

**EDU 155/255: Social Studies & the Arts: Elementary Curriculum**  
**Mount Saint Mary's University**

Course Syllabus  
Spring 2020, Thursdays 5:30-8:30 p.m.  
Four class meetings at Inner-City Arts\*

**Instructor:** Dominique Schwenzfeier

**Email:** [dschwenzfeier@msmu.edu](mailto:dschwenzfeier@msmu.edu)

**Office hours:** By appointment

**Estimated response time to email:** 12 hours

**Best way to reach me:** [dschwenzfeier@msmu.edu](mailto:dschwenzfeier@msmu.edu)

**\* Inner-City Arts is located at 720 Kohler St., Los Angeles, CA 90012**

*If you have any questions or experience difficulties with any part of this course, please do not delay in contacting me, before or after class, by email, or by appointment.*

**Required Texts (available online OR at the Doheny Bookstore):**

1. **Online:** The social studies framework may be **downloaded** from <http://www.cde.ca.gov/ci/hs/cf/sbedraftthssfw.asp> *History-Social Science Framework for California Public Schools* (2016).
2. **Online:** *California Visual and Performing Arts Framework for California Public Schools* (2004). <http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>
3. **Online:** *College, Career, & Civic Life: C3 Framework for Social Studies State Standards* (2010). <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>
4. Wiggins, G. & McTighe, J. (2005). *Understanding by Design: Expanded 2nd Edition*. ISBN# 978-1-4166-0035-0
  - All Additional articles will be available to download on the course website (Canvas).

**Course Description:**

*Social Studies and the Arts: Elementary Curriculum* is a professional preparation course for the teaching of history-social science and the visual and performing arts in elementary classrooms. Central to the course are the concepts and skills required for the effective planning and teaching of social studies and the arts. Our study will include recognizing the scope and sequence of curricula, and understanding the knowledge, skills, and values that can be gained through these disciplines. Curriculum integration between the social sciences and the arts is a primary focus. Varied instructional strategies, multiple means of assessment, support for English language

learners, and the use of technology to teach, and assess, social studies and the arts will be addressed. By the end of the course students will be able to achieve competence in:

- Implementation of California State Frameworks and Content Standards in History-Social Science and Visual and Performing Arts;
- “Backwards Design” (Wiggins & McTighe, 1998) of instruction, including;
- Selection of appropriate content standards;
- Design of relevant performance assessments; and
- Construction of orderly and relevant learning experiences;
- Production of an instructional unit in social studies and the arts by designing a website to serve as a model for both, your understanding of unit design and how technology can be used in the classroom.
- Identifying community resources in the arts and social studies.

### **Course Objectives:**

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the College.

1. Candidates demonstrate knowledge of Social Studies Pedagogy, such as:

- Strategies for teaching expository reading and writing
- Strategies for developing students’ research skills
- Strategies for developing students’ critical thinking

2. Candidates demonstrate knowledge of Arts pedagogy, such as:

- Strategies for validating creativity
- Strategies for building community and an environment for creative work
- Strategies for developing students’ connections between the arts, other content areas, and their world

2a. Candidates integrate the arts with social studies content

3. Candidates design and plan a unit connecting the goals of the History-Social Studies and Visual and Performing Arts Frameworks and Content Standards

4. Candidates identify the big ideas/concepts from the frameworks

5. Candidates plan a social studies lesson

6. Candidates plan an arts lesson

7. Candidates find and evaluate resources for teaching social studies and the arts

8. Candidates conduct a web search and evaluate sources for validity

9. Candidates develop subject-matter background knowledge

- 10. Candidates plan assessment of student learning including entry-level, progress monitoring, and summative assessments in social studies and the arts.
- 11. Candidates include strategies in the unit to make content comprehensible, engaging, and relevant to all students including English Learners and students with other special needs.
- 12. Candidates purposefully integrate technology into their teaching

**Course Assignments:**

Tasks	% of Final Course Grade
<i>Fieldwork:</i> 1. Background File: 10% 2. Book Review with Developmental Level & ELA Component: 10% 3. Gallery Walk Through of Resources: 10% 4. Museum/Cultural Center and Reflection: 10%	40%
<i>Opportunity Task 1: Lessons</i> 1. Social Studies 2. Art	20%
<i>Opportunity Task 2: Instructional Unit</i> (submitted in 5 parts) PART 1: Desired Results (5%) PART 2: Assessment Evidence Matrix (5%) PART 3: Performance Assessment and Rubric (5%) PART 4: Learning Experiences and Instruction Matrix (5%) PART 5: Entire Unit (15% and 5% group work participation grade)	40%

**Required Field Experiences:**

**Fieldwork #1:** Background File (research and contextualization of unit content)

**Fieldwork #2:** Book Report with Developmental Level & ELA Component—Select a fiction, or non-fiction picture book, or chapter book that you will incorporate into your final unit.

**Fieldwork #3:** (In class- gallery walk of social studies materials and items, plus write- up of online resources)

**Fieldwork #4:** Museum/Cultural Center visit and reflection.

### **Classroom Policies:**

**Assignments:** Assignments must be completed and uploaded to Canvas **before the start of class** on the due date. **No late work** will be accepted unless prior arrangements have been made. Technology problems are not an acceptable excuse. Please make a habit of backing up your work on an external drive or in the cloud.

**Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. **Use 12-point Times New Roman, double-spacing, and one-inch margins.** (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

**Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. If you're absent, I expect you to check in with a classmate and meet to discuss what you've missed. ***Friendly reminder: If you miss a significant number of class sessions, you will be administratively withdrawn from the course (1-2 unit courses = 1 absence permitted; 3-4 unit courses = 2 absences permitted).***

**Tardiness:** Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

**Class Participation:** Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class.

**E-Learning System:** Course materials and on-line interaction will make use of Canvas, the e-learning site. It is the student's responsibility to regularly check the class site for assignments and to submit assignments on Canvas as required.

**Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you.

**Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious

writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions. Please remember the great resources you have access to:

1. **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
2. **Professional and Academic Resource Center (PARC).** The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. Call (213) 477-2898; email: [PARC@msmu.edu](mailto:PARC@msmu.edu); or visit their office located on the second floor of Building 10.

### Grading Scale

<b>&lt; 65 = F</b>	<b>65–69= D</b>	<b>70–73 = C-</b>	<b>80-83=B-</b>	<b>90-93 = A-</b>
		<b>74-76 = C</b>	<b>84-86=B</b>	<b>94-100 = A</b>
		<b>77-79 = C+</b>	<b>87-89= B+</b>	

### Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU’s graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

### MSMU University and Education Department Policies:

- **NOTE:** Please review carefully the schedule in the tentative course calendar. MSMU holidays may not coincide with your other calendars. In addition, MSMU is piloting “study days” for the last Thursday and Friday of the Spring 2019 semester. Please note that this policy **DOES NOT** apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. **ALL** students are expected to participate in class meetings (in person or online) on the final Thursday before finals. 1.5 unit courses meet as regularly scheduled during finals week
- **Absences:** Regular attendance is especially important in the Education Department’s compacted evening and weekend classes. Students are allowed to miss: one session of a 1 or 2 unit course or two sessions of a 3 or 4 unit course. Should you miss one additional

session beyond the allowable, you will be required to submit a 5 page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course. Students who miss more than two class sessions of a 1 or 2 unit course or more than three class sessions of a 3 or 4 unit course may be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with university policy as stated in the MSMU catalog.

- **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
  - is prevented from completing the final assignment for serious medical/personal reasons
  - can complete the work within one semester
  
- **Academic Integrity:** Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review
  
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
  
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, [\(310\) 954-4142](tel:3109544142), or at the Doheny Student Resource Center, Building 3, [\(213\) 477-2690](tel:2134772690). You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).
- **Student credit hour policy:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
  1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
  2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**MSMU Office Information:**

- Please call Catalina Hurtado, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.
- The fax number for the Education Department is (213) 477-2629.

**Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.**

EDU 1/255 TENTATIVE COURSE CALENDAR Social Science and the Arts--Elementary Curriculum			
Date	Topic(s)	Reading Due Before Class	Assignment(s) Due Before Class
Jan. 16 <i>Week 1</i>	Social Studies and the Arts: Introduction		
Jan. 23 <i>Week 2</i>	Introduction to Understanding by Design  A Closer Look at the Framework  Choose a book to use with your topic of study.	UBD Framework, p. 1-6, 12 & 13 (See Canvas)  C3 Framework; pp. 1-27 (See "Required Texts" for link.)	
Jan. 30 <i>Week 3</i>	Inner City Arts Visit #1: Visual Arts Bringing Arts into the Classroom-- Possibilities and Payoffs	Read pp. 2-23 <i>Visual and Performing Arts Framework</i>	Fieldwork #1: Background File Due Before Class
Feb. 6 <i>Week 4</i>	ICA Visit #2: Music	Read VAPA ( <i>Visual and Performing Arts Framework</i> ) Content Standards for your grade	Fieldwork #2: Book review With Developmental Level and ELA Components Due Before Class
Feb. 13 <i>Week 5</i>	Understanding by Design: Introduction to Stage 1	Read History-S.S. chapter of your intended unit grade level	Bring elementary and/or middle school social studies textbook (teacher's edition) to class.



	Primary & Secondary Sources: What are they; how do we use them?	Recommended: Skim SS framework for grade level above and grade level below your intended grade	
Feb. 20 Week 6	ICA Visit #3: Dance	<i>Reclaiming Social Studies for the Elementary Classroom</i> : Chapter 3, pp. 38-64 (See Canvas for reading)	Fieldwork 3: Gallery Walk/Resource Write-up Due Before Class.
Feb. 27 Week 7	Understanding by Design: Contextualizing Content (Stage 1) Gallery Walk Incorporating Technology		Stage 1 (Desired Results) Rough Draft Due--Bring to class
Mar. 5 Week 8	ICA Visit #4: Drama	<i>Reclaiming Social Studies for the Elementary Classroom</i> : Chapter 13, 297 - 322 (See Canvas for reading)	Stage 1 (Desired Results) Final Draft Due Before Class
Mar. 12	Spring Break- No Class		
Mar. 19 Week 9	Introduction to Stage 2: Evidence Teaching and Feedback	Wiggins & McTighe (2005): Chapter 7	Art Lesson Due Before Class
Mar. 26 Week 10	Stage 2: Evidence & Assessment	Wiggins & McTighe (2005): Chapter 8	

Apr. 2 <i>Week 11</i>	Stage 2: Evidence & Assessment	Wiggins & McTighe (2005): Chapter 9	Fieldwork 4: Museum/Cultural Center Due Before Class  Stage 2 (Evidence) Rough Draft--Bring to Class
Apr. 9 <i>Week 12</i>	Introduction to Stage 3: Learning Plan Creating Meaningful Learning Experiences	TBD	Stage 2 (Evidence) Final Draft Due Before Class
Apr. 16 <i>Week 13</i>	Stage 3: Engaging All Learners	TBD	Social Studies Lesson Due Before Class
Apr. 23 <i>Week 14</i>	Stage 3: Learning Matrices		Learning Matrix Due
Apr. 30 <i>Week 15</i>	Reflection & Self Assessment		Full Unit (All Components) Due Friday, May 1 <sup>st</sup> , 11:59 p.m.
May 7 <i>Week 16</i>	Presentations & Celebrations		