

**EDCI 554: Methods of Teaching Social Studies and Integrating Fine Arts  
in the Elementary Classroom  
Spring 2012**

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*Elementary teachers need sufficient content knowledge in the core disciplines and processes of social studies, skill in using a variety of teaching and assessment strategies, and the ability to locate, evaluate, and use appropriate resources. As essential as all of this is, social studies can be brought to life only when teachers themselves have positive attitudes about social studies. If teachers understand the importance of social studies in the early years, they are more likely to transfer their enthusiasm for social studies to their students.* (National Council of Social Studies)

Teaching social studies can be an overwhelming endeavor that is fraught with difficult decisions, yet is ultimately a very important and exciting part of your curriculum that can awaken students' creativity, curiosity, and community spirit. This course emphasizes a quality social studies and fine arts curriculum and instruction that is rooted in the traditions of democratic, social justice, and place-based education. Ultimately, we will think through what social studies we should teach, why we should teach it, how we should teach it, and how we should try to find out what students are learning.

**CLASS WEBSITE:** [www.elementarysocialstudies.weebly.com](http://www.elementarysocialstudies.weebly.com) (and Blackboard)

**COURSE CATALOG 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. **Prerequisite(s):** Admission into elementary education graduate program; must be taken in programmatic sequence.

**LEARNING OUTCOMES:**

After participating in this course, 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.

**COURSE EXPECTATIONS:**

Below is a list of five expectations you should have of me as much as I will have them of you. These probably go without saying, but you never know...

1. **BE PRESENT**

If you are planning on being absent or have an emergency, please contact me by email before class. Missing more than one class period or missing any class without contacting me will affect the participation portion of your grade and may warrant further administrative action. We only meet once a week, so our time together is very important. When you are in class, I expect you to be mentally as much as physically present by being attentive and engaged. Cell phones are for emergency use only – no texting or phone calls during class time. I encourage you to bring laptops, and will ask you to open them when only their use is appropriate or necessary.

**2. BE THOUGHTFUL**

We will be grappling with many difficult questions throughout the semester that may challenge people's previously held beliefs or assumptions and do not have a right or wrong answer. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a strong community.

**3. BE PROACTIVE**

I am here to support your learning this semester and will provide you with ample feedback in response to the course's formative and summative assessments. I cannot read minds, however – if you have any questions or concerns throughout the semester, please schedule an appointment with me and I would be happy to make any adjustments I can to facilitate a meaningful course experience.

**4. BE COLLABORATIVE**

We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class.

**5. BE PROUD OF YOUR WORK**

All work must be submitted on time (by midnight before class) unless prior arrangements are made with me. Each assignment builds upon the last and coordinates with the activities on the day it was due. Extensions, therefore, should only be requested when absolutely necessary. If you feel that you are not turning in your best work, however, I will ALWAYS permit (and encourage) an extension.

We will use Blackboard for several different purposes throughout the semester. All assignments should be uploaded to Blackboard by the due date (which means that all assignments need to be typed). Also, correct grammar and mechanics are expected of graduate students, so please proofread your work. Anything submitted with numerous errors may be returned to you for editing before grading.

## **GRADING**

Your course grade is based on participation, weekly assignments, and final projects. Together, you and I will assess evidence from these three areas at midterm and at the end of the semester to determine your final grade. Individual assignments will be evaluated with narrative feedback instead of points. I also write a narrative letter to you at the end of the semester detailing your growth in the class and noting areas for future growth. The PBA assignment will be evaluated with a rubric found at the end of the syllabus.

## **SELF-EVALUATION FORM**

<b>Expectations</b>	Above & Beyond Expectations (2)	Meeting Expectations (1)	Not Meeting Expectations (0)
<b>1. Class Participation</b> <ul style="list-style-type: none"> <li>■ Speaking</li> <li>■ Listening</li> <li>■ Regular attendance</li> <li>■ Being a supportive cohort member</li> </ul>	MT		
	F		
Mid-Term _____ + Final _____ = _____			
<b>2. Weekly Assignments</b> (Exit Slips & Reading Reflections) <ul style="list-style-type: none"> <li>■ On time</li> <li>■ Thoughtful</li> <li>■ Concise</li> <li>■ Responds to prompts</li> </ul>	MT		
	F		
Mid-Term _____ + Final _____ = _____			
<b>3. Projects</b> (PBA, Student Interviews, Book Reviews, Field Trip, etc.) <ul style="list-style-type: none"> <li>■ On time</li> <li>■ Thoughtful</li> <li>■ Meets individual assignment expectations</li> </ul>			
Final = _____			

