

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY EDUCATION**

COURSE CODE: EED 575

COURSE TITLE: Integrated Social Studies and Arts
Curriculum and Methods

INSTRUCTOR:

CLASS LOCATION:

TIME:

TICKET #:

OFFICE: ED 2124/2621

TELEPHONE NUMBERS:

OFFICE: (818) 677-

DEPARTMENT: (818) 677-2621

OFFICE HOURS:

EMAIL:

I. CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

*We value academic **excellence** in the acquisition of professional knowledge and skills.

*We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

*We value ethical practice and what it means to become **ethical and caring professionals**.

*We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

*We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.

*We value **creative and reflective thinking** and practice.

II. COURSE DESCRIPTION:

A methods course teaching the basic content and competencies required for effective instruction in elementary school social studies and visual-performing arts. It is offered concurrently with a student teaching assignment. Opportunity for interdisciplinary curriculum will be provided. The course combines the social studies content and incorporates the content of the visual-performing arts as outlined in the state framework. The Visual-Performing Arts Standards are designed to produce fully literate individuals who understand aesthetic, expressive, and intellectual skills as forms of communication as related to cultural and historical frameworks.

Prerequisite: EED 500, EED 520, EED 565M

Corequisite: EED 577

DISPOSITIONS

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, academic work, performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. Obtain detailed information about the involuntary delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at: <http://www.csun.edu/eisner-education/elementary-education/delaywithdrawal-procedure>

III. COURSE GOALS:

-To advance in the understanding of the six interrelated categories of teaching practice as outlined in the California Standards for the Teaching Profession (TPEs) (California Department of Education, June, 2016):

1. Engaging and Supporting All Students in Learning. – PROFICIENT
2. Creating and Maintaining Effective Environments for Student Learning– PROFICIENT
3. Understanding and Organizing Subject Matter for Student Learning—PROFICIENT
4. Planning Instruction and Designing Learning Experiences for All Students – PROFICIENT
5. Assessing Student Learning--DEVELOPING
6. Developing as a Professional Educator– INTRODUCTORY

IV. COURSE OBJECTIVES:

Upon completing this course, you should be able to:

1. Demonstrate understanding of and ability to teach the state adopted academic content standards and common core standards to students in history-social science and visual and performing arts. [TPE 3.1, 3.2, 3.3, 3.5]
2. Demonstrate knowledge of subject matter content and literacy required for all students' high achievement of PK-8 academic standards. [TPE 3.1, 3.2, 3.3, 3.5]
3. Develop a sound theoretical basis and developmentally appropriate practices for the teaching of social studies and visual-performing arts to organize the curriculum

- to enable all students to learn and use the knowledge, skills, and abilities in history-social science and the visual-performing arts. [TPE 3.6, 4.1-4.8]
4. Use a variety of effective instructional strategies, materials, resources, technologies and literacies to provide all students equitable access and high achievement of the PK-8 academic standards. [TPE 1.1, 1.4, 1.5, 1.6, 3.6]
 5. Uses multiple measures for progress monitoring throughout instruction to determine whether all students are understanding the content, skills and are making progress towards achievement in history-social science and the visual-performing arts. [TPE 5.1, 5.2]
 6. Use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand that is differentiated to determine students' progress and plan instruction. [TPE 5.2, 5.3, 5.4]
 7. Create an environment of support for student inquiry, self-directed learning, and responsibility. [TPE 1.1, 1.3, 2.1, 2.2, 5.3]
 8. Teach students literacy skills needed to comprehend and use a variety of texts and information sources in history-social science integrating the Common Core Standards. [TPE 1.4, 1.6]
 9. Utilize a variety of pedagogical techniques and technologies to respond to students' diverse learning needs (including full range of language and students with special needs e.g atypical development) that allow the teacher to gather information on students' background knowledge and use these student resources as the source of information to guide lesson planning and implementation. [TPE 1.1, 1.6, 2.5, 5.4, 6.1]
 10. Use and apply pedagogical theories to a variety of strategies, technologies, materials, and resources to differentiate instruction based upon students' culture, level of acculturation, primary language and proficiency levels (CELDT) in English and non-dominant varieties of English, and advanced learners in history-social science and the visual-performing arts. [TPE 1.6]
 11. Use students' academic, social, emotional, cognitive, cultural and pedagogical factors in designing, modifying, and implementing a comprehensive and rigorous program in short and long-term units of study in history-social science and the visual-performing arts. [TPE 4.1-4.8]
 12. Gather and analyze data before, during, and after unit planning/teaching to plan/teach appropriate content, tasks, and practices. [TPE 3.3]
 13. Demonstrate an ability to use multiple sources (e.g., primary documents) to enhance learning and to balance the focus of instruction for all learners including those with special needs (e.g. atypical development). [TPE 4.4, 4.6, 4.7]
 14. Learn a variety of strategies useful in the interdisciplinary teaching of social studies and the visual-performing arts. [TPE 1.7, 4.4, 4.6, 4.7, 6.1]
 15. Develop relevant, differentiated instructional plans by connecting history-social science content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs. [TPE 4.1, 4.2, 4.3]
 16. Create and maintain a learning environment fostering students' physical, cognitive, emotional, and social well-being with clear procedures for routines and managing disruptive student behavior in a fair and respectful manner. [TPE 2.2, 2.5]

