George Mason University
Graduate School of Education

EDCI 667 001: Advanced Methods of Teaching History/Social Studies – Secondary
3 Credits, Fall 2016
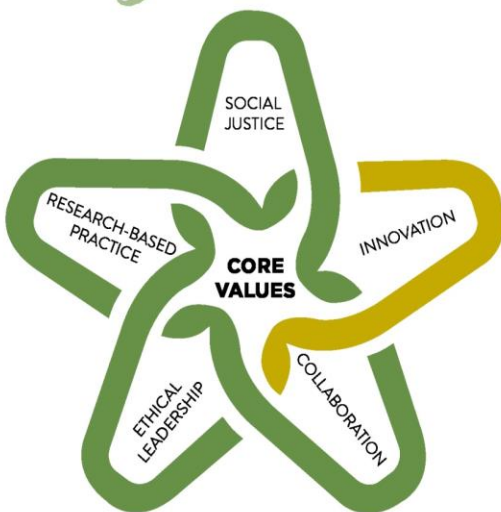**Tuesdays, 4:30 – 7:10 p.m., Robinson Hall A 410**

Professor:
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Skype ID: susan.groundwater7
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Prerequisite(s): EDCI 567 and EDUC 522. 15 hours school-based field experience required.
Course Description: Emphasizes interdisciplinary curriculum and instruction, implementing national state standards, authentic assessment, and adaptations for diverse populations.
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. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

Course Delivery: Lecture

Learner Objectives and Professional Standards
Students will 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 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)

- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & 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)

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings. (research based practice)
- 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)

Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

Commitment to the profession
Promoting exemplary practice
Excellence in teaching and learning
Advancing the profession
Engagement in partnerships

Commitment to honoring professional ethical standards
Fairness
Honesty
Integrity
Trustworthiness

Confidentiality
Respect for colleagues and students

Commitment to key elements of professional practice
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 practice
Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community
Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice
Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

There are no texts to purchase for this close. You are, however, required to purchase Edthena

Articles and Text Excerpts: Posted on Blackboard

Abernathy, T.V. (2001). Student ownership of service-learning project: Including ourselves in our community. Intervention in School and Clinic, 37(2), 86-95. doi: 10.1177/105345120103700203

Banks, J. (1994). Transforming the mainstream curriculum. *Educational Leadership*, 51 (8), 4-8.

Banks, J. (2002). Goals and Misconceptions. *An introduction to multicultural education*. 3rd Edition. Boston: Allyn & Bacon.

Barton, K. & Levstik, L. (2004). *Teaching history for the common good.* Lawrence Erlbaum Publishers: Mahwah, NJ.

Beyer, B.K. (1980). Using writing to learn in history. *The History Teacher*, 13(2), 167-178.

Beyer, B.K. & Brostoff, A. (1979). The time it takes: Managing/evaluating writing and social Studies. *Social Education*, March, 194-197.

Brophy, J. (1999). Teaching. Educational Practices series UNESCO with the International Academy of Education and the International Bureau of Education.

Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In L. Delpit's *Other People's Children: Cultural Conflict in the Classroom*. (pp. 168-183). New York: The New Press.

Doty, J.K., Cameron, G.N. & Barton, M. (2003). *Teaching Reading in Social Studies.* McRel Press: Aurora, CO.

Fournier-Sylvester, N. (2013). Daring to Debate: Strategies for teaching controversial issues in the classroom. College Quarterly, 16(3), 1.

Gay, G. (2001). Effective multicultural teaching practices. In C.F. Diaz (Ed). *Multicultural Education for the 21st Century*, (pp. 23-41) New York: Longman Publishers.

Gehlbach, H. (2011). Making social studies social: Engaging students through different forms of social perspective taking. Theory into Practice, 50(4), 300-310. doi:10.1080/00405841.2011.607394

Gonsalves, S. (2011). Connecting curriculum with community. *Education Digest, 76*(6), 56-59.

Gritzner, C. F. (2003). Why geography?. *Journal Of Geography*, 102(2), 90-91.

Kohn, A. (2011). Ten obvious truths that we shouldn't be ignoring. *Education Digest*, September (p. 11-16).

Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: two alternatives for teacher education. *Teacher Educator, 43*(2), 156-172. doi:10.1080/08878730701838983

Palumbo, A., & Sanacore, J. (2007). Classroom management: Help for the beginning secondary school teacher. Clearing House, 81(2), 67-70.

Parker, W.C. (2006). Public discourses in schools: purposes, problems, possibilities. *Educational Researcher*, 35:8.

Pedota, P. (2007). Strategies for effective classroom management in the secondary setting. Clearing House, 80(4), 163-168.

Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth: Heinemann.

Risinger, C.F. (1987). Improving writing skills through social studies. Bloomington IN: ERIC Clearinghouse for Social Studies/Social Science Education.

Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the Middle and high school classrooms.* San Francisco: Jossey-Bass Publishers.

Segall, A. (2003). Maps as stories about the world. *Social Studies and the Young Learner*, 16(1), 21-25.

Silverman, F. (2003). Hot button handling. *District Administration*, 24-27.

Travis, J. E. (1996). Meaningful assessment. The Clearing House, 69(1), 308-312.

Wade, R. Quality Community Service Learning Projects: Getting Started

Westheimer, J. & Kahne, J. (2004, Summer). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal* 41(2), 237-269.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design.* Alexandria, VA: Association for Supervision and Curriculum Development.