**FINAL GRADE GRID:**

<b>FINAL GRADE</b>	<b>No Pass</b>	<b>B</b>		<b>B+</b>	<b>A-</b>	<b>A</b>		<b>A+</b>
<b>Total Points</b>	<b>0-4</b>	<b>4</b>		<b>5-7</b>	<b>8</b>	<b>9</b>		<b>10</b>
Class Participation MT	0-2	0	1	0/1	1	1	2	2
Class Participation F	0	1	1	1/2	2	2	2	2
Weekly Assignments MT	0-2	1	0	0/1	1	2	1	2
Weekly Assignments F	or 0	1	1	1/2	2	2	2	2
Projects	or 0	1	1	1/2	2	2	2	2

**MASON EXPECTATIONS & RESOURCES:**

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, research-based practice, social justice, and innovation. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/> as well as the guidelines of the GMU Honor Code: <http://academicintegrity.gmu.edu/honorcode/>.

Students with disAbilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester: <http://ods.gmu.edu/>. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge

NOTE: A zero in any "Final Grade" category means you do not pass the class. If your final grades in each of the three categories are 1s, you earn a B. If you show marked improvement, you earn a B+ or an A-. Strong performances throughout the semester result in an A or A+.

through writing. <http://writingcenter.gmu.edu/>

Students must follow the university policy for Responsible Use of Computing. <http://universitypolicy.gmu.edu/1301gen.html>. Students are responsible for the content of university communications sent to their GMU email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor. Students are expected to exhibit professional behaviors and dispositions at all times.

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. <http://caps.gmu.edu/>

### **STANDARDS:**

To complete this course, you must show evidence that you have satisfied the following teaching standards:

#### INTASC (The Interstate Teacher Assessment & Support Consortium):

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline s/he 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 an 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 for Arts Education

<http://artsedge.kennedy-center.org/educators/standards/full-text/K-4-standards.aspx#Dance>

Dance:

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

## Music

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

## Theater

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

## Visual Arts

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

## **CLASS SCHEDULE & ASSIGNMENTS:**

The following page lists the assignments and projects affiliated with this course followed by an agenda for the assigned readings. I have provided the following star system to help you manage your time:

