

**EDCI 554:617 Methods of Teaching Social Studies and Integrating Fine Arts
in the Elementary Classroom (TFA)
Spring 2012**

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Elementary teachers need sufficient content knowledge in the core disciplines and processes of social studies, skill in using a variety of teaching and assessment strategies, and the ability to locate, evaluate, and use appropriate resources. As essential as all of this is, social studies can be brought to life only when teachers themselves have positive attitudes about social studies. If teachers understand the importance of social studies in the early years, they are more likely to transfer their enthusiasm for social studies to their students. (National Council of Social Studies)

Teaching social studies can be an overwhelming endeavor that is fraught with difficult decisions, yet is ultimately a very important and exciting part of your curriculum that can awaken students' creativity, curiosity, and community spirit. This course emphasizes a quality social studies and fine arts curriculum and instruction that is rooted in the traditions of democratic, social justice, and place-based education. Ultimately, we will think through what social studies we should teach, why we should teach it, how we should teach it, and how we should try to find out what students are learning.

CLASS WEBSITE: www.elementarysocialstudies.weebly.com (and Blackboard)

REQUIRED:

Lewis, B.A. (1998). *The kids' guide to social action: How to solve the social problems you choose – and turn creative thinking into positive action.* Minneapolis: Free Spirit Publishing. ISBN-13: 978-1575420387

Parker, W.C. (2012). *Social studies in elementary education* (14th edition). New York: Pearson. ISBN-13: 978-0-13-703425-3

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

LEARNING OUTCOMES:

After participating in this course, 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.

COURSE EXPECTATIONS:

Below is a list of five expectations you should have of me as much as I will have them of you. These probably go without saying, but you never know...

1. **BE PRESENT**

If you are planning on being absent or have an emergency, please contact me by email before class. Missing more than one class period or missing any class without contacting me will affect the participation portion of your grade and may warrant further administrative action. We only meet once a week, so our time together is very important. When you are in class, I expect you to be mentally as much as physically present by being attentive and engaged. Cell phones are for emergency use only – no texting or phone calls during class time. I encourage you to bring laptops, and will ask you to open them when only their use is appropriate or necessary.

2. **BE THOUGHTFUL**

We will be grappling with many difficult questions throughout the semester that may challenge people's previously held beliefs or assumptions and do not have a right or wrong answer. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a strong community.

3. **BE PROACTIVE**

I am here to support your learning this semester and will provide you with ample feedback in response to the course's formative and summative assessments. I cannot read minds, however – if you have any questions or concerns throughout the semester, please schedule an appointment with me and I would be happy to make any adjustments I can to facilitate a meaningful course experience.

4. **BE COLLABORATIVE**

We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class.

5. **BE PROUD OF YOUR WORK**

All work must be submitted on time (by midnight before class) unless prior arrangements are made with me. Each assignment builds upon the last and coordinates with the activities on the day it was due. Extensions, therefore, should only be requested when absolutely necessary. If you feel that you are not turning in your best work, however, I will ALWAYS permit (and encourage) an extension.

We will use Blackboard for several different purposes throughout the semester. All assignments should be uploaded to Blackboard by the due date (which means that all assignments need to be typed). Also, correct grammar and mechanics are expected of graduate students, so please proofread your work. Anything submitted with numerous errors may be returned to you for editing before grading.

GRADING

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

SELF-EVALUATION FORM

Expectations	Above & Beyond Expectations (2)	Meeting Expectations (1)	Not Meeting Expectations (0)
1. Class Participation <ul style="list-style-type: none"> ■ Speaking ■ Listening ■ Regular attendance ■ Being a supportive cohort member 	MT		
	F		
Mid-Term _____ + Final _____ = _____			
2. Weekly Assignments (Exit Slips & Reading Reflections) <ul style="list-style-type: none"> ■ On time ■ Thoughtful ■ Concise ■ Responds to prompts 	MT		
	F		
Mid-Term _____ + Final _____ = _____			
3. Projects (PBA, Student Interviews, Book Reviews, Field Trip, etc.) <ul style="list-style-type: none"> ■ On time ■ Thoughtful ■ Meets individual assignment expectations 			
Final = _____			

FINAL GRADE GRID:

FINAL GRADE	No Pass	B		B+	A-	A		A+
Total Points	0-4	4		5-7	8	9		10
Class Participation MT	0-2	0	1	0/1	1	1	2	2
Class Participation F	0	1	1	1/2	2	2	2	2
Weekly Assignments MT	0-2	1	0	0/1	1	2	1	2
Weekly Assignments F	or 0	1	1	1/2	2	2	2	2
Projects	or 0	1	1	1/2	2	2	2	2

MASON EXPECTATIONS & RESOURCES:

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, research-based practice, social justice, and innovation. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/> as well as the guidelines of the GMU Honor Code: <http://academicintegrity.gmu/honorcode/>.

