

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

ELED 554 Section 1  
**Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom**  
3 credits, Spring 2022  
Wednesdays 10:30am-1:10pm  
Campus location: East 134  
Online: Zoom

**Professor:** Dr. Mandy Bean

**Office Hours:** By appointment via Zoom

**Office:** Thompson 1406

**Email:** abean5@gmu.edu

**PREREQUISITES:** Admission to Elementary Education licensure program.

**UNIVERSITY CATALOG COURSE DESCRIPTION:** Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

**FIELD HOURS:** This course requires 15 hours of field observation.

**COURSE OVERVIEW:** Not Applicable

**COURSE DELIVERY METHOD:** This course will be delivered by hybrid online (51 to 99% of scheduled class time is online). Remaining class time requires face-to-face meetings. Online, we will use both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmU.edu) and email password. The course site will be available on Jan 20, 2022.

**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.**

*Technical Requirements:* To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- 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/)

### Expectations:

- **Course Week:** Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students 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:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **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.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### LEARNER OUTCOMES:

This course is designed to enable students to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction in the domains of history, geography, civics, and economics.
- B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia Standards of Learning in social studies.
- C. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and "big ideas" and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Use visual and performing arts to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve
- F. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- G. Apply multiple intelligence theory to instruction and differentiation.

- H. Describe the central role of arts in learning.
- I. Design and use multiple authentic assessments.
- J. Relate the practice of good citizenship and respect for rules and laws to participation in activities in the classroom learning communities.
- K. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.
- L. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
- M. Understand how social studies can foster critical thinking skills through the use of artifacts, geographic skills, charts, graphs, and pictures, questioning, compare/contrast, cause/effect and connections to understand events, people and places in history.
- N. Develop fluency in content vocabulary and comprehension of verbal, written, and visual sources.

### **PROFESSIONAL STANDARDS:**

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

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

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

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

**Social Studies Standard 2.4:** Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

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

#### **National Content Standards for Arts Education:**

*Dance*

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

#### *Music*

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

#### *Theater*

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

#### *Visual Arts*

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

### **The Virginia State Teacher Education Licensure Regulations for Elementary Education:**

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

### **INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)**

#### **(which covers VA Technology Standards for Instructional Personnel):**

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

#### **REQUIRED TEXTS:**

- **Hallerman, S., Larmer, J. & Mergendoller, J. (2011) PBL in the Elementary Grades. Buck Institute for Education.**

\*Link for book provided online on Blackboard

- **Loewen, J. W. (2019). *Lies my teacher told me: Everything your American history textbook got wrong: Young Readers Edition*. The New Press.**

\*This is the young adult version of a text originally written in 2008

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

**COURSE PERFORMANCE EVALUATION:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. Blackboard).

**ASSIGNMENTS:**

**All Assignment sheets, templates, and rubrics will be available on Blackboard.**

<b>Assignment</b>	<b>Due Date</b>	<b>Standards</b>	<b>Points</b>
<b>1) Course Engagement</b> (On time to each class, participation in face-to-face and online activities – both synch and asynchronous; completing readings prior to class)	<b>Ongoing</b>		<b>30 (2.3 per class)</b>
<b>2) <i>Where I'm From</i> Poem</b> Write a poem based on the provided directions. Present poem anyway you'd like (video/piece of art/technology).  Post poem ONLY in Blackboard for grading.	<b>Wednesday Feb 2 by 10:30am</b>  <b>Present in class and post poem only in BB</b>	Outcome E, F INTASC 9	<b>10</b>
<b>3) Loewen: Leading a Book Chat in a small group</b>  Throughout the semester, we will have six "book chats" during class. You will lead one chat. More information on this assignment will be provided in class.  <ul style="list-style-type: none"> <li>You will post a one-page reflection the Sunday <i>after</i> your leading a group with an addendum of the questions you posed to your group</li> </ul>	<b>Dependent on your date</b>	Outcome A, D, INTASC 4,7	<b>12</b>
<b>4) Integration of SS: Book Connection</b> Choose a children's book <b>from a provided list</b> with a social studies theme ( <a href="#">link on blackboard</a> ). Think about how you might integrate the book to other subjects (math, science, literacy, the arts). <u>Have a sample of pages from the book to share in class for the presentation, either via online means or actual physical book.</u> Present google slide in online groups in class that includes how you'd integrate the book. (Will use Google Doc for sharing in class).	<b>Wednesday April 20<sup>th</sup> by 10:30am</b>  <b>Present in class on Google Doc and post screenshot in BB</b>	Outcome A, D, INTASC 4,7	<b>12</b>

