

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY EDUCATION
Spring 2025

<p>COURSE CODE: EED 575 COURSE TITLE: Integrated Social Studies and Arts Curriculum and Methods INSTRUCTOR: Dr. Joyce H. Burstein (she, her, hers) CLASS LOCATION: Hybrid TIME: Wednesdays 4:00-6:45pm TICKET</p>	<p>OFFICE: ED 2124 <u>TELEPHONE NUMBERS:</u> OFFICE: (818) 677- 6850 DEPARTMENT: (818) 677-2621 OFFICE HOURS: W- 3:00-4:00 pm and by appt. EMAIL: joyce.burstein@csun.edu</p>
---	---

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, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. 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 research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, 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

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>

CSUN with A HEART

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

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, 7.3]
2. Demonstrate knowledge of subject matter content and literacy required for all students' high achievement of PK-8 academic standards including use of trade books and integrating the four areas of language arts. [TPE 3.1, 3.2, 3.3, 3.5, 7.9]

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 including ELA 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, 7.1, 7.3]
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 including literacy strengths and needs. [TPE 5.2, 5.3, 5.4, 7.4]
7. Create an environment of support for student inquiry, self-directed learning, and responsibility. Creating opportunities for higher level meaning-making and comprehension of varied texts. [TPE 1.1, 1.3, 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, 7.6]
9. Utilize a variety of pedagogical techniques and technologies to respond to students' diverse learning needs (including full range of language and special populations) 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, 6.1, 6.2, 7.3]
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, 7.1, 7.3]
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. [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, 6.2]

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, 7.3]
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 6.5]
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, 6.5]
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, 6.9]

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. (2021). *Reclaiming social studies for the elementary classroom: Integrating Culture through the arts*. 3rd ed. Kendall-Hunt Publishing. **E-copy on Kendall-Hunt Publishing:**
<https://he.kendallhunt.com/product/reclaiming-social-studies-elementary-classroom-integrating-culture-through-arts>
2. *Content Standards for California Public Schools Kindergarten Through Grade Twelve*: <http://www.cde.ca.gov>

K-6 History-Social Science Content Standards

K-6 Visual-Performing Arts Content Standards

K-5 ELD Standards (2012)

CCSS ELA (2010)

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.

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/>

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** segment promoting critical and creative thinking in social studies using one of the **history social science content standards (K-6)** as a guide. In addition, include a brief theoretical framework for your lesson using the support of learning theory. English language arts standards and goals **in one or more of the four areas** must be included. Adapt resources and technology to meet social studies standards aligned to **prior experiences, interests, SEL needs, funds of knowledge and cultural, language, and socioeconomic backgrounds**. Modifications **(MTSS, UDL)** for English learners using the 2012 ELD standards **(SDAIE)**, GATE, and students with atypical development **(including dyslexia)** must be integrated into the lesson. **Promote students' oral and written language (read, listen, speak, and write) with discipline-specific academic language.**

Format will be shared in class. **(Program standards addressed 1-5, 7: 1.1, 1.4, 1.5, 1.6, 3.1, 7.7. Course objectives addressed- 1-4, 6-16.**

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 that uses knowledge about students and learning goals to organize the curriculum, facilitate student understanding, make accommodations and promote student access to the curriculum on both short- and long-term planning.** A minimum of 4 lessons within the unit must integrate with the arts. It must: a) **draw upon the California Frameworks' and Content standards** curricular approaches; b) **include common core language arts standards** when appropriate; c) draw upon learning theories presented in readings and class; d) provide historical and cultural context; e) **promote SS academic language for all learners including English learners, special needs (including dyslexia), and GATE learners (typical and atypical child development), using and adapting resources, including assistive technology, to facilitate students' equitable access to the curriculum;** and f) include all **assessments (rubrics formal, informal, etc),** realia, and bibliography with a Table of Contents. **(Program standards addressed: 1-5, 7: 3.1, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 7.9).**
Course objectives addressed- 1-20

b) All lesson plans and supplementary materials will be an electronic document to create an “E-Unit.”

