EDU 155/255 Social Studies and the Arts
Opportunity Task #1
Parts 1 and 2: Social Studies Lesson Plan and Arts Lesson Plan (10 pts. Each)

This assignment provides feedback on the following TPEs:

TPE: 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

TPE 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.

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

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

TPE 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.

TPE 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.

TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment

TPE 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 student

TPE 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; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.

TPE 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.

TPE 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.

TPE 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

TPE 5.5 Use assessment information in a timely manner to assist students and families in under- standing student progress in meeting learning goals.

Goal:

Your task is to create <u>two</u> separate lesson plans that will be learning experiences in the final unit design you have been creating through the Understanding by Design process. These lessons should demonstrate your knowledge of state-adopted content area curriculum in History/Social Science and the Visual and Performing Arts.

Role:

You are a valued member of an elementary school faculty and the lead teacher for your grade level. You are creating a thematic unit guided by an essential questions and an enduring understanding that will help your students to internalize new learning surrounding the standard(s) you have chosen for your 4-6 week final unit design.

Audience:

Your target audience is your colleagues that teach at this grade level.

Situation:

You have been asked to develop and demonstrate a model unit for social studies content integrating the arts. These two lessons will be representative of the type of learning experiences you have planned for students in this unit of study.

Product:

You will create a lesson that addresses History/Social Science and a second lesson that addresses Visual and Performing Arts Content Standards of the California Department of Education for your selected grade level. The lessons must include all elements of the Mount Saint Mary's University Lesson Plan format including adaptations for an EL and student with exceptional needs. Be sure to indicate how you are incorporating technology.

Standards and Criteria for Success:

Your product must meet the following standards:

1. Two lesson plans that are **effective** and **engaging**.
   - Students will know where they are going, why, and what is required of them. (goals, reason for learning, performance requirements and evaluative criteria)
   - Students will be hooked – engaged.
   - Plan will provide adequate opportunities to explore/experience big ideas and instruction to equip students with knowledge and skills required.
   - Students will have sufficient opportunities to rethink, rehearse, revise and/or refine their work based upon timely feedback.
   - Students will have an opportunity to self-evaluate their work, reflect on their learning and set future goals.
   - Plan is tailored and flexible to address the interests and learning styles of all students (including an English Learner and a student with an exceptional need)
   - Plan is organized and sequenced to maximize engagement and effectiveness.
2. You will teach one of these lessons in class

Lesson Plan Format for
Specially Designed Academic Instruction in English (SDAIE)
with SIOP Elements

MSMU Lesson Plan Format

Context and Goals

Grade/Class/Subject: Teacher:
(For what class is this lesson designed?)   *(Your name)*

Time/Duration of the lesson: *(i.e. 9:15-10:00 or 45 minutes)*

English Language Proficiency of Students: (*Before classroom instruction, teachers will understand their students' English language proficiency, and the language demands of the lesson's instructional materials.*)

California Content Standards:
(Which standards do you plan to teach? Paste these from the Current CA Content Standards)

Enduring Understandings:
(What concepts/big ideas?)

Essential Knowledge/Skills:
(What knowledge/skills? How does this lesson build upon prior lessons? How will this knowledge/skill enable students to understand future lessons?)

Higher-Order Questions:
(What is/are the focusing question(s) for this lesson?)

Observable Outcomes **What do you want students to learn?**	**Assessment/Checking for Understanding** **What evidence will you gather/look for?**
Content Objectives: *(What specific objectives from the content standards above does this lesson address?)*	*(How will you know if students learned both the content and language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess*

	learning? How might pre-assessment be used in your analysis of this evidence?)
Academic Language Objectives: *(What specific objectives from the ELD standards does this lesson address?)*	

Key Vocabulary:	<mark>Supplementary Materials:</mark> <mark>*(What resources, "realia", visuals, documents, or manipulatives will you use?)*</mark>
Technology in Support of Learning: *(What type of technology will you use in your instruction?)*	Technology in Support of Learning: *(What type of technology will the <u>students</u> use to achieve and/or demonstrate the objectives?)*

Anticipated Misunderstandings/Difficulties:
(What areas of confusion or difficulty do you anticipate students might encounter with this material? How will you address them?)

Student Assets:
(What interests, prior knowledge do students bring to help them with this material? Include for all focus students.)

