

George Mason University
College of Education and Human Development
Secondary Education Program (SEED)

EDCI 567.001: Teaching Social Studies in the Secondary School
3 Credits, Fall 2017
4:30-7:10 PM/Mondays, Robinson Hall A106

Faculty

Name: Mark Helmsing, Assistant Professor of History & Social Studies Education
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Corequisite: 15 hours school-based clinical field experience

University Catalog Course Description:

1. 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.
2. 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 Overview:

1. This is the first of a two-course sequence in the methods of teaching social studies disciplinary subjects in secondary schools. The first half of the course begins with a foundational overview of the purposes and philosophies of social studies education and proceeds to survey the curricular content and pedagogical content knowledge required to teach adolescent learners in history, geography, civics, and economics.
2. The second half of the course explores in-depth issues of curriculum and instruction within the contexts of teaching social studies in secondary schools, including (but not limited to): classroom management; exceptional learners; digital literacies and digital citizenship;

facilitating debate and discussion; responding to current events and controversial issues; integrating STEM and the humanities in social studies; and creating opportunities for learning about race, gender, and sexuality in social studies content.

Course Delivery Method:

1. Lectures and presentations
2. Group and class discussions
3. Asynchronous offsite lessons **and** clinical fieldwork
4. In-class microteaching simulations

Learner Outcomes or Objectives:

After completing EDCI 567, students will be able to:

1. 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
2. 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
3. Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCHBASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII
4. 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
5. 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
6. 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

Professional Standards:

After completing EDCI 567, students will be able to:

1. Demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA): National Council for the Social Studies: <http://www.ncss.org>
2. Have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): http://www.ccsso.org/resources/publications/IntAsc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html
3. Be aware of the skills framework of the Partnership for 21st Century Skills and the professional guidelines offered by the National Board for Teaching Standards: <http://www.nbpts.org/national-board-standards>

Required Texts:

1. Russell, W.B. III (Ed.), *Contemporary social studies: An essential reader*. Charlotte, NC: Information Age Publishing.
2. Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading like a historian: Teaching literacy in middle & high school history classrooms*. New York, NY: Teachers College Press.
3. Monte-Sano, C., de la Paz, S., & Pelton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the Common Core classroom, Grades 6-12*. New York, NY: Teachers College Press.
4. Supplemental course materials will be available on our course Blackboard site.

Recommended Texts:

1. Russell, W.B. III, Waters, S., & Turner, T.T. (2014). *Essentials of middle and secondary social studies*. New York, NY: Routledge.
2. GoReact software license. This will be discussed in the assignments section of this syllabus.

Course Performance Evaluation and Requirements:

1. Students are expected to submit all assignments on time through Blackboard unless other arrangements are announced in advance by the instructor. Every student registered for any Secondary Education course with a required Tk20 performance-based assessment (designated as such in the syllabus) must submit the assessment(s) to Tk20 through ‘Assessments’ in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). 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 a grade of F nine weeks into the following semester. For this course, the required TK20 performance-based assessment to submit to Tk20 is titled: “*Lesson Plan Artifact*”
2. Fifteen (15) hours of clinical experience in a designated field site placement are required.

3. 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.
4. Attendance is mandatory, as the seminar discussions and clinical topics that take place in this class are essential to achieving the course objectives and in keeping in good standing for state certification and licensure. If you must miss a class, you are responsible for notifying the instructor and following up on completing any tasks, assignments, readings, before the beginning of subsequent class sessions.
5. Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly unless prior arrangements have been discussed with the instructor and/or other relevant faculty representatives.
6. 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/>)
7. In the interest of sustainability, assignments will be submitted via the course Blackboard website. 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).
 - Please submit files as .doc files. Do not submit files in other formats or extensions.
 - Please do not submit hard copies of assignments. No title pages should be added to assignments.
 - Please use consistent formatting: 1” margins on all sides, 12-point Times New Roman font, and double spacing throughout unless otherwise noted.

Course Assignments:

Below are descriptions of ten assignments that constitute the cumulative grade for this course. Course assignments are graded on a points earned/points possible scale with 100 points possible out of 100 points assigned.

