

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

Course Syllabus

Spring 2021, Thursdays 5:30–8:30

(Weekly: \*5:30-6:30 Asynchronous & \*6:30 – 8:30 Zoom)

Thursday, January 14, 2021 - Thursday, May 6<sup>th</sup> 2021

Four class meetings with Inner City Arts Guests

**Instructor: Dominique Schwenzfeier**

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**Phone:** (213) 477-2620 (Education Department office)

**Office hours:** *By appointment*

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**Education Department Philosophy:**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

**Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

**Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

### **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 and Student Learning Outcomes:**

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
  3. Candidates integrate the arts with social studies content
  - 4.. Candidates create a website demonstrating their design of an instructional unit connecting the goals of the History-Social Studies and Visual and Performing Arts Frameworks and Content Standards
  5. Candidates identify the big ideas/concepts from the frameworks
  6. Candidates plan a social studies lesson with differentiation for an English Learner (EL) and a student with special needs
  7. Candidates plan an arts lesson with differentiation strategies for an EL and a student with special needs
  8. Candidates find and evaluate resources for teaching social studies and the arts (including community resources)
  9. Candidates conduct a web search and evaluate resources for validity
  10. Candidates develop subject-matter background knowledge
  11. Candidates plan assessment of student learning including entry-level, progress monitoring, and summative assessments in social studies and the arts.
  12. 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.
  13. Candidates purposefully integrate technology into their teaching
  14. Candidates practice professional collaboration with one another for instructional planning

Class activities and assignments will provide practice and feedback on the California TPEs indicated as well as subject-specific pedagogy from TPE Part II Social Studies and the Visual and Performing Arts (see TPEs listed below) \*

**Required Texts (available 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 Arts Standards for Public Schools (adopted Jan. 9, 2019)*\_ <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.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*.

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- All Additional articles will be available to download on the course website (Canvas).

**Course Assignments (or Course Requirements):**

Course Assignment(s)	Point value	Due Date(s)	TPEs Addressed
<p>Additional Assignments*:</p> <p><b>1) .Background File</b></p> <p>2) .Book Report with Developmental Level and ELA Component:</p> <p><b>3).Asynchronous Learning Opportunities</b></p> <p>4).Museum/Cultural Center and Reflection</p>	<p><b>1) 10</b></p> <p>2) 10</p> <p><b>3) 2 pts. each, total of 10 pts.</b></p> <p>4) 10 pts.</p>	<p><b>1. Jan. 21<sup>st</sup></b></p> <p>2.Feb. 4<sup>th</sup></p> <p><b>3. Misc. Dates</b></p> <p>4. Apr. 1<sup>st</sup></p>	<p>3.1</p> <p>3.5, 4.3</p> <p><b>TBA</b></p> <p>TPE 1.3, 4.4</p>
<p><b>Opportunity Task 1:</b> Plan 2 Lessons -- one in social studies and one in the arts (using MSMU lesson plan template incorporating technology) Include plans for differentiation for English learner and a student with exceptional needs</p> <p>1.Art Lesson</p> <p>2.Social Studies Lesson</p>	<p>1) 10</p> <p>2) 10</p>	<p>1. Mar. 18<sup>th</sup></p> <p>2. Apr. 15<sup>th</sup></p>	<p>TPEs</p> <p>1.4,</p> <p>2,2, 2.5,</p> <p>3.1, 3.2, 3.3, 3.5</p> <p>4.2, 4.4, 4.6,</p> <p>5.1,5.2, 5.5</p>
<p><b>Opportunity Task 2:</b> Plan an Instructional Unit integrating Social Studies and the Arts (*Submitted in 5 parts).</p> <p>Component 1: <b>Desired Results (5%)</b> (Standards and Objectives; Essential Understanding and Questions, Knowledge and Skills addressed in unit)</p> <p>Component 2: <b>Assessment Evidence Matrix (5%)</b> Plan for assessing the big ideas, knowledge and skills identified through a variety of formative and summative assessments)</p> <p>Component 3: <b>Performance Assessment and Rubric (5%)</b> (a detailed plan for a summative task to assess the big ideas of the unit)</p> <p>Component 4: <b>Learning Experiences and Instruction Matrix (5%)</b> (a map summarizing the daily lessons across the full unit)</p>	<p>1) 5</p> <p>2) 5</p> <p>3. 5</p>	<p>Mar. 4<sup>th</sup></p> <p>Apr. 8<sup>th</sup></p> <p>April 22<sup>nd</sup></p>	<p>1.7,</p> <p>3.1, 3.2, 3.3</p> <p>5.1.5.2. 5.3, 5.5, 6.1</p> <p>1.1,1.3,1.4,1.5,1.7</p> <p>3.2, 3.3, 3.7. 3,8</p> <p>4.2., 4 4. 4.8</p> <p>5.3., 6.1</p>