★ = a few hours of work

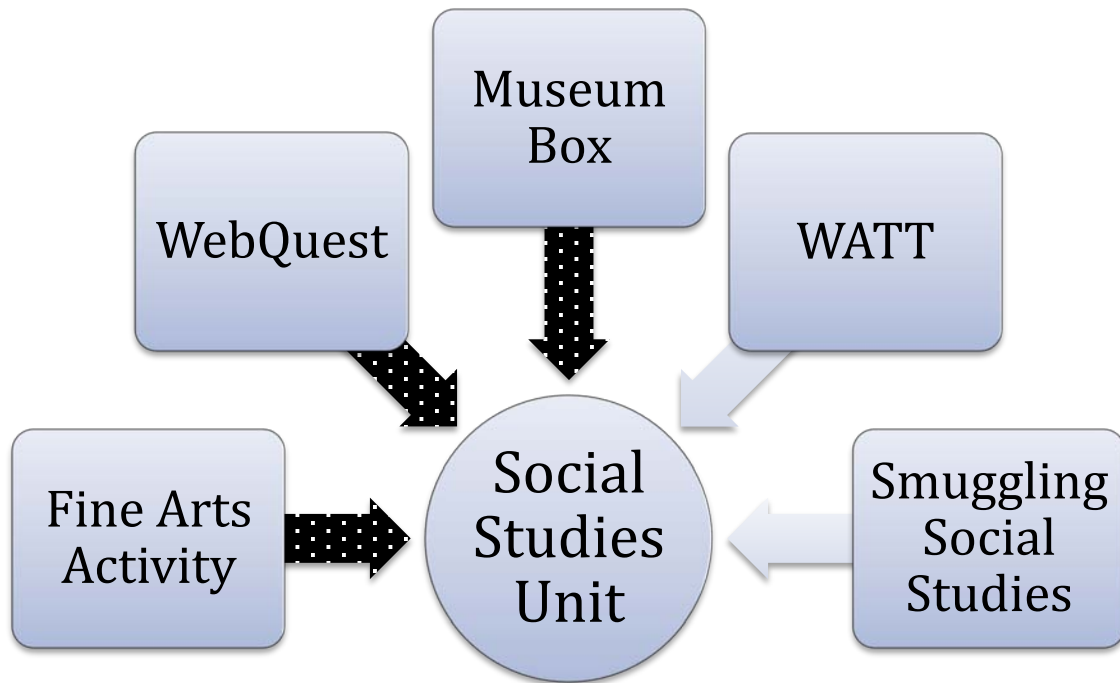
★★ = a few days of work □

★★★ = a few weeks of work

<b>ASSIGNMENT</b> (see Blackboard for rubrics)	<b>DUE DATE</b>	<b>STANDARDS</b>
<b>Activity Analysis</b> ★ Each week, you will complete an “activity analysis” that evaluates one of the social studies methods or strategies used during the class period. These should be less than 500 words. (See template)	<b>weekly</b>  upload to individual dropbox in Blackboard	Outcome B, D, I INTASC 4, 9 Dance, Music, Theater, Visual Arts
<b>Reading Reflections</b> ★ Each week, you will respond to discussion questions intended to facilitate deeper reflection on the authors’ ideas and to demonstrate that you completed the readings. These should be less than 500 words. (See reading schedule for questions)	<b>weekly</b>  upload to discussion thread on Blackboard	Outcome B, D, E, I INTASC 1, 3, 4, 5, 9
<b>Pre- and Post-Survey</b> ★ Complete a self-assessment of your knowledge, skills, and dispositions regarding social studies teaching at the beginning and end of the semester. (See Assignment Sheets on Blackboard)	<b>Jan 31/May 15</b>  email to Katy	Outcome H INTASC 8, 9 NCATE 2d
<b>Social Studies/Fine Arts Inventory</b> ★★ You will conduct a survey of your placement site to investigate what social studies and fine arts resources are available to you and your clinical faculty. (See Assignment Sheets on Blackboard)	<b>Feb 7</b>  post on Blackboard	Outcome INTASC
<b>Smuggling Social Studies Resource Share</b> ★★ You will find a curricular resource that connects with a current event/issue from one of the social studies/arts disciplines. You will then design a one-page handout describing a math or a literacy lesson that incorporates VA math/ literacy standards with best practices in social studies. You will share with the class during a “resource fair.” (See Assignment Sheets on Blackboard)	<b>March 9</b>  email Word .doc to Katy	Outcome D INTASC 1, 4, 5, 7

<p><b>Where I'm From Poem</b> ★</p> <p>Based on the poem template, write a poem about where you are from. Fit the text of the poem and a picture that represents where you are from onto a PowerPoint slide. These will be shared either in small groups or as a class. Write a brief reflection the challenges and opportunities you face as a teacher based on where you are from and where you plan to teach. (See Assignment Sheets on Blackboard)</p>	<p><b>March 27</b></p> <p>Email PPT slide to Katy. Post reflection to Blackboard.</p>	<p>Outcome E INTASC 9</p>
<p><b>What Are They Thinking? Student Interviews</b> ★★</p> <p>Select a term/phrase that you want students to define and describe in one-on-one interviews that you will record and analyze. The term/phrase may be connected to your unit or may be something that pertains to your practicum site. Record the interviews and upload an .mp3 clip with the corresponding reflection to Blackboard. (See Assignment Sheets on Blackboard)</p>	<p><b>April 17</b></p> <p>upload to Blackboard</p>	<p>Outcome E, H INTASC 3, 7, 8, 9</p>
<p><b>Social Issue Unit (PBA)</b> ★★★</p> <p>During the first few weeks of the semester, we will brainstorm a list of social issues that interest us and affect our lives. You will choose an issue that you want to learn more about and individually develop a unit of lesson plans connected with that topic. Using your practicum site as the context, you will individually develop a social studies unit (minimum of 5 lessons) that addresses your social issue and connects to state/district social studies standards. (See Assignment Sheets on Blackboard)</p> <p><b>Social Issue Website</b> ★★</p> <p>You will individually create a website for these lesson plans, resources, and links that will be connected to a class website. (See the course website <a href="http://www.elementarysocialstudies.weebly.com">www.elementarysocialstudies.weebly.com</a> for examples of past work)</p>	<p><b>Essential Questions</b> <b>TBD:</b> Mid-term conference</p> <p><b>Unit Map</b> <b>April 24</b></p> <p><b>Final Unit</b> <b>May 18</b></p> <p>create website and email link to Katy</p>	<p>Outcome A, B, C, D, E, F, G, H, I INTASC 7 NCATE 2d Dance, Music, Theater, Visual Arts ISTE II, III</p>

Make the most of each assignment in your technology class and methods class!





