

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

**EDCI 554: Methods of Teaching Social Studies and Integrating Fine Arts in the
Elementary Classroom
PDS Semester-long Cohort
Fall, 2010**

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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 and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- F. Apply multiple intelligence theory to instruction and differentiation.
- G. Describe the central role of the arts in learning.
- H. Design and use multiple, authentic assessments.
- I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

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.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. 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.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. 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

Learning Outcomes	INTASC	Social Studies	Arts
A.	1	2d	x
B.	1	2d	x
C.	7, 9	2d	x
D.	4, 9	2d	x
E.	3	2d	x
F.	3, 7		x
G.	1, 9		x
H.	8, 9	2d	x
I.	5	2d	

V. Required Texts

Cornett, C. E. (2007). *Creating meaning through literature and the arts (3rd ed.)*. Upper Saddle River, NJ: Pearson.

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author.

Savage, T. V., & Armstrong, D. G. (2008). *Effective teaching in elementary social studies (6th ed.)*. Upper Saddle River, NJ: Pearson.

VI. Additional Resources

Textbook from EDCI 544

Textbook for social studies technology course

Bower, B. & Lobdell, J. (2005). *Social studies alive! Engaging diverse learners in the elementary classroom (Revised ed.)*. Palo Alto, CA: Teacher's Curriculum Institute.

Obenchain, K. M., & Morris, R. V. (2007). *50 social studies strategies for K-8 classrooms (2nd ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (Recommended)

Board of Education, Commonwealth of Virginia. *Standards of Learning for Virginia Public Schools*. Available online at: <http://www.doe.virginia.gov/go/Sols/home.shtml>

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author
Cornett, C.E. (2003). Available online.

National Center for History in the Schools. (1989). *National standards for history: Basic edition*. Los Angeles: Author. Available online.

National Council on Economics Education. (1997). *National content standards in economics*. New York: Author. Available online.

National Geographic Society. (1994). *Geography for life: National geography standards*. Washington, DC: Author. Available online.

VII. Course Requirements

Lesson Plan and Reflection	15 %
Field Observation	10 %
Museum and Arts Project	15 %
Group Unit Plan	10%
Integrated Unit Plan*	30 %
Arts Strategies Demonstration	10%
Participation	10 %

* = Designated performance assessment

Lesson Plan: Write and teach 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 another subject area or the arts. The lesson must be taught and a reflection written. See evaluation criteria. (Outcomes A-F, H, I)

Field Observations: During your first few weeks in your placement classroom, 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)

Museum and Arts Project: Visit a local historical site or social studies content-related museum. Create a persuasive argument to a principal for a 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)

Group Unit Plan: Small groups will work together to design an integrated unit. The work will be done in parts as we cover each topic in class (with some work time in class). Part 1 will include a unit overview. Part 2 will include the outlines for lessons within the unit. Part 3 will include arts integration. Each part will be handed in separately for feedback. See evaluation criteria. (Outcomes A-F, H, I)

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). Submit a detailed grid; lesson plans not required. See rubric. (Outcomes A-F, H, I)

Arts Strategies Demonstrations: Small groups will demonstrate teaching strategies in one of the arts: literary, visual, drama, movement/dance, or music. At least one will relate to a social studies standard and at least one will relate to a non-social studies standard. See evaluation criteria. (Outcomes A, D, F)

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 and field observations 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; 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 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <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 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.)

Lesson Plan Evaluation Criteria

- _____ /1 Plan includes NCSS and SOL/POS standards; consistency
- _____ /1 Objective is clearly stated in terms of observable student outcomes; consistency
- _____ /1 Procedures include highly appropriate instructional strategies, plus an introduction and a closure; consistency
- _____ /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; consistency
- _____ /1 Plan includes appropriate differentiation
- _____ /1 Plan shows effective subject and/or arts integration
- _____ /1 All aspects of the plan are developmentally appropriate
- _____ /1 Content is accurate
- _____ /2 Plan shows evidence of effective and powerful social studies teaching (e.g., plan is meaningful, integrative, value-based, challenging, active, relevant, engaging, and/or motivating and includes inquiry, critical thinking, cooperative learning, skill building, learning community, and/or integration)
- _____ /4 Reflection shows deep, thoughtful analysis of lesson's strengths, weaknesses, and ideas for improvement; and attention to student attainment of objectives.
- _____ /15

*Full points = Criterion is met; 1/2 = Criterion is somewhat met; 0 = Criterion is not met

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 and powerfulness; to analyze the strengths and weaknesses of a social studies lesson.

Procedure: During the first weeks of your field experience, observe social studies being taught. Take notes on what you see and hear. Use the Observation Guide to focus your observation and note taking. After the observations, write a summary and reflection: **1) describe** what you observed in each category on the observation guide; **2) discuss** what you observed in relation to effective social studies teaching; and **3) analyze** the strengths and weaknesses 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 observations is related to effective Social Studies teaching; shows understanding and thoughtful consideration of how this is achieved.
- _____/2 Analysis of the strengths and weaknesses shows an understanding of quality in Social Studies instruction, and application of that understanding to analysis and improvement.
- _____/2 Reflections draw on and incorporate appropriate class readings and discussions; includes references from texts.
- _____/10 Total

Social Studies Observation Guide

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Social Studies Materials and Products

Look around the room: What evidence of social studies instruction do you see?
Materials? Books? Charts? Technology?
Student work/products?
The 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?
Skills building?
Knowledge acquisition?
Knowledge discovery? Inquiry? Critical thinking? Problem-solving?

