EDCI 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom
Fall 2009

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I. 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. Field experience is required. Prerequisites: Admission to the Elementary Licensure Program; taken in programmatic sequence.

II. Student Outcomes

Students will be able to:

A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.

B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia Standards of Learning in social studies.

C. Develop high quality, integrated lesson plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.

D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.

E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.

F. Apply multiple intelligence theory to instruction and differentiation.

G. Describe the central role of the arts in learning.

H. Design and use multiple assessments and use assessment data to plan instruction.

I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.
III. Standards

INTASC:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

4. The teacher uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

6. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

7. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Social Studies (NCATE):

2d. Candidates know, understand and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, and 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.

National Content Standards in Movement:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Demonstrates understanding and respect for differences among people in physical activity settings.
4. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
National Content Standards in 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. Improvising melodies, variations, and accompaniments.
4. Listening to, analyzing, and describing music.
5. Understanding relationships between music, the other arts, and disciplines outside the arts.
6. Understanding music in relation to history and culture.

National Content Standards in Theater

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

National Content Standards in Visual Arts

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

Technology (ISTE) (covers VA Technology Standards for Instructional Personnel):

II. Teachers plan and design effective learning environments and experiences supported by technology.
III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
IV. Relationship of Program Goals to National Teaching and Content Area Standards

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>INTASC</th>
<th>Social Studies</th>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>1</td>
<td>2d</td>
<td>x</td>
</tr>
<tr>
<td>B.</td>
<td>1</td>
<td>2d</td>
<td>x</td>
</tr>
<tr>
<td>C.</td>
<td>7, 9</td>
<td>2d</td>
<td>x</td>
</tr>
<tr>
<td>D.</td>
<td>4, 9</td>
<td>2d</td>
<td>x</td>
</tr>
<tr>
<td>E.</td>
<td>3</td>
<td>2d</td>
<td>x</td>
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<tr>
<td>F.</td>
<td>3, 7</td>
<td></td>
<td>x</td>
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<tr>
<td>G.</td>
<td>1, 9</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>H.</td>
<td>8, 9</td>
<td>2d</td>
<td>x</td>
</tr>
<tr>
<td>I.</td>
<td>5</td>
<td>2d</td>
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</tr>
</tbody>
</table>

V. Required Texts


VI. Additional Sources

Textbook from EDCI 544


VII. Course Requirements

Lesson plan 15 %
Field observation 10 %
Museum and Arts Project 15 %
Integrated Unit Plan 25 %
*Work Sampling 25 %
Participation 10 %

* = Designated performance assessment

1. Lesson Planning: Write 1 lesson plan using the elementary lesson plan format. The topic for the lesson is your choice as long as it addresses social studies standards. The lesson must integrate the arts. The lesson must be taught and a reflection written. See evaluation criteria. (Outcomes A-F, H, I)

2. Field Observations: Observe the teaching of social studies and the arts using the Social Studies Observation Guide. Write a summary of and reflection on your observation. See evaluation criteria. (Outcomes A-F, H, I)

3. Museum and Arts Project: Visit a local historical site or social studies content-related museum. Create a persuasive argument to a principal for a school’s field trip to the site. Incorporate the ways students will use fine arts during and/or after the field trip experience. This assignment should include required information, a rationale for the field trip, student work or project that integrates the arts, and an assessment (including a task and scoring.) See rubric. (Outcomes D, G)

4. Integrated Unit Plan: Develop an integrated unit plan for a social studies unit (minimum 2 weeks in length) that integrates all of the content areas (Literacy, Science, Math) and all of the arts (literature, drama, music, dance/movement, and visual arts). Include the Webquest from your technology course. Submit a detailed grid; lesson plans not required. See rubric. (Outcomes A-F, H, I)

5. *Work Sampling: Design a social studies lesson. Plan pre-and post-assessments. Teach the lesson. Collect and analyze the assessment data. Use the results to plan for reteaching. See task description and rubric. (Outcomes A-F, H, I)

6. Participation: Participate as a contributing member of the class. See rubric. (Outcomes A-I)

Assignments will be evaluated using evaluation criteria or rubrics. Lesson plans may be rewritten based on instructor feedback and resubmitted once for re-scoring. Correct grammar
and mechanics are expected of graduate students; work submitted with numerous errors may be returned to the student for editing before grading. APA style is required. All work must be submitted on time unless prior arrangements are made with the instructor. The faculty coordinates due dates, so extensions should only be requested when absolutely necessary. Work that is submitted late without consulting the instructor will have points deducted.