17. Promote a sense of community, social development, student collaboration, and group responsibility while communicating clear standards while teaching history-social science and visual-performing arts. [TPE 2.2, 2.5]
18. Demonstrate ethical and caring interactions with students, parents, colleagues and community members by demonstrating professional by portraying professional image, using effective communication skills, modeling ethical and moral behaviors, welcoming and accepting constructive criticism, and implements all laws regarding the education of PK-8 students. [TPE 6.3]
19. Identify strategies for working and communicating with other professionals, administrators, paraprofessionals, and parents using a variety of communications (e.g. Internet, telephone, texts, and social media). Explains student academic progress and strengths using data, promotion, and retention policies. [TPE 5.4]
20. Individually and collaboratively with colleagues, examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity, student learning evidence, laws, and the professional responsibilities. [TPE 6.7]

V. COMMON CORE AND SOCIAL STUDIES' SKILLS INTEGRATION

Expository Text

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Compare and contrast the most important points presented by two texts on the same topic.

1. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2. RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3. RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
4. Explain how an author uses reasons and evidence to support particular points in a text.
5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*.
6. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
7. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

1. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Range of Reading and Level of Text Complexity

1. RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

VI. REQUIRED TEXTS:

1. Burstein, J.H. & Knotts, G. (2011). *Reclaiming social studies for the elementary classroom: Integrating Culture through the arts*. Kendall-Hunt Publishing. **In CSUN Bookstore, Amazon, and e-copy on Kendall-Hunt Publishing**
<https://www.kendallhunt.com/burstein/>
2. *Content Standards for California Public Schools Kindergarten Through Grade Twelve*: <http://www.cde.ca.gov>

K-6 History-Social Science
K-6 Visual-Performing Arts Content Standards
K-5 ELD Standards (2012)

3. *Common Core Standards*: <http://www.cde.ca.gov/re/cc/>

Recommended Texts: Handouts provided by instructor

- Diaz-Rico & Weed, (2015). *The crosscultural language and academic development handbook*. New York, NY: Pearson Education.
- Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English learners: The SIOP model*. 3rd Ed. Boston, MA: Pearson, Allyn & Bacon.
- Herrell, A.L. (2015). *Fifty strategies for teaching English language learners*. Columbus, OH: Merrill

WEBSITES:

- ** Getty Museum- Visual Arts
www.getty.edu
 - ** Library of Congress—American History
<http://rs6.loc.gov/amhome.html>
 - ** National Archives—American History
<https://www.archives.gov/historical-docs/>
- Social studies Apps—see list in class

VII. COURSE ASSIGNMENTS/ACTIVITIES:

1. Read weekly assignments **prior to class**. These include handouts or articles provided by the instructor. **Participate actively**, responsively, and respectfully in whole group and small group discussions of the assigned topic discussion with the class. You will receive up to 5 points for active participation in each session. Lateness is deducted from participation points. Students' learning is enhanced when they have regular opportunities to participate in elaborated oral conversation about what they've read, studied, or discussed in class. These structured activities should provide opportunities for students to take inventory of what they know or don't know about the topic/content, to elaborate on and/or revise what they now know as a result of their newly acquired knowledge and to articulate these understandings to other members of their discourse community.

2. **Create an original lesson plan** in social studies using one of the history-social science content standards (K-6) as the discipline base. In addition, include a brief theoretical framework for your lesson using the support of learning theory and culture of your class. English language content standards and language objectives must be included. If you are integrating other content such as language arts (use CCSS_ELA) or Visual-Performing arts, create separate objectives. Modifications for English Language learners using the 2012 ELD standards, GATE, and students with atypical development must be integrated into the lesson. Format is below.

(Program standards addressed 1.1,1.3, 1.4, 1.5,1.7, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.7, 5.1, 6.1)

Course objectives addressed- 1-16.

3. a) **Design a collaborative Integrated Social Studies/Visual and Performing Arts Instructional Unit Plan** that describes a coherent teaching plan of a minimum of 10 lessons that supports the integration of history/social science and the integrated visual and performing arts. A minimum of 3 lessons within the unit must integrate with the arts. It must: a) draw upon the California Frameworks' curricular approaches; b) include common core language arts standards when appropriate; c) draw upon learning theories presented in readings and class d) provide historical context e) address English language learners using the ELD standards from 2012, atypical developing, and GATE learners; and f) include Realia and bibliography with a Table of Contents. *(Program standards addressed: 1.3, 1.4, 1.5, 1.7, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.7, 4.8, 5.1, 6.1, 6.7. Content area task. Course objectives addressed- 1-20.*

b) All lesson plans and supplementary materials will be placed on a Flash drive to create an "E-Unit."

c) Present your unit as a group on the last day of class. Include the initiating activity, one social studies lesson, and one integrated arts lesson in your presentation.

