

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

EDCI 554.003 (Section 3)

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

3 Credits, Fall 2014

August 25 – December 17

FRIDAYS / 12:45pm – 3:25pm

Thompson Hall, Rm. L018

Professor: Dr. Corey Sell
Office Hours: By appointment; Skype appointments can also be made (**skype ID:** corey.sell)
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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.

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 differ 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:

Maxim, G. W. (2014). *Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists*. (10th Ed.). Boston: Pearson.

**Additional selected readings will be posted on Blackboard.*

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. COURSE ENGAGEMENT (24 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 must be prepared for each class**, which means having completed all assigned readings and tasks for that class. In addition, **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. When appropriate, **it is expected that you pose questions that address your confusion and/or push your own thinking** about the course content as well as the thinking of your peers.

Throughout this course it is expected that you abide by the professional dispositions outlined with the elementary education program handbook. In particular, you are **expected to engage in professional forms of communication, whether in person or via email, with your instructor and peers.**

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. In addition, the use of laptops is permitted, but **it is expected that their use is limited during class and small group discussions.**

The course has been designed with specific learning objectives in mind that correlate to the essential questions created for each class meeting. **It is expected that you tweet after each class meeting a response to one of the essential questions** the class addresses. Tweet your response to **#554SSchat** and be sure to **start it with Q1, Q2, Q3**, etc. in order to identify the essential question you are addressing. In addition, **you are expected to engage with your peers' tweets** in order to further develop your thinking on the class content.

2. CRITICAL INCIDENTS ASSIGNMENT (10 points worth 10%)

Within your *internship* I ask that you document at least two "critical incidents" you observe within social studies teaching and/or learning (or are a part of) and address the corresponding extension questions on the Critical Incidents form. In addition, you will submit an artifact from the "critical incident". Therefore, for completion of this assignment you will submit the form and artifact for both "critical incidents" to Bb. **Submission dates of these will be decided upon in class!**

3. REFLECTION POINTS (30 points worth 10%)

You will write 3 reflection points that critically examine your previous experiences as a student of social studies and your current, albeit burgeoning, understanding of powerful and purposeful social studies teaching and learning. Your Reflection Points will be evaluated on two criteria: (a) clarity and (b) critical thought. Each reflection point is described below.

1) Reflection Point 1: “My SS Experiences” (2 pages; due Sept. 5):

- a) What do you remember about your previous experiences as a social studies student? How do you remember *being taught* social studies in your elementary years? Secondary years? **Think of the instruction you experienced and be sure to include both positive and negative experiences*
- b) What is your current understanding of “good” social studies instruction? How have these experiences shaped your current understanding?

2) Reflection Point 2: “Historical Thinking” (2 pages; due Sept. 26):

- a) What is historical thinking? What questions do historians ask? What ideas do you have about teaching students to think historically? What do you question?

3) Reflection Point 3: “My SS Vision” (2 pages; due Nov. 7)

- a) How do you envision teaching the social studies (i.e. history, geography, civics, sociology/anthropology, and economics)? Which instructional methods do you hope to use in your future ss instruction? Which instructional methods do you hope to continue exploring and learning more about? Which of the social studies do you think you will give priority? Which of the social studies do you hope to learn more about in the future?
- b) Set 1 goal that you hope to reach by year 3 of your teaching that relates to social studies instruction.

4. PRIMARY SOURCE ACTIVITY (10 points worth 10%)

Primary sources promote student interest in social studies and elicit questions from students that can be effectively used to teach historical thinking. However, very few primary sources will be provided to you as a social studies teacher, which will require you to locate and analyze primary sources from a variety of websites. For this assignment you will explore websites that provide primary sources such as photographs, film clips, sound clips, diary entries, letters, etc. You may start with the following websites:

- <http://chnm.gmu.edu/cyh/>
- <http://docsteach.org/documents>
- <http://images.google.com/hosted/life>
- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>
- <http://teachinghistory.org/best-practices/using-primary-sources/24490>
- <http://teachingamericanhistory.org/50docs/>
- <http://memory.loc.gov/ammem/edhtml/edmvhm.html>

After exploring several websites identify one primary sources that you can personally relate to in some way. For example, perhaps a diary entry from a civil war soldier expresses homesickness that you have once experienced in your own life. In addition, identify one primary source that elicits a question. After identifying your 2 primary sources complete the primary source activity sheet. **Submit this sheet to Bb by Sept. 19.** Also be sure to bring it to class to share with your peers.

