

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDCI 554-613 Section 001 (3 credits)

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

Spring 2014 (March 12 – May 14)

Professor: Dr. Corey Sell
Location: Arlington Campus, Founder's Hall Rm. 118
Date/Time: ***Face-to-face*** meetings on Wednesdays ***3/19, 4/30, and 5/7*** at 5:00 – 9:00 pm
Asynchronous online modules and ***Synchronous online meetings*** the weeks of ***3/12, 3/26, 4/2, 4/9, and 4/23***
Office Hours: By appointment; Skype appointments can also be made (**skype ID:** corey.sell)
Office Location: Thompson 1407
Office Phone: (703)-993-3824
Email: csell1@gmu.edu

COURSE DESCRIPTION:

A. **Prerequisites:** Admission to Elementary Education licensure program; must be taken in programmatic sequence.

B. **University Catalog Course Description:** Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

C. **Expanded Course Description:** N/A

LEARNER OUTCOMES:

This course is designed to enable students 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.

NATURE OF THE COURSE:

EDCI 554.613 is a hybrid course with a variety of instructional delivery formats for when we meet Face-to-Face and online. To meet course objectives during Face-to-Face meetings the delivery of EDCI 554.613 content will be accomplished through a combination of the following:

- Presentations (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals)
- Discussions (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction)
- Cooperative learning (i.e., small group structure emphasizing learning from and with others)
- Collaborative learning (i.e., heterogeneous groups)
- Modeling activities
- Student sharing and presentations

To meet course objectives during online meetings the delivery of EDCI 554.613 content will be accomplished through a combination of the following:

- *Synchronous meetings utilizing Bb Collaborate*
- *Asynchronous discussions using Bb Discussion Board*
- *Asynchronous reflections using Bb Journal*
- *Learning modules posted within Bb*
- Voice Threads
- *Twitter*

PROFESSIONAL STANDARDS:

[NCATE\)/ACEI Program Standards for Elementary Teacher Preparation:](#)

- **2.4 Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- **2.5 The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- **3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- **3.2 Adaptation to diverse students**—Candidates understand how elementary students different in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- **3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.
- **3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
- **4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

The Interstate Teacher Assessment and Support Consortium Standards (InTASC)

- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social

interaction, active engagement in learning, and self motivation.

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

[International Society for Technology in Education \(ISTE\)](#)

1. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S
2. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

8 VAC 20-25-30. Technology standards for Instructional Personnel:

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

National Content Standards for Arts Education

Dance

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

Music

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

Theater

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, 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.

REQUIRED TEXTS:

Parker, W. (2012). *Social Studies in Elementary Education* (14th Ed.). Boston: Pearson.

Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. ATTENDANCE & PARTICIPATION (5 pts. per class for total of 45 pts/worth 20%)

It is **expected that you attend all scheduled classes and asynchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice of 48 hours has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to Face-to-Face class discussions and activities** whether in a large or small group as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

This course has five scheduled online meetings that will consist of asynchronous online work set up within learning modules. It is **expected that you will spend the same amount of time engaged in completing the learning modules online** as during our face-to-face meetings (minimum of four hours). Therefore, I **expect you to access Blackboard at least twice per week**, especially during those weeks where we will engage in online instruction. In addition, you must be sure to access Blackboard for more than 60 minutes at a time in order to engage in the online instructional activities and readings. It is also **expected that all work required within the online learning modules be completed by the assigned due date** in order to receive all 5 points each week. Lastly it is **expected that you abide by [“the core rules of netiquette”](#)** (Shea, 2004, p. 32) to ensure a safe and productive learning environment during our online meetings.

2.) Personal Learning Network (30 points worth 30%)

Often few social studies resources are provided to you as a classroom teacher, especially in recent years with the focus on “tested” subjects such as math and reading. Therefore, as a teacher of social studies you will need to locate and analyze a variety of free sources on the internet for use in your classroom in order to develop your own personal learning network (PLN). Furthermore, in the “Information Age”, access to information no longer remains difficult; rather, identifying relevant and credible information has become difficult. For this project you will use Twitter to design and develop your PLN for social studies instruction.

After signing up for a Twitter account you will **identify 5 social studies individuals/organizations/groups** that provide useful tweets for social studies and fine arts instruction as well as social studies and fine arts professional development. Next you will **tweet 5 Internet resources** that would be useful to your social studies and fine arts instruction or unit plan for this class. When tweeting these resources be sure to include the following #554ssresources.

To conclude this assignment you must write a **two-page paper** that includes the following: (1) a discussion of the 5 individuals/organizations you follow and your reason, (2) a discussion of the 5 websites you tweeted and how they could be useful to you or other teachers of social studies, and (3) a discussion of what you have learned from this project about the use of Twitter for your own professional learning and development. Please **submit this paper to Bb on April 30**.

