

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

**EDCI 554: Methods of Teaching Social Studies and Integrating Fine Arts in the
Elementary Classroom**
Fall 2009

Instructor: Sara Shoob
703-425-7721 or 703-774-8579 (cell)
sshoob@gmu.edu or sshoob@aol.com
Office hours: before class or as needed

I. 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. Field experience is required. **Prerequisites:** Admission to the Elementary Licensure Program; taken in programmatic sequence.

II. Student Outcomes

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 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 assessments and use assessment data to plan instruction.
- I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

III. Standards

INTASC:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
3. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
6. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
7. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Social Studies (NCATE):

2d. 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 in Movement:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Demonstrates understanding and respect for differences among people in physical activity settings.
4. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Content Standards in 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. Improvising melodies, variations, and accompaniments.
4. Listening to, analyzing, and describing music.
5. Understanding relationships between music, the other arts, and disciplines outside the arts.
6. Understanding music in relation to history and culture.

National Content Standards in 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. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life.

National Content Standards in 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.

Technology (ISTE) (covers VA Technology Standards for Instructional Personnel):

- II. Teachers plan and design effective learning environments and experiences supported by technology.
- III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

IV. Relationship of Program Goals to National Teaching and Content Area Standards

Learning Outcomes	INTASC	Social Studies	Arts
A.	1	2d	x
B.	1	2d	x
C.	7, 9	2d	x
D.	4, 9	2d	x
E.	3	2d	x
F.	3, 7		x
G.	1, 9		x
H.	8, 9	2d	x
I.	5	2d	

V. Required Texts

Bower, B. & Lobdell, J. (2005). *Social studies alive! Engaging diverse learners in the elementary classroom (Revised ed.)*. Palo Alto, CA: Teacher's Curriculum Institute.

Goldberg, M. (2006). *Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings (3rd ed.)*. Boston, MA: Pearson Allyn and Bacon.

Obenchain, K. M., & Morris, R. V. (2007). *50 social studies strategies for K-8 classrooms (2nd ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (Recommended)

Parker, W. C., & Jarolimek, J. (2005). *A sampler of curriculum standards for social studies: Expectations of excellence*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. Excerpted from the National Council for the Social Studies original document. (Bundled with Schell & Fisher)

Schell, E., & Fisher, D. (2007). *Teaching social studies: A literacy-based approach*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

VI. Additional Sources

Textbook from EDCI 544

~~Resecco, A. & Orrill, C. (2008). *Integrating technology into teaching*. Boston, MA: Houghton Mifflin.~~ (Textbook from technology class)

Board of Education, Commonwealth of Virginia. (2008, January.) *Standards of Learning for Virginia Public Schools*. Available online at:
<http://www.doe.virginia.gov/go/Sols/home.shtml>

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Author Cornett, C.E. (2003). Available online.

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author. Available online.

National Center for History in the Schools. (1989). *National standards for history: Basic edition*. Los Angeles: Author. Available online.

National Council on Economics Education. (1997). *National content standards in economics*. New York: Author. Available online.

National Geographic Society. (1994). *Geography for life: National geography standards*. Washington, DC: Author. Available online.

VII. Course Requirements

Lesson plan	15 %
Field observation	10 %
Museum and Arts Project	15 %
Integrated Unit Plan	25 %
Work Sampling	25 %
Participation	10 %

1. Lesson Planning: Write 1 lesson plan using the elementary lesson plan format. The topic for the lesson is your choice as long as it addresses social studies standards. The lesson must integrate the arts. The lesson must be taught and a reflection written. See evaluation criteria. (Outcomes A-F, H, I)

2. Field Observations: Observe the teaching of social studies and the arts using the Social Studies Observation Guide. Write a summary of and reflection on your observation. See evaluation criteria. (Outcomes A-F, H, I)

3. Museum and Arts Project: Visit a local historical site or social studies content-related museum. Create a persuasive argument to a principal for a school's field trip to the site. Incorporate the ways students will use fine arts before, during and/or after the field trip experience. This assignment should include required information, a rationale for the field trip, student work or project that integrates the arts, and an assessment (including a task and scoring.) See rubric. (Outcomes D, G)