****Save all resources you discover as they could be utilized for your work within EDCI 548 (SS Tech course)***

5. Social Studies Lesson Plans (85 points worth 20%)

You will write three ss lesson plans using the GMU lesson plan format. Directions are as follows:

1. **Lesson Plan 1** (20 pts) – You will plan a lesson on historical thinking. It will be completed with a partner. It is due **Oct. 3 to Bb** (bring a copy to class as well).
2. **Lesson Plan 2** (20 pts) – You will plan a lesson on either geography, civics, or economics. It will be completed with a partner. It is due **Oct. 24 to Bb** (bring a copy to class as well).
3. **Lesson Plan 3** (20 pts) – You will plan a lesson that covers a social studies discipline of your choice. It will be completed on your own. This lesson plan is due **Nov. 2 to Bb** (bring a copy to class as well).
4. **Video Analysis and Teaching Reflection** (25 pts) – You will teach your 3rd lesson plan to the students within your elementary classroom **internship placement** and videotape a 10 min. segment of you teaching this lesson. This will be **uploaded to Edthena by Nov. 21.**

In addition, you will analyze your own teaching using Edthena software as well as the teaching videos of at least 2 other peers. After the teaching of your lesson, analyzing your own teaching video and those of at least 2 others, you will write a lesson reflection on what went well and what you would do differently next time.

6. Social Studies Unit Plan (PBA) (10 points for process—see enumerated items below—and 80 points for completed unit—see PBA rubric attached. 90 points total worth 30%)

You will design an integrated social studies mini-unit—with the “end in mind”. The unit will include 3 lesson plans, a summative assessment, and additional resources as you see fit. The **final unit should be uploaded to Bb and Taskstream on Dec. 12;** however, during this course the following assignments should be completed in order for me to support the development of your Unit:

- a. Unit Plan Outline that includes your overall theme/understanding, rough draft of summative assessment, and mini-preassessment that helps you capture information on student readiness, interest, and learning profile. **Due to Bb Nov. 14. (5 pts.)**

- b. Unit Plan rough draft that includes a finalized summative assessment and drafts of lesson plans. **Due to Bb on Dec. 5.** (5 pts)
- c. Completed unit plan. **Due to Bb and Taskstream on Dec. 12.** (80 points)

COURSE REQUIREMENTS & ASSIGNMENTS:

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
N/A	Course Engagement	24 pts / 20%	Weekly
A, D, E, G, I	Critical Incidents	10 pts / 10%	TBD
A, D, E	Reflection Points	15 pts / 10%	Sept. 5 – “My SS Experiences” Sept. 26 -- “Historical Thinking” Nov. 7 – “My SS Vision”
A, D	Primary Source Activity	10 pts / 10%	Sept. 19
A – I	SS Lesson Plans	85 / 20%	Oct. 3 – Lesson Plan 1 due to Bb Oct. 24 – Lesson Plan 2 due to Bb Nov. 2 – Lesson Plan 3 due to Bb Nov. 21 – Lesson Plan 3 Video due to Edthema
A – I	SS Unit Plan	90 pts / 30%	Nov. 14 —unit outline due to Bb Dec. 5 — Unit Plan Rough Draft due to Bb Dec. 12 —Unit Plan due to Bb & Taskstream
TOTAL POINTS		234 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 Unit Plan (PBA) that should be submitted to **Taskstream** as well as Blackboard.

****Please note that due to the short time frame of this course, the deadlines for the individual pieces of the Unit Plan must be adhered to so the work will not be done all within one sitting and so that I may provide helpful feedback. If these assignments are late you will earn 0 points instead of the 5 points possible.**

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 554: *Unit Plan*) 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 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/the-mason-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/>].

