

**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 2017 (August 28 – December 9)

Fridays 9:00-11:40

Thompson 1017, Fairfax Campus

Professor: Dr. Mandy Bean

Office Hours: By appointment; Skype appts. can be scheduled

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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.

NATURE OF THE COURSE DELIVERY:

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.

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):

- o 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.
- o 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.
- o 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.
- o 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.
- o 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.
- o 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.

- o 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
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**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:

- McGuire, M. E., & Cole, B. (Eds.). (2010). *Making a difference: Revitalizing elementary social studies*. National Council for the Social Studies.
- Zinn, H. (2011). *A Young People's History of the United States: Columbus to the War on Terror*. Seven Stories Press.

*Additional required readings will be posted on Blackboard.

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor.

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

*PBA components are shaded in gray.

| Assignment | Due Date | Standards | Points |
|---|---|---|--------|
| Course Engagement (complete class participation each class) | Ongoing | | 20 |
| Where I'm From Poem Write a poem based on the provided template. | Sept 8 – present in class and post in BB | Outcome E, F INTASC 9 | 10 |
| PBA Unit Essential Question(s)/Objective(s) Develop at least one Essential Question(s)/Objective(s) guiding your PBA unit plan | Sept 22 | (See PBA below) | 5 |
| 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 13 | Outcome E, H INTASC 3, 7, 8, 9 | 5 |
| Interdisciplinary Book Connection Research a children's book with a social studies theme that connects to an interdisciplinary area (math, science, literacy, the arts). Present in small groups in class that includes how you'd integrate the book. Include it in your final unit. | Oct 27 – present in class and post in BB | Outcome A, D, INTASC 4,7 | 10 |
| Unit Map and Assessment Plan Create a concept map of your Essential Question(s)/Objectives, standards, and outline the assessments guiding your PBA unit plan. | Nov 3 | (see PBA below) | 10 |
| 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 (template will be provided). Include as a section in final unit. | Dec 1 Present in class and post in BB | Outcome A, B, C, D, E, F, G, H INTASC 1, 3, 4, 5, 7, 8 | 10 |
| Social Issues Unit (PBA) You will individually develop a unit of lesson plans connected to a Social Studies "essential question". Using your <i>previous</i> practicum site as the context, you will individually develop a social studies unit (with a <i>minimum</i> of 5 lessons) that addresses your question and connects to state/district social standards. The field trip DOES NOT count as a lesson. | <u>Final Unit</u> <u>Due: Dec</u> <u>8</u> Post in TK20 | Outcome A, B, C, D, E, F, G, H, I INTASC 1, 3, 4, 5, 7, 8 NCATE Dance, Music, Theater, Visual Arts | 30 |

*PBA components are shaded in gray.

GRADING:

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** *Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80%*

(B). All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format outlined by the professor.

| Grade | GRADING | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A+ | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 94-99 | 4.00 | |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <69 | 0.00 | |

**Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

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.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CLASS SCHEDULE: Fall 2017

| DATE | ESSENTIAL QUESTIONS | DUE FOR CLASS |
|-------------------|--|--|
| Class 1 Sept 1 | What are social studies? Why are they important? What social studies knowledge and skills do we want our students to learn? | READING: <u>Text:</u> <i>Making a difference: Revitalizing elementary social studies: Chapter 1 (p. 5-10) and Appendix (p. 79-82)</i> <u>Blackboard:</u> SKIM: National Council of the Social Studies, 2002. National Standards for Social Studies Teachers. p. 17-46. GET FAMILIAR WITH THIS WEBSITE: VA Standards of Learning: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml |
| Class 2 Sept 8 | How can global issues be incorporated | ASSIGNMENTS DUE: ✓ Where I'm From Poem READING: |

