# Course Description

This course is a continuation of the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as attention to professional and state standards for the areas of Arts & Humanities, and Health, Safety & Physical Education.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Plan instruction based upon knowledge of subject matter, learning theory, classroom environment, students, the community, and the PA Academic Standards.
* **CLO2**: Implement computer-mediated communications and emerging technologies for elementary education.
* **CLO3**: Analyze effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners.
* **CLO4**: Determine how to provide appropriate feedback to students and adjust instructional strategies to maximize student learning.
* **CLO5**: Integrate arts, humanities, health, safety, and physical education lesson plans and instructional activities for effective instruction.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Cornett, C. E. (2014). *Creating meaning through literature and the arts: Arts integration for classroom teachers* (5th Ed.) Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.

ISBN: 978-0133783742

**Supplemental Material for Educators of the Arts:**

[Polin, J. L., & Rich, B. (2007). *Transforming arts teaching: The role of higher education*. New York, NY: The Dana Foundation](http://www.inner-cityarts.org/documents/resources/TransformingArtsTeachingRoleofHigherEd.pdf).

# Field Experience Requirements

During this course, you will complete 20 hours of field-based work. You should submit your field experience logs to your instructor in Week Seven of the course. *Note*. If you do not complete each part of the field experience, including signed and dated logs, you may not be able to progress in the program. Field experience is a requirement of the program and is mandatory. The field experience documents you need to log your hours are located on your course Start Here page.

# Suggested Point Values

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| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Course Welcome | 20 |  |
| APA Self-Assessment | 10 |  |
| Discussion: Case Study 1 | 40 |  |
| Self-Portrait | 30 |  |
| **Week 2** |  |  |
| Discussion: Case Study 2 | 40 |  |
| Arts Integration Word Cloud | 30 |  |
| Warm-Up Activity Lesson Plan | 50 |  |
| **Week 3** |  |  |
| Discussion: Case Study 3 | 40 |  |
| Poetry Activity Presentation Draft | 40 |  |
| Poetry Activity Presentation Final | 40 |  |
| Visual Arts Integration Project | 35 |  |
| **Week 4** |  |  |
| Discussion: Case Study 4 | 40 |  |
| Bullying Presentation Draft | 40 |  |
| Bullying Presentation Final | 40 |  |
| Teacher Safety Short Paper | 50 |  |
| **Week 5** |  |  |
| Discussion: Case Study 5 | 40 |  |
| Resource Review Annotated Bibliography | 50 |  |
| Resource Review Lesson Plan | 50 |  |
| **Week 6** |  |  |
| Discussion: Integrating Dance, Creative Movement, and Music | 30 |  |
| Discussion: Case Study 6 | 40 |  |
| Dance, Creative Movement, and Music Integration Lesson Plan | 50 |  |
| **Week 7** |  |  |
| Discussion: Create Your Own Case Study | 60 |  |
| APA Self-Reflection | 10 |  |
| Field Experience Reflection | 25 |  |
| Field-Based Experience Logs | 100 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

**Assessment Matrix**

This matrix maps the alignment of each course assessment back to weekly, course-level, and program-level learning outcomes.

# Course Schedule

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Arts Integration Overview and Course Introduction** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Apply PA Academic Standards for arts, health, safety, and physical education. | CLO1, CLO3, CLO5 | |
| * 1. Explain how art integration can be used to improve a challenging classroom situation. | CLO1, CLO4, CLO5 | |
| * 1. Use art integration as a way of encouraging self-reflection in the classroom. | CLO1, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |

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| **Readings and Videos**  **Read** the following chapters and articles:   * Ch. 1 & Appendix B of *Creating Meaning Through Literature and the Arts* * [Oklahoma's Arts Program Develops Multiple Intelligences](http://www.edutopia.org/arts-oklahoma-multiple-intelligences) * [Schools Must Validate Artistic Expression](http://www.edutopia.org/take-chance-let-them-dance)   **Familiarize** yourself with the [Pennsylvania Department of Education Standards Aligned System (SAS)](http://www.pdesas.org/Standard/Views) website. For this course, pay special attention to the standards for arts and humanities, health, safety, and physical education. However, this website includes valuable resources for your entire academic and professional career.  **Watch** the following videos:   * [Leaders to Learn From: Dennis Creedon](about:blank) * [Sir Ken Robinson on the Power of the Imaginative Mind (Part One)](http://www.edutopia.org/sir-ken-robinson-creativity-part-one-video) * [Sir Ken Robinson on the Power of the Imaginative Mind (Part Two)](http://www.edutopia.org/sir-ken-robinson-creativity-part-two-video)   Feel free to post questions and comments about these resources in the General Questions & Discussion forum. | 1.1., 1.2, 1.3 | Discuss Readings = **0.5 hour** |
| **Assignment Lectures**  **View** the following lectures about upcoming assignments in this course:   * Field Experience [3:57]   Feel free to post questions and comments about these resources in the General Questions & Discussion forum. | 1.1, 1.2, 1.3 | Online Lecture =  **0.5 hour** |

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| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. |  |  |

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| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Pinterest in the Classroom**  **Review** the following web resources for ideas on how to incorporate Pinterest into your classroom:   * [The Educator’s Guide to Pinterest](http://www.edudemic.com/the-teachers-guide-to-pinterest/) * [Pinterest for Educators?](about:blank) | | 1.2, 1.3 | Discuss Readings = **0.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Course Welcome**  **View** the Course Welcome video posted by your professor.    **Post** your own short video biography in the Course Welcome discussion forum by Thursday. Address the following:   * Professional background * Reason for taking this degree program * Your familiarly and comfortability with APA style * Your familiarity and comfortability with writing lesson plans * Personal interests and hobbies   **Respond** to your classmates by Sunday. | |  | Discussion = **1 hour** |
| **APA Self-Assessment**  **Complete** the APA Self-Assessment, located on Blackboard, before reviewing the APA resources below.This self-assessment is not scored, but you will receive 10 points for completing it. | |  |  |
| **APA Resources**  **Review** the following resources to get an overview of APA format:   * [APA Style Workshop](https://owl.english.purdue.edu/owl/resource/664/1/) * APA Formatting and Style Guide, located on Blackboard * [APA Stylistics Basics](https://owl.english.purdue.edu/owl/resource/560/15/)   Feel free to post your APA questions and comments as well as any resource you find helpful about these in the General Questions & Discussion forum. | |  | Discuss resources = **0.5 hour** |
| **Discussion: Case Study 1**  **Read** the Case Study 1, available on Blackboard.  **Respond** to the following questions in the Case Study 1 discussion forum by Thursday:   * What issues are presented in the situation? * What obstacles need to be overcome? * How can arts integration be incorporated to assist in learning and understanding? * How can you differentiate instruction for Michael and incorporate art integration?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion = **1 hour** |
| **Self-Portrait**  One way for teachers to see how their students see themselves is to have them create a self-portrait. Never ask your students to do something you have not done yourself.  **Create** a two-or three-dimensional self-portrait using any medium or material you like, such as pencil, paint, collage, clay, computer graphics, etc.  **Post** a photo or link to your self-portrait in the Self-Portrait discussion forum by Sunday. Identify in the body of your post a specific PA art, health, safety, or physical education standard that is applicable to this assignment. You are encouraged to view and comment on your classmates’ self-portraits! | | 1.1, 1.3 | Discussion = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Course Welcome:** Create your own video biography to post in the Course Welcome Discussion Forum. This helps students really get to know you as an instructor and build a connection. Consider mentioning that this course includes numerous lesson plan assignments and provide students many opportunities to share those lesson plans with their peers. Students are encouraged to download and keep lesson plans for future use.

**Discussion Questions Rubric:** A rubric for grading each discussion question is provided in Blackboard. You are not required to use the grading rubric. If you do not want to grade using the rubric, you override the grade manually. Please remember to submit specific feedback to each student based on his/her weekly Reponses.