Wineburg, S., Smith, M., & Breakstone, J. (2012). New directions in assessment: Using Library of Congress sources to assess historical understanding. Social Education 76(6), 290–293.

Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth.* Chicago: University of Chicago Press

Course Performance Evaluation

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

Course Requirements: **Grading Scale:**

Assignment	Value	*Date Due
Class Participation/Attendance	10%	Ongoing
Web Quest Activity (NCSS 8 and 9)	15%	September 20
Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation	15%	October 4
Field Experience reflections 2 Reflections	10%	October 25 November 22
Individualized Plan of Instruction and Assessment	20%	November 15
Unit Plan NCSS 1 and 5	30%	December 6

Letter Grade	Scale
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
Below 80	unsatisfactory

***Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without prior instructor permission.** All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, Times New Roman, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper.

TK20 Performance-Based Assessment submission Requirement

  o Every student registered for any Secondary Education course with a required TK20 performance-based assessment must submit these assessments, **Unit Plan NCSS 1 and 5) and Individualized Plan of Instruction and Assessment,** to Tk20 through *'Assessments'* in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit the assessments to Tk20 (through Blackboard) will result in the course instructor reporting the course

grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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

• Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

• Students must follow the guidelines of the University Honor Code. See http://oai.gmu.edu/honor-code/<http://oai.gmu.edu/honor-code> for the full honor code.

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 http://mason.gmu.edu/~montecin/plagiarism.htm)
- 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.
- 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.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason

email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

General Internet Resources:

Advanced Placement Central
http://apcentral.collegeboard.com/apc/Controller.jpf

National Writing Project
http://www.nwp.org/cs/public/print/resource/922

Free teaching resources
http://www.free.ed.gov/subjects.cfm?subject_id=19
http://www.tolerance.org/teach/index.jsp

National Archives
http://www.archives.gov/index.html

Library of Congress
http://www.loc.gov/index.html

Gilder Lehrman Institute of American History
http://www.gilderlehrman.org/

Center for History and New Media
http://chnm.gmu.edu/ (also see http://historymatters.gmu.edu/)

Historical Thinking Matters
http://historicalthinkingmatters.org/

National Council for the Social Studies
http://www.socialstudies.org/

National Council for History Education
http://www.nche.net/

ALSO: Please consider joining the National Council for the Social Studies as a student member. Go to www.socialstudies.org/membership. Fill in and submit the on-line form. If the form asks you to "Choose a Journal," please select the option that offers *Social Education*.

TENTATIVE COURSE SCHEDULE:
This schedule may be changed at the discretion of the professor as the semester progresses.

Date	Topic	Readings/Assignments Due
August 30	**Introduction** Overview of Syllabus and Assignments What Makes Good Teaching?	None
September 6	**Ambitious Teaching and Virginia Standards of Learning** Planning for Instruction: How do I prepare my students to do well on standardized tests of accountability and still teach a dynamic, engaging class that helps them develop broader analytical, critical thinking, and social skills? Backwards Design	Readings for Today: 1) Brophy, Teaching 2) Wiggins, Backward Design Explore different grade levels. Look through the materials available for history and social studies at the VA Dept. of Ed Website (VSOLs): http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml Look through the NCSS Standards http://www.socialstudies.org/standards/execsummary
September 13	**Teaching Controversial Topics and Current Events** Why and how do we incorporate current events and controversial issues in the curriculum? How do I produce, lead, and manage classroom debate and	Readings for today: 1) Parker, Public Discourses in Schools 2) Silverman, Hot Button Handling 3) Fournier-Sylvester, Daring to Debate 4) Gehlbach, Making Social Studies Social

	discussion? Web Quest Prep and discussion.	
September 20	**Maps/Geography** How do I infuse geography into history? **Museums, Memorials, and Historic Sites** How do I develop lessons based on field trips/visits to museums, memorials, and historic sites?	**Web Quest Due – uploaded to Blackboard/Assessments and class presentation** Readings for today: 1) Segall, Maps as stories 2) Gritzner, Why Geography? Visit these websites and be prepared to discuss: http://teachinghistory.org/history-content/historical-places http://teachinghistory.org/teaching-materials/teaching-guides/23480 http://teachinghistory.org/best-practices/using-primary-sources/24079
September 27	**No Class**	Work session – trips and planning for partner museum, memorial, or historic site presentation
October 4	**Museums, Memorials, and Historic Sites**	**Partner Museum/Memorial/ Historic Site Lesson Plan Due - uploaded to Blackboard and class presentation recorded and uploaded to Edthena**
October 11	**No Class**	Columbus Day recess
October 18	**Character Education, Community Service and Service Learning** What is the relationship between social studies and character education/ service learning? How can I incorporate character education and	Readings for Today: 1) Narvaez & Lapsley, Teaching Moral Character 2) Gonsalves, Connecting Curriculum with Community 3) Abernathy & Obenchain, Student Ownership of Service-Learning Projects 4) Wade, Quality Community Service Projects

	service learning into my social studies classes?	
October 25	**Assessment and Grading** How can I find out about my students as learners? What is assessment and how do I effectively do it? How do I establish a fair grading policy? How do I ultimately prepare students for SOL and AP testing?	**First Classroom Observation Reflection Due – The Teacher and Instructional Design – uploaded to Blackboard** 1) Travis, Meaningful Assessment 2) Wineburg, Smith, & Breakstone, New Directions in Assessment
November 1	**Reading and Writing in Social Studies** What is the role of Social Studies in developing reading and writing skills? What pedagogical strategies best support reading and writing in social studies? How can I infuse reading and writing into my teaching?	Reading for Today: 1) Beyer, Using Writing to Learn in History 2) Risinger, Improving Writing Skills Through Social Studies 3) Kohn, How to create nonreaders
November 8	**Teaching with Primary Sources Workshop** Guest speakers from the Library of Congress	