**READING SCHEDULE**

☺ = no pages



- ★ = 5 pages
- ★★ = 5-30 pages
- ★★★ = 30+ pages
- EQ = Essential Question

DATE	ESSENTIAL QUESTION	DUE FOR CLASS
January 24	What are the social studies? Why are they important?	NA
January 31 ★★★	What are the “social studies wars”? What social studies knowledge and skills do we want kids to learn? What is and what should be the role of standards in PK-6 social studies?	<p><b>EMAIL KATY:</b> Pre-Survey</p> <p><b>READING DUE TODAY:</b> Hirsch, ED.(1988).Chapter 6: The Practical Outlook. In ED Hirsch, <i>Cultural Literacy: What Every American Needs to Know</i> (pp.134-145). New York: Random House.</p> <p>Hirsch, ED.(1988).The List. In ED Hirsch, <i>Cultural Literacy: What Every American Needs to Know</i> (pp.152-156). New York: Random House.</p> <p>Feinberg, Walter. (1999). The Influential E.D. Hirsch. <i>Rethinking Schools</i>, 13(3). <a href="http://www.rethinkingschools.org/archive/13_03/hirsch.shtml">http://www.rethinkingschools.org/archive/13_03/hirsch.shtml</a></p> <p>Nolan, J. (Sept.13, 2011). Va. urged to pare SOL test for 3<sup>rd</sup> graders. <i>Richmond Times</i>. <a href="http://www2.timesdispatch.com/news/local-education/2011/sep/13/tdmain01-va-urged-to-pare-sol-tests-for-3rd-grader-ar-1304650/">http://www2.timesdispatch.com/news/local-education/2011/sep/13/tdmain01-va-urged-to-pare-sol-tests-for-3rd-grader-ar-1304650/</a></p> <p>van Hover, S., Hicks, D., &amp; Stoddard, J. (2010). The development of Virginia’s history and social studies standards of learning (SOLs), 1995-2010. <i>The Virginia Newsletter</i>. <a href="https://docs.google.com/viewer?a=v&amp;q=cache:cnkY-6b1syEJ:www.coopercenter.org/sites/default/files/publications/van10410.pdf+expanding+horizons+social+studies+standards&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEESgGoU1jfqUu0YR5-MO26LN6QPyw_1NQqT0JQIhmI9ULaAOtXdf0xl22nzgLkypf1pHtmTcAlpwzCoxyLxzrb7OsdHBRBNMRNJOHnr4xD0Mq_gCqgFWtCjbWWEnNzUcPlZwS4QBG&amp;sig=AHIEtbSLXad7G4qHxj6Jqxpwi2oCpYU-TA&amp;pli=1">https://docs.google.com/viewer?a=v&amp;q=cache:cnkY-6b1syEJ:www.coopercenter.org/sites/default/files/publications/van10410.pdf+expanding+horizons+social+studies+standards&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEESgGoU1jfqUu0YR5-MO26LN6QPyw_1NQqT0JQIhmI9ULaAOtXdf0xl22nzgLkypf1pHtmTcAlpwzCoxyLxzrb7OsdHBRBNMRNJOHnr4xD0Mq_gCqgFWtCjbWWEnNzUcPlZwS4QBG&amp;sig=AHIEtbSLXad7G4qHxj6Jqxpwi2oCpYU-TA&amp;pli=1</a></p> <p><b>CHECK OUT:</b> VA Standards of Learning: <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</a></p> <p><b>READING REFLECTION:</b> What do you think are the fundamental debates about social studies standards and why are they so contentious? As a professional educator, where do you stand on these debates? What kind of standards do you advocate and why? (For example, do you support Hirsch’s ideas about standards that have so heavily influenced the VA SOLs?)</p>
February 7 ★★★	How do we know if students are learning what we want them to learn? What school-based and external resources	<p><b>POST ON BLACKBOARD:</b> Social Studies Inventory</p> <p><b>READING DUE TODAY:</b> Parker, W. (2012). <i>Assessing student learning. In W.Parker’s Social Studies in Elementary Education (14<sup>th</sup> edition)</i>. Boston, MA: Pearson (pp.236-268).</p>