*** **PACT CAT-** A written, reflective commentary on planning and assessment is required based on the creation of at least 3 lesson plans per person within the unit plan. A set of questions will be addressed in the commentary and will be assessed using the PACT Planning Rubrics. Commentary and rubrics will be shared in class. **CAT Policy:** A student can fail the CAT with two scores of "1". The instructor of the course scores the first remediation attempt. If there is a fail after that attempt, then the PACT coordinator will accept the second attempt after failure. If the candidate cannot pass the CAT after repeating the CAT twice (for a total of 3 submissions, when you include the first), then the candidate must repeat the methods course. (**Program Standard 5B- TPA assessment- using Content Area Assessment (CAT)**)

4. Attend **1 visual-performing arts event or field trip** that include areas of dance, music, drama, or visual arts. You are required to attend an event outside your cultural/ethnic background. For the event, provide **evidence of attendance** by including ticket stubs, brochures, pictures, photos, maps, programs and/or artifacts. Assignment includes differentiated choices: arts creation, lesson plan, or field trip, of which you will choose **one**. Guidelines will be provided in class. [*Program standards addressed: 1.7, 2.2*]. *Course objectives addressed: 1, 3, 6, 7, 12, 13, 14, 20.*

VIII. COURSE REQUIREMENTS:

Assignment	%	Due date
1. Class participation and misc. assignments for class	20%	Ongoing- 0-5pts. per session
2. Social studies lesson plan	25%	
3. Visual-Performing Arts Event/Field trip assignment	25%	
4. PACT CAT (tied to lesson segment)	mandatory	1 st draft
5. Integrated Unit-Presentation	30%	

Grade Rubric

A = 5.0-4.7	C+ = 3.4-3.2
A- = 4.6-4.4	C = 3.1-3.0
B+ = 4.3-4.1	C- = 2.9-2.7
B = 4.0-3.8	F = 2.6 and below
B- = 3.7-3.5	

***All major assignments have rubrics that will be shared prior to turning in the assignment.

Participation

Participation includes punctual attendance to all classes. Since this is course in methods where strategies are modeled and practiced, even one absence can affect your participation grade in the course. There will be an allowance for up to **two** absences for medical and emergency situations. **When you miss the 3rd class, the highest grade you will receive is a B, 4 classes missed, the highest possible is a C and 5 classes missed, the highest possible is a D.** Lateness of 15 minutes or more for 3 class sessions will count as one absence. If you are ill and cannot come to class, please call and leave a message on my office phone at (818) 677-6850 or email and it is your responsibility to **have a classmate collect materials and assignments for you.**

Please turn off all cell phones and electronic devices during class time to respect the classroom atmosphere. Also, please arrange for all childcare prior to class. No children are to attend class for legal and safety reasons as noted by university policy.

If you need to miss class because of religious observance or mandatory school function (Back to School Night, Open House, Parent Conferences), **please submit the dates you will miss in writing by the 2nd week of class.**

ASSIGNMENT POLICIES

DUE DATES

All assignments are due on the dates listed in this syllabus. Any changes will be announced in class. All assignments turned in will be considered complete. There are no revisions on lesson plans or units of study once they are turned in. **If assignments are late, .3 rubric points will be deducted each day after the due date. No late assignments will be accepted after 1 week.**

WRITTEN ASSIGNMENTS

All written assignments will be typed or completed on a word processor in 12-point conventional font, double-spaced. Conventional spelling, grammar, and punctuation are required.

ACADEMIC DISHONESTY

Academic dishonesty includes cheating, fabrication, and plagiarism. Plagiarism takes many forms and if you are not sure, please feel free to discuss the idea with me. Any lesson plan ideas taken from the Internet in the exact form are considered plagiarism. Cite all sources used in your assignments, lessons, and units.

PLEASE WRITE DOWN TWO STUDENTS YOU MAY CONTACT IN CASE YOU ARE ABSENT.