November 15	**Classroom Management** How do I set a tone of good behavior so learning can take place? Politics of Education – Relationships with Parents and Administrators	**Individualized Plan of Instruction and Assessment due – uploaded to Blackboard/Assessments and be prepared to share in class** Readings for Today: 1) Palumbo and Sanacore, Classroom Management 2) Pedota, Strategies for Effective Classroom Management
November 22	**Multicultural Education** What is multicultural education and how do I establish it in my curriculum? **Citizenship Education** What does an educated citizen need to know?	**Second Classroom Observation Reflection Due – The Students Design – uploaded to Blackboard** Readings for today: 1) Delpit, Education in a Multicultural Society: Our Future's Greatest Challenge 2) Banks, Transforming the Mainstream Curriculum 3) Westheimer and Kahne, What Kind of Citizen? 4) Kohn, Ten Obvious Truths
November 29	**No class**	Work session on Unit Plan
December 6	**Unit Plan Presentations Course Wrap Up**	**Unit Plans Due – uploaded to Blackboard/Assessments and class presentation recorded and uploaded to Edthena**

ASSIGNMENTS

Technology Integrated Lesson/WEBQUEST **September 20**	Pages 15 - 16
WEBQUEST Rubric	Pages 17 - 19
Partner Lesson (Museum, Memorial, Historic Site) **October 4**	Page 20
Partner Lesson Plan Template	Page 21
Partner Lesson Rubric	Pages 22 - 23
Field Experience Reflection Paper Rubric **October 25, November 22**	Page 24
Individualized Plan of Instruction and Assessment **November 15**	Page 25 - 26
Individualized Plan of Instruction and Assessment Rubric	Pages 27 - 30
Unit Plan **December 6**	Pages 31 - 33
Lesson Plan Template	Page 34
Unit Plan Checklist	Page 35 - 36
Unit Plan Rubric	Pages 37 - 41

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Field Experience Hours/Activities Log	Page 42
Critical Incident Reflection Form	Page 43
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Technology Integrated Lesson/Webquest Assessment

A Webquest is an inquiry-based learning activity in which students utilize electronic resources to discover and interact with information. In social studies, the explosion of digital media over the last decade has allowed teachers to use this instructional strategy in various ways to foster research and analytical skills and engage students in higher-order thinking. Teachers, for example might ask that students navigate a searchable database to discern immigration patterns for a particular population. Other teachers might ask that students formulate questions regarding causes of the French Revolution and seek relevant sources that advocate particular viewpoints. Further, teachers may combine multiple Webquest strategies to allow students opportunities to engage with original and secondary electronic sources in any way that fosters the aforementioned objectives.

For this assignment, you are charged with **developing a technology-integrated lesson** for secondary history/social studies students. Your lesson will focus on the overarching theme of **social justice** while incorporating NCSS themes of **technology and innovation** (NCSS theme 8) and **global connections** (NCSS theme 9). This will be a web-based platform that allows students to navigate particular electronic sources from a Webquest activity page. And beyond simply wading through digital information, your lesson should challenge students to interpret and evaluate digital resources. This activity page should be in the form of a webpage/wiki you design and launch if at all possible, but may be a more simplistic web-based document with appropriate questions and navigation links for students to follow. You must also **write a 2-page narrative** which chronicles the lesson development, specific learning objectives of the lesson and how you believe your Webquest activities help students meet your objectives.

As you think creatively about how to weave together these aforementioned themes, consider the following:

1. Find a social justice topic/issue for your Webquest that will continue to have an impact on society & culture in the near future (use NCSS themes 8 and 9 as the foundation). Be able to answer this question: Why should this issue be featured in your technology-based lesson?
2. What student knowledge, skills, behavior, and attitudes does the lesson emphasize? How do you know?
3. What would you like to teach about the past related to the topic/issue that will help your students understand the content and be more relevant in the near future?

To appropriately address the requisite NCSS themes in this lesson, refer to the following explanations:

NCSS 8: The lesson requires students to think analytically about the consequences of change and how we can manage science and technology to address the social justice issue you've chosen as a theme for your Webquest. Students may, for example, gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; artificial intelligence; and other findings and technologies

with implications for beliefs, longevity, and the quality of life and the environment. [For you, does the lesson address candidates' understanding of the concept that changes in science and technology have impacted humans? If it only addresses candidates' capability to utilize technology in the assignment that would not be sufficient to meet the needs of the standard.]

NCSS 9: The lesson task requires students to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. Students also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, or global ecology. [For you, how does the lesson indicate candidates' understanding of the prospect that changes in communication, transportation, or trade have more closely tied the interests of humans around the world?]

