



George Mason University
College of Education and Human Development
Elementary Education

ELED 554 Section 004

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

3 credits

Fall Semester 2024

Mondays 5-7:40pm

Thompson Hall L028, Fairfax Campus

Professor: Dr. Mandy Bean

Office Hours: By appointment via Zoom

Office: 1406 Thompson Hall, Fairfax campus

Phone: Cell: provided in class

Email: abean5@gmu.edu

PREREQUISITES: Admission to Elementary Education licensure program.

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

COURSE OVERVIEW: Not Applicable

Course Delivery Method: This course will be delivered by hybrid online (51 to 99% of scheduled class time is online). Remaining class time requires face-to-face meetings. To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>. You will log in to the Canvas course site using your Mason email name (everything before @gmU.edu) and email password. The course site will be available on August 23, 2024. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be delivered using multiple instructional strategies and formats including synchronous and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities. **Each week, activities should be completed prior to our class meetings.** A detailed class schedule is included in the 'Class Schedule' section.

Please note: This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

TECHNICAL REQUIREMENTS

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

- High-speed Internet access with standard up-to-date browsers.
 - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Students must maintain consistent and reliable access to their GMU email and Canvas, as these are the official methods of communication for this course.
- Depending on the environment, students might need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

COURSE EXPECTATIONS

COURSE WEEK: Our class will meet on Mondays as indicated on the Schedule of Classes.

LOG IN FREQUENCY: Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

PARTICIPATION: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

TECHNICAL COMPETENCE: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

TECHNICAL ISSUES: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

WORKLOAD: Please be aware that this course is **not** self-paced. **Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus.** It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

INSTRUCTOR SUPPORT: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

NETIQUETTE: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

USE OF GENERATIVE AI

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

ACCOMMODATIONS

Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

STUDENT AND FACULTY NAMES AND PRONOUNS

If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [she/hers] for myself and you may address me as “Dr. Bear”, “Professor Bear” or “Mandy” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

DIVERSITY AND INCLUSION STATEMENT

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

LAND ACKNOWLEDGEMENT STATEMENT

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patowomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

OFFICIAL ELED ATTENDANCE POLICY

- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.
- Absence from class to observe a religious holiday, to serve jury duty, to participate in a university-sponsored event, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1>
- In addition, **you are expected to be on time to class** each week unless 24 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

FIELD ACCOMMODATIONS

- If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

LEARNER OUTCOMES:

This course is designed to enable students to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction in the domains of history, geography, civics, and economics.
- B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia Standards of Learning in social studies.
- C. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Use visual and performing arts to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve
- F. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- G. Apply multiple intelligence theory to instruction and differentiation.
- H. Describe the central role of arts in learning.
- I. Design and use multiple authentic assessments.
- J. Relate the practice of good citizenship and respect for rules and laws to participation in activities in the classroom learning communities.
- K. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners’ achievement in an interdisciplinary manner in Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.
- L. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
- M. Understand how social studies can foster critical thinking skills through the use of artifacts, geographic skills, charts, graphs, and pictures, questioning, compare/contrast, cause/effect and connections to understand events, people and places in history.
- N. Develop fluency in content vocabulary and comprehension of verbal, written, and visual sources.

PROFESSIONAL STANDARDS:

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

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

- 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, & 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

REQUIRED TEXTS:

- **No required text. All required readings will be posted on Canvas.**

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. Canvas).

ASSIGNMENTS: All assignment sheets, templates, and rubrics will be available on Canvas.

