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| cid:D0EC898B-5936-49E5-B4F2-6E1DBFEE3529 Welcome! | INT 320  Interdisciplinary Theory and Practice for the Elementary Classroom  Block 7: March 18 – April 10, 2019  Professor Kerry Bostwick, Ph.D.  Contact Hours: 54.5 |

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| Email: [kbostwick@cornellcollege.edu](mailto:kbostwick@cornellcollege.edu)  Office Location: College Hall, Room 108  Office Hours: after class each day |

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| **Jen Rouse, Director of Teaching and Learning 305 Cole Library Phone: 4466**  **Email:** [**jrouse@cornellcollege.edu**](mailto:jrouse@cornellcollege.edu) | **Rich Berg, Instructional Technology Librarian**  **127 Cole Library**  **Phone: 4125**  **Email:** [**rberg@cornellcollege.edu**](mailto:rberg@cornellcollege.edu) |

**REQUIRED TEXTS**

* Goldberg, M (2017). *Arts Integration: Teaching Subject Matter Through the Arts in Multicultural Settings, 5th edition.*  Routledge, NY.

**Health and Wellness Articles on Moodle:**

* **Social**: Incorporating Wellness into Group Work in Elementary Schools
* **Emotional**: The Natural School Counselor: Using Nature to Promote Mental Health in Schools
* **Spiritual**: Yoga in School Communities
* **Environmental**: Environmental Health AND Strategies for Teaching Environmental Health
* **Occupational**: Learning for Well-Being: Personal, Social and Health Education and a Changing Curriculum
* **Intellectual**: The ABCs of Mental Health
* **Physical**: Physical Activity and Childhood Obesity: Strategies and Solutions for Schools and Parents AND School Wellness Policies: Perceptions, Barriers, and Needs Among School Leaders and Wellness Advocates

**Additional Articles on Moodle**

* *Reading Illustrations: Helping Readers Use Pictorial Text to Construct Meaning in Picture Books*
* *A Recipe For Artful Schooling by Eric Booth*
* Arts as Epistemology: Enabling Children to Know What They Know by Karen Gallas

**Great AI Website**

* **http://educationcloset.com**

**COURSE DESCRIPTION**

Integrating the arts with various instructional methods provides learners multiple paths to making sense of and connecting to the world around them. Current best practice methodology for pre-service elementary education majors engages K-8 students by integrating creative arts-based instruction as well as the essential elements of school health and physical education throughout core subjects. This course emphasizes planning and preparation for incorporating music, movement, health/wellness, theater, poetry and visual arts while addressing state standards are emphasized. Understanding of the nature of an interdisciplinary approach will provide the pre-service teacher with strategies to increase student engagement, to meet State of Iowa academic standards and to promote critical thinking skills in and out of school.

**GUIDING QUESTIONS**

1. Why is arts integration particularly important for teaching in the content areas?
2. How do elements of health and physical education compliment this approach?
3. How might the arts deepen student engagement and critical thinking about their own lives and their communities?
4. How do the arts promote a kind of wellness?

**LEARNING OUTCOMES**

During this course, students will:

1. Develop a deep understanding of the role the arts play in the development of critical thinking skills by helping children understand and express abstract concepts, stimulating higher-level thinking, community building and developing collaborative work skills.
2. Have a greater appreciation for the arts by engaging with art in and out of the college classroom.
3. Develop realistic lesson and assessment strategies for integrating the arts to support learning in reading, writing, social studies, science and mathematics as noted in the Iowa Core.
4. Have a more complete understanding of planning and implementing arts-integrated lessons and assessments that address academic standards in core subjects as noted in the Iowa Core.
5. Develop and utilize games and activities that promote healthy lifestyle.
6. Plan and implement elementary school health and wellness lessons, which reflect the abilities, needs, interests, developmental levels and cultural backgrounds of students.
7. Understand the 7 dimensions of health and wellness at the elementary level.
8. Understand the how to bring in the 7 dimensions of health and wellness into you’re the elementary classroom
9. Understand her/his own perspectives on learning and how these perspectives shift over time as they reflect on their learning experiences in the course.