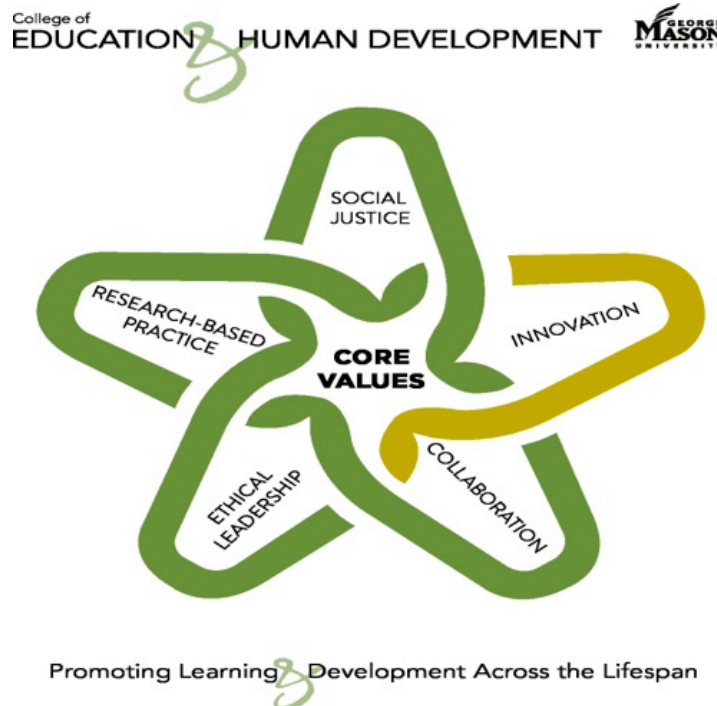
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy 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/>



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 COURSE SCHEDULE:

DATE	CLASS TOPIC	READINGS/ASSIGNMENTS DUE
<p>Class One Aug. 29</p>	<p>Q1: What is expected of me in EDCI 554?</p> <p>Q2: What are the learning outcomes of EDCI 554?</p> <p>Q3: What assumptions do we make about social studies teaching, learning, and assessment?</p>	<p>READING DUE: Syllabus</p>
<p>Class Two Sept. 5</p>	<p>Q1: What are the social studies?</p> <p>Q2: What are the goals (i.e. knowledge, skills, and values) of social studies?</p> <p>Q3: What is and what should be the role of standards in PK-6 social studies?</p> <p>Q4: What is powerful and purposeful social studies teaching and learning?</p>	<p><u>INTRODUCTION TO THE SOCIAL STUDIES</u></p> <p>ASSIGNMENTS DUE: Reflection Point 1: "My Social Studies Experiences"</p> <p>READING DUE: Maxim Ch. 1</p> <p>van Hover, S., Hicks, D., & Stoddard, J. (2010) Article: https://docs.google.com/viewer?a=v&q=cache:cnkY-6b1syEJ:www.coopercenter.org/sites/default/files/publications/van10410.pdf+expanding+horizons+social+studies+standards&hl=en&gl=us&pid=bl&srcid=ADGEEsGGoU1jfqUu0YR5-MO26LN6QPWw_1NQqT0JQIhmi9ULaA0tXdf0xl22nzgkLkypf1pHtmTcAlpwzCoxylxzb70sdHBRBNMRNJOHnr4xD0Mq_gCqgFWtCjbWWEnNzUcPlZwS4QBG&sig=AHIEtbSLXad7G4qHxj6Jqxpwi2oCpYU-TA&pli=1</p>
<p>Class Three Sept. 12</p>	<p>Q1: What social constructivist methods employ systematic and assisted instruction in teaching ss?</p> <p>Q2: How do you engage students at the start of social studies instruction?</p> <p>Q3: What is cognitive constructivism?</p> <p>Q4: How is cognitive constructivism linked to the inquiry model of learning?</p> <p>Q5: What are the similarities and differences between the 3 models of inquiry?</p>	<p><u>INSTRUCTIONAL METHODS USED IN SS</u></p> <p>READING DUE: Maxim Ch. 4 (pp. 136-162) [social constructivism] Maxim Ch. 5 [cognitive constructivism] Wineburg Introduction</p>

