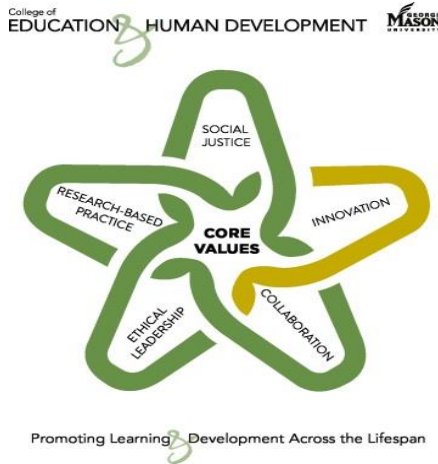


**George Mason University
College of Education and Human Development
Elementary Education**



**ELED 454 Section 007
Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary
Classroom
3 credits, Fall 2023
CRN: 79165**

Professor: April Mattix Foster, PhD
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Phone: (o) 703.993.4007
Office Hours: By appointment
Office: Thompson 1501
Meeting Dates: August 23 – December 5
Meeting Time: Wednesdays, 10:30 am – 1:10 pm
Meeting Location: Horizon Hall, room 1009, Fairfax Campus

PREREQUISITES: Only open to students in the new BSEd Fall 2022

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. Offered by School of Education. Limited to two attempts.

FIELD HOURS: This course requires 15 hours of field observation.

COURSE OVERVIEW: Not Applicable

COURSE DELIVERY METHOD: This course will be delivered face-to-face using an active-lecture format.

LEARNER OUTCOMES:

This course is designed to enable students to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction in the domains of history, geography, civics, and economics.
- 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. Use visual and performing arts to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve
- F. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- G. Apply multiple intelligence theory to instruction and differentiation.
- H. Describe the central role of arts in learning.
- I. Design and use multiple authentic assessments.
- J. Relate the practice of good citizenship and respect for rules and laws to participation in activities in the classroom learning communities.
- K. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners’ achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.
- L. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
- M. Understand how social studies can foster critical thinking skills through the use of artifacts, geographic skills, charts, graphs, and pictures, questioning, compare/contrast, cause/effect and connections to understand events, people and places in history.
- N. Develop fluency in content vocabulary and comprehension of verbal, written, and visual sources.

PROFESSIONAL STANDARDS:

Upon completion of this course, students will have met the following professional standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- **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 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.

NCATE/ACEI STANDARDS (Program Standards for Elem. Teacher Preparation):

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, 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.

The Arts Standard 2.5: Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

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. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
6. 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 the visual arts and other disciplines

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.

- **Standard 4:** A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication.

**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 assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified as standards for students.
2. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

REQUIRED TEXTS:

Hallerman, S., Larmer, J., & Mergendoller, J. (2011). *PBL in the elementary grades*. Buck Institute for Education. *Link for book provided online on Blackboard

Loewen, J. W. (2019). *Lies my teacher told me: Everything your American history textbook got wrong, young readers edition*. The New Press. Free version found here: Link to access ebook: <http://mutex.gmu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2088763>

*Additional required readings will be posted on Blackboard.

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. Blackboard).

ASSIGNMENTS: All assignment sheets, templates, and rubrics will be available on Blackboard.

| Assignment | Due Date | Percent of Grade |
|---|--|------------------|
| 1) Course Engagement and Class Assignments Participation and/or completion of readings, activities, and class discussion. | Ongoing | 40% |
| 2) <i>Where I'm From</i> Poem Write a poem based on the provided directions. | Wednesday Sept 27th In class | 5% |
| 3) Social Studies/Arts Integration Ideas Using one VA SS SOL and all the areas of Arts Integration (Visual Arts, Dance, Music, and Theater), complete the table | Wednesday Oct 18th In class | 10% |