Technology Integrated Lesson/WEBQUEST Evaluation Rubric

	Levels of Achievement			
	Does Not Meet Expectations 1	Approaching Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Overall Visual Appeal & Ease of Use	Poor use of graphic elements No variation in site layout or typography	Few graphic elements The site layout is manageable, but includes broken links or portions that are difficult to navigate	Appealing graphic elements included The site is mostly easy to navigate	Appealing graphic elements included appropriately and throughout The site is intuitive easy to navigate throughout
Introduction **NCSS Pedagogical Standard 4** **InTASC Standard 2** **ISTE Standards 1b and 2b**	The introduction is purely factual, with no appeal to relevance or social importance Doesn't build on prior knowledge	Describes a compelling issue/problem that is only somewhat related to learners' interests	Clearly describes a social issue/problem, but includes minimal effort to engage learner's prior knowledge and interests	Engagingly describes a social issue/problem that builds on learner's prior knowledge and relates to learners' interests
Introduction **NCSS Pedagogical Standard 4** **InTASC Standard 2** **ISTE Standard 1a**	Introduction doesn't prepare the reader for what is to come	Introduction makes only vague and general reference to learner's prior knowledge	Prepares learner for lesson by foreshadowing important new concepts and principles	Prepares learner for lesson by foreshadowing all new concepts and principles included in the activities
Content **NCSS Theme 8**	Does not relate to the content of NCSS standard 8.	Lesson directly relates to the content of NCSS Theme 8, but with few requirements for	Lesson directly relates to the content of NCSS Theme and includes some effort to challenge	Lesson explicitly requires students to interpret how science and technologies influence beliefs,

InTASC Standard 4		students to analyze and interpret content.	students interpret how science and technologies influence beliefs, knowledge, and their daily lives	knowledge, and their daily lives
Content **NCSS Theme 9** **InTASC Standard 4**	Lesson does not relate to the content of NCSS standard 8.	Lesson relates to the content of NCSS Theme 9, but with few requirements for students to analyze and interpret content.	Lesson requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences	Lesson explicitly requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences.
Tasks **NCSS Pedagogical Standards 3, 4, and 5** **InTASC Standard 8** **ISTE Standard 3d**	Requires only low level thinking to process digital information and answer questions	Requires some analysis of digital information but does require learners to put together information from several sources	Requires analysis of digital information and/or putting together information from several sources to solve a problem or take action on a social issue, but not explicit information about the authenticity of the problem	Requires synthesis of multiple sources of digital information to solve an authentic problem or take action on a social issue in a feasible way.
Activities **NCSS Pedagogical Standard 6** **InTASC Standards 1, 2, 8** **ISTE Standard 2**	Activities are not age or content appropriate and offer no opportunities for users to take on different roles and perspectives	Activities are not evidently age or content appropriate with only minimal opportunities for users to take on different roles and perspectives	Activities are age and content appropriate with some opportunities for users to take on different roles and perspectives	Activities are age and content appropriate and likely engaging for the user through such means as employing different roles and perspectives

Activities **NCSS Pedagogical Standard 6** **InTASC Standards 1, 2, 8** **ISTE Standards 2b and 2c**	Attention to the needs of diverse learners through the learning activities is not evident in any way	Activities do not offer users multiple entry points or opportunities to achieve learning goals in a variety of ways.	Activities address the needs of diverse learners through opportunities to achieve learning goals in a variety of ways.	Activities address the needs of diverse learners through offering multiple entry points and opportunities to achieve goals in a variety of ways.
Resources **ISTE Standard 2a**	No variety of media resources are utilized for student access, and the links provide no opportunity for users to see different modes of information available	Little variety of media resources are utilized for student access, and the links provide minimal opportunity for users to see different modes of information available	Some variety of media resources are utilized for student access, and the links provided do offer students different modes of information available	A wide variety of media resources are utilized for student access, and the links provided make excellent use of different modes of information available
Evaluation NCSS Pedagogical Standard 7 **InTASC Standards 6, 7** **ISTE Standards 2d**	No clarity about how students will be evaluated is included	Criteria for success is partially described Individual and/or group grades are not delineated	Criteria for success is described, but not always in ways that are appropriately differentiated Individual and/or group grades are delineated in general terms	Criteria for gradations of success are clearly stated in the form of a rubric Individual and/or group evaluation is clearly described

Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation

The purpose of this assignment is to visit a museum, memorial, or historic site and develop a lesson based on that visit. The 20 minute lesson that you create with a partner can be developed as a prelude to field trip or as a follow up to a field trip for your students. Use the following template to develop your lesson and each partner should upload it to Blackboard prior to the class in which you will present it. Your lesson presentation should be videotaped and uploaded to Edthena. Your plan should include:

- The topic of the lesson.
- The standards that your lesson addresses (this should be copied and pasted from VDOE).
- Learning goals for the lesson:
  - What the students will know
  - What the students will be able to do
- The lesson essential question – the learning goal of the lesson in the form of a question. This is important because it clearly communicates the learning goal and it should be visible to the students.
- Activating strategy – engages students and helps them connect prior knowledge to new concepts.
- Lesson instruction – actively engages students to develop their knowledge and skill defined in the learning goals and includes frequent checks for understand.
- Summarizing strategy – students summarize what they learned by answering the essential question. This provides evidence of learning at the end of the lesson, and provides data for determining what happens next.

