I. CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION:
The College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.

2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.

3. We value an inclusive learning community.

4. We value creative, critical and reflective thinking and practice.

5. We value ethical practice by caring professionals.

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. The course combines the social studies content and incorporates the content of the visual-performing arts as outlined in the state framework. The Arts standards are designed to produce fully literate individuals who understand aesthetic, expressive, and intellectual skills as forms of communication. Through the implementation of the visual-performing arts curriculum, students are expected to learn to see aesthetically; to experience producing their own ways of expression; to study the sociohistorical development of visual-performing arts; and to analyze and critically study multiple art forms. Ideally, to facilitate in-depth understanding of art concepts and their historical evolution the course will provide theory and methods to experience how social studies and the visual-performing arts naturally integrate and enhance a holistic understanding of the human experience within and across time and place. Students in this course will explore ways of maintaining the integrity of each subject while presenting students with coherent and productive interdisciplinary learning opportunities.

Prerequisite: Admission to the credential program
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 (California Department of Education, 1997):
   *Engaging and supporting all students in learning
   *Creating and maintaining effective environments for student learning
   *Understanding and organizing subject matter for student learning
   *Planning instruction and designing learning experiences for all students including English Language Learners
   *Assessing student learning
   *Developing as a professional educator
   *To implement the categories outlined in the California Standards into practice
   *To reflect on lesson planning, field experience, and teaching practices

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 to students in history-social science and visual and performing arts. [TPE 1]
2. Develop a sound theoretical basis for the teaching of social studies and visual-performing arts. [TPE 1]
3. Understand the contexts in which historical, social and artistic literacy develop. [TPE 1]
4. Utilize formal and informal, as well as formative and summative assessments to determine student progress, such as teacher observation (in real time/process assessment), anecdotal records, teacher-child conferences, information from families, paper and pencil activities, projects, tests, and children’s self-evaluations. [TPE 2 and 3]
5. Create an environment of support for student inquiry, self-directed learning, and responsibility. [TPE 4, 5 and 6]
6. Utilize a variety of instructional tasks 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 4, 5 and 6]
7. Demonstrate an understanding of the knowledge, skills, and attitudes needed to work effectively with limited English proficient and culturally diverse students. [TPE 7]
8. Demonstrate an understanding of the role of L1 in the development of academic success in L2. [TPE 7]
9. Plan multiple opportunities for students to express their ways of thinking and provide ample time for students to explain, question, and ponder ideas. [TPE 8 and 9]
10. Gather data before, during, and after unit planning/teaching to plan/teach appropriate content, tasks, and practices. [TPE 8 and 9]
11. Demonstrate an ability to use multiple sources (e.g., primary documents) to enhance learning and to balance the focus of instruction. [TPE 9]
12. Learn a variety of strategies useful in the interdisciplinary teaching of social studies and the visual-performing arts. [TPE 9]
13. Exhibit skill in providing equal opportunities for all students. [TPE 9]
14. Plan course content and begin to use/explore teaching strategies/materials that promote reflective thinking. [TPE 9]
15. Initiate an issues-centered approach to Social Studies and visual and performing arts that emphasizes critical thinking. [TPE 9]
16. Pay close attention to the time necessary for teacher to present a task, students to work-on the presented task(s), students to share the results of their work/problem solving, and collective discussion and building a conclusion to the presented task. [TPE 10 and 11]
17. Identify and utilize a variety of positive classroom management techniques. [TPE 11]
18. Understand and implement school and district policies and state and federal law in responding to students, families, and other professionals. [TPE 12]
19. Identify strategies for working and communicating with other professionals, administrators, paraeducators, and parents. [TPE 13]
20. Balance theory, research, and practice. [TPE 12 and 13]

V. REQUIRED TEXTS:


Content Standards for California Public Schools Kindergarten Through Grade Twelve  
Download: History Social Science and the Visual and Performing Arts frameworks: http://www.cde.ca.gov/board/

WEBSITES:

• National Council for the Social Studies  
  URL—http://www.ness.org/online/home.html  
  This is the home page of the largest association that promotes the teaching of social studies. You can obtain useful information about social studies, some lesson plans, and information about professional development opportunities.

• Library of Congress—American History  
  URL—http://rs6.loc.gov/amhome.html  
  This site has audio as well as video records of all kinds available.

• National Archives—American History  
  URL—http://www.thehistorynet.com/THNarchives/AmericanHistory  
  Large numbers of original items can be found at this site. There are photographic as well as print items available.

• Creative and Critical Thinking  
  Site provides eight separate categories of activities that can be used as parts of lessons designed to promote critical thinking.

VII. COURSE ASSIGNMENTS/ACTIVITIES:

1. Read weekly assignments prior to class. These include handouts or articles on the Internet. Participate actively, responsively, and respectfully in whole group and small group discussions of the assigned topic discussion with the class.

