

**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**
Spring 2010

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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 Arts Standards – For greater specifics, see website listed on page 4

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

Board of Education, Commonwealth of Virginia. (2008, January.) *Standards of Learning for Virginia Public Schools*. Standards in all subject areas, including music and visual fine arts are available online at:

http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Click on appropriate subject matter on the right side of the web page.

National Standards for the Arts (Dance, Music, Theater, and Visual Arts) available at

<http://artsedge.kennedy-center.org/teach/standards.cfm>

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

Field observation	10 %
Museum and Arts Project	10 %
Unit & Lesson Plan Draft	15%
Integrated Unit Plan	25 %
Work Sampling	25 %
Unit Plan & Fine Arts Reflection	5%
Participation	10 %

1. **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)
2. **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, H)
3. **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). The draft of the plan will be due before IT. Draft must include theme, big idea, essential/guiding questions, daily measurable objectives, one complete lesson plan, and culminating assessment(s). The final unit plan will be submitted at the conclusion of IT and will address all required items. Submit a detailed grid; lesson plans not required. See rubric. (Outcomes A-F, H, I)
4. **Work Sampling:** Write a social studies lesson that addresses social studies standards and integrates the fine arts. 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)

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

6. **Unit and Fine Arts Reflection:** Submit a short reflection paper analyzing the effectiveness of your unit on student learning. Also, summarize the ways you integrated the fine arts throughout your independent teaching. Describe how you integrated learning *with, through,* and *about* the arts and how this integration enhanced student learning. (Outcomes C, D, F-H)

Assignments will be evaluated using evaluation criteria or rubrics. Observation and *museum plan* 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
1/19	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 Standards Book Talk Sign Up
1/26	Fine Arts Integration Arts and Learning Multiple Intelligences	Goldberg: 1, 2, 3 Obenchain: Strategies: 16, 17, 39, 41 Bower: pp. 1-19, and Web Link (on Blackboard)
2/2 T	How do we teach social studies? Teaching for understanding Inquiry and big ideas (emphasize McTighe) Introduction to Social Studies Alive! Focus on biographies	Schell: 4 Obenchain: 1, 2, 26 Bower: pp. 48-59, 126-133 (Interactive Student Notebooks)
2/9 T	Planning and Integration Focus on Mali, geography, and the arts	Schell: 7 Goldberg: 8 Bower: pp. 24-28 Obenchain: 14 (field trips) Due: Social Studies Observation
2/16 T	Materials, Resources, Technology Artifacts Primary Sources	Obenchain: 7, 12, 33, 37, 38, 44, 49, 50 Assigned reading
2/23 - T	Using Texts, Content Reading	Schell: 5 Bower: pp. 66-79 Obenchain: 21, 27, 34 Due: Museum and Arts Project
3/2 - T	Literature and Economics Guest Presentation: Rachel Powell mid-point evaluation	Schell: 6 Goldberg: 4 Obenchain: 13, 15, 28, 45
3/9	GMU Spring Break No class	XX
3/16 T	History, Geography and the Arts	Goldberg: 5 Obenchain: 5, 8-10, 20, 22-24, 35, 42, 46 Bower: pp. 30-35

3/23	Assessment Using Student Data	Schell: 9 Goldberg: 9 Bower: pp. 80-97 Due: Lesson and Unit Plan <u>Draft</u>
3/30	School System Spring Breaks No Class	XX
4/6 (During IT)	Arts in Science and Mathematics Guest Presentation: Jenn Durham	Goldberg: 6, 7
4/13	Real World Understanding Civics Democratic Learning Communities Cultural Differentiation	Schell: 8 Obenchain: 3, 4, 11, 31, 43 Bower: pp. 99-121 Assigned readings
4/20	Population Connection Workshop	Obenchain: 47 Due: Work Sampling
4/27 (Last week of IT)	No class (time-off to make up for museum visit)	
5/4	Social Studies Alive! Workshop and Geography	Schell: 10 Bower: pp. 36-47, 60-66 Due: Unit Plan
5/11	Last Class – Rachel Powell will return	Due: Personal Reflection

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	Some aspects are discussed with no discussion of implications for teaching.	Some aspects are discussed with general or mixed discussion of implications.	All aspects (demographics, environment & community) are discussed, with general or mixed discussion of implications.	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	Some aspects are discussed with no discussion of implications for teaching.	Some aspects are discussed with general or mixed discussion of implications.	All aspects (demographics, learning levels, culture & MI) are discussed, with general or mixed discussion of implications.	Thoroughly describes focus student demographics, learning levels, culture, and MI. Detailed discussion of the implications for teaching.
Plan: Standards Standard 1	No standards (social studies or National arts standard are listed. (0)	State social studies standards OR national fine arts standards are missing.	State social studies and national fine arts standards are included but are not appropriate.	State standards are included for social studies. National standards are included for the arts.

