



Promoting Learning Development Across the Lifespan

George Mason University  
College of Education and Human Development  
Secondary Education Program

**SEED 667 001:**  
**Teaching Social Studies in Secondary Schools**  
3 Credits  
Fall 2021  
**Tuesdays, 4:30 – 7:10 p.m.**  
Class Location: Thompson Hall L019  
Fairfax Campus

**Instructor:** Dr. Lynda Herrera

**Office Hours:** By appointment in person or via Zoom <https://gmu.zoom.us/j/2601356921>

**Office Location:** SEED Program office Thompson Hall 1800; Fairfax campus

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### Course Description

SEED 667: *Advanced Methods of Teaching Social Sciences in the Secondary School*. 3 credits. Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required. Offered by School of Education. May not be repeated for credit. Equivalent to EDCI 667. Recommended Prerequisite: SEED 522 and SEED 540 Recommended Corequisite: EDRD 619 Required Prerequisites: (SEED 567 or 567).

### Course Overview

This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom.

### Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this fall on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

**This course has a face-to-face delivery method.**

Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations, educational excursions, and clinical experience in a face-to-face format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. A few asynchronous teaching methods will be employed during the semester. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### Learner Outcomes/Objectives

This course is designed to enable students to do the following:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Understand that effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture	<ul style="list-style-type: none"> <li>Active Participation</li> <li>Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion</li> <li>Professional Development of a Social Studies Educator</li> </ul>

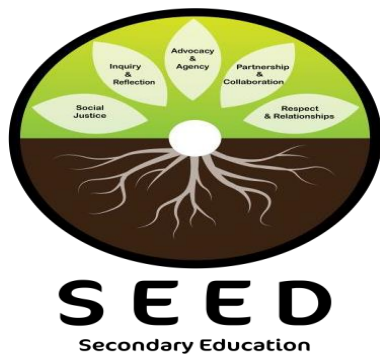
and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)	<ul style="list-style-type: none"> <li>• Conversations with Educators Logan and Dewey</li> <li>• Graphic Novel Literature Circle and Creation</li> <li>• Unit Plan Outline</li> <li>• Social Studies UNIT Plan with Microteaching &amp; Reflection</li> <li>• Clinical Experience hours with classroom roundtable discussion, artifact, and GoReact upload</li> <li>• Dispositions Assessment</li> <li>• Class Discussions</li> <li>• Textbook Reading</li> <li>• Article Readings</li> </ul>
Understand that learning to teach is a complex process involving continuous reflection	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Conversations with Educators Logan and Dewey</li> <li>• Unit Plan Outline</li> <li>• Social Studies UNIT Plan with Microteaching &amp; Reflection</li> <li>• Clinical Experience hours with classroom roundtable discussion, artifact, and GoReact upload</li> <li>• Dispositions Assessment</li> <li>• Class Discussions</li> <li>• Article Readings</li> </ul>
Understand content related to standards and accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism (innovation, NCSS I, II, IX)	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion</li> <li>• Conversations with Educators Logan and Dewey</li> <li>• Graphic Novel Literature Circle and Creation</li> <li>• Unit Plan Outline</li> <li>• Social Studies UNIT Plan with Microteaching &amp; Reflection</li> <li>• Clinical Experience hours with classroom roundtable discussion, artifact, and GoReact upload</li> <li>• Class Discussions</li> </ul>
Engage in critical, reflective discussions of theory & research (research-based practice)	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion</li> <li>• Conversations with Educators Logan and Dewey</li> <li>• Class Discussions</li> <li>• Textbook Reading</li> <li>• Article Readings</li> </ul>
Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population (ethical leadership, research-based practice, innovation, collaboration, NCSS I, IV)	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion</li> <li>• Unit Plan Outline</li> <li>• Social Studies UNIT Plan with Microteaching &amp; Reflection</li> <li>• Clinical Experience hours with classroom roundtable discussion, artifact, and GoReact upload</li> <li>• Class Discussions</li> </ul>

### Professional Standards

Upon completion of this course, students will have met the following professional standards:

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. Identify and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): [https://www.ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### SEED Program “Seeds”



This course embeds the following five SEED “seeds” that are shared commitments across the SEED Program:

1. Social Justice
2. Inquiry & Reflection
3. Advocacy & Agency
4. Partnership & Collaboration
5. Respect & Relationships

### Required Texts and Fees

- Takei, George. (2019) *They Called Us Enemy*. IDW Publishing (this is a graphic novel)
- National Council for the Social Studies (NCSS). (2018). College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Retrieved from National Council for the Social Studies: <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf> (free)
- Join National Council for the Social Studies; student membership, [www.socialstudies.org](http://www.socialstudies.org), \$46
- GoReact software license to complete and submit some course assessments. One time purchase of \$30 for the semester. Instructions on how to purchase through GMU will be forthcoming. <https://get.goreact.com/>
- Articles and course materials will be posted on Blackboard

### Course Performance Evaluation

Students are expected to submit all assignments on time using Blackboard, and, when indicated VIA or other online submission system. Late work will not be accepted without a prior request.

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion	50	August 31
Professional Development of a Social Studies Educator	50	August 31
Conversations with Educators Logan and Dewey	100	September 7
Graphic Novel Literature Circle and Creation	125	Reading due: September 14 Creation: September 21
Unit Plan Outline	100	September 14
Social studies UNIT Plan with Microteaching & Reflection	350	Lesson plan 1 draft: September 28 Lesson plan 2 draft: October 12 Lesson plan 3 draft: October 12 Lesson plan 4 draft: October 19 Lesson plan 5 draft: October 26 Mini-microteaching: September 28 Peer review: November 2 Microteaching: November 16, 23, 30 Unit Plan: November 23 (also uploaded to VIA)
Clinical Experience hours with classroom discussion, artifact and GoReact upload	125	Goreact upload: October 19 Artifact and discussion: October 26 Record of hours: November 30
Dispositions Assessment	C/IN	November 30 on Blackboard and VIA
<b>TOTAL</b>	<b>1000</b>	

VIA Performance-Based Assessment Submission Requirement: Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessments (s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). For SEED 567 this assessment is the: **social studies unit plan**. A student's grade cannot be posted unless the unit plan has been completed and submitted.

#### Graduate Grading Scale:

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	<i>B- is not a passing course grade for licensure</i>
C	Does Not Meet Standard	70 – 79	<i>C is not a passing course grade for licensure</i>
F	Does Not Meet Standard	69 – 0	<i>F is not a passing course grade for licensure</i>

## ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

### Assignment 1: Active Participation/ Protocol Adherence

**DUE:** Ongoing

**POINTS:** 100

**PURPOSE:** Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool.

**PROCEDURE:** Attendance is a prerequisite for class participation, **absences will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc....) This applies to in person AND online classes.