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| | into K-6 social studies? | <p><u>Text:</u></p> <p><i>Making a difference: Revitalizing elementary social studies: Chapter 2 (p. 11-24).</i></p> <p><u>Blackboard:</u></p> <p>Jefferson-Copeland, R. (2010). It's About Us: 2010 Census in Schools. <i>Social Studies and the Young Learner, 22(4)</i>, pp.4-5.</p> |
| Class 3 and Class 4 Sept 15 (FULL DAY – No Lit class) | <p>What is a democratic citizenship education?</p> <p>What should be the role of current events and social problems in K-6 social studies?</p> | <p>READING FOR MORNING:</p> <p><u>Online:</u></p> <p>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>Kahne, J., & Westheimer, J. (2003). Teaching democracy: What schools need to do. <i>Phi Delta Kappan, 85(1)</i>. p. 34-40, 57-66.</p> <hr/> <p>READING FOR AFTERNOON:</p> <p><u>Blackboard:</u></p> <p>McBrady, S. (2017). <i>Breaking News! Ten Tips for How to Make Current Events Work for You. Middle Level Learning.</i> 59. p. 9-13.</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> |
| Class 5 Sept. 22 | What is historical thinking and how can it be integrated into a K-6 classroom? | <p>ASSIGNMENT DUE TODAY:</p> <p>✓ PBA Unit Essential Question(s)/Objectives (Come to class with your ideas. We will work on in class; upload by 11:59pm)</p> <p>READING:</p> <p><u>Online:</u></p> <ul style="list-style-type: none"> Bearinger, 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, p 24-28. http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf <p>Review these websites:</p> <ul style="list-style-type: none"> http://teachinghistory.org/historical-thinking-intro http://100leaders.org/classroom-resources https://www.loc.gov/teachers/ |

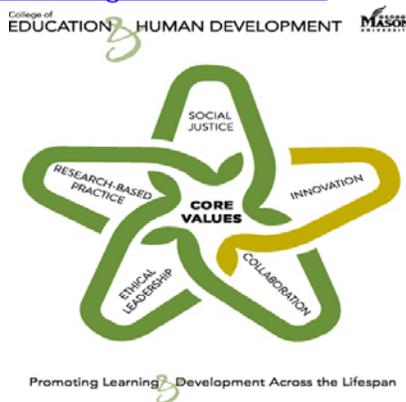
| | | |
|---|---|---|
| | | <p><u>Blackboard:</u></p> <p>Halvorsen A., & Allman, J. (2015). The Elementary Social Studies Classroom and Integration: An Introduction. Chapter 1 in <i>Becoming Integrated Thinkers: Case Studies in Elementary Social Studies</i>. Bennett, L. & Hinde, E. (Eds.). p. 11-19</p> <p><u>Text:</u></p> <p>Zinn, H. (2009). <i>A Young People's History of the United States</i>. p. ix -56</p> |
| <p>Class 6</p> <p>Sept. 29</p> <p>Dr. Bean out of town</p> | <p>How will we teach about the importance of voting?</p> <p>(Asynchronous Online class)</p> | <p>CHECK OUT THESE WEBSITES:</p> <p>http://pbseduelectioncentral.com/</p> <p>http://www.growingvoters.org/Elementary-Lesson-Plans-on-Voting-and-Classroom-Activities-on-Elections---Growing-Voters.html</p> <p>(More readings to come)</p> |
| <p>Class 7 and Class 8</p> <p>Oct. 6 and Oct 13</p> <p>Dr. Bean out of town</p> | <p>How does a teacher successfully venture "outside" the textbook?</p> | <p>ASSIGNMENT DUE on 10/13: What are they thinking? (Student Interview)</p> <p>READING:</p> <p><u>Text:</u></p> <p>Zinn, H. (2009). <i>A Young People's History of the United States</i>. p. 57 - 426 (will be discussed in class on 10/20)</p> |
| <p>Class 9</p> <p>Oct. 20</p> | <p>How does a teacher successfully venture "outside" the textbook?</p> | <p>READING:</p> <p><u>Blackboard:</u></p> <p>Salas, K. (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). http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</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> |