Plan: Objectives Standard 7	No objectives are included. (0)	Objectives are not measurable AND are not distinguished from standards.	Objectives are not measurable OR are not distinguished from standards.	Objectives are measurable and distinguished from standards.
Plan: Instructional Strategies and Materials Standard 4	Both activities and materials are not engaging or developmentally appropriate.	Activities or materials are not engaging and inquiry based and/or are not developmentally appropriate.	Activities and materials are somewhat engaging and inquiry based and/or somewhat developmentally appropriate.	Includes activities and materials that are relevant, engaging, active, inquiry-based, student centered, and developmentally appropriate.
Plan: Assessment Standard 8	Does not include both a pre- and post-assessment; the assessment is not scorable and/or not developmentally appropriate.	Does not include both a pre- and post-assessment; the assessment is scorable and developmentally appropriate.	Includes pre- and post assessments that are not appropriate OR not scorable OR are not developmentally appropriate.	Includes appropriate pre-and post-assessments that are scorable and developmentally appropriate.
Plan: Internal consistency Standard 7	Standards, objectives, activities and assessments are not aligned.	Two of the four (standards, objectives, activities, and assessments) are aligned.	Three of the four (standards, objectives, activities and assessments) are aligned.	Standards, objectives, activities, and assessments are aligned.
Plan: Differentiation Standard 3	Differentiation is not appropriate. Multiple intelligences are not addressed.	Differentiation is unclear for class and/or focus student. Multiple intelligences are not addressed.	Differentiation is somewhat appropriate. Uses multiple intelligences.	Differentiation for class and for focus student is appropriate. Uses multiple intelligences.

Analysis: Chart Standard 8	Results are not depicted in a table or chart. (0)	Results are depicted in a table or chart but the table is not clear AND not appropriate.	Results are depicted in a table or chart but the table is not clear OR not appropriate.	Results are clearly and appropriately depicted in a table or chart.
Analysis: Class Results Standard 8	Results are briefly discussed for whole class AND not related to objectives.	Results are briefly discussed for whole class OR are not related to objectives.	Results are satisfactorily discussed for whole class and related to objectives.	Results are discussed in depth for whole class and related to objectives.
Analysis: Focus Student Results Standard 8	Results are briefly discussed for focus student AND not related to objectives.	Results are briefly discussed for focus student OR are not related to objectives.	Results are satisfactorily discussed for focus student and related to objectives.	Results are discussed in depth for focus student and related to objectives.
Patterns and Factors Standard 8	Very weak discussion of factors that influenced results.	Basic discussion of factors that influenced results.	Satisfactory discussion of factors that influence assessment results.	Thorough discussion of factors that influenced assessment results.
Reteaching: Class Standards 7, 8	Very weak discussion of reteaching and/or not based on assessment results.	Brief discussion of reteaching based on assessment results OR discussion not based on assessment results.	Satisfactory discussion of reteaching plans based on assessment results.	Thorough discussion of reteaching plans for this objective based on assessment results.
Reteaching: Focus Student Standards 7, 8	Very weak discussion of reteaching and/or not based on assessment results.	Brief discussion of reteaching based on assessment results OR discussion not based on assessment results.	Satisfactory discussion of reteaching plans based on assessment results.	Thorough discussion of reteaching plans for this objective based on assessment results.

Future implications Standard 9	Superficial reflection and 2-3 areas are missing (strengths, weaknesses, improvements).	Superficial reflection and/or one area is missing (strengths, weaknesses, improvements).	Satisfactory reflection on strengths and weaknesses of lesson and possible improvements.	Deep and thorough reflection on strengths and weaknesses of lesson plan and possible improvements.
Social Studies Standard 1	Minimal understanding of effective social studies teaching is evident; inquiry not evident.	Some understanding of effective social studies teaching is evident; inquiry not evident.	Some understanding of effective social studies teaching is evident, including inquiry.	Clear understanding of effective social studies teaching as applied in lesson, including inquiry.
Fine Arts Standard 1	No understanding of effective arts integration is evident. Fine arts not included 0	Minimal understanding of arts integration is evident.	Some understanding of effective arts integration is evident	Clear understanding of effective arts integration as applied in lesson.

