

Social Science Teaching Student Handbook

Eastern Illinois University

Updated January 2019



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August 2018

Dear Social Science Teaching students and prospective students,

Whether you are already here or considering enrolling, we are so glad that you have found the History with Teacher Licensure and Social Science Teaching program at Eastern Illinois University. The multi-faceted Social Science Teaching degree provides training in the many areas of social studies, including economics, geography, history, political science, psychology and sociology-anthropology, and all students graduate ready to be licensed to teach ALL social science subjects in Illinois's public high schools.

You are embarking on preparation for a career in which you will have unlimited potential to improve your own life and the lives of your students. Teaching middle-level and high school social studies is an incredibly fulfilling career, one in which you use your love of history and social studies content to provide education for citizenship and to change students' lives. Many who go into teaching do so because they had a teacher who inspired them. Our program is designed to help YOU continue your development into being THAT teacher.

I look forward to getting to know you during your time at Eastern and am always happy to answer questions.

All best wishes,

Dr. Bonnie Laughlin-Schultz
Social Science Teaching Coordinator
Associate Professor of History
Eastern Illinois University
blaughlinschul@eiu.edu
217-581-6362

Important Contacts and Web Links

Department of History (EIU)
<https://www.eiu.edu/history/>

Social Science Teaching Program (EIU)
<https://www.eiu.edu/socsci/>

College of Education: Information for Education Students
<http://www.eiu.edu/ceps/teached.php>

College of Education: Student Teaching and Clinical Experiences
<https://www.eiu.edu/clinical/>

Advisors and Contacts

Professor Bonnie Laughlin-Schultz
Social Science Teaching Coordinator
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Professor Brian Mann
History with Teacher Licensure Advisor
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Professor John Morris
SOS-Political Science Advisor
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Professor John Mace
SOS-Psychology Advisor
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Professor Vernon Woodley
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A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy

<http://www.socialstudies.org/positions/powerful/>

A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful

Powerful social studies teaching and learning are meaningful to both teachers and students.

The content selected for emphasis is worth learning because it promotes progress toward important social understanding and civic efficacy goals, and teaching methods are designed to enable students to appreciate how the content relates to those goals. Rather than memorizing disconnected bits of information or practicing skills in isolation, students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school. This worthwhile content is taught in ways that relate to each student's culture and assists the student in recognizing its value. As a result, students' learning efforts are motivated by appreciation and interest, not just by accountability and grading systems. ... Thoughtfully planned to accomplish significant goals, meaningful social studies teaching embodies several other key features. **Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application. A great many facts, definitions, and generalizations are taught because understanding often-used information and ideas enhances communication within and between cultures. The most effective teachers, however, do not diffuse their efforts by covering too many topics superficially.** Instead, they select for emphasis the most useful landmark locations, the most representative case studies, the most inspiring models, the truly precedent-setting events, and the concepts and principles that their students must know and be able to apply in their lives outside of school. **Furthermore, teachers inform students of when and how this content will be useful to them in realistic contexts, and they follow through with activities that engage students in applying the content in simulated or real situations.**

Facts and ideas are not taught in isolation from other content, nor are skills. Instead, they are embedded in networks of knowledge, skills, beliefs, and attitudes that are structured around important ideas and taught emphasizing their connections and potential applications. ...

Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning. They encourage students to connect these ideas to their previous knowledge and experience, to think critically and creatively about them, and to consider their social implications. **Thus, meaningful social studies teaching emphasizes authentic activities and assessment tasks—opportunities for students to engage in the sorts of applications of content that justify the inclusion of that content in the curriculum in the first place.** For example, instead of labeling a map, students might plan a travel route and sketch landscapes that a traveler might see on the route. Instead of listing the amendments in the Bill of Rights, students might discuss or write about the implications of the Bill of Rights for a defendant in a selection of court cases. ... Reflective teachers select and present content to students in ways that connect it with the students' interests and with local history, cultures, and issues. Local history and geography receive special attention, as do local examples of social, economic, political, or cultural topics studied at each grade level.

B. Social Studies Teaching and Learning Are Powerful When They Are Integrative

Social studies is naturally integrative because it addresses a broad range of content using varied instructional resources and learning activities. But powerful social studies is both

integrated and integrative in other respects as well. First, powerful social studies teaching is integrative in its treatment of topics. **It crosses disciplinary boundaries to address topics in ways that promote students' social understanding and civic efficacy. Its content is anchored by themes, generalizations, and concepts drawn from the social studies foundational disciplines, supplemented by ideas drawn from the arts, sciences, and humanities, from current events, and from local examples and students' experiences. ...**

Powerful social studies teaching is integrative across time and space, connecting with past experiences and looking ahead to the future. It helps students appreciate how aspects of the social world function, not only in their local community and in the contemporary United States but also in the past and in other cultures. **It puts what is familiar to students into historical, geographical, and cultural perspectives, thus expanding their limited purviews on social phenomena that they may have taken for granted. Powerful social studies teaching integrates knowledge, skills, beliefs, values, and attitudes to action.** In particular, it teaches skills within the context of applying knowledge. They are taught directly when opportunities for practice are embedded in authentic application activities. Content flow is not interrupted for practice of related skills. ...

C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based

Powerful social studies teaching considers the ethical dimensions of topics and addresses controversial issues providing an arena for reflective development of concern for the common good and application of social values. **Students learn to be respectful of the dignity and rights of others when interacting socially, and to emphasize basic democratic concepts and principles when making personal policy decisions or participating in civic affairs.**

Topics are treated comprehensively and realistically. Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues. **They learn to gather and analyze relevant information, assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations. Through discussions, debates, simulations, research, and other occasions for critical thinking and decision-making, students learn to apply value-based reasoning when addressing social problems.**

The best social studies teachers develop awareness of their own values and how those values influence their selection of content, materials, questions, activities, and assessment methods. They assess their teaching from multiple perspectives and, where appropriate, adjust it to achieve a better balance. Rather than promulgating personal, sectarian, or political views, these teachers make sure that students: (1) become aware of the values, complexities, and dilemmas involved in an issue; (2) consider the costs and benefits to various groups that are embedded in potential courses of action; and (3) develop well-reasoned positions consistent with basic democratic social and political values. ... Students become more aware of the complexities involved in addressing the issue in ways that serve the common good, and are more articulate about their own and others' policy recommendations and supporting rationales. **Powerful social studies teaching encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.**

D. Social Studies Teaching and Learning Are Powerful When They Are Challenging

In advancing their own ideas and in responding critically to others, **students are expected to build a case based on relevant evidence and arguments and to avoid derisive and other**

inappropriate behavior. They are challenged to come to grips with controversial issues, to participate assertively but respectfully in group discussions, and to work productively with partners or groups of peers in cooperative learning activities. Such experiences foster the development of competencies essential to civic efficacy. Making social studies teaching challenging should not be construed as merely articulating high standards and then leaving it to students to try to meet them. **Rather, the teacher models seriousness of purpose and a thoughtful approach to inquiry and uses instructional strategies designed to elicit and support similar qualities from students. ... The teacher shows interest in and respect for students' thinking, but demands well-reasoned arguments rather than opinions voiced without adequate thought or commitment. Routinely, students are asked to explain and defend their ideas using content-based arguments ...**

E. Social Studies Teaching and Learning Are Powerful When They Are Active

Rather than mechanically following the instructions in a manual, an exemplary teacher is prepared to: (1) acquire and update continuously the subject-matter knowledge and related pedagogical knowledge needed to teach the content effectively; (2) adjust goals and content to the students' needs; (3) participate as a partner in learning with students, modeling the joy of both discovering new knowledge and increasing understanding of familiar topics; (4) use a variety of instructional materials such as physical examples, photographs, maps, illustrations, films, videos, textbooks, literary selections, and computerized databases; (5) plan field trips, visits to the class by resource people, and other experiences that will help students relate what they are learning to their lives outside the classroom; (6) plan lessons and activities that introduce content to students, and encourage them to process it actively, think about it critically and creatively, and explore its implications; (7) develop current or local examples that relate the content to students' lives; (8) plan sequences of questions that allow for numerous responses and stimulate reflective discussion; (9) provide students with guidance and assistance as needed, yet encourage them to assume increasing responsibility for managing their own learning; (10) structure learning environments and activities in ways that encourage students to behave as a community of learners; (11) use accountability and grading systems that are compatible with instructional methods and that focus on accomplishment of major social understanding and civic efficacy goals; and (12) monitor reflectively and adjust as necessary. ... **Teacher and student roles shift as learning progresses.** Early in a unit of study, the teacher may need to provide considerable guidance by modeling, explaining, or supplying information that builds on students' existing knowledge while also assuming much of the responsibility for structuring and managing learning activities. As students develop expertise, however, they can begin to assume responsibility for regulating their learning by asking questions and by working on increasingly complex applications with increasing degrees of autonomy.. ... **The teacher's modeling, classroom management, motivational techniques, instructional methods, and assessment procedures all communicate to students that they are expected to participate in social studies classes actively and with a sense of purpose.** The students learn to reflect thoughtfully on what they are learning and to ask questions, share opinions, and engage in public content-based dialogue. Through authentic application activities they develop civic efficacy by practicing it—engaging in the inquiry and debate required to make informed decisions about real social issues then following up with appropriate social or civic action.