Final Grading Scale

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

VIII. GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behaviors and dispositions as stated in the GSE statement of dispositions.

Students must follow the guidelines of the University Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, George Mason has set forth a code of honor that includes policies on cheating and attempted cheating, lack of participation in group work, plagiarism, lying and stealing. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Students are expected to attend the class periods of the courses for which they register. Although absence alone is not a reason for lowering a grade, students are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class. Students who fail to participate (because of absences) in a course in which participation is a factor in evaluation, or students who miss an exam without an excuse, may be penalized according to the weighted value of the missed work as stated in the course syllabus (GMU University Catalog, pg. 32.)
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>What is social studies? Why teach social studies? What do we teach in social studies? What is effective social studies teaching?</td>
<td>Schell: Chapters 1, 2, 3 Bower: pp. 1-23 Standards Book Talk Sign Up</td>
</tr>
<tr>
<td>9/8</td>
<td>Fine Arts Integration Arts and Learning Multiple Intelligences</td>
<td>Goldberg: 1, 2, 3 Obenchain: Strategies: 16, 17, 39, 41</td>
</tr>
<tr>
<td>9/15</td>
<td>How do we teach social studies? Teaching for understanding Inquiry and big ideas</td>
<td>Schell: 4 Obenchain: 1, 2, 26</td>
</tr>
<tr>
<td>9/22</td>
<td>Planning and Integration</td>
<td>Schell: 7 Goldberg: 8 Bower: pp. 25-28 Obenchain: 14 (field trips)</td>
</tr>
<tr>
<td>9/29</td>
<td>Assessment Using Student Data</td>
<td>Schell: 9 Goldberg: 9 Obenchain: 21, 34</td>
</tr>
<tr>
<td>10/6</td>
<td>Materials, Resources, Technology Artifacts Primary Sources</td>
<td>Resecco: 3, 13 Obenchain: 7, 12, 16, 33, 37, 38, 44, 49, 50 Due: Observation</td>
</tr>
<tr>
<td>10/13</td>
<td>Fall Break No class</td>
<td>XX</td>
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<tr>
<td>10/20</td>
<td>Using Texts, Content Reading</td>
<td>Schell: 5 Due: Lesson Plan 1</td>
</tr>
<tr>
<td>11/3</td>
<td>Arts in Science and Math Special Guest: Jenn Durham</td>
<td>Goldberg: 6, 7 Due: Museum and Arts Project</td>
</tr>
<tr>
<td>11/10</td>
<td>History, Geography, and the Arts</td>
<td>Goldberg: 5 Obenchain: 5, 8-10, 20, 22-24, 35, 42, 46</td>
</tr>
<tr>
<td>11/17</td>
<td>Real World Understanding Civics Democratic Learning Communities Cultural Differentiation</td>
<td>Schell: 8 Goldberg: 10, 11 Obenchain: 3, 4, 11, 31, 43</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Instructor(s)</td>
</tr>
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<td>-----------------------------------------</td>
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</tr>
<tr>
<td>11/24</td>
<td>Social Studies Alive! Workshop</td>
<td>Schell: 10</td>
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<tr>
<td></td>
<td></td>
<td>Bower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obenchain: 47</td>
</tr>
<tr>
<td>12/1</td>
<td>Population Connection Workshop</td>
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</tr>
<tr>
<td>12/8</td>
<td>No class (time-off to make up for museum visit)</td>
<td></td>
</tr>
<tr>
<td>12/15 Final Week</td>
<td>Learning Centers Workshop</td>
<td>Obenchain: 27</td>
</tr>
</tbody>
</table>
Lesson Plan Evaluation Criteria

__________/1 Plan includes NCSS and SOL/POS standards

__________/1 Objective is clearly stated in terms of observable student outcomes

__________/1 Procedures include an introduction, appropriate instructional strategies, and a closure

__________/1 Plan includes materials that are authentic (e.g., hands-on, real-world, artifacts, primary sources)

__________/1 Assessment shows evidence of student learning in relation to the objective

__________/1 Plan includes differentiation appropriate to your students

__________/2 Plan shows consistency between standards, objective, procedures and assessment

__________/1 Plan shows effective arts integration

__________/1 Plan is relevant, engaging, and motivating for students, and all aspects of the plan are developmentally appropriate

__________/1 Content is accurate; plan shows evidence of effective social studies teaching (e.g., inquiry, critical thinking, cooperative learning, skill building, learning community, integration, use of technology)

__________/4 Reflection shows deep, thoughtful analysis of lesson's strengths, weaknesses, and ideas for improvement; and attention to student attainment of objectives.

