

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ELEMENTARY EDUCATION PROGRAM**

EDCI 554.002

**Method of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom
3 Credits, Fall 2013**

Meeting Times/Days:

12:45 p.m. – 3:25 p.m.

Fridays, August 30 – December 13

Location: Thompson Hall 1020

Professor: Corey R. Sell, Ph.D.

Office Hours: By appointment

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Office Phone: 703 993-3824

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

LEARNER OUTCOMES/OBJECTIVES:

As a result of EDCI 554, 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.

RELATIONSHIP TO PROFESSIONAL STANDARDS:

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

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

National Council for Accreditation of Teacher Education:

Social Studies Standard 2.4: Candidates know, understand and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, 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

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.

International Society for Technology in Education (ISTE) (which covers VA Technology Standards for Instructional Personnel):

1. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S
2. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

NATURE OF COURSE DELIVERY

To meet course objectives, the delivery of EDCI 554 is accomplished through a combination of the following:

- *Presentations* (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals)
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction)
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others)
- *Collaborative learning* (i.e., heterogeneous groups)
- *Modeling activities*
- *Student sharing and presentations*
- *Online learning tools*

In addition, for this course we will be using **Blackboard** (web-based course management and portal system) as a means to distribute **additional readings** not included in the texts as well as other class materials. You can access Blackboard through the website - <https://mymasonportal.gmu.edu>. Next you will log in with your Mason user name and password. Then, you will click COURSES tab. Finally, to see our course readings and access on-line discussion boards, click on our course title.

REQUIRED TEXTS

Parker, W. (2012). *Social Studies in Elementary Education* (14th Ed.). Boston: Pearson.

COURSE REQUIREMENTS AND ASSIGNMENTS

- 1. Class Participation and Attendance (20 points)** This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers.

To do this you must meet the following expectations:

- a. **Be in attendance.** Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies (i.e., death in family, hospital) are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements in advance (*at least 24 hours*). In addition, if you are sick advance notice (*at least 24 hours*) is appreciated. You should expect to make up any missed class work as well as write a reflection on the material covered while you were out (e.g. powerpoint, class readings, and additional class materials).
- b. **Be on time.** You are expected to be on time to class each week unless advance notice has been provided to the instructor.
- c. **Be prepared.** You are expected to be prepared for each class. This means having completed all assigned readings and tasks for that week before class begins. Because class is focused heavily on peer work and discussion, if you are not prepared, it affects not only your own learning, but also that of your peers.
- d. **Be “present”.** You are expected to contribute to class discussions and activities as well as genuinely listen to peers as they do the same. Cell phones are for emergency use only—no texting, social media, or phone calls during class time. I encourage you to bring laptops and will ask you to open them only their use is appropriate or necessary.
- e. **Be respectful.** We will be grappling with many difficult questions throughout the semester that may challenge people’s beliefs or assumptions and that rarely 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 compassionate community. Agreement is not mandatory but consideration and respect are.

2. Personal Learning Goal (25 points):

1. **Goal Setting Part 1: (15 points)** Complete a self-assessment of your knowledge, skills, and dispositions regarding social studies and the arts at the beginning of the semester. Transfer your scores to the Goal Setting Part 1 worksheet and use the data to identify your strengths and weakness. Using this information identify one personal goal you would like to complete over the course of this semester. Next identify a specific and attainable plan for reaching that goal along with a timeline for doing so. **Upload this assignment to the Personal Posts in Blackboard by Sept. 6.**

2. **Personal Learning Goal Part 2: (10 points)** Retake the survey and record your score on the Goal Setting Part 2 worksheet. Compare your pre-and post-survey scores identifying areas of growth. Using the post survey data address whether you met your personal goal and include a reflection on why or why not. In addition, include your thoughts on a plan for your future growth in this area or another area. **Upload this assignment to the Personal Posts in Blackboard by Dec. 13.**