Course Content Outline

Class 1

1. Course syllabus, objectives and layout of semester
2. What is social studies? Discuss the meaning of social studies and what might be included in a social studies curriculum. Have students look at their personal history with social studies instruction and how it is similar/different than experiences of children now. How do students from diverse backgrounds see social studies?
(TPEs: 1.1, 1.3, 2.2, 4.1, 6.2, 6.4)
3. What is the context of teaching social studies? National, state, local (TPE: 6.7)

Assignments:

1. Read *Reclaiming social studies* text Chapters 1, 2 and 5.

Class 2

1. Elements of an effective lesson plan including modifying instruction for English Language Learners (ELD 2012), Special needs, atypical development and high-achieving/GATE. (TPEs: 1.3, 1.4, 2.5, 3.2, 3.5, 3.6, 4.2, 4.7, 5.1)
2. Discuss themes and goals. Do activities with the CA History-Social Science framework. (Social Science Literacies- *Baseball Saved Us* activity) (TPEs: 3.1, 3.3, 6.1)
3. Social studies- Define and discuss knowledge base and multidisciplinary nature of social studies. What is the role of teaching democratic principles in the social studies curriculum? Content, classroom atmosphere, management discussion and strategies (TPEs: 1.3, 2.1, 2.2, 3.1, 3.3, 6.1)
4. Lesson plans in social studies- various models in direct, inquiry-based instruction
5. Writing objectives in social studies (TPEs: 1.3, 1.4, 2.5, 3.2, 3.5, 3.6, 4.2, 4.7, 5.1)

Assignments:

1. Read *Reclaiming social studies* text- Chapter 4 and 8
2. Read and analyze K-6 social studies standards

***** No Class on September 7th- Labor Day Holiday

Class 3

1. Reflecting on teaching philosophy and theories that support your view of social studies
2. Analysis of CA K-6 social studies content standards- what are the major strands? Whose history is present? Whose voices are missing in the standards? (TPEs: 3.1, 3.3, 6.1)
3. Discussion and activity on learning theories that relate to social studies and the arts (Piaget, Vygotsky, Rogers, Gardner, and Bruner) (TPEs: 2.2, 3.3, 4.2, 4.7)
4. Direct vs. indirect teaching methods in social studies (TPEs: 2.2, 2.3, 3.5, 3.6, 4.7)

Assignments:

1. Read *Reclaiming social studies* text- Chapter 7
2. Read CALLA- pgs. 258-268 strategies specific to social studies content
3. Read Common Core standards- p. 73-76 (Foci- 6-8th strand)

Class 4

Organizing curriculum- lesson goals and planning, knowing your students Teaching concepts vs. skills- break down of content standards for lesson/unit plans

1. Common core standards- analysis and connections to SS skills in K-5.
2. Teaching and learning strategies in social studies (including SDAIE, CALLA for ELLs) sample lessons. Differentiation for ELD- emerging, expanding, bridging with social studies content. Using academic language with ELLs.
3. Initiations, KWL, and arranged environments (access for diverse populations including ELLs)

TPEs: (1.1, 1.3, 1.4, 1.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.7, 5.1)

Assignments:

1. Read *Reclaiming social studies* text- Chapters 3
2. Start brainstorming concepts from standards for lesson plans
3. See handout- readings on ELL's and various strategies (Herrell)

Class 5

1. Unit planning - Introduction of unit/long term planning- resource unit, webbing, outline formats, how to integrate across concepts/content
2. Geography national and state standards deconstructed. Models of several hands-on strategies for geographic literacy (instructional strategies to reach all learners)

Using Geography apps and websites: **TPEs:** (1.1, 1.3, 1.4, 1.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.7, 4.8, 5.1)

3. What is considered "arts integration?" Models of integration. **TPEs:** (1.7, 3.3)

Assignments:

1. Work on main lesson plan and two mini lessons. Think of your context for learning section (who are your students?).
2. Read *Reclaiming social studies* text- Chapters 10 and 11

Class 6

1. Using primary sources: What is a primary source? Where can you find sources? How do you set up lessons that use primary sources (artifacts, photoanalysis, documents, oral traditions? How does language and culture affect how primary sources are used? How can primary reach various learners. Use of Universal design in planning with Primary Sources. Websites: Library of Congress and National Archives

2. Inquiry in social studies

TPEs: (1.1, 1.3, 1.4, 1.6, 2.5, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.7, 4.8, 5.1, 6.1)

Assignments:

1. Read *Reclaiming social studies* text – Chapter 11
2. Read visual arts content standards K-6
3. Work on lesson plan- due next week

Class 7—Lesson Plan due

1. Visual arts elements breakdown- Concepts/skills
2. Sample visual arts lessons- reaching all learners- MI/UDL, mgmt.. in arts
3. Connecting social studies content to the visual arts. TPEs: (1.1, 1.3, 1.4, 1.6, 1.7, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.7, 5.1)

Assignments:

1. Read *Reclaiming social studies* text- Chapter 14
2. Work on unit plan brainstorming over email

Class 8

1. Getty Museum Curriculum

- Art and child development – visual arts
- Cognitive, affective, language and psychomotor stages
- Media techniques- Previewing the Getty website for educators
- Lesson strategies for meeting the K-6 standards

TPEs: (1.1, 1.3, 1.4, 1.6, 1.7, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.7, 4.8, 5.1, 6.1)

Assignments:

1. Read *Reclaiming social studies* text- Chapters 2 and 6
2. Diaz-Rico & Weed- read section on assessment for ELL's (p.186-194)
3. Work on Arts event/field trip/lesson

Class 9

1. Social studies strand- cultural anthropology. How does art help us understand other cultures? What are the artifacts that give us a socio-historical perspective on a group of people? How can we use this information to meet student needs?
2. Assessment- standardized vs. performance assessment. Types of assessments: tests, written pieces, projects, portfolios, rubrics, checklists, journals etc. Modifying assessments for ELLs, Atypical dev., and GATE
3. Analyzing student work- samples in geography and history, creating rubrics, what to teach next?