Partner Museum/Memorial/ Historic Site Lesson Plan Template

Name _____ Lesson Topic _____

Standard of Learning:

Learning Goals

Students will know:	Students will be able to:

Essential Question:

Activating strategy:

Instructional strategies (include checks for understanding):

Summarizing strategy:

Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation Rubric

	Does Not Meet Expectations 1 point	Approaching Expectations 2 points	Meets Expectations 3 points	Exceeds Expectations 4 points	Score
Standard of Learning/ Essential Question **NCSS Pedagogical Standard 4** **InTASC Standard 2**	No reference made to Standard of Learning or Essential Question	Standards of Learning and Essential Question are minimally evident	Standards of Learning and Essential Question clearly stated or posted	Standards of Learning and Essential Question are clearly stated and posted	
Activating/ Closure Strategies **NCSS Pedagogical Standard 4** **InTASC Standard 2**	Purpose of the lesson is not stated No activating strategy used Lesson is not summarized Purpose of lesson is not restated	Purpose of lesson is minimally stated Prior knowledge is minimally activated Lesson is minimally summarized Purpose of lesson is minimally stated	Purpose of lesson is somewhat evident Some attention given to activating prior knowledge Lesson is somewhat summarized Purpose of lesson is somewhat restated	Introduces lesson by detailing the purpose Clearly activates prior knowledge Detailed summary of the lesson at closure Clearly restates lesson purpose	
Learning Activities **NCSS Pedagogical Standard 3, 4, 5, 6** **InTASC Standard 4, 8**	Lesson is not linked to Standard of Learning or Essential Question Does not check for student understanding No evidence of differentiation	Lesson is minimally linked to Standard of Learning and Essential Question Minimal effort to check for understanding Minimal attempt at differentiation	Lesson is somewhat linked to Standard of Learning and Essential Question Some checks for student understanding Some differentiation evident	Lesson is clearly linked to Standard of Learning and Essential Question Checks for student understanding Differentiation evident	

Student Engagement **NCSS Pedagogical Standard 4** **InTASC Standard 5**	No effort to engage students is evident	Effort to engage students is minimally evident	Effort to engage students is somewhat evident	Effort to engage students is evident	
Presenter Reflection **NCSS Pedagogical Standard 8** **InTASC Standard 9**	No reflection completed	Reflection addresses 2 of the following: What you think you did well and why -What you need to improve on and why. -What changes you would make to your plan -What changes you would make to your presentation	Reflection addresses 3 of the following: What you think you did well and why -What you need to improve on and why. -What changes you would make to your plan -What changes you would make to your presentation	Reflection clearly addresses: -What you think you did well and why -What you need to improve on and why. -What changes you would make to your plan -What changes you would make to your presentation	
				Total	

Field Experience Reflection Paper Evaluation Rubric

Reflection papers will be evaluated and graded on the three level evaluation rubric that follows.

1. Synthesis papers which meet the demands of the assignment will be graded with a **B+ or B**. These synthesis papers will include at least the following:
- Be received **on time**;
- Ideas and comments are offered **in depth**;
- Relate **directly** to reflection topic (the teacher and instructional design or the students)

2. Synthesis papers which go beyond the demands of the assignment will be graded with an **A+, A, or A-.** These synthesis papers will include all of the requirements for a B or B+. In addition, **A** level entries:
- Demonstrate **insightful understandings**;
- Offer comments that reflect how your ideas relate to **NCSS Themes 8 and 9**, **technology** standards, and **core values**;
- Include **reflection/transfer**; i.e., "How will this affect me and/or my students when I teach in the future?"

3. Synthesis papers which do not meet the demands of the assignment will be graded with a **B-, C+, C**. It is likely that these synthesis papers will:
- Arrive **late;**
- Contain **insufficient details**;
- Be **unclear** or not understandable;
- Contain only detailed **description** of an issue with no evidence of reflection, synthesis, and/or transfer;

*Complete a Critical Incident Reflection Form for each observation. Use these forms to guide you as you write your reflections.

Secondary Education (SEED) Program
Individualized Plan of Instruction and Assessment
Methods II Courses

Assessment Objective
- The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

Rationale
Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

Who are my students? (Context/Student Needs)
What do my students need to know and be able to do? (Objectives)
How will I get all students to know and do the new tasks? (Leaching and learning)
How will I know they know what was taught? (Assessments)

The first step in planning is identifying the learning objectives for the lesson-based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if students have met the lesson objectives. Once you know how you will assess student learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider student prior knowledge, how to differentiate to meet student needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon student needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

Assessment Task Directions
Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

Section 1. Description of the individual student that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need**. (2 pages or less)

Section 2. Identification of and rationale for three learning objectives that support meaningful learning outcomes for the student. (1 page or less)

Section 3. Description of and rationale for at least three evidence-based **instructional strategies** that address the identified learning objectives and reflect the student's **cognitive,**

linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests **and** educational needs. (1 page or less)

Section 4. Description of and rationale for instructional adaptations and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies. (1 page or less)

Section 5. Statement of **plan for the assessment and documentation** of the student's progress toward the identified objectives. (1 page or less)

How to Submit this Assessment. The plan will be submitted and evaluated via Blackboard/Assessments.

Individualized Plan of Instruction and Assessment
Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1				
Description of Individual Student				
The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. *InTASC 1(a)*	The candidate does not provide a description or the description of student does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate provides description of student that includes appropriate assessment data related to some but not all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate provides description of student that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress. The candidate describes impact of student characteristics on learning.	The candidate provides description of student that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need. The candidate describes and provides examples of impact of student characteristics on learning.
Statement of Educational Need				
The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to	The candidate does not address student educational needs or inappropriately uses assessment data to create a statement of	The candidate uses assessment data to create a statement of educational need that is marginally aligned with assessment	The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment	The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of