4. Integrated Unit Plan: Develop an integrated unit plan for a social studies unit (**minimum 2 weeks** in length) that integrates all of the content areas (Literacy, Science, Math) and all of the arts (literature, drama, music, dance/movement, and visual arts). Include the Webquest from your technology course. Submit a detailed grid; lesson plans not required. See rubric. (Outcomes A-F, H, I)

5. Work Sampling: Design a social studies lesson. Plan pre-and post-assessments. Teach the lesson. Collect and analyze the assessment data. Use the results to plan for reteaching. See task description and rubric. (Outcomes A-F, H, I)

6. Participation: Participate as a contributing member of the class. See rubric. (Outcomes A-I)

Assignments will be evaluated using evaluation criteria or rubrics. Lesson plans may be rewritten based on instructor feedback and resubmitted once for re-scoring. Correct grammar and mechanics are expected of graduate students; work submitted with numerous errors may be returned to the student for editing before grading. APA style is required. All work must be submitted on time unless prior arrangements are made with the instructor. The faculty coordinates due dates, so extensions should only be requested when absolutely necessary. Work that is submitted late without consulting the instructor will have points deducted.

Final Grading Scale

94-100 = A, 90-93 = A-, 86-89 = B+, 80-85 = B, 70-79 = C, below 70 = F

VIII. GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behaviors and dispositions as stated in the GSE statement of dispositions.

Students must follow the guidelines of the University Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, George Mason has set forth a code of honor that includes policies on cheating and attempted cheating, lack of participation in group work, plagiarism, lying and stealing. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Students are expected to attend the class periods of the courses for which they register. Although absence alone is not a reason for lowering a grade, students are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class. Students who fail to participate (because of absences) in a course in which participation is a factor in evaluation, or students who miss an exam without an excuse, may be penalized according to the weighted value of the missed work as stated in the course syllabus (GMU University Catalog, pg. 32.)

Course Outline

Session	Topic	Assignments
9/1	What is social studies? Why teach social studies? What do we teach in social studies? What is effective social studies teaching?	Schell: Chapters 1, 2, 3 Bower: pp. 1-23 Standards Book Talk Sign Up
9/8	Fine Arts Integration Arts and Learning Multiple Intelligences	Goldberg: 1, 2, 3 Obenchain: Strategies: 16, 17, 39, 41
9/15	How do we teach social studies? Teaching for understanding Inquiry and big ideas	Schell: 4 Obenchain: 1, 2, 26
9/22	Planning and Integration	Schell: 7 Goldberg: 8 Bower: pp. 25-28 Obenchain: 14 (field trips)
9/29	Assessment Using Student Data	Schell: 9 Goldberg: 9 Obenchain: 21, 34
10/6	Materials, Resources, Technology Artifacts Primary Sources	Resecco: 3, 13 Obenchain: 7, 12, 16, 33, 37, 38, 44, 49, 50 Due: Observation
10/13	Fall Break No class	XX
10/20	Using Texts, Content Reading	Schell: 5 Due: Lesson Plan 1
10/27	Literature, Economics	Schell: 6 Goldberg: 4 Obenchain: 13, 15, 28, 45
11/3	History, Geography, and the Arts	Goldberg: 5 Obenchain: 5, 8-10, 20, 22-24, 35, 42, 46 Due: Museum and Arts Project
11/10	Arts in Science and Math Special Guest: Jenn Durham	Goldberg: 6, 7
11/17	Real World Understanding Civics Democratic Learning Communities Cultural Differentiation	Schell: 8 Goldberg: 10, 11 Obenchain: 3, 4, 11, 31, 43

11/24	Population Connection Workshop	Obenchain: 47 Due: Work Sampling
12/1	Social Studies Alive! Workshop	Schell: 10 Bower
12/8	No class (time-off to make up for museum visit)	
12/15 Finals Week	Learning Centers Workshop	Obenchain: 27 Due: Unit Plan

Performance Based Assessment Task and Rubric

Work Sampling Performance Task

GMU/GSE Elementary Program

Purpose. The purpose of Work Sampling is to integrate planning, teaching, differentiation, and assessment and use of assessment data in planning for a classroom of diverse learners.