Assignment	Due Date	Points (total of 100)
1) In person, Online and Asynch Course Engagement Completion of readings; Participation during on campus classes as well as Canvas-based activities.	N/A	20 points

<p>2) Where I'm From Poem Write a poem based on the provided directions.</p> <p>BRING A PAPER COPY TO CLASS. Present poem to class.</p>	<p>Sunday Sept 8th 11:59pm</p>	<p>7 points</p>
<p>3) Readings Check-ins</p> <p>There are "Readings check-ins" for most weeks, each worth 3 points. They will be posted in Canvas. You will write/create a short response to one reading based on the prompt for the week. This will be due PRIOR to each class on the Sunday night before class on Monday. Bring them to class on Monday for discussion.</p>	<p>Due Sunday nights 11:59pm</p>	<p>30 points</p>
<p>4) Social Studies/Arts Integration Lesson</p> <p>You will develop ONE lesson plan using Arts Integration & Social Studies for a K-6 classroom. Connect to state/district social studies standards and arts standards. Use the lesson plan format posted in Canvas. You do not have to teach the lesson this semester. Rubric below.</p>	<p>Sunday Oct 20th 11:59pm</p>	<p>18 points</p>
<p>5) Children's Literature Integration</p> <p>Choose a children's book from a provided list with a social studies theme (<i>link on Canvas</i>) and <u>obtain a book</u>. Use your local library or Mason library! You don't have to buy the book ☺</p> <p>Think about how you might integrate the book into social studies & <i>at least</i> 2 ideas from other curriculum areas (math, science, literacy, the arts). More directions will be provided.</p> <p>YOU MUST HAVE A COPY OF THE BOOK. THIS IS NOT OPTIONAL. IT CANNOT BE A DIGITAL COPY. YOU MUST BRING IT TO CLASS ON NOV 11TH.</p>	<p>Sunday Nov 10th 11:59pm</p>	<p>15 points</p>
<p>6) Connect Disciplinary Questions to Your Life</p> <p>Complete each section of the graphic organizer throughout the semester.</p> <p>Turn in the "Final Thoughts" with your takeaways/reactions to the assignment. (You do not have to turn in the individual sections.) There is no required number of words.</p>	<p>Sunday Dec 1st 11:59pm</p>	<p>10 points</p>

Grading Policies

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

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

PROFESSIONAL DISPOSITIONS: Students are expected to always exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/polices-procedures/>

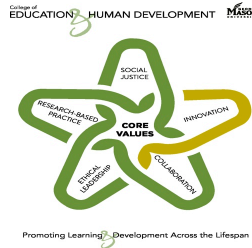
CLASS SCHEDULE Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATE	TOPIC	READINGS/VIDEOS	ASSIGNMENTS
<p>Session 1</p> <p>Aug 26</p> <p>On campus</p>	<p>What are the social studies?</p>	<p>Rodriguez, N. & Swalwell, K. (2022). Social Studies for a Better World.</p> <ul style="list-style-type: none"> • Part 1/Chapter 1 <i>Why Social Studies Can Change the World: The Social Studies</i> • Appendix: <i>Educator Tools and Guides</i> <p><i>SKIM for BIG IDEAS</i>: National Council of the Social Studies, 2002. National Standards for Social Studies Teachers. p. 17-46.</p> <p>Review your grade level: Virginia Social Studies SOLs for familiarity</p>	<p>✓ Come with any questions regarding the syllabus</p>
<p>Session 2</p> <p>Sept 9</p> <p>On campus</p>	<p>Integrating the Arts</p>	<p>Whitin, P. and Moench, C. (2015). Preparing Elementary Teachers for Arts Integration. <i>Art Education</i>, 68(2), p.36-41.</p> <p>Bolick, C. M., & Williams, W. A. (2021). Creative Citizens in the "Making": Social Studies and Makerspaces. <i>Social Studies and the Young Learner</i>, 34(2), 27-32.</p> <p>Review this website: Virginia SOLs: Fine Arts</p>	<p>✓ Where I'm From Poem</p> <p>✓ Reading Check-in #1</p>
<p>Session 3</p> <p>Sept 16</p> <p>Online</p>	<p>History Part 1: Historical thinking</p>	<p>King, L. J. (2023). Introduction: How Do I Start Teaching Black History?. <i>Social Studies and the Young Learner</i>, 35(3), 3-4.</p> <p>Duss, L. S., Talbert, R., & Sheppard, M. (2021). The National Parks and Inquiry-Based Teaching of US History. <i>Social studies and the young learner</i>, 34(1), 21-27.</p> <p>Brugar, K. A. (2023). Everything Is LOCAL! Making Curricular Connections with History Close to Home. <i>Social Studies and the Young Learner</i>, 36(2), 17-21.</p>	<p>✓ Reading Check-in #2</p> <p>✓ Complete Disciplinary Questions for History. You do not need to turn this in yet.</p>