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

ELEMENTARY EDUCATION PROGRAM

LESSON PLAN FORMAT

- I. Objectives
 - State what students will be able to do as a result of this experience.
 - List national, state, or local objectives, if possible.
- II. Materials for Learning Activities
 - List the texts, equipment, and other materials to be used by the students.
 - List the materials, including equipment or technology used by the teacher in presenting the experiences.
- III. Procedures for Learning Activities
 - Introduction – outline procedures for activating prior knowledge and student interest.
 - Instructional strategies – outline what the teachers and students will do.
 - Summary – outline how you will close.
 - Give estimated time for each phase of the experience (introduction, instruction, summary).
 - Describe extensions or connections to other lessons.
- IV. Assessment
 - Outline the procedures and criteria that will be used to assess each of the stated objectives.
 - Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).
- V. Differentiation
 - List adaptations that will be made for individual learners.
 - Based on assessment data.
- VI. Reflection
 - After the lesson, reflect on what went well and what didn't go well. Write changes you might implement the next time the lesson is taught.

Social Studies Observation Guide

Grade _____ Topic or Theme of Lesson _____

Social Studies Materials and Products

Look around the room: What evidence of social studies instruction do you see?
Materials? Books? Charts?
Student work/products?
Technology?
Arts?

Learning Community

What evidence of the classroom as a democratic learning community do you see?
(Eby, Arends, Bower)

Content and Integration

What content is being covered? What standards are being addressed?
Do you see any evidence of arts integration? Are other subjects being integrated?

Instructional Orientation

What evidence of the key instructional orientations in Social Studies do you see?
Inquiry?
Teaching for understanding?
Critical thinking?
Concept teaching?

Grouping Practices

What evidence of varied grouping practices do you see?
Whole Group Instruction?
Small Group Instruction/Cooperative Learning?
Pair Work?
Individual Work?

Teacher Activities

What evidence of the teachers' roles do you see?
Teacher as coach/facilitator?
Teacher as information provider?
Giver of feedback during instruction?

Diversity

What evidence of addressing student diversity do you see?
Cognitive, physical, social, emotional diversity?
Cultural diversity?
Linguistic diversity?
Gender diversity?

What else do you see that you think is important to the teaching of Social Studies?

EDCI 554

Field Observations and Reflections

Purpose: To observe how social studies is taught in the elementary grades; to consider various aspects of Social Studies teaching such as strategies, grouping, student involvement and assessment; to observe integration of the arts or other subject areas; to think about Social Studies teaching in relation to its effectiveness; to practice analyzing the strengths and weaknesses of a lesson.

Procedure: During your field experience, observe a social studies lesson being taught. Take notes on what you see and hear. Use the Observation Guide to focus your observation and note taking. After observing the lesson, write a summary and reflection: **1) describe** what you observed in each category on the observation guide; **2) discuss** the lesson in relation to effective social studies teaching; and **3) analyze** the strengths and weaknesses of the lesson including suggestions for improvement. The reflection on your observation should draw on class readings.

Evaluation Criteria:

- _____/1 All categories on the Observation Guide are addressed.
- _____/3 Description of observation is thorough and detailed, and descriptive not judgmental.
- _____/2 Discussion of lesson related to effective Social Studies teaching; shows understanding and thoughtful consideration of how this is achieved.
- _____/2 Analysis of the lesson's strengths and weaknesses shows an understanding of quality in Social Studies instruction, and application of that understanding to analysis and improvement of the lesson.
- _____/2 Reflections draw on and incorporate appropriate **class readings** and discussions; includes references from texts.
- _____/10 Total

Rubric for Museum and Arts Presentation (Persuasive Argument)

Criteria	Meets All Requirements	Meets Partial Requirements	Needs Improvement	No Evidence
Is the required information present?	Includes the name of the site, type of site, link to objectives, types of programs provided (including websites), contact information 3 points	One or two of the required items are missing 2 points	Three, four or five of the required items are missing 1 point	0 points
Does the presentation make a case for a social studies field trip? Does it reflect knowledge gained from readings and class discussions?	The presentation is well-written, clear and complete so the intended target audience (principal or team) can understand the reasoning. References to readings and class discussions are well documented. 3 points	The presentation is well written, but some information is not clear or complete, so the intended audience may or may not understand the reasoning. References to readings and class discussions are limited. 2 points	Presentation is not well written. Information is unclear and/or incomplete so the intended audience cannot understand the reasoning. There are little or no references to readings and class discussions. 1 point	0 points
Does it include examples of student work or project(s) that integrate social studies and the fine arts? (pre, during, and/or post visit)	Student work sample would allow creativity and integrate one or more of the fine arts. 3 points	Student work sample is somewhat creative and integrates one of the fine arts. 2 points	Student work sample is not creative and does not integrate the fine arts. 1 point	0 points
Is an assessment task included?	An appropriate assessment task and scoring tool are included. 3 points	An assessment task or scoring tool is included 2 points	An assessment task is included but it is not appropriate. 1 point	0 points

