

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

***EDCI 554-6K3 (3 credits)***

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

3 Credits, Spring 2015

January 20 – May 13

MONDAYS / 4:30pm—10:00pm

Arlington Campus/Founders Hall Rm. 324

**Professor:** Dr. Corey Sell

**Date/Time:** Class will meet on the following Mondays ***2/16, 2/23, 3/2, 3/9 (online), 3/16, 3/23, 3/30, and 4/6 (online)*** from 5:00 – 9:00 pm.

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

**Office Location:** Thompson 1407

**Office Phone:** (703)-993-3824

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**Twitter:** @ElementarySS

**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.

## NATURE OF THE COURSE:

EDCI 554.6K3 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 554.6K3 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:

- *Asynchronous discussions using Bb Discussion Board*
- *Asynchronous reflections using Bb Journal*
- *Learning modules posted within Bb*
- Voice Threads
- *Twitter*
- *Google Docs*

## REQUIRED TEXTS:

McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Portsmouth, NH: Heinemann.

\*Additional selected readings will be posted on Blackboard.

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. COURSE ENGAGEMENT (4 pts. per class for total of 32 pts/worth 25%)

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 complete *Reading Notes* at designated points**, which will help you **contribute ideas and/or questions to face-to-face class discussions and activities** whether in a large or

small group. 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. Moreover, it is expected that **you genuinely listen to peers as they pose questions or share ideas.**

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 designated 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.

This course has two 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.) Strategy Analyses (40 points worth 25%)**

You will use an instructional strategy learned in either the readings or class to teach both a social studies standard and a language arts standard in your classroom. Next you will complete the Activity Analysis reflection sheet—3 questions—and be prepared to share your experience in class. This assignment will be completed three times during the semester (Feb. 23, March 2, and March 9) and the reflection sheet submitted to Bb. Strategies include, but are not limited to, the following: (a) See/Think/Wonder, (b) interactive read alouds, (c) inferring T-charts, (d) text coding, or (f) visualizing with sensory words. **\*\*Everyone will do a See/Think/Wonder for the first one.**

**C.) Social Studies Unit Plan (PBA)** (25 for process—see enumerated items below—and 80 points for completed unit—see PBA rubric attached. 105 points total worth 50%)

You will individually design a unit that integrates social studies standards, language arts standards, and at least one fine arts standard. The unit will include an essential understanding or theme, 3 lesson plans, and a summative assessment. You will be responsible for creating all the materials used within your unit and including them at the time of your submission. The **final unit should be uploaded to Bb and Taskstream on April 6**; however, during this course the following assignments should be completed in order for me to support the development of your Unit:

- a. Identify the social studies and language arts standards you would like to teach along with a text set of children's literature to use in teaching the standards (minimum of 4 books) **Due to Bb March 2.** (5 pts.)
- b. Design one lesson plan following a 5Es instructional model that teaches at least one social studies standard and language arts standard. This lesson plan MAY BE USED within your final unit. **Due to Bb on March 14.** (10 points)
- c. Create an outline of you unit that includes the above along with an identified essential understanding or theme that overarches the teaching of your unit. **Due to Bb on March 23.** (5 pts)
- d. Complete a rough draft of your unit plan that includes the summative assessment and at least 2 lesson plans. **Due to Bb on March 30.** (5 points)
- e. Complete the **entire unit plan** and submit **to Bb and Taskstream on April 6.** (80 points)

**\*\*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 receive 0 points and may miss out on the opportunity to receive feedback.**

## COURSE REQUIREMENTS & ASSIGNMENTS:

| <i>Course Outcomes</i> | <i>Requirements &amp; Assignments</i> | <i>Points/Worth</i> | <i>Due Date</i>   |
|------------------------|---------------------------------------|---------------------|---|
| N/A                    | Course Engagement                     | 28 pts/25%          | Weekly  |
| a, b, c, d, g          | Strategy Analyses                     | 40 pts/25%          | Analysis #1—Feb. 23<br>Analysis #2—March 2<br>Analysis #3—March 9   |
| a – i                  | SS Unit Plan                          | 105 pts/50%         | Text Set & Standards—March 2<br>Lesson Plan—March 14<br>Outline—March 23<br>Rough Draft—March 30<br>Final Unit Plan—April 6 |
| TOTAL POINTS           |                                       | 173 pts/100%        |   |

\*Assignment and point values may change during the course of the semester.

## 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](mailto: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](mailto: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 89%. 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.