Component 5: <b>Entire Unit</b> (15% and 5% group work participation grade) additional components/resources for the unit as well as a self-assessment and evaluation of group work.	4. 5  5. 20	Turn in with final unit. May 15 <sup>th</sup>	
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**Additional Assignments:**

- Background File (research and contextualization of social studies content for your unit)
- Book Report with Developmental Level & ELA Component—Select a developmentally appropriate fiction, or non-fiction picture book, or chapter book that you will incorporate into your final unit – discuss how you’ll integrate ELA standards.
- Asynchronous Learning Opportunities - see weekly assignments
- Museum/Cultural Center visit and reflection on using the community as a resource for learning

**Course Format:**

This course meets in person via Zoom from 6:30-8:30 during the published course dates. In addition, asynchronous work will be completed by participants from 5:30 -6:30 and should be completed before each class session. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

**Classroom Policies:**

- **Submitting work: 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.)
- **Grading: Rubrics (provided on Canvas) will be used to guide all grading.**  
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.

- **Make-up Work:** Make arrangements with instructor.
- **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.
- **Classroom 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 **Peer**
- **E-Learning System (Canvas):** Please join our Zoom sessions no later than 6:30 each, Thursday.
  - **Find a quiet place free of distractions.**
  - Keep your video/camera turned on as much as possible.
  - Stay and on task so that you don't miss anything that speaker has to say.
  - If sent to a break out room, join quickly and participate fully with respect for the ideas and opinions of others.
- **Hybrid Online Course Expectations:** Please read the **MSMU Education Department Online Course Expectations** attached at the end of this syllabus.

#### **SPECIAL CIRCUMSTANCES DUE TO COVID:**

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending synchronous meetings, please be in contact with the instructor to discuss accommodations.
- **Potential COVID-19 Disruption:** **Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.**

**Assessment** - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

#### **Grading Scale**

94-100 = A. 90-93 = A- 87-89 = B+. 84-86 = B. 80-83 = B- 77-79 = C+. 74-76 = C  
70-73 = C- 65-69 = D. <65 = F

#### **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:**

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their 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. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **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.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
  - **Study Days:** The "Study Days" 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.

- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **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.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
- **Incompletes:** 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:
  - files the application no later than 1 week prior to finals
  - 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
- **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 with 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.
- **Resource Binder Maintenance**

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**

**Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.  
**Professional and Academic Resource Center (PARC)**



- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
  - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.
- **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, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).
  - **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**MSMU Office Information:**

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu) or (213) 477-2620.

**Course Calendar**

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

EDU 155/255 TENTATIVE* COURSE CALENDER			
Social Studies & the Arts: Elementary Curriculum			
Date	Topic(s)	Reading Due	Assignment(s) Due
Jan 14 Week 1	Social Studies and the Arts  Why teach history? Why teach the Arts?	None	None

	<p>The benefits of integration across subject matter</p> <p>(Introduction to OT #2 Integrated Social Studies and the Arts unit)</p> <p>Introduction to the Understanding by Design (UbD) pedagogy and process</p> <p>Select Unit topics to study for the semester</p> <p>Practice activity: Close reading strategies</p> <p><i>Assign</i> Background files: Increasing Teachers' Content knowledge for Social Studies pedagogy</p>		
<p>Jan. 21 Week 2</p>	<p>A deep dive into the <i>History-Social Science Framework</i> and standards Focus on Inquiry and multiple perspectives</p> <p>In-class activity : Integrating ELA with Social Studies: Choosing developmentally appropriate books to use with your topic of study. (Assign Book Review with integrated ELA standards)</p> <p><b>Debrief Asynchronous Work: C3 in Action: Incorporating civics, geography and economics in social studies:</b></p> <p>Case study: <i>Breaking Down the Silos: The American Revolution-A Story Well Told</i></p>	<p>UBD Framework, p. 1-6, 12 &amp; 13 (See Canvas)</p> <p>C3 Framework; pp. 1-27 (See "Required Texts" for link.)</p>	<p>Background File Due Before Class</p> <p><b>Asynchronous activity: Begin reading, "pp 25-29 Breaking Down the Silos: The American Revolution-A Story Well Told"</b></p> <p><b>Due Jan. 28<sup>th</sup></b></p>