1.	<i>Learner Profile for Gallery Walk</i>	<i>10 points</i>	<i>Due September 11</i>
<p>This assignment invites you to create an artifact that shares your interests, dispositions, experiences, passions, and strengths within the social studies as an area of teaching and learning. During the September 11 class session, you will present a poster (poster board, printed poster, printed collection of PowerPoint slides) that serves to educate viewers about you as a member of this course’s learning community. This presentation should offer a profile of who you are a learner and teacher of social studies content, reflecting on formative experiences in your life that shape your perspectives on teaching social studies. More details will be provided during the August 28 course session.</p>			

2. *Historical/Geographic Thinking Artifact* 10 points Due October 2

This assignment invites you to create an artifact demonstrating your ability to describe curriculum that supports students' historical and geographic thinking. The artifact has five sections to be written in a 3-5 page paper: [1] describe a lesson for a U.S. History/Geography course (Grade 7 or Grade 11) or a World History/Geography course (Grade 9 or Grade 10); [2] identify the lesson's Enduring Understandings, Essential Questions, Essential Knowledge, and Essential Skills; [3] integrate course readings on historical and spatial thinking to argue how this lesson supports the development of students' historical and spatial thinking; [4] identify specific state and national standards of history and geography this lesson addresses; [5] evaluate instructional resources you could use to support students' historical and spatial thinking in this lesson. More details will be provided during the September 18 and 25 course sessions.

3. *Civic/Economic Reasoning Artifact* 10 points Due October 16

This assignment invites you to create an artifact demonstrating your ability to describe curriculum that supports students' civic and economic reasoning. The artifact has five sections to be written in a 3-5 page paper: [1] describe a lesson for a Civics course (Grade 8), Government course (high school), Economics course (high school), or Financial Literacy course (high school); [2] identify the lesson's Enduring Understandings, Essential Questions, Essential Knowledge, and Essential Skills; [3] integrate course readings on civic and economic reasoning to argue how this lesson supports the development of students' historical and spatial thinking; [4] identify specific state and national standards of civics, government, and economics this lesson addresses; [5] evaluate instructional resources to support students' civic and economic reasoning in this lesson. More details will be provided during the October 2 and October 10 course sessions.

4. *Microteaching Artifact* 10 points Due October 23

This multi-part assignment invites you to create a mini-lesson to teach in front of a group of individuals in order to demonstrate your ability to teach a concept during instruction. This artifact has the following components: [1] select a concept from a social studies topic of your choice; [2] write a 1-2 page instructional agenda for how you will teach this concept; [3] video record yourself teaching this concept; [4] write a 1-2 page response reflecting on the design, implementation, and viewing of you teaching this concept. Both the instructional agenda and the reflection paper should integrate and cite course readings as they relate to your thinking about how to teach the social studies concept you chose. More details will be provided during the September 18 course session.

5. *Classroom Expectations Artifact* 10 points Due October 30

This assignment invites you to consider how you intend to structure and support student understanding of rules, procedures, and expectations of your social studies classroom. You will design and write a 2-4 page plan for learner expectations that should describe various elements of an effectively managed social studies classroom, with a focus on providing information for [1] how you will manage absences, late work, and make-up work; [2] how you will grade and manage student work and report student progress; [3] your expectations for student behavior/conduct (complete with classroom rules as an appendix you would distribute to students); and [4] how you will manage student and parent communication. More details will be provided during the October 2 and October 10 course sessions.

6.	<i>Public Pedagogy Artifact</i>	<i>10 points</i>	<i>Due November 27</i>
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This assignment invites you to visit and interact with a cultural institution that offers a form of public pedagogy supporting social studies education. This cultural institution could be a museum, memorial, park, heritage site, or other place of learning that is open to the public (although it may charge admission). You will plan a time outside of class to visit the site, document your engagement with the site during the visit, and write a 2-4 page response reflecting on how visiting the cultural institution informed your awareness of using this cultural institution in your social studies classroom. The response paper should incorporate and cite course readings to support your arguments and claims. More details will be provided during the October 30 course session.