__________/15 Total

*Full points = Criterion is met; 1/2 = Criterion is somewhat met; 0 = Criterion is not met
Social Studies Observation Guide

Grade __________ Topic or Theme of Lesson __________________________________

Social Studies Materials and Products
   Look around the room: What evidence of social studies instruction do you see?
   Materials? Books? Charts?
   Student work/products?
   Technology?
   Arts?

Learning Community
   What evidence of the classroom as a democratic learning community do you see?

Content and Integration
   What content is being covered? What standards are being addressed?
   Do you see any evidence of arts integration? Are other subjects being integrated?

Instructional Orientation
   What evidence of the key instructional orientations in Social Studies do you see?
   Inquiry?
   Teaching for understanding?
   Critical thinking?
   Concept teaching?

Grouping Practices
   What evidence of varied grouping practices do you see?
   Whole Group Instruction?
   Small Group Instruction/Cooperative Learning?
   Pair Work?
   Individual Work?

Teacher Activities
   What evidence of the teachers' roles do you see?
   Teacher as coach/facilitator?
   Teacher as information provider?
   Giver of feedback during instruction?

Diversity
   What evidence of addressing student diversity do you see?
   Cognitive, physical, social, emotional diversity?
   Cultural diversity?
   Linguistic diversity?
   Gender diversity?

What else do you see that you think is important to the teaching of Social Studies?
IV. Field Observations and Reflections

Purpose: To observe how social studies is taught in the elementary grades; to consider various aspects of Social Studies teaching such as strategies, grouping, student involvement and assessment; to observe integration of the arts or other subject areas; to think about Social Studies teaching in relation to its effectiveness; to practice analyzing the strengths and weaknesses of a lesson.

Procedure: During your field experience, observe a social studies lesson being taught. Take notes on what you see and hear. Use the Observation Guide to focus your observation and note taking. After observing the lesson, write a summary and reflection: 1) describe what you observed in each category on the observation guide; 2) discuss the lesson in relation to effective social studies teaching; and 3) analyze the strengths and weaknesses of the lesson including suggestions for improvement. The reflection on your observation should draw on class readings.

Evaluation Criteria:

_____/1   All categories on the Observation Guide are addressed.

_____/3   Description of observation is thorough and detailed, and descriptive not judgmental.

_____/2   Discussion of lesson related to effective Social Studies teaching; shows understanding and thoughtful consideration of how this is achieved.

_____/2   Analysis of the lesson’s strengths and weaknesses shows an understanding of quality in Social Studies instruction, and application of that understanding to analysis and improvement of the lesson.

_____/2   Reflections draw on and incorporate appropriate class readings and discussions; includes references from texts.

_____/10  Total
**Rubric for Museum and Arts Presentation (Persuasive Argument)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets All Requirements</th>
<th>Meets Partial Requirements</th>
<th>Needs Improvement</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the required information present?</td>
<td>Includes the name of the site, type of site, link to objectives, types of programs provided (including websites), contact information</td>
<td>One or two of the required items are missing</td>
<td>Three, four or five of the required items are missing</td>
<td>0 points</td>
</tr>
<tr>
<td>Does the presentation make a case for a social studies field trip? Does it reflect knowledge gained from texts and class discussions?</td>
<td>The presentation is well-written, clear and complete so the intended target audience (principal or team) can understand the reasoning. References to texts and class discussions are well documented.</td>
<td>The presentation is well written, but some information is not clear or complete, so the intended audience may or may not understand the reasoning. References to text and class discussions are limited.</td>
<td>Presentation is not well written. Information is unclear and/or incomplete so the intended audience cannot understand the reasoning. There are little or no references to texts and class discussions.</td>
<td>0 points</td>
</tr>
<tr>
<td>Does it include examples of student work or project that integrates social studies and the arts?</td>
<td>Student work sample would allow creativity and integrate one or more of the fine arts.</td>
<td>Student work sample is somewhat creative and integrates one of the fine arts.</td>
<td>Student work sample is not creative and does not integrate the fine arts.</td>
<td>0 points</td>
</tr>
<tr>
<td>Is an assessment task included?</td>
<td>An appropriate assessment task and scoring tool/rubric are included.</td>
<td>An assessment task or scoring tool/rubric is included</td>
<td>An assessment task is included but it is not appropriate.</td>
<td>0 points</td>
</tr>
<tr>
<td>Attach an “artifact” from the site – 3 points</td>
<td>Total: ________________ /15 Points</td>
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</table>
In order to meet the requirements of the course, it is important to be present, be on time, stay for the entire class, be prepared, and be involved.