Attach an “artifact” from the site – **3 points**

Total: _____/15 = _____/10

Possible Field Trip Ideas:

Smithsonian Museums:

- American History Museum
- American Museum of Natural History
- American Art Museum
- National Portrait Gallery
- National Postal Museum
- Freer and Sackler Art Galleries
- National Museum of African Art
- American Indian Museum

- Alexandria Black History Museum
- George Washington's Mount Vernon Estate and Gardens
- Gunston Hall (George Mason)
- Sully Historic Site
- Claude Moore Colonial Farm
- Tudor Place Historic House and Garden (Civil War and Georgetown)
- The Stephen Decatur House Museum (Lafayette Square, DC)
- President Lincoln's Cottage at the Soldiers' Home (NE, DC)
- Colvin Run Mill
- Manassas National Battlefield Park
- Hidden Oaks Nature Center (Woodland Indians)
- Riverbend Park (Woodland Indians)
- National Geographic, Terra Cotta Warriors (until March 31, 2010)

Farther away (and therefore not "recommended" during the winter):

- Colonial Williamsburg
- Jamestown/Yorktown Foundation
- Virginia Frontier Culture Museum (Staunton)
- Constitution Center (Philadelphia)
- Gettysburg National Battlefield Park
- Virginia Historical Society (Richmond)

There are lots of great ideas here, but if you have another idea, **please get approval from Mrs. Shoob before you visit the museum or site.**

GRADING/EVALUATION RUBRIC for PARTICIPATION

In order to meet the requirements of the course, it is important to be present, be on time, stay for the entire class, be prepared, and be involved.

Criteria #1: The student participates in class sessions.

3	2	1	0
Participation in 100% of the classes (except for excused absence); no late arrivals or early departures	Participation in 100% of the classes (except for excused absence); few late arrivals or early departures	Less than 100% participation but more than 80% (except for excused absence); numerous late arrivals or early departures	Class participation less than 80%; numerous late arrivals or early departures.

Criteria #2: The student fully participates in readings, class discussions, group work, assignments, and other learning activities.

3	2	1	0
Demonstrates comprehensive preparation and on-time completion of all assignments; high level of involvement in class activities.	Demonstrates comprehensive preparation of all assignments, but not necessarily on-time; involvement in class activities.	Adequate but less than comprehensive preparation; basic level of participation in learning activities.	Minimal preparation; minimal participation in learning activities evident.

Criteria #3: The student demonstrates attention to course content and thought.

3	2	1	0
Comments indicate high-level attention to readings, discussions, and class activities; a high level of initiative and depth of thought.	Comments indicate some attention to readings, discussions, and class activities; some initiative and depth of thought.	Comments indicate little attention to readings, discussion and class activities or attention to some but not all; comments are primarily from personal experience; and depth of thought is lacking.	Comments indicate attention to one or none of the indicated resources; comments are exclusively from personal experience; few comments are made; and thoughts are shallow.

Criteria #4: Student exhibits professional dispositions and respect for others.

3	2	1	0
Shows a high level of respect by listening well when others talk; remains on-task during class	Shows some respect by listening well when others talk; a few interruptions or a little side-talking; remains on task most of the time	Shows limited respect by not listening well to others; interruptions or side-talking; remains on task some of the time	Shows little respect by not listening; numerous interruptions or frequent side-talking; off-task more than on-task

Criteria #5: Book sharing = 3 points

Total: ____/15 = ____/10

Draft of Unit and Lesson Plan

Include the following for the unit plan:

Grade Level _____

_____/1 Theme and big Idea(s)

_____/1 Guiding questions and/or essential understandings

_____/1 Specific unit objectives and general plans for subject area integration

_____/1 Copy of appropriate SOL Curriculum Framework pages
(or county objectives for Grade 5)

_____/5 Daily measurable objectives (1/2 point for each day)

_____/1 Description of culminating assessment(s) (Planning with the end in mind.)

Include the following for the lesson plan:

