

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

***EDCI 554.001 (Section 1)***

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

3 Credits, Summer Session A, 2015

May 18 – June 18

Monday—Thursday / 12:30 am – 2:45pm

Thompson Hall, Rm. 1020

**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**

<http://artsedge.kennedy-center.org/educators/standards/national/arts-standards/collections/arts-standards-by-art-form.aspx>

#### ***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:

***This course will be integrated with EDCI 545.*** It is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student-led activities. ***This course will also include work with cooperating teachers on site at Mosby Woods Elementary***—an elementary school within the elementary program’s PDS network. The work done on site will be in lieu of our meeting times and not additional hours. More information as well as dates and times will be shared in our first class meeting.

## REQUIRED TEXTS:

\*There is no required text to purchase for this course. Instead selected readings will be posted on Blackboard.

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. COURSE ENGAGEMENT (35 pts/worth 20% of total course grade)

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 *Literature Circle Sheets*** for assigned readings, which will help you **contribute ideas and/or questions to the Literature Circles at the start of each class as well as to 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.**

In order to assess this component you will complete a **weekly self-evaluation each Thursday** of your course engagement worth a total of 5 points. During week 1 and week 5, I will also assess your course engagement, which will each be worth 5 points.

***\*As course instructor I may alter one's self-assessment at times in order to align with my direct, observable behavior within class.***

## **2. PRE- and POST-COURSE ASSESSMENT (20 points worth 10%)**

**Before our first class meeting on Monday, May 18**, you will complete a pre-course assessment on your knowledge of conceptual and practical tools used to teach social studies. **Five points** will be awarded for completing it and another **5 points** will be awarded for the depth and specificity of the concept map created, which should be brought to class on **Monday, May 18**.

At the end of the course you will be asked to revise your original concept map to include your new social studies knowledge (teaching and learning section). **Ten points** will be awarded for depth and specificity.

## **3. LEARNING SYNTHESSES (10 points worth 15%)**

At the **end of week 2** you will synthesize your learning into at least **2 main ideas**. Develop each of these main ideas by integrating your prior knowledge/experience and the course readings, in-class discussions, and in-class activities. Be sure to develop the relationships between all the above information (with reference to each) in support of your main idea.

## **4. SCHOOL VISIT #2 (10 points worth 15%)**

In lieu of class on Monday, June 8, you will make arrangements via email to visit your cooperating teacher at Mosby Woods Elementary. During the school visit you will:

1. Co-teach one lesson from your unit plan with your partner.
2. Assess the students' learning from your lesson with a formative assessment and collect this data from the students to analyze at a later point.
3. Conference with your cooperating teacher to receive feedback.

After the school visit you will complete the following:

1. Complete a **SS Lesson Reflection** (10 points) that asks you to reflect upon your teaching of the social studies lesson plan within your classroom at Mosby Woods Elementary.
2. Complete an **Analysis of Student Learning** (\*See PBA #2 for EDCI 545 Course).

## **5. Social Studies & Fine Arts Integrated Unit Plan: "SPRUCED UP UNIT PLAN SECTION" (PBA #1) (64 pts. worth 40%)**

Using the history or geography unit plan provided by your cooperating teacher as a "point of departure", you will create a unit plan (5 lessons) that effectively teaches social studies and integrates another content area as well as the fine arts. Each lesson should contain all sections of the elementary program lesson plan template. Furthermore, the unit plan should include the following: (a) an overarching understanding that connects all 5 lessons, (b) a variety of powerful and purposeful social studies methods (NCSS, 2007), (c) both formative and summative

assessments that align with the unit plan overarching understanding and lesson objectives, and (d) and an appendix of all primary resources and student materials. The **final unit should be uploaded to Bb and Taskstream on June 18**; however, during this course you will be asked to complete 3 checkpoints in order to receive feedback on the process of your work. Each checkpoint will be worth 5 points.