<p>Jan. 28 Week 3</p>	<p>Inner City Arts Guest Speaker</p> <p>Intro to Visual and Performing Arts Framework and Standards</p> <p>Teaching Visual Arts</p> <p>Bringing Arts into the Classroom-- Possibilities and Payoffs</p> <p>Practice: non-judgmental evaluation of art.</p> <p>Using the Arts to engage students, and as a means of representing, expressing their knowledge in other disciplines</p>	<p>Read pp. 2-23 <i>Visual and Performing Arts Framework</i></p>	<p><b>Asynchronous Work:</b> Continue reading, "Breaking Down the Silos: The American Revolution-A Story Well Told" pp 30-40 and answer the questions posted in Canvas (2 pts.)</p> <p><b>Due Before Class (1/28)</b></p>
<p>Feb. 4 Week 4</p>	<p>Inner City Arts #2: Teaching Music</p> <p>Use multiple modalities to meet multiple learning styles.</p> <p><b>Debrief Asynchronous Work: Using the Elements of Art to build vocabulary for non-judgmental critique</b></p>	<p>Read VAPA (<i>Visual and Performing Arts Framework</i>) Content Standards for your grade AND <i>Reclaiming Social Studies for the Elementary Classroom</i> Chapter 1, pp. 8-15 )</p>	<p>Book review With Developmental Level and ELA Components Due Before Class</p> <p><b>Asynchronous Work:</b> Explore and analyze the Getty Museum web page on "Elements of Art – (see prompt on Canvas) (2 pts) <b>Due Before Class, Feb. 4<sup>th</sup></b></p>
<p>Feb. 11 Week 5</p>	<p>Inquiry in Social Studies: Crafting questions and understandings for higher order thinking</p> <p>Deductive vs. Inductive Thinking</p> <p>SS Strategy: Integrating Visual Literacy</p>	<p>Read History-S.S. Framework chapter of your intended unit grade level</p> <p>Recommended: Skim History-SS Framework for grade level above and grade level below your intended grade</p>	

	<p><i>El Bracero</i> – what do you objectively notice, what do you wonder/ think it means?</p> <p>Understanding by Design: <b>Introduction to Stage 1</b></p> <ol style="list-style-type: none"> <li>1. Big ideas/concepts/ universal themes</li> <li>2. Essential Questions</li> <li>3. Enduring Understandings</li> </ol> <p>Technology and Instruction: Student-created websites</p> <p>Social Studies Strategy: Incorporating Primary &amp; Secondary Sources: What are they; how do we use them; criteria for selecting valid resources?</p>	<p>AND</p> <p>Wiggins &amp; McTighe (2005): Chapter 1</p>	<p>Asynchronous Work: Watch the video “Introducing Universal Themes” and complete the attached exit slip posted with this assignment on Canvas 2 pt</p> <p>Due Before Class, 2/11</p>
<p>Feb. 18 Week 6</p>	<p>Inner City Arts #3: Teaching Dance</p>	<p><i>Reclaiming Social Studies for the Elementary Classroom</i>: Chapter 3, pp. 38-64 Introducing Arts and Integration with Social Studies</p>	<p>Asynchronous Work: Artists’ Profiles/Processes Exploring Artistic Expression as an Opportunity for Problem-Solving</p> <p>Read the article on Canvas, “The Art of Problem Solving”, conduct an “Artistic Investigation”, then complete the exit slip posted with this assignment on Canvas 2 pts <i>Due Before Class (2/18)</i></p>
<p>Feb. 25 Week 7</p>	<p>Understanding by Design: <b>Contextualizing Content (Stage 1)</b></p> <p>Incorporating Technology into Instruction</p> <p>Teaching Internet Research Search engines/ websites Safety on the internet</p>	<p>Read handout: Common Core State Standards : Technology Skills Scope and Sequence handout</p> <p>And ISTE website</p>	<p>OT #2 - Component 1 Rough Draft Due--Bring to class</p> <p>(Component 1: Desired Results: Identify the Standards, Big ideas, knowledge and skills addressed in your unit)</p>