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| **Week Two: Arts Integration Framework** |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Apply PA academic standards for arts, health, safety, and physical education. | CLO1, CLO3, CLO5 | |
| * 1. Explain how art integration can be used to improve a challenging classroom situation. | CLO1, CLO4, CLO5 | |
| * 1. Explain the importance of integrating arts into classroom activities. | CLO1, CLO3, CLO4, CLO5 | |
| * 1. Apply theoretical approaches to art integration. | CLO1, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following chapters and articles:   * Ch. 2 & 3 of *Creating Meaning Through Literature and the Arts* * [Why Arts Education is Crucial, and Who’s Doing It Best](http://www.edutopia.org/arts-music-curriculum-child-development) * [Two Big Reasons: Why are educators interested in arts integration?](http://artsedge.kennedy-center.org/educators/how-to/arts-integration/why-arts-integration/why-two-big-reasons) * [Why Arts Integration is Essential… and Easier Than You Think](https://www.teachingchannel.org/blog/2014/12/03/why-arts-integration-is-essential/) * [Tucson Schools Enhance Learning with the Arts](http://www.edutopia.org/arts-opening-minds-integration)   **Watch** the following videos:   * [Arts & the Mind: Arts in Education](https://www.youtube.com/watch?v=41nVnLm7EZU) * [Arts Integration for Deeper Learning in Middle School](https://www.youtube.com/watch?v=cPbKUF2zbyw)   Feel free to post questions and comments about these resources in the General Questions & Discussion forum. | 2.1, 2.2, 2.3, 2.4 | Discuss Readings = **0.5 hour** |

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| **Week Two APA Tip**  **Review** the following resources on how to properly use in-text citations:   * [In Text Citations: The Basics](https://owl.english.purdue.edu/owl/resource/560/02/) * [In-Text Citations: Author/Authors](https://owl.english.purdue.edu/owl/resource/560/03/)   Feel free to post your APA questions and comments as well as any resource you find helpful about these in the General Questions & Discussion forum. |  | Discuss resources = **0.5 hour** |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Case Study 2**  **Read** Case Study 2, available on Blackboard.  **Respond** to the following questions in the Case Study 2 discussion forum by Thursday:   * What issues need to be addressed? * What resources could be utilized? * How might arts integration assist in student learning and classroom management? * How would you create a project to help these diverse students and generate more community involvement? * What insights could the theories or theorists discussed in the chapter readings offer for this situation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | 2.1, 2.2 | Discussion = **1 hour** |
| **Arts Integration Word Cloud**  Word clouds are a great way to generate ideas and visually map relationships. There are a number of free online word cloud generators (see, for example, [9 Word Cloud Generators That Aren’t Wordle](http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle/)).  **Write** a paragraph about the importance of art integration, and create a word cloud using this paragraph and the generator of your choice.  **Write** a detailed paragraph addressing the following: Describe your experience completing this assignment, how you might use words clouds in an elementary classroom, and how you might use words clouds to assess student learning.  **Post** your word cloud and paragraph addressing the 3 questions to the Arts Integration Word Cloud discussion forum by Thursday.  You are encouraged to view and comment on your classmates’ word clouds! | 2.1, 2.3 | Discussion = **1 hour** |

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| **Warm-Up Activity Lesson Plan**  Warm-up activities can inspire, introduce, and reinforce lessons for students. They can afford the teacher more time to conduct daily tasks such as attendance, and they can be used for social interaction or just for fun.  **Develop** a 5-minute creative art warm-up activity that inspires and introduces a core subject lesson for students. Include the specific philosophy from your textbook readings this activity falls under. Utilize the GMercyU GPS Lesson Plan Framework, located on your Start Here page.  **Post** your completed lesson plan to the Warm-Up Activity Lesson Plan discussion forum by Sunday.  **Review** 2 of your classmates’ lesson plans, and **comment** on something you learned that you might apply to your own lesson plan. | 2.1, 2.4 | Discussion = **1 hour** |

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| **Total** |  |  | **4 hours** |

