

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Elementary Education Program**

***EDCI 554.001 (Section 1)***

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

3 Credits, Spring 2015

January 20 – May 13

TUESDAYS / 4:30pm – 7:10pm

East Building, Rm. 201

**Professor:** Dr. Corey Sell  
**Office Hours:** By appointment; Skype appointments can also be made (**skype ID:** corey.sell)  
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**COURSE DESCRIPTION:**

A. **Prerequisites:** Admission to Elementary Education licensure program; must be taken in programmatic sequence.

B. **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.

C. **Expanded Course Description:** N/A

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- a. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.
- b. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia standards of learning in social studies.
- c. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- d. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- e. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- f. Apply multiple intelligence theory to instruction and differentiation.

- g. Describe the central role of the arts in learning.
- h. Design and use multiple, authentic assessments.
- i. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

**PROFESSIONAL STANDARDS:**

**[NCATE/ACEI Program Standards for Elementary Teacher Preparation:](#)**

- **2.4 Social studies**—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.
- **2.5 The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- **3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- **3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- **3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.
- **3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
- **4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**The Interstate Teacher Assessment and Support Consortium Standards (InTASC)**

- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable

each learner to meet high standards.

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

#### International Society for Technology in Education (ISTE)

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

#### **8 VAC 20-25-30. Technology standards for Instructional Personnel:**

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.

- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

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

<http://artsedge.kennedy-center.org/educators/standards/national/arts-standards/collections/arts-standards-by-art-form.aspx>

#### **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. Researching by finding information to support classroom dramatizations.
- 6. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
- 7. 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 visual arts and other disciplines.

**NATURE OF THE COURSE:**

EDCI 554 is a face-to-face course where the delivery of the course content will include, but not be limited to, the following:

- Presentations (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals)
- Discussions (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction)
- Cooperative learning (i.e., small group structure emphasizing learning from and with others)
- Modeling activities
- Student sharing and presentations
- Asynchronous readings and assignments using Bb
- Learning modules posted within Bb
- Twitter
- GoogleDocs

**\*This course requires 15 hours of field-based experiences.**

**REQUIRED TEXTS:**

Maxim, G. W. (2014). *Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists*. (10<sup>th</sup> Ed.). Boston: Pearson.

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

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. COURSE ENGAGEMENT (24 pts/worth 15% of total course grade)

It is **expected that you attend all scheduled classes and asynchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice of 48 hours has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you must be prepared for each class**, which means having completed all assigned readings and tasks for that class. In addition, **you are expected to contribute to face-to-face class discussions and activities** whether in a large or small group as well as genuinely listen to peers as they do the same. When appropriate, **it is expected that you pose questions that address your confusion and/or push your own thinking** about the course content as well as the thinking of your peers.

Throughout this course it is expected that you abide by the professional dispositions outlined with the elementary education program handbook. In particular, you are **expected to engage in professional forms of communication, whether in person or via email, with your instructor and peers.**

Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls. In addition, the use of laptops is permitted, but **it is expected that their use is limited during class and small group discussions.**

The course has been designed with specific learning objectives in mind that correlate to the essential questions created for each class meeting. **It is expected that you tweet after each designated class meeting a response to one of the essential questions** the class addresses. Tweet your response to #554SSchat and be sure to start it with Q1, Q2, Q3, etc. in order to identify the essential question you are addressing. In addition, **you are expected to engage with your peers' tweets** in order to further develop your thinking on the class content.

### 2. MINI ASSIGNMENTS (\*\*35% of total course grade)

#### a) SOCIAL STUDIES ARTIFACT ASSIGNMENT (10 points worth 5%)

Within your *internship* I ask that you observe 2 social studies lessons. During each observation document a particularly effective or ineffective moment and address the corresponding extension questions on the provided form. In addition, you will submit an artifact that captures the documented effective or ineffective moment. **Due to Bb on Feb.**

**3.**

b) **REFLECTION POINTS** (33 points worth 10%)

You will write 3 reflection points that critically examine your previous experiences as a student of social studies and your current, albeit burgeoning, understanding of powerful and purposeful social studies teaching and learning. Your Reflection Points will be evaluated on two criteria: (a) clarity and (b) critical thought. Each reflection point is described below.