	<p>In -class activity: Practicing Collaboration: Nonjudgmental Peer review of Unit Component 1 using criteria list</p> <p>Digital Literacy/ Purposeful inclusion of technology:</p> <p>Curriculum literacy: Criteria for selecting resources for teaching (in person and online resources) (Assign Asynchronous Gallery Walk Activity due next session)</p>		<p>Asynchronous Work: Go to YouTube and watch the video: “Millennials in the Work Place” by Simon Sinek. Analyze his insights on technology.</p> <p>Come to class ready to discuss how technology can help or hurt your classroom instruction</p> <p>Due Before Class, 2/25</p>
Mar. 4 Week 8	<p>Inner City Arts #4( <b>Drama</b></p> <p>Debrief Asynchronous Gallery Walk: Identifying effective, developmentally appropriate, culturally responsive curriculum materials</p>	<p><i>Reclaiming Social Studies for the Elementary Classroom</i> Chapter 2, pp. 23-27 &amp; 95-97,</p>	<p>Component 1 (Desired Results) Final Draft Due Before Class</p> <p>Asynchronous Gallery Walk Activity:</p> <p>Explore resources from the list on CANVAS for possible use in your unit (Resources provided include: maps, primary resources, political cartoon, images, realia, timelines, realistic fiction)</p> <p>Create an annotated resource list of 3 online resources appropriate for your final unit design. (2 pts. ) Due Before Class (3/4)</p>
Mar. 11	<p><i>Spring Break: No Class</i></p>		
Mar. 18 Week 9	<p>Introduction to Stage 2: UbD <b>Assessment Evidence</b></p> <p>Assessment measures: The Variety of Multiple Measures (formative, summative, progress-monitoring,</p>	<p>Wiggins &amp; McTighe (2005): Chapter 7</p>	<p>OT 1: Art Lesson Due Before Class</p>

	<p>self-assessment, standards-based, standardized assesment)</p> <p>In-class activity- creating performance tasks and rubrics</p> <p>We will learn how to use assessment both:</p> <ol style="list-style-type: none"> <li>1. to reveal evidence of student understanding &amp; transfer of information.</li> <li>2. to guide instruction allowing us to determine what additional evidence will be collected for other Desired Results.</li> </ol>		<p>Asynchronous Work Due: View video of Grant Wiggins discussing UbD: Evidence video.</p> <p>Post response on Canvas Before Class, 3/18</p>
<p>Mar. 25 Week 10</p>	<p>UbD Stage 2: <b>Assessment Evidence continued</b></p> <p><b>Technology to Support Assessment – Debrief Asynchronous Data analysis activity</b></p> <p>Performance Tasks and Rubrics</p> <p>In-class Practice Activity: Designing a performance task and rubric</p> <p>Using the Community as a resource: (Assign Museum/ Cultural Center write- up)</p>	<p>Wiggins &amp; McTighe (2005): Chapter 8</p>	<p><b>Asynchronous Work: Technology to support Assessment:</b></p> <p>Analyze screen shot of data student scores to - find the patterns in student misunderstandings and come ready to share in class</p> <p>How might you communicate individual data outcomes with students and families ?</p>
<p>Apr. 1 Week 11</p>	<p>UbD Stage 2: <b>Evidence &amp; Assessment</b></p> <p>In class activity - Practice collaborating with colleagues to conduct Nonjudgmental Peer-reviews Assessment plan evidence – using Assessment Matrix criteria list</p> <p>Debrief Asynchronous Work : Social Studies Pedagogy Share why</p>	<p>Wiggins &amp; McTighe (2005): Chapter 9</p>	<p>Museum/Cultural Center Due Before Class</p> <p>Component 2 (Assessment Evidence) Rough Draft-- Bring to Class</p> <p>Asynchronous Activity: TPE part II Jigsaw of Social Studies Pedagogy– (research and present creative ways to</p>