7.	<i>Clinical Experiences Project</i>	<i>10 points</i>	<i>Due December 4</i>
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This assignment invites you to reflect upon the 15 hours (minimum) of observation you will complete in area classrooms with social studies educators. You should spend at least four different days (minimum) in your assigned placement classroom(s). You are encouraged to seek an active role in the social studies classroom as deemed appropriate by your mentor teacher(s), which may include one-on-one student instruction, small group instruction, whole class instruction, introducing a lesson, or some combination of engagement. You may need to informally interview a student and/or teacher to gain an insight with more depth into your placement classroom(s). Expectations for registration and placement with your field experience classroom(s) will be given to you by the course instructor and/or secondary education program director. You will complete four Clinical Logs, four Clinical Reflections, and one Clinical Summary and Analysis Response and upload all of them on or by December 4. More details about this assignment will be provided in the September 25 course session.

8.	<i>Lesson Design Project</i>	<i>30 points</i>	<i>Due December 11 or 18</i>
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This multi-part assignment invites you to design a lesson plan instruction during one class period (90 minutes), 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 lesson plan format we will review in class. This lesson must include classroom activities described in detail with fully developed assessments and rubrics. This project has three components, with each component worth 10 points (10% of your final grade).

- **Part I/Written Lesson Plan:** Design and write a lesson plan that includes a curriculum rationale, grounded in the research base of social studies education, and inclusion of an assessment task. 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.
- **Part II/Lesson Plan Presentation:** Design and deliver a 15-minute presentation that summarizes the lesson plan and provides a sample of an instructional strategy/activity from the lesson. The presentation should include a visual artifact to accompany the summary (such as a PowerPoint) and a handout of the lesson for each member of the class.
- **Part III/Lesson Plan Reflection:** Reflect on the creation of the lesson and your summary of it during the presentation. 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 need further development.

Professional Dispositions:

See <https://cehd.gmu.edu/students/polices-procedures/>

Grading:

TOTAL POINTS POSSIBLE = 100/100 points (100%)

- A 94 to 100% (94 to 100 points)
- A- 90 to 93% (90 to 93 points)
- B+ 87 to 89% (87 to 89 points)
- B 83 to 86% (83 to 86 points)
- B- 80 to 82% (80 to 82 points)
- <80 points: Unsatisfactory

Tentative Course Schedule:

Each class session begins promptly at 4:30 pm and ends promptly at 7:10 pm. In most cases the instructor will be available to discuss course-related matters immediately after class. Before class is generally not a conducive time to discuss course matters as the instructor needs to set up the class.

Each class session follows the following structure unless otherwise announced in advance:

- 4:30-6:00 pm Seminar: Discussion and exploration of assigned seminar topics
- 6:00-6:10 pm Break: Check phones, use restroom, get a snack
- 6:10-7:10 pm Clinic: Engagement with clinical topic and class debriefing

Required readings for each class session are listed below. Students are expected to complete all required readings by the date they will be discussed in class and come to each class session prepared to summarize and discuss the reading. Students are also expected to use and cite required readings in course assignments. *Recommended* readings with an asterisk (*) are optional and listed for your enrichment and/or possible inclusion in any course-related writing and assignments. Required tasks are to be submitted no later than 8:00 am of the day due unless otherwise noted or other arrangements have been discussed. The instructor reserves the right to alter this class schedule with reasonable notice.

August 28

Seminar: *What are the histories and philosophies of social studies education?*

Clinic: *Overview of course requirements and future tasks*

READINGS:

1. Course syllabus
2. *Jorgensen, C. G. (2014). Social studies curriculum migration: Confronting challenges in the 21st century. In E.W. Ross (Ed.), *The social studies curriculum: Purposes, problems, and possibilities* (3rd ed.) (pp. 3-23). Albany, NY: SUNY Press.