1) *Reflection Point 1: "My SS Experiences" (2 pages; due Jan. 27):*

- a) What do you remember about your previous experiences as a social studies student? How do you remember **being taught** social studies in your elementary years? Secondary years? *\*Think of the instruction you experienced and be sure to include both positive and negative experiences*
- b) What is your current understanding of "good" social studies instruction? How have these experiences shaped your current understanding?

2) *Reflection Point 2: "Historical Thinking" (2 pages; due Feb. 17):*

- a) What is historical thinking? What questions do historians ask? What ideas do you have about teaching students to think historically? What do you question?

3) *Reflection Point 3: "Lesson Reflection and Edthena Video Analysis" (2 pages; due 4/28)*

- a) You will teach your 3<sup>rd</sup> lesson plan to the students within your elementary classroom **internship placement** and videotape yourself teaching this lesson. Directly after teaching you will write a reflection on your practices. Then after watching the lesson you will write an analysis of what you observed during your teaching. In addition, you will upload a 10 min. portion of the videotape to **Edthena** provide feedback to at least 2 peers on their video segments.

4) *Reflection Point 4: "My SS Knowledge" (2 pages; in class)*

- a) How do you envision teaching the social studies (i.e. history, geography, civics, sociology/anthropology, and economics) in powerful and purposeful ways? Which instructional methods do you hope to use in your future ss instruction? Which instructional methods do you hope to continue exploring and learning more about? Which of the social studies do you think you will give priority? Which of the social studies do you hope to learn more about in the future?

c) **PRIMARY SOURCE ASSIGNMENT** (10 points worth 5%)

Primary sources promote student interest in social studies and elicit questions from students that can be effectively used to teach historical thinking. However, very few primary sources will be provided to you as a social studies teacher, which will require you to locate and analyze primary sources from a variety of websites. For this assignment you will explore websites that provide primary sources such as photographs, film clips, sound clips, diary entries, letters, etc.

After exploring several websites identify one primary sources that you can use with the See/Think/Wonder strategy. Due to Bb on **Feb. 10**.

***\*Save all resources you discover as they could be utilized for your work within EDCI 548 (SS Tech course)***

d) **SOCIAL STUDIES RESOURCE ASSIGNMENT** (10 points worth 5%)

Identify a social studies resource within your school building and tweet a picture of it to #554SSResource. In addition, write up a brief statement that explains the resource and how it can be used to teach social studies. Due to Bb on **March 10**.

e) **CHILDREN'S LITERATURE ASSIGNMENT** (10 points worth 10%)

Identify 2 children's literature books that can be used to teach either a contemporary or controversial issue with elementary-aged students. Write a brief summary of the book along with recommendations for how the book/s can be used to engage elementary students in exploring a contemporary or controversial issue. Further details will be provided within class. Due to Bb on **Apr. 14**.

5. **SOCIAL STUDIES LESSON PLANS** (44 points worth 25% of total course grade)

You will write three ss lesson plans using the GMU lesson plan format. Directions are as follows:

1. **Lesson Plan 1** (8 pts worth 5%) – You will plan a lesson on historical thinking. It will be completed with a partner. It is due **Feb. 24 to Bb**.
2. **Lesson Plan 2** (18 pts worth 5%) – You will plan a lesson on geography, civics, or economics. It will be completed with a partner. It is due **Mar. 15 to Bb**.
3. **Lesson Plan 3** (18 pts worth 15%) – You will plan a lesson that covers a social studies discipline of your choice. It will be completed on your own. This lesson plan is due **Apr. 7 to Bb**.