<p><b>5) Social Studies/Arts Integration Lesson</b>          You will develop ONE lesson plan using Arts Integration &amp; Social Studies. Connect to state/district social studies standards and arts standards. Use the lesson plan format posted in Bb.</p>	<p><b>Sunday          March 27          by 11:59          pm</b></p> <p><b>Post in BB</b></p>	<p><b>Outcome          A, B, C, D, E, F,          G, H, I          INTASC 1, 3, 4,          5, 7, 8          NCATE          Dance, Music,          Theater, Visual          Arts</b></p>	<p><b>18</b></p>
<p><b>6) Project Based Learning (PBL) Unit using Virginia SOLs</b>          In groups of 2 or 3 (on same grade level), create a broad plan using the components of PBL. Connect to VA SOLs. Details provided in class.</p>	<p><b>Wednesday          May 4 by          11:59 pm</b></p> <p><b>Post in BB</b></p>	<p><b>Outcome          A, B, C, D, E, F,          G, H, I          INTASC 1, 3, 4,          5, 7, 8</b></p>	<p><b>18</b></p>

### Grading Policies

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format outlined by the professor.

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	88-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-87	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

### PROFESSIONAL DISPOSITIONS:

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

### CLASS SCHEDULE: Spring 2022 - Wednesdays at 10:30am

DATE	GUIDING QUESTIONS	READINGS
<p><b>Jan 26</b>  <b>ONLINE</b></p>	<p>What are social studies? Why are they important?</p> <p>What social studies knowledge and skills should students learn?</p>	<p><u>Blackboard:</u></p> <p>Rodriguez, N. &amp; Swalwell, K. (2022). Social Studies for a Better World.</p> <ul style="list-style-type: none"> <li>Part 1/Chapter 1 <i>Why Social Studies Can Change the World: The Social Studies</i></li> </ul> <p><u>SKIM for BIG IDEAS:</u> National Council of the Social Studies, 2002. National Standards for Social Studies Teachers. p. 17-46.</p> <p>Review Virginia Social Studies SOLs for familiarity:  <a href="https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/">https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/</a></p>

<p><b>Feb 2</b> <b>ON</b> <b>CAMPUS</b> <b>IN</b> <b>PERSON</b></p>	<p>What is a democratic education?</p> <p>How can global issues be incorporated into K-6 social studies?</p>	<p><u>Blackboard:</u></p> <p>Gunn, A. A., Bennett, S. V., &amp; van Beynen, K. (2020). Teaching About Religion with Conversations and Multicultural Literature in K-6 Classrooms. <i>Social Studies and the Young Learner</i>, 33(1), 10-16.</p> <p>Heilman, E. E. (2008). Including voices from the world through global citizenship education. <i>Social Studies and the Young Learner</i>, 20(4), 30-32.</p> <p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>• Chap 1: The Problem with Making Heroes</li> </ul> <p><u>Online:</u> SKIM: Human Declaration of Rights <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p> <p><b>Assignment Due in class at 10:30am: Where I'm From Poem and Presentation</b></p>
<p><b>Feb 9</b> <b>ONLINE</b> <b>ASYNCH</b></p>	<p>What is Project Based Learning?</p>	<p><u>Text (on Blackboard):</u></p> <p>PBL in the Elementary Grades - provided online on Blackboard sidebar under "PBL Textbook"; FYI: pages are the <b>PDF</b> pages - not the book pages</p> <ul style="list-style-type: none"> <li>• Read 8-50 (Getting Started)</li> <li>• Skim 51-81 (Planning the Details)</li> <li>• Read 82-91 (A Portrait)</li> <li>• Skim remainder of book for lesson and rubric ideas</li> </ul>
<p><b>Feb 16</b> <b>ONLINE</b></p>	<p>What is historical thinking in a K-6 classroom?</p>	<p><u>Blackboard:</u></p> <p>Massey, D. D. (2016). Pictures First: Using Historical Thinking with All Learners. <i>Social Studies and the Young Learner</i>, 28(4), 9-12.</p> <p>"How to Engage Young Students in Historical Thinking": <a href="https://www.edutopia.org/historical-thinking-skills-K-6">https://www.edutopia.org/historical-thinking-skills-K-6</a></p> <p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>• Chap 2: What Did Columbus Really Do?</li> <li>• Chap 3: The Truth about the First Thanksgiving</li> </ul>
<p><b>Feb 16</b> <b>ONLINE</b></p>	<p>How will we use primary sources in our K-6 classroom?</p>	<p><u>Blackboard:</u></p> <p>Bauml, M., &amp; May, L. (2019). Veterans Day Then and Now: First Graders Learn from Primary Sources and Take Action. <i>Social Studies and the Young Learner</i>, 32(2), 26-31.</p> <p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>• Chap 4: Through Red Eyes</li> </ul> <p><u>Skim:</u></p> <ul style="list-style-type: none"> <li>• <a href="https://www.loc.gov/teachers/">https://www.loc.gov/teachers/</a></li> </ul>