#### Rubric for Participation

	Acceptable	Unacceptable
<b>ACTIVE PARTICIPATION</b> <b>/75</b>	<ul style="list-style-type: none"> <li>-participates <b>actively</b> in class discussions and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...).</li> <li>-participation is respectful and inclusive of others in the class.</li> <li>-spends time only on the tasks associated with this course and the instructor's directions.</li> <li>-comes to class with knowledge of prepared readings</li> <li>-online classes: Students maintain video "on" status</li> <li>-follows GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>	<ul style="list-style-type: none"> <li>-does not participate <b>actively</b> in class discussions and activities</li> <li>-participation is not respectful and inclusive of others in the class.</li> <li>-does not spend time only on the tasks associated with this course and the instructor's directions.</li> <li>-did not come to class with knowledge of prepared readings</li> <li>-online classes: Students maintain video "off" status</li> <li>-does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>
<b>PROTOCOL POLICY</b> <b>/25</b>	<ul style="list-style-type: none"> <li>-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing.</li> <li>-electronic devices are off or in sleep mode unless using the device for notetaking</li> <li>-demonstrates ethical and responsible behavior in class and on the GMU network.</li> <li>-mobile telephones are on silent.</li> <li>-emergency telephone calls are taken outside of the classroom.</li> <li>-uses professional and ethical judgment when posting messages on social media networks. (<b>NOTE: DO NOT</b> post pictures of children or classmates on <u>any</u> social media platform.)</li> <li>-follows GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>	<ul style="list-style-type: none"> <li>-attention is <b>NOT</b> focused on activities and discussion while in class by activities such as:</li> <li>engages in personal emails, instant messaging, texting, social media, games, and web surfing.</li> <li>-does not demonstrate ethical and responsible behavior in class and on the GMU network.</li> <li>-does use mobile telephone to call or text</li> <li>-does not use professional and ethical judgment when posting messages on social media networks.</li> <li>-does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>- does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>

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**Assignment 2:**  
**Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework**  
**WebQuest and Discussion**

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**DUE:** August 31

**POINTS:** 50

**PURPOSE:**

Content curriculum is dictated by states and school districts. You will receive a Virginia state teaching license with successful completion of this program, if this is the program track you are enrolled. Therefore, it is imperative that you can access, follow, and assess NCSS C3 Framework, VDOE Standards of Learning (SOL), Curriculum Framework, and important information related to Social Studies, as well as recognize the influence on curriculum.

**PROCEDURE:**

1. Read article: "State Academic Standards: What You Need to Know" (located on Blackboard)
2. WebQuest: You will be provided a Social Studies WebQuest (located on Blackboard) for the C3 Framework and Virginia Department of Education Standards of Learning and Curriculum Framework. You will individually complete this WebQuest.
3. Discussion: You will meet with your peers and discuss the C3, Virginia Standards of Learning and curriculum framework WebQuest and reflection questions to guide your discussion. These discussions will occur during class time.

**Rubric Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework**  
**WebQuest and Discussion**

	<b>Excellent</b>	<b>Emerging</b>	<b>Unacceptable</b>
<b>WebQuest /40</b>	<ul style="list-style-type: none"> <li>-Completed in full with accurate answers</li> <li>-Submits by due date</li> <li>- Format and writing are of professional quality</li> <li>-Student read article: "State Academic Standards: What You Need to Know", which is demonstrated in their reflection answers</li> <li>-Addresses ALL reflection questions with detail and thought</li> <li>-Format and writing are of professional quality</li> </ul>	<ul style="list-style-type: none"> <li>-Minimally completed WebQuest</li> <li>-WebQuest has some incorrect/inaccurate answers</li> <li>--Format and writing are mostly professional quality with minor errors.</li> <li>-Written reflection is not within the page limits</li> <li>-Addresses most reflection questions mostly with detail and thought</li> <li>-Format and writing are mostly professional quality with minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>-Did not complete WebQuest</li> <li>-WebQuest has many incorrect/inaccurate answers</li> <li>- Format and writing do not demonstrate professional quality due to multiple errors</li> <li>-Student did not read article: "State Academic Standards: What You Need to Know", which is demonstrated in their reflection answers</li> <li>-Fails to address reflection questions with detail and thought</li> <li>-Format and writing do not demonstrate professional quality due to multiple error</li> </ul>
<b>Discussion /10</b>	<ul style="list-style-type: none"> <li>-Meets with peers</li> <li>-Participates and discusses reflection in a thoughtful, reflective manner</li> </ul>	<ul style="list-style-type: none"> <li>-Meets with content area peers</li> <li>- Participates and discusses reflection in a somewhat thoughtful, reflective manner</li> </ul>	<ul style="list-style-type: none"> <li>-Does not meet with peers</li> <li>-Does not participate in reflection discussion or does not reflect on reflection but merely summarizes their written work.</li> </ul>

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**Assignment 3:  
Professional Development of a Social Studies Educator**

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**DUE:** August 31

**POINTS:** 50

**PURPOSE:**

Teaching excellence is promoted by content area professional organizations. Membership in the National Council of Social Studies (NCSS) professional organization will expose you to resources specific to Social Studies such as current research, lesson plans, unit plans, professional events, and primary sources. It is important for students to explore professional experiences outside of the university classroom. These experiences are to encourage you to become lifelong learners of Social Studies and for you to continue to be engaged in Social Studies beyond your time at GMU. In addition, attendance at local professional events extends your learning experiences beyond the GMU community and exposes you to other voices. **You will use this membership when writing your lesson plan for this course.**

**PROCEDURE:** Join NCSS ([www.socialstudies.org](http://www.socialstudies.org)) as a STUDENT MEMBER. Subscribe to the journal that most aligns with your interests: Social Education, Middle Level Learning, Social Studies and the Young Learner, Theory and Research in Social Education. *A confirmation email or membership card must be presented by the due date to receive credit for this assignment.*

**Rubric for Professional Development**

	<b>Excellent</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>National Council of The Social Studies Membership /50</b>	<ul style="list-style-type: none"> <li>-becomes a student member of National Council of The Social Studies by the due date.</li> <li>-chooses journal of interest</li> <li>-produces a confirmation email or membership card by the due date.</li> </ul>	<ul style="list-style-type: none"> <li>-becomes a student member of National Council of The Social Studies with prior approved extension due date.</li> <li>-produces a confirmation email or membership card by prior approved extension due date.</li> </ul>	<ul style="list-style-type: none"> <li>-does not become a student member of National Council of The Social Studies.</li> <li>-membership is not completed by the due date.</li> <li>-does not choose a journal.</li> <li>-does not produce a confirmation email or membership card by the due date.</li> </ul>

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**Assignment 4:  
Conversations with Educators Logan and Dewey**

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**DUE:** September 7

**POINTS:** 100

**PURPOSE:** As educators we need to think about our goals as teachers and our methods of imparting social studies to our students. By examining our pedagogical approach (approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners) we can become more effective educators. Your final product can be helpful when you write your goals statement to apply for the internship

**PROCEDURE:** Read Judy Logan chapter from *Teaching Stories* and John Dewey's "My Pedagogic Creed", both located on Blackboard. Write a 2-3-page **letter** to Logan and Dewey that includes the answer to the questions below. Remember to be **reflective, thoughtful, and analytical** in your letter:

- What is your philosophy of education?
- What do you think about Logan's views about teaching?
- Explain your thoughts about how Logan creates an inclusive, culturally responsive classroom.
- Would you want to replicate Logan's methods in your classroom? Why or why not?
- Summarize Dewey's educational goals.
- How does Dewey's vision of school and schooling align or not align with your vision of school and schooling?
- Dewey wrote his Creed in 1897. Do you think he has anything to offer you as a teacher today? Why or why not?
- How does Logan reflect Deweyan ideas?
- Imagine Logan and Dewey in a room having a conversation about their thoughts on social studies education. What would YOU add to the conversation?