develop differentiated learning experiences. *InTASC 6(g)*	educational need.	results.	results.	educational need that is aligned with assessment results.
Section 2 **Identification of Learning Objectives**				
The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. *InTASC 7(a)*	The candidate identifies learning objectives that are either (a) incomplete because related outcomes are not identified or (b) the objectives are not directly related to student educational need.	The candidate identifies learning objectives without relevance to student educational need.	The candidate identifies learning objectives with related outcomes that are relevant to individual student needs. .	The candidate identifies distinct learning objectives with related outcomes that are relevant to individual student needs.
Identification of Rationale for Learning Objectives				
The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. *InTASC 7(d)*	The candidate does not provide rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is missing or unclear.	The rationales provided are not aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is unclear.	The rationales provided are aligned with the learning objective and the relationship of learning objectives to student educational needs is clearly identified.	The rationales provided are aligned with the learning objective and the relationship of the learning objectives to student educational needs is clearly and effectively identified.
Section 3 **Description of Instructional Strategies**				
The candidate plans how to achieve each student's learning goals, choosing	The candidate does not identify instructional strategies or identifies	The candidate identifies instructional strategies that are marginally	The candidate identifies evidence-based instructional strategies that are	The candidate identifies evidence-based instructional strategies that are

appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. *InTASC 7(b)*	instructional strategies that are not related to the learning objectives or student learning needs.	related to the learning objectives or student learning needs.	aligned to the learning objectives and student learning needs.	aligned to specific learning objectives and student learning needs. The candidate provides specific sources of evidence for the instructional strategy.
Rationale for Instructional Strategies				
The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. *InTASC 1(e)*	The candidate does not provide rationales which are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and student educational needs is missing or unclear.	The rationales provided do not aligned to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is unclear.	The rationales provided are aligned with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is clearly identified.	The rationales provided are aligned with the strategies and, the relationship of the instructional strategies to specific learning objectives that meet student educational needs is clearly and effectively identified.
Section 4 **Description of Instructional Adaptation**				
The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. *InTASC 2(f)*	The candidate does not identify either adaptations or accommodations to support student achievement of learning objectives.	The candidate identifies either adaptations or accommodations that minimally support student achievement of learning objectives.	The candidate identifies and describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.	The candidate identifies and thoroughly describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.

Rationale for Instructional Adaptation				
The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. *InTASC 7(k)*	The candidate does not provide rationales that are aligned to the adaptations and accommodations and/or the relationship of the adaptations and accommodations to student educational needs is missing or unclear.	The rationale marginally provides evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is unclear.	The rationales provide adequate evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly identified.	The rationales provide evidence-based support for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly and thoroughly identified.
Section 5 Assessment and Documentation of Student Progress				
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate does not describe an assessment plan that that evaluates all student learning objectives or describes a plan that does not directly measure all of the student learning objectives (e.g., is not observable, measurable).	The candidate describes an assessment plan that evaluates all student learning objectives but does not include documentation of both formative and summative measures that does not address possible assessment bias.	The candidate describes an assessment plan that evaluates all student learning objectives and includes both formative and summative assessments that minimize sources of bias. The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.	The candidate describes an assessment plan that evaluates all student learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective. The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.

Unit Plan Assignment

A significant part of this course includes learning to develop effective instructional unit plans covering a sequence of lessons targeted around a topic fitting a secondary history/social studies course. **For this assignment, you will develop a unit plan focused on NCSS Themes/Standards 1: Culture and 5: Individuals, Groups and Institutions – descriptions attached.** You will also include relevant Virginia Standards of Learning.

As noted in the syllabus, this unit plan assignment will count 30% of your total grade. Unit plans are due in hard copy and presentation on (you will also upload it to Blackboard):

Below you will find a bulleted summary of the expectations for this assignment, summaries of NCSS themes 1 and 5, and finally, the lesson and unit plan template to guide you in further lesson/unit development.

Unit Plan Assignment Summary

- This unit plan must cover approximately 5-8 coherently connected lessons of instruction (assuming 90 minute classes) – 2-3 weeks of instruction on a block rotating day schedule
- An introductory narrative (1-2 pages) addressing the following must be included:
  - o Unit context including general description of students and prior content covered (fictitious, but reasonable – What class? What grade? What unit? What has already been covered? etc.)
  - o Specific unit goals and rationale (What will students know, understand, and be able to do after this unit? Why is this important?)
  - o Explanation of how this sequence of lessons addresses each of the targeted NCSS Themes/Standards (specifically 1 and 5) as well as connection to relevant VA SOLs
  - o Rationale explaining inclusion of technology, differentiation, etc.
- A detailed calendar summary of lessons must be included – i.e. describe your specific plan for each day? Include time parameters. Be specific.
- An assessment plan (including formative and summative assessments) must be included (1-2 pages). Describe all of the assessments you plan to use, how you will grade them, and the grade weight. Explain your rationale for the assessment plan you selected.
- A reflective summary (1 page) at the conclusion of the unit plan which addresses the challenges and successes you had in developing this unit of instruction must be included

Your hard copy that you turn in to me will include: 1.) introductory narrative, 2.) detailed calendar summary of day to day lessons, 3.) assessment plan, and 4.) reflective summary. This will also be uploaded to Blackboard.

CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

LESSON PLAN TEMPLATE
SECONDARY EDUCATION PROGRAM

Teacher's Name_____Grade Level_____

Lesson Title_____Date_____

I. NCSS Themes and State Standards Addressed
    o NCSS
    o VA SOL

II. Objectives
    o State what students will be able to do as a result of this experience.
    o List national, state, or local objectives, if possible.

III. Materials for Learning Activities
    o List the texts, equipment, and other materials to be used by the students.
    o List the materials, including equipment or technology used by the teacher in presenting the experiences.