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?

Powerful Social Studies Teaching

In what ways is the social studies teaching Meaningful? Integrative? Value-based?
Challenging? Active? Relevant? Engaging? Motivating?

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?

**Rubric for Museum and Arts Presentation (Persuasive Argument)
EDCI 554**

Criteria	Meets All Requirements	Meets Partial Requirements	Needs Improvement	No Evidence
Is the required information present?	Includes the name of the site, type of site, link to objectives, types of programs provided (including websites), contact information 3 points	One or two of the required items are missing 2 points	Three, four or five of the required items are missing 1 point	0 points
Does the presentation make a case for a social studies field trip? Does it reflect knowledge gained from texts and class discussions?	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. 3points	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. 2 points	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. 1 point	0 points
Does it include examples of student work or project that integrates social studies and the arts?	Student work sample would allow creativity and integrate one or more of the fine arts. 3 points	Student work sample is somewhat creative and integrates one of the fine arts. 2 points	Student work sample is not creative and does not integrate the fine arts. 1 point	0 points
Is an assessment task included?	An appropriate assessment task and scoring tool/rubric are included. 3 points	An assessment task or scoring tool/rubric is included 2 points	An assessment task is included but it is not appropriate. 1 point	0 points

Attach an “artifact” from the site for 3 points

Total: _____ /15 Points

**EVALUATION RUBRIC for PARTICIPATION
EDCI 554**

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.

3	2	1	0
Participation in 100% of the classes (except for excused absence); no late arrivals or early departures	Participation in 100% of the classes (except for excused absence); few late arrivals or early departures	Less than 100% participation but more than 80% (except for excused absence); numerous late arrivals or early departures	Class participation less than 80%; numerous late arrivals or early departures.

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

3	2	1	0
Demonstrates comprehensive preparation and on-time completion of all assignments; high level of involvement in class activities.	Demonstrates comprehensive preparation of all assignments, but not necessarily on-time; involvement in class activities.	Adequate but less than comprehensive preparation; basic level of participation in learning activities.	Minimal preparation; minimal participation in learning activities evident.

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

3	2	1	0
Comments indicate high-level attention to readings, discussions, and class activities; a high level of initiative and depth of thought.	Comments indicate some attention to readings, discussions, and class activities; some initiative and depth of thought.	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.	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.

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

3	2	1	0
Shows a high level of respect by listening well when others talk; remains on-task during class	Shows some respect by listening well when others talk; a few interruptions or a little side-talking; remains on task most of the time	Shows limited respect by not listening well to others; interruptions or side-talking; remains on task some of the time	Shows little respect by not listening; numerous interruptions or frequent side-talking; off-task more than on-task

Total: _____/12 = _____/10

**Group Unit Plan Evaluation Criteria
EDCI 554**

Group Members: _____

Part 1: Overview

_____ /4 All elements are present and appropriate

Part 2: Lesson Plan Outlines

_____ /3 All elements are present and appropriate

Part 3: Arts integration

_____ /3 All of the arts are present and appropriate

Total _____ / 10

EDCI 554 Course Outline Fall 2010

Session	Topic	Assignments
8/31	Why Social Studies? Powerful Social Studies Teaching Syllabus Standards	Savage & Armstrong: Chs. 1, 4
9/7	Teaching Economics: Rachel Powel, Guest Economics Standards	Savage & Armstrong: Ch. 3 Bring VA SOLs and NCSS Standards
9/14	History Standards Teaching History: Sara Shoob, Guest	Savage & Armstrong: Ch. 2 Bring VA SOLs and NCSS Standards
9/21	Geography and Civics Standards Introduction to Integrated Units and Arts Integration	Savage & Armstrong: Chs. 10, 11 Bring VA SOLs and NCSS Standards Cornett: 1, 2
9/28	Population Connection Workshop: An Example of Integration	Due: Field Observation
10/5	Connecting Standards Designing Units Group work	
10/12	No Class Museum Visit	Cornett: Appendix G
10/19	No Class meeting Unit Group work (Classroom Available)	
10/26	Instructional Strategies: Primary Sources, Artifacts, Graphic Organizers	Savage & Armstrong: Chs. 5, 6, 7 Due: Museum Visit Assignment Due: Group Work 1: Overview
11/2	Instructional Strategies: Social Studies Alive	Handouts
11/9	Assessment, Differentiation, Culture	Savage & Armstrong: Chs. 8, 9, 12 Due: Group Work 2: Lesson Outlines
11/16	Visual Arts	Cornett: Cs. 6,7 & Appendices A-J

11/23	Literary Arts Drama/Theater	Cornett: 4,5 Cornett: 8,9
11/30	Movement/Dance Music	Cornett: 10, 11 Cornett: 12, 13
12/7	Using Texts Learning Communities as Civics	Due: Lesson Plan and Reflection Due: Group Work 3: Integrated Arts
12/14 Finals Week	Learning Centers	Due: Individual Unit Plan PBA