3. **Class Take-Away Postings (10 points total)** www.linoit.com A class online bulletin board will be set up for you to post 3 Class Take Away Postings. This site will be public and allow you access to the online bulletin board at anytime. The postings should be made shortly (no more than one day) after class and include the following: (1) your name followed by a dash, (2) a topic/idea/teaching strategy that you learned from the class activities or within the class discussion of the readings and the standard that it fits under, (3) how you would implement this idea/concept/strategy to teach social studies in the future, and (4) a **Tag with your name** and a **Tag with the class number** (i.e. Corey [space] class2). The post-it should be no more than two paragraphs and be very succinct. **Submit all posts by Nov. 29.**

4. **Reading Reflections (10 points total)** Reflection points for each class will be made available to you via the syllabus and/or Blackboard. Choose 3 of these reflection points and provide a response using the **Journal Tool on Blackboard by Nov. 29.**

5. **Social Studies/Fine Arts Inventory (25 Points)** The purpose of this assignment is to make you familiar with the social studies resources available to you at your placement, to encourage you to start conversations with school staff about social studies education, and to help you be aware of potential barriers/resources in your future social studies teaching. You will conduct a “scavenger hunt” of the materials and information available to you at your placement site—or at least find out as many of these items as possible. You will start in the classroom but may include the school building. Please post pictures or text within the inventory document that will be provided. In addition, you will complete a reflection on what you learned about the inventory available at your school as well as the state of social studies within your school building. **Both should be uploaded to Personal Posts on Blackboard by Sept. 20.**

6. **What Are They Thinking? (WATT) (25 Points)** The purpose of this assignment is to help you ground your curriculum planning in the prior knowledge and lives of your students, to encourage dialogues between you and your students about their thinking, to challenge our assumptions about what kids know and think about, and to lessen any fears about addressing controversial issues with children in age-appropriate ways. You will gather student data on a topic of your choice, analyze it, and determine how it will influence your teaching. My suggestion is to use the topic chosen for you Unit Project and use the data gathered to support your lesson plans for the Unit Project. You will collect data using student interviews. Then you will write a two-page reflection on the following: (a) what you learned from the students and how this could inform your Unit Project and (b) what did you learn about student background knowledge and how will this assignment affect your future social studies teaching. **Upload this reflection to Personal Posts on Blackboard by Oct. 25.**

7. Social Studies Unit (PBA) (80 points) You will individually backwards design a social studies curricular unit that integrate the fine arts. The unit will include 5 lesson plans and additional resources or possible field trips as you see fit. You will create a website for these lesson plans, resources, and links using weebly or another online template for creating a website. The **final unit should be uploaded to Taskstream on Dec. 6**; however, during this course the following assignments should be completed in order for me to support the development of your Unit:

- a. *Topics and Essential Questions Brainstorm due on **September 27 to Personal Posts on Blackboard.***
- b. *Backwards Design Unit Map including a chosen topic; essential question; standards met; what you want students to understand, know, and be able to do; and a preliminary list of several assessment strategies. This is due on **Oct. 11 to Personal Posts on Blackboard.***
- c. *One lesson **plan uploaded to your website** is due for peer/instructor review in class on **Nov. 1.***
- d. *Rough draft of your unit **on your website** for peer/instructor review in class on **Nov. 22.***

Class Point Assignments:

Class Participation and Attendance:	20 points	(15%)	<i>N/A</i>
Personal Learning Goal Part 1 and 2:	25 points	(10%)	<i>Due: Part 1 on Sept. 6 & Part 2 Dec. 13</i>
Class Take Away Postings:	10 points	(10%)	<i>Due: Nov. 29</i>
Reading Reflections:	10 points	(10%)	<i>Due: Nov. 29</i>
Social Studies Inventory:	25 points	(10%)	<i>Due: Sept. 20</i>
“What Are They Thinking?”	25 points	(10%)	<i>Due: Oct. 25</i>
<u>Social Studies Unit</u>	80 points	<u>(25%)</u>	<i>Due: Dec. 6</i>
Final Course Grade	220 points	(100%)	

