

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

**EDCI 554 Section C03**  
*Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom*  
3 credits, Summer 2017  
June 26-July 29  
Mondays and Wednesdays, 10:35-3:35  
Aquia 219, Fairfax Campus

**Professor:** Dr. Stephanie Dodman  
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**PREREQUISITES**

Admission to Elementary Education licensure program.

**UNIVERSITY CATALOG COURSE DESCRIPTION**

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

**COURSE DELIVERY METHOD**

This course will be delivered using a lecture/discussion format.

**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 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**

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

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

- **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 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.

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

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

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

**National Content Standards for Arts Education:**

*Dance*

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

*Music*

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

*Theater*

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

*Visual Arts*

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

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

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

## **INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) (which covers VA Technology Standards for Instructional Personnel):**

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

## **REQUIRED TEXTS**

McGuire, M. E., & Cole, B. (Eds.). (2010). *Making a difference: Revitalizing elementary social studies*. Silver Spring, MD: National Council for the Social Studies.

Zinn, H. (2011). *A Young people's history of the United States: Columbus to the War on Terror*. New York, NY: Seven Stories Press.

\*Additional required readings will be posted on Blackboard.

## **COURSE PERFORMANCE EVALUATION**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Assignments**

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

\*PBA components are shaded in gray.

<b>Assignment</b>	<b>Due Date</b>	<b>Standards</b>	<b>Points</b>
<b>Course Engagement</b> (complete class participation each class)	<b>Ongoing</b>		<b>20</b>
<b>Where I'm From Poem</b> Write a poem based on the provided template	<b>6/28</b>	<b>Outcome E, F INTASC 9</b>	<b>10</b>
<b>PBA Unit Essential Questions/Objectives</b> Develop at least one Essential Question(s)/Objective(s) guiding your PBA unit plan	<b>7/10</b>	<b>(See PBA below)</b>	<b>5</b>
<b>Interdisciplinary Book Connection</b> Research a children's book with a social studies theme that connects to an interdisciplinary area (math, science, literacy, the arts) and is relevant to your unit. Present in small groups in class that includes how you'd integrate the book. Include it in your final unit.	<b>7/12</b>	<b>Outcome A, D, INTASC 4,7</b>	<b>10</b>
<b>Unit Map and Assessment Plan</b> Create a concept map of your Essential Questions, objectives, standards, and outline the assessments guiding your PBA unit plan.	<b>7/17</b>	<b>(see PBA below)</b>	<b>10</b>
<b>Field Trip</b> Design and go on a field trip relevant to your unit plan. Make a one-page handout with information for others about how to make the most of the trip (template will be provided). Include as section in final unit.	<b>7/28</b>	<b>Outcome A, B, C, D, E, F, G, H INTASC 1, 3, 4, 5, 7, 8</b>	<b>10</b>
<b>Social Issues Unit (PBA)</b> You will individually develop a unit of lesson plans connected to a Social Studies "essential question". Using your <i>previous</i> practicum site as the context, you will individually develop a social studies unit (with a <i>minimum</i> of 3 lessons) that addresses your question and connects to state/district social standards. The field trip DOES NOT count as a lesson.	<b>Final Unit Due: 7/28</b>	<b>Outcome A, B, C, D, E, F, G, H, I INTASC 1, 3, 4, 5, 7, 8 NCATE Dance, Music, Theater, Visual Arts</b>	<b>35</b>

**Grading Policies**

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format outlined by the professor.

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

#### **TK20/PERFORMANCE-BASED ASSESSMENT(S) SUBMISSION REQUIREMENT**

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (**EDCI 554: Social Issues Unit**) to Tk20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