**Rubric for Conversations with educators**

	<b>Excellent</b>	<b>Emerging</b>	<b>Unacceptable</b>
<b>Articles /20</b>	Student read Logan and Dewey articles which is demonstrated in their written answers.	<b>X</b>	Student did not read Logan and Dewey articles which is demonstrated in their written answers.
<b>Letter /80</b>	-Written reflection is 2-3 pages -Addresses ALL reflection questions with detail and thought -Format and writing are of professional quality -Submits by due data	-Written reflection is not within the page limits -Addresses most reflection questions mostly with detail and thought -Format and writing are mostly professional quality with minor errors. Submits by due date	-Written reflection is not within the page limits -Fails to address reflection questions with detail and thought -Format and writing do not demonstrate professional quality due to multiple errors -Does not submit reflection when due -Does not submit reflection

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**Assignment 5:**  
**Graphic Novel Literature Circle and Creation**

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**DUE:** Literature Circle Reading: September 14  
Graphic novel creation: September 21

**POINTS:** 125

**PURPOSE:** Graphic novels are an effective means to connect students with content. There are many ways to implement graphic novels in the content area. We will explore two methods...novel discussion groups and graphic novel creation. Novel discussion groups allow students to connect to the content with other students by expressing their thoughts and opinions. Creating a graphic novel allows students to learn content concepts via writing and drawing. You will learn about each method by doing.

**PROCEDURE:**

- A. Read: Griffith, P. E. (2010). Graphic Novels in the Secondary Classroom and School Libraries. *Journal Of Adolescent & Adult Literacy*, 54(3), 181-189. Located on Blackboard
- B. You will be placed in literature discussion groups with other classmates. In your assigned discussion group read the graphic novel: *They Call Us Enemy* by George Takai PRIOR to class. During class time you will meet in your graphic novel discussion group and discuss the, at least, the following questions:
  - What are your thoughts regarding the novel?
  - In what ways do you predict high school students will relate to this novel?
  - How is the novel appropriate for high school?
  - What would you change about the graphic novel if you could?
  - What are your personal feelings toward the novel and historical topic?
- C. Create your graphic novel. Choose ONE concept you would teach in social studies (the dust bowl, microeconomics, writing a check, the life of Eleanor Roosevelt, exploration, etc....). Do the following:
  - Complete the Elements of the Story handout (on Blackboard)
  - Create the first three pages of a graphic novel that teaches your concept content. Be sure to keep in mind your elements of the story from your Elements of the Story handout. You may hand draw or use a digital program to create your graphic novel
  - Create a fourth page for your graphic novel. On this page describe how your story continues and ends. No more than 150 words please!!!
- D. You will record yourself in a 10-minute Flip Grid (link to be shared on Blackboard) sharing your graphic novel. You will read through your graphic novel on the flip grid and then share your responses to the following questions.
  - Your overall experience creating the graphic novel?
  - What did you learn?
  - What was frustrating?
  - How would you incorporate graphic novels into your classroom setting?
- E. You will bring your created graphic novel to class for a museum walk.



### Rubric for Graphic Novels

	<b>Excellent</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Preparation and Group Participation /10</b>	<p>-read the entire article and graphic novel</p> <p>-was prepared for group meeting discussion</p> <p>-fully participated in the group discussion of the graphic novel</p> <p>-was focused on the given questions.</p>	<p>-read most of the graphic novel and article</p> <p>-was mostly prepared for the group meeting discussion</p> <p>-partly participated in the group discussion of the graphic novel</p> <p>-was focused on the given questions.</p>	<p>-did not read the graphic novel and article</p> <p>-was not prepared for the group meeting discussion</p> <p>-did not participated in the group discussion of the graphic novel</p> <p>-was not focused on the given questions.</p>
<b>Graphic novel creation /65</b>	<p>-completes, with detail, the Elements of the Story handout (on Blackboard),</p> <p>-creates the first 3 pages of the graphic novel with detailed pictures and narration.</p> <p>-page 4 describes how your story continues and ends in no more than 150 words</p> <p>-Format and writing are of professional quality (error free, well composed and articulated, overall quality work).</p> <p>-Student creates a graphic novel to teach the social studies content with has accurate information</p>	<p>-completes the Elements of the Story handout (on Blackboard),</p> <p>-creates the first 3 pages of the graphic novel with pictures and narration.</p> <p>-page 4 describes how your story continues and ends in no more than 150 words</p> <p>-Format and writing are of professional quality (error free, well composed and articulated, overall quality work).</p> <p>-Student creates a graphic novel to teach the social studies content with mostly has accurate information</p>	<p>-does not complete the Elements of the Story handout (on Blackboard),</p> <p>-does not have 3 pages of the graphic novel</p> <p>-does not create the graphic novel</p> <p>-missing page 4 or does not describes how the story continues and ends</p> <p>-format and writing are not professional quality (incomplete, disorganized, unedited, and/or difficult to follow).</p> <p>-Student creates a graphic novel to teach the social studies content with inaccurate information</p>
<b>Museum Walk /20</b>	<p>-student brings graphic novel to class for museum walk</p>	X	<p>-student does not bring graphic novel to class for museum walk</p>
<b>Graphic Novel Flip Grid /30</b>	<p>-Student records a 10-minute FlipGrid sharing the written/visual representation of the graphic novel word for word in what is written in the novel</p> <p>Student articulately explains /answers the assigned questions in the flip grid:</p> <ul style="list-style-type: none"> <li>• Your overall experience creating the graphic novel?</li> <li>• What did you learn?</li> <li>• What was frustrating?</li> <li>• How would you incorporate graphic novels into your classroom setting?</li> </ul>	<p>-Student records a FlipGrid sharing the written/visual representation of the graphic novel in what is mostly written in the novel with a lot of adlibs</p> <p>-Student somewhat articulately explains /answers most of the assigned questions in the flip grid</p>	<p>-Student does not record a FlipGrid sharing the written/visual representation of the graphic novel.</p> <p>-Student does not read the graphic novel at all and only adlibs</p> <p>-Student is not articulate in their explanation/answers. Student does not answer any of the assigned questions in the flip grid</p> <p>-Student is late in providing their flip grid</p>

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**Assignment 6:  
Unit Plan Outline**

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**DUE:** September 14

**POINTS:** 100

**PURPOSE:** Effective teaching must include successful unit plan design. In order to unit plan a teacher must think through the methods to teach content, how lessons connect to each other, the skills students build from one lesson to the next, and how students will be assessed to meet each lesson's objectives.

**PROCEDURE:** You will create a unit plan that contains FIVE (5) interdisciplinary, multicultural, consecutive lesson plans in your content area that incorporates a topic of your liking that is aligned with the newest, most current Virginia Standards of Learning (SOL) in your content area. You will complete the Unit Plan Outline located on Blackboard as part of this process. This outline can be updated as you create your lesson plans and/or your lesson ideas change.