Grading Scale:

A	=	94-100
A-	=	90-93
B+	=	86-89
B	=	80-85
C+	=	76-79
C	=	70-75
D	=	65-69
F	=	below 65

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit the assessment (Social Studies Unit) to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

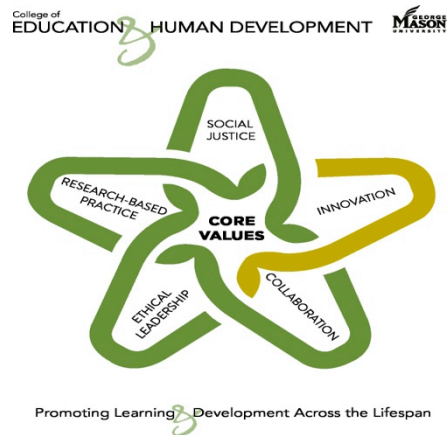
- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- c. Students are 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.***
- d. 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 experiences and academic performance [See <http://caps.gmu.edu/>]
- e. 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/>]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. 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/>]

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]



GRADUATE SCHOOL OF EDUCATION

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

COURSE SCHEDULE:

* *Instructor reserves the right to adjust syllabus throughout the semester*

Date	Class Topic	Assignments For this Class
<p>Class One</p> <p>Aug. 30</p>	<p>What are the social studies?</p> <p>Why are they important?</p>	<p>READING DUE TODAY: Syllabus</p>
<p>Class Two</p> <p>Sept. 6</p>	<p>What are the “social studies wars”?</p> <p>What social studies knowledge and skills do we want kids to learn?</p> <p>What is and what should be the role of standards in PK-6 social studies?</p>	<p>ASSIGNMENTS DUE TODAY: Learning Goal Part 1</p> <p>READING DUE TODAY: Parker, W. (2012). Social studies education: What and why. In <i>W. Parker’s Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.1-17). –focus on the what/why of social studies</p> <p>van Hover, S., Hicks, D., & Stoddard, J. (2010). The development of Virginia’s history and social studies standards of learning (SOLs), 1995-2010. <i>The Virginia Newsletter</i>. https://docs.google.com/viewer?a=v&q=cache:cnkY-6b1syEJ:www.coopercenter.org/sites/default/files/publications/van10410.pdf+expanding+horizons+social+studies+standards&hl=en&gl=us&pid=bl&srcid=ADGEESgGoU1jfqUu0YR5-MO26LN6QPyw_1NQqT0JQIhmI9ULaAOtXdf0x122nzgLkypf1pHtmTcAlpwzCoxylxzrb7OsdHBRBNM RNJOHnr4xD0Mq_gCqgFWtCjbWwEnNzUcPIZwS4QBG&sig=AHIEtbSLXad7G4qHxj6Jqxpwi2oCpYU-TA&pli=1</p> <p>Hirsch, ED.(1988). Chapter 6: The practical outlook. In E. D. 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 E. D. 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>CHECK OUT: VA Standards of Learning: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</p> <p>National Curriculum Standards for Social Studies developed by the National Council for the Social Studies (NCSS) http://www.socialstudies.org/standards/execsummary</p>