TASKS:

1. Browse and familiarize yourself with course site on Blackboard
2. Bring questions to ask about the course syllabus

September 4

No Class Session ~ Observation of Labor Day
Begin reading two historical thinking books for September 18

September 11

Clinic: *SEED Clinical Orientation* (4:30 pm to 5:15 pm, Location TBD)
Seminar: *How does social studies support democratic citizenship?* (5:30-6:30)
Activity: *Class member gallery walk* (6:40-7:10)

READINGS:

1. Masyada, S. S. (2014). Inquiring minds: Quality social studies teaching and learning and the C3 Framework. *The Councilor: A Journal of the Social Studies*, 75(2)
2. Miller-Lane, J. (2012). Towards an inclusive definition of democratic education. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 33-55). Charlotte, NC: Information Age Publishing.
3. Rapoport, A. (2012). The place of global citizenship in the social studies curriculum. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 77-95). Charlotte, NC: Information Age Publishing.
4. Westheimer, J., & Kahne, J. (2004). Educating the "good" citizen: Political choices and pedagogical goals. *PS: Political Science and Politics*, 37(2), 241-247.
5. Waterson, R. A., & Rickey, M. (2011). 9/11: Maintaining relevance for the classroom student. *The Social Studies*, 102(4), 167-172.

TASKS:

1. Bring historical biography and event ranking sheets
 2. Bring Learner Profile to display for gallery walk
 3. Browse the C3 Framework uploaded onto Blackboard.
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September 18

Seminar: *How can we cultivate students' historical thinking in social studies?*
Clinic: *Designing course artifacts and lesson plan components*

READINGS:

1. Barton, K.C. (2012). History: From learning narratives to thinking historically. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 119-138). Charlotte, NC: Information Age Publishing.
2. Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading like a historian: Teaching literacy in middle & high school history classrooms*. New York, NY: Teachers College Press.
3. Monte-Sano, C., de la Paz, S., & Pelton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the Common Core classroom, Grades 6-12*. New York, NY: Teachers College Press.

* National Standards for History at <https://phi.history.ucla.edu/history-standards/>

TASKS:

1. Review the Sample Materials and Classroom Videos related to history education on Blackboard.
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September 25

Seminar: *How can we cultivate students' geographic thinking in social studies?*

Clinic: *Observing and reflecting on clinical placement experiences*

READINGS:

1. Todd, R.H. (2012). Geography education: Making sense of our world with spatial relationships. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 139-152). Charlotte, NC: Information Age Publishing.
 2. Segall, A. (2003). Maps as stories about the world. *Social Studies and the Young Learner*, 16(1), 21-21.
 3. Schmidt, S. (2011). Who lives on the other side of that boundary: A model of geographic thinking. *Social Education*, 75(5), 250-255.
 4. Crocco, M. S., & Marino, M. (2014). Investigating a neighborhood: An activity using the C3 framework. *Social Studies and the Young Learner*, 27(1), 19-24
 5. Assorted handouts and forms related to observing and reflecting in clinical fieldwork.
- * Gallagher, S. M., & Downs, R. M. (Eds.). (2012). *Geography for life: National geography standards* (2nd ed.). Washington, D.C.: National Council for Geographic Education

TASKS:

1. Review Sample Materials and Classroom Videos related to geography education on Blackboard
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October 2

Seminar: *How can we cultivate students' civic reasoning in social studies?*

Clinic: *Designing an effective social studies classroom*

READINGS:

1. Journell, W. (2010). Standardizing citizenship: The potential influence of state curriculum standards on the civic development of adolescents. *PS: Political Science & Politics*, 43(2), 351-358.
 2. Journell, W. (2013). What preservice social studies teachers (don't) know about politics and current events—and why it matters. *Theory & Research in Social Education*, 41(3), 316-351.
 3. Journell, W. (2009). Using YouTube to teach presidential election propaganda: Twelve representative videos. *Social Education*, 73(7), 325-329.
 4. Assorted handouts related to classroom management and learning environments.
- * Center for Civic Education (1994). *National standards for civics and government*. CA: Center for Civic Education.