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| <p>Class 10 Oct. 27</p> | <p>How can we best integrate social studies with other subjects?</p> | <p>ASSIGNMENT DUE TODAY IN CLASS:</p> <ul style="list-style-type: none"> ✓ Interdisciplinary Book Connection - present in class; bring handouts to share (6-7 copies) <p>READING:</p> <p><u>Text:</u></p> <p><i>Making a difference: Revitalizing elementary social studies: Chapter 5 p. 51-66.</i></p> <p><u>Blackboard:</u></p> <p>Sell, C. R., & Griffin, K. (2017). Powerful Social Studies Teaching with Poetry and Primary Sources. <i>The Social Studies</i>, 108(1), 1-9.</p> |
| <p>Class 11 Nov. 3</p> | <p>What is the role of <i>place</i> in Social Studies?</p> | <p>ASSIGNMENT DUE TODAY IN CLASS:</p> <ul style="list-style-type: none"> ✓ Unit Map and Assessment Plan (Come to class with your drafts; post by 11:59pm) <p>READING:</p> <p><u>Text:</u></p> <p><i>Making a difference: Revitalizing elementary social studies: Chapter 4 p. 39-49</i></p> <p><u>Blackboard:</u></p> <p>With your lit circle, choose Chapter 1, 2, OR 3 (10-15 pages each) from: Vascellaro, S. (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>Class 12 Nov. 17</p> | <p>What is geographic thinking and how can it be integrated into a K-6 classroom?</p> | <p>READING:</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>REVIEW THESE WEBSITES:</p> <p>https://www.nationalgeographic.org/geographic-skills/</p> <p>http://www.ncge.org/</p> |
| <p>Class 13 Dec 1</p> | <p>What is economic thinking and how can it be</p> | <p>ASSIGNMENT DUE TODAY;</p> <ul style="list-style-type: none"> ✓ Field Trip Handout (bring 7 copies to share) <p>READING:</p> <p><u>Text:</u></p> |

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| | integrated into a K-6 classroom? | <p><i>Making a difference: Revitalizing elementary social studies: Chapter 3 p. 25-37</i></p> <p><u>Blackboard:</u></p> <p>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>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> |
| Class 14 Dec 8 | How can the arts be integrated into a K-6 classroom? | <p>READING:</p> <p><u>Blackboard:</u></p> <p>Whitin, P. and Moench, C. (2015). Preparing Elementary Teachers for Arts Integration. <i>Art Education</i>, 68(2), p.36-41.</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>REVIEW 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/ |

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.



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

GMU Policies and Resources for Students

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 silenced 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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://gmuedu/service/cert>

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

| | Beginning 1 (Does not meet) | Developing 2 (Approaches) | Accomplished 3 (Meets) | Exemplary 4 (Exceeds) | Score |
|--|---|---|---|--|-------|
| <p>Standards</p> <p>The candidate identifies national/state/ local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p> <p>INTASC 7 ACEI 3.1 CAEP 3c</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>Planning</p> <p>The candidate plans and implements instruction based on knowledge of students and learning theory.</p> <p>INTASC 1 ACEI 3.1 CAEP 1a</p> | Candidate does not create a unit that is developmentally appropriate or reflects knowledge of students and learning theory. | Candidate creates a unit in which few aspects are developmentally appropriate and/or reflects limited knowledge of students and learning theory. | Candidate creates a unit which is developmentally appropriate and reflects knowledge of students and learning theory. | Candidate creates a thoroughly developed unit which is developmentally appropriate and reflects substantial evidence of students and learning theory. | |
| <p>Content Integration</p> <p>INTASC 7 ACEI 3.1 CAEP 2e</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 | All of the social studies and subject areas (science, mathematics, and language arts) are included and well integrated | |

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| | | | (history, geography, economics, sociology, and civics). | either in extension activities or planned lessons. | |
| Instructional Objectives INTASC 7 ACEI 3.1 CAEP 3c | 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. | |
| Materials INTASC 4 ACEI 3.1 CAEP 3c | Materials are not included. | Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community resources are utilized. | All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are utilized. | All materials are included but use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized. | |
| Differentiation INTASC 3 ACEI 3.2 CAEP 3d | 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 for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and | |