	are available to help us teach social studies?	<p>Rogovin, B. (1998). The interview - fulcrum of the curriculum. In B.Rogovin's <i>Classroom Interviews: A World of Learning</i> (pp.21-42). Portsmouth, NH: Heineman.</p> <p><b>READING REFLECTION:</b> Do you see examples of the kind of curriculum planning that Rogovin is talking about and the kind of assessment Parker is talking about in your placement site? What supports or constrains this kind of curriculum planning and assessment?</p>
<p>February 14    <b>NO CLASS!!</b></p>	<p>What are the essential elements to a quality field trip?</p>	<p><b>READING DUE FOR TODAY</b>  Pelo, A. (2009). A pedagogy for ecology. <i>Rethinking Schools</i>, 23(4), 30-35.  <a href="http://www.rethinkingschools.org/archive/23_04/peda234.shtml">http://www.rethinkingschools.org/archive/23_04/peda234.shtml</a></p> <p>Percoco, James A. Chapter 4: If Statues Could Talk - Using Monuments to Teach. In James A. Percoco, <i>A Passion for the Past: Creative Teaching of US History</i> (pp.56-66). Portsmouth: Heineman.</p> <p>Chapter 1, 2, OR 3 (10-15 pages each) from:  Vascellaro, Salvatore. (2011). <i>Out of the Classroom and into the World: Learning from Field Trips, Educating from Experience, and Unlocking the Potential of Our Students and Teachers</i>. New York: The New Press.</p> <p><b>CHECK OUT THIS WEBSITE:</b>  Wisconsin Teachers of Local Culture. <a href="http://csumc.wisc.edu/wotlc/">http://csumc.wisc.edu/wotlc/</a></p> <p><b>READING REFLECTION:</b> What is an unconventional field trip in your neighborhood or community that you would like to experience with your students? What social studies themes/content would be highlighted by this trip? What is one tip from Pelo, Percoco, and Vascellaro that you would keep in mind when planning this trip?</p> <p><b>FIELD TRIP... What are the historical and current contributions of African and Black Americans to northern Virginia?</b>  Choose one field trip (or both, if you're feeling ambitious!) to attend. This is in conjunction with your "Museum Box" assignment in your tech class.</p> <p><b>OPTION 1: Chocolate City Tour, February 18 10am-2pm (Weather permitting)</b>  For the first half of the 20th century, the Shaw neighborhood inspired and sustained the rich social, civic, and cultural life at the center of Washington's vibrant African American community. Enjoy an audio tour of the neighborhood including several fantastic murals, lunch at the famous Ben's Chili Bowl, visit the African American Civil War Museum, and stop by the Busboys &amp; Poets children's bookstore.</p> <p><b>OPTION 2: African Roots Tour, February 25 9am-1pm</b>  Our nation's capitol has a rich history rooted in the culture and contributions of enslaved Africans. Attend the National Theater's "Short Stories Brewed From African Poets" show, listen to the "Half Had Not Been Told Me" cell phone tour, and visit the Decatur House in Lafayette Square. We will discuss "A Black History of the White House" podcast over lunch at historic Old Ebbitt's Grill.</p> <p>If you cannot make it to either trip, you can visit the collection of Folk Art, African American Art, and Latino Art exhibit at the Smithsonian Museum of American Art OR the Smithsonian's African Art Museum on your own time, collect resources for use in your classroom, and write a reflection due within a week of your visit.</p>
<p>February 21  </p>	<p>What is and what should be the role of current and controversial issues in PK-6 social studies?</p>	<p><b>READING DUE FOR TODAY:</b>  Connor, M.A. (2003). Can we field questions honestly, or does "age appropriateness" require soft-pedaling the awful truth of war? <i>Rethinking Schools</i>. Retrieved 12/04/2008 from  <a href="http://www.rethinkingschools.org/war/readings/kids174.shtml">http://www.rethinkingschools.org/war/readings/kids174.shtml</a></p> <p>Salas, Kelley Dawson. (2004). How To Teach Controversial Content and Not Get Fired. In <i>New Teacher Book: Finding Purpose, Balance, and Hope During</i></p>

		<p><i>Your First Years in the Classroom</i> (pp. 127-133). Milwaukee: Rethinking Schools, Ltd. Retrieved 8/26/2008 from <a href="http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml">http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</a></p> <p>Schweber, Simone. (2008). "What happened to their pets?": Third graders encounter the Holocaust. <i>Teachers College Record</i>, 110(10), 2073-2115. Retrieved 08/04/2009 from <a href="http://www.schaefshouse.com/Holocaust%20Studies/Pittsburgh/what%20happened%20to%20their%20pets.pdf">http://www.schaefshouse.com/Holocaust%20Studies/Pittsburgh/what%20happened%20to%20their%20pets.pdf</a></p> <p>Warner, Judith. (2008). Bad Time Stories. <i>Domestic Disturbances</i>. Retrieved 12/04/2008 from <a href="http://warner.blogs.nytimes.com/2008/12/04/first-the-bad-news/?apage=16">http://warner.blogs.nytimes.com/2008/12/04/first-the-bad-news/?apage=16</a></p> <p><b>READING REFLECTION:</b> These authors reflect a wide range of opinions about what is "appropriate" for young children. Which of the authors do you agree with most? Why? Which of the authors do you disagree with the most? Why?</p>
<p>February 28 ★★★</p>	<p>What is historical thinking and how can it be integrated into a K-6 classroom?</p>	<p><b>READING DUE FOR TODAY:</b></p> <p>Sieff, K. (December 29, 2011). Some Va. history textbooks filled with errors, review finds. <i>The Washington Post</i>. <a href="http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html?sid=ST2010101908028">http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html?sid=ST2010101908028</a></p> <p>Peterson, B. (2008). Whitewashing the past. <i>Rethinking Schools</i>. <a href="http://www.rethinkingschools.org/archive/23_01/past231.shtml">http://www.rethinkingschools.org/archive/23_01/past231.shtml</a></p> <p>Zinn, Howard. (2005) Chapter 1: Columbus, the Indians, and human progress. In Howard Zinn, <i>A People's History of the United States</i> (1-22). New York: Harper Perennial Modern Classics.</p> <p>Wood, K. (2008). Virginia Indians: our story. In K. Wood's (Ed.) <i>The Virginia Indian Heritage Trail</i> (2<sup>nd</sup> edition). Charlottesville, VA: Virginia Foundation for the Humanities, 12-24. <a href="http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf">http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf</a></p> <p>Bearinger, D. (2008). The legacy of a complex anniversary. In K. Wood's (Ed.) <i>The Virginia Indian Heritage Trail</i> (2<sup>nd</sup> edition). Charlottesville, VA: Virginia Foundation for the Humanities, 24-28. <a href="http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf">http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf</a></p> <p><b>CHECK OUT:</b> American Indians in Children's Literature by Debbie Reese (blog) <a href="http://americanindiansinchildrensliterature.blogspot.com/">http://americanindiansinchildrensliterature.blogspot.com/</a></p> <p><b>READING REFLECTION:</b> In what ways did the history you were taught about Native Americans or that you see taught in schools today conflict with or reinforce the accounts in Zinn, Wood, and Bearinger? Do you agree with Peterson's critique that books like those in the Sieff article are "whitewashing" the past? Why/why not?</p>
<p>March 6 (7:30-10) ★★</p>	<p>What is economic thinking and how can it be integrated into a K-6 classroom?</p>	<p><b>READING DUE FOR TODAY:</b></p> <p>Brown, Amanda Christy and Kristin McGinn Mahoney. (2009). Studying 'stuff'. <i>New York Times</i>, May 15, 2009. <a href="http://learning.blogs.nytimes.com/2009/05/15/studying-stuff/">http://learning.blogs.nytimes.com/2009/05/15/studying-stuff/</a></p> <p>Kaufman, L. (May 15, 2009). A cautionary video about America's 'Stuff'. <i>New York Times</i>. <a href="http://www.nytimes.com/learning/teachers/featured_articles/20090515friday">http://www.nytimes.com/learning/teachers/featured_articles/20090515friday</a>.</p>