IV. Procedures for Learning Activities
    o Introduction – outline procedures for activating prior knowledge and student interest.
    o Instructional strategies – outline what the teachers and students will do.
    o Summary – outline how you will close.
    o Give estimated time for each phase of the experience (introduction, instruction, summary).
    o Describe extensions or connections to other lessons.

V. Assessment
    o Outline the procedures and criteria that will be used to assess each of the stated objectives.
    o Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).

VI. Differentiation
    o List adaptations that will be made for individual learners.

Checklist for Unit Plan Components

Components	Missing	Partially included	Satisfactorily included
General Planning			
2-4 week unit plan (20 student hours)			
Evidence of Interactive, Inquiry, Problem-based instruction/learning			
Overview			
Description of Students			
Theme			
Questions/Goals			
Rationale/Research/Theory			
Standards - SOL			
Standards - National			
Assessment Plan overview			
Schedule/Calendar			
Daily Calendar of Lesson Sequence			
Daily Lesson Plans (2 weeks fully developed)			
Daily Question(s)/Objective (2)			
List of Daily Materials			
Estimated Time for Each Activity			
Assessments (formative & summative)			
Include all actual support materials needed by the teacher and students to implement the lesson (e.g. worksheets, samples of presentation slides and so			

on).			
Unit Plan Reflection			
Reflective Summary			

Performance Based Assessment Rubric–Unit Plan
INTASC Standards and NCSS Theme 1 and 5

Criteria	Levels of Achievement				Scor e
	Does Not Meet Expectations 1	**Approaches Expectation s 2**	**Meets Expectations 3**	**Exceeds Expectations 4**	
I.a. Objectives *NCSS Pedagogical Standard 6 InTASC Standard 7*	Unit goals and specific lesson objectives are missing or unclear.	Unit goals and specific lesson objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson.	Unit goals and specific lesson objectives provide some sense of what students will know and be able to do as a result of the lesson.	Unit goals and specific lesson objectives provide a clear sense of what students will know and be able to do as a result of the lesson	
I.b. Objectives *NCSS Pedagogical Standards 1&2 InTASC Standard 7*	Unit goals and specific lesson objectives include action words that are not at all developmental ly appropriate or challenging for students.	Unit goals and specific lesson objectives include action words that are only minimally challenging for students. These may include vague terms such as "understand " or only basic knowledge-level verbs such as "list" or "identify"	Unit goals and specific lesson objectives include mildly challenging action words.	Unit goals and specific lesson objectives include appropriate action words to cognitively challenge students.	

I.c. Objectives *NCSS Pedagogical Standard 6 InTASC Standard 7*	Goals and objectives are unrelated to standards.	Goals and objectives are only vaguely related to standards.	Goals and objectives are largely related to standards.	All goals and objectives are clearly and closely related to standards	
II. a. Standards and Alignment *NCSS Pedagogical Standard 6 NCSS InTASC Standard 7*	Standards are not referenced in lesson.	Key standards are referenced but not connected to the objectives, learning activities, and assessment(s) in any consistent way.	Key standards are referenced and mostly integrated into the objectives, learning activities, and assessment(s).	Key standards are referenced and integrated into the objectives, learning activities, and assessment(s) thoroughly and consistently.	
II. b. Standards and Alignment *NCSS Theme 1, Culture**	Lesson does not require students to explore cultural perspectives in any way.	Lesson does not require students to explore cultural perspectives in ways that foster cultural understanding.	Lesson enables students to explore cultural perspectives and enables some level of understanding of key concepts and processes related to Individuals, Groups and Institutions.	Lesson enables students to explore cultural perspectives and encourages deep understanding of key concepts and processes related to Individuals, Groups and Institutions through study of social and cultural systems.	
II. c. Standards and Alignment **NCSS Theme 5, Individuals, Groups, and Institutions***	Lesson fails to address concepts and processes related to Individuals, Groups and Institutions.	Lesson enables some level of understanding of key concepts and processes related to	Lesson uses resources to encourage some level of analysis of resources to examine domestic and global policies related to cultural groups	Lesson challenges students to critically examine domestic and global policies related to cultural groups and institutions using appropriate	

		Individuals, Groups and Institutions but does not lead to the understanding of key concepts and processes through resource analysis	and institutions, but does not foster student interpretation of the resources.	resources and interpretation thereof.	
III. a. Resources: Technology & Teacher-Created Supporting Materials *NCSS Pedagogical Standard 6 NCSS InTASC Standards 5 & 7*	Many resources needed for lesson are not included in plan.	Resources are not well integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are not evident.	Resources are appropriately integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are evident.	Resources are innovative and appropriately integrated to the lesson. Affordances and constraints of technology as related to learning outcomes are evident.	
III. b. Resources: Technology & Teacher-Created Supporting Materials *NCSS Pedagogical Standard 6 NCSS InTASC Standards 5 & 7*	No supporting materials are included.	Supporting resources are unorganized, incomplete, and/or inappropriate for student learning. Materials do not enhance lesson.	Supporting resources are clear and complete. Materials enhance lesson.	Supporting resources are clear, complete, and cogent. Materials enhance lesson significantly.	
IV. a. Instructional Activities	Activities do not include introduction, strategies/	Activities include minimal or weak	Activities include introduction, strategies/procedures and closure,	Activities are clearly articulated and include introduction,	