Advising Information

Incoming freshman are advised by 9th Street Hall advisors. Once students are enrolled at EIU and have completed fifteen hours and declared a major, students are assigned to an advisor based upon their social science teaching concentration:

History with Teacher Licensure

Prof. Brian Mann, bmann@eiu.edu

Social Science Teaching—Geography

Prof. James Davis, jadavis2@eiu.edu

Social Science Teaching—Political Science

Prof. John Morris, jsmorris@eiu.edu

Social Science Teaching—Psychology

Prof. John Mace, jhmace@eiu.edu

Social Science Teaching—Sociology-Anthropology

Prof. Vernon Woodley, vawoodley@eiu.edu

All students are also always invited to consult with Dr. Laughlin-Schultz (blaughlinschul@eiu.edu), though they should note that she does *not* provide PIN numbers or deal with actual class registration. It is an especially good idea for students new in the program who have not yet had SOS 2400 or who are advised outside of the History department to meet with her regularly in addition to seeing your other advisor.

How to Run a Degree Audit

Follow these steps:

1. Login to PAWS at <http://www.eiu.edu/paws/>
2. Once in PAWS, select the Student tab
3. Click on Student Records
4. Click on Degree Audit Reporting System
5. Click "Run Audit"
6. Click "View Submitted Audits"
7. Click on the underlined link that shows up. You can then select a printer friendly version to read/print

If you have any problems running your audit, go here: <http://castle.eiu.edu/acaffair/DARS/student.php> and if that page doesn't answer your questions, contact Dr. Mann or your SOS advisor via email.

Understanding the Degree Audit

The degree audit analyzes your transcript and tells you which requirements you have met and which you still need to meet. It also tells you what courses you can take to meet those requirements. For example, let's say you still need a fine arts course to fulfill your Humanities & Fine Arts general education requirement. The Degree Audit will tell you that you still need to do this requirement, and then will list all courses you can take to fulfill the requirement. Another example (for a History with Teacher Licensure major) is if you look at the History major section, it might say that you still need to take HIS 3555 and two non-U.S. history courses above the 3000 level. It will show HIS 3555 in red and it will list all the possible courses that would fulfill the non-U.S. history requirement. Please note, however, while the audit shows all courses that will fulfill a requirement, that does not mean all of those courses are being offered in the coming semester. You need to check the course schedule online to see if it is offered or not.

Degree Checksheet: HISTORY WITH TEACHER LICENSURE

This degree checksheet applies to catalog year 2016 and later. For previous catalog checksheets, go to <https://www.eiu.edu/socsci/advising.php>

Major Requirements (History and Social Studies)

HIS 1500G/1590G _____	HIS 2560 _____	US HIS Elective 3000+ _____
HIS 2010G/2090G _____	HIS 3555 _____	non-US HIS Elective 3000+ _____
HIS 2020G/2091G _____	HIS 3600G/3690G _____	HIS Elective 3000+ _____
HIS 2500 _____		HIS Elective 3000+ _____
ANT 2200G/2290G _____	ECN 2801G/2891G _____	ECN 2802G/2892G _____
GEO 1100G/1190G _____	GEO 1200G/1290G _____	PLS 2253G/2293G _____
PLS 3603 _____	PSY 1879G/1890G _____	SOC 1838G _____
Elective _____	SOS 2400 _____	SOS 3400 _____

(GEO 3200; SOC 2721; PSY 3515; PSY 3780)

Education Course Requirements

SED 2000 _____ EDF 2555G/2595G _____ EDP 2330 _____ EDF 4550 _____ SPE 4500 _____
Practicum: SED 3330 _____ SED 4330 _____
Student Teaching: STG 4000 _____ STG 4001 _____

General Education and EIU Requirements

<i>Humanities & Fine Arts</i>	<i>Language</i>	<i>Scientific Awareness</i>
Humanities <u>HIS1500G/1590G</u>	ENG 1001G/1091G _____	Biological Science: _____
Humanities <u>HIS2010G/2090G</u>	ENG 1002G/1092G _____	Physical Science: _____
Fine Art _____	CMN 1310G/1390G _____	Lab requirement: _____
<i>Social & Behavioral Sciences</i>	<i>Mathematics</i>	<i>Senior Seminar or Study Abroad Capstone</i>
Course #1 <u>HIS3600G/3690G</u>	MAT xxxxG _____	EIU 41xxG or STA 4000G _____
Course #2 <u>ANT2020G/2290G</u>		
Course #3 <u>ECN2801G/2891G</u>		
<i>Cultural Diversity Course:</i> <u>HIS1500G/1590G</u> or <u>EDF 2555G/2595G</u> (if transferring in 1500G)		
Foreign Language Requirement met? _____	EWP #1 _____	EWP #2 _____ EWP #3 _____

**History with Teacher Licensure 4 Year Plan
Starting Fall 2016 Catalog**

Year 1	*HIS 1500G/1590G **PSY 1879G/1890G ENG 1001G/1091G CMN 1310G/1390G BIO gen ed. (with/wo lab)	*HIS 2010G/2090G *HIS 2020G/2091G **ANT 2020G/2290G ENG 1002G/1092G Phys Sci. gen ed. (w/lab if haven't)
Year 2	HIS 2500 HIS 2560 **ECN 2801G/2891G GEO 1100G/1190G SOS 2400 (1 s.h.) SED 2000 (2 s.h.) SOC 1838G	HIS 3555 HIS 3600G/3690G PLS 2253G/2293G Math gen ed. EDF 2555G/2595G EDP 2330
Year 3	HIS 3000+ elective (U.S.) ECN 2802G/2892G GEO 1200G/1290G Fine Art gen ed. PLS 3603	HIS 3000+ elective SOS 3400 EDF 4550 HIS 3000+ elective (non-U.S.) Elective (GEO 3200; SOC 2721; PSY 3515; PSY 3780)
Year 4	HIS 3000+ elective SED 3330 (4 s.h.) SED 4330 SPE 4500 EIU 41xx - Senior Seminar	STG 4000 (1 s.h.) STG 4001 (12-16 s.h.)

*Fulfills a Humanities general ed. req.

**Fulfills a Social/Behavioral general education req.

Degree Checksheet: SOCIAL SCIENCE TEACHING

This degree checksheet applies to catalog year 2017 and later. For previous catalog checksheets, go to <https://www.eiu.edu/socsci/advising.php>

I. General Education Requirements {courses from the major that count for General Education are indicated below}

<i>Language (9)</i> ____ ENG 1001G ____ ENG 1002G ____ CMN 1310G	<i>Social and Behavioral (9)</i> ____ Social/Behavioral* ____ Social/Behavioral* ____ Social/Behavioral*	<i>Humanities & Fine Arts (9)</i> ____ Fine Art (3) ____ Humanities# ____ Humanities#
<i>Math (3)</i> ____ Math (3)	<i>Scientific Awareness (7)</i> ____ Biological Science ____ Physical Science ~ GEO1120G -SOS-GEO (1 must include LAB: ____)	<i>Senior Seminar (3)</i> ____ EIU 41** or 42** <i>Suggestion: Popular Culture Economics</i>

II. Professional Education/SOS Methods Sequence

____ SED 2000 (2) ____ SOS 2400 (1) ____ EDF 2555/2595G (3) ____ EDP 2330 (3)	____ EDF 4550 (3) ____ SOS 3400 (3)	____ SPE 4500 (3) ____ Practicum: SED 3330/SED 4330 (4/3)	Student Teaching ____ STG 4000 (1) ____ STG 4001 (12)
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III. Social Science Teaching Core

____ ECN 2801/2891G* (3) ____ ECN 2802/2892G* (3) ____ GEO 1100/1190G* (3) ____ GEO 1200/1290G* (3) ____ 1 Elec^ (GEO 3200, PSY 3515, PSY 3780, or SOC 2721) (3)	____ HIS 1500/1590G# (3) ____ HIS 2010/2090G# (3) ____ HIS 2020/2091G# (3) ____ HIS 2560 (3) ____ HIS 3555 (3)	____ PLS 1153/1193G* (3) {His 3600 if HIS-TL} ____ PLS 2253/2293G* (3) ____ PLS 3603 (3) ____ PSY 1879/1890G* (3) ____ SOC 1838/1890G* (3) ____ ANT 2200/2290G* (3)
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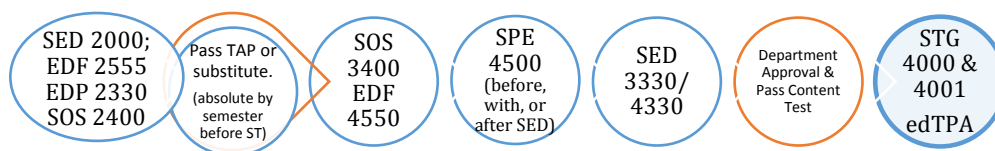
IV. Courses in Area of Concentration (choose ONE) {^=can take as elective in core above; ~ in GenEd}

