

*ELEMENTARY EDUCATION PROGRAM*  
**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**EDCI 554.B01**

**Method of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom**  
**3 Credits, Summer 2016**

**Meeting Times/Days:**

Thursdays 4:30-9:30

June 7- July 26

**Location:** Thompson Hall 1020

*\*Course taught in conjunction with EDCI 545*

**Professor:** Shannon King, Ph.D., NBCT

**Office Hours:** By appointment

**Office Location:** N/A

**Office Phone:** 703.409.5522

**Email:** [sking27@gmu.edu](mailto:sking27@gmu.edu)

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

**LEARNER OUTCOMES/OBJECTIVES:**

As a result of EDCI 554, students will be able to:

- a. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.
- b. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia standards of learning in social studies.
- c. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- d. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- e. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- f. Apply multiple intelligence theory to instruction and differentiation.
- g. Describe the central role of the arts in learning.
- h. Design and use multiple, authentic assessments.
- i. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

## **RELATIONSHIP TO PROFESSIONAL STANDARDS:**

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

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

- **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 #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 #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 #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 #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 #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 #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.

### **National Council for Accreditation of Teacher Education:**

Social Studies Standard 2.4: Candidates know, understand and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, and the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world

### **National Content Standards for Arts Education**

#### ***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.

### **International Society for Technology in Education (ISTE) (which covers VA Technology Standards for Instructional Personnel):**

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.

### **NATURE OF COURSE DELIVERY**

To meet course objectives, the delivery of EDCI 554 is 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*
- *Online learning tools*

In addition, for this course we will be using **Blackboard** (web-based course management and portal system) as a means to distribute **additional readings** not included in the texts as well as other class materials. You can access Blackboard through the website - <https://mymasonportal.gmu.edu>. Next you will log in with your Mason user name and password. Then, you will click COURSES tab. Finally, to see our course readings and access on-line discussion boards, click on our course title.

### **RECOMMENDED TEXTS**

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

## GRADING

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

Expectations	Above & Beyond Expectations (2)		Meeting Expectations (1)	Not Meeting Expectations (0)
<b>1. Class Participation</b> ✓ Speaking ✓ Listening ✓ Regular attendance ✓ Being a supportive cohort member	MT			
	F			
Mid-Term _____ + Final _____ = _____				
<b>2. Assignments</b> (Activity Analyses & Reading Reflections, etc.) ✓ On time ✓ Thoughtful ✓ Concise ✓ Responds to prompts	MT			
	F			
Mid-Term _____ + Final _____ = _____				
<b>3. Projects</b> (PBA) ✓ On time ✓ Thoughtful ✓ Meets assignment expectations	F			
Final = _____ x2				

### FINAL GRADE GRID:

FINAL GRADE	No Pass	B	B+	A-	A	A+
Total Points	0-4	4	5-7	8-9	10-11	12

*\*\*A digital version of this form is available on Blackboard.*

### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any course with a required performance-based assessment is required to submit this assessment, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester

### ***CLASS SCHEDULE & READING ASSIGNMENTS:***

The specific class schedule and reading/assignment due dates will be available to you the first day of class. All assignment sheets, templates, and rubrics are available on Blackboard.