Students with disAbilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester: <http://ods.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. <http://writingcenter.gmu.edu/>

Students must follow the university policy for Responsible Use of Computing.

NOTE: A zero in any "Final Grade" category means you do not pass the class. If your final grades in each of the three categories are 1s, you earn a B. If you show marked improvement, you earn a B+ or an A-. Strong performances throughout the semester result in an A or A+.

<http://universitypolicy.gmu.edu/1301gen.html>. Students are responsible for the content of university communications sent to their GMU 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.

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. <http://caps.gmu.edu/>

STANDARDS:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline s/he 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 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.
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 for Arts Education

<http://artsedge.kennedy-center.org/educators/standards/full-text/K-4-standards.aspx#Dance>

Dance:

1. Understanding dance as a way to create and communicate meaning
2. Applying and demonstrating critical and creative thinking skills in dance
3. Demonstrating and understanding dance in various cultures and historical periods.
4. Making connections between dance and healthful living
5. Making connections between dance and other disciplines

Music

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Listening to, analyzing, and describing music.
4. Understanding relationships between music, the other arts, and disciplines outside the arts.
5. Understanding music in relation to history and culture.

Theater

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.
2. Acting by assuming roles and interacting in improvisation.
3. Designing by visualizing and arranging environments for classroom dramatizations.
4. Directing by planning classroom dramatizations
5. Researching by finding information to support classroom dramatizations.
6. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
7. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life.

Visual Arts

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

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.

READING SCHEDULE

- ★ = 5 pages
- ★★ = 5-30 pages
- ★★★ = 30+ pages

DATE	ESSENTIAL QUESTION	DUE FOR CLASS
February 29 ★★★ 6-9	What are the social studies? Why are they important? What social studies knowledge and skills do we want kids to learn? What is and what should be the role of standards in PK-6 social studies?	<p>READING DUE FOR TODAY:</p> <p>Hirsch, ED.(1988).Chapter 6: The Practical Outlook. In ED Hirsch, <i>Cultural Literacy: What Every American Needs to Know</i> (pp.134-145). New York: Random House.</p> <p>Hirsch, ED.(1988).The List. In ED Hirsch, <i>Cultural Literacy: What Every American Needs to Know</i> (pp.152-156). New York: Random House.</p> <p>Feinberg, Walter. (1999). The Influential E.D. Hirsch. <i>Rethinking Schools</i>, 13(3). http://www.rethinkingschools.org/archive/13_03/hirsch.shtml</p> <p>National Council of Social Studies Strands: http://www.ncss.org/standards/strands</p> <p>CHECK OUT: DC Social Studies Standards: http://dcps.dc.gov/portal/site/DCPS/menuitem.06de50edb2b17a932c69621014f62010/?vgnextoid=3e7d112f62c32210VgnVCM100000416f0201RCRD&vgnnextchannel=22aba12cbf242210VgnVCM100000416f0201RCRD</p>

