Theme - Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application, Dispositions

1. Course Title and Credits: CIEE 3220 Language Arts and Social Studies Methods/Assessment for Teaching K-5 (3 undergraduate credits)

2. Course Description:

This integrated language arts and social studies course is designed for pre-service teachers who are working with or will be working with students in a K-5 or 5-8 setting. The course focuses on curricula and methods that weave together language arts, literature and social studies and that foster the development of critical thinking skills. Students examine a variety of children’s literature and experiment with lesson plans, unit plans and assessment techniques that incorporate reading, writing and social studies skills. Students also practice a variety of teaching methods that reflect multiple intelligences and respect diversity. Finally, students develop and implement the Modified Teacher Work Sample, an extended lesson plan that utilizes a multicultural, multidisciplinary approach to language arts, literature and social studies and that include real-world social problem-solving projects.

3. Prerequisites: CIEE 3120
   Co-requisites: CIEE 3010; CIEE 3230; CIEE 3260; CIEE 3290

4. Course Objectives: The students will be able to:

   1. Appreciate the centrality of literature to teaching language arts and social studies to K-5 students.
   2. Discuss theories of language development, including constructivism and social interaction theories.
   3. Discuss theories of social studies education, including multiculturalism, global education and civic engagement.
   4. Develop and critique different forms of assessment, including standardized testing, quantitative and qualitative rubrics, and performance-based evaluation.
   5. Understand the interconnections among the language arts and social studies, and develop an integrated language arts/social studies program.
   6. Choose appropriate technology for use in language arts and social studies classrooms, including film, TV, photography, newspapers and computers.
   7. Develop programs of media literacy for their students.
8. Develop interdisciplinary lesson plans consistent with the New Jersey Core Curriculum Content Standards.
9. Appreciate the role of research in curriculum development.
10. Plan an interdisciplinary, multicultural comprehensive lesson that includes essential questions, motivational strategies, critical thinking questions, performance-based assessment, and active student learning.

5. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>SLO</th>
<th>NJ Teaching Standards</th>
<th>ACEI Standards</th>
<th>NCATE Standards</th>
<th>WPU Competencies</th>
<th>NJ DOE CCCS Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modified Teacher Work Sample</td>
<td>1, 3, 4, 5, 7, 8, 11</td>
<td>1.0, 2.1, 2.4, 3.1-3.5, 4.0, 5.1-5.2</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 16, 17, 19, 20</td>
<td>6.1-6.3, 3.1-3.3</td>
</tr>
<tr>
<td>2. Annotated Text Set</td>
<td>1, 2, 3, 4</td>
<td>1.0, 2.1, 2.4</td>
<td>1.4</td>
<td>3, 4, 8, 9, 16, 19</td>
<td>6.1-6.3, 3.1-3.3</td>
</tr>
<tr>
<td>3. Designing the Reading Workshop</td>
<td>1, 2, 3, 4, 11</td>
<td>1.0, 2.1, 2.4, 3.1-3.5</td>
<td>1, 4</td>
<td>1 – 8, 12, 15, 16, 17</td>
<td>6.1-6.3, 3.1-3.3</td>
</tr>
</tbody>
</table>

6. Course Content:

1. Language as a means of social interaction through texts, media, and technology for children in grades K-5.
2. Social studies as a means of social orientation for children in grades K-5; the history of social studies education and theories of social studies education.
3. The history of language arts education, theories of language acquisition and development, research on thinking and learning, and theories of reading and writing.
4. The components of a Language Arts Program and a Social Studies Program and how they can interact and overlap.
5. Literature genres (picture books, folktales, fantasy, poetry, realistic fiction, historical fiction, biography, informational books).
6. Social studies genres (history books, civic books, historical fiction, newspapers and other mass media, the internet).
8. Reading: models of reading instruction including Readers’ Workshop; beginning reading and emergent literacy; directed comprehension; word
recognition; phonics; schema theory; critical reading; levels of thinking; content area reading; study skills.