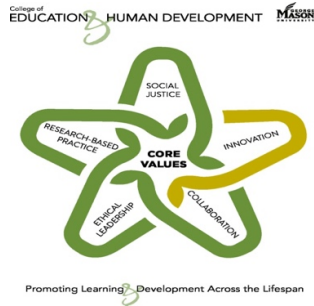
<p><b>Feb 23</b> <b>ON</b> <b>CAMPUS</b> <b>IN</b> <b>PERSON</b></p>	<p>How can the arts be integrated into a K-6 classroom?</p>	<p><u>Blackboard:</u></p> <p>Whitin, P. and Moench, C. (2015). Preparing Elementary Teachers for Arts Integration. <i>Art Education</i>, 68(2), p.36-41.</p> <p>Pieczura, M. (2013). Decidedly dramatic! The power of creative drama in social studies. P. 9-12.</p> <p>Social Studies and World History through Music and Dance: <a href="https://wtvi.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/">https://wtvi.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/</a></p> <p><u>Review this website:</u> <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml</a></p>
<p><b>Mar 2</b> <b>ONLINE</b></p>	<p>What is the role of current events in K-6 social studies?</p>	<p><u>Blackboard:</u></p> <p>Murray-Everett, N. C., &amp; Coffield, E. (2020). News-Group Fridays: Engaging Students in Current Events. <i>Social Studies and the Young Learner</i>, 33(2), 3-11.</p> <p>McBrady, S. (2017). <i>Breaking News!</i> Ten Tips for How to Make Current Events Work for You. <i>Middle Level Learning</i>. 59. p. 9-13.</p> <p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>• Chap 5: Invisible Racism</li> <li>• Chap 10: The Disappearance of the Recent Past</li> </ul>
<p><b>Mar 9</b> <b>ONLINE</b></p>	<p>What is geographic thinking and how can it be integrated into a K-6 classroom?</p>	<p><u>Blackboard:</u></p> <p>Moran, P. W., Miller, K., &amp; Witte, G. (2015). Paper Bag City: Exploring Geography and Economics in the Primary Grades. <i>Social Studies and the Young Learner</i>, 28(1), 20-23.</p> <p>McPherson, K. (2019). The Fifty States Project: Learning about America, One Care Package at a Time. <i>Social Studies and the Young Learner</i>, 32(2), 3-9.</p> <p><b>REVIEW THESE WEBSITES:</b> <a href="https://ncge.org/main_page/teacher-resources/">https://ncge.org/main_page/teacher-resources/</a> <a href="https://www.pbslearningmedia.org/resource/early-global-connectors-google-earth/early-global-connectors-google-earth/">https://www.pbslearningmedia.org/resource/early-global-connectors-google-earth/early-global-connectors-google-earth/</a></p>
<p><b>Mar 23</b> <b>ON</b> <b>CAMPUS</b> <b>IN</b> <b>PERSON</b></p>	<p>How can we best integrate social studies into other core subjects?</p>	<p><u>Blackboard:</u></p> <p>Bauml, M., Field, S., &amp; Ledbetter, M. (2013). Immigration, any small goodness, and integrated social studies. <i>Social Studies and the Young Learner</i>, 26(1), 17-21.</p> <p>Hagan, H., &amp; Simpson, T. (2016). Revisiting the Power of Integrated Learning Centers. <i>Social Studies and the Young Learner</i>, 28(4), 13-16.</p> <p><b>SKIM:</b> Halvorsen A., &amp; Allman, J. (2015). The Elementary Social Studies Classroom and Integration: An Introduction. Chapter 1 in <i>Becoming Integrated Thinkers: Case Studies in Elementary Social Studies</i>. Bennett, L. &amp; Hinde, E. (Eds.). p. 11-19</p> <p><b>Assignment Due Sunday March 27: SS/Arts Integration Lesson</b></p>