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 6<sup>th</sup> 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](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 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

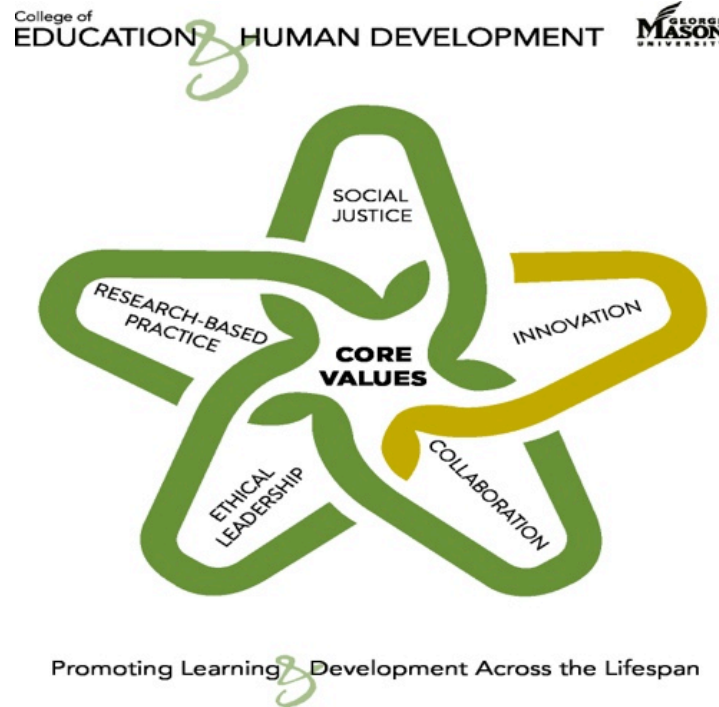
- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c) Students are responsible 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

- a) Students are expected to exhibit professional behaviors and dispositions at all times. [http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)

## CORE VALUES COMMITMENT

- a) 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/>].

## EMERGENCY PROCEDURES

- a) You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>
- b) There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

**PROPOSED CLASS SCHEDULE:**

| DATE/CLASS<br>FORMAT                  | GUIDING QUESTIONS  | READINGS AND WORK DUE <u>BEFORE</u> CLASS   | IN-CLASS ACTIVITIES/DISCUSSIONS  |
|---------------------------------------|--|---|--|
| <b>Week of Feb. 9<br/>Online Prep</b> | <p>Q1: What is powerful and purposeful teaching and learning in elementary social studies?</p> <p>Q2: What is expected of me in this course?</p>             | <ol style="list-style-type: none"> <li>1. Read Syllabus</li> <li>2. Read Powerful and Purposeful Teaching and Learning in Elementary Social Studies<br/><a href="http://www.socialstudies.org/positions/powerfulandpurposeful">http://www.socialstudies.org/positions/powerfulandpurposeful</a></li> <li>3. Locate and read the DCPS social studies standards</li> <li>4. Take Syllabus Quiz and Course Anticipation Guide</li> </ol> | NA   |
| <b>Feb. 16<br/>5:00—9:00pm</b>        | <p>Q1: What is Historical Thinking?</p> <p>Q2: How would you teach Historical Thinking within an elementary classroom?</p>                                   | <ol style="list-style-type: none"> <li>1. Ch. 7 (PDF on Bb)</li> <li>2. <i>Reading Notes</i> on Ch. 7 (PDF)</li> </ol>  | <ol style="list-style-type: none"> <li>1. Elements of Historical Thinking</li> <li>2. 5Es Instructional Model</li> <li>3. See/Think/Wonder Strategy</li> <li>4. DCPS social studies and language arts standards</li> </ol>   |
| <b>Feb. 23<br/>5:00 – 9:00pm</b>      | <p>Q1: How do we integrate literacy with social studies?</p> <p>Q2: How can reading comprehension be used to integrate literacy and historical thinking?</p> | <ol style="list-style-type: none"> <li>1. <b>Activity Analysis #1 due (See/Think/Wonder)</b></li> <li>2. Ch. 1 &amp; Ch. 3-5 (McGregor)</li> <li>3. <i>Reading Notes</i> on Ch. 3-5</li> </ol>  | <ol style="list-style-type: none"> <li>1. Teaching reading comprehension (access Background Knowledge, inferring, and questioning) using images and children’s literature.</li> <li>2. Using a 5Es instructional model</li> <li>3. Planning Interactive Read Alouds to teach literacy in the content areas</li> <li>4. NCSS Notable Book list</li> </ol> |