		<p>READING REFLECTION: What do you think are the fundamental debates about social studies standards and why are they so contentious? As a professional educator, where do you stand on these debates? What kind of standards do you advocate and why? (For example, do you support Hirsch’s ideas about standards that have so heavily influenced the VA SOLs?)</p>
<p>Class Three</p> <p>Sept. 13</p>	<p>What is purposeful and powerful SS?</p> <p>How do we plan powerful and purposeful SS?</p> <p>What instructional strategies support powerful and purposeful social studies?</p>	<p>READING DUE TODAY:</p> <p><i>Parker, W. (2012). Five Great Teaching Strategies. In Walter Parker, Social Studies in Elementary Education (14th Edition). Boston, MA: Pearson (pp. 315-359).</i></p> <p><i>Wiggins, G.P., & McTighe, J.A. (2005). Understanding by design (2nd ed.) ASCD: Alexandria, VA. Ch. 1: Backwards Design (p. 13-34).</i></p> <p>Twitter Assignment Sheet (including the articles and websites attached to this sheet).</p> <p>READING REFLECTION: Do you remember a favorite social studies lesson or activity when you were in PK-12? Why did this stick with you and does it fit one of the strategies discussed by Parker? Of the strategies discussed within the Parker book which one would you most like to try and why?</p>
<p>Class Four</p> <p>Sept. 20</p>	<p>How do we access students’ prior knowledge and what role does it play in our social studies planning and instruction?</p> <p>How do we know if students are learning what we want them to learn?</p> <p>What school based and external resources are available to help us teach social studies?</p>	<p>DUE: Inventory</p> <p>READING DUE FOR TODAY</p> <p>Parker, W. (2012). Assessing student learning. In <i>W. Parker’s Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.236-268).</p> <p>Parker, W. (2012). Improving text comprehension: Helping students make sense of what they read. In <i>W. Parker’s Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.374-378). –focus on activating prior knowledge</p> <p>Bower, B. & Lobdell, J. (2005). Preview Assignment. In <i>Social studies alive!: Engaging diverse learners in the elementary classroom</i> (2nd edition). Palo Alto, CA: Teachers’ Curriculum Institute. (pp. 24-28).</p> <p>Rogovin, B. (1998). The interview - fulcrum of the curriculum. In B.Rogovin’s <i>Classroom Interviews: A World of Learning</i> Portsmouth, NH: Heineman. (pp. 21-42).</p> <p>READING REFLECTION: Do you see examples of this kind of assessing/evaluating in your placement site? What supports or constrains this kind of assessing/evaluating?</p>

<p>Class Five Sept. 27</p>	<p>What is and what should be the role of current and controversial issues in PK-6 social studies?</p> <p>How do we write essential questions for a unit that is issue-centered?</p> <p>How can we teach students to “agree to disagree” and not avoid conflict?</p>	<p>DUE: List of Topics and Essential Questions</p> <p>READING DUE FOR TODAY: Parker, W. (2012). Current events and public issues. In Walter Parker, <i>Social Studies in Elementary Education</i> (14th Edition). Boston, MA: Pearson (pp. 204-233).</p> <p>Connor, M.A. (2003). Can we field questions honestly, or does “age appropriateness” require soft-pedaling the awful truth of war? <i>Rethinking Schools</i>. Retrieved 12/04/2008 from http://www.rethinkingschools.org/war/readings/kids174.shtml</p> <p>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/NTFir ed.shtml</p> <p>Schweber, Simone. (2008). “What happened to their pets?”: Third graders encounter the Holocaust. <i>Teachers College Record</i>, 110(10), 2073-2115. Retrieved 08/04/2009 from http://www.schaefshouse.com/Holocaust%20Studies/Pittsburgh/what%20happened%20to%20their%20pets.pdf</p> <p>Warner, Judith. (2008). Bad Time Stories. <i>Domestic Disturbances</i>. Retrieved 12/04/2008 from http://warner.blogs.nytimes.com/2008/12/04/first-the-bad-news/?apage=16</p> <p>READING REFLECTION: These authors reflect a wide range of opinions about what is “appropriate” for young children. Which of the authors do you agree with most? Why? Which of the authors do you disagree with the most? Why?</p>
<p>Class Six Oct. 4</p>	<p>What is historical thinking and how can it be integrated into a K-6 classroom?</p> <p>What is the difference between absorbing and doing history?</p>	<p>READING DUE FOR TODAY: Parker, W. (2012). History, geography, and the social sciences. In W. Parker’s <i>Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.117-138).</p> <p>Zinn, Howard. (2005) Chapter 1: Columbus, the Indians, and human progress. In Howard Zinn, <i>A People’s History of the United States</i> (1-22). New York: Harper Perennial Modern Classics.</p> <p>Wood, K. (2008). Virginia Indians: our story. In K. Wood’s (Ed.) <i>The Virginia Indian Heritage Trail</i> (2nd edition). Charlottesville, VA: Virginia Foundation for the Humanities, 12-24. http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf</p> <p>Bearinger, D. (2008). The legacy of a complex anniversary. In K. Wood’s (Ed.) <i>The Virginia Indian Heritage Trail</i> (2nd edition). Charlottesville, VA: Virginia Foundation for the Humanities, 24-28.</p>