| | | |
|---|--|-------------------|
| which integrates the subject matter with each one of the art areas. Details will be provided in class. | | |
| <p>4) Loewen: Preparing for a Book Chat</p> <ul style="list-style-type: none"> • Choose one chapter as a focus (Do not use Chap. 7) • Write using <u>bulleted notes</u> (<i>double-spaced with 1-inch margins in 12-point font</i>): <ul style="list-style-type: none"> ○ Explain how you might teach this topic of history using the knowledge from the Loewen text. Consider: <ul style="list-style-type: none"> ▪ What information would you include in the lesson? ○ Include the following, <i>either from the viewpoint of teaching in a K-6 classroom or to a group of your peers (YOUR CHOICE)</i>: <ul style="list-style-type: none"> ▪ Opener ▪ Follow-up ▪ Connection ▪ Quote ▪ Interrogation | <p>Wednesday Oct 25th In class</p> | <p>10%</p> |
| <p>5) Reflection on Field Hours</p> <p>In 500-750 words (<i>double-spaced with 1-inch margins in 12-point font</i>), reflect upon the social studies instruction you've observed during the semester. Include observations from at least one Social Studies lesson taught in your field experience. Provide specific connections to the course (no need for citations).</p> | <p>Wednesday Nov 8th In class</p> | <p>5%</p> |
| <p>6) Integration of SS: Book Connection</p> <p>Choose a children's book <u>from a provided list</u> with a social studies theme (<i>link on Blackboard</i>) and <u>obtain a physical copy of the book</u>. Use your local library or Mason library! You don't have to buy the book 😊</p> | <p>Wednesday Nov 29th In class</p> | <p>10%</p> |
| <p>7) Foundations of PBL</p> <p>In groups of 2 or 3 (on same grade level) and provided with a foundation of content to learn, create an overview of an elementary classroom experience using the components of PBL. Details provided in class.</p> | <p>Sunday Dec 3rd 11:59pm</p> | <p>20%</p> |

Grading Policies

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 point per late day*. All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format outlined by the professor.

| Grade | GRADING | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A | 94-100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A- | 90-93 | 3.67 | |
| B+ | 88-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-87 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <69 | 0.00 | |

PROFESSIONAL DISPOSITIONS: Students are expected to always exhibit professional behaviors and dispositions.

Honor Code & Integrity of Work

Integrity of Work: Students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:

<https://owl.english.purdue.edu/owl/resource/589/02/>

Attendance Policy

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class.

GMU E-MAIL AND WEB POLICY:

Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and

are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

OTHER GMU POLICIES

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns

regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

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

CLASS SCHEDULE Note: Faculty reserves the right to alter the schedule as necessary, with notification to students

| DATE | GUIDING QUESTIONS | READING AND ASSIGNMENTS DUE FOR CLASS |
|---|--|---|
| <p>Session 1 August 23</p> | <p>What are the social studies? Why are they important?</p> <p>What knowledge and skills do we want kids to learn?</p> | <p><u>Blackboard:</u> READ: Rodriguez, N. & Swalwell, K. (2022). Social studies for a better world. <ul style="list-style-type: none"> Part 1/Chapter 1 <i>Why Social Studies Can Change the World: The Social Studies</i> Appendix: <i>Educator Tools and Guides</i> SKIM for BIG IDEAS: National Council of the Social Studies, 2002. National Standards for Social Studies Teachers. p. 17-46. REVIEW: Virginia Social Studies SOLs for familiarity: https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/ <u>Text:</u> READ: Loewen, J. (2019). Lies my Teacher Told Me. <ul style="list-style-type: none"> Chap 1: The Problem with Making Heroes </p> |
| <p>Session 2 Aug 30</p> | <p>What is historical thinking in a K-6 classroom?</p> | <p><u>Blackboard:</u> READ: Massey, D. D. (2016). Pictures first: Using historical thinking with all learners. <i>Social Studies and the Young Learner</i>, 28(4), 9-12. Text: READ: Loewen, J. (2019) Lies my Teacher Told Me. <ul style="list-style-type: none"> Chap 2: What Did Columbus Really Do? Chap 3: The Truth about the First Thanksgiving </p> |
| <p>Session 3 Sept 6</p> | <p>How will we use primary sources in our K-6 classroom?</p> | <p><u>Blackboard:</u> READ: Bauml, M., & May, L. (2019). Veterans Day then and now: First graders learn from primary sources and take action. <i>Social Studies and the Young Learner</i>, 32(2), 26-31. REVIEW: https://www.loc.gov/programs/teachers/about-this-program/</p> |