**Rubric for Unit Plan Outline**

	<b>Excellent</b>	<b>Emerging</b>	<b>Unacceptable</b>
<b>Lesson Outline Chart /100</b>	Each section of the lesson outline chart is complete with detail	The lesson outline chart has 1-3 missing components	-The lesson outline chart is missing more than 3 components -Does not provide a lesson outline chart

**Assignment 7:  
Unit Plan with Summative Assessment and Microteaching**

**DUE:**

Draft Lesson 1 draft	September 28
Draft Lesson 2 draft	October 12
Draft Lesson 3 draft	October 12
Draft Lesson 4 draft	October 19
Draft Lesson 5 draft	October 26
Mini-microteaching of opening	September 28
Micro teaching of lesson plan	November 16, 23, 30
Peer Review meeting	November 2
Unit plan (4 sections)	November 15

**POINTS:** 350 (see rubric for point distribution)

**PURPOSE:** You will individually design a 5-lesson unit of instruction as a way of demonstrating your learning from this course and to gain practice in planning in your subject area. This unit should reflect your responsiveness to diverse learners, effective instructional strategies and assessment, and successful lesson and unit plan design. I challenge you to work hard and thoughtfully on these lessons to achieve a cohesive unit plan that is useful and highlights your learning for the semester. The unit plan assignment consists of: **title/purpose page, an email to your students, 5 lesson plans, a summative assessment and micro teaching of one lesson opening and micro teaching of one lesson. You will also peer review another student's unit.** This assignment will be graded using the provided rubric (also located on Blackboard). **Do not wait until the last minute to complete this assignment – it will show in your final product!!!!**

There are specific requirements for each section of this unit plan:

<b>SECTION 1 Title page</b>	<p>Write the following on page one of your unit:</p> <ul style="list-style-type: none"> <li>▪ Your name, our course number, date, course instructor's name</li> <li>▪ Title of unit (example: Unit on Explorers of the Western Hemisphere)</li> <li>▪ Grade level</li> </ul>
<b>SECTION 2: Email to your students</b>	<p>You will write an "email" to your students explaining why this unit of instruction is important to their learning experience. The email should have a <b>salutation</b> and <b>closing</b>. There should be 3 paragraphs.</p> <ul style="list-style-type: none"> <li>▪ The first paragraph will address the unit topic and explain lesson topics covered. (What are you teaching?)</li> <li>▪ The second paragraph will explain why the lessons are important to the student's life and the content area. (Why is it important that you are learning these lessons?)</li> </ul> <p>The third paragraph will provide <b>SPECIFIC</b> ways the student can supplement their learning of the topic outside of the classroom setting. It is <b>not</b> enough to write "review your homework" or "read the textbook". Provide at least <b>2 SPECIFIC, DETAILED ways</b> the student can learn more about the lesson topic outside of school. It is important that you provide the link to any websites or addresses to any locations. BE SPECIFIC why these websites/locations can supplement the unit. (How can you learn more about these lesson topics outside of our classroom?)</p>
<b>SECTION 3: Five (5) lessons</b>	<p>You will create FIVE (5) interdisciplinary, culturally responsive, consecutive social studies lesson plans that focus' on a topic of your liking that is aligned with the newest, most current Virginia Standards of Learning (SOL). You will use the below guidelines and those outlined in the following rubric:</p> <ul style="list-style-type: none"> <li>• The unit can be focused on either a high school or middle school SOLs.</li> <li>• These must be new lesson plans, independently designed by you and have not been used in another class or repurposed from a mentor teacher.</li> <li>• You must use the specified lesson plan format given (found on Blackboard).</li> <li>• You should assume your class time is 60-90 minutes in length for each lesson plan.</li> <li>• You will submit drafts of your lesson plans for feedback to improve your final lesson plans. These drafts are not graded for points but are a part of your final grade for the unit. Providing detailed lesson plans will allow for more extensive feedback and result in an improved final grade.</li> <li>• You will create objectives that are measurable and met through the various lesson plan components.</li> </ul>

The objectives must follow Bloom's Taxonomy.

- Each lesson MUST incorporate **At least 1 PRIMARY SOURCE**.
- Throughout the unit's lessons there must be **AT LEAST**
  - 2 different technology sources that a **STUDENT USES** (i.e., a WebQuest, smartboard activity, QR find, video, jamboard, etc....)
  - 3 different graphic organizers
  - 2 different pieces of literature (poem, song, graphic novel, comic book, novel, passage from a piece of literature, etc....)
  - 3 cooperative learning activity and/or learning stations
  - 5 pieces of supplemental material (at least one in each lesson).
- All lessons plans, primary sources, supplemental material, and student handouts such as graphic organizers must be included in the final written assignment.
- The lessons are grade/age appropriate and must have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc...) This means **NO LECTURING!**
- Teacher directed questions are evidently stated throughout.
- Lesson evaluations are evidently connected to lesson objectives.
- It is OK to borrow ideas from sources as long as you cite the source. **You must rewrite any lesson activities using your own voice and syntax.** You must provide a reference source for any photograph, video, book, website, etc.... This **CANNOT** be a hyperlink but must be an actual source using the URL.
- Lesson design may include opportunities for students to seek out resources and conduct independent investigations. These research strategies must be explained, and students must be provided with and directed to specific sources not just instructed to "research" and/or "google it"; graphic organizers and student direction handouts will aid in this process.
- Teacher directed questions are clearly stated throughout. Teacher questions must be written within the lesson plan. **\*\*\*EACH reading, video, discussion, graphic organizer, etc...must have 3-5 associated teacher questions.** Avoid questions beginning with "Is", "Do", "Are", "Can" since these questions will only elicit Yes/No responses.
- The lessons must be clearly connected to each other and the unit topic. The unit design includes opportunities that actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.
- All supplemental materials are attached and corresponds to the lesson and properly **CITED SOURCES**. You must provide a reference in APA format for any photograph, video, book, etc....
- Your lesson plan must have enough detail that someone can replicate it in a classroom setting.
- Lesson evaluations are clearly connected to lesson objectives and overall unit theme. Each lesson must have an evaluation that will indicate that the student met the lesson objectives. How will you know the student learned what you were teaching? These evaluations can be written response to the essential question, a quiz, a poem, a cartoon, a song, a verbal exchange, etc...
- Think about the 5 SEEDs of the SEED program – implement the SEEDS into the unit plan. These should be highlighted in the lesson plan.
- The lesson must address ways to incorporate MLL/Special Education students in the learning process. You may indicate in the lesson plan's accommodation section the student you are accommodating. Ex/ Student 'J' has dyslexia and student 'M' is a MLL. For J, I will.... For M, I will...
- Lessons are factually accurate.

	<ul style="list-style-type: none"> <li>• These lessons must be new, not used in other coursework.</li> <li>• <b>Do not wait until the last minute to complete this assignment – it will show in your final product!!!!</b></li> <li>• <b>The lesson should focus on the question: Why is this important?</b></li> </ul>
<b>Section 4: Summative Assessment for the Unit plan</b>	<p>This assignment will have you create a summative assessment (summarizes student’s learning) for the five lesson plans in your unit plan. Think project here.</p> <ul style="list-style-type: none"> <li>• Students will create a product for you (as their teacher) to assess their knowledge of the unit topic OUTSIDE of the 5 lesson plans.</li> <li>• You will create a handout that you would provide to your students that has a proper heading and explains the goals, the directions, needed materials, timeframe, and expectations of the project.</li> <li>• The handout will also have a rubric you created to assess the project and grade student’s performance on the assessment.</li> <li>• Blackboard has examples of summative assessment handouts</li> </ul>
<b>Peer Review</b>	<p>You will be paired with a partner to peer review your unit plan. It is your responsibility to exchange your pieces of work, peer edit the piece, and return the edited piece to your partner in a timely manner. All peer reviewed assignments will be revised and edited to a final copy. You will fill out the peer review form (see Blackboard) for the unit plan and include the completed peer review form with your unit plan.</p>
<b>Opening mini micro-teaching</b>	<p>You will <b>TEACH</b> the opening (hook/anticipatory set/motivation) of ONE of your lessons with an interactive, accurate activity to our class.</p> <ul style="list-style-type: none"> <li>• Your opening will be no longer than 15 minutes.</li> <li>• Peers will provide written glow/grow comments cards</li> </ul>
<b>Lesson plan Micro-teaching Presentation</b>	<p>You will <b>TEACH</b> an interactive segment of your lesson plan to our class that focuses on one lesson plan.</p> <ul style="list-style-type: none"> <li>• You will BRIEFLY explain the unit topic and one sentence on each lesson topic.</li> <li>• You will teach a segment of ONE lesson to the class.</li> <li>• Your main objective will be to have the class <b>participate</b> in ONE lesson activity. The lesson may begin with your hook and progress until you reach your time limit OR you may begin with the procedure section of your lesson and continue until you reach your time limit.</li> <li>• Microteaching will be no longer than 30 minutes in length.</li> </ul>