GEOGRAPHY	POLITICAL SCIENCE	PSYCHOLOGY	SOCIOLOGY-ANTHROPOLOGY
____ GEO 1120G~ (4)	____ PLS 1003 (3)	____ PSY 3310	____ SOC 2721^ (3)
____ GEO 1400G (3)	____ PLS 2033 (3)	____ PSY 3515^	____ SOC 2780 (3)
____ GEO 3025G (3)	____ PLS 3203 (3)	____ PSY 3590	____ SOC 3050 (3)
____ GEO 3200^ (3)	____ PLS 3543 (3)	____ PSY 3620	____ SOC 3620 (3)
____ GEO 3420 (3)	____ PLS 3753 (3)	____ PSY 3780^	____ SOC 3650 (3)
____ Elective: GEO__ (3)		____ PSY 3870	____ ANT 3712 (3)

GPA Requirements: 2.75 cumulative and 3.0 mGPA required for clearance to enroll in practicum & student teach.

Foreign Language Requirement met? ____ **EWP #1** ____ **EWP #2** ____ **EWP #3** ____

Secondary Education Sequence for Social Science Teaching Majors



Traditional Student (begins here, declares early)

	Fall	Spring
Year 1		SED 2000, EDF 2555G
Year 2	SOS 2400 (our new intro course, required ONLY from AY2016-on)	EDP 2330 (or in fall of year 2)
Year 3	(Or SOS 2400 here) EDF 4550 (jr standing; online every sem)	SOS 3400
Year 4	SED 3330/SED 4330/Practicum, SPE 4500 (or May term prior)	STG 4000, STG 4001

Transfer/Late Declare (* = may have transferred in)

1-2		
Year 3	SED 2000*, EDF 2330*, SOS 2400, EDF 2555G*	SOS 3400, EDF 4550 (jr standing required; online every sem)
Year 4	SPE 4500 (prereq: SOS 3400), SED 3330/SED 4330/Practicum	STG 4000, STG 4001

Sequencing and Processing Notes

SED 2000, EDF 2555G, SOS 2400, and EDP 2330 **must** be taken prior to SOS 3400, and no student can take SPE 4500 until they have completed SOS 3400. Ideally, one would do step 1 in multiple semesters, with SED 2000 and EDF 2555G first. SPE 4500 requires no clinical hours and is offered at night (Wednesdays) and in the four-week summer term, so it is easy to schedule. (FYI for students later in the program: Prior to fall 2018, it was SPE 3500 and it counts the same.) If you have questions about sequencing and what will be best for you, see Dr. Laughlin-Schultz or email her at blaughlinschul@eiu.edu. Note: SOS 2400 is required only in catalog year 2016 or later. It is **strongly suggested** for others.

Applications for student teaching must be completed the FALL PRIOR to the academic year in which you student teach. That is, if you plan to student teach in Spring 2019, you apply to do so in Fall 2017. Don't miss this deadline! In order to student teach, you **MUST** have a 2.75 cumulative and a 3.0 major GPA. You also must have passed the Content Test and secured Department Approval. Department Approval happens in weeks 10-12 of the semester PRIOR to student teaching. Dr. L-S will send out an email to all students with submission directions for those planning to student teach the next semester. Students submit a portfolio (many components of which are completed in the course of SOS 2400 and SOS 3400), including a resume/cover letter, a statement of teaching philosophy, recommendation forms completed by Social Science faculty, a primary source analysis paper, and a learning segment.

Practicum is 75 hours and students will need to block out 8am-12pm OR 12pm-4pm. SOS 2400 is offered in FALL and SOS 3400 in SPRING, and SOS 3400 is generally scheduled T/R 9:30-12:15. Students must plan accordingly.

Checklist for Social Science Teaching Majors
(HIS-TL, SOS-GEO, SOS-PLS, SOS-PSY, SOS-SOC)
Updated August 2018

- _____ 1. Complete course requirements with a C or better in every course that counts towards your major.
- _____ 2. Complete all the steps for admission to teacher education before registering for SOS 3400.
- Attend an Admission to Teacher Education meeting.
 - Complete at least 29 semester hours, and maintain a minimum EIU GPA of 2.65. (These can be transfer hours.) One of these early courses should be SED 2000.
 - Purchase LiveText through the University Union Bookstore.
 - Submit a letter of intent to the Office of the Dean, CEPS. This is done through Livetext, and most students do it as part of SED 2000. If you have transferred in SED 2000 credits you will need to submit the letter independently to the office at 1420 Buzzard Hall. See directions at <http://www.eiu.edu/ceps/teached/Letter%20of%20Intent%20Directions.pdf>.
 - Take your Speech & Hearing test at the EIU clinic.
 - Complete your first Fingerprint-based Criminal Background Investigation.
- _____ 3. Earn at least a 3.0 major GPA (major GPA = GPA in all ANT, ECN, GEG, HIS, PLS, PSY, SOC, and SOS courses) and a 2.75 cumulative GPA.
- _____ 4. Make sure that you have taken and passed the Test of Academic Proficiency (TAP) or that you have substituted your ACT (with Writing) or SAT score to replace it.
- _____ 5. Join at least one professional organization (a requirement for student teaching approval). A list of organizations is available at <http://www.eiu.edu/~socsci/approval.php>. Strongly recommended: National Council for the Social Studies and Illinois Council for the Social Studies.
- _____ 6. Attend at least two professional conferences, including the Annual History and Social Studies Teachers Conference held at EIU every fall. One conference may be replaced with attendance of at least three one-hour lectures.

Conference 1 (name, date, signature)	Conference 2 (or 3 lectures)

- _____ 7. Apply for student teaching the fall prior to the year in which you will student teaching.
- _____ 8. Prepare an e-portfolio for submission for approval for student teaching. Direction provided in SOS 3400.
- _____ 9. Pass the appropriate Content Area Test (GEO, HIS, PLS, PSY, or SOC) by mid-semester prior to student teaching.
- _____ 10. Submit and receive a passing score on edTPA during student teaching.

Applying for Student Teaching

Every student planning to student teach must formally apply through the online application site: https://www.eiu.edu/apps/student_teaching/login.php. Applications are due every October for placements for the following school year. This means you might be applying very early - more than a year and a half in advance. **This means you may be applying very early – if you wanted to student teach in spring 2020, for example, you would apply in fall 2018!** See the grid below for when you should apply.

Semester You Plan to Student Teach	Application Will Be Due
Fall 2018	Was due October 31, 2017
Spring 2019	Was due October 31, 2017
Fall 2019	October 2018
Spring 2020	October 2018
Fall 2020	October 2019
Spring 2021	October 2019
Fall 2021	October 2020
Spring 2022	October 2020

To complete the application you will need a current transcript (PAWS transcript is fine), an up-to-date resume (saved as a pdf), and a writing sample addressing specific criteria (saved as a pdf). If you need assistance with preparing your resume please contact Career Services. Finally, specification/requirements for the writing sample can be found at https://www.eiu.edu/apps/student_teaching/files/Writing%20Sample%20Guidelines.pdf.

To begin or update you application go to https://www.eiu.edu/apps/student_teaching/login.php. Be very careful to mark the correct semester and year of when you plan to student teach. If you are unable to log into the system please contact Dr. Doug Bower (djbower@eiu.edu).

Applying for Graduation

You apply for graduation on PAWS. If you do not apply for graduation, you will not graduate! After you apply for graduation, the Dean's Office runs a degree audit and lets you know what requirements you have left to complete. It also allows you to receive your degree once you finish your coursework.

You should apply for graduation two (2) semesters prior to the term you plan to finish your coursework. For example, if you plan to complete all your coursework at the end of the Fall 2019, you should apply sometime during the Fall 2018 or Spring 2019 semesters.

The term you graduate and the term you walk across the stage at commencement are two different things. You are applying for graduation for the term you will complete all your degree requirements, NOT the semester you plan to walk across the stage in a commencement ceremony. For example, if you are student teaching in a Fall semester, but you want to walk across the stage in the previous Spring, you still need to apply for graduation for the Fall during which you are student teaching.

If you want to walk in a commencement ceremony in a semester different from your graduation semester, you need to fill out an Exceptionality Form. You can find the form on the EIU Commencement website's "Before Commencement" page at: <http://www.eiu.edu/commence/prior.php>. The form then needs to be returned to the College of Liberal Arts and Sciences Dean's Office in Doudna.