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| | | | | awareness of students' backgrounds. | |
| Student Centeredness INTASC 5 ACEI 3.4 CAEP 3c | 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 CAEP 3a | Candidate does not include a variety of assessments; no alternative assessments or culminating assessments are included; Assessments are not aligned with objectives. | Candidate includes little variety in assessment strategies; Limited alignment of assessments aligned with objectives. | Candidate includes some variety of assessment strategies included; some alternative strategies included; Assessments aligned with objectives. | Candidate includes multiple and alternative assessment strategies are included and aligned with objectives. | |
| Social Studies Instruction INTASC 4 ACEI 2.4 CAEP 2d | Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students. | Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students. | Unit shows an adequate understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students. | Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students. | |
| Fine Arts Instruction INTASC 4 ACEI 2.5 CAEP 2e | Candidate does not include opportunities for creative and | Candidate designs a unit that integrates the arts, but does not support | Candidate designs a unit that generally supports creative and meaningful | Candidate designs a unit that extensively supports creative and | |

| | | | | | |
|--|--|--|--|---|--|
| | meaningful through teaching with the arts. | creative and meaningful learning through teaching with the arts. | learning through teaching with the arts. | meaningful learning through teaching with the arts. | |
|--|--|--|--|---|--|

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

Rubric for Self-Assessment of Student Participation (Completed at end of each class)

| | Exemplary (.5 pts) | Proficient (.3 pts) | Developing (.1 pts) | Unacceptable (0 pts) |
|-----------------------------------|---|---|--|---|
| Frequency of participation | I initiated contributions more than once today. | I initiated a contribution once today. | I contributed when someone solicited input from me. | I did not contribute today. |
| Quality of comments | My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. | My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion. | My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion. | My comments were uninformative, relied heavily on opinion, or I did not comment. |
| Listening Skills | I listened attentively the majority of the time when others presented/shared material and or perspectives. | I was mostly attentive when others presented ideas, materials. | I was somewhat inattentive today. Occasionally I spoke while others were speaking. | I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping). |
| Preparation | I was well prepared for today's class; completed all of the reading. | I was mostly prepared for today's class; completed most of the reading. | I was somewhat prepared for today's class; completed some of the reading. | I was unprepared for today's class; I completed little of none of the reading. |

Rubric for Field Trip Assignment

| | 0 points | 1.5 points | 3 points | Score |
|---------------------------------------|------------------------|---|---|-------|
| Part one: The Info | No info given | Logistical info is unclear | Logistical info is clear and understandable | |
| Part Two: The Trip | No info given | Somewhat unclear description provided about the field trip. | Full, easy to read description provided about the field trip. | |
| Part Three: The Reflection | No reflection provided | Three or less questions answered effectively. | All four questions answered effectively. | |

One point will be given for including it in your final unit plan.

Interdisciplinary Book Connection Rubric

| | 0 points | 1.5 points | 3 points | Score |
|---|---|--|--|-------|
| Book has a Social Studies theme that connects to another subject | Lack of SS theme and no connections made to other subject areas | Unclear SS theme and lack of connections made to other subject areas | Clear SS theme and unified with an interdisciplinary subject (math, LA, science, arts) | |
| Plan for integration of the book | No plan is provided | Plan is provided for integration but it is unclear how to implement | Explicit plan is provided for how to best integrate the book | |
| Handout (Bring seven paper copies to class) | Handout lacks two or more of the six criteria needed. | Handout lacks one of the six criteria needed. | Handout includes: Book Title, Author, Year, Brief summary (3-4 sentences), appropriate grade level(s), connection to other subjects with idea for integrating. | |

One point given for presenting in small groups.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)

2. VCLA
3. RVE (specific programs only...see link below)
4. ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
5. 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 – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

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.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and

their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

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

DEADLINES

Spring 2018 internship application deadline:

* Traditional Internship: *September 15, 2017*

* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.