NCSS Pedagogical Standards 3, 4, 5, & 6 InTASC Standards 4 & 5	procedures and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant.	introduction, strategies/ procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant.	and provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant.	strategies/procedures and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant.	
IV. b. Instructional Activities *NCSS Pedagogical Standards 3, 4, 5, & 6 NCSS InTASC Standards 4 & 5*	Plan is not engaging and motivating. The lesson includes no opportunities for students to be active learners.	Plan is minimally engaging and motivating. Most of the lesson allows students to be passive recipients of information.	Plan includes engaging and motivating activities that challenge students to employ habits of mind of critical inquiry, interpretation of evidence, or problem solving.	Plan is highly engaging and motivating throughout. Activities challenge students to employ habits of mind of critical inquiry, interpretation of evidence, and problem solving.	
V. Assessment *NCSS Pedagogical Standards 1 & 7 NCSS InTASC Standard 6*	Assessment plan is unrelated to objectives, standards and activities.	Assessment plan is limited to cover only the most basic learning objectives and activities.	Assessment plan includes formal and informal assessment strategies that are appropriate to learner development. These assessments are limited to cover only certain aspects of the lesson objectives, standards, and activities.	Assessment plan includes a variety of formal and informal assessment strategies that are appropriate to learner development and attentive to the all aspects of the lesson including learning objectives, standards, and activities.	
VI. a. Differentiated	No differentiation	Lesson plan includes	Lesson offers appropriate	Lesson clearly offers appropriate,	

Instruction *NCSS Pedagogical Standards 2 & 6* *NCSS InTASC Standard 3*	of instruction is evident. No attempt is made to individualize activities for learning needs or strengths.	minimal differentiated instruction, which is limited to either gifted students OR students with special needs.	learning opportunities that meet the needs of diverse learners including gifted students and students with special needs.	creative, and well-integrated learning opportunities that meet the needs of diverse learners including gifted students and students with special needs.	
VI. b. Differentiated Instruction *NCSS Pedagogical Standards 2 & 6* *NCSS InTASC Standard 2*	Activities are only accessible through one dominant mode.	Activities are accessible largely through one dominant mode.	Activities are accessible through a variety of entry points.	Activities are accessible through a variety of entry points, which are well-integrated throughout the lesson.	
VI c. Developmentally Appropriate *NCSS Pedagogical Standards 2, 5, & 6* *NCSS InTASC Standard 2*	Objectives, assessment plan, and activities are entirely inappropriate for the intended grade level.	Objectives, assessment plan, and activities are largely inappropriate for the intended grade level. Areas of the lesson are not aligned in this respect.	Objectives, assessment plan, and activities are appropriate for the intended grade level, but all areas of the lesson are not equally aligned in this respect.	Objectives, assessment plan, and activities are appropriate for the intended grade level, and aligned in all areas of the lesson.	
Total					

Appendix A
Field Experience Hours/Activities Log

Deliver this log to your mentor teacher on the first day of your field experience. Your mentor will keep the log and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, all of which must involve classroom observations and may involve interactions with individual students and small and large groups of students. Hours will ideally begin as soon as possible, and observations should be spread across approximately five sessions, with no single session lasting longer than four hours. Submit this signed log at the end of the course to Professor Groundwater.

GMU Student:_____

Mentor Teacher/School: _____

Subject/Grade:_____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU Student Name/Date _____

GMU Student Signature/Date _____

Mentor Teacher Name/Date _____

Mentor Teacher Signature/Date _____

Appendix B
Critical Incident Reflection Form

Name _____   Date_____

Critical Incidents What were the highlights and lowlights of your observation? What student or students can you identify who are having success or struggling?	
Burning Issues/Questions What issues or concerns can you identify from your observation?	
Tips What activities, assignments, or strategies from your observations have you identified as particularly effective?	

Appendix C
Field Experience Guidelines

The following suggested field experience activities are designed to help you prepare for completing your Critical Incidents Reflection Form where you will be expected to analyze teaching styles and classroom management preferences.

1) Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?

2) Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.

3) Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?

4) Observe a "discovery" lesson to determine the nature of the investigation and its outcome.

5) Observe an "inquiry" lesson to determine the nature of the investigation and its outcome.

6) Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?

7) Talk with the cooperating teacher about the kinds of controversial issues, which his/her students may be studying. Ask permission to observe a session in which a controversial
issue is being examined so that you can determine what the issue is and its resolution(s).

8) Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why: "discovery," "inquiry," problem-solving discussion, simulations, lectures, directed
reading of primary sources, directed reading of secondary sources, "practice" exercises, learning centers, cooperative learning, individual research, group research/labs, activities
using software and/or the internet, etc.

9) Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to
classroom management.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix D
Field Experience Letter

College of Education and Human Development

4400 University Drive, Robinson A 320, MS 4B3
Fairfax, Virginia 22030
 Phone: 703-993-5253

Dear Educator:

My name is Susan Groundwater. I am an adjunct professor at George Mason University and the instructor for EDCI 667: **Advanced Methods of Teaching History/Social Studies – Secondary.** This course is taken by future secondary (grades 6-12) teachers, and as part of the course students are required to complete 15 hours of field experience in grades 6-12. Specifically, students are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 15 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDCI 667 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 is placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course.

Our expectations for this field experience includes the following:
- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- These 15 hours will ideally involve interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies related to history/social studies instruction.
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, check papers or tests, and so on. The level of interaction is left up to you, the classroom teacher.

Please contact me with any questions you might have about this experience. Thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,
Susan V. Groundwater, Ph.D.
Email: sgroundw@gmu.edu | cell: 703.501.3302

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

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.
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/

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

CPR/AED/First Aid
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 or dropped-off in Thompson Hall, Suite 2300.

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 the 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 internship.

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

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