LETTER OF INTENT



Educator
Preparation

For most students, the Letter of Intent will be submitted through LiveText as part of their Introduction to Education course requirement. Students who transfer in this course or who wish to submit the Letter of Intent through hard copy can bring it to the College of Education and Professional Studies Office, 1420 Buzzard Hall.

Eastern Illinois University (EIU) has identified five dispositional areas that all teacher candidates need to understand and practice. It is the belief of the faculty/staff at EIU that exhibiting these dispositions is important to your future success as an educator. These dispositional areas will be presented and discussed in courses throughout your program.

Dispositions identified for student assessment are:

- **Interaction with Students (IWS):** Interaction with students encompasses those behaviors that evidence the candidate's regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor and interest in students as individuals.
- **Professional and Ethical Practices (PEP):** Professional and ethical practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidence through acceptable dress and grooming and timeliness, not only in arrival and departure, but in completion of tasks.
- **Effective Communication (EC):** Easily identified as a skill domain, effective communication within a dispositional framework refers to one's regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students.
- **Planning for Teaching and Student Learning (PTSL):** Planning for teaching and student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching.
- **Sensitivity to Diversity and Equity (SDE):** Sensitivity to diversity and equity goes beyond the acknowledgment or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.

For your Letter of Intent, please write, in standard business format, a letter addressed the Associate Dean, College of Education and Professional Studies. The letter should include one paragraph for each of the following topics, and should demonstrate professional written language skills.

- Write about yourself and your interests. Indicate at what level you want to be certified, in which subject area(s), and an explanation of why you want to become a teacher.
- Carefully read the list of dispositional areas above. Discuss one dispositional area you feel is already a part of your life (i.e., one that is a natural strength for you). What experiences have provided you opportunities to exhibit these dispositions? How do you think these dispositions will help you as a teacher?
- In which one of the dispositional areas above do you feel you need the most development? What can you do during your time at EIU to better develop this dispositional area? Why is this dispositional area important for your career as a future educator?
- Reflect upon your decision to become a teacher. Write about some of the experiences you have had in working with students in the age group you plan to teach. How did these experiences help you make the decision to become a teacher?

Be sure to sign your letter with your full name (as registered as EIU), along with your EIU E-number.

Revised June 2018

CRIMINAL HISTORY CHECK REQUIREMENT



Educator
Preparation

All teacher education candidates must complete two Illinois State Police fingerprint-based criminal history checks using Eastern Illinois University's ORI #ILL 13836S.

The first check is required for University approval to take teacher education courses, but may be required prior to completing any fieldwork in the schools. Candidates who have completed a fingerprint-based criminal history check with another higher education institution or a K-12 school within the past twelve months may use the results for that background check by submitting a copy of the Illinois State Police Criminal History report to the College of Education Dean's Office, 1420 Buzzard Hall, Charleston, IL 61920 in an official (letterhead) sealed envelope from the institution which received the original results.

The second check is conducted no later than mid-term of the semester prior to Student Teaching. This must be completed using EIU's ORI #ILL 13836S and must be no older than nine months when student teaching begins. Results up to twelve months can be accepted with additional verification; contact the College of Education at (217) 581-2524 for information. EIU cannot accept copies of results from other organizations or agencies for this check.

A fingerprint technician is on campus during much of the academic year to meet the fingerprinting needs of teacher education candidates. EIU utilizes the services of Bushue Human Resources. To make an appointment, go to the College of Education Dean's Office (1420 Buzzard Hall).

Spring 2019 Fingerprinting Dates

Tuesday, January 8 – 8:30 a.m. – 4:00 p.m.
Wednesday, January 9 – 8:30 a.m. – 4:00 p.m.
Thursday, January 10 – 8:30 a.m. – 4:00 p.m.
Tuesday, January 15 – 8:30 a.m. – 4:00 p.m.
Wednesday, January 30 – 1:00 – 4:00 p.m.

Thursday, February 14 – 8:30 am - noon
Tuesday, February 26 – 1:00 – 4:00 p.m.
Wednesday, March 20 – 8:30 a.m. - noon
Thursday, April 25 – 8:30 a.m. - noon

If you are unable to complete fingerprinting during the available times on campus, you may go to one of the locations at which Bushue Human Resources offers this service. For information, visit www.bushuebackgroundscreening.com

If you are fingerprinted at an off-campus site, you must take the appropriate Eastern Illinois University Fingerprint Applicant Form with you so that the results are sent to Dr. Doug Bower at EIU; ORI #ILL 13836S must be used at the time of fingerprinting. You are free to use another fingerprint vendor, but it must use EIU's ORI so the results are sent directly from the Illinois State Police to EIU. EIU cannot accept results completed by other agencies or for other purposes.

Fingerprinting is done in 1320 Buzzard Hall (first floor, north corridor). When you come for your appointment, you will see a waiting area; applicant forms will be available for you to fill out before your appointment. You will need to bring:

- Government-issued photo ID: Driver's license, passport, state identification card; student IDs are not acceptable.
- Completed Eastern Illinois University Fingerprint Applicant Form. These forms are available through the Department of Student Teaching and Clinical Experience (1420 Buzzard Hall) or online at www.eiu.edu/~clinical/ (select "Forms," then "Bushue Human Resources").
- Fee of \$30 payable by cashier's check, money order, MasterCard, Visa, Discover, or American Express. A convenience fee will be added if you use a credit card. Personal checks are not accepted, and the fee cannot be charged to your EIU Student Account.

The results of fingerprinting using EIU's ORI number are sent directly to the College of Education and Professional Studies, general within 72 hours, but can take as long as ten days. Upon receipt of the Illinois State Police report the notation that the requirement has been met is made on the candidate's teacher education records in PAWS/DARS. If the result of the background check results in any findings of conviction, the candidate will be notified and provided a copy of the reports. The results of the background checks are maintained in the College of Education Dean's Office in locked storage. Upon written request and with photo ID we will provide a candidate a copy of his/her results for personal use or to give to school districts. EIU will not send the results of these investigations directly to any school, even at a candidate's request.

Revised November 2018

PROFESSIONAL EDUCATION BUDGET CONSIDERATIONS



Educator
Preparation

It is important that candidates begin, early in their programs, to prepare for the costs associated with both classroom and field experiences. These costs include licensure tests, LiveText, criminal history investigations, travel, and appropriate clothing for professional experiences. All cost figures are estimates and subject to change.

Illinois Licensure Tests

- **Test of Academic Proficiency (TAP): \$125.** All candidates must pass the TAP by the end of the semester prior to beginning student teaching. Candidates achieving ISBE-established passing scores on the ACT or the SAT may use those scores in lieu of the TAP.
- **Content Area Tests: \$125 or more.** All candidates must pass the appropriate content area test(s) by the end of the semester prior to beginning student teaching.
 - Candidates completing the approved program in Special Education are encouraged to contact the EIU Department of Special Education regarding their testing requirements; special pricing applies to the Special Education tests.
 - A candidate adding an additional endorsement is required to pass the appropriate content area tests in that field.
- **edTPA: \$300.** The edTPA is a state-required teacher performance assessment completed during student teaching.

LiveText (E-portfolio): \$139. This is required of all teacher education candidates. The one-time fee covers the use of the license for the length of the candidate's teacher education program.

Criminal History Investigations: \$30. Candidates must submit to two fingerprint-based Criminal History Investigations:

- Prior to any field experiences in the K-12 schools (\$30);
- The semester prior to placement for student teaching (\$30); each candidate will also be required to complete an additional FBI background check with his or her specific school district.

Travel. Field experiences (also called "observations," "Block," "Core," or "Practicum") require travel to and from schools, as well as professional attire.

- Examples of course included in Field Experience I: SED 2000, MUS 2440, CTE 2000, ART 24000, ELE 2050
 - Each candidate will travel to observe classroom activities and complete specific class activities outline in course syllabi; transportation is the candidate's responsibility and the candidate should budget accordingly.
- Examples of courses included in Field Experience II & III: SED 3330, ELE 3100, ELE 350, ELE 4100, MLE 4100; content methods classes for secondary education and P-12 programs.
 - Each candidate must travel to his/her practicum placement; travel may be up to 60 miles each way (up to five days per week for six weeks); carpooling may be available but all carpoolers are expected to share expenses.
- Student teaching: Each candidate provides his/her own transportation to and from the student teaching placement. Each candidate is to meet all expectations for student teaching assignments (e.g., parent-teacher conferences, music competitions, and after-school activities). Each candidate is expected to attend the student teaching seminars at the locations established by his/her university coordinator.

Professional dress. The following is a list of guidelines that candidates are to follow:

- Clothing should be neat, clean, and reflect a mature, professional attitude.
- Clothing should be conservative—collared shirts for males, no low-rise pants, low-cut shirts, or revealing clothing.
- Shoes should appear professional—gym shoes are only appropriate in a P.E. setting; no flip flops.
- Each student teacher must abide by the guidelines and standards set by the school system and specific school to which he/she is assigned. Each student teacher has an obligation to become informed at the beginning of the student teaching assignment regarding these guidelines and standards and to observe them throughout the student teaching experience. Good grooming, including personal hygiene, is expected of all student teachers. Dress should be conservative and allow for each and comfortable movement.