**Cornell College Educational Priorities and Outcomes and Corresponding Assignments**

Our daily interactions, both written and oral, with peers, colleagues, students and mentor teachers will reflect and build on the goals of the College’s *Educational Priorities and Outcomes*: knowledge, inquiry, communication, and ethical behavior.

**Knowledge**: Students will integrate and apply knowledge from a focused area of study as well as a broad general education, which includes disciplinary and interdisciplinary perspectives in the arts, humanities, science, and social sciences. Assignments that meet this EPO:

* 7 Dimensions of Health and Wellness Project
* Author Study

**Inquiry**: You will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis. The assignment that meets this EPO:

* Five Content Based Lesson Plans that Integrate the Arts
* Lesson Study
* Interactive Notebook

**Ethical Behavior:** Recognize personal, academic, and professional standards and act with integrity.

* Practicum

**Communication:**Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.  Assignments that meet this EPO:

* Lesson Study

**OVERVIEW OF EXPECTATIONS**

This is a professional development course and the following expectations are consistent with what is expected of practicing teachers:

1. Attendance and punctuality, as well as preparation and professionalism are key to your success in this course, but do not alone constitute an “A” (discussed in more detail below).
2. All assignments are to be completed on time (before entering class on the day they are due).
3. Bring relevant course texts (based on reading assignments) with you to class each day in order to participate fully in our discussions.
4. Cell phones should be turned off or silenced and put away for class time. I understand you may want to record relevant dates using a handheld. Please use planners during class only to record course-related times and dates.
5. You are welcome to bring your computer to class unless you are tempted to check email, Facebook or other sites for personal reasons.

**Important Information:**

**Attendance, preparation, preparation, and professional demeanor:**

Attendance: Please note that the Education Department has an attendance policy, it states: **More than two absences from class or practicum, even for a very good reason, will lower your final grade by one step (e.g., B to B-). The only exception is sporting events as a team member.** Please email me or call me to let me know if you are not coming to class. Don’t ask if it’s “all right” for you to miss class. You have to make that decision yourself. Lastly, if you miss any practicum days, you must make them up during block break.

Your daily attendance, punctuality, preparation and participation are course requirements. In-class discussion, demonstrations and collaborative activities are central vehicles for student learning and they can't be made up or compensated for by borrowing notes or working independently when you miss class.

**Active Participation:** Active participation includes actively listening to and making relevant contributions to discussions of course topics. *Contributing daily to large and small group discussions* *is a course requirement*. Appropriate participation means sticking with the topic, listening to and building upon points brought up by other group members, referring specifically to course reading in your contributions (**you should always have course readings with you in class as well as your Interactive Journal**), adjusting the amount you talk so everyone has a chance to contribute meaningfully, and helping to sustain relevant conversation for the allotted time. Active participation in this course also pertains to the risk-taking involved in trying out various art forms and engaging in games/activities that can promote physical activity in classrooms.

**Preparation**: Complete reading assignments before the start of the class day during which they will be discussed. Bring assigned readings to class and handwritten and artistic reflections to class when they are assigned. Be ready daily to talk and write about your reactions to course concepts and classroom applications of what you’ve read.

**Professionalism:** A classroom community where risk-taking is valued involves the respect of all participants. Please also practice using professional and vocabulary and terminology introduced in course texts and discussions.

**OVERVIEW OF ASSIGNMENTS**

**LESSON STUDY**

EACH DAY, ONE OF YOU WILL PREPARE AN ARTS INTEGRATION LESSON PLAN (and teach it) WITH AN APPROPRIATE LEARNING ACTIVITY THAT SUPPORTS AND ENHANCES THE CHAPTER OR ARTICLE BEING READ/DISCUSSED. Class participants will analyze your lesson plan and provide feedback after you have “taught” the lesson. This is a course expectation for learning purposes.

**Interactive Notebook & Reflection (150 points)**

Each day throughout this course you will add to the interactive notebook. The purpose is to capture your thinking, new ideas, and expand your understanding of integrating the arts into content area learning. At the end of each week, you will reflect/analyze your new learning.

**Author Study Presentation & Brochure (100 points)**

You will research, explore, and present (PPT or Prezi) the life and works of one children’s book author. Additionally, you will create a color brochure to promote your chosen author.