2. Your learning is enhanced when you have regular opportunities to participate in elaborated oral conversation about what you’ve read, studied, or discussed in class. These structured activities should provide opportunities for you to take inventory of what you know or don’t know about the topic/content, to elaborate on and/or revise what you now know as a result of your newly acquired knowledge and to articulate these understandings to other members of your discourse community.

During class discussions, you might want to ground your ideas and discussion by thinking about the ways in which the issues raised in the reading affect curriculum and instruction. You may want to think about the reading by asking yourself the following question:
In what ways does the chapter/article reinforce, extend, challenge, or oppose my own views on schooling? Be specific.

3. **Create an original lesson plan** for social studies using one of the content standards as a guide. Format will be shared in class. [*Program standards addressed 1(a); 2(b); 3(d); 8A(c), (d); 8B(e), (e), (g); 12(f)]*

4. **Design a collaborative Integrated Social Studies/Visual and Performing Arts Instructional Unit Plan** that describes a coherent teaching plan that supports the integration of history/social science and the integrated visual and performing arts. It must: a) draw upon the California Frameworks’ curricular approaches; b) draw upon learning theories presented in readings and class c) provide historical context d) address second language learners; and e) include Realia Trunk with a table of contents (explained below). [*Word-processed or typed*] (*Program standards addressed: 1(a); 2(b); 3(d); 8A(c), (d); 8B(c), (e); 9(e), (g); 12(f)*)

**Realia Trunk:** A collection of materials to assist you in the planning and presentation of your selected unit plan theme/topic. Some possible items include literature books, primary documents, maps, slides, relevant objects, music, pictures, articles, art, charts, clothing, etc.

This trunk can be a CD, photo album of sources, or a detailed list of realia used in the unit.

5. **Attend 3 cultural events** that include areas of dance, music, drama, and visual arts. You are required to attend one event outside your cultural background. The other needs to be an integration of two art forms (e.g. music-dance, drama-music). For each event, provide evidence of attendance by including ticket stubs, brochures, pictures, photos, maps, programs and/or artifacts.

   Create a collage of artifacts to present to the class about your 3 events. After each event, keep a reflective journal (*Program standards addressed: 9 (a)*)

**VIII. COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Due date</th>
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<tbody>
<tr>
<td>1. Class participation</td>
<td>15%</td>
<td>ongoing</td>
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<tr>
<td>2. Lesson Plan and Theory</td>
<td>20%</td>
<td>Week 7</td>
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<tr>
<td>3. Reflective Journal</td>
<td>20%</td>
<td>Week 14</td>
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<tr>
<td>4. Events Collage and Presentation</td>
<td>15%</td>
<td>Week 14/15</td>
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<tr>
<td>3. Integrated Unit</td>
<td>30%</td>
<td>Week 15</td>
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**Grade Rubric**

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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>4.7-4.5</td>
</tr>
<tr>
<td>B+</td>
<td>4.4-4.2</td>
</tr>
<tr>
<td>B</td>
<td>4.1-3.9</td>
</tr>
<tr>
<td>B-</td>
<td>3.8-3.6</td>
</tr>
<tr>
<td>C+</td>
<td>3.5-3.3</td>
</tr>
<tr>
<td>C</td>
<td>3.2-3.0</td>
</tr>
<tr>
<td>C-</td>
<td>2.9-2.7</td>
</tr>
<tr>
<td>F</td>
<td>2.6 and below</td>
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</tbody>
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**Participation**

Participation includes punctual attendance to all seminars. Since this course in methods where strategies are modeled and practiced, even one absence will seriously affect your grade in the course. **If you miss 3 or more classes, it will become necessary to drop the course.** Please come prepared for each class having completed all readings and assignments. Active engagement and participation in individual and group discussions and activities play an important role in your understanding of the subject matter.
If you are ill and cannot come to class, please contact me at ana.guenthner@csun.edu and have a classmate collect materials and assignments for you.

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 units of study once they are turned in. If assignments are late, .3 points will be deducted each day after the due date.

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

ACADEMIC DISHONESTY
Academic dishonesty includes cheating, fabrication, and plagiarism. Cite all sources used in your assignments, lessons, and units.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
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Course Content Outline
(Assignments will be assigned weekly to individualize for the class)

Week 1 (August 26)

1. Course syllabus, objectives and layout of semester
2. What is social studies?
3. Social studies attitude survey
4. Brief overview of learning theories that relate to social studies and visual-performing arts curriculum
5. Elements of an effective lesson plan.