9. The writing process and using writing for different purposes: development of children’s writing; teaching the writing process through the Writers’ Workshop model; personal and practical writing – journals, letters, stories, autobiographies, poetry, note taking, reports.

10. Social studies as a vehicle for socialization and counter-socialization, for accommodating oneself to society and changing society.

11. Meeting the needs of diverse learners: special needs, autistic students, exceptionalities; diverse cultures; linguistically diverse students, language/print, economic, social and environmental backgrounds; Urban, suburban, and rural settings. Language usage: dialects, ESL, informal and formal assessments. Developing professional dispositions that demonstrate empathy with and understanding of members of all cultural, ethnic, gender, and religious groups.

12. Goals of social studies, social studies as social action and community service, map and globe skills development of values, textbook and material selection; New Jersey history, American history, multiculturalism, understanding our diverse nation and world, civic and citizenship skills, problem solving and decision making and the New Jersey Core Curriculum Content Standards for social studies.

13. Developing techniques of formal and ongoing assessment. Analyzing student achievement from pre- through formative through post-assessment through graphing scores using Microsoft Excel.

14. Understanding media literacy; analyzing websites and other primary sources for bias and points of view.

15. Interacting online (through blogs, wikis, online discussion through Blackboard and social networking sites) to experience multiple perspectives on literature and social studies.

7. Teaching / Learning Methods

1. Lecture
2. Discussion
3. Read Aloud
4. Films
5. Various arrangements; whole class, collaborative and interest groups
6. Reports
7. Presentations/Demonstrations
8. Online technology: social networking, online discussions, blogs, wikis, websites
9. Library visits
10. Modeling of instructional methods
11. Simulations and role playing
12. Social action
8. Evaluation Methods:

1. SLO #1*: Students will create, teach, and analyze student data after creating a set of pre-, formative, and post- assessments through the Modified Teacher Work Sample, an interdisciplinary, comprehensive extended lesson.

2. SLO #2: Students will demonstrate their ability to select high quality literature from various genres that incorporate language arts and social studies themes through compiling an annotated text-set that includes a variety of literary materials, such as picture books, poems, journal articles and reference books, and that focuses on a particular social issue. This text set would form the foundation of a thematic unit.

3. SLO #3: Students will demonstrate their understanding of the centrality of literature to teaching language arts and social studies through successfully designing and demonstrating a reading workshop in which literature is read, shared, discussed and responded to in a variety of written assignments that develop language arts skills and explore social studies implications.

* = Critical Assessment

9. Recommended Textbook/Readings:


10. Preparer’s Names and Date: Andrew B. Pachtman, Ronald Verdicchio, and Burt Weltman, Fall, 2004

11. Original Department Approval Date: Fall 2004

12. Reviser’s Name and Date: Alison Dobrick, Spring, 2010

13. Department Revision Approval Date: Spring, 2010

14. Bibliography:

Texts


Journal Articles


**Websites**

http://earth.google.com/ (Google Earth)

http://www.reading.org/General/Default.aspx (International Reading Association)

http://nameorg.org/ (National Association for Multicultural Education - NAME)

http://www.ncte.org/elem (National Council of Teachers of English, Elementary section)


http://www.socialstudiesforkids.com/ (Social Studies for Kids – teaching resources)
Rubrics (6) for SLO #1:

Modified Teacher Work Sample

Assignment #1: Learning Goals

Rubric

Candidate Name:                               Course:                               Instructor:

<table>
<thead>
<tr>
<th>Elements</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Significance, Challenge and Variety</td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
</tr>
<tr>
<td>(ACEI 3.1)</td>
<td></td>
<td></td>
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<tr>
<td>COE – 19, 20</td>
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<tr>
<td>2. Clarity</td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
</tr>
<tr>
<td>(ACEI 3.1)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>COE – 2, 17</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Appropriateness For Students</td>
<td>Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td>Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
</tr>
<tr>
<td>(ACEI 1, 3.1, 3.2)</td>
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<tr>
<td>COE – 1, 8</td>
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<tr>
<td>4. Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
<td>Most of the goals are explicitly aligned with national, state or local standards.</td>
</tr>
<tr>
<td>(ACEI 3.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE - 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Modified Teacher Work Sample**  
**Assignment #2: Assessment Plan**  
**Rubric**