Revised June 2018

SUBSTITUTING ACT OR SAT FOR TEST OF ACADEMIC PROFICIENCY



Educator
Preparation

The Illinois State Board of Education (ISBE) allows students to substitute ACT or SAT test scores for the Test of Academic Proficiency (TAP) / Basic Skills requirement. Evidence that either the TAP / Basic Skills test has been passed or ACT / SAT scores have been substituted for the TAP is required for EIU Admission to Teacher Education

Minimum Score Requirements

ACT

- Prior to September 1, 2015: 22 Composite and 19 Combine English/Writing.
- September 1, 2015 to September 9, 2016: 22 Composite and 16 Writing.
- After September 9, 2016: 22 Composite and 6 Writing.

SAT

- Prior to March 5, 2016: 1130 Composite and 450 Writing.
- After March 5, 2016: 1110 Composite and 26 Writing/Language.

Candidate Must Request ACT or SAT Send Official Scores Directly to ISBE

ACT: www.actstudent.org/scores; the ISBE code for ACT is 3001.

SAT: www.collereadiness.collegeboard.org; the ISBE code for SAT is 6773.

Note: "Superscoring" is now available on the ACT and SAT. If a candidate does not have an overall passing composite score, ISBE will use the highest subject score from multiple attempts and use those scores to calculate a "superscored" composite. Email licensure@isbe.net if you would like ACT or SAT tests "superscored"; be sure to send all test scores that will be used for "superscoring."

Since EIU must verify that a candidate has achieved the required scores, ACT or SAT scores must be on file with EIU, or copies of the ACT or SAT score reports can be submitted to the CEPS Dean's office.

Prior to submitting scores to ISBE, candidates must go online and set up an account on the ISBE Educator Licensure Information System (ELIS). This is done by going to www.isbe.net, selecting "Teachers," then "Log in to ELIS," then "Log in to your ELIS account," then "Click here for first time access to the ELIS system."

Candidates must print out the receipt(s) from ACT or SAT showing that score(s) have been sent to ISBE; the receipt(s), along with a completed "EIU Request to Use ACT or SAT Scores to Substitute for the Test of Academic Proficiency" to the Dean's Office, College of Education and Professional Studies, 1420 Buzzard Hall.

A chart may be found on the back of this flyer to assist you in determining if the "Superscoring" option will enable you to meet the Test of Academic Proficiency / Basic Skills requirement through the use of multiple attempts on the ACT or SAT. If a candidate is using the "Superscoring" option, he or she must attach a hard copy of the email to ISBE requesting "superscoring" to this chart and submit it to the CEPS Dean's Office.

"Superscoring" Chart

ACT

1. Enter all of the subtest scores for all of the ACT tests being submitted to ISBE for "superscoring."
2. For each subtest, circle the highest score.
3. Record the highest score for each subtest in the last row.
4. Add the highest scores and divide by 4; a minimum of 21.5 is required to use "superscoring."

Test Date	English/Writing	Math	Reading	Science Reasoning
Highest Score				

SAT

1. Enter all of the subtest scores for all of the SAT tests being submitted to ISBE for "superscoring."
2. For each subtest, circle the highest score.
3. Record the highest score for each subtest in the last row.
4. Add the highest scores and divide by 2; a minimum 1030 (prior to March 5, 2016) or 1110 (March 5, 2016 or after) is required to use "superscoring."

Test Date	English/Writing	Math
Highest Score		

TEACHER ASSESSMENT SUPPORT CENTER (TASC)



Educator
Preparation

The Teacher Assessment Support Center (TASC) is offered as a FREE resource for students who are preparing to take the Test of Academic Proficiency (TAP), ACT, or SAT in order to meet the State of Illinois Basic Skills Requirement.

Students interested in TASC services may make an appointment by phone (217-581-2116), email (tasc@eiu.edu), or by walking in during office hours (2303 Buzzard Hall).

TASC Services

- ACT / SAT / TAP tips and strategies
- Practice tests
- One-on-one tutoring
- Test preparation resources and book lending
- Test anxiety coping strategies

Tentative Fall 2018 Hours (Opening August 20, 2018)

- Monday: 8:00 a.m. – 4:00 p.m.
- Tuesday: 8:00 a.m. – 4:00 p.m.
- Wednesday: 1:30-4:00 p.m.
- Thursday: 3:00-5:00 p.m.
- Friday: 9:00 a.m. – 12:00 p.m.

Our Favorite Resources

- Khan Academy (free) – www.khanacademy.org
- Magoosh (\$99 for six months) – sat.magoosh.com or act.magoosh.com
- Kaplan SAT Prep Plus 2018 (\$24.28 on Amazon)
- ACT Academy (free) – academy.act.org
- The Official ACT Prep Guide (\$25.07 on Amazon)
- Kaplan ACT Prep Plus 2018 (\$14.98 on Amazon)
- Illinois Licensure Testing System - www.il.nesinc.com (select "Prepare")

Contact Us

- 2303 Buzzard Hall (second floor, northwest corner of building)
- (217) 581-2116
- tasc@eiu.edu

Revised June 2018

Standardized Test Trips and Tricks

- **Do the easy questions first.** Skipping the difficult or time-consuming questions will save time and boost your score.
- **If you are running out of time—guess.** Strategically eliminate answer choices before guessing, but if time runs out, choose the “letter of the day” for the remaining questions.
- **Get to know your calculator before test day.** Using an approved scientific calculator will save you time, but remember your calculator knows order of operations. Practice using it correctly before testing.
- **Practice!**

Test Anxiety Strategies

- **Be prepared.** Learning time management strategies and the test layout can help you to feel calmer on test day.
- **Approach the test with confidence.** Remember that you have taken the time to learn the strategies that will help you succeed. Trust in your skills.
- **Get a good night’s sleep.** Good sleep can help boost your cognitive abilities and help you recall information that you have learned for the test.
- **Don’t test on an empty stomach.** Being hungry can be distracting and lead to poor test-taking abilities.
- **Use positive self-talk.** When you begin thinking negative thoughts, remind yourself of how strategies have worked in the past and remember that you have prepared well.
- **Learn relaxation strategies.** Meditation, imagery, muscle relaxation, and deep breathing are examples of techniques that can reduce stress on test day.

Staff

- Mr. Zachary Johnson, Graduate Assistant
- Ms. Caleia Flannigan, Graduate Assistant
- Dr. Stephen Lucas, Associate Dean

The Illinois Licensure Testing System Content Area Test

You are required to take and pass the Content Test in your area of concentration prior to student teaching. For information about the testing process, see <http://www.il.nesinc.com/>. For test info and study guides, see https://www.il.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepFramework.html. You sign up for the test on the ILTS site but can take it here at 9th Street Hall or downtown at the ROE office. It takes about four weeks for official results to be returned to EIU, and we need official results to clear you for student teaching. If you do not pass, you must wait four weeks before you re-test. This means that I would suggest you all plan to take the test no later than three months prior to when you will begin student teaching (and that may be cutting it close).

Major	Test	Content	ILTS Framework
History with Teacher Licensure	246	<ul style="list-style-type: none"> • Social Science Foundational Skills • Social Science Foundational Knowledge • Historical Concepts and World History • U.S. and IL History 	https://www.il.nesinc.com/Content/Docs/IL_fld246_FW.pdf
Social Science Teaching — Geography	245	<ul style="list-style-type: none"> • Social Science Foundational Skills • Social Science Foundational Knowledge • Geographic Concepts and Physical Systems • Human Systems, Ecosystems, and Resources • Interdependence and Geopolitics 	https://www.il.nesinc.com/Content/Docs/IL_fld245_FW.pdf
Social Science Teaching — Political Science	247	<ul style="list-style-type: none"> • Social Science Foundational Skills • Social Science Foundational Knowledge • Foundations of Political Science and the Development of Government in the United States and Illinois • Government and Citizenship in the United States and Illinois 	https://www.il.nesinc.com/Content/Docs/IL_fld247_FW.pdf
Social Science Teaching — Psychology	248	<ul style="list-style-type: none"> • Social Science Foundational Skills • Social Science Foundational Knowledge • Human Development and Behavior • Personality, Mental Health, & Social Behavior 	https://www.il.nesinc.com/Content/Docs/IL_fld248_FW.pdf
Social Science Teaching—Sociology-Anthropology	249	<ul style="list-style-type: none"> • Social Science Foundational Skills • Social Science Foundational Knowledge • Sociology • Anthropology 	https://www.il.nesinc.com/Content/Docs/IL_fld249_FW.pdf

How should I prepare for the Content Test?