#### **PROFESSIONAL DISPOSITIONS:**

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

**EDCI 554 CLASS SCHEDULE: Summer 2017**

DATE	ESSENTIAL QUESTIONS	DUE FOR CLASS
<p align="center"><b>Class 1</b></p> <p align="center"><b>Mon June 26</b></p>	<p>What are social studies? Why are they important?</p> <p>What social studies knowledge and skills do we want kids to learn?</p> <p>How can global issues be incorporated into K-6 social studies?</p>	<p><b>READING FOR MORNING SESSION: 10:35-12:15</b></p> <p><u>Text:</u> <i>Making a difference: Revitalizing elementary social studies: Chapter 1 (pp. 5-10) and Appendix (pp. 79-82)</i></p> <p><u>Blackboard:</u> National Council for the Social Studies (2002). National standards for social studies teachers. Retrieved from <a href="https://www.socialstudies.org/sites/default/files/NCSSTeacherStandardsVol1-rev2004.pdf">https://www.socialstudies.org/sites/default/files/NCSSTeacherStandardsVol1-rev2004.pdf</a></p> <ul style="list-style-type: none"> <li>• Read pp. 17-46.</li> </ul> <p><b>GET FAMILIAR WITH THIS WEBSITE:</b> VA Standards of Learning: <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</a></p> <hr/> <p><b>READING FOR AFTERNOON SESSION: 1:15- 3:35</b></p> <p><u>Text:</u> <i>Making a difference: Revitalizing elementary social studies: Chapter 2 (pp. 11-24)</i></p> <p><u>Blackboard:</u> Jefferson-Copeland, R. (2010). It's about us: 2010 Census in schools. <i>Social Studies and the Young Learner</i>, 22(4), 4-5.</p>
<p align="center"><b>Class 2</b></p> <p align="center"><b>Wed June 28</b></p>	<p>What is a democratic citizenship education?</p>	<p><b>ASSIGNMENTS DUE:</b> ✓ Where I'm From Poem</p> <p><b>READING FOR MORNING SESSION: 10:35-12:15</b></p> <p><u>Online:</u> Human Declaration of Rights <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></p> <p>C3 Framework <a href="http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf">http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf</a></p> <ul style="list-style-type: none"> <li>• Read pp. 5-7, 11-19</li> </ul> <p><u>Blackboard:</u></p>

	<p>What should be the role of current events and social problems in K-6 social studies?</p>	<p>Kahne, J., &amp; Westheimer, J. (2014). Teaching democracy: social studies curriculum, the purposes, problems, and possibilities. <i>Phi Delta Kappan</i>, 85(1), 34-40, 57-66.</p> <hr/> <p><b>READING FOR AFTERNOON SESSION: 1:15- 3:35</b></p> <p><u>Blackboard:</u></p> <p>McBrady, S. (2017). Breaking news! Ten tips for how to make current events work for you. <i>Middle Level Learning</i>, 59, 9-13.</p> <p>Cowhey, M. (2006). <i>Black ants and Buddhists: Thinking critically and teaching differently in the primary grades</i>. Portland, ME: Stenhouse.</p> <ul style="list-style-type: none"> <li>• Chap 10: Responding when tragedy enters the classroom. pp. 179-192.</li> </ul>
<p><b>Class 3</b></p> <p><b>Mon</b></p> <p><b>July 3</b></p>		<p><b>NO CLASS – INDEPENDENCE DAY OBSERVANCE</b></p>
<p><b>Class 4</b></p> <p><b>Wed</b></p> <p><b>July 5</b></p>	<p>What is historical thinking in a K-6 classroom?</p> <p>How do we best integrate SS?</p>	<p><b>READING FOR THIS SESSION (MORNING AND AFTERNOON):</b></p> <p><u>Online:</u></p> <p>Review these websites:</p> <ul style="list-style-type: none"> <li>• <a href="http://teachinghistory.org/historical-thinking-intro">http://teachinghistory.org/historical-thinking-intro</a></li> <li>• <a href="http://100leaders.org/classroom-resources">http://100leaders.org/classroom-resources</a></li> <li>• <a href="https://www.loc.gov/teachers/">https://www.loc.gov/teachers/</a></li> <li>• Bearinger, D. (2008). The legacy of a complex anniversary. In K. Wood (Ed.), <i>The Virginia Indian Heritage Trail</i> (2<sup>nd</sup> ed). Charlottesville, VA: Virginia Foundation for the Humanities. <a href="http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf">http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf</a> <ul style="list-style-type: none"> <li>o Read pp. 24-28</li> </ul> </li> </ul> <p><u>Blackboard:</u></p> <p>Halvorsen A., &amp; Allman, J. (2015). The elementary social studies classroom and integration: An introduction. In L. Bennett &amp; E. Hinde (Eds.), <i>Becoming integrated thinkers: Case studies in elementary social studies</i> (pp. 11-19). Silver Spring, MD: National Council for Social Studies.</p>