**Five Content Based Lesson Plans that Integrate the Arts (125 points – 25 points each)**

**(Language Arts; History, Social Studies, Geography; Science; Mathematics;**

**Learning)**

You will construct five content area lesson plans in which you have integrated one or more of the arts.

**7 Dimensions of Health & Wellness Presentation AND Apps for Elementary Classrooms (100 points)**

You will create a memorable 3-D representation of the 7 dimensions of health and wellness for use in your future classroom.

**During Week Two – March 25 – March 28:** Schools are unable or unwilling to host practicum students because of the many snow days. Teachers are feeling much stress to get students back on track and “caught-up”. Instead of a practicum during week two, you will watch videos on YouTube or Edutopia about integrating the arts into the elementary classroom. You must watch at least three videos; and write about the connections you are making from the readings to the videos; while following all other Integrative Notebook expectations. We will discuss your findings and analyses via you Interactive Notebook during afternoon class. Thanks, K

I used this search term/phrase on YouTube: Integrating the arts into the elementary classroom.

**Grading Scale/Assignment Point Totals:**

**Assignments**   **Points**

Interactive Notebook & Reflections 150

* Interactive Notebook 3x- 25 x 3 = 75 points
* Self-Reflection/Analysis 3x – 25 x 3 = 75

Five Content Based Lesson Plans that Integrate the Arts

(Language Arts; History, Social Studies, Geography; Science; Mathematics) 125

Author Study Presentation & Brochure 100

7 Dimensions of Health & Wellness Presentation 100

**TOTAL**  **475**

## Grades:

442 – 475 A

428 – 441 A-

413 – 427 B+

394 – 412 B

380 – 493 B-

366 --379 C+

346 --365 C

333--345 C-

***Academic Honesty Expectations***

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”*

***Students with Disabilities***

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see cornellcollege.edu/disabilities/documentation/index.shtml Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations* needed *for the duration of the course.*

Daily Schedule (as always, tentative)

Block 7: **March 18 – April 10, 2019**

**WEEK ONE**

**Monday, March 18, 2019 -- 9:00 – 11:00 AND 1:00 – 3:00**

* **Review syllabus – expectations, etc.**
  + Become Familiar with the Text: *Arts Integration: Teaching Subject Matter Through the Arts in Multicultural Settings, 5th edition*
  + Articles on Moodle
* **Review assignments**
  + **Interactive Notebook & Reflection**: You will keep an organized notebook that will include: (start today!)
    - The “running record” of your ideas from each chapter via a concept map, drawing/doodles, list, paragraph, poetry, or music/lyrics, etc.
    - All of the daily “things” I have asked you to create and share from the assignment handout.
    - Self-Reflection – due each Friday of the block
* **Five Content Based Lesson Plans that Integrate the Arts - (Language Arts; History, Social Studies, Geography; Science; Mathematics; and Learning)**
  + - You will construct five content area lesson plans in which you have integrated one or more of the arts.
  + **Author Study – Presentation and Brochure**
  + **7 Dimensions of Health and Wellness Presentation AND Apps for Elementary Classrooms** (also each will lead a discussion/activity on one of the 7 dimensions article – see week three)
  + **LESSON STUDY**

EACH DAY, ONE OF YOU WILL PREPARE AN ARTS INTEGRATION LESSON PLAN (and teach it) WITH AN APPROPRIATE LEARNING ACTIVITY THAT SUPPORTS AND ENHANCES THE CHAPTER OR ARTICLE BEING READ/DISCUSSED. Class participants will analyze your lesson plan and provide feedback after you have “taught” the lesson. This is a course expectation for learning purposes.

* + YouTube or Edutopia Videos

**Tuesday, March 19 -- (12:30 – 3:00)**

* Share: Interactive Notebook entries
* Discuss: Article (on Moodle) -*Reading Illustrations: Helping Readers Use Pictorial Text to Construct Meaning in Picturebooks*
  + Bring a children’s book with illustrations you can discuss in terms of the article read.
* Discuss: Article (on Moodle) - *A Recipe for Artful Schooling*
* Activity: We’ll practice writing a lesson plan for each of the articles in preparation for your lesson plan study.
* Questions:
  + What questions do you have about the assignments for this course?
  + What will you take away from the two articles read and our class lesson plan?

