

**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  
PDS Yearlong Cohort  
Spring, 2011**

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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 and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- F. Apply multiple intelligence theory to instruction and differentiation.
- G. Describe the central role of the arts in learning.
- H. Design and use multiple, authentic assessments.
- I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

### **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.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
  4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
  5. The teacher uses and 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.
  7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
  8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
  9. 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

Cornett, C. E. (2007). *Creating meaning through literature and the arts (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Pearson.

National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. Washington, DC: Author.

Savage, T. V., & Armstrong, D. G. (2008). *Effective teaching in elementary social studies (6<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.

## VI. Additional Resources

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

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

Board of Education, Commonwealth of Virginia. *Standards of Learning for Virginia Public Schools*. Available online at: <http://www.doe.virginia.gov/testing>

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

Standards Vertical Articulation	5%
Lesson Plan and Reflection	15 %
Field Observation	10 %
Museum and Arts Project	15 %
Arts Strategies Demonstration	10%
Integrated Unit Plan*	30 %
Unit Reflection	5%
Participation	10 %

\* = Designated performance assessment

**Standards Vertical Articulation:** Summarize the content of the VA Social Studies SOLs including Kindergarten, Grades 1, 2, and 3 plus Virginia Studies, US History to 1865 and US History from 1865 to the present. Use attached chart.

**Lesson Plan:** Write one lesson plan using the elementary lesson plan format; turn it in for feedback. Following IT, turn in a revised version of the lesson plan that includes a reflection and analysis of student attainment of the objective. The topic for the lesson is your choice as long as it addresses social studies standards. The lesson must integrate another subject area or the arts. Use the Guide to Writing Instructional Objectives. See evaluation criteria. (Outcomes A-F, H, I)

**Field Observation:** During the first few weeks in your placement classroom, 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)

**Museum and Arts Project:** Visit a local historical site or social studies content-related museum. Write a persuasive argument (in the form of a letter with attachments) to a principal for a 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 guide.) See rubric. (Outcomes D, G)

**Integrated Unit Plan:** Develop an integrated unit plan for a social studies unit (1-3 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). Submit a draft of the integrated unit prior to IT; teach the unit during IT; reflect on the unit after IT; and submit the final revised unit at the end of the course. Complete a detailed grid; lesson plans not required. See rubric. (Outcomes A-F, H, I)

**Reflection on Integrated Unit Plan:** After teaching the unit, compose a written reflection that discusses strengths, areas for improvement, and what you learned about using integrated units and fine arts to teach social studies in a powerful way. (Outcomes A-F, H, I)

**Arts Strategies Demonstrations:** Small groups will demonstrate teaching strategies in one of the arts: literary, visual, drama, movement/dance, or music. At least one will relate to a social studies standard and at least one will relate to a non-social studies standard. See evaluation criteria. (Outcomes A, D, F)

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

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; 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. College of Education and Human Development Statement of Expectations

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE faculty may add at the conclusion:

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

### Social Studies Standards Vertical Articulation

- 1) Using the Virginia SOLs for Social Studies, complete the following table. For each cell, use key words to indicate the main topics/themes.
- 2) Using the NCSS Social Studies standards, identify one corresponding performance expectations for the early grades (e.g., VIIa.) for each cell (see NCSS, pp. 49-75).

	<b>History</b> NCSS II; I; VIII	<b>Geography</b> NCSS III	<b>Economics</b> NCSS VII	<b>Civics</b> NCSS VI; X; V
<b>Kindergarten</b>				
<b>Grade 1</b>				
<b>Grade 2</b>				
<b>Grade 3</b>				
<b>Virginia Studies</b>				
<b>US History to 1985</b>				
<b>US History after 1865</b>				

Total Points \_\_\_\_\_ /5

### Lesson Plan Evaluation Criteria

- \_\_\_\_\_ /1 Plan includes NCSS and SOL/POS standards; aligned with objectives, instructional strategies, and assessment
- \_\_\_\_\_ /1 Objective is clearly stated in terms of measurable student outcomes according to the Guide to Writing Instructional Objectives; aligned with standards, instructional strategies, and assessment.
- \_\_\_\_\_ /1 Procedures include highly appropriate instructional strategies, plus an introduction and a closure; aligned with standards, objective, and assessment.
- \_\_\_\_\_ /1 Plan includes materials that are authentic (e.g., hands-on, real-world, artifacts, primary sources, photos)
- \_\_\_\_\_ /1 Assessment shows evidence of student learning in relation to the objective; aligned with objective.
- \_\_\_\_\_ /1 Plan includes appropriate differentiation; all aspects of the plan are developmentally appropriate
- \_\_\_\_\_ /1 Plan shows effective subject and/or arts integration
- \_\_\_\_\_ /2 Plan shows evidence of effective and powerful social studies teaching (e.g., plan is meaningful, integrative, value-based, challenging, active, relevant, engaging, and/or motivating and includes inquiry, critical thinking, cooperative learning, skill building, learning community, and/or integration); content is accurate
- \_\_\_\_\_ /2 Reflection shows deep, thoughtful analysis of lesson's strengths and areas for improvement
- \_\_\_\_\_ /4 Reflection includes analysis of student attainment of objectives including a table of assessment results; number of students who met the objective; number who did not and why.
- \_\_\_\_\_ /15