<p>Session 4</p> <p>Sept 23</p> <p>Asynch Online</p>	<p>Economics</p>	<p>Gallagher, J. L., & Kelly, E. (2019). Economic Thinking with Jon Klassen’s Animal Hat Books. <i>Social Studies and the Young Learner</i>, 32(2), 16-18.</p> <p>Powell, G., & Lyon, A. F. (2021). Wall Street Runs Through Here: A Study in Economics. <i>Social Studies and the Young Learner</i>, 33(4), 12-14.</p> <p>Sonu, D. (2022). It’s time for class: Examining economic inequality in fourth and fifth grade. <i>Social Studies and the Young Learner</i>, 35(2), 3-10.</p> <ul style="list-style-type: none"> • Watch: https://vimeo.com/761939810/ec9ab6364a 	<p>✓ Reading Check-in #3</p> <p>✓ Complete Disciplinary Questions for Economics. You do not need to turn this in yet.</p>
<p>Session 5</p> <p>Sept 30</p> <p>On campus</p>	<p>Civic Engagement (including elections)</p>	<p>McGuire, M. E., Nicholson, K., & Rand, A. (2019). Live It to Learn It: Making Elections Personally Meaningful. <i>Social Studies and the Young Learner</i>, 32(2), 19-25.</p> <p>Five Myths About Voting Flyer</p> <p>Additional Required Readings/Websites TBA and will be on Canvas</p>	<p>✓ Reading Check-in #4</p> <p>✓ Complete Disciplinary Questions for Civics. You do not need to turn this in yet.</p>
<p>Session 6</p> <p>Oct 7</p> <p>Online</p>	<p>Behavioral Sciences and Multiple Perspectives</p>	<p>Caldwell, K. W. (2024). Teaching Multiple Perspectives through International Children's Picture Books. <i>Social Studies and the Young Learner</i>, 36(3), 4-8.</p> <p>Groce, E., Groce, R., Wells, C., Mize, C., Bell, K., & Weschler, J. (2022). " People Changed How They Thought about Life after Being Sideways": Exploring Perspective in a Fifth-Grade Classroom. <i>Social Studies and the Young Learner</i>, 35(1), 3-10.</p> <p>Loewen, J. (2019). Lies my Teacher Told Me: Chap 1: Christopher Columbus</p>	<p>✓ Reading Check-in #5</p> <p>✓ Complete Disciplinary Questions for Behavioral Sciences. You do not need to turn this in yet.</p>
<p>Session 7</p> <p>Oct 21</p> <p>On campus</p>	<p>History Part 2: Primary Sources</p>	<p>Bauml, M., & May, L. (2019). Veterans Day Then and Now: First Graders Learn from Primary Sources and Take Action. <i>Social Studies and the Young Learner</i>, 32(2), 26-31.</p> <p>Mueller, R. G. (2024). Local History as a Pathway for Powerful Social Studies. <i>Social Studies and the Young Learner</i>, 36(3), 25-30.</p> <p>Explore: Multiple Links on Canvas</p>	<p>✓ Reading Check-in #6</p> <p>✓ Social Studies/Arts Integration Lesson</p>