**Wednesday, March 20 -- (12:30 – 3:00)**

* Share: Interactive Notebook entries
* Discuss: Arts as Epistemology: Enabling Children to Know What They Know by Karen Gallas (on Moodle)
* Discuss: Chapter 1 – Art as Text, Arts Integration, and Arts Education
* Activity We’ll practice writing a lesson plan for chapter 1 in preparation for your lesson plan study.
* Questions:
  + What connections can be made from chapter 1 to the articles discussed yesterday?
  + What will you take away from this chapter?

**Thursday, March 21 – (12:30 – 3:00)**

* Share: Interactive Notebook entries
* Discuss: Chapter 2 – Art Integration: A Methodology for Learning
* Activity We’ll practice writing a lesson plan for chapter 3 in preparation for your lesson plan study, which begin tomorrow with chapter 3.
* Questions:
  + What questions do you have about your first Interactive Notebook reflection (due tomorrow)?
  + What connections can you make from this chapter to what you learned in Educational Psychology (how people learn, constructivism, etc.)?
  + What three concepts will you take away from this chapter?

**Friday, March 22 – (9:00 – 11:30)**

* Share: Interactive Notebook entries
* Discuss: Chapter 3 – What Does it Mean to Be a Learner?
* Activity: First lesson Study for chapter 3 and peer analysis
* Questions:
  + Thinking about Piaget’s theory of cognitive development and Vygotsky’s social construction of knowledge, what connections do you see in this chapter?
  + What does Goldberg mean by, “The arts serve as a methodology or strategy for learning?” (Page 39)
  + What will you take away from this chapter?
* Practicum: Email your teacher. What questions do you have?
* Share: What will you work on this weekend?
* **DUE: Interactive Notebook (25 points) and Reflection (25 points) #1**
* **I will assess your notebooks after class and put them outside my office door by 3:00 today. That way you will have your notebook over the weekend!**

**WEEK TWO**

**Monday, March 25 -- Class 12:30 – 3:00**

**AM**

**On your own watch at least 3 videos about integrating the arts into content area classrooms on YouTube and respond in your notebook.**

**PM**

* Share: Interactive Notebook entries
* Discuss: Chapter 4 – Piaget, Imitation, and the Blues: Reflections on Imagination and Creativity
* Discuss: Dortohy Heathcote’s website (and videos) <http://dramaresource.com/features/dorothy-heathcote-pioneer-of-educational-drama/>
* Activity: Second lesson study for chapter 4 and peer analysis
* Questions:
  + What is creativity?
  + In what ways are you a creative thinker?
  + What questions do you have about the Author Study and brochure presentation?

**Tuesday, March 26— Class 12:30 – 3:00**

**AM**

**On your own watch at least 3 videos about integrating the arts into content area classrooms on YouTube and respond in your notebook.**

**PM**

* Share: Interactive Notebook entries
* Discuss: Chapter 5 – Communication, Expression, and Experience: Literacy and the Arts
* Discuss:Social - Incorporating Wellness into Group Work in Elementary Schools (article on Moodle)
* Activity: Third lesson Study for chapter 5 and peer analysis
* Questions:
  + What are you wondering about as it relates to this chapter?

**Wednesday, March 27— Class 12:30 – 3:00**

**AM**

**On your own watch at least 3 videos about integrating the arts into content area classrooms on YouTube and respond in your notebook.**

**PM**

* Share: Interactive Notebook entries
* Discuss: Chapter 6 – The Voices of Humanity: History, Social Studies, Geography, and the Arts
* Discuss:Emotional - The Natural School Counselor: Using Nature to Promote Mental Health in Schools (article on Moodle)
* Activity: Fourth lesson Study for chapter 6 and peer analysis
* Questions:
  + What connection can be made from the ideas in this chapter to any of the 200 level education courses you have taken?
  + What questions do you have about the Author Study and brochure presentation?