★ = a few hours of work    ★★ = a few days of work    ★★★ = a few weeks of work

*\*PBA components are shaded in grey.*

<b>ASSIGNMENT</b> (see Blackboard for rubrics)	<b>DUE DATE</b>	<b>STANDARDS</b>
<b>Activity Analysis</b> ⚡ You will complete <b>at least five</b> "activity analyses" that evaluate one of the social studies methods or strategies used during the class period. These should be less than 500 words.	<b>Ongoing</b>	Outcome B, D, I INTASC 4, 9
<b>Where I'm From Poem</b> ⚡ Design a PPT slide based on the provided poem template.	<b>Due: June 16</b>	Outcome E, F INTASC 9
<b>PBA Unit Essential Questions</b> ⚡ Develop at least one Essential Question guiding your PBA unit plan.	<b>Due: June 30</b>	(see PBA below)
<b>What Are They Thinking? (Student Interview)</b> ⚡ <i>Optional*</i> Select a term/concept that is fundamental to your unit plan. Document student thinking in one of three ways and analyze how it will influence your unit planning.	<b>Due: July 7</b>	Outcome E, H INTASC 3, 7, 8, 9
<b>Unit Map &amp; Assessment Plan</b> ⚡ Create a concept map of your Essential Questions, objectives, standards, and outline the assessments guiding your PBA unit plan.	<b>Due: July 7</b>	(see PBA below)
<b>Field Trip</b> ⚡⚡ Design and go on a field trip relevant to your unit plan. Make a one-page handout with information for others about how to make the most of the trip (see template).	<b>Due: July 26</b> Include on your final website	OUTCOME A, B, C, D, E, F, G, H INTASC 1, 3, 4, 5, 7, 8
<b>Social Issue Unit (PBA)</b> ⚡⚡⚡ <b>**shared with 545**</b> You will individually develop a unit of lesson plans connected with to a social studies "essential question." Using your previous practicum site as the context, you will individually develop a social studies unit (minimum of 3 lessons) that addresses your question and connects to state/district social studies standards.  (See Assignment Sheets on Blackboard)	<b>Peer Feedback</b> <b>Due:</b> Friday, July 22 Email each other and copy instructor  <b>Final Unit</b> <b>Due:</b> July 28* Post to Tk20	Outcome A, B, C, D, E, F, G, H, I INTASC 1, 3, 4, 5, 7, 8 NCATE 2d Dance, Music, Theater, Visual Arts
<b>Social Issue Website</b> ⚡⚡ You will individually create a website for these lesson plans, resources, and links that will be connected to a class website. (See the course website <a href="http://www.elementarysocialstudies.weebly.com">www.elementarysocialstudies.weebly.com</a> for examples of past work)		

## GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>]
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- 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.***
- 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, outreach programs) to enhance students' personal experiences and academic performance [See <http://caps.gmu.edu/> ]
- 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/> ]

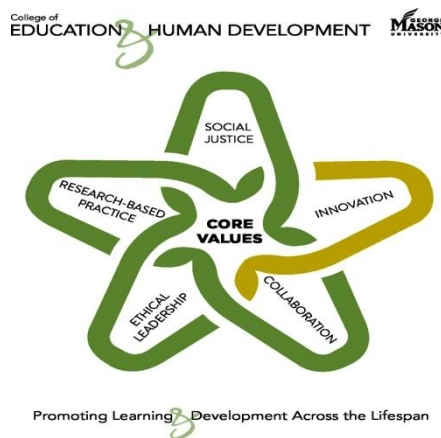
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/> ]
- h. The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.

**PROFESSIONAL DISPOSITIONS**

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

**CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values> ]



**GRADUATE SCHOOL OF EDUCATION**

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

<i>ELEMENT</i>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Above &amp; Beyond Expectations</b>
<b>Attendance</b>	<p>The student missed two or more class sessions and the procedures outlined in this section of the syllabus were NOT followed.</p> <p>The student was often late to class.</p>	<p>The student missed one or more class sessions and the procedures outlined in this section of the syllabus were followed.</p> <p>The student was occasionally late for class.</p>	<p>The student missed no classes and the procedures outlined in this section of the syllabus were followed.</p> <p>The student was always on time for class.</p>
<b>Participation</b>	<p>The student is sometimes prepared for class discussions, and occasionally participates in group and class discussions.</p>	<p>The student is often prepared and makes active contributions to the learning group and class.</p>	<p>The student is prepared for all classes. The student actively participates and supports the members of the learning group and the members of the class.</p>

**PBA EDCI554: Integrated Social Studies and Fine Arts Integrated Unit Plan  
Rubric**

	<b>Beginning 2 (Not Met)</b>	<b>Developing 4 (Not Met)</b>	<b>Accomplished 6 (Met)</b>	<b>Exemplary 8 (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	All materials are included but use is unclear; some materials are	All materials are included and use is clear; all materials are hands-on and/or	



		materials are hands-on and/or authentic. No community resources are utilized.	hands-on and/or authentic. Some community resources are utilized.	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	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice test.	

		test.	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> <b>INTASC 4</b> <b>ACEI 2.5</b>	Creative and meaningful learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts, movement, theater, and music) is deeply embedded in both instruction and assessment.	

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

**Total points:** \_\_\_\_\_ /80