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

4. **Attend 1 visual-performing arts event or field trip that include areas of dance, music, drama, media arts 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 and on Canvas.
- in class. *[Program standards addressed: 1.7, 2, 7.3, 7.6]. 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%	03-08-23
3. Visual-Performing Arts Event/Field trip assignment	25%	04-05-23
4. Integrated Unit & Presentation	30%	05-10-23

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 and are posted on CANVAS.

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 (including online sessions). 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 email me and it is your responsibility to **have a classmate collect materials and assignments for you.**

Participation Rubric

5 points: Coming to class prepared (e.g., readings and assignments completed). Maintaining a cheerful, professional, constructive attitude. Contributing substantively and positively to group and class dynamics. Participating enthusiastically in whole class activities, small group activities, and collegial presentations. Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.

4 points: Coming to class prepared (e.g., readings and assignments completed). Maintaining a professional attitude. Contributing appropriately to the class. Participating in whole class activities, small group activities, and collegial presentations.

3 points: Coming to class somewhat prepared (e.g., assignments completed but sketchy on readings). Maintaining a professional attitude. Contributing appropriately to the class. May tend to be very quiet or over talkative. May participate in class activities but without enthusiasm. Rarely offers relevant, insightful, and constructive comments during class.

2 points: Coming to class unprepared (e.g., readings and/or assignments not completed). May display an unprofessional attitude. Sometimes fails to participate appropriately or contributes little positive interactions to group and class dynamics.

1 point: Coming to class unprepared (e.g., readings and assignments not completed). Displays an unprofessional attitude. May make irrelevant comments. May fail to participate constructively.

0 points: Not attending class.

Please turn off all cell phones and electronic devices during class time to respect the classroom atmosphere. Please always wear your masks correctly while in class. Regular breaks for water/snacking will be given during the class session.

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 by email before 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 Times New Roman font, double-spaced. Conventional spelling, grammar, and punctuation are required. Use APA 7th ed. manual for all citations in text and for references.

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—January 25- In class

1. Course syllabus, objectives and layout of semester. 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 and real-life contexts** with social studies instruction and how it is similar/different than experiences of children now. **How do students from multiple backgrounds see social studies? What are their interests, cultures?? Productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. How do we short term and long-term plan for inclusion?**
2. What is the context of teaching social studies? **What are our biases and how do we mitigate that? How do we analyze the context of teaching in LA? CA?**

Assignments:

1. Read *Reclaiming social studies* text Chapters 1 & 2).

(TPEs: 1.1, **1.3**, **2.2**, 4.1, **6.2**, 6.5, **6.7**, 7.1)

Class 2 – February 1- In class

1. Elements of an effective lesson plan including modifying instruction for English Learners (ELD 2012), Special needs **including dyslexia**, and GATE. **Maintaining high expectations for all students.**
2. Discuss and do activities with the **CA History-Social Science framework.** (Literacies- *Baseball Saved Us*)
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. **Use culturally and linguistically sustaining practices to teach ss concepts. Using asset-based pedagogies in integrated content and literacy instruction.**
3. Using SEL and restorative justice as part of lesson planning in ss.
4. Lesson plans in social studies- various models in direct, inquiry-based instruction
5. Writing objectives in social studies

Assignments:

1. Read *Reclaiming social studies* text- Chapter 5
2. Read and analyze K-6 social studies standards

(TPEs: 1.3, 1.4, **2.1**, **2.2**, **2.5**, **3.1**, 3.2, 3.3, 3.5, 3.6, 4.2, 4.7, 5.1, 6.1, **7.3**)

Class 3 – February 8- ONLINE- Canvas

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?
3. Discussion and activity on learning theories that relate to social studies and the arts (Piaget, Vygotsky, Rogers, Gardner, and Bruner)
4. Direct vs. indirect teaching methods

Assignments:

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

(TPEs: 2.2, 2.3, 3.1, 3.3, 3.5, 3.6, 4.2, 4.7, 6.1)

Class 4—February 15- In class: Organizing curriculum- lesson goals and planning

1. Teaching concepts vs. skills- break down of content standards for lesson/unit plans
2. Common Core ELA standards- analysis and connections to SS skills in K-5, Infusing skills (higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking) to enhance literacy skills in social studies
3. CCSS standards align with ss standards in content area reading and writing.
4. Integrating ELD standards, SEL, and trauma-informed practices with literacy practices in social studies.
5. Promote students' oral and written language (read, listen, speak, and write) with discipline-specific academic language.
6. Lesson planning in social studies—elements for success
7. Asset based teaching in social studies
8. See handout- readings on EL's and various strategies

Assignments:

1. Read *Reclaiming social studies* text- Chapters 3
2. Start brainstorming concepts from standards for lesson plans and work on plans.