TPEs: (1.1, 1.3, 1.4, 1.6, 1.7, 2.5, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.7, 5.1, 5.2, 5.4, 6.1)

Assignments:

1. Read *Reclaiming social studies* text- Chapter 15
2. Read Music content standards K-6

3. Work on arts assignment
4. Work on unit plan lessons

Class 10-- Arts assignment due

1. Why teach music?
2. Music in the elementary classroom – music theory, activities for music composition, skills, and cultural context
3. Strategies to integrate music and social studies- what to consider in planning?

Assignments:

1. Work on unit plan
2. Read Theater arts content standards K-6

TPEs: (1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.7, 5.1, 6.1)

Class 11

Grouping strategies (pairs, small groups, cooperative learning) in social/studies and the arts classroom with considerations for special populations and ELLs.

1. Music theory continued
2. Introduction of drama/theater strand- content standards, concepts, skills
Drama- creative vs. performance- compare and contrast

TPEs: (1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.7, 5.1, 6.1)

Assignments:

1. Work on unit plan
2. Read *Reclaiming social studies* text- Chapter 13

Class 12

1. Drama activities- pure drama vs. integrated drama content with social studies
2. Integrated sample drama and social studies lessons
3. Group unit work time- work on objectives, concept alignment, assessment (3.4)
4. PACT reflective commentary helpful hints- **CAT**

TPEs: (1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.7, 5.1, 6.1, 6.4)

Assignments:

1. Read *Reclaiming social studies* text- Chapter 16
2. Work on unit plan
3. Finishing touches on PACT commentary- draft due next week

Class 13—CAT 1st draft due

1. Art/drama/music integration lesson
2. Drama, social studies and language arts integration with strategies for ELLs and special populations)
3. Multicultural education defined and issues- culturally relevant and responsive

teaching discussion and methods- connections to social studies classrooms

4. Begin Dance and movement- content standards, warm-ups, elements of dance

TPEs: (1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.7, 5.1, 6.1, 6.4)

Assignments:

1. Read Dance content standards K-6
2. Work on PACT CAT- planning commentary in unit plan
3. Work on unit plan

Class 14

1. Dance and movement theory and strategies
2. Multicultural aspects of the arts and social studies
3. Multicultural picture book analysis (stereotypes, gender roles, etc.)

TPEs: (1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.7, 5.1, 5.2, 6.1, 6.7)

Assignments:

4. Work on group unit presentation - **due next week**
5. Work on PACT CAT- planning commentary in unit plan- **final submission due next week**
6. Work on unit plan- Make sure to use the checklist for all elements including modifications for ELL's, Special Needs, and GATE. **Due next week**

Class 15

Presentation of unit plan in class TPEs: (6.1, 6.4)

PACT CAT- final submission of CAT planning commentary is due- **Content Area**

Assessment(CAT)

Integrated Unit Plan due

EED575

Design a collaborative Integrated Social Studies/Visual and Performing Arts Instructional Unit Plan that describes a coherent teaching plan of a minimum of 10 lessons that supports the integration of history/social science and the integrated visual and performing arts. A minimum of 3 lessons within the unit must integrate with the arts. It must: a) draw upon the California Frameworks' curricular approaches; b) include common core language arts standards when appropriate; c) draw upon learning theories presented in readings and class d) provide historical context e) address English language learners using the ELD standards from 2012, atypical developing, and GATE learners; and f) include Realia and bibliography with a Table of Contents. *(Program standards addressed: 1.3, 1.4, 1.5, 1.7, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.7, 4.8, 5.1, 6.1, 6.7. Program Standard: 1- subject specific pedagogy, assessment, improve instruction, Content area task. Course objectives addressed- 1-20.*

b) All lesson plans and supplementary materials will be placed on a Flash drive to create an "E-Unit."

c) Present your unit as a group on the last day of class. Include the initiating activity, one social studies lesson, and one integrated arts lesson in your presentation.

INTEGRATED SOCIAL STUDIES & ARTS UNIT OUTLINE

Title/Topic/Central Theme

Describe the major area of study including social studies and the arts content standards.

Rationale

What is the value or significance of selecting this unit? Why do children need to learn about this unit? How does this unit relate to real life experiences? How have you connected to students' interests and/or culture? Explain how social studies and the arts are integrated in the unit.