\*Full points = Criterion is met; 1/2 = Criterion is somewhat met; 0 = Criterion is not met



## Field Observations and Reflections

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

### Descriptions

- Materials
- Learning Community
- Content; Integration
- Instructional Strategies
- Grouping Practices
- Teacher Activities
- Diversity
- Powerful Social Studies

### Discussion of the Effectiveness of the Social Studies Teaching

#### Analysis

- Strengths
- Weaknesses
- Areas for Improvement

### 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 observations is related to effective Social Studies teaching; shows understanding and thoughtful consideration of how this is achieved.
- \_\_\_\_\_/2 Analysis of the strengths and weaknesses shows an understanding of quality in Social Studies instruction, and application of that understanding to analysis and improvement.
- \_\_\_\_\_/2 Reflections draw on and incorporate appropriate class readings; includes references from texts.
- \_\_\_\_\_/10 Total

## **Social Studies Observation Guide**

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### **Social Studies Materials and Products**

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

### **Learning Community**

What evidence of the classroom as a democratic learning community do you see?

### **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 Strategies**

Which instructional strategies do you see?  
Skill building?  
Knowledge acquisition?  
Knowledge discovery? Inquiry? Critical thinking? Problem-solving?

### **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?

### **Powerful Social Studies Teaching**

In what ways is the social studies teaching Meaningful? Integrative? Value-based?  
Challenging? Active? Relevant? Engaging? Motivating?

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

**Rubric for Museum and Arts Presentation (Persuasive Argument)  
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<b>Criteria</b>	<b>Meets All Requirements</b>	<b>Meets Partial Requirements</b>	<b>Needs Improvement</b>	<b>No Evidence</b>
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 texts and class discussions?	The presentation is well-written, clear and complete so the intended target audience (principal) can understand the reasoning. References to texts and class discussions are well documented.  3points	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 text 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 texts and class discussions.  1 point	0 points
Does it include examples of student work or project that integrates social studies and the arts?	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/rubric are included.  3 points	An assessment task or scoring tool/rubric is included  2 points	An assessment task is included but it is not appropriate.  1 point	0 points

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

**Total: \_\_\_\_\_ /15 Points**

**EVALUATION RUBRIC for PARTICIPATION  
EDCI 554**

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.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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.**

<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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

**Total: \_\_\_\_\_/12 = \_\_\_\_\_/10**



**Grade**

**Theme/Title**

**Big Idea/Essential Understanding**

**Essential/Guiding Question**

**Key Concepts/Generalizations/Focus Questions**

**Unit Objective**

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

**Integration: Describe the connections between the subject areas**

**Culminating Assessment Description**

**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										
MI and Differentiation										

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

	<b>Beginning</b>  <b>1</b>  <b>(Not Met)</b>	<b>Developing</b>  <b>2</b>  <b>(Not Met)</b>	<b>Accomplished</b>  <b>3</b>  <b>(Met)</b>	<b>Exemplary</b>  <b>4</b>  <b>(Met)</b>	<b>Score</b>
<b>Content and Standards</b>  <b>INTASC 1</b>  <b>ACEI 3.3</b>	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate. 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 big idea(s) and essential question(s) that promote thinking and connections.	
<b>Content Integration</b>  <b>INTASC 7</b>  <b>ACEI 3.1</b>	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.	
<b>Instructional Objectives</b>  <b>INTASC 7</b>	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.	

<b>ACEI 3.1</b>					
<b>Materials</b> <b>INTASC 4</b> <b>ACEI 3.1</b>	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic.	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.	
<b>Multiple Intelligences</b> <b>INTASC 3</b> <b>ACEI 3.2</b>	<ul style="list-style-type: none"> <li>No multiple intelligences are addressed.</li> <li>Or 1-2 are appropriately addressed.</li> <li>Or 3-4 are addressed but not all appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>3-4 multiple intelligences are appropriately addressed.</li> <li>Or at least 5 are addressed but not all appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>At least 5 of Gardner's multiple intelligences are appropriately addressed.</li> <li>Or all are addressed but not all appropriately.</li> </ul>	All of Gardner's multiple intelligences are appropriately addressed.	
<b>Differentiation</b> <b>INTASC 3</b> <b>ACEI 3.2</b>	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners; adaptations for students with special needs or learning style preferences.	
<b>Student Centeredness</b> <b>INTASC 5</b> <b>ACEI 3.4</b>	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson supports <b>student choice</b> and responsibility.	