		<p><a href="#">html</a></p> <p>Tewksbury, Gregory &amp; Scher, Abby. (1998). 'To Raise A Village': Education for the Community. In <i>Dollars and Sense: The Magazine of Economic Justice</i>, 216, 18-23. Retrieved 8/26/2008 from <a href="http://www.dollarsandsense.org/archives/1998/0398scher.html">http://www.dollarsandsense.org/archives/1998/0398scher.html</a></p> <p><b>WATCH:</b> <a href="http://www.storyofstuff.com/">http://www.storyofstuff.com/</a></p> <p><b>READING REFLECTION:</b> Which group do you think it would be most challenging to teach economic concepts like needs/wants to: children from wealthy families or children from low income families? Why? Connect your response to something you read for today.</p>
March 13	NO CLASS (SPRING BREAK)	NO CLASS
March 20 ☺	What is geographic thinking and how can it be integrated into a K-6 classroom?	<p><b>BRING TO CLASS:</b> Complete a "mental map" by giving yourself no more than 5 minutes to draw a map of the world without looking at any globes/maps. Scan your map into Blackboard and bring the hard copy to class. After you upload your map, add a 1-2 paragraph reflection that compares it with a map of the world. What did you do well? What needs more work? What surprised/frustrated you about this process?</p>
March 27 ★★	What is sociological thinking and how can it be integrated into a K-6 classroom?	<p><b>BRING TO CLASS:</b> Where I'm From poem</p> <p><b>READING DUE FOR TODAY:</b> Park Koenig, Karne. (2009). "It was so much fun! I died of massive blood loss!" <i>Rethinking Schools</i>, 23(4), 64-67. <a href="http://www.rethinkingschools.org/restrict.asp?path=archive/23_04/civi234.shtml">http://www.rethinkingschools.org/restrict.asp?path=archive/23_04/civi234.shtml</a></p> <p>Sieff, K. (April 11, 2011). Va. teacher holds mock slave auction. <i>The Washington Post</i>. <a href="http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFxZnsLD_story.html">http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFxZnsLD_story.html</a></p> <p><b>WATCH:</b> "A Class Divided" <a href="http://www.pbs.org/wgbh/pages/frontline/shows/divided/">http://www.pbs.org/wgbh/pages/frontline/shows/divided/</a></p> <p><b>READING REFLECTION:</b> Based on the articles and the documentary, what do you see as the most significant challenges/concerns facing the use of simulation as a teaching method? What are the most significant benefits? What are the drawbacks? Can you see yourself using this method? Why or why not?</p>
April 3 ★★	How can civics be integrated into a K-6 classroom? What is the role of critical media literacy in democratic education?	<p><b>BRING TO CLASS:</b> Gingerbread Citizen</p> <p><b>READING DUE FOR TODAY:</b> Parker, W. (2012). <i>Democratic citizenship education</i>. In <i>W.Parker's Social Studies in Elementary Education (14<sup>th</sup> edition)</i>. Boston, MA: Pearson (pp.71-115).</p> <p>Pelo, Ann &amp; Pelojoaquin, Kendra. (2006). Why We Banned Legos: Exploring power, ownership, and equity in a kindergarten classroom. <i>Rethinking Schools</i>, 21(2). <a href="http://www.rethinkingschools.org/archive/21_02/lego212.shtml">http://www.rethinkingschools.org/archive/21_02/lego212.shtml</a></p>