TASKS:

1. Upload Historical/Geographic Thinking Artifact
 2. Review Sample Materials and Classroom Videos related to civics/government on Blackboard
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October 10

[meeting on Tuesday after Columbus Day recess on Monday]

Seminar: *How can we cultivate students' economic reasoning in social studies?*

Clinic: *Creating an effective classroom management plan*

READINGS:

1. Vanfossen, P. (2005). Economic concepts at the core of civic education. *International Journal of Social Education*, 20(2), 35-66.
 2. Miller, S. L., & VanFossen, P. J. (2008). Recent research on the teaching and learning of pre-collegiate economics. *Handbook of research in social studies education*, 284-304. New York, NY: Routledge.
 3. Malczewski, J., Plafker-Gutt, D., & Cohen, R. (2011). Teaching about Starbucks and Consumer Literacy. *Social Education*, 75(3), 142-143.
 4. Brainard, E. (2001). Classroom management: Seventy-three suggestions for secondary school teachers. *The Clearing House*, 74(4), 207-210.
- *Council for Economic Education (2010). *Voluntary national content standards in economics* (2nd ed.). New York, NY: Council for Economic Education.

TASKS:

1. Browse Sample Materials and Classroom Videos related to economics and financial literacy on Blackboard
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October 16

Applied Class Session ~ Videotape Microteaching Sessions & Jigsaw Planning

TASKS:

1. Upload Civic/Economic Reasoning Artifact
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October 23

Seminar: *How can we deliberate controversial issues in the social studies?*
Clinic: *Supporting gender and sexual minority youth in social studies classrooms*

READINGS:

1. Halvorsen, A.L. (2012). Facilitating discussions in social studies classrooms. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 385-389). Charlotte, NC: Information Age Publishing.
2. Woynshner, C. (2012). Gender and social studies: Are we there yet? In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 261-276). Charlotte, NC: Information Age Publishing.
3. Mayo, J.B. (2012). GLBTQ issues in the social studies. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 243-260). Charlotte, NC: Information Age Publishing.
- J1. Rubin, B. C. (2015). A time for social studies: Talking with young people about Ferguson and Staten Island. *Social Education*, 79(1), 22-29.
- J2. Kumler, L., & Vosburg-Bluem, B. (2014). Climate change in the social studies classroom: A “Why” and “How to” guide using the C3 Framework. *Social Education*, 78(5), 225-229.
- J3. Bennett, L., & Williams, F. J. (2014). Using images of women in American history. *Social Studies and the Young Learner*, 26(3), 15-18.
- J4. Excerpts from Hess, D. E., & McAvoy, P. (2014). *The political classroom: Evidence and ethics in democratic education*. New York, NY: Routledge.
- J5. Excerpts from Hess, D. E. (2009). *Controversy in the classroom: The democratic power of discussion*. New York, NY: Routledge.

TASKS:

1. Browse the Sample Materials related to using debates and discussions in social studies
 2. Browse the Sample Materials related to teaching about gender and sexual minority youth
 3. Prepare overview and analysis of assigned reading for Jigsaw discussion
 4. Upload Microteaching Artifact to Blackboard and GoReact.
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October 30

Seminar: *How can we incorporate public pedagogy into social studies instruction?*
Clinic: *Supporting special education students in social studies classrooms*

READINGS:

1. Lintner, T. & Schweder, W. (2012). Building the bridge between social studies and special education: Perspectives and practices. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 277-292). Charlotte, NC: Information Age Publishing.
2. Marcus, A. S., & Levine, T. H. (2011). Knight at the museum: Learning history with museums. *The Social Studies*, 102(3), 104-109.
3. Coffey, H. M., Fitchett, P. G., & Farinde, A. A. (2015). It takes courage: Fostering the development of critical, social justice-oriented teachers using museum and project-based instruction. *Action in Teacher Education*, 37(1), 9-22.
4. Evaluate curriculum materials from the United States Holocaust Memorial Museum (<https://www.ushmm.org/educators>), the National Museum of the American Indian (<http://www.nmai.si.edu/explore/education/>), the National Museum of African American History and Culture (<https://nmaahc.si.edu/learn/educators>), and Colonial Williamsburg (<http://www.history.org/history/teaching/index.cfm>)

TASKS:

1. Upload Classroom Expectations Artifact to Blackboard.
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November 6

Seminar: *How can we use the humanities & popular culture in social studies?*
Clinic: *Supporting gifted and high ability learners in social studies classrooms*

READINGS:

1. White, C. & Walker, T. (2012). Media and popular culture. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 441-466). Charlotte, NC: Information Age Publishing.
2. Gil-Glazer, Y. A. (2015). Photography, critical pedagogy and 'Difficult Knowledge'. *International Journal of Education through Art*, 11(2), 261-276.
3. Clark, J. S. (2013). Encounters with historical agency: The value of nonfiction graphic novels in the classroom. *The History Teacher*, 46(4), 489-508.
4. Pellegrino, A., Adragna, J. L., & Zenkov, K. (2015). Using the Power of Music to Support Students' Understanding of Fascism. *Social Studies Research & Practice*, 10(2), 67-72.