### Rubric for Unit Plan

	Excellent	Emerging	Unacceptable
<b>Title page /5</b>	<p>on page one of unit:            - name, course number, date, course instructor’s name            -Title of unit            -Grade level</p>	<p>Missing 1 of these components on page one of unit:            - name, course number, date, course instructor’s name            -Title of unit            -Grade level</p>	<p>-Missing title and purpose            -Missing 2 or more of these components on page one of unit:            - name, course number, date, course instructor’s name            -Title of unit            -Grade level</p>
<b>Email to Students /30</b>	<p>-email explains why the unit is relevant to the student’s learning experience            -has a salutation and closing.            -explains unit topic and lessons covered            -explains why the unit of study is important            -provides 2 SPECIFIC ways the student can supplement her/his own learning OUTSIDE of the classroom experience</p>	<p>-email is partly vague in nature.            -only partly explains the unit or the importance of the unit of study.            -partly provides SPECIFIC ways the student can supplement her/his own learning.            -provides 1 specific way the student can supplement her/his own learning OUTSIDE of the classroom experience</p>	<p>-email is missing            - does not explain the unit or the importance of the unit of study.            -does not provide SPECIFIC ways the student can supplement her/his own learning.            email does not focus on any of the required topics            -email is missing ___ components of the required components            -does not provide specific ways the student can supplement her/his own learning OUTSIDE of the classroom experience</p>
<b>Lesson Plan Content/ Objectives/A ctivities /160</b>	<p>-there are FIVE (5) interdisciplinary, multicultural, consecutive lesson plans focused on the student’s content area that incorporates ONE unit of study that is aligned with the newest, most current Virginia Standards of Learning (SOL).            -this assignment was completed individually by the graded student.</p>	<p>-there are FIVE (5) mostly interdisciplinary, multicultural, consecutive lesson plans focused on the student’s content area that incorporates ONE unit of study that is aligned with the newest, most current Virginia Standards of Learning (SOL).            -this assignment was completed individually by the graded student.</p>	<p>there are NOT FIVE (5) interdisciplinary, multicultural, consecutive lesson plans focused on the student’s content area that incorporates ONE unit of study that is aligned with the newest, most current Virginia Standards of Learning (SOL).            -this assignment was not completed individually by the graded student.</p>

