-30.</p> <p>REFLECTION: Recount a particularly memorable field trip or site visit that you've had related to social studies. Considering the readings, what could have made it more "experiential"?</p>
<p>Class 11</p> <p>Nov. 8</p> <p>★</p>	<p>How will we teach about Election Day and the importance of voting?</p>	<p>READING FOR THIS SESSION: TBA for election readings</p> <p><u>Blackboard:</u> Gallavan, N.P. and Kottler, E., 2007. Eight types of graphic organizers for empowering social studies students and teachers. <i>The Social Studies</i>, 98(3), pp.117-128.</p> <p>CHECK OUT THESE WEBSITES: https://www.kidsvotingusa.org/ http://pbseduelectioncentral.com/ http://www.growingvoters.org/Elementary-Lesson-Plans-on-Voting-and-Classroom-Activities-on-Elections---Growing-Voters.html http://www.edutopia.org/blog/US-election-teaching-resources-matt-davis</p>

<p>Class 12 Nov. 15</p> <p>☆☆</p>	<p>How can social studies be integrated into a literacy block?</p>	<p>ASSIGNMENT DUE TODAY: ✓ Web 2.0 Resource Share</p> <p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u> Zarnowski, M., 2014. Shaping Nonfiction: Making the Facts" Dance Together". <i>Journal of Children's Literature</i>, 40(2), p.6-14.</p> <p>Zarnowski, M., 2009. History Writing That's "Good to Think With": The Great Fire, Blizzard! and An American Plague. <i>Children's Literature in Education</i>, 40(3), p. 250-262.</p> <p>CHECK OUT THIS WEBSITE: American Indians in Children's Literature by Debbie Reese (blog) http://americanindiansinchildrensliterature.blogspot.com/</p>
<p>Class 13 Nov. 22</p>	<p>Wrapping Up</p>	<p>Take this time to begin completing assignments and check in with me as needed.</p>
<p>Class 14 Nov. 29</p> <p>☆☆</p>	<p>How can the arts be integrated into a K-6 classroom?</p>	<p>PEER FEEDBACK DUE for Social Issue PBA Unit: Email each other and copy the instructor</p> <p>READING FOR THIS SESSION:</p> <p><u>Blackboard:</u> Whitin, P. and Moench, C., 2015. Preparing Elementary Teachers for Arts Integration. <i>Art Education</i>, 68(2), p.36-41.</p> <p>Vitulli, P. and Santoli, S.P., 2013. Visual arts and social studies: Powerful partners in promoting critical thinking skills. <i>Social Studies Research and Practice</i>, p.117-134.</p> <p>Risinger, C.F., 2015. Effective Integration of the Arts into the Social Studies. <i>Social Education</i>, 79(3), p.155-156.</p> <p>Burstein, J. and Knotts, G., 2010. Creating connections: Integrating the visual arts with social studies. <i>Social Studies and the Young Learner</i>, p.20-23.</p> <p>CHECK OUT THESE WEBSITES:</p> <ul style="list-style-type: none"> • Arts Edge (Kennedy Center) National Standards: http://artsedge.kennedy-center.org/educators/standards.aspx • http://www.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/ <p>REFLECTION: Which of the arts (visual arts, dance, theater, or music) is most meaningful to you? Why? Which do you think will play the largest role in your teaching? How?</p>
<p>Class 15 Dec. 6</p> <p>☺</p>	<p>What kind of social studies educators do we want to be?</p>	<p>ASSIGNMENT DUE: ✓ PBA (and all the components) are due on December 6th</p>