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| | | <p>WATCH: https://www.loc.gov/item/webcast-8981/</p> <p>Text: READ: Loewen, J. (2019). <i>Lies my Teacher Told Me</i>.</p> <ul style="list-style-type: none"> • Chap 4 Through Red Eyes • Chap 6: John Brown, Abraham Lincoln, and Invisible Idealism • Chap 9: Seeing No Evil in Vietnam |
| Session 4 Sept 13 | What is the role of current events in K-6 social studies? | <p>Blackboard: READ: Murray-Everett, N. C., & Coffield, E. (2020). News-group Fridays: Engaging students in current events. <i>Social Studies and the Young Learner</i>, 33(2), 3-11.</p> <p>McBrady, S. (2017). <i>Breaking news!</i> Ten tips for how to make current events work for you. <i>Middle Level Learning</i>. 59. p. 9-13.</p> <p>Text: READ: Loewen, J. (2019). <i>Lies my Teacher Told Me</i></p> <ul style="list-style-type: none"> • Chap 5: Invisible Racism • Chap 10: The Disappearance of the Recent Past |
| Session 5 Sept 20 | How can the arts be integrated into a K-6 classroom? <i>*Note: you will need your set of your preferred art tool, ex: watercolors or colored pencils</i> | <p>Blackboard: READ: Whitin, P. and Moench, C. (2015). Preparing elementary teachers for arts integration. <i>Art Education</i>, 68(2), p.36-41.</p> <p>Pieczura, M. (2013). Decidedly dramatic! The power of creative drama in social studies. p. 9-12.</p> <p>REVIEW: Social Studies and World History through Music and Dance: https://wtvi.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance/</p> <p>Teaching and Learning Fine Arts: https://www.doe.virginia.gov/teaching-learning-assessment/instruction/fine-arts</p> |
| Session 6 Sept 27 | How can we best integrate social studies into other core subjects? | <p>Blackboard: READ: Bauml, M., Field, S., & Ledbetter, M. (2013). <i>Immigration, any small</i></p> |

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| | <p>Where I'm From Presentations</p> | <p>goodness, and integrated social studies. <i>Social Studies and the Young Learner</i>, 26(1), 17-21.</p> <p>Hagan, H., & Simpson, T. (2016). Revisiting the power of integrated learning centers. <i>Social Studies and the Young Learner</i>, 28(4), 13-16.</p> <p>SKIM:</p> <p>Halvorsen A., & Allman, J. (2015). The elementary social studies classroom and integration: An introduction. Chapter 1 in <i>Becoming Integrated Thinkers: Case Studies in Elementary Social Studies</i>. Bennett, L. & Hinde, E. (Eds.). p. 11-19</p> <p>Where I'm From Poem DUE in class</p> |
| <p>Session 7</p> <p>Oct 4</p> | <p>How will we teach about the importance of voting and civic engagement?</p> | <p>Blackboard:</p> <p>READ:</p> <p>Valbuena, R. (2015). Cultivating curiosity and active citizenship: Teaching voting and the history of voting rights. p 5-8.</p> <p>McGuire, M. E., Nicholson, K., & Rand, A. (2019). Live it to learn it: Making elections personally meaningful. <i>Social Studies and the Young Learner</i>, 32(2), 19-25.</p> <p>SKIM:</p> <p>https://growingvoters.org/</p> |
| <p>Session 8</p> <p>Oct 11</p> <p>Asynch Online</p> | <p>What is economic thinking in the K-6 classroom?</p> | <p>Blackboard:</p> <p>READ:</p> <p>Gallagher, J. L., & Kelly, E. (2019). Economic thinking with Jon Klassen's animal hat books. <i>Social Studies and the Young Learner</i>, 32(2), 16-18.</p> <p>Adams, E. (2015). Civics in the grocery store. <i>Social Studies and the Young Learner</i>, p. 16-18.</p> <p>Powell, G., & Lyon, A. F. (2021). Wall Street runs through here: A study in economics. <i>Social Studies and the Young Learner</i>, 33(4), 12-14.</p> <p>WATCH:</p> <p>https://www.econedlink.org/resources/the-classroom-mini-economy-lesson-demo/</p> <p>Text:</p> <p>READ:</p> <p>Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> • Chap 7: The Land of Opportunity |