<table>
<thead>
<tr>
<th>Elements</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
</table>
| 1. Alignment with Learning Goals and Instruction  
**ACEI 4 COE - 3,4** | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity. | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity. |
| 2. Clarity of Criteria and Standards for Performance  
**ACEI 4 COE - 3** | The assessments contain no clear criteria for measuring student performance relative to the learning goals. | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals. | Assessment criteria are clear and are explicitly linked to the learning goals. |
| 3. Multiple Modes and Approaches  
**ACEI 4 COE – 19, 20** | The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. | The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning. | The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. |
| 4. Technical Soundness  
**ACEI 4 COE – 20** | Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students. | Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear. | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students. |
| 5. Adaptations | Teacher does not adapt | Teacher makes | Teacher makes |
Based on Individual Needs of Students

**ACEI 3.2, 4**
**COE - 1**

| Assessments to meet the individual needs of students or these assessments are inappropriate. | Adaptations to assessments that are appropriate to meet the individual needs of some students. | Adaptations to assessments that are appropriate to meet the individual needs of most students. |

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**Modified Teacher Work Sample - Assignment #3: Design for Instruction Rubric**

Candidate Name:  
Course:  
Instructor:

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
</table>
| 1. Alignment with Learning Goals  
**ACEI 3.1**  
**COE – 3, 4** | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design. | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. |
| 2. Accurate Representation of Content  
**ACEI 3.1**  
**COE - 3** | Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. | Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline. | Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. |
| 3. Lesson and Unit Structure  
**ACEI 3.1**  
**COE - 6** | The lessons within the unit are not logically organized (e.g., sequenced). | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward the goals. | All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the goals. |
| 4. Use of a Variety of Instruction, Activities, Assignments and Resources  
**ACEI 3.2**  
**COE - 19, 20** | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheet) | Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning. |
| 5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources  
**ACEI 3.3**  
**COE - 3, 4, 19, 20** | Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student. | Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate. | Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate. |
### Modified Teacher Work Sample

**Assignment #4: Instructional Decision-Making**

**Rubric**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sound Professional Practice ACEI 1, 3.1 COE - 11</td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
</tr>
<tr>
<td>2. Modifications Based on Analysis of Student Learning ACEI 3.2, 4 COE - 1</td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</td>
</tr>
<tr>
<td>3. Congruence Between Modifications and Learning Goals ACEI 3.2 COE - 1</td>
<td>Modifications in instruction lack congruence with learning goals.</td>
<td>Modifications in instruction are somewhat congruent with learning goals.</td>
<td>Modifications in instruction are congruent with learning goals.</td>
</tr>
</tbody>
</table>
## Modified Teacher Work Sample

### Assignment #5: Analysis of Student Learning

#### Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarity and Accuracy of Presentation ACEI 3.5 COE - 2</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
</tr>
<tr>
<td>2. Alignment with Learning Goals ACEI 3.1, 4 COE - 3</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
</tr>
<tr>
<td>3. Interpretation of Data ACEI 4 COE - 2</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
</tr>
<tr>
<td>4. Evidence of Impact on Student Learning ACEI 4 COE 5, 10</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress</td>
</tr>
</tbody>
</table>
Modified Teacher Work Sample  
Assignment #6: Reflection and Self-Evaluation Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpretation of Student Learning</td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Provides plausible reasons for why some students did not meet earning goals.</td>
</tr>
<tr>
<td>ACEI 3.1, 4, 5.1 COE -1, 5, 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>1 Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
</tr>
<tr>
<td>ACEI 3.1, 4, 5.1 COE - 5, 10</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Alignment Among Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
</tr>
<tr>
<td>ACEI 3.1, 4, 5.1 COE - 3, 4, 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve</td>
</tr>
<tr>
<td>ACEI 5.1 COE -10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Implications for Professional Development</td>
<td>ACEI 5.1 COE</td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
</tr>
</tbody>
</table>