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| **Week Three: Literary Arts, Poetry, and the Visual Arts** |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Apply PA academic standards for arts, health, safety, and physical education. | CLO1, CLO3, CLO5 | |
| * 1. Explain how art integration can be used to improve a challenging classroom situation. | CLO1, CLO4, CLO5 | |
| * 1. Integrate poetry to support learning in core subject areas. | CLO1, CLO3, CLO5 | |
| * 1. Integrate the visual arts into grade- and subject-appropriate lesson plans. | CLO1, CLO2, CLO, 3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following chapters and articles:   * Ch. 4–7 of *Creating Meaning Through Literature and the Arts* * [The Importance of Art in Child Development](http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/) * [Spoken-Word Poets Bring Words to Life for Students](http://www.edweek.org/ew/articles/2013/09/18/04poetry_ep.h33.html) * [A School-for-Scribes Program Turns Kids into Novelists](http://www.edutopia.org/arts-national-novel-writing-month) * [Preserving Paintings Teaches Art, Chemistry, and More](http://www.edutopia.org/arts-murals-painting-restoration-chicago) * Learning in a Visual Age, located on Blackboard   **Review** the resources provided in the [Storybird](https://storybird.com/) website and [16 Resources for National Poetry Month](http://www.edutopia.org/blog/16-resources-national-poetry-month-marc-anderson). Think about how you could incorporate these resources into your future lesson plans in the area of English language arts.  Feel free to post any questions and comments about these resources in the General Questions & Discussion forum. | 3.1, 3.2, 3.3, 3.4 | Discuss readings = **0.5 hour** |

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| **Week Three APA Tips**  **Review** the resources to learn how to properly create a reference list:   * [Reference List: Basic Rules](https://owl.english.purdue.edu/owl/resource/560/05/) * [Reference List: Basic Rules](https://owl.english.purdue.edu/owl/resource/560/06/) * [Reference List: Author/Authors](https://owl.english.purdue.edu/owl/resource/560/07/) * [Reference List: Books](https://owl.english.purdue.edu/owl/resource/560/08/) * [Reference List: Other Printed Sources](https://owl.english.purdue.edu/owl/resource/560/09/) * [Electronic Sources (Web Publications)](https://owl.english.purdue.edu/owl/resource/560/10/) * [Other Non-Print Sources](https://owl.english.purdue.edu/owl/resource/560/11/)   Feel free to post your APA questions and comments as well as any resource you find helpful about these in the General Questions & Discussion forum. |  | Discuss resources = **0.5 hour** |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Case Study 3**  **Read** Case Study 3, available on Blackboard.  **Respond** to the following questions in the Case Study 3 discussion forum by Thursday:   * What essential principles identified in this week’s readings could you apply to this case? * What would you do to allow Chris to express himself and participate more fully in the class? * Which academic standards from either arts, health, safety or physical education align in this case?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1, 3.2 | Discussion = **1 hour** |
| **Poetry Activity Presentation Draft**  **Develop** a poetry activity that supports learning in a core subject area.  **Create** a 5-minute presentation of your activity, as you would deliver it to your students, using PowerPoint, Prezi, PowToon, or the presentation tool of your choice. Your presentation should address the following:   * Your target grade level and subject area * Academic standards addressed in arts and your core subject area * Audio and visual components   **Post** your presentation draft to the Poetry Presentation Draft discussion forum by Thursday. Include a brief description of the strategy you applied in your activity.  **Review** two of your classmates’ presentations, and **provide** constructive feedback on the content and delivery by Friday. | | 3.3 | Discussion = **1 hour** |
| **Poetry Activity Presentation Final**  **Revise** your presentation based on the feedback provided by your colleagues in the Poetry Presentation Draft discussion forum.  **Submit** your final version to the assignment drop box by Sunday. | | 3.2 | Review instructor feedback = **0.5 hour** |
| **Visual Arts Integration Project**  **Chose** a grade level, and **select** a book (fiction or nonfiction) appropriate for that grade level.  **Design** an arts integration project in which students create a visual representation for the selected book. The representation may address the book’s theme, plot, or characters, and it may be a drawing, painting, sculpture, or any type of visual.    **Post** your finished project or a picture of it in the Visual Arts Integration Project discussing forum by Sunday. In the body of your post, explain how you how you woulduse the book to create a project like this in the classroom and identify a specific PA art, health, safety, or physical education standard that is applicable to this assignment. | | 3.4 | Discussion =  **1 hour** |
| **Total** |  |  | **4.5 hours** |