TASKS:

1. Browse the Sample Materials related to using the humanities and pop culture in social studies
 2. Browse the Sample Materials related to supporting gifted and high ability learners (Choices)
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November 13

Seminar: *How can we create contexts for learning about race and ethnicity in social studies?*
Clinic: *Supporting English Language Learners in social studies classrooms*

READINGS:

1. Chandler, P.T. & McKnight, D. (2012). Race and social studies. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 215-242). Charlotte, NC: Information Age Publishing.
2. Childs, D. (2015). Socially constructing race and history: exploring black identity and popular culture in social studies classrooms through cultural studies framework. *Journal of Pan African Studies*, 8(2), 55-74.
3. King, L. J., & Woodson, A. N. (2017). Baskets of cotton and birthday cakes: Teaching slavery in social studies classrooms. *Social Studies Education Review*, 6(1), 1-18.
4. 5. King, L. J. (2017). The status of black history in US schools and society. *Social Education*, 81(1), 14-18.
5. O'Brien, J. (2012). English language learners (ELLs) and social studies. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 215-242). Charlotte, NC: Information Age Publishing.

TASKS:

1. Browse the Sample Materials related to teaching about race and ethnic studies in social studies
 2. Browse the Sample Materials related to ELL accommodations during social studies instruction
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November 20

Seminar: *How can we teach digital literacy and digital citizenship in social studies?*
Clinic: *Preparing for the internship and future job market*

READINGS:

1. Kelly, T. M. (2011). " But Mine's Better": Teaching History in a Remix Culture. *The History Teacher*, 44(3), 369-377.
- J1. Hicks, D., VanHover, S., Yeager Washington, E., Lee, J.K. (2012). Internet literacies for active citizenship and democratic life: In search of the intersection. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 467-492). Charlotte, NC: Information Age Publishing.
- J2. O'Brien, J. (2012). Using Web 2.0 to transform a brick & mortar school into a participatory media rich civic learning environment. In W.B. Russell III (Ed.), *Contemporary social studies: An essential reader* (pp. 493-526). Charlotte, NC: Information Age Publishing.
- J3. King, L. J., Gardner-McCune, C., Vargas, P., & Jimenez, Y. (2014). Re-discovering and re-creating African American historical accounts through mobile apps: The role of mobile technology in history education. *The Journal of Social Studies Research*, 38(3), 173-188.
- J4. Manfra, M. M., & Brown, S. (2015). Student Documentaries Based on the C3 Framework. *Social Education*, 79(2), 111-114.
- J5. Krutka, D. G., & Carpenter, J. P. (2016). Why social media must have a place in schools. *Kappa Delta Pi Record*, 52(1), 6-10.

TASKS:

1. Browse the Sample Materials related to teaching digital literacies and digital citizenship
 2. Prepare overview and analysis of assigned reading for Jigsaw discussion
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November 27

SEED Clinical Debrief (4:30 to 5:15)
Optional Lesson Design Workshop (5:30 to 7:00)

READINGS:

1. None unless assigned by SEED Program Director

TASKS:

1. Upload Public Pedagogy Artifact
 2. Bring draft of lesson plan design to workshop with instructor and peers (optional)
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December 4

Lesson Design Artifact Presentations

READINGS:

1. None

TASKS:

1. Upload Clinical Experiences Artifact to Blackboard
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December 11

Lesson Design Artifact Presentations

READINGS:

1. None

TASKS:

1. Upload Lesson Design Artifacts (Group Two Upload Due Date is December 18)
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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/>.

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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .



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Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

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:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 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, 2015*

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.