		<b>READING REFLECTION:</b> Consider the case described in Pelo & Pelojoaquin’s article. Is this an example of the kind of democratic education advocated by Parker? Why/why not?
April 10 ★	How can the arts be integrated into a K-6 classroom?	<b>READING DUE FOR TODAY:</b> Arts Standards Introduction <a href="http://www.menc.org/documents/natlstdartsedintros�mall.pdf">http://www.menc.org/documents/natlstdartsedintros�mall.pdf</a>  <b>READING REFLECTION:</b> Which of the arts (visual arts, dance, theater, or music) is most meaningful to you? Why?
April 17 ★★	What does an issues-based K-6 social studies unit look like? How can local issues be incorporated into K-6 social studies?	<b>READING DUE FOR TODAY:</b> Lyman, K. (2003). Exploring child labor with young students. <i>Rethinking Schools</i> , 17(2). <a href="http://www.rethinkingschools.org/archive/17_02/Labo172.shtml">http://www.rethinkingschools.org/archive/17_02/Labo172.shtml</a>  Thacker, Michi. (2006). There’s No Business Like Food Business. <i>Rethinking Schools</i> , 20(4). <a href="http://www.rethinkingschools.org/archive/20_04/busi204.shtml">http://www.rethinkingschools.org/archive/20_04/busi204.shtml</a>  <b>LISTEN TO:</b> Mr. Daisey and the Apple Factory. (2012). <i>This American Life</i> . <a href="http://www.thisamericanlife.org/radio-archives/episode/454/mr-daisey-and-the-apple-factory">http://www.thisamericanlife.org/radio-archives/episode/454/mr-daisey-and-the-apple-factory</a>  <b>READING REFLECTION:</b> What stands out most to you from these articles and podcast with regards to exposing students to information about products in their daily routines? What are the consequences of learning about what happens “behind the scenes” of our familiar everyday lives?
April 24 ☺	What is the role of student voice in social studies curriculum?	<b>BRING TO CLASS:</b> Unit maps WATT audio recordings
May 1 ★	How can global issues be incorporated into K-6 social studies?	<b>READING DUE FOR TODAY:</b> Randolph, Brenda and DeMulder, Elizabeth. (2008). I didn’t know there were cities in Africa! <i>Teaching Tolerance</i> , 34. <a href="http://www.tolerance.org/teach/magazine/features.jsp?p=0&amp;is=43&amp;ar=944">http://www.tolerance.org/teach/magazine/features.jsp?p=0&amp;is=43&amp;ar=944</a>  Schmidt, J. (Winter 2005/2006). Exploring ‘same’ and ‘different’ in a preschool world. <i>Rethinking Schools</i> . <a href="http://www.rethinkingschools.org/archive/20_02/same202.shtml">http://www.rethinkingschools.org/archive/20_02/same202.shtml</a>  <b>READING REFLECTION:</b> Using the stereotypes outlined in Randolph & DeMulder and Schmidt’s articles, what stereotypes have you had challenged throughout your own education or life experiences? Where did those stereotypes come from and what helped them to be challenged?
May 8 ★★	How can social action be incorporated into K-6 social studies?	<b>READING DUE FOR TODAY:</b> Bigelow, Bill. (2002). Defeating Despair. <i>Rethinking Schools</i> , 16(3). <a href="http://www.rethinkingschools.org/archive/16_03/Desp163.shtml">http://www.rethinkingschools.org/archive/16_03/Desp163.shtml</a>  Fifth Graders of Room 405. (2005, February 15). <i>Room 405 Website</i> . <a href="http://www.projectcitizen405.com/ActionPlan/NewsRelease.htm">http://www.projectcitizen405.com/ActionPlan/NewsRelease.htm</a>  Lewis, Barbara. (1998). Part 1: Life Beyond the Classroom. In Barbara A. Lewis, <i>Kids’ Guide to Social Action</i> (pp.5 – 22). Minneapolis: Free Spirit Publishing.  <b>OPTIONAL:</b>