<p><b>Class 5</b></p> <p><b>Mon</b> <b>July 10</b></p>	<p>How does a teacher successfully venture “outside” the textbook?</p> <p>How will we teach about the importance of voting?</p>	<p><b>ASSIGNMENT DUE TODAY:</b></p> <p>✓ PBA Unit Essential Questions/Objectives</p> <p><b>READING FOR THIS SESSION (MORNING AND AFTERNOON):</b></p> <p><u>Blackboard:</u></p> <p>Salas, K. D. (2004). How to teach controversial content and not get fired. In T. Burant, L. Christensen, K. Salas, &amp; S. Waters (Eds.), <i>New teacher book: Finding purpose, balance, and hope during your first years in the classroom</i> (pp. 127-133). Milwaukee, WI: Rethinking Schools  <a href="http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml">http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</a></p> <p><u>Text:</u></p> <p><i>A young people’s history of the United States:</i> p. ix -197 <b>and</b> p. 421-426 (and read more if you like!)</p> <p><b>CHECK OUT THESE WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://peopleshistory.us/">https://peopleshistory.us/</a></li> <li>• <a href="https://peopleshistory.us/news/voices-in-the-classroom-teaching-resource-guide-voices-of-a-peoples-history-of-the-us/">https://peopleshistory.us/news/voices-in-the-classroom-teaching-resource-guide-voices-of-a-peoples-history-of-the-us/</a></li> <li>• <a href="http://zinnedproject.org/">http://zinnedproject.org/</a></li> <li>• <a href="http://pbseduelectioncentral.com/">http://pbseduelectioncentral.com/</a></li> <li>• <a href="http://www.growingvoters.org/Elementary-Lesson-Plans-on-Voting-and-Classroom-Activities-on-Elections---Growing-Voters.html">http://www.growingvoters.org/Elementary-Lesson-Plans-on-Voting-and-Classroom-Activities-on-Elections---Growing-Voters.html</a></li> </ul>
<p><b>Class 6</b></p> <p><b>Wed</b> <b>July 12</b></p>	<p>How can we best integrate social studies and literacy?</p>	<p><b>ASSIGNMENT DUE TODAY:</b></p> <p>✓ Interdisciplinary Book Connection- present in class</p> <p><b>READING FOR THIS SESSION (MORNING AND AFTERNOON):</b></p> <p><u>Text:</u></p> <p><i>Making a difference: Revitalizing elementary social studies:</i> Chapter 3 pp. 25-37 <b>and</b> Chapter 5 pp. 51-66.</p> <p><u>Blackboard:</u></p> <p>Sell, C. R., &amp; Griffin, K. (2017). Powerful social studies teaching with poetry and primary sources. <i>The Social Studies</i>, 108(1), 1-9.</p>
<p><b>Class 7</b></p> <p><b>Mon</b> <b>July 17</b></p>	<p>What is the role of “place” in Social Studies?</p> <p>What is Project-Based Learning?</p>	<p><b>ASSIGNMENT DUE TODAY:</b></p> <p>✓ Unit Map and Assessment Plan</p> <p><b>READING FOR THIS SESSION (MORNING AND AFTERNOON):</b></p> <p><u>Text:</u></p> <p><i>Making a difference: Revitalizing elementary social studies: Chapter 4 p. 39-49</i></p> <p><u>Blackboard:</u></p>