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| <p>Session 9 Oct 18</p> | <p>What is Project Based Learning?</p> | <p><u>Text:</u> READ:</p> <p>PBL in the Elementary Grades – provided online on Blackboard</p> <p>READ ALL PAGES PROVIDED ☺</p> <p>Social Studies/Arts Integration Ideas Due (Submit online before class)</p> |
| <p>Session 10 Oct 25</p> | <p>What is geographic thinking in the K-6 classroom?</p> | <p><u>Blackboard:</u> READ:</p> <p>Moran, P. W., Miller, K., & Witte, G. (2015). Paper bag city: Exploring geography and economics in the primary grades. <i>Social Studies and the Young Learner</i>, 28(1), 20-23.</p> <p>McPherson, K. (2019). The fifty states project: Learning about America, one care package at a time. <i>Social Studies and the Young Learner</i>, 32(2), 3-9.</p> <p>REVIEW: https://ncge.org/main_page/teacher-resources/</p> <p>https://www.pbslearningmedia.org/resource/early-global-connectors-google-earth/early-global-connectors-google-earth/</p> <p>Loewen: Preparing for a Book Chat Due (Submit online before class)</p> |
| <p>Session 11 Nov 1</p> | <p>PBL Partners Work Session and meetings with Dr. Mattix Foster</p> | <p>Scheduled meetings with Dr. Mattix Foster: Prepare a draft of <i>Social Studies/Arts Integration Ideas</i> to discuss in meeting</p> <p>PBL group work time</p> |
| <p>Session 12 Nov 8 no class</p> | <p>What social studies teaching are we seeing in our schools?</p> | <p>No readings</p> <p>In 500-750 words (<i>double-spaced with 1-inch margins in 12-point font</i>), reflect upon the social studies instruction you’ve observed during the semester. Include observations from at least one Social Studies lesson taught in your field experience. Provide specific connections to the course (no need for citations).</p> <p>Reflection on Field Hours (Submit online)</p> |
| <p>Session 13 Nov 15</p> | <p>How does a teacher successfully venture “outside” the textbook?</p> | <p><u>Blackboard:</u> READ:</p> <p>Rodriguez, N. & Swalwell, K. (2022). Social studies for a better world.</p> <ul style="list-style-type: none"> • Part 3/Chapter 8 How to Teach Anti-Oppressive Social Studies and Not Get Fired |

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| | | <p>Text: READ: Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> • Chap 6: John Brown, Abraham Lincoln, and Invisible Idealism • Chap 7: The Land of Opportunity • Chap 8: Keeping an Eye on the Government |
| Nov 22 Thanksgiving Week: Catch up on all missing work and celebrate with your friends and family | | |
| <p>Session 14 Nov 29</p> | <p>Book Presentations And Final Thoughts</p> | <p>Text: READ: Loewen, J. (2019). Lies my Teacher Told Me.</p> <ul style="list-style-type: none"> • Chap 11: History and the Future • Chap 12: Does This Way of Teaching History Work? • Afterword: The Future Lies Ahead – and What To Do About Them <p>Integration of SS: Book Connection (Due in class)</p> |
| <p>Due by Dec 6th Foundations of PBL (Submit online)</p> | | |

Rubric: Social Studies/Arts Integration Lesson

| | Beginning 0 pt. (Does not meet) | Developing .5 pt. (Approaches) | Accomplished 1 pt (Meets) | Exemplary 2 pts (Exceeds) |
|---|---|--|---|--|
| <p>Standards and Instructional Objectives</p> <p>The candidate identifies national/state/ local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p> <p>INTASC 7 ACEI 3.1 CAEP 3c</p> | <p>Lesson is not based on standards. Content is inaccurate.</p> <p>None or few objectives are clear, obtainable nor measurable. The lessons' order is confusing. The lesson is not well organized and is difficult to follow.</p> | <p>Lesson is based on standards for SS or the arts; some aspects not developmentally appropriate. Some content is inaccurate.</p> <p>Some objectives are clear, obtainable nor measurable. The lesson is not particularly well organized and is difficult to follow.</p> | <p>Lesson is based on standards for SS and the arts; is developmentally appropriate. Content is accurate.</p> <p>Most objectives are clear, obtainable and measurable. The lesson is well-organized and easy to follow.</p> | <p>Lesson is based on standards for SS and the arts; is developmentally appropriate. Content is accurate and inclusive beyond the requirements.</p> <p>All objectives are clear, obtainable and measurable. The lesson is well-organized and easy to follow.</p> |
| Planning and Materials | Candidate does not create a | Candidate creates a lesson in which few | Candidate creates a lesson | Candidate creates a thoroughly lesson |