- a. Checkpoint #1 (Big Idea/Essential Question, Standards, and outline feedback) (5 points)
- b. Checkpoint #2 (lesson plan feedback) (5 points)
- c. Checkpoint #3 (Assessment & Differentiation feedback) (5 points) **\*counts toward your 545 course**

*\* This assignment will be the designated PBA for this course as well as the PBA #1 for the 545 (Differentiation & Assessment) course.*

**COURSE REQUIREMENTS & ASSIGNMENTS:**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
N/A	Course Engagement	35 pts / 20%	Ongoing
A- I	Pre- and Post Assessment	20 pts / 10%	May 18 (Pre) *10 points TBD (Post) *10 points
D	Learning Synthesis	10 pts / 15%	Friday, May 29
A, B, D, E	School Visit #2 (SS Lesson Plan Reflection)	10 pts / 15%	June 9 (due to Bb and bring to class)
A – I	Social Studies Integrated Unit: “Spruced Up Unit Plan Section” (PBA #1)	64 pts / 40%	TBD—Checkpoint #1 (5 points) TBD—Checkpoint #2 (5 points) June 18—Final Unit due to Bb & Taskstream (54 points)
TOTAL POINTS		139 pts / 100%	

***\*Dates and point values may change throughout the course at the instructor’s discretion.***

**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 a 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.

**\*\*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 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 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 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://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/>].

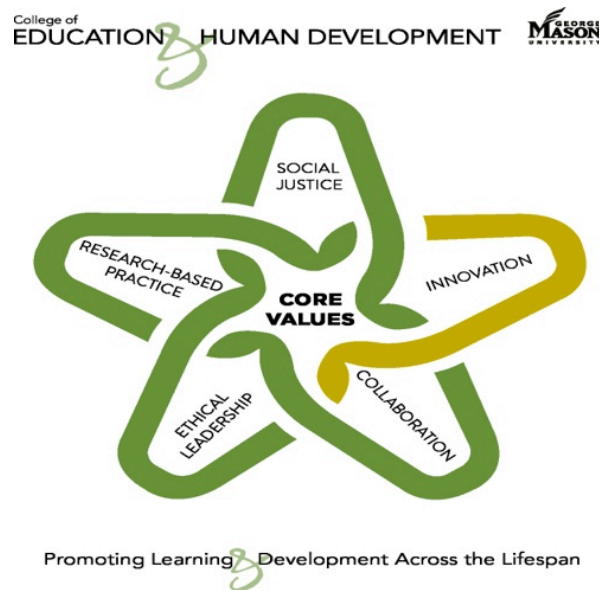
- e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy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

## IMPORTANT INFORMATION FOR LICENSURE COMPLETION

### Student Clinical Practice: Internship Requirements

#### 1. Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

#### 2. Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)
- For details, please check <http://cehd.gmu.edu/teacher/test/>

#### 3. Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### 4. CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### 5. Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so,

whether or not such incidents resulted in conviction, is termination of the field hours or internship.

**\*\*Please Note:** Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

#### 6. **Application**

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

#### 7. **Deadlines**

Spring internship application

- Traditional: September 15

Fall internship application

- Traditional: February 15
- Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is Decembe

*Integrative Course Schedule for EDCI 554 & EDCI 545*

WEEK	DATE	TOPIC/GUIDING QUESTIONS	ASSIGNMENTS/READINGS DUE
<b>1</b>	<p align="center">May 18</p> <p align="center"><i>10—12 12—1 (lunch) 12:45--2:45</i></p>	<ul style="list-style-type: none"> <li>• What are the course expectations and assignments? (Syllabus discussion)</li> <li>• What background knowledge do I have of social studies teaching, learning, and assessing? (Pre-assessment discussion)</li> <li>• What is differentiated instruction? What is it not?</li> <li>• Where do you start with differentiation?                             <ul style="list-style-type: none"> <li>○ How can you best get to know your students?</li> <li>○ How can you set up a classroom with differentiation in mind?</li> </ul> </li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• Pre-assessment completed via google form</li> <li>• Bring concept web (part of pre-assessment) to class</li> <li>• Set up Mosby Woods visit for Tuesday, May 19, via email with cooperating teacher</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• 545 and 554 syllabus (as well as calendar)</li> <li>• School Visit Assignment #1</li> <li>• Sousa &amp; Tomlinson Ch. 1 (1-16)</li> <li>• Tomlinson Ch. 1 (1-7)</li> <li>• Sousa &amp; Tomlinson Ch. 8 (165-178)*<b>LUNCH READING</b></li> </ul>
	<p align="center">May 19</p>	<p><b>NO CLASS MEETING **Mosby Woods School Visit in lieu of class meeting</b></p>	<p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Denig Article (MI &amp; Learning Styles)</li> </ul>
	<p align="center">May 20</p> <p align="center"><i>12—2:15 3:30—5:00</i></p>	<p><b>CLASS MEETING FROM 12:00—2:15</b></p> <ul style="list-style-type: none"> <li>• What mindset is needed to be an effective teacher?</li> <li>• What is the difference between a fixed and a growth mindset?</li> <li>• What kind of learning environment supports differentiation?</li> <li>• How is curriculum organized to teach effectively?</li> <li>• What does a quality curriculum entail in social studies?</li> </ul> <p><b>**Library of Congress Professional Development Course from 3:30-5:00 at Mosby Woods Elementary School Library</b></p>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson Ch. 2 and Ch. 3</li> </ul>
	<p align="center">May 21</p> <p align="center"><i>10—12 12—1 (lunch) 12:45--2:45</i></p>	<ul style="list-style-type: none"> <li>• What should students be able to know and do in elementary history?</li> <li>• What practical tools can be used to teach history to elementary students?</li> <li>• What is the 5Es instructional model? When do you use it? How do you use this instructional model to teach history?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• School Visit #1 Assignment due to <b>545</b> Blackboard site</li> <li>• Course Engagement Self-Evaluation</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Maxim PDF, Ch. 7</li> <li>• Maxim PDF, Ch. 4 (pp. 135-162) *<b>LUNCH READING</b></li> </ul>