Assignments for next week:
1. Read CSUN text chapter 1 - 3
2. Read social studies framework (p. 10-26)

Week 2 (September 2)

1. Discuss and do activities with the Social Studies framework. (Literacies- )
2. Social studies- Define and discuss knowledge base of social studies (Chapter 3 in new text) Disciplines- anthropology, economics, history, geography, sociology, and political science.
3. Continue discussion on learning theories that relate to social studies and the arts (Piaget, Vygotsky, Rogers, Gardner, and Bruner)
4. Lesson Plan in Social Studies

Assignments:
1. Read Chapter 4 in CSUN text.
2. Write a one-page analysis on how the learning theories guide your thinking in lesson planning. How do these theories reinforce, extend, challenge or oppose your lesson planning with elementary children?

**Week 3 (September 9)**

1. Discussion on learning theories that relate to social studies and the arts
2. Organizing curriculum- lesson goals and planning (Chapter 6)
3. Elements of a Lesson Plan

**Assignments:**
1. Read UBD-backwards design of unit/lesson planning
2. Read social science content standards-3 different grade levels

**Week 4 (September 16)**

1. Teaching concepts vs. skills
2. The Backward Design
3. Using content standards in lesson planning
4. Unit planning
5. Initiations, KWL, and arranged environments
6. What is considered “art?”

**Assignments:**
1. Read Cornett-Chapter 1
2. Read CSUN test- Chapter 7
3. Choose standard for lesson plan-brainstorm ideas

**Week 5 (September 23)**

1. Unit planning (chapter 6 and other materials)-Introduction of unit planning-resource unit, webbing, outline formats
2. Teaching and learning strategies in social studies (chapter 7)
   Direct vs. Indirect teaching strategies
3. Introduction of arts strand- Brainstorm your involvement in each of the 4 areas of the arts. What types of experiences have you had? What types of experience has your family had?

**Assignments:**
1. Read CSUN text –Chapter 8
2. Read Visual Arts content Standards for grades K-6
3. Work on lesson plan- DUE NEXT WEEK- September 30

**Week 6 (September 30)**

1. Using primary documents-What is a primary document? Where can you find sources? How do you set up lessons that use primary documents?
2. Assessment- standardized vs. performance assessment (chapter 8). Types of assessments: tests, written pieces, projects, portfolios, rubrics, checklists, journals etc.
3. Goals of the arts-
   Artistic perception
   Creative expression
   Historical and cultural context
   Aesthetic valuing
Making connections to real life
The Visual-Performing Arts content standards

Assignments:
1. Read Cornett- Chapter 5 and 6
2. Read CSUN text- Chapter 9

Week 7 (October 7)

1. Inquiry and Discovery (Chapter 9) Learning by asking questions.
2. Visual arts- Basic elements of art – Form, content, and context
   Introduce activity with line, color, texture etc. (Creating Meaning p. 202-211)
3. Geography standards
   Assignments:
   1. Read Cornett- Chapter 11
   2. Read Music Content Standards

Week 8 (October 14)

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? What is music ethnocology?
2. Music Content standards-connect with visual arts.
3. Personal experiences with music
4. Music elements
   Assignments:
   1. Create a Rubric to assess on (1) art standard
   2. Read Cornett-Chapter 12
   3. Read theatre arts standard

Week 9 (October 21)
1. Community building- Tribes
2. Geography standards
3. Integrating music, arts and social studies
4. Music- rhythms and instruments
   Assignments:
   1. Read Cornett-Chapter 7
   2. Read CSUN text – Chapter 11
   3. Brainstorm ideas for unit plan-choose grade level and standard(s)

Week 10 (October 28)

1. Why teach drama? What is creative drama?
2. Drama elements-compare and contrast with visual art and music
3. Unit plan examples
4. Group time to plan unit
   Assignments:
   1. Work on unit plan
   2. Read Cornett-Chapter 8

Week 11 (November 4)

1. Service-learning and community projects in the social studies curriculum.
2. Art/drama/music integration lesson
3. Connections between social studies, literature and drama

Assignments:
1. Read dance content standards
2. Read Cornett-Chapter 9
3. Work on unit plan

Week 12 (November 11)

1. Dance elements
2. Integrating dance, music and drama
3. Group time for Unit planning

Assignments:
1. Read Cornett- Chapter 10
2. Read CSUN text- Chapter 13
3. Work on arts collage and reflective journal
4. Work on unit plan

Week 13 (November 18)

1. Dance and movement in elementary classroom.
2. Integration of dance and music
3. Assessment in the arts
4. Group time for unit planning
5. Begin presentation of arts collage.
6. Arts Reflective Journal due

Thanksgiving Break (November 25th – 26th)- NO CLASS

Week 14 (December 2) Last week of class

1. Learning about the arts through artists’ lives (visual, music, drama, dance)
2. Using arts strategies with picture books
3. Continue presentation of arts collage.

Integrated unit due.