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| **Week Four: Safety and Bullying** |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Apply PA academic standards for arts, health, safety, and physical education. | CLO1, CLO3, CLO5 | |
| * 1. Explain how art integration can be used to improve a challenging classroom situation. | CLO1, CLO4, CLO5 | |
| * 1. Create classroom activities that address bullying. | CLO1, CLO3, CLO5 | |
| * 1. Analyze a current issue related to teacher safety. | CLO1, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources on bullying:   * [Bullying: The Biggest Problem in Elementary Schools](http://www.america.edu/bullying_the_biggest_problem_in_elementary_schools.html) * [How to Teach Internet Safety to Younger Elementary Students](http://www.edutopia.org/blog/internet-safety-younger-elementary-mary-beth-hertz) * [Bars & Melody – Simon Cowell’s Golden Buzzer act – Britain’s Got Talent 2014](https://www.youtube.com/watch?v=g3Rf5qDuq7M)  * [Stop Bullying](http://www.stopbullying.gov) * [Cartoon Network’s Stop Bullying: Speak Up](http://www.cartoonnetwork.com/promos/stopbullying/index.html)   **Review** the following resources on teacher safety:   * [Bullying of Teachers Pervasive In Many Schools](http://neatoday.org/2012/05/16/bullying-of-teachers-pervasive-in-many-schools-2/) * [Violence Against Teachers—An Overlooked Crisis?](http://neatoday.org/2013/02/19/violence-against-teachers-an-overlooked-crisis-2/) * [States Move To Protect Teachers From Cyberbullying](http://neatoday.org/2013/07/24/states-move-to-protect-teachers-from-cyberbullying-2/) * [When Educators Are Assaulted](http://www.nea.org/archive/42238.htm) * [Workplace Bullying: A Silent Crisis](http://neatoday.org/wp-content/uploads/2013/08/13039_BullyingBklet_new.pdf) * [NEA Provides Educators With Guidance On Preventing Workplace Bullying](http://neatoday.org/2013/06/18/nea-provides-educators-with-guidance-on-preventing-workplace-bullying-2/)   Feel free to post any questions and comments about these resources in the General Questions & Discussion forum. | 4.1, 4.2, 4.3, 4.2 | Discuss readings = **0.5 hour** |

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| **Week Four APA Tip**  **Use** this poster as a resource encompassing all of the basics for APA format:[American Psychological Association (APA) Style Guidelines Overview](https://owl.english.purdue.edu/media/jpeg/APAPoster09.jpg).  Feel free to post your APA questions and comments as well as any resource you find helpful about these in the General Questions & Discussion forum. |  | Discuss resources = **0.5 hour** |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Case Study 4**  **Read** Case Study 4, available on Blackboard.  **Respond** to the following questions in the Case Study 4 discussion forum by Thursday:   * Is this a classroom management issue, poor lesson planning, or both? Why? * How would you bring this class back into focus using arts integration? * How would you redesign your lesson to avoid this type of response using arts integration?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | 4.1, 4.2 | Discussion = **1 hour** |

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| **Bullying Presentation Draft**  **Create** a 5- to 10-minute presentation that addresses the topic of bullying. Your presentation should meet the following guidelines:   * Audio narration should sound as if your students were watching. * Include some type of arts integration in the presentation. * Include an interactive component. * Include a closure activity.   **Post** your presentation draft to the Bullying Presentation Draft discussion forum by Wednesday.  **Review** 2 of your classmates’ presentations, and **provide** constructive feedback on the content and delivery by Friday. | 4.3 | Discussion = **1 hour** |
| **Bullying Presentation Final**  **Revise** your presentation based on the feedback provided by your colleagues in the Bullying Presentation Draft discussion forum.  **Submit** your final version to the assignment drop box by Sunday. | 4.3 | Review instructor feedback = **0.5 hour** |

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| **Teacher Safety Short Paper**  **Research** a teacher safety issue using the Internet, this week’s readings, or other sources. You must cite at least 2 sources for this paper.  **Write** a 500- to 750-word paper that analyzes your selected issue. Your paper should meet the following requirements:   * Identify and explain the issue. * Include a personal reflection on the issue. How did reading this information make you feel (surprised, scared, curious, etc.)? * Cite at least 2 sources. * APA format is required.   **Submit** your paper to by Sunday. | | 4.4 | Review instructor feedback = **0.5 hour** |
| **Total** |  |  | **4 hours** |