Lesson Pre-assessment and Sequence:

Element *Describe **what** will happen-what will teacher and/or students do*	Rationale *Describe **why** you chose to do it this way.*	Differentiation: Modifications/Adaptations *For each segment of the lesson sequence, describe any needed modifications for EL, special needs, or socio-emotional needs.*
Pre-Assessment of Students' Knowledge or Ability: (Before instruction begins, how will you assess what students know and/or are able to do related to the objective?)		
LESSON SEQUENCE		
Instruction to Support Learning: *(How will you design learning experiences to facilitate students' understandings, knowledge and skills? Things to comment on: teacher's role, student groupings, ways to ensure engagement (i.e., linking information to students' lives and previous learning), ways you are scaffolding.)*		*(EL focus student: describe this student's EL goals. Describe the assets and challenges related to this lesson for **this** English learner. What will you do specifically support **this** student for this lesson?* *Special Needs focus student: describe this student's special need and relevant IEP goals, his/her assets and challenges related to this lesson. Describe what you will specifically do to support **this** student for this lesson.* *Focus student with social-emotional challenges: Describe the social-emotional assets and challenges for **this** student.*

Structured Student Learning Activities: *(What activities will help students grasp and practice concepts/skills? How will students be grouped and manage their learning?)*		*Describe what you will specifically do to support **this** student for this lesson.* *Advanced students: What will you do for those students who already "get it" and need to be challenged in different ways?)*
Post-Assessment: *(How will you know if students learned both the content and the language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)*		
Extension: *(How might this lesson be extended into future content areas or lessons?)*		

Theories that might be useful for rationales (Note: You may wish to refer to your "toolbox" for helpful resources further explaining below):
Universal Design for Learning: *Multiple means of representation; Multiple means of action & expression; Multiple means of engagement.(the what, how, and why of learning)*
Five E's: *Engage, Explore, Explain, Elaborate, Evaluate*

EDU 155/255: Social Studies and the Arts Lesson Planning Rubric

TPEs Addressed	Criteria	Exemplary	Standards Met	Partially Proficient	Developing	Inadequate
TPE 3: Understanding and Organizing Subject Matter for Student Learning	Knowledge of content and the structure of the discipline	Candidate displays extensive knowledge, application, and	Candidate displays solid knowledge of the concepts in the discipline and the content standards	Candidate displays familiarity with the important concepts in the discipline and the content	Candidate displays partial familiarity with the important concepts in the discipline	In planning the lesson, candidate makes content errors and/or fails to use

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		analysis of the concepts in the discipline and the content standards associated with the grade level.	associated with the grade level.	standards associated with the grade level.	and the content standards associated with the grade level.	content standards associated with the grade level.
TPE 3: Understanding and Organizing Subject Matter for Student Learning 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.	Knowledge of subject-specific pedagogy	Candidate's plan includes a wide range of effective research-based pedagogical approaches. Candidate's plan includes a wide range of effective research-based pedagogical approaches	Candidate's plan reflects a moderate range of effective research-based pedagogical approaches Candidate's plan reflects a moderated range of effective research-based pedagogical approaches	Candidate's plan reflects some range of pedagogical approaches or includes some approaches that are not suitable to student learning of content Candidate's plan reflects some range of pedagogical approaches or includes some approaches that are not suitable to student learning of content	Candidate's plan reflects a limited range of pedagogical approaches or includes approaches that are not suitable to student learning of content Candidate's plan reflects a limited range of pedagogical approaches or includes approaches that are not suitable to student learning of content	Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of content Candidate displays little or no understanding of the range of pedagogical approaches suitable to students learning of content
TPE 5: Assessing Student Learning 5.1 Apply knowledge of the purposes, characteristics, and	Establishes Learning Outcomes	All learning outcomes are clearly stated , represent high expectations and rigor, focus on important grade	Most learning outcomes are clearly stated, represent high expectations and rigor, focus on important grade level content standards, and	Learning outcomes are unclear or consist of a combination of outcomes and activities, representing	Learning outcomes are unclear or consist of a combination of outcomes and activities, representing	Learning outcomes are either not stated, or are stated as activities, rather than as student learning.

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.		level content standards, and suggest viable methods for assessment	suggest viable methods for assessment	moderately high expectations and rigor. Some outcomes suggest viable methods for assessment	limited expectations and rigor. With adjustment, outcomes suggest viable methods for assessment	Outcomes represent low expectations and lack of rigor. They do not reflect important learning or viable methods for assessment
TPE 5: Assessing Student Learning 5.2 Collect and analyze assessment data from multiple measures sources to plan and modify instruction and document students' learning over time. 5.5 Use assessment information in a timely manner to assist students and families in under-standing student progress in meeting learning goals.	Assessments align with Outcomes	All formal and informal assessments are purposefully selected and tightly aligned with the outcomes, in both content and process.	All outcomes are aligned with purposefully selected formal and informal assessments	Most of the outcomes are aligned with the formal and informal assessments, but some are not.	Some of the outcomes are aligned with the formal and informal assessments, but many are not.	Formal and informal assessments are not aligned with outcomes.
	Involve all students in self-assessment and reflection on their learning goals	Teacher uses a variety of assessment strategies including self-assessment throughout the lesson allowing for feedback that the students may use to adjust their learning	Teacher uses a some assessment strategies including self-assessment throughout the lesson allowing for feedback that the students may use to adjust their learning	Teacher uses a few assessment strategies throughout the lesson allowing for feedback that may not inform students on how they might be able to adjust their learning	Teacher uses assessment strategies that are not effective in providing students with information that allows them to adjust their learning	Teacher does not use assessment strategies; therefore not providing students with information so that they may adjust their learning