Essential Questions

What are the 2-3 enduring questions you want children to understand as a result of this unit? (These are usually broad and conceptual)

Unit Goals

What do you want children to learn as a result of this unit of study?

Possible ideas for goals

Main ideas/generalizations

Knowledge and understandings in the arts and/or social studies
Attitudes
Alternative perspectives
Social studies inquiry
Essential skills for effective and responsible democratic citizenship
Acquiring information/research skills
Organizing and using information
Social participation
Arts techniques and elements
Integration of arts and social studies
Appreciation of art forms

Initiation

How will children be introduced to and interested in the unit? You will create an initiation activity and a formative assessment of their prior knowledge.

Lesson Content Outline- Development of the unit plan that includes **at least 10 lessons**. Of these lessons, **3 of 4 arts** should be represented with an integration with social studies.

These are the components you should include in each lesson:

1. Lesson objectives or goals
2. Content standards- notate the arts or other content area standards for each lesson. Make sure you include language objectives.
3. ELD, Atypical development, and GATE accommodations for each lesson. You may also choose to create your context for your student teaching classroom and explain the modifications/accommodations at the beginning of your unit.
4. Activities/Learning experiences
Describe the learning experience for each concept/skill in the unit by including a narrative of what the teacher will do and what students will do in each lesson in detail so it is clear what the lesson will look like. Include the teacher guiding questions you will ask.
5. Assessment
How will you assess student learning in each lesson/activity? Include both a formative (check for understanding) and summative assessment. You need to include clear criteria or a rubric for all summative assessments.

Culminating Activities

How will children **synthesize** and put together the various learning they encountered during this unit of study? You must have a culminating activity and a summative assessment for the unit plan.

Instructional Resources

Create a **bibliography in APA style** of children and teacher resources for this unit. Include a separate list for books. Other resources might include charts, maps, art prints, social studies materials, artifacts, technology apps or sources, etc. These visual resources will be photographed/downloaded onto the Flashdrive.

PACT CAT- Reflective Planning and Assessment Commentary

Write a 4-5 page commentary to reflect on theory and practice in planning and assessing a lesson plan segment within the social studies and arts integrated unit plan. Please consider these 4 prompts to answer how your decisions to create and develop social studies skills and thinking within the unit plan:

1. What is the central focus within the lesson plan segment? What are the essential questions and social studies content and/or skills addressed within the lesson segment? Briefly describe your theoretical framework and/or research that informs your central focus.
2. How do the key learning tasks in your lesson plan segment build on each other to develop students' abilities to understand social studies concepts and/or skills and to develop social studies academic content language? Describe the teaching strategies and instructional materials that you will use to build student concept understanding in social studies. How do these strategies reflect your students' backgrounds, interests, and needs?
3. What are the language and cognitive demands of the social studies lesson segment and assessment tasks? How have you planned for differentiated learning of atypical developing, high-achieving, and English learners?
4. Explain how the collection of formative and summative assessments within the social studies lesson segment that allows you to evaluate your students' learning of the specific social studies content and skills.

CHECKLIST FOR SOCIAL STUDIES /ARTS UNIT
Assessment 2

- ___ Topic/ Focus/Standards/Theme is described in narrative form
- ___ Rationale includes a discussion of: Why teach this unit plan? What real life applications apply? How have you connected to students' interests and/or culture? Explains how the visual-performing arts enhance this unit.
- ___ Goals for unit are described in narrative or bullet form.
- ___ At least 2-3 essential questions for the whole unit are included.
- ___ At least 10 lessons are included. 3 of 10 lessons are integrated with arts. Make sure you are choosing one ELL, Atypical, and Gifted student to modify the curriculum
- ___ Each lesson has a goal, activity, explanation of what teacher and students are doing and a matching assessment with a balance of formative and summative assessments
- ___ Include lessons on: (Choose what is appropriate to your standard and grade level)
 - ** **Denotes must include.**
 - ** ___ Social studies skills
 - ** ___ Social studies concepts
 - ___ Interrelated topics from other subjects (Language arts, math etc.)
 - ** ___ Integration with 3 of 4 arts
 - ** ___ Hands-on, concrete activities
 - ** ___ ELL, Special Needs, GATE considerations
(This can be written into the activity part or at the front of the unit)
 - ___ Alternative perspectives
 - ** ___ Technology integration or skills
 - ** ___ Primary Sources
- ___ Initiating lesson that sparks the interest of the students. (Separate lesson)
- ___ Culminating activity that integrates prior learning into an all-encompassing activity. Describe the activity and also provide a summative assessment for the unit.