6. **SOCIAL STUDIES UNIT PLAN (PBA)** (85 points worth 25% of total course grade)

You will design an integrated social studies mini-unit—with the “end in mind”. The unit will include 3 lesson plans, a summative assessment, and additional resources as you see fit. The **final unit should be uploaded to Bb and Taskstream on May. 12**; however, during this course the following assignments should be completed in order for me to support the development of your Unit:

- a. Unit Plan Outline that includes your overall theme/understanding, rough draft of summative assessment, and mini-preassessment that helps you capture information on student readiness, interest, and learning profile. **Due to Bb Apr. 21. (5 pts.)**
- b. Completed unit plan. **Due to Bb and Taskstream on May. 12. (80 points)**



**COURSE REQUIREMENTS & ASSIGNMENTS:**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
N/A	Course Engagement	24 pts / 15%	Weekly
A, D, E, G, I	SS Artifact Assignment	10 pts / 5%	Feb. 3
A, D, E	Reflection Points	33 pts / 10%	Jan. 27 – “My SS Experiences” Feb. 17 -- “Historical Thinking” Apr. 28—“Lesson Reflection and Edthena Video Analysis” In Class – “My SS Knowledge”
A, D	Primary Source Assignment	10 pts / 5%	Feb. 10
	SS Resource Assignment	10 pts / 5%	Mar. 10
	Children’s Literature Assignment	10 pts / 10%	Apr. 14
A – I	SS Lesson Plans	44 / 25%	Feb. 24 – Lesson Plan 1 due to Bb Mar. 15 – Lesson Plan 2 due to Bb Apr. 7 – Lesson Plan 3 due to Bb
A – I	SS Unit Plan (PBA)	85 pts / 25%	Apr. 21 —unit outline due to Bb May 12 —Unit Plan due to Bb & Taskstream
TOTAL POINTS		226 pts / 100%	

**GRADING POLICIES**

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

*\*Remember: A course grade less than B requires that you retake the course.*

## TECHNOLOGY EXPECTATIONS

Consistent, easy access to a computer with functional monitor, reliable Internet access, and software that affords:

- access to the course's Blackboard page for participation in online synchronous and asynchronous discussions
- access to GMU email and word processing software for submission of work
- access to the college's Taskstream assessment system for uploading of social studies unit (PBA)
- access to Twitter for class assignment
- access to voice software for uploading comments to Voice Threads

If you are having a problem accessing the Blackboard Learn environment, try: 1) contacting the ITU Support Center via phone (703-993-8870, Monday-Friday 8 AM – 7 PM), in person (Innovation Hall Room 233, Monday-Friday 8:30 AM – 5 PM), or via email at [support@gmu.edu](mailto:support@gmu.edu), 2) visiting the CLUB on the 3rd floor of the Johnson Center for face-to-face assistance (Monday-Thursday 9 AM – 7 PM and Fridays 10 AM – 4 PM), and, lastly, 3) emailing [courses@gmu.edu](mailto:courses@gmu.edu) if steps 1 and 2 did not resolve your issue.

## WORK TIMELINESS EXPECTATIONS

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 89%. All assignments must be submitted by midnight (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the Unit Plan (PBA) that should be submitted to **Taskstream** as well as Blackboard.

**\*\*Please note that due to the short time frame of this course, the deadlines for the individual pieces of the Unit Plan must be adhered to so the work will not be done all within one sitting and so that I may provide helpful feedback. If these assignments are late you will earn 0 points instead of the 5 points possible.**

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

Also, please note that only **one email reminder** will be sent from the instructor in an attempt to obtain an assignment if it was not turned in on time or you did not provide 48 hours prior notification that it would be late.

## OTHER EXPECTATIONS

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6<sup>th</sup> Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

**\*Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

Because learning is the goal, assignments ***earning less than a passing grade or deemed far below expectations may be rewritten and resubmitted*** so that the assignment is satisfactorily completed. The instructor holds final say in whether an assignment is eligible to be rewritten and resubmitted.

General feedback will not be provided for class assignments close to the due date; therefore, please do not ask for me to simply “look over your work”. I am willing to meet with you in person, via skype, or chat over email to discuss specific questions or concerns you have about class assignments but it is **expected that you contact me well in advance of when the assignment is due and you provide me with specific questions or concerns you have with the work** in order to help me provide timely and specific feedback to you.

## TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 554: *Unit Plan*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c) Students are responsible for the content of university communications sent to their George Mason University 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.
- d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### PROFESSIONAL DISPOSITIONS

- a) Students are expected to exhibit professional behaviors and dispositions at all times. [http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)

### CORE VALUES COMMITMENT

- a) 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/>].

### EMERGENCY PROCEDURES

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

## IMPORTANT INFORMATION FOR LICENSURE COMPLETION

### Student Clinical Practice: Internship Requirements

#### 1. Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

#### 2. Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)
- For details, please check <http://cehd.gmu.edu/teacher/test/>

#### 3. Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### 4. CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### 5. Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

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

**6. Application**

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

**7. Deadlines**

Spring internship application

- Traditional: September 15

Fall internship application

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

**PROPOSED COURSE SCHEDULE:**

DATE	CLASS TOPIC	READINGS/ASSIGNMENTS DUE
<p><b>Class One</b>  <b>Jan. 20</b></p>	<p>Q1: What is powerful &amp; purposeful SS teaching and learning?</p>	<p><b>READING DUE:</b> Syllabus Article found at: <a href="http://www.socialstudies.org/positions/powerfulandpurposeful">http://www.socialstudies.org/positions/powerfulandpurposeful</a></p>
<p><b>Class Two</b>  <b>Jan. 27</b></p>	<p>Q1: What are the social studies?</p> <p>Q2: What are the goals (i.e. knowledge, skills, and values) of social studies?</p> <p>Q3: What is and what should be the role of standards in PK-6 social studies?</p>	<p><b><u>INTRODUCTION TO THE SOCIAL STUDIES</u></b></p> <p><b>ASSIGNMENTS DUE:</b> Reflection Point 1: "My Social Studies Experiences"</p> <p><b>READING DUE:</b> Maxim Ch. 1</p> <p>van Hover, S., Hicks, D., &amp; Stoddard, J. (2010) Article: <a href="https://docs.google.com/viewer?a=v&amp;q=cache:cnkY-6b1syEJ:www.coopercenter.org/sites/default/files/publications/van10410.pdf+expanding+horizons+social+studies+standards&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEEsGGoU1jfqUu0YR5-MO26LN6QPyw_1NQqT0JQIhmi9ULaAOtXdf0xI22nzgLkypf1pHtmTcAlpwzCoxylxzrb7OsdHBRBNMRNJOHnr4xD0Mq_gCqgFWtCjbWwEnNzUcPlZwS4QBG&amp;sig=AHIEtbSLXad7G4qHxj6Jqxpwi2oCpYU-TA&amp;pli=1">https://docs.google.com/viewer?a=v&amp;q=cache:cnkY-6b1syEJ:www.coopercenter.org/sites/default/files/publications/van10410.pdf+expanding+horizons+social+studies+standards&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEEsGGoU1jfqUu0YR5-MO26LN6QPyw_1NQqT0JQIhmi9ULaAOtXdf0xI22nzgLkypf1pHtmTcAlpwzCoxylxzrb7OsdHBRBNMRNJOHnr4xD0Mq_gCqgFWtCjbWwEnNzUcPlZwS4QBG&amp;sig=AHIEtbSLXad7G4qHxj6Jqxpwi2oCpYU-TA&amp;pli=1</a></p>
<p><b>Class Three</b>  <b>Feb. 3</b></p>	<p>Q1: What are the similarities and differences between social and cognitive constructivism?</p> <p>Q2: What instructional method/s align with social constructivism and how is it employed within an elementary classroom?</p> <p>Q3: What instructional method/s align with cognitive constructivism and how is it employed within an elementary classroom?</p>	<p><b><u>INSTRUCTIONAL METHODS USED IN SS</u></b></p> <p><b>ASSIGNMENTS DUE:</b> SS Artifact</p> <p><b>READING DUE:</b> Maxim Ch. 4 (pp. 136-162) [social constructivism] Maxim Ch. 5 (pp. 181-216) [cognitive constructivism]</p>
<p><b>Class Four</b>  <b>Feb. 10</b></p>	<p>Q1: What is Historical Thinking?</p> <p>Q2: How would you teach Historical Thinking within an elementary classroom?</p>	<p><b><u>HISTORICAL THINKING</u></b></p> <p><b>ASSIGNMENTS DUE:</b> Primary Source Assignment</p> <p><b>READING DUE:</b> Maxim Ch. 7</p>