		<p>READING REFLECTION: How do the DC standards fit into the debates about what should be taught in K-6 social studies? As a professional educator, where do you stand on these debates? What kind of standards do you advocate and why?</p> <p>EMAIL KATY: Pre-Survey</p>
<p>March 7 ☆☆☆ 5-9</p>	<p>What kind of citizens do we want our students to be? What do they need to know and be able to do? What do we need to teach them?</p>	<p>BRING TO CLASS: Gingerbread Citizen</p> <p>READING DUE FOR TODAY: Bigelow, Bill. (2002). Defeating Despair. <i>Rethinking Schools</i>, 16(3). http://www.rethinkingschools.org/archive/16_03/Desp163.shtml</p> <p>Lyman, K. (2003). Exploring child labor with young students. <i>Rethinking Schools</i>, 17(2). http://www.rethinkingschools.org/archive/17_02/Labo172.shtml</p> <p>Thacker, Michi. (2006). There's No Business Like Food Business. <i>Rethinking Schools</i>, 20(4). http://www.rethinkingschools.org/archive/20_04/busi204.shtml</p> <p>Lewis, Barbara. (1998). Part 1: Life Beyond the Classroom. In Barbara A. Lewis, <i>Kids' Guide to Social Action</i> (pp.5 – 22). Minneapolis: Free Spirit Publishing.</p> <p>CHECK OUT: Fifth Graders of Room 405. (2005, February 15). <i>Room 405 Website</i>. http://www.projectcitizen405.com/ActionPlan/NewsRelease.htm</p> <p>READING REFLECTION: Describe your gingerbread citizen. What type of citizen do you want your students to be? Why? What does this mean for your teaching in terms of content, pedagogy, and classroom management? How does this compare with the conceptions of good citizens that Bigelow, Lyman, Thacker, Lewis, and Schultz promote through their teaching?</p>
<p>March 21 (half) ★ 5-7</p>	<p>What school-based and external resources are available to help us teach social studies? What challenges or constrains our social studies teaching?</p> <p>Greeting: Backwards names</p> <p>Activity: Google Maps locating of schools</p> <p>Share: Where I'm From poems</p>	<p>POST ON BLACKBOARD: Social Studies Inventory</p> <p>BRING TO CLASS: Where I'm From/Where I Teach poem and reflection</p> <p>READING DUE FOR TODAY: Pelo, A. (2009). A pedagogy for ecology. <i>Rethinking Schools</i>, 23(4), 30-35. http://www.rethinkingschools.org/archive/23_04/peda234.shtml</p> <p>CHECK OUT: http://csumc.wisc.edu/cmct/ParkStreetCT/index.htm</p> <p>READING REFLECTION: Describe the neighborhood of your school. What resources are available to enrich your social studies curriculum? In connection with examples from Pelo's article and Mr.Wagler's field trip, what ideas do you have for using the local neighborhood to help foster a love of place among your students?</p>
<p>March 28 ☆☆☆ 5-9</p>	<p>What does good social studies teaching look like?</p>	<p>READING DUE TODAY: Parker, W. (2012). <i>Assessing student learning. In W.Parker's Social Studies in Elementary Education (14th edition)</i>. Boston, MA: Pearson (pp.236-268).</p> <p>Rogovin, B. (1998). The interview - fulcrum of the curriculum. In B.Rogovin's <i>Classroom Interviews: A World of Learning</i> (pp.21-42). Portsmouth, NH: Heineman.</p>

		READING REFLECTION: Do you see examples of the kind of curriculum planning that Rogovin is talking about and the kind of assessment Parker is talking about in your classroom? What supports or constrains this kind of curriculum planning and assessment?
April 11 5-9	What do we need help with? What do we most want to know?	TBD (Whatever Parker chapters you've identified as useful to your project)
April 18 5-9	How do we know if students are learning what we want them to learn?	BRING TO CLASS: What Are They Thinking? Student Work
April 25 (half) ★ 6-7	What kind of social studies teacher do I want to be and how can I sustain it?	READING DUE TODAY: Salas, Kelley Dawson. (2004). How To Teach Controversial Content and Not Get Fired. In <i>New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom</i> (pp. 127-133). Milwaukee: Rethinking Schools, Ltd. Retrieved 8/26/2008 from http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml <u>1</u> EMAIL KATY: post-survey and philosophy
May 2	Showcase	

CLASS ASSIGNMENTS:

The following page lists the assignments and projects affiliated with this course followed by an agenda for the assigned readings. I have provided the following star system to help you manage your time:

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

ASSIGNMENT (see Blackboard for rubrics)	DUE DATE	STANDARDS
Activity Analysis ★ Each week, you will complete an “activity analysis” that evaluates one of the social studies methods or strategies used during the class period and identifies how you might use it in your class. These should be less than 500 words. (See template)	weekly upload to discussion thread in Blackboard	Outcome B, D, I INTASC 4, 9 Dance, Music, Theater, Visual Arts
Reading Reflections ★ Each week, you will respond to discussion questions intended to facilitate deeper reflection on the authors’ ideas, to connect to your classroom practice, and to demonstrate that you completed the readings. (See reading schedule for questions)	weekly upload to Personal Posts in Blackboard	Outcome B, D, E, I INTASC 1, 3, 4, 5, 9
Pre- and Post-Survey ★ Complete a self-assessment of your knowledge, skills, and dispositions regarding social studies teaching at the beginning and end of the semester. (See Assignment Sheets on Blackboard)	March 7/May 9 upload to Personal Posts in Blackboard	Outcome H INTASC 8, 9 NCATE 2d
Social Studies/Fine Arts Inventory ★★ Conduct a survey of your classroom/school to catalog what social studies and fine arts resources are available to you. (See Assignment Sheets on Blackboard)	March 21 upload to Personal Posts in Blackboard	
Where I’m From/Where I Teach Poem ★ Based on the poem template, write a poem about where you are from in relation to where you teach. Fit the text of the poem and a picture that represents where you are from onto 1-2 PowerPoint slides. Write a brief reflection the challenges and opportunities you face as a teacher based on where you are from and where you teach. (See Assignment Sheets)	March 21 email PPT slide to Katy. Post reflection to Blackboard.	Outcome E INTASC 9
What Are They Thinking? Student Interviews ★★ Select a term/phrase that you want students to define and describe in one-on-one interviews that you will record and analyze. The term/phrase should be connected to your final project. Record the interviews and upload an .mp3 clip with the corresponding reflection to Blackboard. (See Assignment Sheets on Blackboard)	April 17 (please turn it in the day before class, April 17, so that I have time to listen to them beforehand) upload to Blackboard	Outcome E, H INTASC 3, 7, 8, 9