**Thursday, March 28— Class 12:30 – 3:00**

**AM**

**On your own watch at least 3 videos about integrating the arts into content area classrooms on YouTube and respond in your notebook.**

**PM**

* Share: Interactive Notebook entries
* Discuss: Chapter 7 – The Wonder of Discovery: Science and the Arts
* Discuss: Spiritual - Yoga in School Communities (article on Moodle)
* Activity: Fifth lesson Study for chapter 7 and peer analysis
* Questions:
* What questions do you have about the Author Study, brochure and presentation (due tomorrow)? **Remember**, the second Interactive Notebook reflection is also due tomorrow!

**Friday, March 29 NO Class**

* **DUE by 11:00 my office: Interactive Notebook (25 points) and Reflection (25 points) #2 – outside my office**

**OVER THE WEEKEND: Watch a YouTube or Edutopia video about using the arts for understanding Mathematics; record your thoughts in your notebook as it relates to chapter 8 we will discuss on Monday. Thanks, K**

**WEEK THREE**

**Monday, April 1—9:00 – 11:00 and 1:00 – 3:00)**

AM

* **Activity: Author Study and brochure presentations:**

PM

* Share: Interactive Notebook entries
* Discuss: Chapter 8 – Puzzles of the Mind and Soul: Mathematics and the Arts
* Discuss: Environmental - Environmental Health AND Strategies for Teaching Environmental Health (article on Moodle)
* Activity: Sixth lesson Study for chapter 8 and peer analysis
* Questions:
* What questions do you have at this point?
* What questions do you have about the 7 Dimensions of Health and Wellness Assignment?

**Tuesday, April 2—** **(12:30 – 3:00)**

* Share: Interactive Notebook entries
* Discuss: Chapter 9 – Setting the Stage for a Turn of Events: Subject Matter Informs the Arts
* Discuss: Occupational - Learning for Well-Being: Personal, Social and Health Education and a Changing Curriculum (article on Moodle).
* Activity: Seventh lesson Study for chapter 9 and peer analysis
* Questions:
  + What questions do you have about the Five Content Based Lesson Plans that Integrate the Arts (Language Arts; History, Social Studies, Geography; Science; Mathematics; Learning) (Due Wednesday April 10)

**Wednesday, April 3--** **(12:30-3:00)**

* Share: Interactive Notebook entries
* Discuss: Chapter 10 – Seeing a Different Picture: Assessment and the Arts
* Discuss: Intellectual -The ABCs of Children’s Mental Health (article on Moodle)
* Activity: Eighth lesson Study for chapter 10 and peer analysis
* Questions:
  + We will workshop your 7 Dimensions of Health and Wellness project (Due April 8) **AND** your Five Content Based Lesson Plans on Friday, what questions do you have?

**Thursday, April 4—9:00 – 11:00 & 1:00 – 3:00**

**AM**

* **Workshop:** 7 Dimensions of Health and Wellness project
* **Workshop:** Five Content Based Lesson Plans

**PM**

* Share: Interactive Notebook entries
* Discuss: Chapter 11 – A Lithograph in the Closet and an Accordion in the Garage: Connecting with the Arts and Artists in Your Community
* Discuss: Physical Activity and Childhood Obesity: Strategies and Solutions for Schools and Parents AND School Wellness Policies: Perceptions, Barriers, and Needs Among School Leaders and Wellness Advocates (article on Moodle).
* Discuss: Movement and Learning in Elementary School (article on Moodle)

**Friday, April 5 –(9:00 – 11:30)**

* **DUE: Interactive Notebook (25 points) and Reflection (25 points) #3 - outside my office door. No Class.**

**WEEK FOUR**

**Monday, April 8— (12:30 – 3:00)**

* DUE: 7 Dimensions of Health and Wellness Presented
* Workshop: Five Content Based Lesson Plans that Integrate the Arts

**Tuesday, April 9 -- (9:30 – 11:30)**

* Final workshop:Five Content Based Lesson Plans that Integrate the Arts
* What has been learned?

**Wednesday, April 10—No Class**

* **DUE**: Five Content Based Lesson Plans that Integrate the Arts (Language Arts; History, Social Studies, Geography; Science; Mathematics; Learning) **by 11:00 - my office**