		<p>http://virginiahumanities.org/files/2011/12/Heritage-Trail_2ed.pdf</p> <p>Check Out: American Indians in Childrens' Literature by Debbie Reese (blog) http://americanindiansinchildrensliterature.blogspot.com/</p> <p>READING REFLECTION: In what ways did the history you were taught about Native Americans or that you see taught in schools today conflict with or reinforce the accounts in Zinn, Wood, and Bearinger?</p>
<p>Class Seven</p> <p>Oct. 11</p>	<p>Whose view of history should I teach?</p> <p>What is economic thinking and how can it be integrated into a K-6 classroom?</p>	<p>DUE: Unit Map</p> <p>READING DUE FOR TODAY: Sieff, K. (December 29, 2011). Some Va. history textbooks filled with errors, review finds. <i>The Washington Post</i>. http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html?sid=ST2010101908028</p> <p>Peterson, B. (2008). Whitewashing the past. <i>Rethinking Schools</i>. http://www.rethinkingschools.org/archive/23_01/past231.shtml</p> <p>Parker, W. (2012). History, geography, and the social sciences. <i>In W. Parker's Social Studies in Elementary Education (14th edition)</i>. Boston, MA: Pearson (pp.147-151)</p> <p>Brown, Amanda Christy and Kristin McGinn Mahoney. (2009). Studying 'stuff'. <i>New York Times</i>, May 15, 2009. http://learning.blogs.nytimes.com/2009/05/15/studying-stuff/</p> <p>Kaufman, L. (May 15, 2009). A cautionary video about America's 'Stuff'. <i>New York Times</i>. http://www.nytimes.com/learning/teachers/featured_articles/20090515friday.html</p> <p>WATCH: http://www.storyofstuff.com/</p> <p>READING REFLECTION: Do you agree with Peterson's critique that books like those in the Sieff article are "whitewashing" the past? Why/why not? AND Which group do you think it would be most challenging to teach economic concepts to: children from wealthy families or children from low-income families? Why?</p>
<p>Class Eight</p> <p>Oct. 18</p>	<p>NO CLASS</p>	

<p>Class Nine</p> <p>Oct. 25</p>	<p>What is geographic thinking and how can it be integrated into a K-6 classroom?</p> <p>How do we access students' prior knowledge and what role does it play in our social studies planning and instruction?</p>	<p>DUE: WATT Project</p> <p>READING DUE FOR TODAY: Parker, W. (2012). Powerful Tools: Maps, Globes, Charts, and Graphics. In Walter Parker, <i>Social Studies in Elementary Education</i> (14th Edition). Boston, MA: Pearson (pp. 164-201).</p> <p>Parker, W. (2012). History, Geography, and the Social Sciences. In Walter Parker, <i>Social Studies in Elementary Education</i> (14th Edition). Boston, MA: Pearson (pp. 138-145).</p> <p>READING REFLECTION: Identify two specific strategies you would like to try in your class (or future class) to build students' understanding of geography and support their geographic thinking. What anticipated challenges do these pose for you?</p>
<p>Class Ten</p> <p>Nov. 1</p>	<p>What is sociological thinking and how can it be integrated into a K-6 classroom?</p> <p>Is simulation a powerful social studies method? What are its challenges?</p> <p>Is role-playing a powerful social studies method? What are its challenges?</p>	<p>DUE: 1 unit lesson plan posted on your website for peer/instructor review in class</p> <p>BRING TO CLASS: "Where I'm From" poems</p> <p>READING DUE FOR TODAY: Parker, W. (2012). History, geography, and the social sciences. In Walter Parker, <i>Social Studies in Elementary Education</i> (14th Edition). Boston, MA: Pearson (pp. 156-160). –focus on sociology</p> <p>Parker, W. (2012). Teaching diverse children. In Walter Parker, <i>Social Studies in Elementary Education</i> (14th Edition). Boston, MA: Pearson (pp. 44-57). –focus on what is culture</p> <p>Park Koenig, Karne. (2009). "It was so much fun! I died of massive blood loss!" <i>Rethinking Schools</i>, 23(4), 64-67. http://www.rethinkingschools.org/restrict.asp?path=archive/2304/civi234.shtml</p> <p>Sieff, K. (April 11, 2011). Va. teacher holds mock slave auction. <i>The Washington Post</i>. http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFxZnsLD_story.html</p> <p>WATCH: "A Class Divided" http://www.pbs.org/wgbh/pages/frontline/shows/divided/</p> <p>CHECK OUT: Wagler, M., Olson, R., & Pryor, A. (2004). A kid's guide to local culture. Madison, WI: Madison Children's Museum.</p>