C.) Social Studies Unit Plan (PBA) (20 for process—see enumerated items below—and 80 points for completed unit—see PBA rubric attached. 100 points total worth 50%)

You will individually backwards design a social studies curricular unit that integrates the fine arts. The unit will include 5 lesson plans and additional resources or possible field trips as you see fit. You will create a website for these lesson plans, resources, and links using weebly or another online template for creating a website. The **final unit (in the form of a link) should be uploaded to Bb and Taskstream on May 7**; however, during this course the following assignments should be completed in order for me to support the development of your Unit:

- a. Identify a social issue or larger understandings for your unit and create a web of connecting history, language arts, math, science, and fine arts standards. **Due to Bb March 26. (5 pts.)**
- b. Using a Backwards Design Frame create a summative assessment for your social studies unit. **Due to Bb on April 2. (5 pts)**
- c. Collect student prior knowledge using one of the following forms of data collection: (a) student interviews, (b) class conversation, (c) class activity, or (d) class preassessment. Submit your data collection tool and your data. **Due to Bb on Friday, April 11. (5 pts)**
- d. Design one lesson plan that incorporates principles of powerful and purposeful social studies including one of the instructional strategies learned. **Due to Bb on April 23. (5 points)**
- e. Complete the **entire unit plan** and submit a link to your unit website **to Bb and Taskstream on May 7. (80 points)**

COURSE REQUIREMENTS & ASSIGNMENTS:

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
N/A	Attendance & Participation	45 pts/25%	Weekly
a, b, c, d, g	Personal Learning Network	30 pts/25%	April 30
a – i	SS Unit Plan	100 pts/50%	March 26—unit web April 2—summative assessment April 11—preassessment April 23—first lesson plan May 7—final unit due to Bb and Taskstream
TOTAL POINTS		175 pts/100%	

*Assignment descriptions follow. More detailed information will be given in class.

GRADING POLICIES

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

**Remember: A course grade less than B requires that you retake the course.*

TECHNOLOGY EXPECTATIONS

Consistent, easy access to a computer with functional monitor, reliable Internet access, and software that affords:

- access to the course's Blackboard page for participation in online synchronous and asynchronous discussions
- access to GMU email and word processing software for submission of work
- access to the college's Taskstream assessment system for uploading of social studies unit (PBA)
- access to Twitter for class assignment
- access to voice software for uploading comments to Voice Threads

If you are having a problem accessing the Blackboard Learn environment, try: 1) contacting the ITU Support Center via phone (703-993-8870, Monday-Friday 8 AM – 7 PM), in person (Innovation Hall Room 233, Monday-Friday 8:30 AM – 5 PM), or via email at support@gmu.edu, 2) visiting the CLUB on the 3rd floor of the Johnson Center for face-to-face assistance (Monday-Thursday 9 AM – 7 PM and Fridays 10 AM – 4 PM), and, lastly, 3) emailing courses@gmu.edu if steps 1 and 2 did not resolve your issue.

WORK TIMELINESS EXPECTATIONS

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic

deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by midnight (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the Reflective Practitioner Paper (PBA) that should be submitted to **Taskstream** as well as Blackboard.

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

Also, please note that only **one email reminder** will be sent from the instructor in an attempt to obtain an assignment if it was not turned in on time or you did not provide 48 hours prior notification that it would be late.

OTHER EXPECTATIONS

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Because learning is the goal, assignments ***earning less than a passing grade or deemed far below expectations may be rewritten and resubmitted*** so that the assignment is satisfactorily completed. The instructor holds final say in whether an assignment is eligible to be rewritten and resubmitted.

General feedback will not be provided for class assignments close to the due date; therefore, please do not ask for me to simply “look over your work”. I am willing to meet with you in person, via skype, or chat over email to discuss specific questions or concerns you have about class assignments but it is **expected that you contact me well in advance of when the assignment is due and you provide me with specific questions or concerns you have with the work** in order to help me provide timely and specific feedback to you.

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 542: *Reflective Practitioner Paper*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade

is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c) Students are responsible for the content of university communications sent to their George Mason University 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.
- d) 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 [See <http://caps.gmu.edu/>].
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) 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 through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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



Promoting Learning & Development Across the Lifespan

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

PROPOSED CLASS SCHEDULE:

DATE/CLASS FORMAT	TOPIC/GUIDING QUESTIONS	READINGS AND PREP WORK DUE FOR CLASS	LEARNING ACTIVITIES/ ASSIGNMENTS DUE
<p>March 12 Acynchronous Online Work</p>	<p>How do I use Twitter to develop a personal learning network for social studies and fine arts teaching and learning?</p> <p>What is powerful and purposeful social studies teaching and learning?</p> <p>What experiences did I have with social studies teaching and learning in PK-12?</p>	<ol style="list-style-type: none"> 1. Read Syllabus 2. Read Personal Learning Network Assignment and set up Twitter account 3. Read Powerful and Purposeful Teaching and Learning in Elementary Social Studies http://www.socialstudies.org/positions/powerfulandpurposeful 	<ol style="list-style-type: none"> 1. Syllabus Activity 2. Begin Personal Learning Network assignment 3. Discussion post on personal experience with social studies learning and teaching as a student in PK-12 schools
<p>March 19 Face-to-Face 5:00 – 9:00pm</p>	<p>What social studies understandings, knowledge, and skills do we want students to learn?</p> <p>What is and what should be the role of standards in PK-6 social studies instruction?</p> <p>What enduring social issues are appropriate for my students?</p> <p>How do I integrate my instruction?</p>	<ol style="list-style-type: none"> 1. Read Parker Ch. 1: pp. 1-17, Ch. 6: pp. 222-232 (enduring social issues) 2. National Curriculum Standards for social studies developed by NCSS http://www.socialstudies.org/standards/execsummary 3. National Arts Standards 4. Bb readings 	<ol style="list-style-type: none"> 1. Questions on Syllabus and Expectations 2. Questions and sharing on PLN Assignment 3. Social studies disciplines, themes, and standards 4. Enduring social issues (open vs. closed questions) 5. Identify a social issue for your unit and begin to map out standards from various contents to create your integrated unit.