|   |  |   |   |
|---|--|---|---|
| <p><b>March 2</b><br/><b>5:00 – 9:00pm</b></p>  | <p>Q1: How do we integrate literacy with social studies?</p> <p>Q2: How can reading comprehension be used to integrate literacy and historical thinking?</p>   | <p>1. Strategy Analysis #2 due</p> <p>2. Read Ch. 6-8 (McGregor)</p> <p>3. Reading Notes on Ch. 6-8</p> <p>4. Unit Planning: (a) Identify a social studies standard (your choice of discipline) and language arts standard you would like to teach in your unit plan and (b) Identify a set of text you could possible use to teach these standards</p> | <p>1. Teaching reading comprehension (determining importance, synthesizing, visualizing) using images and children’s literature</p>   |
| <p><b>March 9</b><br/><b>online</b></p>         | <p>Q1: How do you teach the social studies disciplines in powerful and purposeful ways to elementary students?</p> <p>Q2: How can literacy be used to teach one of the above social studies disciplines?</p> | <p>1. Strategy Analysis #3 due on Monday, March 9</p> <p>2. CHOICE of SS Discipline: Ch. 8 (Geography), Ch. 9 (Civics), Ch. 10 (Sociology/Anthropology), Ch. 11 (Economics)</p>   | <p>1. Complete social studies discipline corresponding learning module (all include emphasis on using children’s literature) <i>**think of what you would like to teach, if any, within your unit plan</i></p> <p>2. Write a 5Es lesson plan teaching the selected ss discipline <b>*DUE by Saturday, March 14</b></p>  |
| <p><b>March 16</b><br/><b>5:00 – 9:00pm</b></p> | <p>Q1: How do you teach the social studies disciplines in powerful and purposeful ways to elementary students?</p> <p>Q2: How can literacy be used to teach one of the above social studies disciplines?</p> | <p>1. TBD</p>   | <p>1. Discussion on teaching Geography or Sociology/Anthropology (including ways to use children’s literature) using 5Es lesson plan</p> <p>2. Teaching civic thinking using a cooperative learning: Structured Academic Controversy (SAC)</p> <p>3. Discussion on identifying an essential understanding or theme that fits with the standards and text set within the unit plan</p> |

|  |  |  |  |
|--|--|--|--|
| <p><b>March 23</b><br/><b>5:00 – 9:00pm</b></p>  | <p>Q1: How do you plan for purposeful and powerful social studies? (i.e. unit and lesson plan)</p> <p>Q2: How do you integrate the Fine Arts in the social studies with power and purpose?</p> | <p>1. Complete unit plan outline (bring to class for feedback)</p> <p>2. Fine Arts Integration PDF (choice of one)</p> | <p>1. Discuss unit plan outlines and ways to move forward</p> <p>2. Integrating one of the Fine Arts within your unit plan</p> |
| <p><b>March 30</b><br/><b>5:00 – 9:00pm</b></p>  | <p>Q1: How do you plan for purposeful and powerful social studies? (i.e. unit and lesson plan)</p>   | <p>1. Complete unit plan rough draft (*summative assessment rough draft and at least 2 lesson plans)</p>               | <p>1. TBD</p>  |
| <p><b>April 6</b><br/><b>Online</b></p> <p><i>*PBA Due</i><br/><i>Friday, April 10</i></p> |  | <p>1. Submit unit to Bb and Taskstream.</p>  |  |

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

## EDCI 554 Course Engagement Rubric

| <i>4 points total per class meeting</i> | <b>Accomplished (4 pts)</b>   |
|---|---|
| <b>Attendance</b>                       | The student attended class and was on time for class, unless notified according to procedures outlined within the syllabus.   |
| <b>Participation</b>                    | The student actively participated in small and/or whole group class meetings by meaningfully contributing to class discussions (e.g. sharing ideas, posing questions). The student demonstrated professionalism in all communications with professor and peers during class.    |
| <b>Preparation</b>                      | The student completed the reading notes (if provided) and all the readings for the class. The notes were brought to class and used to add ideas or pose questions during class discussions. In addition, the student completed any other assignments due for the class.         |
| <b>Tweets</b>                           | The student met the deadline for tweeting at the end of class. The tweet shared a pithy statement on an original idea that addressed a class essential question or a course objective. 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**

|   | <b>Beginning</b><br><br><b>2</b><br><br><b>(Not Met)</b>   | <b>Developing</b><br><br><b>4</b><br><br><b>(Not Met)</b>  | <b>Accomplished</b><br><br><b>6</b><br><br><b>(Met)</b>   | <b>Exemplary</b><br><br><b>8</b><br><br><b>(Met)</b>   | <b>Score</b> |
|---|--|--|---|--|--------------|
| <b>Content and Standards</b><br><br><b>INTASC 1</b><br><br><b>ACEI 3.3</b>    | 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. |              |
| <b>Content Integration</b><br><br><b>INTASC 7</b><br><br><b>ACEI 3.1</b>      | 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.  |              |
| <b>Instructional Objectives</b><br><br><b>INTASC 7</b><br><br><b>ACEI 3.1</b> | 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.  |              |



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| <b>Materials</b><br><br><b>INTASC 4</b><br><br><b>ACEI 3.1</b>              | 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.   |  |
| <b>Multiple Intelligences</b><br><br><b>INTASC 3</b><br><br><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><br><br><b>INTASC 3</b><br><br><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 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. |  |
| <b>Student Centeredness</b><br><br><b>INTASC 5</b><br><br><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><br><br><b>INTASC 8</b><br><br><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 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.  |  |

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| <b>Social Studies Instruction</b><br><br><b>INTASC 4</b><br><br><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><br><br><b>INTASC 4</b><br><br><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: \_\_\_\_**