<p>Session 8</p> <p>Oct 28</p> <p>Online</p>	<p>Current Events</p>	<p>Gunn, A. A., Bennett, S. V., & van Beynen, K. (2020). Teaching About Religion with Conversations and Multicultural Literature in K-6 Classrooms. <i>Social Studies and the Young Learner</i>, 33(1), 10-16.</p> <p>Bellows, E., & Buchanan, L. B. (2022). Approaching the Teaching of War in the Elementary Classroom with Text Sets. <i>Social Studies and the Young Learner</i>, 34(4), 3-12.</p> <p>Rodriguez, N. & Swalwell, K. (2022). <i>Social Studies for a Better World</i>. P. 37- 43</p>	<p>✓ Reading Check-in #7</p>
<p>Session 9</p> <p>Nov 4</p> <p>Asynch Online</p>	<p>Project Based Learning</p>	<p>PBL in the Elementary Grades – provided online on Canvas</p> <p>READ ALL PAGES PROVIDED 😊</p>	<p>✓ Complete online activities by THURSDAY Nov 7th</p>
<p>Session 10</p> <p>Nov 11</p> <p>On campus</p>	<p>Integration of SS into other subjects</p>	<p>Bauml, M., Field, S., & Ledbetter, M. (2013). Immigration, any small goodness, and integrated social studies. <i>Social Studies and the Young Learner</i>, 26(1), 17-21.</p> <p>Integrating Social Studies in the Early Grades (2023). https://www.edutopia.org/article/integrating-social-studies-elementary-school?utm_content=linkpos1&utm_campaign=weekly-2023-07-12&utm_source=edu-newsletter&utm_medium=email</p> <p>Turner, R. K., Deliman, A., & Robertson, M. (2023). Curriculum Integration Using Picturebooks: Combining Language Arts and Social Studies Standards to Address Controversial Issues. <i>Social Studies and the Young Learner</i>, 36(1), 27-32.</p>	<p>✓ Reading Check-in #8</p> <p>✓ Children’s Literature Integration: YOU MUST HAVE A COPY OF THE BOOK. THIS IS NOT OPTIONAL. IT CANNOT BE A DIGITAL COPY.</p>
<p>Session 11</p> <p>Nov 18</p> <p>Asynch Online</p>	<p>Geography</p>	<p>McPherson, K. (2019). The Fifty States Project: Learning about America, One Care Package at a Time. <i>Social Studies and the Young Learner</i>, 32(2), 3-9.</p> <p>National Council for Geographic Education (NCGE)</p> <p>Bauml, M. (2023). I Do, We Do, You Do: Teaching Map Skills in Early Grades. <i>Social Studies and the Young Learner</i>, 36(2), 28-32.</p>	<p>✓ Reading Check-in #9</p> <p>✓ Complete Disciplinary Questions for Geography. You do not need to turn this in yet.</p>

<p>Session 12</p> <p>Dec 2</p> <p>Online</p>	<p>Going beyond the textbook</p>	<p>Rodriguez, N. & Swalwell, K. (2022). Social Studies for a Better World.</p> <ul style="list-style-type: none"> Part 3/Chapter 8 How to Teach Anti-Oppressive Social Studies and Not Get Fired 	<p>✓ Reading Check-in #10</p>
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Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Canvas should be directed to <https://its.gmu.edu/knowledge-base/Canvas-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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

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

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

Rubric: Social Studies/Arts Integration Lesson

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

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

Children's Literature Integration

	0 points	2.5 points	5 points
Integration of the book	No integration ideas are provided	Ideas provided for 1-2 areas or integration but lacks details	Explicit ideas are provided for how to best integrate the book in at least 3 subjects (math, LA, science, arts, etc.). SOLS are provided.
Criteria included	lacks two or more of the five criteria needed. Did not present.	lacks one of the five criteria needed.	<ul style="list-style-type: none"> • Includes: • Book Title • Author/Year • Brief summary: 3-4 sentences in own words • Appropriate grade level(s) • Integration ideas
Participation	Did not participate	Was not prepared	Thoughtfully participated



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.