<p><b>Class Five</b> <b>Feb. 17</b></p>	<p>Q1: What is Historical Thinking?</p> <p>Q2: How would you teach Historical Thinking within an elementary classroom?</p>	<p><b><u>HISTORICAL THINKING CONT.</u></b></p> <p><b>ASSIGNMENTS DUE:</b> Reflection Point 2: "Historical Thinking"</p> <p><b>READING DUE:</b> Barton Chapter</p>
<p><b>Class Six</b> <b>Feb. 24</b></p>	<p>Q1: How do you teach economics (economic thinking) in powerful and purposeful ways?</p> <p>Q2: What instructional methods can be used to teach the content of economics?</p> <p>Q2: Why is teaching economics important in PK-6 schooling?</p>	<p><b><u>TEACHING ECONOMICS</u></b></p> <p><b>ASSIGNMENTS DUE:</b> Lesson Plan 1 (Partner Work) due to Bb</p> <p><b>READING DUE:</b> Maxim Ch. 11</p>
<p><b>Class Seven</b> <b>Mar. 3</b></p>	<p>Q1: How do you teach civics (civic-mindedness) in powerful and purposeful ways?</p> <p>Q2: What instructional methods can be used to teach the content of Civics?</p> <p>Q3: Why is teaching civics important in PK-6 schooling?</p>	<p><b><u>TEACHING CIVICS</u></b></p> <p><b>READING DUE:</b> Maxim Ch. 9</p> <p><b>CHECKOUT:</b> <a href="http://civics.pwnet.org/index.html">http://civics.pwnet.org/index.html</a></p>
<p><b>Class Eight</b> <b>Mar. 10</b> <b>*GMU Spring Break</b> <b>ONLINE CLASS</b></p>	<p>NA</p>	<p><b><u>LESSON PLANNING</u></b></p> <p><b>ASSIGNMENTS DUE:</b> SS Resource Assignment Lesson Plan #2 (*due by Sunday, March 15)</p> <p><b>READING DUE:</b> Kawai, Serriere, &amp; Mitra (2014). <i>Fostering civic efficacy and Action through fifth graders' civic zines.</i> (PDF) <b>OR</b> Serriere (2014). <i>Teaching social studies within a first grade learning community.</i> (PDF)</p>



<p><b>Class Nine</b> <b>Mar. 17</b></p>	<p>Q1: How do you teach geography (geographical thinking) in powerful and purposeful ways?</p> <p>Q2: What instructional methods can be used to teach the content of Geography?</p> <p>Q3: Why is teaching geography important in PK-6 schooling?</p>	<p><b><u>TEACHING GEOGRAPHY</u></b></p> <p><b>READING DUE:</b> Ch. 8</p>
<p><b>Class Ten</b> <b>Mar. 24</b></p>	<p>Q1: How do you teach sociology and anthropology in powerful and purposeful ways?</p> <p>Q2: Why is teaching sociology/anthropology important in PK-6 schooling?</p>	<p><b><u>TEACHING SOCIOLOGY/ANTHROPOLOGY</u></b></p> <p><b>READING DUE:</b> Maxim Ch. 10</p> <p><b>WATCH:</b> "A Class Divided" <a href="http://www.pbs.org/wgbh/pages/frontline/shows/divided/">http://www.pbs.org/wgbh/pages/frontline/shows/divided/</a></p>
<p><b>Class Eleven</b> <b>*FCPS/PWCS</b> <b>Spring Break</b></p> <p><b>Mar. 31</b></p> <p><b>NO CLASS</b></p>		<p><b><u>LESSON PLANNING</u></b></p> <p><b>*Work on Lesson Plan #3</b></p>
<p><b>Class Twelve</b> <b>Apr. 7</b></p>	<p>Q1: What is and what should be the role of contemporary and controversial issues in elementary social studies?</p> <p>Q2: How can children's literature be used to teach contemporary or controversial issues?</p>	<p><b><u>TEACHING CONTEMPORARY OR CONTROVERSIAL ISSUES</u></b></p> <p><b>ASSIGNMENTS DUE:</b> Lesson Plan #3 due to Bb</p> <p><b>READING DUE:</b> <i>TBD</i></p>
<p><b>Class Thirteen</b> <b>Apr. 14</b></p>	<p>Q1: What are several key elements in planning a ss unit plan?</p>	<p><b><u>UNIT PLANNING</u></b></p> <p><b>ASSIGNMENTS DUE:</b> Children's Literature Assignment</p> <p><b>READING DUE:</b> <i>TBD</i></p>