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| **Week Five: Drama and Storytelling** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply PA academic standards for arts, health, safety, and physical education. | | CLO1, CLO3, CLO5 | |
| * 1. Explain how arts integration can be used to improve a challenging classroom situation. | | CLO1, CLO4, CLO5 | |
| * 1. Evaluate instructor resources that promote the use of drama and storytelling in the classroom. | | CLO1, CLO2, CLO3, CLO5 | |
| * 1. Integrate drama and storytelling into grade- and subject-appropriate lesson plans. | | CLO1, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following chapters and articles:   * Ch. 8 & 9 of *Creating Meaning Through Literature and the Arts* * [Storytelling and drama](http://www.onestopenglish.com/children/stories-and-poems/storytelling-and-drama/) * Scaffolding Children’s Learning Through Story and Drama, located on Blackboard.   Feel free to post any questions and comments about these resources in the General Questions & Discussion forum. | | 5.1, 5.2, 5.3, 5.4 | Discuss readings = **0.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Case Study 5**  **Read** Case Study 5, available on Blackboard.  **Respond** to the following questions in the Case Study 5 discussion forum by Thursday:   * What issues should be dealt with first? Why? How will you deal with them? * Are there any short- and long-term lessons that can be developed to improve this situation? If so, what are they? * How would you bring your class together and help them support each other through a project?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion = **1 hour** |
| **Resource Review Annotated Bibliography**  **Research** 3 resources that promote the use of drama or storytelling that could be used in the classroom. Appropriate sources include but are not limited to websites, magazines, books, or organizations.  **Write** an annotated bibliography of your 3 resources, including links when possible. You may find How to Write an Annotated Bibliography, available on Blackboard, helpful in creating your bibliography. However, you may not use any of the websites listed in this document.  **Post** your annotated bibliography to the Resource Review Annotated Bibliography discussion forum by Thursday. Feel free to review and comment on your classmates’ resources and findings. | | 5.2 | Discussion = **1 hour** |
| **Resource Review Lesson Plan**  **Create** a lesson that incorporates information from the resources in your annotated bibliography assignment. For example, if your resource provides strategies for incorporating drama, then use one or more of those strategies in your lesson plan. Identify a specific standard from the [Pennsylvania Department of Education (PDE) SAS website](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.pdesas.org%2FStandard%2FView&data=02%7C01%7Camiller%40synergiseducation.com%7Cd7dbd900242d42cd91fe08d5765e66e0%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636545070200333810&sdata=OifLViD9%2FnPAUCWEm%2FELT5iz9eBqWhDfyJ4l3cJ3EgA%3D&reserved=0) for a specific grade level. Use the GMercyU GPS Lesson Plan Framework, located on your Start Here page, to outline your lesson.  **Post** your completed lesson plan to the Resource Review Lesson Plan discussion forum by Sunday. | | 5.2, 5.3 | Discussion = **1 hour** |
| **Total** |  |  | **3.5 hours** |

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| **Week Six: Dance, Creative Movement, and Music** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply PA academic standards for arts, health, safety, and physical education. | | CLO1, CLO3, CLO5 | |
| * 1. Explain how art integration can be used to improve a challenging classroom situation. | | CLO1, CLO4, CLO5 | |
| * 1. Describe how to integrate dance, creative movement, and music activities into core subject areas. | | CLO1, CLO3, CLO4, CLO5 | |
| * 1. Integrate dance, creative movement, and music into grade- and subject-appropriate lesson plans. | | CLO1, CLO2, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * Ch. 10–13 of *Creating Meaning Through Literature and the Arts* * [Build Reading and Writing Skills with Music](http://www.jeffreypflaum.com/apps/blog/) * [Study links music education to brain development](https://www.youtube.com/watch?v=SIWiKCeCTy0) * [Benefits of music in education](https://www.youtube.com/watch?v=ivxzHvk9M1w) * [Arts & the Mind: Arts in Education](https://www.youtube.com/watch?v=41nVnLm7EZU) * [Music and Dance Drive Academic Achievement](https://www.youtube.com/watch?v=ISTUqQeXPcM) * [Arts Integration for Deeper Learning in Middle School](https://www.youtube.com/watch?v=cPbKUF2zbyw)   Feel free to post any questions and comments about these resources in the General Questions & Discussion forum. | | 6.1, 6.2, 6.3, 6.4 | Discuss readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Integrating Dance, Creative Movement, and Music**  **Respond** to the following in the Integrating Dance, Creative Movement, and Music discussion forum by Wednesday:  Select two different core subject areas and two different grade levels.  How can you incorporate dance, creative movement, or music into each of your selected subject areas and grade levels?  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.2 | Discussion = **1 hour** |
| **Discussion: Case Study 6**  **Read** Case Study 6.  **Respond** to the following questions in the Case Study 6 discussion forum by Thursday:   * What issues need to be addressed? * How can arts integration be an effective tool for learning? * How would you create a lesson plan for this fully inclusive classroom?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.1 | Discussion = **1 hour** |
| **Dance, Creative Movement, and Music Integration Lesson Plan**  **Create** a lesson plan based on one of the ideas presented in the Integrating, Dance, Creative Movement, and Music discussion forum. Identify a specific standard from the [Pennsylvania Department of Education (PDE) SAS website](https://www.pdesas.org/Standard/View) for a specific grade level. Utilize the GMercyU Lesson Plan Template, located on Blackboard.  **Post** your completed lesson plan to the Dance, Creative Movement, and Music Integration Lesson Plan discussion forum by Friday.  **Review** 2 of your classmates’ lesson plans, and **comment** on something you learned that you might apply to your own lesson plan. | | 6.3 | Discussion = **1 hour** |
| **Total** |  |  | **4 hours** |