- All of your social science coursework is aligned to this test: your classes themselves are the best preparation. Do your best work in your courses, and keep your notes and exams to review.
- Review the framework and study guide, and practice some of the test questions.
- I encourage students, too, to review textbooks (high school or college) in your major area of concentration and in world history. Traditionally students score the lowest on the world history part of the exam.
- Booth Library or I-SHARE have review materials for the OLD content tests, but they can help prepare you for the current ones: History

(<https://vufind.carli.illinois.edu/all/vf/Record/15779208>), Psychology
(<https://vufind.carli.illinois.edu/all/vf/Record/15779207>), Sociology
(<https://vufind.carli.illinois.edu/all/vf/Record/16913384>), and Political Science
(<https://vufind.carli.illinois.edu/all/vf/Record/16686579>).

- There is a print guide just released for the history content test (browse for it and the still-useful older prep books via <https://i-share.carli.illinois.edu/vf-eiu/Search/Results?join=AND&lookfor0%5B%5D=mometrix&type0%5B%5D=CallNumber&lookfor0%5B%5D=&type0%5B%5D=AllFields&lookfor0%5B%5D=&type0%5B%5D=AllFields&bool0%5B%5D=AND&illustration=-1&daterange%5B%5D=publishDate&publishDatefrom=&publishDateto=>), but print guides for the other tests have not yet been created.
- ILTS is offering an online practice test – you answer 100 questions and then it walks you through each one, giving correct answer and explaining why. It costs \$29.95 (which I find outrageous). I am happy to share what I learned from the one I did, and if you are non-history and want but cannot afford to take the online practice in your area, please come see me and we'll work something out. I would encourage all of you to make use of the online frameworks and free resources, too.

Illinois Learning Standards for Social Science

For the complete standards, go to <https://www.isbe.net/Documents/K-12-SS-Standards.pdf>.

6-12 Inquiry Standards

<i>Developing Questions and Planning Inquiries</i>		
	Middle Level	High School
Constructing Essential Questions	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.	SS.IS.1.9-12. Address essential questions that reflect an enduring issue in the field.
Constructing Supporting Questions	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.	SS.IS.2.9-12. Explain how supporting questions contribute to an inquiry.
Determining Helpful Sources	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.	SS.IS.3.9-12. Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.
Gathering and Evaluating Sources	SS.IS.4.6-8.LC. Determine the value of sources by evaluating their relevance and intended use. SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context. SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.	SS.IS.4.9-12. Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
Developing Claims and Using Evidence	SS.IS.5.6-8.LC. Appropriately cite all sources utilized. SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting its limitations. SS.IS.5.6-8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both.	SS.IS.5.9-12. Identify evidence that draws information from multiple sources to revise or strengthen claims.
<i>Communicating Conclusions and Taking Informed Action</i>		
Communicating Conclusions	SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations. SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses. SS.IS.6.6-8.MC. Present arguments and explanations that would appeal	SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information

	to audiences and venues outside the classroom using a variety of media.	
Critiquing Conclusions	SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).	SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings.
Taking Informed Action	SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes. SS.IS.8.6-8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	SS.IS.8.9-12. Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns. SS.IS.9.9-12. Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.

Civic Standards: Understand Political Systems, With an Emphasis on the United States, 9-12

Civic and Political Institutions

- SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
- SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
- SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
- SS.CV.4.9-12. Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- SS.CV.7.9-12. Describe the concepts and principles that are inherent to American Constitutional Democracy
- Processes, Rules, and Laws*
- SS.CV.8.9-12. Analyze how individuals use and challenge laws to address a variety of public issues.
- SS.CV.9.9-12. Evaluate public policies in terms of intended and unintended outcomes and related consequences.
- SS.CV.10.9-12. Explain the role of compromise and deliberation in the legislative process

Geography: Grades 9–12

Geographic Representations: Spatial Views of the World

- SS.G.1.9-12. Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
- SS.G.2.9-12. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

Human-Environment Interaction: Place, Regions, and Culture

SS.G.3.9-12. Analyze and explain how humans impact and interact with the environment and vice versa.

SS.G.4.9-12. Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.G.5.9-12. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.

Human Population: Spatial Patterns and Movements

SS.G.6.9-12. Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.7.9-12. Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.

SS.G.8.9-12. Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.

Global Interconnections: Changing Spatial Patterns

SS.G.9.9-12. Describe and explain the characteristics that constitute a particular culture.

SS.G.10.9-12. Explain how and why culture shapes worldview.

SS.G.11.9-12. Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

SS.G.12.9-12. Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

Physical Geography Standards: For all physical geography standards, we reference the Next Generation Science Standards. (Refer to separate Illinois K–12 Physical Geography Standards document.)

HISTORY: Grades 9–12

Change, Continuity, and Context

SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.2.9-12. Analyze change and continuity within and across historical eras.

SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change.

Perspectives

SS.H.4.9-12. Analyze how people and institutions have reacted to environmental, scientific, and technological challenges.

SS.H.5.9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.6.9-12. Analyze the concept and pursuit of the “American Dream.”

SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.

SS.H.8.9-12. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Historical Sources and Evidence

SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

Causation and Argumentation

SS.H.10.9-12. Analyze the causes and effects of global conflicts and economic crises.

SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation

Top Things I Wish I Had Known about Student Teaching

(contributed by alumni Jen Seiler and Becca Braundmeier)

Top Things I Wish I Had Known About Student Teaching

1. You will feel like this is your job and you will not want to leave your students at the end of the semester!

2. It is very possible you will question your career choice at some point during the student teaching experience. Don't be alarmed. It happens to almost everyone & you will get through it.

3. Don't be afraid to teach without notes.

(Biggest piece of advice I received and it made a HUGE impact on my teaching)

4. Go above and beyond.

If you get asked to sponsor a club, chaperone a dance, or help with an extra-curricular, do it. Other teachers and administrators take note :)

5. Be flexible.

Not every lesson plan will run the way you want it to and not every lesson will be able to be completed in the time allotted based on your class. Take time to discuss/cover topics that you typically wouldn't if it is something that interests the students.

6. Constantly Reflect.

How can I made this better? What can I do differently to benefit the students? This can be done daily and in between periods is when I found it most beneficial to make it better for the following class.

7. Bring in your own ideas to the classroom and spend time after school working on your lessons, grading, or other work if you can. Again, teachers take note. Don't stay too late :)

8. This is a very time consuming job so expect to put a lot of time into it. You get out what you put in.

9. Get your EDTPA fully done ASAP! It is a lot easier to complete this at the beginning of your experience. Do not wait until you are in the middle of the 15 weeks to do the commentaries. You will be overwhelmed with planning in the classroom.

10. DO NOT POST ANYTHING NEGATIVE ABOUT YOUR STUDENTS OR EXPERIENCE ON ANY SOCIAL MEDIA SITES. It is highly unprofessional.

11. Get to know your students.

They enjoy the class more when you know who they are, what their interests are, and can bring that into the class. Share your stories as well, they like to know their teachers are human. Get to know if your students are in sports and communicate with coaches to help with academic/behavior issues in your class.

12. Don't be afraid to ask your CT questions and build a good relationship with them!

Don't be afraid to ask your CT for their opinion...You don't have to agree or take it but it helps in reflecting and planning. Get to know not only your CT but the other teachers in your content area and those around you. They will be very helpful when you need something :)

13. Bring as many different resources/techniques into your lessons as possible. Students think it is fun when they get to do something other than read. (Ex: Listen to a speech rather than read it.)

14. Don't be afraid to over-compliment.

Even the smallest positive comment to a student can change their whole day, week, life.

15. Know roughly what you have planned for the upcoming weeks.

Students will constantly be asking you when the test is or what they will miss if they are gone a day. Having a general idea of where you are going to be in a week or when the end of your unit is will help answer some of these questions.

16. Don't be afraid of letting things get out of control. Organized chaos is ok sometimes.

You will drive yourself crazy trying to keep students silent. Just roll with it. If it gets too loud then handle the situation effectively. But some talking/chatter is ok

17. I know several professors have said this but If I had to stress one thing it is always have a backup plan.

Something short that can be thrown in at the end if you have extra time. Or an alternate activity in case the technology isn't working. Or a "punishment" assignment if students are not cooperating with a fun activity. Also, have "go to" assignments that can be done with any topic in case you have to come up with a homework assignment or small activity last minute (Ex: Guided reading sheets that can be used for any section of book).

Classroom Management Tips for Student Teaching (and Beyond)

Be well-prepared for class each day. Hold students accountable for everything they do in class.

Be **organized**. Have everything ready to go and planned out; this helps you be calm and collected at the beginning of class and stay that way!

Be clear with rules and don't have too many. Choose what is important for the class to function smoothly.

Early on, establish classroom rules for movement, speaking, etc. with consequences.

Provide students with a **written list** of your classroom expectations and the consequences for not following them. Go over your rules with the students. Give them a hard copy (you may even have them sign an additional copy and return to you stating that they understand them).

Be consistent in how you handle punishment.

Follow-through---**do what you say you are going to do**. Teaching teenagers is a lot like training a toddler.