<p><b>Mar 30</b> <b>ONLINE</b> <b>ASYNCH</b></p>	<p>What is economic thinking and how can it be integrated into a K-6 classroom?</p>	<p><u>Blackboard:</u></p> <p>Gallagher, J. L., &amp; Kelly, E. (2019). Economic Thinking with Jon Klassen’s Animal Hat Books. <i>Social Studies and the Young Learner</i>, 32(2), 16-18.</p> <p>Adams, E. (2015). Civics in the Grocery Store. <i>Social Studies and the Young Learner</i>, p.16-18.</p> <p>Powell, G., &amp; Lyon, A. F. (2021). Wall Street Runs Through Here: A Study in Economics. <i>Social Studies and the Young Learner</i>, 33(4), 12-14.</p> <p><b>WATCH:</b> <a href="https://www.econedlink.org/resources/the-classroom-mini-economy-lesson-demo/">https://www.econedlink.org/resources/the-classroom-mini-economy-lesson-demo/</a></p>
<p><b>Apr 6</b> <b>ON</b> <b>CAMPUS</b> <b>IN</b> <b>PERSON</b></p>	<p>How does a teacher successfully venture “outside” the textbook?</p>	<p><u>Blackboard:</u></p> <p>Rodriguez, N. &amp; Swalwell, K. (2022). Social Studies for a Better World.</p> <ul style="list-style-type: none"> <li>Part 3/Chapter 8 How to Teach Anti-Oppressive Social Studies and Not Get Fired</li> </ul> <p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>Chap 6: John Brown, Abraham Lincoln, and Invisible Idealism</li> <li>Chap 7: The Land of Opportunity</li> </ul>
<p><b>Apr 13</b> <b>ONLINE</b></p>	<p>How will we teach about the importance of voting, civics and government?</p>	<p><u>Blackboard:</u></p> <p>Valbuena, R. (2015). Cultivating curiosity and active citizenship: Teaching voting and the history of voting rights. p 5-8.</p> <p>McGuire, M. E., Nicholson, K., &amp; Rand, A. (2019). Live It to Learn It: Making Elections Personally Meaningful. <i>Social Studies and the Young Learner</i>, 32(2), 19-25.</p> <p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>Chap 8: Keeping an Eye on the Government</li> <li>Chap 9: Seeing No Evil in Vietnam</li> </ul>
<p><b>Apr 20</b> <b>ON</b> <b>CAMPUS</b> <b>IN</b> <b>PERSON</b></p>	<p>Book Presentations And Final Thoughts</p>	<p><u>Text:</u></p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> <li>Chap 11: History and the Future</li> <li>Chap 12: Does This Way of Teaching History Work?</li> <li>Afterword: The Future Lies Ahead - and What To Do About Them</li> </ul> <p><b>Assignment Due Wednesday, April 20th by beginning of class: Integration of SS: Book Connection</b></p>
<p><b>Apr 27</b> <b>ONLINE</b></p>	<p>PBL Work Session</p>	<p>Meet with PBL Partners</p> <p><b>Assignment Due Wednesday, May 4<sup>th</sup> by 11:59 pm: PBL Unit with VA SOLs</b></p>

**Core Values Commitment:**

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



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

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <http://course-support.gmu.edu/>.
- 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/> .