(Separate lesson)

- ___ Bibliography in APA style of children and teacher resources, websites, apps, and books.
- ___ Collection of realia and primary sources used in the unit (Photos or Powerpoint)

HOLISTIC RUBRIC FOR HISTORY-SOCIAL SCIENCE AND ARTS UNIT

Assessment 2

- 5.0 - 4.6** All components are included in the unit from rationale to bibliography. The unit follows a logical order and each lesson teaches a new concept/skill or expands on an earlier concept/skill. Unit includes a variety of original lessons that engage children in hands-on, written, and creative lessons that promote social studies and/or arts concepts. All lessons include goals, explanation of teacher modeling and student activity, modifications/accommodations for ELL, Atypical development, and GATE students, and formative and summative assessments with appropriate and clear criteria. At least 3 of 4 arts disciplines are (but 4/4 is possible) included in the unit plan. Teacher and children use many sources as noted on the Flashdrive and bibliography. 10 or more lessons, in social studies and arts with use of primary sources and technology are included in the unit. Assessments match the concepts and skills taught. Unit plan is turned in on time and is neatly presented with no errors in written conventions.
- 4.5 – 3.6** Many components are included in the unit from rationale to bibliography. A couple of components are missing or not developed enough. The unit plan did not have enough details in many of the sections. The rationale was very short and not well explained. The unit follows a logical order and each lesson teaches a new concept/skill or expands on an earlier concept/skill. Unit includes 8-9 original lessons that engage children in hands-on, written, and creative lessons that promote social studies and/or arts concepts. All lessons include goals, explanation of teacher modeling and student activity, most modifications/accommodations for ELL, Atypical development, and GATE students, and formative and summative assessments with some appropriate criteria. At least 3 of 4 arts disciplines are included in the unit plan. Teacher and children use several sources as noted on the Flashdrive and bibliography. 10 or more lessons, in social studies and arts with use of some primary sources and technology are included in the unit. Assessments commonly match the concepts and skills taught and include mostly appropriate and clear criteria. Unit plan is turned in on time and is neatly presented with few errors in written conventions.

3.5 – 2.6 Several components are missing from the unit plan. Some of the sections are not explained in detail or does not follow a logical sequence. Lessons in the unit are not as developed, are not original and/or might not follow a logical sequence. Unit includes 6-7 lessons and is not complete with 2-3 arts disciplines. Lessons are mostly reading and writing activities and do not engage students in a variety of hands-on activities nor does it integrate primary sources or technology. Few modifications/accommodations are provided for ELL, Atypical development, or GATE students. Assessments do not generally match the concept or skill taught and does not include clear or appropriate criteria. Unit plan is turned in on time and is presented with few errors in written conventions.

2.5- below Many components are missing or minimally explained in the unit plan. The plan is disorganized and cannot be followed. Lesson development within the unit does not promote concepts or skills in social studies and/or arts. Lesson explanations are not developed fully. Lessons are modified from text only. Teacher and students use few resources in the unit. Lessons do not have variety and assessments do not match the concept or skill taught and does not include criteria. The unit plan has a minimal amount of lessons and does not include more than 1 art discipline. Unit plan maybe turned in on time and/or and is presented with many errors in written conventions.

EED 575 SOCIAL STUDIES LESSON PLAN

Instructions:

1. **Create an original lesson plan** in social studies using one of the history-social science content standards (K-6) as the discipline base. In addition, include a brief theoretical framework for your lesson using the support of learning theory and culture of your class. English language content standards and language objectives must be included. If you are integrating other content such as language arts (use CCSS, ELA) or Visual-Performing arts, create separate objectives. Modifications for English Language learners using the 2012 ELD standards, GATE, and students with atypical development must be integrated into the lesson. Format is below. (*Program standards addressed 1.1,1.3, 1.4, 1.5,1.7, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.7, 5.1, 6.1*). **Course objectives addressed- 1-16.**

Template

Teacher:

Social Studies Theme:

Grade level:

Date:

Instructional Model:

- I. **MATERIALS:** (Including realia and technology)
- II. **OBJECTIVE(S)-** Social studies and language objective.
If integrating the arts, please add those objectives.
- III. **CONTENT STANDARD(S):**
Social Studies:
ELD:
Visual-Performing Arts
Common Core Standards (ELA):
- IV. **RATIONALE:** Explain your context for teaching this lesson and include learning theory that supports your decisions.
- V. **THE LESSON DEVELOPMENT**
OPENING: (Motivational Experience or Focusing activity)
(What will you say or do to help the students focus on the lesson topic? How will you motivate or find out prior knowledge?)
ACTUAL LESSON (Include teacher modeling, teacher guiding

questions guided group or individual practice, checking for understanding as part of ongoing (formative) assessment, modifications/accommodations for all learners are embedded in this part of the lesson)

** For this lesson, choose one level of ELL, one student with atypical development and one high-achieving or GATE student.

CLOSING: (How will you conclude the lesson or activity? How will you tie this concept/skill with previously learned concepts/skills or to introduce the next concept?)

VI. FORMAL ASSESSMENT (How will you measure if the student learned the skill/concept? Make sure your assessment matches your objective and contains clear criteria.