_____/1 Objectives – clearly stated in terms of observable student outcomes

_____/1 Materials – authentic (e.g., hands-on, real-work, artifacts, primary sources)

_____/1 Procedures for learning activities (including introduction, instructional strategies and a closure)

_____/1 Assessment – evidence of student learning in relation to the objective

_____/1 Differentiation – appropriate for your students

_____/15 Total

Integrated Social Studies and Fine Arts Unit Rubric: EDCI 554

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
Content and Standards INTASC 1	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate. 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. 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. 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 for the grade level. Content is accurate. Unit includes appropriate a big idea(s) and essential question(s) that promote thinking and connections. Includes NCSS Standards.	
Content Integration INTASC 7	None or few of the arts are included; no subject areas other than social studies are included; poorly integrated.	Some of the arts and subject areas are included; not well integrated.	Most of the arts and subject areas are included and fairly well integrated.	All 5 fine arts (movement, drama, visual arts, music, and literacy) and all 4 subject areas (social studies, science, mathematics, and language arts) are included and well integrated.	
Instructional Objectives INTASC 7	None or few objectives are clear, obtainable, and measurable. Unit or daily objectives are not included.	Some objectives are clear, obtainable, and measurable. Unit or daily objectives are not included.	Most objectives are clear, obtainable, and measurable. Unit and daily objectives are included.	All objectives are clear, obtainable, and measurable. Unit and daily objectives are included.	

Materials INTASC 4	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic.	All materials are included but use is unclear; some materials are hands-on and/or authentic.	All materials are included and use is clear; all materials are hands-on and/or authentic with the inclusion of primary sources.	
Multiple Intelligences INTASC 3	<ul style="list-style-type: none"> • No multiple intelligences are addressed. • Or 1-2 are appropriately addressed. • Or 3-4 are addressed but not all appropriately. 	<ul style="list-style-type: none"> • 3-4 multiple intelligences are appropriately addressed. • Or at least 5 are addressed but not all appropriately. 	<ul style="list-style-type: none"> • At least 5 of Gardner’s multiple intelligences are appropriately addressed throughout the unit. • Or all are addressed but not all appropriately. 	Seven of Gardner’s multiple intelligences are appropriately addressed throughout the unit.	
Differentiation INTASC 3	The unit is not adaptable. It does not offer extensions or adaptations.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate.	The unit is somewhat adaptable. It offers some extensions and adaptations for a wide range of learners, most of which are appropriate.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners; adaptations for students with special needs (such as ELL or Special Education) or learning style preferences.	
Student Centeredness INTASC 5	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 invites students to be somewhat creative. There is evidence of instructional flexibility or accommodation of students' interests.	The unit is appealing, and it invites students to be <i>creative</i> . At least one lesson supports student choice and encourages students to take responsibility for their learning.	

Assessment INTASC 8	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.	
Social Studies Instruction INTASC 4	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 effective social studies teaching. Unit is highly engaging and meaningful to students.	
Fine Arts Instruction INTASC 4	Creative and meaningful learning <i>with, through,</i> and <i>about</i> the arts is not integrated in the unit.	Unit integrates the arts, but does not support creative and meaningful learning <i>with, through,</i> and <i>about</i> the arts.	Some unit ideas support creative and meaningful learning <i>with, through,</i> and <i>about</i> the arts.	Unit supports creative and meaningful learning <i>with, through,</i> and <i>about</i> the arts.	

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

Total points: _____ /40 = _____ / 25

Grade Level

Theme

Big Idea

Essential/Guiding Question

Unit Objectives

Unit Standards (Social Studies: SOL and NCSS; Fine Arts: national standards; integrated subjects: SOLs)

Integrated Subject(s) and Description of Integration

Culminating Assessment(s) and Description

Description of differentiation throughout the unit

Plan:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Daily Topic, Theme, or Question										
Daily Objective										
Instructional Activity										
Instructional Materials										
Daily Assessment										

Unit and Fine Arts Reflection Criteria

A short reflection paper will consist of two parts. The first part will provide a vehicle for analysis of the your unit's implementation, its strengths, weaknesses, and ideas for improvement. The second part will address how the fine arts were integrated during IT and describe the impact of this integration on student learning. Reflection will include references to best practices in both social studies and fine arts.

Part 1

_____/1 Deep, thoughtful analysis of unit's strengths, weaknesses, and ideas for improvement;

_____/1 Attention to students' attainment of social studies objectives.

Part 2

_____/1 Description of effective fine arts integration during IT (learning *with, through* and *about* the arts)

_____/1 Analysis of the impact of fine arts integration on student learning.

Integrated into Parts 1 and 2

_____/1 Discussion of application of best practices in both social studies and the fine arts.

_____/5 Total