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

### Social Studies/Arts Integration Lesson Rubric

	Beginning 0 pt. (Does not meet)	Developing 1 pt. (Approaches)	Accomplished 2 pts (Meets)	Exemplary 3 pts (Exceeds)
<p><b>Standards and Instructional Objectives</b></p> <p>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p> <p>INTASC 7 ACEI 3.1 CAEP 3c</p>	<p>Lesson is not based on standards. Content is inaccurate.</p> <p>None or few objectives are clear, obtainable nor measurable. The lessons' order is confusing. The lesson is not well organized and is difficult to follow.</p>	<p>Lesson is based on standards for SS or the arts; some aspects not developmentally appropriate. Some content is inaccurate.</p> <p>Some objectives are clear, obtainable nor measurable. The lesson is not particularly well organized and is difficult to follow.</p>	<p>Lesson is based on standards for SS and the arts; is developmentally appropriate. Content is accurate.</p> <p>Most objectives are clear, obtainable and measurable. The lesson is well-organized and easy to follow.</p>	<p>Lesson is based on standards for SS and the arts; is developmentally appropriate. Content is accurate and inclusive beyond the requirements.</p> <p>All objectives are clear, obtainable and measurable. The lesson is well-organized and easy to follow.</p>
<p><b>Planning and Materials</b></p> <p>The candidate plans and implements instruction based on knowledge of students and learning theory.</p> <p>INTASC 4 ACEI 3.1 CAEP 3c INTASC 1 ACEI 3.1 CAEP 1a</p>	<p>Candidate does not create a lesson that is developmentally appropriate or reflects knowledge of students and learning theory.</p> <p>Materials are not included.</p>	<p>Candidate creates a lesson in which few aspects are developmentally appropriate and/or reflects limited knowledge of students and learning theory.</p> <p>Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic.</p>	<p>Candidate creates a lesson which is developmentally appropriate and reflects knowledge of students and learning theory.</p> <p>All materials are included but use is unclear; some materials are hands-on and/or authentic.</p>	<p>Candidate creates a thoroughly lesson which is developmentally appropriate and reflects substantial evidence of students and learning theory.</p> <p>All materials are included but use is clear; all materials are hands-on and/or authentic.</p>

<p><b>Student Centeredness</b></p> <p>INTASC 5</p> <p>ACEI 3.4</p> <p>CAEP 3c</p>	<p>The lesson is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic, or end product.</p>	<p>The lesson is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.</p>	<p>The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.</p>	<p>The lesson is appealing, it invites students to be creative, and encourages students to take responsibility for their own learning. Student voice is meaningfully integrated in the lesson.</p>
<p><b>Assessment</b></p> <p>INTASC 8</p> <p>ACEI 4.0</p> <p>CAEP 3a</p>	<p>Candidate does not include an assessment and/or assessment is not aligned with objectives.</p>	<p>Candidate includes assessment; Limited alignment of assessment with objectives.</p>	<p>Candidate includes assessment; Assessment aligned with objectives.</p>	<p>Candidate includes differentiated assessments that are aligned with objectives.</p>
<p><b>Social Studies Instruction</b></p> <p>INTASC 4</p> <p>ACEI 2.4</p> <p>CAEP 2d</p>	<p>Lesson shows little understanding of and ability to apply principles of effective social studies teaching. Lesson has no engagement and meaning for students.</p>	<p>Lesson shows some understanding of and ability to apply principles of effective social studies teaching. Lesson has limited engagement and meaning for students.</p>	<p>Lesson shows an adequate understanding of and ability to apply principles of effective social studies teaching. Lesson is fairly engaging and meaningful to students.</p>	<p>Lesson shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Lesson is highly engaging and meaningful to students.</p>
<p><b>Fine Arts Instruction</b></p> <p>INTASC 4</p> <p>ACEI 2.5</p> <p>CAEP 2e</p>	<p>Candidate does not include opportunities for creative and meaningful through teaching with the arts.</p>	<p>Candidate designs a lesson that integrates the arts, but does not support creative and meaningful learning through teaching with the arts.</p>	<p>Candidate designs a lesson that generally supports creative and meaningful learning through teaching with the arts.</p>	<p>Candidate designs a lesson that extensively supports creative and meaningful learning through teaching with the arts.</p>

### Integration of SS: Book Connection Rubric

	0 points	1-3 points	4-5 points
<b>Integration of the book</b>	No integration ideas are provided	Ideas provided for 1-2 areas or integration but lacks details	Explicit ideas are provided for how to best integrate the book in at least 3 subjects (math, LA, science, arts, etc.)
<b>Google Doc</b>	Google Doc lacks two or more of the five criteria needed. Did not present.	Google Doc lacks one of the five criteria needed.	Google Doc includes: <ul style="list-style-type: none"> <li>• Book Title</li> <li>• Author/Year</li> <li>• Brief summary: 3-4 sentences in own words</li> <li>• Appropriate grade level(s)</li> <li>• Integration ideas</li> </ul>
<b>Presentation</b>	Did not present: 0 points	Presented adequately: 1 pt.	Was thoroughly prepared with book and asked for questions/comments at end: 2 points