EED 575 Social Studies Lesson Plan 2017 Holistic Rubric

5.0-4.6 - Includes a detailed overview of the content of the lesson and addresses content standard(s), common core standards, objective/goal, lesson development, materials, and academic vocabulary. A thorough rationale is included with clear explanation of the context and learning theory. Concepts or sub concepts are identified and explained in detail. Lesson is age appropriate and includes student interests or cultural background. Lesson includes a focus or opening activity that is concrete and is tied to the concept being taught. The lesson expansion section includes a thorough narrative/bullets of teacher and student activities and teacher guiding questions. Accommodations for various learners (ELL, Atypical development, GATE) are integrated within the lesson. Assessment includes both formative and summative measures with clear criteria that relate directly to the concept being taught. Lesson is typed with no errors and turned in on time.

4.5-3.6 – Includes a brief overview of the content of the lesson and addresses content standard(s), common core standards, objective/goal, lesson development, materials, and academic vocabulary. A partial rationale is included with clear explanation of the context and partial section on learning theory. Concepts or sub concepts are identified and explained. Lesson is age appropriate and includes student interests or cultural background. Lesson includes a focus or opening activity that is tied to the concept being taught. The lesson expansion section includes narrative/bullets of teacher and student activities and some teacher guiding questions. Some accommodations for various learners (ELL, Atypical development, GATE) are integrated within the lesson. Assessment includes both formative and summative measures with clear criteria that relate directly to the concept being taught. Lesson is typed with few errors and is turned in on time.

3.5-2.6 – Includes a brief overview of the content of the lesson and addresses content standard(s), common core standards, objective/goal, lesson development, materials, and academic vocabulary. A partial rationale is included with some explanation of the context and limited learning theory. Concepts or sub concepts are identified but not explained. Lesson is somewhat age appropriate but does not include student interests or cultural background. Lesson includes a focus or opening activity that is somewhat tied to the concept being taught. The lesson expansion section includes little narrative/bullets of teacher and student activities and few teacher guiding questions. Some but not all accommodations for various learners (ELL, Atypical development, GATE) are integrated within the lesson. Assessment is summative with some criteria but does not completely measure the concept being taught or does not include formative assessment integrated within the lesson body. Lesson is typed with many errors and is turned in on time or 1 day late.

2.6 – below – Lesson does not include all elements such as content standard(s), common core standards, objective/goal, lesson development, materials, and academic vocabulary or missing some of these elements. Concepts are not identified or explained. No rationale is included. Lessons do not include a focus activity and is not expanded to include teacher essential questions and student activities. Lesson is not developed enough to teach the concept or skill or is not age appropriate. No or few accommodations are made for various learners. Assessment is only summative and does not measure the concept being taught or does not include clear criteria. There is little or no formative assessment included in the body of the lesson. Lesson is typed with many errors and is turned in days late.

EED 575 Model Syllabus-- Linking

TPE 1 Engaging and Supporting All Students in Learning

- 1.1- pages A:6, P:10, 9, 11
- 1.3- pages P: 9, 10, 12, 13
- 1.4- pages A:6, P: 9, 10, 13
- 1.5- pages A:6, P:10, 13
- 1.6- pages A:6, 9, P:10, 13
- 1.7- pages I:3, A:6-7, 10, P:11,P:12, P:13

TPE 2 Creating and Maintaining Effective Environments

- 2.1- pages P:9, 11
- 2.2- pages P:9, 10, 12, 13
- 2.5- pages 9, P:10, 11, 13

TPE 3 Understanding and Organizing Subject Matter for Student Learning (Social Studies and Visual-Performing Arts)

- 3.1- pages A:6, P:9, 10, 11, 12, 13
- 3.2- pages A:6, P:11
- 3.3- pages I:3, A:6, 9, 10, P:11, 12, 13
- 3.5- pages 2, I:3, A:6, 9, P:10, 11, 12, 13
- 3.6- pages 3, 5, A:6, 9, P:10

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.1- pages 3, A:6, P:9, 10, 11, 12, 13
- 4.2- pages 3, A:6, 9, P:10, 11, 12, 13
- 4.3- pages 3, A:6, P:10,11,12, 13
- 4.4- pages 3, 6, P:9, 10, 11
- 4.5- pages 3, 6, P:11
- 4.7- pages 3, 6, 9, P:10, 11,12, 13
- 4.8- pages 3, 5, 6, P:10,11

TPE 5 Assessing Student Learning

- 5.1- pages 3, A:6, 9, 10, P:11, 12
- 5.2- pages 3, P:11
- 5.4- pages 3, P:11

TPE 6 Developing as a Professional Educator

6.1- pages 3, A:6, 9, P:10, 12, 13

6.4- pages 4, P:12, 13

6.7- pages A:6, P:9, 13

Assignments Listed and Linked

Lesson plan-link on A: p. 6

Unit plan- link on p. A: p.6-7

Assessments are included in assignment links