**Criteria #1: The student participates in class sessions.**

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<tr>
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<th>3</th>
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<tbody>
<tr>
<td>Participation in 100% of the classes (except for excused absence); no late arrivals or early departures</td>
<td>Participation in 100% of the classes (except for excused absence); few late arrivals or early departures</td>
<td>Less than 100% participation but more than 80% (except for excused absence); numerous late arrivals or early departures</td>
<td>Class participation less than 80%; numerous late arrivals or early departures</td>
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</table>

**Criteria #2: The student fully participates in readings, class discussions, group work, assignments, and other learning activities.**

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<th>0</th>
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<tbody>
<tr>
<td>Demonstrates comprehensive preparation and on-time completion of all assignments; high level of involvement in class activities.</td>
<td>Demonstrates comprehensive preparation of all assignments, but not necessarily on-time; involvement in class activities.</td>
<td>Adequate but less than comprehensive preparation; basic level of participation in learning activities.</td>
<td>Minimal preparation; minimal participation in learning activities evident.</td>
<td></td>
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</tbody>
</table>

**Criteria #3: The student demonstrates attention to course content and thought.**

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<th>0</th>
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</thead>
<tbody>
<tr>
<td>Comments indicate high-level attention to readings, discussions, and class activities; a high level of initiative and depth of thought.</td>
<td>Comments indicate some attention to readings, discussions, and class activities; some initiative and depth of thought.</td>
<td>Comments indicate little attention to readings, discussion and class activities or attention to some but not all; comments are primarily from personal experience; and depth of thought is lacking.</td>
<td>Comments indicate attention to one or none of the indicated resources; comments are exclusively from personal experience; few comments are made; and thoughts are shallow.</td>
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</table>

**Criteria #4: Student exhibits professional dispositions and respect for others.**

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<tr>
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<th>0</th>
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</thead>
<tbody>
<tr>
<td>Shows a high level of respect by listening well when others talk; remains on-task during class</td>
<td>Shows some respect by listening well when others talk; a few interruptions or a little side-talking; remains on task most of the time</td>
<td>Shows limited respect by not listening well to others; interruptions or side-talking; remains on task some of the time</td>
<td>Shows little respect by not listening; numerous interruptions or frequent side-talking; off-task more than on-task</td>
<td></td>
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</tbody>
</table>

**Criteria #5: Book sharing = 3 point**

Total: _____/15 = _____/10
Performance Based Assessment Task and Rubric

Work Sampling Performance Task

GMU/GSE Elementary Program

**Purpose.** The purpose of Work Sampling is to integrate planning, teaching, differentiation, and assessment and use of assessment data in planning for a classroom of diverse learners.

The Work Sampling task assesses the following INTASC standards:

- Subject Area Knowledge (Social Studies and Fine Arts) (Standard 1)
- Diversity (Standard 3)
- Instructional Strategies (Standard 4)
- Learning Environment (Standard 5)
- Planning (Standard 7)
- Assessment (Standard 8)
- Reflection (Standard 9)

**Components of the Work Sampling Task**

**Setting**
- Describe the classroom and student demographics and the implications for teaching and learning.
- Select 1 focus student who is low-achieving, special needs, or ESL. Describe the student (including cultural background). Describe the instructional implications.

**Lesson Plan**
- Write a social studies lesson plan following the GMU format. Integrate one of the fine arts.
- Identify student learning objectives and relevant standards.
- Design the instructional plan.
- Design the assessment plan including pre- and post-assessments.
- Design specific differentiation plans for the class and for the focus student; include cultural differentiation.
- Show consistency between standards, objectives, instructional plan and assessments.
- Describe social studies and fine arts integration; explain how integration is applied in the lesson plan.