(TPEs: 7.4, 7.6, 7.7, 7.9)

Class 5 – February 22—In class

Initiations, KWL, and arranged environments (access for various populations including EL's)

1. Using knowledge about students and learning goals to organize the curriculum, facilitate student understanding, make accommodations and promote student access to the curriculum.
2. Teaching and learning strategies in social studies (including SDAIE, CALLA for EL's) sample lessons. Planning and implementing evidence-based literacy content in SS/Arts and designing lessons for all learners in ss. Differentiation for EL's- emerging, expanding, bridging with social studies content. Using academic language with ELs. Include tools and technology for engagement.
3. Models of several hands-on strategies for geographic literacy (instructional strategies to reach all learners, using student background and culture for context while integrating appropriate literacy standards.)

Assignments:

Work on lesson plan. Due next week.

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, 7.1)

Class 6 – March 1—ONLINE-Canvas: Post assignments to CANVAS

1. Unit planning - Introduction of unit planning- resources, unit, webbing, outline formats
2. Geography national and state standards deconstructed. Geography websites.
3. What is considered "arts integration?"
4. Plan and implement evidence-based literacy instruction across integrated content (Arts and SS) addressing differentiated needs using MTSS in literacy instruction
5. Promoting students' oral and written language (read, listen, speak, and write) with discipline-specific (integrated!) academic language.

Assignments:

1. Work on main lesson plan and two mini lessons. Think of your context for learning section—what is your class make-up? See CANVAS.
2. Do assignments on geography standards and arts integration on CANVAS.
3. Read *Reclaiming social studies* text- Chapters 7 & 8

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, 4.7, 4.8, 5.1, 7.2, 7.7)

Class 7-- March 8—In class- Lesson Plan due by email

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? Websites: Library of Congress and National Archives. Using technology and websites for ss content.

1. Inquiry in social studies- high expectations for the inquiry process
2. Primary sources. Using and modifying primary sources for all learners. Advocate different strategies to assist all students. Using assessment data to adapt and modify ss concepts for individual learning needs (IEP, IFSP, ITP, 504).
3. Planning, designing, implementing, and monitoring instruction to maximize learning opportunities and provide access to the curriculum for all students.
4. Plan instruction for various communication and activity modes that encourages student participation.

Assignments:

1. Read *Reclaiming social studies* text – Chapter 11
2. Read visual arts and media arts content standards K-6

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, 4.4, 4.5, 4.7, 4.8, 5.1, 5.8, 6.1)

Class 8 – March 15—In class

1. Might need to continue primary sources
2. Visual arts elements breakdown
5. Sample visual arts lessons and concepts/content
6. Connecting social studies content to the visual arts

Assignments:

1. Read *Reclaiming social studies* text- Chapter 10 visual arts
2. Work on unit plan brainstorming over email

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)

March 22—Spring Break- NO Class

Class 9—March 29—In class

1. Getty Museum Curriculum

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

- 2.** Social studies strand- cultural anthropology. How does art help us understand different cultures? What are the artifacts that give us a socio-historical perspective on a group of people? Culturally inclusive practices and integration of home culture/background. Reflecting on your pedagogy in social studies to plan to improve student learning. (Re)Confronting our biases and assumptions.
- 3.** Use student data to plan/adapt for short- and long-term planning. Understand and apply knowledge of both typical and atypical child development to inform instructional planning.

Assignments:

1. Read *Reclaiming social studies* text- Chapter 4 on assessment
2. Read Music content standards K-6
3. Work on Arts event/field trip/lesson- due next week

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, 6.2)

Class 10—April 5— ONLINE Arts assignment due by email

1. Assessment- standardized vs. performance assessment. Types of assessments: tests, written pieces, projects, portfolios, rubrics, checklists, journals etc. Modifying assessments for EL's, Special Needs and GATE
2. Analyzing student work- what to look for? Using data from multiple measures and technology to make teaching decisions.
3. Why teach music? Promoting critical thinking and analysis
4. What are the music concepts in your grade level?