<b>2</b>	May 25	<b>NO CLASS (Memorial Day)</b>	<b>NO CLASS (Memorial Day)</b>
	May 26  <i>10–12 12–1 (lunch) 12:45--2:45</i>	<ul style="list-style-type: none"> <li>• What is inquiry? When do you use it? How do you use it to teach history?</li> <li>• What is the historical method? What thinking skills are involved in using the historical method?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Complete Japanese-American Internment Camp Activity</li> <li>• Watch the history lesson</li> <li>• Maxim, Ch. 5 (pp. 185-216)</li> <li>• Watch video (12 min.) and read SHEG resources <b>*LUNCH READING</b></li> </ul>
	May 27  <i>10–12 12–1 (lunch) 12:45--2:45</i>	<ul style="list-style-type: none"> <li>• How is the content of Geography organized?</li> <li>• What practical tools can be used to teach the content of Geography?</li> <li>• What is Geographical Thinking and how do you teach it to elementary students?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Maxim, Ch. 8</li> <li>• Selected <i>SS &amp; the Young Learner</i> Article <b>*LUNCH READING</b></li> </ul>
	May 28  <i>10–12 12–1 (lunch) 12:45--2:45</i>	<ul style="list-style-type: none"> <li>• How can children’s literature be used to teach social studies in powerful and purposeful ways?</li> <li>• What is critical literacy? When should you use this approach to teaching literacy? How do you use this approach to integrate social studies and literacy?</li> <li>• How do you plan a unit of instruction?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Synthesis #1 due on Friday, May 29 to 554 Blackboard</i></li> <li>• Course Engagement Self-Evaluation</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Article (TBD)</li> <li>• Critical Literacy Article</li> <li>• Unit Planning Reading <b>*LUNCH READING</b></li> </ul>

<b>3</b>	<p>June 1</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>• What are the different categories of assessments?</li> <li>• What role do you and the assessment choices you make for students play in his/her academic identity development?</li> <li>• What are the advantages and disadvantages to grading student work?</li> <li>• What is the purpose of homework? What should it be?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson, Ch. 4</li> <li>• Jackson Article (academic identity)</li> <li>• Vatterott Article (Homework) *<b>LUNCH READING</b></li> </ul>
	<p>June 2</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>• What are traditional assessments? How do you design and use them effectively to teach social studies?</li> <li>• What are performance-based assessments (PBA)? How do you design and use them effectively to teach social studies?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Articles TBD (traditional assessments &amp; PBAs/DBQs)</li> <li>• Review Gallery Tour of Assessments *<b>LUNCH READING</b></li> </ul>
	<p>June 3</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>• How do teachers differentiate through the content, process, and product?</li> <li>• What are formative assessments? When do you use them? How do you use them effectively?</li> <li>• **Unit Planning time</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Tomlinson Ch. 11, 12, and 13 (pp. 72-92)</li> <li>• Selected Articles TBD</li> <li>• Selected Article (Formative Assessments) *<b>LUNCH READING</b></li> </ul>
	<p>June 4</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>• How do you differentiate through the content, process, and product for student learning profiles?</li> <li>• What are the elements of learning profile?</li> <li>• **Unit Planning time (prepare for teaching lesson on Monday, June 8)</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• Course Engagement Self-Evaluation</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson, Ch. 7</li> <li>• Article TBD *<b>LUNCH READING</b></li> </ul>