		<p>READING REFLECTION: Based on the articles and the documentary, what do you see as the most significant challenges/concerns facing the use of simulation or role-playing as a teaching method? What are the most significant benefits? What are the drawbacks? Can you see yourself using this method? Why or why not?</p>
<p>Class Eleven Nov. 8</p>	<p>How can civics be integrated into a K-6 classroom?</p>	<p>BRING TO CLASS: Gingerbread Citizen</p> <p>READING DUE FOR TODAY: Parker, W. (2012). Democratic citizenship education. In Walter Parker, <i>Social Studies in Elementary Education</i> (14th Edition). Boston, MA: Pearson (pp. 71-114).</p> <p>Pelo, Ann & Pelojoaquin, Kendra. (2006). Why We Banned Legos: Exploring power, ownership, and equity in a kindergarten classroom. <i>Rethinking Schools</i>, 21(2). http://www.rethinkingschools.org/archive/21_02/lego212.shtml</p> <p>CHECKOUT: http://civics.pwnet.org/index.html</p> <p>READING REFLECTION: What do you think is the difference between education and indoctrination? Were these teachers indoctrinating their students?</p>
<p>Class Twelve Nov. 15</p>	<p>How can you integrate other content areas into social studies instruction?</p>	<p>READINGS DUE FOR TODAY: Parker, W. (2012). Planning Units, lessons, and activities. In <i>W. Parker's Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.298-312). – focus on 5 ways to enrich a lesson</p> <p>Parker, W. (2012). Social studies as the integrating core. In <i>W. Parker's Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.418-427). – focus on supportive vs. fusion integration</p> <p>Lindquist, T. (2002). Introduction: Reflections from a classroom teacher. In T. Lindquist's <i>Seeing the whole through social studies</i> (2nd ed.). Portsmouth, NH: Heinmann. (pp.9-13). – focus on integration levels</p> <p>Article (TBA)</p> <p>CHECKOUT: Parker, W. (2012). Addressing literacy and content-area learning. In <i>W. Parker's Social Studies in Elementary Education</i> (14th edition). Boston, MA: Pearson (pp.363-393).</p>