<p>Social Issue Unit (PBA) ★★ You will choose an issue related to social studies and develop a unit of lesson plans connected with that topic. You will individually develop a minimum of 5 lessons that address your social issue, “smuggle” social studies into other curricular areas, and connect to DC social studies standards. (See Assignment Sheets on Blackboard)</p> <p>Social Issue Website ★★ You will individually create a website for these lesson plans, resources, and links that will be connected to a class website. (See the course website www.elementarysocialstudies.weebly.com for examples of past work)</p>	<p>Essential Questions March 14 email Katy as part of a “Mid-Term” email conference</p> <p>Unit Map TBD</p> <p>Final Unit Website May 9 email link to Katy</p>	<p>Outcome A, B, C, D, E, F, G, H, I INTASC 7 NCATE 2d Dance, Music, Theater, Visual Arts ISTE II, III</p>
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Integrated Social Studies and Fine Arts Integrated Unit Plan Rubric: EDCI 554

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
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<p>Content and Standards</p> <p>INTASC 1</p> <p>ACEI 3.3</p>	<p>Unit is not based on standards; is not developmentally appropriate. Content is inaccurate and/or exclusive. Big idea(s) and/or essential question not included or are not appropriate or do not promote thinking or connections.</p>	<p>Unit is based on standards for some subjects and/or some of the arts; some aspects not developmentally appropriate. Some content is inaccurate and/or exclusive. Unit includes a big idea(s) and essential question(s) but they have limited potential to promote thinking or connections.</p>	<p>Unit is based on standards for most subjects and most of the arts; is developmentally appropriate. Content is accurate and inclusive. Unit includes a big idea(s) and essential question(s) that promote some thinking and connections.</p>	<p>Unit is based on standards for all subjects and the arts; is developmentally appropriate. Content is accurate and inclusive of multiple and/or marginalized perspectives. Unit includes appropriate big idea(s) and essential question(s) that promote deep thinking and connections beyond the standards.</p>	
<p>Content Integration</p> <p>INTASC 7</p> <p>ACEI 3.1</p>	<p>No subject areas other than social studies are included; poorly integrated.</p>	<p>Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.</p>	<p>Most of the subject areas are included and fairly well integrated. Elements of some of the social studies are included (history, geography, economics, sociology, and civics).</p>	<p>All of the social studies and subject areas (science, mathematics, and language arts) are included and well integrated either in extension activities or planned lessons.</p>	
<p>Instructional Objectives</p> <p>INTASC 7</p> <p>ACEI 3.1</p>	<p>None or few objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons' order is confusing. The unit is not well organized and difficult to follow.</p>	<p>Some objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons do not seem to flow together. The unit is not particularly well organized and difficult to follow.</p>	<p>Most objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next. The unit is well-organized and easy to follow.</p>	<p>All objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next and thoughtfully scaffolds students' learning. The unit is well-organized and easy to follow.</p>	
<p>Materials</p> <p>INTASC 4</p> <p>ACEI 3.1</p>	<p>Materials are not included.</p>	<p>Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community resources are utilized.</p>	<p>All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are utilized.</p>	<p>All materials are included and use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized.</p>	
<p>Multiple</p>	<p>No multiple intelligences</p>	<p>3-4 multiple intelligences</p>	<p>At least 5 of Gardner's</p>	<p>All of Gardner's multiple</p>	

Intelligences INTASC 3 ACEI 3.2	are addressed. OR 1-2 are appropriately addressed. OR 3-4 are addressed but not all appropriately.	are appropriately addressed. OR at least 5 are addressed but not all appropriately.	multiple intelligences are appropriately addressed. OR all are addressed but not all appropriately.	intelligences are appropriately addressed.	
Differentiation INTASC 3 ACEI 3.2	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and awareness of students' backgrounds.	
Student Centeredness INTASC 5 ACEI 3.4	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson supports student choice and responsibility. Student voice is meaningfully integrated in the unit.	
Assessment INTASC 8 ACEI 4.0	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 ACEI 2.4	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social	

	engagement and meaning for students.	engagement and meaning for students.	Unit is fairly engaging and meaningful to students.	studies teaching. Unit is highly engaging and meaningful to students.	
Fine Arts Instruction INTASC 4 ACEI 2.5	Creative and meaningful learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts, movement, theater, and music) is deeply embedded in both instruction and assessment.	

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

Total points: _____ /40