PBA EDCI 554: Integrated Social Studies and Fine Arts Unit Plan Rubric

	Beginning 2 (Not Met)	Developing 4 (Not Met)	Accomplished 6 (Met)	Exemplary 8 (Met)	Score
<p>Content and Standards</p> <p>INTASC 1</p> <p>ACEI 3.3</p>	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate and/or exclusive. Big idea(s) and/or essential question(s) not included or are not appropriate or do not promote thinking or connections.	Unit is based on standards for some subjects and/or some of the arts; some aspects not developmentally appropriate. Some content is inaccurate and/or exclusive. Unit includes a big idea(s) and/or essential question(s) but they have limited potential to promote thinking or connections.	Unit is based on standards for most subjects and most of the arts; is developmentally appropriate. Content is accurate and inclusive. Unit includes a big idea(s) and/or essential question(s) that promote some thinking or connections.	Unit is based on standards for all subjects and the arts; is developmentally appropriate. Content is accurate and inclusive of multiple and/or marginalized perspectives. Unit includes appropriate big idea(s) and/or essential question(s) that promote some thinking or connections beyond the standards.	
<p>Content Integration</p> <p>INTASC 7</p> <p>ACEI 3.1</p>	No subject areas other than social studies are included; poorly integrated.	Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.	Most of the subject areas are included and are fairly well integrated. Elements of some of the social studies are included (history, geography, economics, sociology, and civics).	All of the social studies and subject areas (science, mathematics, and language arts) are included and well integrated either in extension activities or planned lessons.	
<p>Instructional Objectives</p> <p>INTASC 7</p> <p>ACEI 3.1</p>	None or few objectives are clear, obtainable nor measureable. Unit or daily objectives are not included. The lessons' order is confusing. The unit is not well organized and is difficult to follow.	Some objectives are clear, obtainable nor measureable. Unit or daily objectives are not included. The lessons do not seem to flow together. The unit is not particularly well organized and is difficult to follow.	Most objectives are clear, obtainable and measureable. Unit and daily objectives are included. Each lesson flows appropriately into the next. The unit is well-organized and easy to follow.	All objectives are clear, obtainable and measureable. Unit or daily objectives are included. Each lesson flows appropriately into the next and thoughtfully scaffolds students' learning. The unit is well-organized and easy to follow.	
<p>Materials</p> <p>INTASC 4</p> <p>ACEI 3.1</p>	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on	All materials are included but use is unclear; some Materials are hands-on	All materials are included but use is clear; all materials are hands-on and/or	

		and/or authentic. No community resources are utilized.	and/or authentic. Some community resources are utilized.	authentic. Community resources are effectively utilized.	
Differentiation INTASC 3 ACEI 3.2	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions or adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions and adaptations for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and awareness of students' backgrounds.	
Student Centeredness INTASC 5 ACEI 3.4	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic, or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.	The unit is appealing, it invites students to be creative, and encourages students to take responsibility for their own learning. At least one lesson supports student choice and responsibility. Student voice is meaningfully integrated in the unit.	
Assessment INTASC 8 ACEI 4.0	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or not culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment not limited to multiple choice tests.	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice tests.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice tests.	
Social Studies Instruction INTASC 4 ACEI 2.4	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement	Unit shows an adequate understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is	

	and meaning for students.	and meaning for students.	and meaningful to students.	highly engaging and meaningful to students.	
Fine Arts Instruction INTASC 4 ACEI 2.5	Creative and meaning learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts, movement, theater, and music) is deeply embedded in both instruction and assessment.	

If an element of the rubric is not included: 0.

Total points: _____/72

Rubric for Class Participation

	Above and Beyond Expectations	Meeting Expectations	Not Meeting Expectations
Attendance	The student missed no classes and the procedures outlined in the syllabus were followed. The student was always on-time for class.	The student missed one or more class sessions and the procedures outlined in the syllabus were followed. The student was occasionally late for class.	The student missed two or more class sessions and the procedures outlined in the syllabus were NOT followed. The student was often late for class.
Participation	The student is prepared for all classes. The student actively participates and supports the members of the learning group as well as the class as a whole.	The student is often prepared and makes active contributions to the learning group and class.	The student is sometimes prepared for class discussions and occasionally participates in group and class discussions.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

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
- RVE
- 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 field hours and 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 field hours or internship.

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

Application Deadlines:

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

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)