Call parents if students are seriously out of line---and don't wait too long to do so.

Treat the offense in a **business-like manner**. Don't make the issue personal and don't allow the student to make it personal.

Don't embarrass the student to make a strong point. Your discussion with the student should be out in the hall and not in the classroom where there is an audience.

Change activities frequently. This helps alleviate boredom and also helps to get the students involved in their learning.

Pick your battles! Decide whether or not the offense is worth valuable instructional time in dealing with it.

There is an old saying: "Don't smile until Christmas." While you may not take this literally, it does make a good point in that if you start out strong, you can let up later. If you start out weak, you will most likely never have control. Remember, the students don't have to like you or be your best friend, but they do need to RESPECT you.

Learn the students' names. Use the week(s) when you are observing to do this- if a seating chart exists, get hold of it, or make one for yourself, and study their names. Once you start teaching, make sure you call on students by name.

MOVE. Circulate the room, pausing to teach from positions near students who often chatter or are off task.

Invest in a wireless remote for the Powerpoint or Smartboard so you are not tied to the front of the classroom.

Act like the teacher (because you are): dress like a teacher, talk like a teacher, etc.

Keep up the pace. **When students aren't doing what you want them to be doing, they'll be doing what you DON'T want them to do.** Keep up the intensity and pace of the class, and work to find that happy balance between moving so fast they can't keep up and moving so slow they can find trouble.

OVERPLAN. That is, make sure you don't run out of "stuff" with 30 minutes to go!

Think about and plan for transitions from activity to activity, making sure that students do not have time to start chattering or get off-task.

If you use a video, give the students a **task** to perform while watching.

If you don't know, don't fake it! Make it a part of the lesson (or homework) and be sure to go back to it the next day. Remember: social studies is NOT Jeopardy. It is much, much more than fact-memorization or trivia.

Believe in what you are doing. History and all of the social studies are important subjects, worth your students' time to learn and important in the formation of them as adults and civic participants. Because of this, you need to ensure that your classroom is a place where all students have the opportunity to learn. Be committed to this, and let it guide your classroom management.

ENDORSEMENTS

Once you have a secondary license, completion of the following grants you endorsements. An endorsement allows you to teach AP and honors, and some schools are looking to hire specialists in these various social science fields.

ECONOMICS: 6 additional hours in ECN and passage of ILTS Content Test 244

GEOGRAPHY: 6 additional hours in GEO and passage of ILTS Content Test 245

Suggested Courses: GEO 1120G, GEO 1400G, GEO 3025G, GEO 3200, GEO 3420 (note GEO 1400G can count as science Gen Ed)

HISTORY: passage of ILTS Content Test 246

POLITICAL SCIENCE: 3-6 additional hours in PLS and passage of ILTS Content Test 247

Suggested Courses: PLS 1003, PLS 2033, PLS 3203, PLS 3543

PSYCHOLOGY: 9 additional hours in PSY and passage of ILTS Content Test 248

Suggested Courses: PSY 3310, PSY 3515, PSY 3590, PSY 3620, PSY 3780, PSY 3870

SOCIOLOGY-ANTHROPOLOGY: 6 additional hours in SOC-ANT and passage of ILTS Content Test 249

Suggested Courses: SOC 2721, SOC 270, SOC 3050, SOC 3620, SOC 3650, ANT 3712

OTHER SECONDARY ENDORSEMENTS

Once you have a secondary license, you can add other secondary endorsements such as English, Science, and Math. For a complete list of required coursework and content tests, see <https://www.isbe.net/Pages/Senior-High-Teaching-Endorsements.aspx>. If you choose to do this, I would strongly suggest that you contact the teacher licensure coordinator in those departments to help you choose courses that prepare you best for the content test. In math that is Dr. Marshall Lassak, in science it is Dr. Katie Lewandowski, and in English it is Dr. Melissa Ames. Endorsements in K-12 areas such as PE, Special Education, and Music are more complicated, so check directly with those departments.

MIDDLE LEVEL ENDORSEMENT

Upon successful completion of the focused program and any required tests, the candidate will be eligible for a middle school endorsement in his/her content area.

University Admission to Teacher Education is required for enrollment in these upper division professional education courses.		
*Teacher Candidates must complete 3110 prior to or concurrently with 3150, 4760, or 40001.		
*MLE 3110 – Curriculum and Instruction in Middle-Level School	Spring	3
MLE 40001 – Practicum in Middle School Curriculum and Instruction	Spring	1
MLE 4760 – Student Social-Emotional Development in the Middle Grades	Spring	3
MLE 3150 – Interdisciplinary Teaching in the Middle Level School	Fall	3
Methods course in content area including Middle Level Methods: SOS 3400		

Questions and inquiries about MLE endorsement or enrollment should be directed to Dr. Jeanne Okrasinski, jeokrasinski@eiu.edu.

Finding a High School Teaching Job: FAQs, Tips, and Resources

How do I find a job teaching high school?

Public School Options

Illinois Teaching Jobs (IASA Job

Bank): <https://www.illinoiseducationjobbank.org/JobSearch/JobSearch.aspx>

K12Job Spot: <https://k12jobspot.com/>

Missouri Teaching Jobs: <http://www.moteachingjobs.com/>

Indiana Teaching Jobs: <https://www.doe.in.gov/idoel/jobs/indiana-school-personnel-job-bank>

Private School Options

Private School Job Bank: <http://www.capenet.org/teach.html>

National Association of Independent Schools: <https://www.nais.org/>

Quaker Teaching

Jobs: https://www.friendscouncil.org/RelId/622502/ISvars/default/Job_Openings.htm

What if I have an Illinois license but I want to teach out of state?

Once you have your secondary license from Illinois, you can apply for licensure in other states. The new state will audit your record and determine what, if any, additional steps are required for licensure there. Steps could include taking additional coursework or a standardized test, though more and more states have reciprocity with Illinois meaning that no other steps are needed after applying for out-of-state licensure. To do this, in general you send a copy of your IL license, your transcripts, a criminal background check form, an application form, and a check (the cost is \$100 in Missouri, for example). To see a sample of requirements, check out what Missouri asks: <https://dese.mo.gov/educator-quality/certification/out-state-information>. You can find out-of-state jobs now and consider the requirements that states have, but you cannot apply for licensure until you have your Illinois license in hand. To find jobs, you can use the links above, or, google the state you'd like and "teaching jobs," or look on the K12 Job Spot.

Can I teach high school without a license?

Yes, though not in a public school setting. Private and independent schools often do not care whether you have a teaching license or not. It is less clear with charter schools.

What are the differences between teaching at a public and private school?

It is impossible to generalize about differences between all public and private schools, but there are advantages and disadvantages to working at each. Public school teachers are generally state employees and pay into a state pension system, while most private school teachers are not state employees and use private retirement options/plans. Depending on your school and state, one may be better than the other. Some private schools offer more independence – as in, students do not take state-mandated standardized tests – though this really varies from school to school in both the public and private settings. Some private schools cater towards students who excel academically, which can provide an invigorating classroom environment (though likely with more demanding students and parents). Some key questions to consider as you weigh public versus private school jobs are retirement benefits; curriculum oversight; class sizes; number of preparations; support for faculty professional development and learning; overall educational opportunities for students and for you; and your own beliefs.

What if I decide I want to become licensed to teach after I graduate? What options do I have?

You have several paths to licensure, and more may come soon as Illinois like other states experiencing teacher shortages is exploring alternative licensure. For now, many students enroll in post-baccalaureate licensure, meaning that you take necessary professional education courses and courses required for social science licensure, complete requirements such as student teaching and taking standardized tests, etc., just like a traditional college student. We

typically have 5-10 post-bac students at any time. Other options (elsewhere) would be MAT programs, which provide both licensure and an MA degree.

What do I need to know about endorsements?

An endorsement is something that you add to your teaching license. Many students consider adding a Middle Level endorsement (4 courses plus a content test), an ELA endorsement (24 hours with 12 at upper level plus a content test), or some non-History social studies endorsement. All History with Teacher Licensure majors are licensed to teach ALL general social studies courses (ANT, ECN, SOC, PSY, HIS, GEO, PLS) but an endorsement means you can teach AP and honors in that area. An MA or at least 18 graduate hours in history (depending on the community college) is required to teach dual credit history—courses in which students earn college credit while taking a class at their high school.

See <https://www.isbe.net/Pages/Senior-High-Teaching-Endorsements.aspx> for more info.

So I've found a job ad and I am ready to apply. NOW WHAT??