TPE 1: Engaging and Supporting All Students in 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. TPE 4: Planning Instruction and Designing Learning Experiences for All Students 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.	Knowledge of developmental level and how children learn	Candidate displays current, extensive and subtle understanding of how students at this developmental level learn.	Candidate's knowledge of how students of this developmental level learn is accurate and current.	Candidate displays some knowledge of this developmental level; some knowledge of how students learn may be limited or outdated	Candidate displays partial knowledge of this developmental level but knowledge of how students learn is limited or outdated	Candidate displays little or no knowledge of this developmental level or of how students learn

| TPE 4: Planning Instruction and Designing 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;
•applying principles of UDL and MTSS;
•use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
•appropriate modifications for students with disabilities in the general education classroom;	Logically designed Lesson	The lesson structure is clear and logical, allowing for different pathways according to diverse student learning needs, and anticipating misconceptions. The progression of activities is highly coherent with appropriate time allocations	The lesson has a clearly defined, logical structure around which activities are organized, and which anticipates student difficulties or confusion. Progression of activities is even, with reasonable time allocations	The lesson has recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable	The lesson has a partially recognizable structure, the structure is uneven. Progression of activities is uneven; Some time allocations are reasonable	The lesson has no clearly defined structure, or is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic

opportunities for students to support each other in learning; and •use of community resources and services as applicable.						
TPE 4: Planning Instruction and Designing Learning Experiences for All Students ==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.	==Selection of Instructional Materials==	==Candidate's knowledge of resources for classroom use is extensive and instructional material selected are suitable for lesson/students==	Candidate displays awareness of resources for classroom use and instructional materials selected are suitable for the lesson/students	Candidate displays some awareness of resources for classroom use and most instructional materials selected are suitable for the lesson/students	Candidate displays limited awareness of resources for classroom use and instructional materials selected are partially suitable for the lesson/students	Candidate is unaware of resources for classroom use and/or materials selected are not suitable for the lesson/students
TPE 2: Creating and Maintaining Effective Environments for Student 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.	Purposeful Instructional Groups	Instructional groups are purposefully varied as appropriate to the students, based on outcomes and effective student interaction	Instructional groups are purposefully varied as appropriate to the students and based on outcomes	Instructional groups mostly support the outcomes, with some effort at providing variety	Instructional groups partially support the outcomes, with limited effort at providing variety	Instructional groups do not support the outcomes and offer no variety
TPE 2: Creating and Maintaining Effective						

Environments for Student Learning 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Models effective classroom management	Candidate has behavioral norms posted for all to see. It is obvious that students are familiar with rules, routines and consequences. Candidate holds all to equally high expectations for learning	Candidate has behavioral norms posted for all to see. Students are familiar with rules, routines and consequences. Candidate holds all to equally high expectations for learning	Candidate has behavioral norms posted. Students are familiar with rules, routines and consequences. Candidate holds most everyone to high expectations for learning	Norms may not posted, or clear upon observation. Some students are familiar with rules, routines and, consequences, but not all. Candidate holds a few to high expectations for learning	Norms are not posted, or clear upon observation. Some students are not familiar with rules, routines and, consequences. Candidate does not hold students to expectations for learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning 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. 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within l	Modifications for English learners and student with special needs	Candidate applies information and knowledge about individual students' needs to clear and appropriate modifications of this lesson	Candidate applies knowledge about students' needs to make appropriate modifications of this lesson	Candidate applies knowledge about students' needs to make some appropriate modifications of this lesson	Candidate applies some limited knowledge about students' needs to make limited modifications of this lesson	Candidate applies little or no knowledge about students' needs to modifications of this lesson or makes no modifications
	Academic language is introduce, taught, and/or reinforced	Lesson design clearly shows how academic language will be introduced,	Lesson design shows how academic language will be introduced, taught, or	Lesson lists academic language but how it will be used is used is unclear and/or	Lesson lists some academic language but how it will be used is unclear , or not at all used in a	Lesson does not address the use of academic language and/or

earning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.		taught, or reinforced and accommodations are made for ELL students	reinforced and accommodations are made for ELL students	accommodations are made for ELL students are not sufficient	meaningful way. Also, accommodations do not meet the needs of ELL students	accommodations are not made for ELL students