<b>Assessment</b> <b>INTASC 8</b> <b>ACEI 4.0</b>	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or no culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment limited to multiple choice test.	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice test.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice test.	
<b>Social Studies Instruction</b> <b>INTASC 4</b> <b>ACEI 2.4</b>	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students.	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students.	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.	
<b>Fine Arts Instruction</b> <b>INTASC 4</b> <b>ACEI 2.5</b>	Creative and meaningful learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Unit supports creative and meaningful learning through teaching with the arts.	

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

**Total points:** \_\_\_\_\_ /40 = \_\_\_\_\_ / 30

## Evaluation Criteria

### Reflection on Integrated Social Studies and Fine Arts Unit EDCI 554

\_\_\_\_\_ /1 Strengths of your unit

\_\_\_\_\_ /1 Areas for improvement in your unit

\_\_\_\_\_ /1 What you learned about using integrated units to teach social studies in a powerful way

\_\_\_\_\_ /1 What you learned about using fine arts to teach social studies in a powerful way

\_\_\_\_\_ /1 Deep and thoughtful reflection

\_\_\_\_\_ /5 Total

**EDCI 554 Spring 2011  
Intensive Program**

**Field Assignments**

<b>Dates</b>	<b>Readings</b>	<b>Assignments</b>
Week of Jan. 3	Savage & Armstrong: Chapters 1, 2, 3,4  NCSS Standards  VA SOL Social Studies Standards	<b>Work on</b> Field Observation Assignment  <b>Complete</b> Social Studies Standards Vertical Articulation Chart
Week of Jan. 10	Savage & Armstrong: Chapters 5, 6, 7, 10 Cornett: Chapters 4, 5, 6, 7	<b>Complete</b> Field Observation Assignment  <b>Work on</b> Social Studies Lesson Plan
Week of Jan. 17	Savage & Armstrong: Chapters 8, 9, 12 Cornett: Chapters 8-13	<b>Complete</b> Lesson Plan Draft

**Course Outline**

<b>Session Mondays, 7:20</b>	<b>Topic</b>	<b>Assignments</b>
<b>1/24</b>	Powerful Social Studies Social Studies Alive Teaching Strategies: Knowledge Discovery; Artifacts	<b>Review</b> S & A: Ch. 1, 4, 6, 10  <b>Due:</b> Standards Vertical Articulation Table <b>Due:</b> Field Observation <b>Due:</b> Lesson Plan Draft
<b>1/31</b>	Teaching Strategies: Knowledge Acquisition and Skill Building; Texts	<b>Review</b> S & A: Ch. 5, 7
<b>2/7</b> IT	History Content and Strategies Presenter: Sara Shoob	<b>Review</b> S & A: Ch. 2
<b>2/14</b> IT	Geography Content and Strategies Civics Content and Strategies Presenter: Sara Shoob	<b>Review</b> S & A: Ch. 2, 3
<b>2/21</b>	Economics Content and Strategies Presenter: Rachel Powell	<b>Review</b> S & A: Ch. 3 <b>Due:</b> Final Lesson Plan with Reflection
<b>2/28</b>	Integration	<b>Read</b> Savage & Armstrong:

	Connections Across Standards Culminating Assessments Arts Integration	Chapter 11 <b>Review S &amp; A: Ch. 12</b> <b>Read Cornett: Chapters 1, 2, 3,</b> <b>Appendices A-J</b>
<b>3/7</b>	Population Connection Workshop	
<b>3/14</b>	GMU Spring Break No class	
<b>3/21</b>	Integrated Unit Plan Practice and Feedback	<b>Due: Draft of Integrated Unit Plan</b>
<b>3/28</b> IT (W-F)	Incorporating Culture Differentiation	<b>Review S &amp; A: Ch. 8, 9</b>
<b>4/4</b> IT	Learning Centers	
<b>4/11</b> IT (M-T)	AERA No class	<b>Due (email between 4/12 and 4/18): Reflection on Unit</b>
<b>4/18</b>	FCPS Spring Break No class	<b>Conduct Museum Visit</b>
<b>4/25</b>	Visual Arts Demonstrations Literary Arts Demonstrations	<b>Review Cornett: 4, 5, 6, 7</b> <b>Due: Museum Visit</b> <b>Due: Arts Demonstrations (Visual, Literary)</b>
<b>5/2</b>	Drama/Theater Demonstrations Movement Demonstrations	<b>Review Cornett: 8, 9, 10, 11</b> <b>Due: Arts Demonstrations (Drama, Movement)</b>
<b>5/9</b> Final	Music Demonstrations	<b>Review Cornett: 12, 13</b> <b>Due: Demonstrations (Music)</b> <b>Due: Final Integrated Unit Plan (PBA)</b>