Job Seeker		Duties: High School History Teacher	
https://www.isbe.net/Pages/Senior-High-Teaching-Endorsements.aspx		Qualifications: Proper Illinois Certification (6-12)	
Job Title: High School History Teacher 2018/19 SY		Additional Notes: Applicant is not obligated to disclose expunged juvenile records of adjudication or arrest.	
District Name: Georgetown-Ridge Farm CU #4		School/District Link: https://www.grfk12.il.us	
Address: 400 W. West St. Georgetown, IL 61846		ILEARN Link: ILEARN	
Phone Number: (217)662-8488		Report Card Link: District Report Card	
Fax Number: (217)662-3402		Job Posting Date: 2/7/2018	
Region: Illini		Application Deadline: 3/30/2018	
County: Vermilion		How to Apply: Please email 3 letters of recommendation, resume, and cover letter to Kevin Thomas at kthomas@gpbuffices.org	
Type of Employment: Full-time permanent		Email for More Information: kthomas@gpbuffices.org	
Job Category: Science		Apply Online Print	
Grade Level: Secondary			
Salary/Benefits: Per Contract			

Like the sample ad above, most job ads are pretty basic – identifying a need for someone to teach history, some other social studies fields, or just broad social studies. This one requests middle level and secondary licensure. It asks that you apply online as well as sending a resume, cover letter, and 3 letters of recommendation.

The Online Application: Many schools now will have you apply online. The IASA Job Bank, for instance, has you create a username and password and then log in to begin the application process. They ask you to complete a personal profile (basic information) and then you can create a variety of profiles with information about your education, professional references, etc. – essentially an online resume. You can also create job alerts, upload resumes and cover letters, etc. Once you are being considered or applying for a specific job, some schools ask you to complete what they call screener questions. Some sample screener questions that graduates have provided me are included below. Even if you don't do these as part of the application, they are likely to show up in the interview!

Interview/Screener Questions

- How would you address a wide range of skills and abilities in your classroom?
- What technology-related skills will you share with our district?
- Briefly describe your professional beliefs and principles. How do these values exhibit themselves in the position you are applying for and in your career development?
- What cultural knowledge or past experiences might assist you in working with diverse students?
- Is student discipline a question of management or instruction? Explain.
- What is the most difficult aspect of evaluating your students' academic progress?

- Describe the most difficult working relationship you've had with a colleague or supervisor. Were you able to improve the relationship? If so, how?
- In your opinion, what are the most significant factors that influence student learning?
- What are elements of an effective social studies lesson?
- Describe how you will incorporate current research on effective teaching into your instruction?
- How do you ensure student engagement within a lesson?
- You have been assigned to teach a skill or concept you are unfamiliar with. How would you go about ensuring you are prepared to provide quality instruction?
- What are the two (2) most important components of a successful classroom learning environment?
- Why are you interested in working in this district? Why have you chosen public education as your profession?
- What have you read recently that has influenced your thinking about teaching?
- What has been the most creative, independent, proactive activity that you have had your students do?

Education Resumes and Cover Letters: In SOS 3400 we will work on sample resumes and cover letters that help you make a case (and defend it with evidence) that YOU are the ideal hire for a social studies position. In general, resumes should highlight teaching experience, other related work experience (using your bullet points to show why your work as a bank teller relates to your work as a teacher), volunteer and PD activities, and awards/honors. Use some of the questions above to help brainstorm ideas for that all-important cover letter, and bring them to SOS 3400. Samples from Career

Services: <http://www.eiu.edu/careers/Sample%20resume%20Education.pdf>
and http://www.eiu.edu/careers/cl_samples.pdf.

Recommendation Letters: In general, teaching applicants should get a letter from your Cooperating Teacher for student teaching (to not have this sends a message) as well as perhaps your CEPS supervisor. Then, choose 1-2 professors that can speak to your academic work and, if at all possible, to your abilities as a teacher. Ask early and politely, provide your resume and info about the type of work you would like, and send gentle reminders.

Useful Websites & Links for Developing Engaging Social Studies Lessons

National Council for the Social Studies

www.socialstudies.org

(Illinois Council <http://www.illinoiscss.org/>)

National Council on History Education

<http://www.nche.net/>

Facing History and Ourselves

<https://www.facinghistory.org/>

Teaching Tolerance

<https://www.tolerance.org/>

Historical Thinking & Teaching with Documents

Reading Like a Historian (Stanford site; lots of useful resources and document-based lesson plans)

<http://teachinghistory.org/best-practices/using-primary-sources/24001>

Bringing History Home (SOCC approach)

<http://www.bringinghistoryhome.org/>

SOCC Document Analysis Guide

<http://www.bringinghistoryhome.org/assets/bringinghistoryhome/socc%20document%20analysis%20worksheet.pdf>

National Archives: Document Analysis Worksheets

<http://www.archives.gov/education/lessons/worksheets/index.html>

National Archives: Teaching with Primary Documents (document sets & lessons)

<http://www.archives.gov/education/lessons/>

National Archives Online Exhibits

<http://www.archives.gov/exhibits/>

Library of Congress Classroom Materials (including Primary Source sets; lesson plans; themed resources; activities)

<http://www.loc.gov/teachers/classroommaterials/>

LOC Veterans History Project

<http://www.loc.gov/vets/>

Internet History Sourcebooks Project

<http://legacy.fordham.edu/halsall/index.asp>

Digital History

<http://legacy.fordham.edu/halsall/index.asp>

Gilder Lehrman (register for free account as teacher)

<https://www.gilderlehrman.org/programs-exhibitions/for-educators>

More History Resources (some with documents)

World History Resources Gateway

<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>

World Digital Library

<http://www.wdl.org/en/>

European AP DBQ Sources

<http://www.europeana.eu/>

World History Matters

<http://worldhistorymatters.org/>

The World History Association

http://www.thewha.org/join_wha.php

American Historical Association

<http://www.historians.org/members/index.cfm>

By the People: WPA Posters (LOC)

<http://www.loc.gov/pictures/collection/wpapos/>

Disunion: *New York Times* on the Civil War

http://topics.nytimes.com/top/reference/timestopics/subjects/c/civil_war_us/index.html

Freedmen's Bureau Online

<http://www.freedmensbureau.com/>

North American Slave Narratives

<http://docsouth.unc.edu/neh/>

U.S. Holocaust Museum

<http://www.ushmm.org/>

WWI Document Archive

<http://wwi.lib.byu.edu/>

American Journeys: Eyewitness Accounts of Early American Exploration and Settlement

<http://www.americanjourneys.org/>

Africans in America

<http://www.pbs.org/wgbh/aia/>

Internet Modern History Sourcebook

<http://legacy.fordham.edu/halsall/mod/modsbook.asp>

African Voices (Smithsonian)

<http://www.mnh.si.edu/africanvoices/>

Economics

Teaching Economics as if People Mattered (online resources and lesson plans)

<http://www.teachingeconomics.org/>

Foundation for Teaching Economics

<http://www.fte.org/teacher-resources/voluntary-national-content-standards-in-economics/>

Council for Economic Education

<http://www.councilforeconed.org/>

Federal Reserve Lessons & Resources

<http://www.frbsf.org/education/>

U.S. News & World Report: MONEY

<http://money.usnews.com/>

Geography

10 Ways to Teach Geography (NYT)

http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/?_r=1

National Geographic Teaching Resources

http://education.nationalgeographic.com/education/teaching-resources/?ar_a=1

Geography World Online

<http://geographyworldonline.com/teach.html>

Association of American Geographers

<http://www.aag.org/>

Political Science/Government/Civics

Time Magazine Covers, 1923-Present

<http://content.time.com/time/coversearch/>

Thomas Jefferson Digital Archive (UVA)

<http://rotunda.upress.virginia.edu/founders/TSJN.html>

James Madison Papers

http://memory.loc.gov/ammem/collections/madison_papers/

Documents from the Continental Congress and Convention (LoC)

<http://memory.loc.gov/ammem/amlaw/lwcccc.html>

Century of Lawmaking for a New Nation: Congressional Docs and Debates, 1774-1873

<http://memory.loc.gov/ammem/amlaw/lawhome.html>

Famous Trials

<http://law2.umkc.edu/faculty/projects/ftrials/ftrials.htm>

American President: An Online Reference Resource (Miller Center)

<http://millercenter.org/academic/americanpresident>

Oyez (US Supreme Court)

<http://www.oyez.org/>

The Avalon Project

<http://avalon.law.yale.edu/>

The Living Room Candidate

<http://www.livingroomcandidate.org/>

Psychology

Teaching High School Psychology Blog

<http://teachinghighschoolpsychology.blogspot.com/>

American Psychological Association Teaching Resources

<http://psych.hanover.edu/APS/teaching.html>

Society for Teaching Psychology

<http://www.teachpsych.org/>

NIH- The Brain Lesson Plans

http://science.education.nih.gov/supplements/nih2/addiction/guide/guide_lessons_toc.htm

APA Links & Resources for Psychology Teachers

<http://www.apa.org/ed/precollege/topss/resources.aspx>

Sociology

Resources for High School Sociology (ASA)

<http://www.asanet.org/introsociology/home.html>

IntroSite Resources for High School Teachers

<http://www.asanet.org/teaching/HighSchool.cfm>

Teaching High School Sociology Blog

<http://teachinghighschoolsociology.blogspot.com/>