	<p>the approach you found is engaging and effective pedagogy</p>		<p>teach your assigned strategy: maps, timelines, primary/secondary sources, case study, research, expository writing etc Come prepared to tell us why it is engaging and effective.)</p>
<p>Apr. 8 Week 12</p>	<p>Introduction to Stage 3: UbD <b>Designing Learning Experiences Plan</b> 1. Creating Meaningful Learning Experiences 2. Develop short and long-term planning</p> <p>Social Studies Strategy: Teaching Writing in Social Studies: RACE strategy Restate the Question Answer the Question Cite your Source Explain</p>	TBD	<p>OT#2 :Component 2 Assessment Evidence (final draft of plan without Performance Task/ Rubric due Before Class</p> <p>Asynchronous Work: TBD:</p>
<p>Apr. 15 Week 13</p>	<p>Stage 3: Designing <b>Learning Experiences: The Instructional Process</b> We will look at: 1.Engaging Students: The Hook 2.Equipping Students: 3.Rethinking and Revising Activities 4.Self-evaluation and Reflection 5.Tailoring activities for a wide range of students (including ELs and students with exceptional needs) 6.Organizing the Sequence of Activities</p>	TBD	<p>Social Studies Lesson Due Before Class</p> <p>Asynchronous Work: TBD</p>
<p>Apr. 22</p>	<p>Stage 3: Designing <b>Learning Experiences</b> (continued)</p>		<p>Performance Assessment and Rubric Final Draft Due</p>

Week 14			Asynchronous Work:TBD
Apr. 29 Week 15	<p>Tonight's session is 100% ASYNCHRONOUS</p> <p>Post Your Performance Task on a Discussion Board</p> <p>Apply your understanding of a performance task by analyzing someone else's work.</p>	See Canvas, Module: Week 15: April 29, 2021	<p>Post Performance Task on the Discussion Board in Canvas by 5:30p.m.</p> <p>Full Unit (All Components) Due Friday, May 1<sup>st</sup>, 11:59 p.m.</p> <p><b>Asynchronous Work:</b> Meet with group to prepare your Unit presentation</p> <p>Post at least 5 comments in the discussion board posted on Canvas.</p>



<p>May 6 Week 16 Last Class</p>	<p><b>Presentations &amp; Celebrations</b></p> <p>Each person/group will present their final unit design focusing on:</p> <ol style="list-style-type: none"> <li>1. History Social Science and Visual and Performing Arts standards addressed in the unit.</li> <li>2. the use of student inquiry to answer the essential question outlined in the unit.</li> <li>3. how students will represent, or express, their transfer of information in the performance task.</li> <li>4. how the unit uses a variety of instructional strategies, and technology to support access to the curriculum for a wide range of learners within the general education classroom.</li> <li>5. <b>Debrief Asynchronous Reflection &amp; Self- Assessment of Social Studies and Arts preparation/ goals</b></li> </ol>		<p><b>Asynchronous reflection activity: Reflection and Self-Assessment of Social Studies and Arts preparation and goals:</b></p> <p><b>What have I learned about my content knowledge in social studies and the arts?</b></p> <p><b>Looking at standards/framework – which areas do I need to further develop?</b></p> <p><b>What are next steps for my professional development in Arts and Social Studies?</b></p>
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**\*EDU 155/255 addresses/provides feedback on the following TPEs:**

**Part I:**

**1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning

**1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

**1.4** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

**1.5** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

**1.7** Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

**2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive

**2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

**3.1** Demonstrate Knowledge of Subject matter, including the adopted Ca State Standards and curriculum frameworks

- 3.2** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- 3.3** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject-Specific Pedagogical)*
- 3.7** Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security
- 3.8** Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
- 4.2** Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- 4.4** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; (a) applying principles of UDL and MTSS; (b) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; (c) appropriate modifications for students with disabilities in the general education classroom; (d) opportunities for students to support each other in learning; and (e) use of community resources and services as applicable.
- 4.6.** Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.8** Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning
- 5.1** Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2** Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 5.3** Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback
- 5.5** Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6** Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- 6.1** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

## **TPEs (Part II)**

**Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy** Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

### **English Language Development in Relation to Subject-Specific Pedagogy**

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking)

### **Teaching History-Social Science in a Multiple Subject Assignment**

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

### **Teaching Visual and Performing Arts in a Multiple Subject Assignment**

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:

- Understand and teach the foundational academic content of each arts discipline within the standards.
- Facilitate the students' literacy development in the art form as well as in English.
- Craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.
- Assess student learning in each art content area to promote student learning.
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.
- Collaborate where possible with single subject arts teachers and/or community arts resources.
- Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.
- Assure that students are provided access to works of art that are broadly representative of cultural diversity.