		<p>READING REFLECTION: What do you perceive as the hardships of integrating other content areas into social studies? What do you think will be easiest about it? What strategy have you seen within your classroom or discovered during this course that you would like to use in order to integrate social studies with other content areas?</p>
<p>Class Thirteen Nov. 22</p>	<p>How can the arts be integrated into a K-6 classroom?</p>	<p>DUE: Unit Project for Peer Review & Smuggling SS Activity</p> <p>READINGS DUE FOR TODAY: Lynch, P. (July 2007). Making meaning many ways: An exploratory look at integrating the arts with classroom curriculum. <i>Art Education</i>.</p> <p>PICK ONLY ONE:</p> <p>Gelineau, R. P. (2012). Chapter 3: Art. In <i>Integrating arts across the elementary school curriculum</i> (2nd ed). Belmont, CA: Wadsworth.</p> <p>Gelineau, R. P. (2012). Chapter 4: Music. In <i>Integrating arts across the elementary school curriculum</i> (2nd ed). Belmont, CA: Wadsworth.</p> <p>Gelineau, R. P. (2012). Chapter 5: Drama. In <i>Integrating arts across the elementary school curriculum</i> (2nd ed). Belmont, CA: Wadsworth.</p> <p>Gelineau, R. P. (2012). Chapter 6: Dance. In <i>Integrating arts across the elementary school curriculum</i> (2nd ed). Belmont, CA: Wadsworth.</p> <p>CHECK OUT: http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml</p> <p>READING REFLECTION: Which of the arts (visual arts, dance, theater, or music) is most meaningful to you? Why? How would you incorporate it within your instruction?</p>
<p>Class Fourteen Nov. 29</p>	<p>NO CLASS</p>	<p>DUE: 3 Class Take Away Postings & 3 Reading Reflections</p>
<p>Class Fifteen Dec. 6</p>	<p>TBA</p>	<p>DUE: Unit Project</p> <p>READING DUE FOR TODAY: TBA</p>
<p>Exam Date Dec. 13</p>	<p>What kind of social studies educator do we want to be?</p> <p>How have we grown and what more do we need to do?</p>	<p>DUE: Personal Learning Goal Part 2</p> <p>READING DUE FOR TODAY: One article that reflects a topic of interest for you as you prepare to teach social studies in the future. This could be a pragmatic topic focused on something you want to try within your classroom or a more theoretical topic that focuses on a concept that will inform your social studies thinking and teaching.</p>

EDCI 554 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE

<i>ELEMENT</i>	Unsatisfactory (12 or less pts.)	Basic (12-15 pts.)	Proficient (16-19 pts.)	Distinguished (20 points)
Attendance	The student missed four or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class (5 points or less)	The student missed three or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class. (6-7 points)	The student missed two or more classes and the procedures outlined in this section of the syllabus were followed. The student was occasionally late for class. (8-9 points)	The student missed no more than one class and the procedures outlined in this section of the syllabus were followed. The student was always on time for class. (10 points)
Participation	The student is not prepared for class and does not actively participate in discussions. (5 points or less)	The student is sometimes prepared for class discussions, and occasionally participates in group and class discussions. (6-7 points)	The student is often prepared and makes active contributions to the learning group and class. (8-9 points)	The student is prepared for all classes. The student actively participates and supports the members of the learning group and the members of the class. (10 points)

PBA EDCI554: Integrated Social Studies and Fine Arts Integrated Unit Plan Rubric

	Beginning 2 (Not Met)	Developing 4 (Not Met)	Accomplished 6 (Met)	Exemplary 8 (Met)	Sc
Content and Standards INTASC 1 ACEI 3.3	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.	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.	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.	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.	
Content Integration INTASC 7 ACEI 3.1	No subject areas other than social studies are included; poorly integrated.	Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.	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).	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.	
Instructional Objectives INTASC 7 ACEI 3.1	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	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	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	All objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next and thoughtfully scaffolds students'	

	difficult to follow.	organized and difficult to follow.	follow.	learning. The unit is well-organized and easy to follow.	
Materials INTASC 4 ACEI 3.1	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community resources are utilized.	All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are utilized.	All materials are included and use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized.	
Multiple Intelligences INTASC 3 ACEI 3.2	No multiple intelligences are addressed. OR 1-2 are appropriately addressed. OR 3-4 are addressed but not all appropriately.	3-4 multiple intelligences are appropriately addressed. OR at least 5 are addressed but not all appropriately.	At least 5 of Gardner's multiple intelligences are appropriately addressed. OR all are addressed but not all appropriately.	All of Gardner's multiple 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	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least	

			voice.	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 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.	
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: _____ /80