<b>4</b>	June 8	<p><b>NO CLASS MEETING</b></p> <p><b>**Mosby Woods School Visit in lieu of class meeting</b></p>	<b>NO CLASS</b>
	June 9  10—12 12—1 (lunch) 12:45--2:45	<ul style="list-style-type: none"> <li>• How do you differentiate through the content, process, and product for student interest?</li> <li>• **Unit Planning time</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• School Visit #2 Assignment due to <b>554 Blackboard</b></li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson, Ch. 6</li> </ul>
	June 10  10—12 12—1 (lunch) 12:45--2:45	<ul style="list-style-type: none"> <li>• How do you differentiate through the content, process, and product for student readiness?</li> <li>• How do teachers collect, organize, and communicate student pre- and post-assessment data?</li> <li>• **Unit Planning time</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson, Ch. 5</li> </ul>
	June 11  10—12 12—1 (lunch) 12:45--2:45	<ul style="list-style-type: none"> <li>• Unit Planning Work session</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>• Analysis of Student Learning (PBA #2) <b>due to 545 Blackboard &amp; TASKSTREAM</b></li> <li>• <i>Learning Synthesis #2 due Friday, June 12, to 545 Blackboard</i></li> <li>• Course Engagement Self-Evaluation</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul>



<b>5</b>	<p>June 15</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>Unit Planning Work session</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>
	<p>June 16</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>Unit Planning Work session</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>
	<p>June 17</p> <p>10–12 12–1 (lunch) 12:45--2:45</p>	<ul style="list-style-type: none"> <li>Unit Planning Work session</li> <li>What did you learn about social studies teaching, learning, and assessing?</li> <li>Where do you go from here?</li> </ul>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>Course Post-Assessment</li> <li>Course Engagement Self-Evaluation</li> </ul> <p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>
	<p>June 18</p>	<p><b>NO CLASS</b></p>	<p><b>ASSIGNMENTS DUE:</b></p> <ul style="list-style-type: none"> <li>Unit Plan (PBA #1) <b>due to 554 Blackboard &amp; TASKSTREAM (both classes)</b></li> </ul>

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

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

	<b>Beginning</b>  <b>2</b>  <b>(Not Met)</b>	<b>Developing</b>  <b>4</b>  <b>(Not Met)</b>	<b>Accomplished</b>  <b>6</b>  <b>(Met)</b>	<b>Exemplary</b>  <b>8</b>  <b>(Met)</b>	<b>Score</b>
<b>Content and Standards</b>  <b>INTASC 1</b>  <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>  <b>INTASC 7</b>  <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>  <b>INTASC 7</b>  <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.	
<b>Materials</b>  <b>INTASC 4</b>  <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>  <b>INTASC 3</b>  <b>ACEI 3.2</b>	No multiple intelligences are addressed. OR 1-2 are appropriately addressed. OR 3-4 are addressed but not all appropriately.	3-4 multiple intelligences are appropriately addressed. OR at least 5 are addressed but not all appropriately.	At least 5 of Gardner's multiple intelligences are appropriately addressed. OR all are addressed but not all appropriately.	All of Gardner's multiple intelligences are appropriately addressed.	
<b>Differentiation</b>  <b>INTASC 3</b>  <b>ACEI 3.2</b>	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and awareness of students' backgrounds.	
<b>Student Centeredness</b>  <b>INTASC 5</b>  <b>ACEI 3.4</b>	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson supports student choice and responsibility. Student voice is meaningfully integrated in the unit.	
<b>Assessment</b>  <b>INTASC 8</b>  <b>ACEI 4.0</b>	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or no culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment limited to multiple choice 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.	
<b>Social Studies Instruction</b>  <b>INTASC 4</b>  <b>ACEI 2.4</b>	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students.	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students.	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.	
<b>Fine Arts Instruction</b>	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,	

<b>INTASC 4</b>  <b>ACEI 2.5</b>	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: \_\_\_\_**