<p><b>July 24</b></p>	<p>a K-6 classroom?</p>	<p>Whitin, P., &amp; Moench, C. (2015). Preparing elementary teachers for arts integration. <i>Art Education</i>, 68(2), 36-41.</p> <p>Burstein, J., &amp; Knotts, G. (2010). Creating connections: Integrating the visual arts with social studies. <i>Social Studies and the Young Learner</i>, 23(1), 20-23.</p> <p>Silva, J. M. (2016). Reading, writing, and revolution: Facilitating social activism in first grade. <i>The Social Studies</i>, 107(5), 1-8.</p> <p><b>CHECK OUT THESE WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Arts Edge (Kennedy Center) National Standards: <a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a></li> <li>• <a href="http://www.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/">http://www.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/</a></li> </ul>
<p><b>Class 10</b></p> <p><b>Wed</b></p> <p><b>July 26</b></p>	<p>What did you learn about social studies teaching, learning, and assessing?</p>	<p>Unit planning work session</p> <p>Make up day as needed</p> <p><u>Text:</u></p> <p><i>Making a difference: Revitalizing elementary social studies: Chapter 6 pp. 67-77. SKIM</i></p>
<p><b>Friday</b></p> <p><b>July 28</b></p>		<p><b>ASSIGNMENT DUE TODAY:</b></p> <ul style="list-style-type: none"> <li>✓ Social Issues Final Unit (PBA), including Book Connection and Field Trip</li> </ul>

## 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

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

	Beginning 2 (Not Met)	Developing 4 (Not Met)	Accomplished 6 (Met)	Exemplary 8 (Met)	Score
<p><b>Content and Standards</b></p> <p><b>INTASC 1</b></p> <p><b>ACEI 3.3</b></p>	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate and/or exclusive. Big idea(s) and/or essential question(s) 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/or 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/or essential question(s) that promote some thinking or 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/or essential question(s) that promote some thinking or connections beyond the standards.	
<p><b>Content Integration</b></p> <p><b>INTASC 7</b></p> <p><b>ACEI 3.1</b></p>	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 are 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.	
<p><b>Instructional Objectives</b></p> <p><b>INTASC 7</b></p> <p><b>ACEI 3.1</b></p>	None or few objectives are clear, obtainable nor measureable. Unit or daily objectives are not included. The lessons' order is confusing. The unit is not well organized and is difficult to follow.	Some objectives are clear, obtainable nor measureable. Unit or daily objectives are not included. The lessons do not seem to flow together. The unit is not particularly well organized and	Most objectives are clear, obtainable and measureable. 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 measureable. Unit or daily objectives are included. Each lesson flows appropriately into the next and thoughtfully scaffolds students' learning. The unit	

		is difficult to follow.		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 but use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized.	
<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 creative, 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 not culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment not limited to multiple choice tests.	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice tests.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice tests.	
<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 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> <b>INTASC 4</b> <b>ACEI 2.5</b>	Creative and meaning learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts, movement, theater, and music) is deeply embedded in both instruction and assessment.	

If an element of the rubric is not included: 0.

Total points: \_\_\_\_\_/72

## Rubric for Self-Assessment of Student Participation

(Completed at end of each class)

	<b>Exemplary (90%-100%)</b>	<b>Proficient (80%-90%)</b>	<b>Developing (70%-80%)</b>	<b>Unacceptable (&gt;70%)</b>
<b>Frequency of participation</b>	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
<b>Quality of comments</b>	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
<b>Listening Skills</b>	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
<b>Preparation</b>	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.

**Memo:**

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

**From:** Jeff Davis, Director of Educator Preparation, CEHD

**Re:** Internship application requirements

**Date:** May 1, 2017

**Students** – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

**Student Clinical Practice: Internship Application Requirements**

**TESTING**

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

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15<sup>th</sup> is **August 1<sup>st</sup>.**

**Required tests:**

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. RVE (specific programs only...see link below)
4. ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
5. Praxis II (content knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

**ENDORSEMENTS**

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

### **CPR/AED/First Aid – NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to 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.

### **DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!**

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

### **BACKGROUND CHECKS/FINGERPRINTING**

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship.** Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their

program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

**PLEASE NOTE:**

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

**APPLICATION**

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

**DEADLINES**

**Spring 2018 internship application deadline:**

\* Traditional Internship: *September 15, 2017*

\* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at [internsh@gmu.edu](mailto:internsh@gmu.edu) Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.