| | | | | |
|--|--|---|---|---|
| <p>The candidate plans and implements instruction based on knowledge of students and learning theory.</p> <p>INTASC 4 ACEI 3.1 CAEP 3c</p> <p>INTASC 1 ACEI 3.1 CAEP 1a</p> | <p>lesson that is developmentally appropriate or reflects knowledge of students and learning theory.</p> <p>Materials are not included.</p> | <p>aspects are developmentally appropriate and/or reflects limited knowledge of students and learning theory.</p> <p>Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic.</p> | <p>which is developmentally appropriate and reflects knowledge of students and learning theory.</p> <p>All materials are included but use is unclear; some materials are hands-on and/or authentic.</p> | <p>which is developmentally appropriate and reflects substantial evidence of students and learning theory.</p> <p>All materials are included but use is clear; all materials are hands-on and/or authentic.</p> |
| <p>Student Centeredness</p> <p>INTASC 5 ACEI 3.4 CAEP 3c</p> | <p>The lesson is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic, or end product.</p> | <p>The lesson is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.</p> | <p>The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.</p> | <p>The lesson is appealing, it invites students to be creative, and encourages students to take responsibility for their own learning. Student voice is meaningfully integrated in the lesson.</p> |
| <p>Assessment</p> <p>INTASC 8 ACEI 4.0 CAEP 3a</p> | <p>Candidate does not include an assessment and/or assessment is not aligned with objectives.</p> | <p>Candidate includes assessment; Limited alignment of assessment with objectives.</p> | <p>Candidate includes assessment; Assessment aligned with objectives.</p> | <p>Candidate includes differentiated assessments that are aligned with objectives.</p> |
| <p>Social Studies Instruction</p> <p>INTASC 4 ACEI 2.4 CAEP 2d</p> | <p>Lesson shows little understanding of and ability to apply principles of effective social studies teaching. Lesson has no engagement and meaning for students.</p> | <p>Lesson shows some understanding of and ability to apply principles of effective social studies teaching. Lesson has limited engagement and meaning for students.</p> | <p>Lesson shows an adequate understanding of and ability to apply principles of effective social studies teaching. Lesson is fairly engaging and meaningful to students.</p> | <p>Lesson shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Lesson is highly engaging and meaningful to students.</p> |

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| Fine Arts Instruction INTASC 4 ACEI 2.5 CAEP 2e | Candidate does not include opportunities for creative and meaningful through teaching with the arts. | Candidate designs a lesson that integrates the arts, but does not support creative and meaningful learning through teaching with the arts. | Candidate designs a lesson that generally supports creative and meaningful learning through teaching with the arts. | Candidate designs a lesson that extensively supports creative and meaningful learning through teaching with the arts. |

Integration of SS: Book Connection Rubric

| | 0 points | 2 points | 4 points |
|--------------------------------|--|---|---|
| Integration of the book | No integration ideas are provided | Ideas provided for 1-2 areas or integration but lacks details | Explicit ideas are provided for how to best integrate the book in at least 3 subjects (math, LA, science, arts, etc.). SOLS are provided. |
| Google Doc | Google Doc lacks two or more of the five criteria needed. Did not present. | Google Doc lacks one of the five criteria needed. | Google Doc includes: <ul style="list-style-type: none"> •Book Title •Author/Year •Brief summary: 3-4 sentences in own words •Appropriate grade level(s) •Integration ideas |
| Participation | Did not comment on any google slide | (1 point) Thoughtfully commented on 1-2 google slides | (2 points) Thoughtfully commented on 3 or more google slides |