The Work Sampling task assesses the following INTASC standards:

1. Subject Area Knowledge (Social Studies and Fine Arts)
2. Diversity
3. Instructional Strategies
4. Learning Environment
5. Planning
6. Assessment
7. Reflection

Components of the Work Sampling Task

Setting

- Describe the classroom and student demographics and the implications for teaching and learning.
- Select 1 focus student who is low-achieving, special needs, or ESL. Describe the student (including cultural background). Describe the instructional implications.

Lesson Plan

- Write a social studies lesson plan following the GMU format. Integrate one of the fine arts.
- Identify student learning objectives and relevant standards.
- Design the instructional plan.
- Design the assessment plan including pre- and post-assessments.
- Design specific differentiation plans for the class and for the focus student; include cultural differentiation.
- Show consistency between standards, objectives, instructional plan and assessments.
- Describe social studies and fine arts integration; explain how integration is applied in the lesson plan.

**** Teach the lesson and collect all student pre- and post-assessments. ****

Analysis of Student Learning Results

- Present the results for all of the students in the class in a chart or table.
- Report, summarize, interpret, and analyze learning results in relation to the objective for the whole class.
- Analyze the learning results in relation to the objective for the focus student.
- Explain the results/performance patterns given what you know about the students, the

teaching/learning context, and any relevant circumstances or conditions. Discuss factors that might have influenced the results.

Reteaching

- Based on the assessment results, describe your immediate plans for the class as a whole in relation to the objective. Given how many students met and did not meet the objective, what will you do tomorrow? What do you need to reteach and to whom?
- Based on the assessment results, describe your immediate plans for the focus student. Given the extent to which the student met or did not meet the objective, what will you do tomorrow?

Future Planning

- Based on the assessment results, reflect on what could be improved in terms of future planning, teaching, and assessment. How could you improve the lesson?

Work Sampling Rubric
EDCI 554: Integrating Social Studies and Fine Arts

Name _____ Date _____

Title/Theme _____

All pre- and post-assessments for all students are included: Yes _____ No _____

Criteria	Beginning 1 Point Not Met	Developing 2 points Not Met	Maturing 3 points Met	Exemplary 4 points Met
Classroom Demographics and Environment Standard 5				Thorough description of all demographics (reading, writing and math levels, and cultures) and classroom environment and community. Detailed discussion of the implications for teaching.
Focus Student Standard 3				Thoroughly describes focus student demographics, learning levels, culture, and MI. Detailed discussion of the implications for teaching.
Plan: Standards Standard 1				State standards are included for social studies. National standards are included for the arts.
Plan: Objectives Standard 7				Objectives are measurable and distinguished from standards.
Plan: Instructional Strategies and Materials Standard 4				Includes activities and materials that are relevant, engaging, active, inquiry-based, student centered, and developmentally appropriate
Plan: Assessment Standard 8				Includes appropriate pre-and post-assessments that are scorable and developmentally appropriate.
Plan: Internal consistency Standard 7				Standards, objectives, activities, and assessments are aligned.
Plan: Differentiation				Differentiation for class and for focus student is appropriate. Uses multiple intelligences.

Standard 3				
Analysis: Chart				Results are clearly and appropriately depicted in a table or chart.
Standard 8				
Analysis: Class Results				Results are discussed in depth for whole class and related to objectives.
Standard 8				
Analysis: Focus Student Results				Results are discussed in depth for focus student and related to objectives.
Standard 8				
Patterns and Factors				Thorough discussion of factors that influenced assessment results.
Standard 8				
Reteaching: Class				Thorough discussion of reteaching plans for this objective based on assessment results
Standards 7, 8				
Reteaching: Focus Student				Thorough discussion of reteaching plans for this objective based on assessment results
Standards 7, 8				
Future implications				Reflection on strengths and weaknesses of lesson plan and possible improvements
Standard 9				
Social Studies				Clear understanding of effective social studies teaching as applied in lesson, including inquiry
Standard 1				
Fine Arts				Clear understanding of effective arts integration as applied in lesson.
Standard 1				

0 will be given if an element is not included. 2 points will be deducted if all student work is NOT included.

Total Score ____ / 68 = ____ / 25

Standards Met: 1 3 4 5 7 8 9 Standards Not Met: 1 3 4 5 7 8 9