	<ul style="list-style-type: none"> <li>- the specified lesson plan format (found on Blackboard) was followed. All template components were completed based on the format and directions provided.</li> <li>-lesson objectives follow Bloom's Taxonomy and are measurable as each objective is met through the various lesson plan components.</li> <li>-each lesson follows the time constraint of 60-90 minutes in length.</li> <li>-student submitted all completed drafts of lesson plans for feedback by due date</li> <li>-all lessons plans, primary sources, supplemental material, and student handouts were included and attached to the correct, associated lesson plan</li> <li>-all sources (lessons, photograph, video, book, website, etc....) were cited using appropriate, correct URL and not hyperlinked</li> <li>-any borrowed material was rewritten in student's voice and syntax.</li> <li>-throughout the unit's lessons there must be at least: 2 different technology sources that a <b>STUDENT USES</b> (i.e., a WebQuest, smartboard activity, QR find, video, jamboard, etc....), 3 different graphic organizers, 2 different pieces of literature (poem, song, graphic novel, comic book, novel, passage from a piece of literature, etc....), 3 cooperative learning activity and/or learning stations, 5 pieces of supplemental material (at least one in each lesson).</li> <li>-lessons are grade/age appropriate and have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc....) <b>NO LECTURING!</b></li> <li>-opportunities for students to seek out resources and conduct independent investigations. - Research strategies are explained, and students are provided with and directed to specific sources and not just instructed to "research" and/or "google it".</li> <li>-teacher directed questions are clearly stated throughout.</li> <li>-teacher questions are written within the lesson plan.</li> <li>-Any reading, video, discussion, graphic organizer, etc... have 3-5 associated teacher questions.</li> <li>-Avoids questions beginning with "Is", "Do", "Are", "Can"</li> <li>-lessons are clearly connected to each other and the unit topic. The unit design includes opportunities that actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.</li> </ul>	<ul style="list-style-type: none"> <li>- the specified lesson plan format (found on Blackboard) was mostly followed.</li> <li>- ___ template components were not completed based on the format and directions provided.</li> <li>-most lesson objectives follow Bloom's Taxonomy and are mostly measurable as each objective is mostly met through the various lesson plan components.</li> <li>-each lesson mostly follows the time constraint of 50-90 minutes in length.</li> <li>-student submitted ___ completed drafts of lesson plans for feedback by due date</li> <li>-lessons plans, primary sources, supplemental material, and student handouts were missing ___ times and attached to the correct, associated lesson plan</li> <li>- ___ sources (lessons, photograph, video, book, website, etc....) were not cited using appropriate, correct URL and not hyperlinked</li> <li>-any borrowed material was rewritten in student's voice and syntax.</li> <li>-throughout the unit's lessons there is missing: ___ different technology sources that a student uses (i.e. a WebQuest, smartboard activity, QR find, video, jamboard, etc...), ___ different graphic organizers, ___ different pieces of literature (poem, song, graphic novel, comic book, novel, passage from a piece of literature, etc....), ___ cooperative learning activity, ___ pieces of supplemental material (at least one in each lesson)</li> <li>-lessons are mostly grade/age appropriate and mostly have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc....)</li> <li>-there is some LECTURING!</li> <li>-opportunities for students to seek out resources and conduct independent investigations are somewhat provided. Research strategies are somewhat explained, and students are somewhat provided with and directed to specific sources</li> <li>-teacher directed questions are mostly stated throughout.</li> <li>-teacher questions are mostly written within the lesson plan.</li> <li>-Any math problem, reading, video, discussion, graphic organizer, etc...mostly have 3-5 associated teacher questions.</li> <li>-Mostly avoids questions beginning with "Is", "Do", "Are", "Can"</li> <li>-lessons are mostly connected to each other and the unit topic.</li> <li>-the unit design mostly includes opportunities that actively engage students in questioning concepts,</li> </ul>	<ul style="list-style-type: none"> <li>- the specified lesson plan format (found on Blackboard) was not followed.</li> <li>- ___ template components were not completed based on the format and directions provided.</li> <li>-lesson objectives do not follow Bloom's Taxonomy and are not measurable as each objective is not met through the various lesson plan components.</li> <li>-each lesson does not follow the time constraint of 50-90 minutes in length.</li> <li>-student submitted ___ completed drafts of lesson plans for feedback by due date</li> <li>-lessons plans, primary sources, supplemental material, and student handouts were not included and not attached to the correct, associated lesson plan</li> <li>-all sources (lessons, photograph, video, book, website, etc....) were not cited using appropriate, correct URL and not hyperlink</li> <li>-any borrowed material was not rewritten in student's voice and syntax.</li> <li>-throughout the unit's lessons there are not: 2 different technology sources that a <b>STUDENT USES</b> (i.e., a WebQuest, smartboard activity, QR find, video, jamboard, etc....), 3 different graphic organizers, 2 different pieces of literature (poem, song, graphic novel, comic book, novel, passage from a piece of literature, etc....), 3 cooperative learning activity and/or learning stations, 5 pieces of supplemental material (at least one in each lesson).</li> <li>-lessons are not grade/age appropriate and do not have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc....)</li> <li>-there is a lot of LECTURING!</li> <li>-there are no opportunities for students to seek out resources and conduct independent investigations. -Research strategies are not explained, and students are not provided with and directed to specific sources</li> <li>-teacher directed questions are not stated throughout. -teacher questions are not written within the lesson plan.</li> <li>-math problem, reading, video, discussion, graphic organizer, etc...do not have 3-5 associated teacher questions.</li> <li>-questions begin with "Is", "Do", "Are", "Can"</li> <li>-lessons are not connected to each other and the unit topic.</li> <li>-the unit design does not include opportunities that actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.</li> </ul>
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	<ul style="list-style-type: none"> <li>-lesson plans have enough detail that another person can replicate it in a classroom setting</li> <li>-evaluations are clearly connected to lesson objectives and overall unit theme</li> <li>-address ways to incorporate MLL/Special Education students in the learning process.</li> <li>-all worksheets, graphic organizers, handouts, and assessments are visually included in the lesson plans.</li> <li>-Only appropriate video clips are shown.</li> <li>-lessons are factually accurate.</li> <li>-lessons are new, not used in other coursework</li> </ul>	<ul style="list-style-type: none"> <li>developing learning strategies, seeking resources, and conducting independent investigations.</li> <li>-lesson plans mostly have enough detail that another person can replicate it in a classroom setting</li> <li>-evaluations are mostly connected to lesson objectives and overall unit theme</li> <li>-mostly address ways to incorporate MLL/Special Education students in the learning process.</li> <li>-all worksheets, graphic organizers, handouts, and assessments are visually included in the lesson plans.</li> <li>-Only appropriate video clips are shown.</li> <li>-lessons are factually accurate.</li> <li>-lessons are new, not used in other coursework</li> </ul>	<ul style="list-style-type: none"> <li>-lesson plans do not have enough detail that another person can replicate it in a classroom setting</li> <li>-evaluations are not connected to lesson objectives and overall unit theme</li> <li>-does not address ways to incorporate MLL/Special Education students in the learning process.</li> <li>-all/_____worksheets, graphic organizers, handouts, and assessments are not included in the lesson plans.</li> <li>-inappropriate video clips are shown.</li> <li>-lessons are not factually accurate.</li> <li>-lessons are not new, not used in other coursework</li> </ul>
<b>Summative Assessment for the Unit plan /35</b>	<ul style="list-style-type: none"> <li>-summative assessment is created</li> <li>-a handout is created for student consumption with a proper heading (name, course, quarter)</li> <li>-clearly explains the goals, directions, needed materials, timeframe, and expectations of the project.</li> <li>-handout includes a specific rubric correlated to the project to assess the project and grade student's performance on the assessment.</li> <li>-clear, concise language is used</li> </ul>	<ul style="list-style-type: none"> <li>-summative assessment is created</li> <li>-a handout is created for student consumption with most of the components of a proper heading (name, course, quarter)</li> <li>-mostly explains the goals, directions, needed materials, timeframe, and expectations of the project with some unclear areas</li> <li>-handout includes a rubric mostly correlated to the project to assess the project and grade student's performance on the assessment.</li> <li>-mostly clear, concise language is used</li> </ul>	<ul style="list-style-type: none"> <li>-summative assessment is not created</li> <li>-a handout does not have a proper heading</li> <li>-does not explain the goals, directions, needed materials, timeframe, and expectations of the project.</li> <li>-rubric is general and not correlated to this specific project</li> <li>-does not assess the student's performance on the assessment.</li> <li>-language is unclear</li> </ul>
<b>Quality /30</b>	<ul style="list-style-type: none"> <li>-format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).</li> <li>-professional quality (portfolio quality)</li> <li>-organized</li> <li>-lesson plan format is followed</li> <li>-draft lessons were uploaded to Blackboard on time</li> <li>-final unit plan was uploaded to Blackboard on time</li> </ul>	<ul style="list-style-type: none"> <li>-format and writing flow well and are easy to read with only minor typos and mistakes.</li> <li>-somewhat professional</li> <li>-some unorganized areas</li> <li>-lesson plan format is missing _____ component on _____ lessons</li> </ul>	<ul style="list-style-type: none"> <li>-format and writing are incomplete, disorganized, unedited, and/or difficult to follow.</li> <li>-not professional looking</li> <li>-not organized</li> <li>-sloppy</li> <li>-lesson plan format is not followed</li> <li>-submitted past the deadline</li> </ul>
<b>Peer review form /20</b>	<ul style="list-style-type: none"> <li>Met with peer face to face/virtual</li> <li>Brought a hard copy of the unit to the meeting</li> <li>Complete with detail advice for peer</li> <li>Peer review form brought to individual conference</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide detailed advice for peer/provides only minimal feedback</li> </ul>	<ul style="list-style-type: none"> <li>Did not meet with peer face to face/virtual</li> <li>Did not bring a hard copy of the unit to the meeting</li> <li>Not complete or provided with unit</li> <li>Peer review form not brought to individual conference</li> </ul>
<b>Opening mini-micro teaching presentation /30</b>	<ul style="list-style-type: none"> <li>Student teaches of ONE opening of their lessons with an interactive, accurate activity</li> <li>-micro teaching is no longer than 15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Student teaches of ONE opening of their lessons in a mostly interactive, accurate activity</li> </ul>	<ul style="list-style-type: none"> <li>Student does not teach micro teaching opening of a lesson</li> <li>Student tells the class about the lesson and does not teach.</li> </ul>
<b>Micro Teaching Presentation /40</b>	<ul style="list-style-type: none"> <li>-presentation is no more than 45 minutes in length.</li> <li>-student BRIEFLY explains unit (one sentence for each lesson).</li> <li>-presents an interactive, accurate activity</li> <li>-engages classmates in activity.</li> <li>-prepared for presentation</li> <li>-student is <b>professional</b> in appearance</li> </ul>	<ul style="list-style-type: none"> <li>-fails to BRIEFLY explain unit</li> <li>-presents an activity that is utilized during a lesson, but the activity is not interactive.</li> <li>- inaccurate information presented</li> <li>-fails to engage classmates in activity.</li> <li>-is not prepared for presentation</li> <li>- student is NOT <b>professional</b> in appearance</li> </ul>	<ul style="list-style-type: none"> <li>Does not present. <b><u>(this is an automatic 50-point deduction)</u></b></li> </ul>