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| **Week Seven: Health and Physical Education** |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Apply PA academic standards for arts, health, safety, and physical education. | CLO1, CLO3, CLO5 | |
| * 1. Explain how art integration can be used to improve a challenging classroom situation. | CLO1, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * 6 & 7 of *Creating Meaning Through Literature and the Arts* * [Using Technology to Teach Health and Wellness](http://www.edutopia.org/blog/technology-teach-health-wellness-mary-beth-hertz) * [Improving Schools: The Integration of Health and Education](http://www.wholechildeducation.org/blog/improving-schools-the-integration-of-health-and-education) * [Top 10 Reasons for Quality Physical Education](http://files.eric.ed.gov/fulltext/EJ794467.pdf) * [Promoting Physical Activity and Health in Schools](http://www.wholechildeducation.org/blog/promoting-physical-activity-and-health-in-schools) * [PE Central Article: Integrating Other Subjects into Physical Education](http://www.pecentral.org/articles/Integrating_Other_Subjects_Into_PE.pdf) * [Academics and Physical Activity](https://sparkpe.org/physical-education-resources/academics-physical-activity/)   Feel free to post any questions and comments about these resources in the General Questions & Discussion forum. | 7.1, 7.2 | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |

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| **APA Self-Reflection**  **Complete** the APA Self-Reflection to reflect on your learning and implementation of APA format**.** |  |  |

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| **Discussion: Create Your Own Case Study**  **Create** your own challenging situation centered on a health or physical education topic in the pre-k/elementary classroom. Use the previous week’s case studies as a template. Include the case study only, not solutions.  **Post** your case study to the Create Your Own Case Study discussion forum by Thursday.  **Choose** 2 of your classmates’ case studies to review, and **post** your solution by Sunday. | | 7.1. 7.2 | Discussion = **1 hour** |
| **Field Experience Reflection**  **Write** a 250-word summary of your field experience. Address the following questions as you write your summary:   * What did I observe or do? * What did I learn? * What did I gain from the experience? * What was the benefit to my development and growth as a teacher? * What went well? * What could have been improved?   **Post** your summary to the Field Experience Reflection discussion forum by Thursday.  **Ask** questions to seek clarification, provide constructive feedback, or offer your own relevant thoughts to at least 3 of your classmates’ warm-up activity by Sunday. | | Course | Discussion = **1 hour** |
| **Field-Based Experience Logs**  **Submit** your field-based experience logs by Sunday. You will not be able to continue progressing in your certification program without having completed your field experience for this course. | | Course |  |
| **Total** |  |  | **3 hours** |

# Faculty Notes

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to the program director.

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4.5 |
| Supplemental | 0.5 |
| **Week 2** |  |
| Required | 4 |
| Supplemental |  |
| **Week 3** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 4 |
| Supplemental |  |
| **Week 5** |  |
| Required | 3.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4 |
| Supplemental |  |
| **Week 7** |  |
| Required | 3 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 27.5 |
| **Total Supplemental Hours** | 0.5 |
| **Total Field Experience Hours** | 20 |
| **Total Hours** | 48 hours |