<p>Class Four Sept. 19</p>	<p>Q1: What is Historical Thinking?</p> <p>Q2: How would you teach Historical Thinking within an elementary classroom?</p>	<p><u>HISTORICAL THINKING</u></p> <p>ASSIGNMENTS DUE: Primary Source Assignment</p> <p>READING DUE: Maxim Ch. 7</p>
<p>Class Five Sept. 26</p>	<p>Q1: What is Historical Thinking?</p> <p>Q2: How would you teach Historical Thinking within an elementary classroom?</p>	<p><u>HISTORICAL THINKING LESSON PLANS</u></p> <p>ASSIGNMENTS DUE: Reflection Point 2: "Historical Thinking" SS Inquiry Activity (Japanese Internment or the Battle of Little Big Horn)</p> <p>READING DUE: TBD</p>
<p>Class Six Oct. 3</p>	<p>Q1: How is the content of Geography organized?</p> <p>Q2: What instructional methods can be used to teach the content of Geography?</p> <p>Q3: What is Geographical Thinking and how do you teach it to elementary students?</p>	<p><u>TEACHING GEOGRAPHY</u></p> <p>ASSIGNMENTS DUE: Lesson Plan 1 (Partner Work) due to Bb</p> <p>READING DUE: Maxim Ch. 8</p>
<p>Class Seven Oct. 10</p>	<p>Q1: How is the content of Civics organized?</p> <p>Q2: What instructional methods can be used to teach the content of Civics?</p> <p>Q3: Why is teaching civics important in PK-6 schooling?</p>	<p><u>TEACHING CIVICS</u></p> <p>READING DUE: Maxim Ch. 9</p> <p>Kawai, Serriere, & Mitra (2014). <i>Fostering civic efficacy and Action through fifth graders' civic zines.</i> (PDF) OR Serriere (2014). <i>Service learning to empower second graders as change agents.</i> (PDF)</p> <p>CHECKOUT: http://civics.pwnet.org/index.html</p>

<p>Class Eight</p> <p>Oct. 17</p>	<p>Q1: What instructional methods can be used to teach the content of economics?</p> <p>Q2: Why is teaching economics important in PK-6 schooling?</p>	<p><u>TEACHING ECONOMICS</u></p> <p>ASSIGNMENTS DUE:</p> <p>READING DUE: Maxim Ch. 11</p> <p>Brown, Amanda Christy and Kristin McGinn Mahoney. (2009). Studying ‘stuff’. <i>New York Times</i>, May 15, 2009. http://learning.blogs.nytimes.com/2009/05/15/studying-stuff/</p> <p>Kaufman, L. (May 15, 2009). A cautionary video about America’s ‘Stuff’. <i>New York Times</i>. http://www.nytimes.com/learning/teachers/featured_articles/20090515friday.html</p> <p>WATCH: http://www.storyofstuff.com/</p>
<p>Class Nine</p> <p>Oct. 24</p>	<p>Q1: What instructional methods can be used to teach the content of sociology and anthropology?</p> <p>Q2: Why is teaching sociology/anthropology important in PK-6 schooling?</p>	<p><u>TEACHING SOCIOLOGY/ANTHROPOLOGY</u></p> <p>ASSIGNMENTS DUE: Lesson Plan 2 (Partner Work) due to Bb</p> <p>READING DUE: Maxim Ch. 10</p> <p>Park Koenig, Karne. (2009). “It was so much fun! I died of massive blood loss!” <i>Rethinking Schools</i>, 23(4), 64-67. http://www.rethinkingschools.org/restrict.asp?path=archive/23_04/civi234.shtml</p> <p>Sieff, K. (April 11, 2011). Va. teacher holds mock slave auction. <i>The Washington Post</i>. http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFxZnsLD_story.html</p> <p>WATCH: “A Class Divided” http://www.pbs.org/wgbh/pages/frontline/shows/divided/</p>
<p>Class Ten</p> <p>Oct. 31</p> <p>ONLINE CLASS</p>		<p><u>LESSON PLANNING FOR THE SOCIAL STUDIES</u></p> <p>ASSIGNMENTS DUE BY SUNDAY NOV. 2: Lesson Plan 3 (Individual Work) due to Bb</p>