## Assignment 9:

### Clinical Experience hours with classroom roundtable discussion, reflection paper, GoReact upload

**DUE:** GoReact upload: October 19 Artifact and discussion: October 26; Record of hours: November 30

**POINTS:** 125

**PURPOSE:** You are **required** students to *observe* a secondary social studies classroom. The objectives of these observations are to: observe the role of the teacher, to assess one's potential to assume the responsibilities of a teacher; evaluate the implementation of a secondary school's curriculum; and research the array and availability of resources/materials/technology used in the secondary school classroom. This course requires a total of **15 hours in a clinical experience setting**. While you will be matched with a mentor, you must also register for this clinical experience at <https://cehd.gmu.edu/endorse/ferf>. The Teacher Track staff monitors all clinical experience site information for accreditation and reporting purposes. The clinical experience website <https://education.gmu.edu/teacher-track-office/student-field-experience/> includes a **Clinical Experience Documentation Form**, which you must print and submit to your instructors to verify your hours. For specific questions about clinical experience placements, contact Stacy Wilson, 703.993.9777; field Experience questions: [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu)

**PROCEDURE:**

1. Maintain a record of your 15 required hours of clinical experience using the appropriate forms on Blackboard.
2. Classroom artifact: Bring a classroom artifact from your clinical experience. The artifact can be any item you observe while in placement, such as a student's work, a picture of notes on the board, a graphic organizer, etc.... The item must be physically brought to class to share with your peers. Share your classroom artifact with your peers. You must be reflective in your peer sharing. Below are questions to help guide your discussion:
  - Describe the classroom as a learning environment
  - In what ways did you participate in the class?
  - Describe your artifact
  - Describe how your artifact was used in the classroom setting
  - What is your assessment of the artifact?
  - How does the artifact connect to the lesson's objectives?
  - Assess the effectiveness of the artifact.
  - What would you have done the same/differently using the artifact if you were the classroom teacher?
3. GoReact: Record a lesson or lesson component you teach in your clinical experience using GoReact. See clinical experience for assignment details.
4. **You will be asked to complete a self-assessment of your professional dispositions twice during this course: once in the middle of the semester and again at the conclusion of the semester. For more information please see: <https://cehd.gmu.edu/epo/candidate-dispositions>**

#### Rubric for Clinical Experiences

	Excellent	Emerging	Unacceptable
<b>Record of hours and signed forms</b> 0/0	-record of 15 required hours of clinical exp. -used the appropriate form. -submitted teacher <u>signed</u> record	<b>X</b>	-no record of 15 required hours of clinical exp. -did not use the appropriate form. -no teacher signature on record. <b>Automatic failure of course</b>
<b>Participation in class discussion</b> /50	-fully participated in the group discussion of the clinical experience -was focused on the given questions.	-partially participated in the group discussion of the clinical experience -was focused on the given questions.	-did not participated in the group discussion of the clinical experience -was not focused on the given questions.
<b>GoReact Upload</b> /75	Student uploads lesson/lesson component on GoReact by due date Responds to GoReact comments by course instructor in a reflective manner	Mostly responds to GoReact comments by course instructor in a mostly reflective manner	Student does not upload lesson/lesson component on GoReact by due date Does not respond to GoReact comments by course instructor
<b>Completion of prof. disposition</b> 0/0	Complete professional dispositions at midterm and end of semester.		Fails to complete professional dispositions at midterm and end of semester. <b>Automatic failure of course</b>



## Class Schedule

Class Date	Class Topic and Activities	Reading/Assignment Due
<b>Week 1: August 24</b>	<b>Introduction to course</b> Word Search.... what did you learn? Who are you (students)? Who am I (instructor)? What is this class? What are our goals? What does Social Studies mean to you? To students? Review of the Syllabus/The 5 SEEDS and our time our time together  Seed 2: Inquiry & Reflection	
<b>Week 2: August 31</b>	<b>Planning for Instruction</b> C3 Framework Reviewed SOL WebQuest Reviewed Teach it to us: Machiavelli and the Renaissance Unit planning – Backwards planning Lesson Planning Bloom’s taxonomy – who is he and why do we need to know him?  Seed 2: Inquiry & Reflection	<b>Due:</b> <ul style="list-style-type: none"> <li>○ Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest</li> <li>○ Professional Development of a Social Studies Educator</li> </ul> <b>Reading Due:</b> <ul style="list-style-type: none"> <li>○ State Academic Standards: What You Need to Know Article (Blackboard)</li> <li>○ Essentials of Middle and Secondary Social Studies Text reading: Chapter 3</li> </ul>
<b>Week 3: September 7</b>	<b>World History Explored</b> Exploring world history using Dramatic arts Exploration of dramatic arts  Seed 4: Partnership & Collaboration Seed 5: Respect & Relationships	<b>Due:</b> Conversations with Educators Logan and Dewey Paper
<b>Week 4: September 14</b>	<b>Exploring US History: Middle School vs. High School</b> Using primary sources and VTS DBQs Integrating technology Political Cartoons Universal Design for Learning (UDL) Graphic Novel Literature Circle Discussion Group Meeting  Seed 1 Social Justice Seed 3: Advocacy & Agency	<b>Due:</b> Unit Plan Outline  <b>Reading Due:</b> <ul style="list-style-type: none"> <li>○ Graphic Novel Reading</li> <li>○ Read article: <a href="https://www.vtshome.org/when-the-picture-is-not-a-picture-opening-a-discussion-visual-thinking-strategies">When the “Picture” Is Not a Picture: Opening a Discussion - Visual Thinking Strategies (vtshome.org)</a></li> </ul>
<b>Week 5: September 21</b>	<b>Electives in Social Studies</b> AP explained Sociology, Psychology, Economics, Laws and Pantomime Unit Peers assigned Graphic Novel Museum Walk  Seed 1 Social Justice Seed 3: Advocacy & Agency Seed 4: Partnership & Collaboration Seed 5: Respect & Relationships	<b>Due:</b> Graphic Novel Literature Creation  <b>Reading Due:</b> <ul style="list-style-type: none"> <li>○ Ten Things Consider When Teaching APUS History Article (blackboard)</li> <li>○ Essentials of Middle and Secondary Social Studies Text reading: Chapter 6</li> </ul> <b>Watch:</b> <a href="https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/economic-dilemmas-and-solutions/">Video of Mr. Page’s 12th grade Social Studies lesson on “Economic Dilemmas and Solutions”</a> <a href="https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/economic-dilemmas-and-solutions/">(https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/economic-dilemmas-and-solutions/)</a>  <b>Also:</b> <ul style="list-style-type: none"> <li>○ Sign up for individual conferences via sign-up genius – link on blackboard</li> </ul>