<p><b>Class Fourteen</b> <b>Apr. 21</b></p>	<p>Q1: How can you integrate the fine arts within elementary ss instruction?</p> <p>Q2: How can ss be integrated with LA, Math, and/or Science instruction?</p>	<p><b><u>INTEGRATION</u></b></p> <p><b>ASSIGNMENT DUE:</b> Unit Plan Outline due</p> <p><b>READING DUE:</b> Integration PDF (on Bb)</p>
<p><b>Class Fifteen</b> <b>Apr. 28</b></p>		<p><b><u>PUTTING IT ALL TOGETHER</u></b></p> <p><b>ASSIGNMENT DUE:</b> Lesson Plan Reflection and Edthema Video Analysis due</p> <p><b>READING DUE:</b> TBD</p>
<p><b>Class Sixteen:</b> <b>*Reading Day</b> <b>May 5</b></p>		
<p><b>Class Seventeen:</b> <b>*Exam Date</b> <b>May 12</b></p>		<p><b>ASSIGNMENTS DUE:</b> Unit Plan due to Bb &amp; Taskstream</p>

*\* Instructor reserves the right to adjust syllabus throughout the semester*

## EDCI 554 Course Engagement Rubric

<i>24 points total</i>	<b>Unsatisfactory (2 pts)</b>	<b>Basic (4 pts)</b>	<b>Proficient (6 pts)</b>	<b>Distinguished (8 pts)</b>
<b>Attendance</b>	The student missed four or more classes and the procedures outlined in the syllabus were NOT followed. The student was often late to class.	The student missed three or more classes and the procedures outlined in the syllabus were NOT followed. The student was often late to class.	The student missed class more than once and the procedures outlined in the syllabus were followed. The student was occasionally late for class.	The student attended all classes and was always on time for class.
<b>Participation</b>	The student does not actively participate in discussions. The student's communications with professor and peers is usually unprofessional.	The student participates at least peripherally in group and class discussions. The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. The student may occasionally demonstrate unprofessionalism in communications with professor and peers.	The student makes active contributions to the learning group and class. The student may usually, but not always, critically consider content and/or pose questions. The student demonstrates professionalism in all communications with professor and peers.	The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The student critically considers class content and poses questions to push their thinking and address misunderstandings. The student demonstrates professionalism in all communications with professor and peers.
<b>Tweets</b>	The student lacked a majority of the required tweets. If completed, the tweets were vague and often repeated class comments that demonstrated a lack of effort and thought from the student. The student posed no questions for other students and did not engage with his/her peers' tweets.	The student missed many tweet deadlines. The majority of tweets shared a limited and unoriginal statement that at times did not address a class essential question or course objective. No questions were posed demonstrating a lack of continued critical engagement with course material after class. No effort was made to engage with peers by replying to tweets, retweeting, favoriting, etc.	The student met most tweet deadlines. Each tweet shared a statement, though at times limited and unoriginal, on an idea that addressed a class essential question or a course objective. Few questions posed demonstrating limited continued engagement with course material after class. Some effort was made to engage with peers by replying to tweets, retweeting, etc.	The student met the deadlines for all tweets. Each tweet shared a pithy statement on an original idea that addressed a class essential question or a course objective. At times the student posed questions evident of continued critical engagement with course material after class. Effort was made to engage with peers by replying to tweets, retweeting, favoriting, etc.