<p>Class Eleven</p> <p>Nov. 7</p>	<p>Q1: What are several key elements in planning a ss unit plan?</p> <p>Q2: What does planning a unit with the 'end in mind' mean?</p> <p>Q3: What are essential questions and understandings and how do these support elementary social studies instruction?</p>	<p><u>UNIT PLANNING</u></p> <p>ASSIGNMENTS DUE: Reflection Point 3: "My SS Teaching Vision"</p> <p>READING DUE: Alleman, Brophy, Knighton. (2014). <i>Teaching social studies within a first grade learning community.</i> (PDF)</p> <p>Unit Planning Reading (TBD)</p>
<p>Class Twelve</p> <p>Nov. 14</p>	<p>Q1: How can you integrate the fine arts within elementary ss instruction?</p> <p>Q2: How can ss be integrated with LA, Math, and/or Science instruction?</p>	<p><u>UNIT INTEGRATION</u></p> <p>ASSIGNMENT DUE: Unit Plan Outline due to Bb & bring to class.</p> <p>READING DUE: Maxim Ch. 6 pp. 228-246 (on integration and themes) Additional Readings (TBD)</p>
<p>Class Thirteen</p> <p>Nov. 21</p> <p>ONLINE CLASS</p>	<p>Q1: What is and what should be the role of current and controversial issues in elementary social studies?</p> <p>Q2: How can we teach students to "agree to disagree" and not avoid conflict?</p>	<p><u>TEACHING CONTROVERSIAL ISSUES</u></p> <p>ASSIGNMENTS DUE: Lesson Plan 3 10 min. video uploaded to Edthena</p> <p>READING DUE: 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 http://www.rethinkingschools.org/war/readings/kids174.shtml</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 Your First Years in the Classroom</i> (pp. 127-133). Milwaukee: Rethinking Schools, Ltd. Retrieved 8/26/2008 from http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</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 http://www.schaefshouse.com/Holocaust%20Studies/Pittsburgh/what%20happened%20to%20their%20pets.pdf</p> <p>Warner, Judith. (2008). Bad Time Stories. <i>Domestic Disturbances</i>. Retrieved 12/04/2008 from http://warner.blogs.nytimes.com/2008/12/04/first-the-bad-</p>

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Nov. 28	NO CLASS	NO CLASS
Class Fourteen Dec. 5		ASSIGNMENTS DUE: Unit Plan Rough draft (including completed summative assessment and rough drafts of lesson plans) READING DUE: TBD
Class Fifteen: Exam Date Dec. 12		ASSIGNMENTS DUE: Unit Plan due to Bb & Taskstream

** Instructor reserves the right to adjust syllabus throughout the semester*

EDCI 554 Course Engagement Rubric

<i>32 points total</i>	Unsatisfactory (2 pts)	Basic (4 pts)	Proficient (6 pts)	Distinguished (8 pts)
Attendance	The student missed four or more classes and the procedures outlined in the syllabus were NOT followed. The student was often late to class.	The student missed three or more classes and the procedures outlined in the syllabus were NOT followed. The student was often late to class.	The student missed class more than once and the procedures outlined in the syllabus were followed. The student was occasionally late for class.	The student attended all classes and was always on time for class.
Participation and Professionalism	The student does not actively participate in discussions. The student's communications with professor and peers is usually unprofessional.	The student participates at least peripherally in group and class discussions. The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. The student may occasionally demonstrate unprofessionalism in communications with professor and peers.	The student makes active contributions to the learning group and class. The student may usually, but not always, critically consider content and/or pose questions. The student demonstrates professionalism in all communications with professor and peers.	The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The student critically considers class content and poses questions to push their thinking and address misunderstandings. The student demonstrates professionalism in all communications with professor and peers.
Tweets	The student lacked a majority of the required tweets. If completed, the tweets were vague and often repeated class comments that demonstrated a lack of effort and thought from the student. The student posed no questions for other students and did not engage with his/her peers' tweets.	The student missed many tweet deadlines. The majority of tweets shared a limited and unoriginal statement that at times did not address a class essential question or course objective. No questions were posed demonstrating a lack of continued critical engagement with course material after class. No effort was made to engage with peers by replying to tweets, retweeting, favoriting, etc.	The student met most tweet deadlines. Each tweet shared a statement, though at times limited and unoriginal, on an idea that addressed a class essential question or a course objective. Few questions posed demonstrating limited continued engagement with course material after class. Some effort was made to engage with peers by replying to tweets, retweeting, etc.	The student met the deadlines for all tweets. Each tweet shared a pithy statement on an original idea that addressed a class essential question or a course objective. At times the student posed questions evident of continued critical engagement with course material after class. Effort was made to engage with peers by replying to tweets, retweeting, favoriting, etc.

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 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	Creative and meaningful learning is not established through teaching with	Unit integrates the arts, but does not support creative and meaningful learning	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts,	

INTASC 4 ACEI 2.5	the arts.	through teaching with the arts.		movement, theater, and music) is deeply embedded in both instruction and assessment.	
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If an element of the rubric is not included: 0.

Total points: ____