		<ul style="list-style-type: none"> <li>o Sign up for lesson plan microteaching via sign- up genius – link on blackboard</li> </ul>
<b>Week 6: September 28</b>	<b>Mini Microteaching of Lesson Opening (hook/motivation/anticipatory set)</b> What strategies to NOT use in the social studies classroom: KWL and other dangers  Seed 2: Inquiry & Reflection	<b>Due:</b> <ul style="list-style-type: none"> <li>o Lesson plan 1 draft</li> <li>o Lesson opening</li> </ul>
<b>Week 7: October 5</b>	<b>Government and Assessment Examined</b> Plastics Town hall Summative vs. Formative Assessments Defining assessments Designing assessments Discussing the importance of assessments  Seed 2: Inquiry & Reflection Seed 3: Advocacy & Agency Seed 4: Partnership & Collaboration Seed 5: Respect & Relationships	<b>Reading Due:</b> Guardians of the past - Using drama to assess learning in American History article ( <a href="https://www.socialstudies.org/guardians-past-using-drama-assess-learning-american-history">https://www.socialstudies.org/guardians-past-using-drama-assess-learning-american-history</a> - use Chrome and NCSS membership to access)
<b>October 12</b>	NO CLASS – Monday classes meet	<b>Due:</b> Lesson plan 2 and 3 draft
<b>Week 9: October 19</b>	<b>Teaching controversial and sensitive topics</b> Leading a group discussion  Examine placement lesson via GoReact  Seed 5: Respect & Relationships	<b>Due:</b> Lesson plan 4 draft  <b>Watch:</b> <a href="https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/dealing-with-controversial-issues/">Issues in Social Studies: Dealing With Controversial Issues - Annenberg Learner</a> (https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/dealing-with-controversial-issues/)
<b>Week 9: October 26</b>	<b>Cooperative learning</b> Current events investigated The ups and downs of Geography The Climate Around Us Discussion of Clinical experience/Sharing of Artifact  Seed 3: Advocacy & Agency	<b>Due:</b> Lesson Plan 5 Draft
<b>Week 10: November 2</b>	<b>Peer-review meet up</b>  We will not have an in-person formal class session. This week is designed for you to meet with your peer reviewer. You may meet in our classroom during our assigned class time OR you may meet during at a more convenient time/place with your peer during this week.  Seed 4: Partnership & Collaboration Seed 5: Respect & Relationships	<b>Complete:</b> Peer review form
<b>Week 11: November 9</b>	<b>Individual Conferences</b> Seed 2: Inquiry & Reflection	<b>Due:</b> Come to Individual conferences prepared with unit plan as complete as possible, questions, AND peer review form
<b>Week 12: November 16</b>	<b>Lesson plan Microteaching</b>	
<b>Week 13: November 23</b>	<b>Lesson Plan Microteaching</b>	<b>Due:</b> Social Studies UNIT Plan
<b>Week 14: November 30</b>	<b>Lesson Plan Microteaching</b>  <b>Final Class:</b> Reflecting on The Semester and Planning for the Next Steps How do your clinical experiences help define you as a teacher?	<b>Due:</b> <ul style="list-style-type: none"> <li>o Clinical Experience with hours and classroom roundtable discussion with reflection paper</li> </ul> Dispositions Assessment
	Dec 7 <sup>th</sup> – reading days Dec 14 <sup>th</sup> – finals week	

**Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.**

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/> The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet SGE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

<p><b>Commitment to the Profession</b>                  Promoting exemplary practice                  Excellence in teaching and learning                  Advancing the profession                  Engagement in partnerships</p>	<p><b>Commitment to Being a Member of a Learning Community</b>                  Professional dialogue                  Self-improvement                  Collective improvement                  Reflective practice                  Responsibility                  Flexibility                  Collaboration                  Continuous, lifelong learning</p>
<p><b>Commitment to Honoring Professional Ethical Standards</b>                  Fairness                  Honesty                  Integrity                  Trustworthiness                  Confidentiality                  Respect for colleagues and students</p>	<p><b>Commitment to Democratic Values and Social Justice</b>                  Understanding systemic issues that prevent full participation                  Awareness of practices that sustain unequal treatment or unequal voice                  Respects the opinion and dignity of others                  Appreciates and integrates multiple perspectives</p>
<p><b>Commitment to Key Elements of Professional Practice</b>                  Belief that all individuals have the potential for growth and learning                  Persistence in helping individuals succeed                  High standards                  Safe and supportive learning environments                  Systematic planning                  Intrinsic motivation                  Reciprocal, active learning                  Continuous, integrated assessment                  Critical thinking                  Thoughtful, responsive listening                  Active, supportive interactions                  Technology-supported learning                  Research-based practices                  Respect for diverse talents, abilities, and perspectives                  Authentic and relevant learning</p>	

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to VIA should be directed to [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu) or <https://cehd.gmu.edu/aero/VIA>. Questions or concerns regarding use of Blackboard should be

directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

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

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

### Expectations and Protocols

**Below are class protocols which govern our time together, whether during in person and online instruction.**

**Evaluation:** Grades will be based on the completion and quality of course assignments. Attendance and participation are compulsory; tardiness and absences will have a negative effect on your final grade.

Copyright law is to be respected in all assignments. All assignments are due at the beginning of classes.

**Class Participation/Attendance:** Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Attendance is a prerequisite for class participation; thus, absences will have a negative impact on participation, as will texting or other off-task activities.

**Inclusivity** It is important that you recognize that students enter our classroom with different experiences and backgrounds. Therefore, I expect your participation to be respectful and inclusive of those around you.

**Written Assignments:** Written assignments are to be submitted on Blackboard by the due date at the start of class. Blackboard time stamps all submitted work.

- Written assignment rubrics indicate “format and writing are of professional quality”. This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as “students” instead of “kids”; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work that is not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. **Any idea taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited.** Incorporating an idea or using another’s material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: “Plagiarism encompasses the following:
  - 1) Presenting as one’s own the words, the work, or the opinions of someone else without proper acknowledgment.
  - 2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” (from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)
  - 3) Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
  - 4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  - 5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  - 6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Crossword puzzles, word finds, fill in the blank, or KWL Charts **will not** be accepted in any assignment. None of these assignments broaden students’ knowledge. We will review the reasons for this during a class session.

- The word “fun” **may not** be used in any assignment; instead, use “engaging”, “exciting”, or some other similar term. Remember: your purpose as a classroom teacher is to teach and that teaching can be done in an engaging, exciting way; your purpose is not to create fun.
- **Assignments will not be accepted after the due date. Any assignment, except the lesson plans, may be RESUBMITTED for an improved grade. All re-written assignments MUST be submitted by November 15<sup>th</sup> – without exception.**

**Protocol Use of Technology: internet, mobile devices, and social media:** While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:

- Laptop Computers, Netbooks, Handheld Tablets Use
  - You may bring your laptop or other electronic device to class; there will be class sessions that will require your electronic device and an internet connection.
  - Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  - Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  - Demonstrate ethical and responsible behavior during class and on the GMU network.
  - When in class, spend time only on the tasks associated with this course and the instructor’s directions.
  - In general, use your laptops and other devices in class as you would expect your students to use theirs.
  - **Online synchronous classes: Students must maintain webcam “on” status**
- Log-in Frequency
  - You must actively check the course Blackboard site and your GMU email for communications on a regular basis, as these are the official methods of communication for this course.
- Technical Competence
  - You are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues
  - You should anticipate some technical difficulties during the semester and should, therefore budget your time accordingly. Late work will not be accepted based on individual technical issues.
- Netiquette
  - The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications. Use professional and ethical judgment. **DO NOT** post pictures of children during your clinical observations on any social media platform.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: Adobe Acrobat Reader: <https://get.adobe.com/reader/>; Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>; Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

**Workload:** Please be aware that this course is **not** self-paced. You are expected to meet *specific* deadlines and *due dates* listed in the **Class Schedule** section of this syllabus. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. All assignments must be posted to the courses’ Blackboard site.

**Instructor Support:** You may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. I can meet with you on campus or via telephone or web conference. Please email me or speak to me before/after class time to schedule a one-on-one session.