Assignments:

1. Read *Reclaiming social studies* text- Chapter 11 music
2. Do CANVAS assignments (2)
2. Work on unit plan lessons

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, 5.2, 5.4, 6.1)

Class 11—April 12—In class

1. Music in the elementary classroom – music theory, activities for music composition, skills, and cultural context
2. Strategies to integrate music and social studies
3. Drama- creative vs. performance

Drama activities- pure drama vs. integrated drama content with social studies

Assignments:

1. Read *Reclaiming social studies* text- Chapter 9
2. Read Theater Arts content standards K-6
3. Work on unit plan

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 12—April 19—ONLINE

1. Drama continued- analysis of content standards and core concepts in theater/drama. Consulting and planning with colleagues on drama lessons.
2. Integrations across multiple content areas

Assignments:

1. Read Dance content standards K-6 and Chapter 12 (Dance)
2. Do CANVAS assignments (2)
3. Work on unit plan with group

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, 6.3)

Class 13—April 26—In class

2. Begin Dance and movement- content standards, warm-ups
3. Dance and movement theory and strategies
4. Multicultural aspects of the arts and social studies
5. Multicultural picture book analysis (stereotypes, gender roles, etc.)
Including asset-based practices in choosing and using multicultural literature
Ethical behavior in choosing multicultural materials and concepts that reflect all classroom cultures. Reflecting on practice and establishing professional learning goals to improve access to the arts.
6. Review presentation guidelines

Assignments:

1. Work on group unit presentation - **Due in 2 weeks**
2. Work on unit plan- Make sure to use the checklist for all elements including modifications for EL's, Special Needs, and GATE.

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, 6.2, 6.3, 6.5)

Class 14—May 3—ONLINE

Research and unit planning week- critically analyze content and concepts used for unit plan (state, district, school alignment?). Collaborate with peers to choose appropriate materials that support context for standards.

** Meet over ZOOM or in person

Assignments:

Work on unit plan with group—*meet over Zoom or in person* to work out final details and presentation with your group.

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)

Class 15—May 10—In class- Unit due by email (PDF)

Course wrap-up

Presentations of unit plan in class and turn in electronic unit plan by email.

Focus on how writing, discussing, and presenting helps a variety of purposes, audiences, and contexts as they plan, develop, and provide feedback to peers.

Integrated Unit Plan due

TPEs: 7.8

LEGEND

1.1	page 11, class 5
1.1	page 6, lesson plan assignment
1.3	page 9, class 1
1.4	page 6, lesson plan assignment
1.5	page 6, lesson plan assignment
1.6	page 6, lesson plan assignment
1.7	page 14, class 11
1.7	page 7, arts field trip assignment
2.1	page 9, class 2
2.2	page 9, class 1
2.5	page 9, class 2
2.5	page 12, class 7
3.1	page 9, class 2
3.1	page 6, unit plan
3.2	page 11, class 5
3.2	page 6, unit plan
3.3	Page 11, class 5
3.3	page 6, unit plan
3.5	page 6, unit plan
3.6	page 6, unit plan
4.1	page 13, class 9
4.1	page 6, unit plan
4.2	page 13, class 9

4.2	page 6, unit plan
4.3	page 6, unit plan
4.4	page 12, class 7
4.5	page 12, class 7
4.7	page 12, class 7
4.8	page 11, class 5
5.1	page 12, class 10
5.1	Page 6, unit plan
5.2	page 13, class 10
5.4	page 13, class 10
5.8	Page 12, class 7
6.1	page 13, class 9
6.2	page 9, class 1
6.2	page 13, class 9
6.3	page 14, class 13
6.5	page 14, class 13
6.7	page 9, class 1
6.7	page 15, class 14
7.1	page 11, class 5
7.2	Page 11, class 6
7.3	page 9, class 2
7.4	page 10, class 4
7.6	page 10, class 4
7.7	page 10, class 4
7.7	page 11, class 6
7.7	page 6, lesson plan
7.8	page 15, class 15
7.9	page 10, class 4