### Project Based Learning Assignment Rubric

<u>Category</u>	<u>Exceeds or Meets Standards</u>	<u>Approaches Standards</u>	<u>Attempts Standards</u>	<u>Weak attempt at Standards</u>
<b><u>Section 1: Overview of PBL</u></b>	Project Summary is clear and thorough. Success Skills are considered. ALL SOLs standards are listed. Driving Question is engaging and in proper format. Key vocab is provided.  3 points	Project Summary is explained. Success Skills are considered. Missing some SOLs standards. Driving Question is provided and in proper format. Missing some key vocab words.  2 points	Project Summary is somewhat explained. Success Skills are not fully considered. Missing SOLs standards. Driving Question is provided but not in proper format. Missing some key vocab words.  1 point	Project Summary is poorly explained. Success Skills are not considered. Missing SOLs standards. Driving Question is not provided. No key vocab words provided.  0 points
<b><u>Section 2: Gold Standard PBL evidence in Entry Event, Milestones, &amp; Public Product</u></b>	Entry event, Milestones, & Public Product are thoroughly explained with Learning Goals, Description, and Formative Assessments. There is evidence of all five elements among the milestones: <i>Sustained Inquiry, Authenticity,</i>	Entry event, Milestones, & Public Product are explained with Learning Goals, Description, and Formative Assessments. There is evidence of four elements among the milestones: <i>Sustained Inquiry, Authenticity, Voice/Choice, Reflection, &amp; Critique/Revision.</i>	Entry event, Milestones, & Public Product are somewhat explained with Learning Goals, Description, and Formative Assessments. There is evidence of three elements among the milestones: <i>Sustained Inquiry, Authenticity,</i>	Entry event, Milestones, & Public Product are poorly explained with Learning Goals, Description, and Formative Assessments. There is evidence of two or less elements among the milestones: <i>Sustained Inquiry, Authenticity, Voice/Choice, Reflection, &amp; Critique/Revision.</i>

	<i>Voice/Choice, Reflection, &amp; Critique/Revision.</i>  4 points	3 points	<i>Voice/Choice, Reflection, &amp; Critique/Revision.</i>  2 points	1 point
<b><u>Section 3: Lesson Plans</u></b>	Each lesson plan contains the following with detail: KUDs, Key Vocab, Materials, Procedures, Formative Assessment and Reflection. There is a sense of cohesion between each lesson plan.  4 points	Each lesson plan contains the following but lacks in detail or one section is missing: KUDs, Key Vocab, Materials, Procedures, Formative Assessment and Reflection. The plans are mostly cohesive.  3 points	Each lesson plan contains the following but lacks in detail or two or more sections are missing: KUDs, Key Vocab, Materials, Procedures, Formative Assessment and Reflection. The plans are mostly cohesive.  2 points	No lesson plan provided.  0 points
<b><u>Section 4: Reflection</u></b>	Clear and focused description of the experience. All questions answered.  2 points	A general reflection of the experience. Most questions answered.  1 point	Minimal reflection of the experience. Less than 2 questions answered.  ½ point	No reflection provided.  0 points
<b><u>Collaboration</u></b>	Contribution to the assignment was noted to have been excellent by your peers. High level of collaboration.  3 points	Contribution to the assignment was noted to have been adequate by your peers. Average level of collaboration.  2 points	Contribution to the assignment was noted to have been below average by your peers. Low level of collaboration.  1 point	Contribution to the assignment was noted to have been poor by your peers. No level of collaboration.  0 points
<b><u>Organization, Grammar, and Mechanics</u></b>	The PBL is organized and professional with no spelling, grammar, punctuation, or formatting mistakes. Meets time expectation.  2 points	The PBL is organized and professional with minimal spelling, grammar, punctuation, or formatting mistakes. Meets time expectation.  1 point	The PBL is organized and professional with significant spelling, grammar, punctuation, or formatting mistakes. Red directions remain on the final product. Does not meet time expectation.  ½ point	PBL is not presented professionally and contains many mistakes across multiple areas. Red directions remain on the final product. Does not meet time expectation.  0 points