<p>March 26</p> <p>Acynchronous Online Work</p>	<p>What is historical thinking and how can it be integrated into a K-6 classroom?</p> <p>What is the difference between absorbing and doing history?</p> <p>What is the historical inquiry process?</p>	<ol style="list-style-type: none"> 1. Read Parker Ch. 4: pp. 117-138 2. Read Zinn, Howard. (2005) Chapter 1: Columbus, the Indians, and human progress. In Howard Zinn (pp. 1-22). 3. Bb readings on Integration 	<ol style="list-style-type: none"> 1. Historical perspectives discussion post using Zinn reading 2. Teaching historical thinking using a learning model: inquiry (using primary and secondary sources) 3. Create a unit web that demonstrates connections of various subject standards to your social issue "big idea". Submit to Bb for feedback.
<p>April 2</p> <p>Synchronous Online Work (7:00pm)</p>	<p>What is geographical thinking and how can it be integrated into a K-6 classroom?</p> <p>What is the role of summative assessment in social studies planning and instruction?</p> <p>How do you create a summative assessment using the backwards design lesson planning approach?</p>	<ol style="list-style-type: none"> 1. Read Parker Ch. 4: pp. 138-145; Ch. 5: pp. 164-201 2. Bb readings 	<ol style="list-style-type: none"> 1. Teaching geographical thinking using a learning model: inquiry. 2. Bb Collaborate Session at 7:00 pm to meet with your unit plan group. 3. Design a summative assessment for your social studies unit. Submit to Bb.
<p>April 9</p> <p>Acynchronous Online Work</p>	<p>How can civics be integrated into a K-6 classroom?</p> <p>How do we assess students' prior knowledge and what role does it play in social studies planning and instruction?</p>	<ol style="list-style-type: none"> 1. Read Parker Ch. 3: pp. 71-114 2. Bb readings 	<ol style="list-style-type: none"> 1. Teaching civic thinking using a learning model: cooperative learning. 2. Create a data tool for collecting background knowledge from your students and collect the data before Spring Break. Due to Bb by Friday, April 11.

April 16 *No Class			
April 23 Synchronous Online Work (7:00pm)	What is economic thinking? How do you teach economic thinking using concept development?	1. Read Parker Ch. 4: pp. 147-151 2. Bb readings	1. Teaching economic thinking using a learning model: concept development. 2. Bb Collaborate Session at 7:00pm to meet with your unit plan group. 3. Apply your knowledge of learning models to planning one lesson for your unit plan. Submit to Bb.
April 30 Face-to-Face 5:00 – 6:45pm	How can sociology be taught to K-6 students? What are the elements of powerful and purposeful social studies teaching and learning?	1. Bb readings on sociology 2. Bring in a rough draft of your SS unit on your website for peer review.	1. Submit PLN Assignment and share out learning in class. 2. SS Unit Plan Peer Review 3. Sociology discussion and use of simulations and role plays.
May 7 Face-to-Face 5:00 – 9:00pm *PBA Due Tonight	What kind of social studies educator do you want to be? How have you grown as a teaching professional?	1. Submit unit to Bb and Taskstream.	1. John Hunter TED Talk clip. 2. Reflection on class learning.

****Note:** Calendar is tentative and may be modified in line with course needs.

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

	Beginning 2 (Not Met)	Developing 4 (Not Met)	Accomplished 6 (Met)	Exemplary 8 (Met)	Score
Content and Standards INTASC 1 ACEI 3.3	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.	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.	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.	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.	
Content Integration INTASC 7 ACEI 3.1	No subject areas other than social studies are included; poorly integrated.	Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.	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).	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.	
Instructional Objectives INTASC 7 ACEI 3.1	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.	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.	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.	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.	

Materials INTASC 4 ACEI 3.1	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community resources are utilized.	All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are utilized.	All materials are included and use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized.	
Multiple Intelligences INTASC 3 ACEI 3.2	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.	
Differentiation INTASC 3 ACEI 3.2	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 and adaptations 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.	
Student Centeredness INTASC 5 ACEI 3.4	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.	
Assessment INTASC 8 ACEI 4.0	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 test.	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.	

Social Studies Instruction INTASC 4 ACEI 2.4	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.	
Fine Arts Instruction INTASC 4 ACEI 2.5	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: ____