		<p>Hughes, Sherick A. (2007). Toward A Critical Race Pedagogy of Hope: A Rejoinder to Brian Schultz. <i>Journal of Educational Controversy</i>, 2(1).  <a href="http://www.wce.wvu.edu/Resources/CEP/eJournal/v002n001/r001.shtml">http://www.wce.wvu.edu/Resources/CEP/eJournal/v002n001/r001.shtml</a></p> <p><b>READING REFLECTION:</b>          What questions do you have for Room 405 teacher Brian Schultz about his experiences and “social action” teaching in general? What do you want to know from him and/or what would you want to tell him?</p>
May 15 ★	<p>What kind of social studies educators do we want to be? How have we grown and what more do we need to do?</p>	<p><b>READING DUE FOR TODAY:</b>          One article from an issue of Social Studies &amp; the Young Learner or Social Education that you have received this semester as part of your NCSS student membership.</p> <p><b>READING REFLECTION:</b>          Summarize an article and describe what ideas it gave you for your future teaching. Will you continue to subscribe to NCSS? What kind of social studies teacher do you want to be and what will you do to make sure you continue your professional development in this area?</p>

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

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
	<b>(Not Met)</b>	<b>(Not Met)</b>	<b>(Met)</b>	<b>(Met)</b>	

<p><b>Content and Standards</b></p> <p><b>INTASC 1</b></p> <p><b>ACEI 3.3</b></p>	<p>Unit is not based on standards; is not developmentally appropriate. Content is inaccurate and/or exclusive. Big idea(s) and/or essential question not included or are not appropriate or do not promote thinking or connections.</p>	<p>Unit is based on standards for some subjects and/or some of the arts; some aspects not developmentally appropriate. Some content is inaccurate and/or exclusive. Unit includes a big idea(s) and essential question(s) but they have limited potential to promote thinking or connections.</p>	<p>Unit is based on standards for most subjects and most of the arts; is developmentally appropriate. Content is accurate and inclusive. Unit includes a big idea(s) and essential question(s) that promote some thinking and connections.</p>	<p>Unit is based on standards for all subjects and the arts; is developmentally appropriate. Content is accurate and inclusive of multiple and/or marginalized perspectives. Unit includes appropriate big idea(s) and essential question(s) that promote deep thinking and connections beyond the standards.</p>	
<p><b>Content Integration</b></p> <p><b>INTASC 7</b></p> <p><b>ACEI 3.1</b></p>	<p>No subject areas other than social studies are included; poorly integrated.</p>	<p>Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.</p>	<p>Most of the subject areas are included and fairly well integrated. Elements of some of the social studies are included (history, geography, economics, sociology, and civics).</p>	<p>All of the social studies and subject areas (science, mathematics, and language arts) are included and well integrated either in extension activities or planned lessons.</p>	
<p><b>Instructional Objectives</b></p> <p><b>INTASC 7</b></p> <p><b>ACEI 3.1</b></p>	<p>None or few objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons' order is confusing. The unit is not well organized and difficult to follow.</p>	<p>Some objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons do not seem to flow together. The unit is not particularly well organized and difficult to follow.</p>	<p>Most objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next. The unit is well-organized and easy to follow.</p>	<p>All objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next and thoughtfully scaffolds students' learning. The unit is well-organized and easy to follow.</p>	
<p><b>Materials</b></p> <p><b>INTASC 4</b></p> <p><b>ACEI 3.1</b></p>	<p>Materials are not included.</p>	<p>Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community</p>	<p>All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are</p>	<p>All materials are included and use is clear; all materials are hands-on and/or authentic. Community resources are</p>	

		resources are utilized.	utilized.	effectively utilized.	
<b>Multiple Intelligences</b> <b>INTASC 3</b> <b>ACEI 3.2</b>	No multiple intelligences are addressed. OR 1-2 are appropriately addressed. OR 3-4 are addressed but not all appropriately.	3-4 multiple intelligences are appropriately addressed. OR at least 5 are addressed but not all appropriately.	At least 5 of Gardner's multiple intelligences are appropriately addressed. OR all are addressed but not all appropriately.	All of Gardner's multiple intelligences are appropriately addressed.	
<b>Differentiation</b> <b>INTASC 3</b> <b>ACEI 3.2</b>	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and awareness of students' backgrounds.	
<b>Student Centeredness</b> <b>INTASC 5</b> <b>ACEI 3.4</b>	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson supports student choice and responsibility. Student voice is meaningfully integrated in the unit.	
<b>Assessment</b> <b>INTASC 8</b> <b>ACEI 4.0</b>	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or no culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment limited to multiple choice	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice test.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice test.	



		test.			
<b>Social Studies Instruction</b> <b>INTASC 4</b> <b>ACEI 2.4</b>	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students.	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students.	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.	
<b>Fine Arts Instruction</b> <b>INTASC 4</b> <b>ACEI 2.5</b>	Creative and meaningful learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts, movement, theater, and music) is deeply embedded in both instruction and assessment.	

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

**Total points:** \_\_\_\_\_ /40