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

	<b>Beginning</b>  <b>2</b>  <b>(Not Met)</b>	<b>Developing</b>  <b>4</b>  <b>(Not Met)</b>	<b>Accomplished</b>  <b>6</b>  <b>(Met)</b>	<b>Exemplary</b>  <b>8</b>  <b>(Met)</b>	<b>Score</b>
<b>Content and Standards</b>  <b>INTASC 1</b>  <b>ACEI 3.3</b>	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate and/or exclusive. Big idea(s) and/or essential question not included or are not appropriate or do not promote thinking or connections.	Unit is based on standards for some subjects and/or some of the arts; some aspects not developmentally appropriate. Some content is inaccurate and/or exclusive. Unit includes a big idea(s) and essential question(s) but they have limited potential to promote thinking or connections.	Unit is based on standards for most subjects and most of the arts; is developmentally appropriate. Content is accurate and inclusive. Unit includes a big idea(s) and essential question(s) that promote some thinking and connections.	Unit is based on standards for all subjects and the arts; is developmentally appropriate. Content is accurate and inclusive of multiple and/or marginalized perspectives. Unit includes appropriate big idea(s) and essential question(s) that promote deep thinking and connections beyond the standards.	
<b>Content Integration</b>  <b>INTASC 7</b>  <b>ACEI 3.1</b>	No subject areas other than social studies are included; poorly integrated.	Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.	Most of the subject areas are included and fairly well integrated. Elements of some of the social studies are included (history, geography, economics, sociology, and civics).	All of the social studies and subject areas (science, mathematics, and language arts) are included and well integrated either in extension activities or planned lessons.	
<b>Instructional Objectives</b>  <b>INTASC 7</b>  <b>ACEI 3.1</b>	None or few objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons' order is confusing. The unit is not well organized and difficult to follow.	Some objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons do not seem to flow together. The unit is not particularly well organized and difficult to follow.	Most objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next. The unit is well-organized and easy to follow.	All objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next and thoughtfully scaffolds students' learning. The unit is well-organized and easy to follow.	
<b>Materials</b>  <b>INTASC 4</b>  <b>ACEI 3.1</b>	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community resources are utilized.	All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are utilized.	All materials are included and use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized.	

<b>Multiple Intelligences</b>  <b>INTASC 3</b>  <b>ACEI 3.2</b>	No multiple intelligences are addressed. OR 1-2 are appropriately addressed. OR 3-4 are addressed but not all appropriately.	3-4 multiple intelligences are appropriately addressed. OR at least 5 are addressed but not all appropriately.	At least 5 of Gardner's multiple intelligences are appropriately addressed. OR all are addressed but not all appropriately.	All of Gardner's multiple intelligences are appropriately addressed.	
<b>Differentiation</b>  <b>INTASC 3</b>  <b>ACEI 3.2</b>	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and awareness of students' backgrounds.	
<b>Student Centeredness</b>  <b>INTASC 5</b>  <b>ACEI 3.4</b>	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson supports student choice and responsibility. Student voice is meaningfully integrated in the unit.	
<b>Assessment</b>  <b>INTASC 8</b>  <b>ACEI 4.0</b>	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or no culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment limited to multiple choice test.	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice test.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice test.	
<b>Social Studies Instruction</b>  <b>INTASC 4</b>  <b>ACEI 2.4</b>	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students.	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students.	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.	
<b>Fine Arts Instruction</b>	Creative and meaningful learning is not established through teaching with	Unit integrates the arts, but does not support creative and meaningful learning	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts,	

<b>INTASC 4</b>  <b>ACEI 2.5</b>	the arts.	through teaching with the arts.		movement, theater, and music) is deeply embedded in both instruction and assessment.	
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If an element of the rubric is not included: 0.

**Total points: \_\_\_\_**