**Teach the lesson and collect all student pre- and post-assessments.**

**Analysis of Student Learning Results**
- Present the results for all of the students in the class in a chart or table.
- Report, summarize, interpret, and analyze learning results in relation to the objective for the whole class.
- Analyze the learning results in relation to the objective for the focus student.
- Explain the results/performance patterns given what you know about the students, the
teaching/learning context, and any relevant circumstances or conditions. Discuss factors that might have influenced the results.

**Reteaching**
- Based on the assessment results, describe your immediate plans for the class as a whole in relation to the objective. Given how many students met and did not meet the objective, what will you do tomorrow? What do you need to reteach and to whom?
- Based on the assessment results, describe your immediate plans for the focus student. Given the extent to which the student met or did not meet the objective, what will you do tomorrow?

**Future Planning**
- Based on the assessment results, reflect on what could be improved in terms of future planning, teaching, and assessment. How could you improve the lesson?
Work Sampling Rubric  
EDCI 554: Integrating Social Studies and Fine Arts

Name ____________________________________________ Date ___________________

Title/Theme ___________________________________________________________________________________________________________________________________________________________________________________

All pre- and post-assessments for all students are included: Yes _________ No ___________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning 1 Point Not Met</th>
<th>Developing 2 points Not Met</th>
<th>Maturing 3 points Met</th>
<th>Exemplary 4 points Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Demographics and Environment</td>
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<td></td>
<td>Thorough description of all demographics (reading, writing and math levels, and cultures) and classroom environment and community. Detailed discussion of the implications for teaching.</td>
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<tr>
<td>Standard 5</td>
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<tr>
<td>Focus Student</td>
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<td>Thoroughly describes focus student demographics, learning levels, culture, and MI. Detailed discussion of the implications for teaching.</td>
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<tr>
<td>Standard 3</td>
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<tr>
<td>Plan: Standards</td>
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<td>State standards are included for social studies. National standards are included for the arts.</td>
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<tr>
<td>Standard 1</td>
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<tr>
<td>Plan: Objectives</td>
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<td>Objectives are measurable and distinguished from standards.</td>
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<td>Standard 7</td>
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<tr>
<td>Plan: Instructional Strategies and Materials</td>
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<td></td>
<td>Includes activities and materials that are relevant, engaging, active, inquiry-based, student centered, and developmentally appropriate</td>
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<tr>
<td>Standard 4</td>
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<tr>
<td>Plan: Assessment</td>
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<td>Includes an appropriate pre-and post-assessments that are scorable and developmentally appropriate.</td>
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<tr>
<td>Standard 8</td>
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<tr>
<td>Plan: Internal consistency</td>
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<td>Standards, objectives, activities, and assessments are aligned.</td>
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<tr>
<td>Standard 7</td>
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<tr>
<td>Plan: Differentiation</td>
<td></td>
<td></td>
<td>Differentiation for class and for focus student is appropriate. Uses multiple intelligences.</td>
<td></td>
</tr>
</tbody>
</table>

16
<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Analysis: Chart</th>
<th>Results are clearly and appropriately depicted in a table or chart.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8</td>
<td>Analysis: Class Results</td>
<td>Results are discussed in depth for whole class and related to objectives.</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Analysis: Focus Student Results</td>
<td>Results are discussed in depth for focus student and related to objectives.</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Patterns and Factors</td>
<td>Thorough discussion of factors that influenced assessment results.</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Reteaching: Class Standards 7, 8</td>
<td>Thorough discussion of reteaching plans for this objective based on assessment results</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Reteaching: Focus Student Standards 7, 8</td>
<td>Thorough discussion of reteaching plans for this objective based on assessment results</td>
</tr>
<tr>
<td>Standard 9</td>
<td>Future implications</td>
<td>Reflection on strengths and weaknesses of lesson plan and possible improvements</td>
</tr>
<tr>
<td>Standard 1</td>
<td>Social Studies</td>
<td>Clear understanding of effective social studies teaching as applied in lesson, including inquiry</td>
</tr>
<tr>
<td>Standard 1</td>
<td>Fine Arts</td>
<td>Clear understanding of effective arts integration as applied in lesson.</td>
</tr>
</tbody>
</table>

0 will be given if an element is not included. 2 points will be deducted if all student work is NOT included.

**Total Score _____/ 68 = _____/ 25**

**Standards Met: 1 3 4 5 7 8 9**  **Standards Not Met: 1 3 4 5 7 8 9**