

Section IV Assessment 2 Attachments A-D
Section IV – Assessment 2 Attachment A

Integrated Social Studies Project Description

Project Description:

This integrated Social Studies project is the culminating academic experience for Methods I. It has been designed to support Methods I students in focusing on Social Studies content knowledge, skills and methods for teaching in the elementary grades (K-5), while integrating the content knowledge and teaching skills in the major subjects of study for this course:

- Design and thorough development of lesson plans.
- Children's Literature.
- Literacy.
- The Arts.
- Effective teaching practices for developmentally appropriate grade level.

During the Social Studies and Children's Literature workshops in which you have participated throughout the semester, you have been learning about the value of informational children's books in supporting children's understanding of the Social Studies. This project will enable you to integrate your research on a theme or a culture appropriate to the Keene School District's Social Studies elementary curriculum into a lesson plan of your creation and teach it to students in your field placement.

Project Objectives:

- Students will apply their knowledge and skills on lesson planning to develop a fully developed lesson plan, using the KSC lesson plan format.
- Students will research a Social Studies theme or culture using at least two professional resources and two websites to develop the background knowledge on the lesson's topic.
- Students will research for, select, and integrate at least three children's books on the lesson's topic that are developmentally appropriate for the grade level in which they are teaching and develop annotated bibliographies for these books.
- Students will apply a software program (Inspiration 8) as a curriculum resource to support the organization and integration of their ideas for the lesson plan.
- Students will integrate a literacy skill into their lesson.
- Students will design a lesson extension activity integrating at least one of the arts (visual, theater, dance, music).
- Students will teach their lesson to elementary school children (K-5).

Requirements for assignment:

The final project will include the following components:

- Inspiration 8 thematic web with lesson plan ideas.
- A fully developed lesson plan, using the KSC lesson plan format.
- An art(s) lesson extension activity. You are not required to teach this component.
- In the *teacher's prerequisite knowledge* section of the lesson plan, you will include a two-page research paper on the topic of your lesson. In order to get credit for this section, you MUST include appropriate citations and a reference page using A.P.A. style, 5th Edition. Failure to do this constitutes plagiarism and will be penalized accordingly. Your research must include the following curriculum resources:
 - Two professional resources (either professional journals, textbooks, or other professional texts on the topic of your lesson).
 - Two websites or software programs related to the topic. There are many interactive games, projects, virtual fieldtrips, etc. to support your research. You are not required to integrate these resources into your lesson.
 - A minimum of three informational children's books on the lesson's topic, for which you will provide an annotated bibliography. Include important descriptive information about each book, why the book is developmentally appropriate for the students you are teaching, and include a personal assessment on the quality of the book.
- Include any handouts or worksheets you used as lesson plan appendices. If you are using worksheets, you must design and develop your own.
- Teach the lesson and collect samples of students' work (a minimum of five).
- Summative assessment: Include Post-it notes on students' work indicating your observations on how each student met or did not meet the lesson's objectives.
- Write a one to two-page reflection on what you learned from this project assignment. Include what you learned from the lesson planning process, your research, teaching and your student outcomes. Include a paragraph on a plan of action for future lessons based on your insights.
- Organize your project in a three-ring binder. Include the following:
 - An Artifact Cover Sheet (we will mail you the template electronically).
 - A cover page with your name, course and project title.
 - A table of contents.
 - The *Inspiration 8* web.
 - The complete lesson plan including the art(s) lesson extension activity.
 - Any handouts, visuals, worksheets used in your lesson. Photographs of your teaching experience is encouraged, but not required.
 - Samples of students' work with your summative assessments on Post-it notes.
 - The final reflection.
 - The grading rubric for this assignment.

Project guidelines:

1. Topic selection: Based on the grade level that you are teaching, you will select a topic or culture that relates to the following National or Keene School District's Social Studies elementary curriculum themes:
 - Kindergarten: Self
 - First Grade: Family or Asia
 - Second Grade: Africa
 - Third Grade: South America
 - Fourth Grade: The State of New Hampshire
 - Fifth Grade: The United States
2. Explore children's literature related to your grade level's theme.
3. Using *Inspiration 8* brainstorm different lesson topic ideas and make curriculum connections with literacy skills, children's books, and the arts. Identify a couple of possible topics to share with your cooperating teacher.
4. Discuss with your cooperating teacher ideas on how to teach these topics in a developmentally appropriate manner for your students, determine how much time you can have to teach your lesson and how your lesson can support the Social Studies curriculum your students are working on currently.
5. Define your lesson's topic. Narrow it down so it can be taught in one lesson.
6. Determine your lesson goals and research the curriculum standards for Social Studies that match your goals. Search on nheon.org website, or look for the National Curriculum Standards in your Farris's textbook.
7. Determine your lesson objectives (two or three) and make sure the curriculum standards match the focus of your lesson.
8. Determine how you will assess these objectives. Make sure your assessment matches your lesson objectives.
9. Develop your research on the lesson's topic and write a two- page summary of your research including appropriate citations and a reference page using A.P.A. Style, 5th Edition.
10. Develop an annotated bibliography for the children's books you will be integrating in your lesson.
11. Complete the lesson plan format including all components. Include a lesson extension activity integrating at least one of the arts. (You are not required to teach this art extension activity).
12. Determine a teaching time with your cooperating teacher and sign-up for your supervisor to observe your teaching.
13. Teach your lesson and collect student work samples. Write your assessment on Post-it notes for a minimum of five student-work samples.
14. Reflect on the whole experience and type your reflection.

15. Compile and organize all project components in a three-ring binder as described above. Turn in your project on the due date.

Section IV – Assessment 2 - Attachment B

Methods Social Studies Project Rubric

Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Steps & Point Range	Needs Improvement	Meets Expectations	Exceptional	Attributes & Standards
<u>STEP I. PLANNING AND PREPARATION</u> A. Selection of appropriate topic. (1-6 pts.)	<p>Topic does not fit well into social studies theme and developmental level of students. Weakly connected or not connected to state, national and/or local curriculum standards. Inspiration 8 web not included or few or unconnected ideas. Did not meet with CT to discuss lesson.</p> <p>1-3 pts.</p>	<p>Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson.</p> <p>4-5 pts</p>	<p>Topic fits very well into social studies theme and developmental level of students. Topic supports grade level current Social Studies curriculum. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with many well-thought-out interconnected ideas. Met with CT to discuss lesson.</p> <p>6 pts.</p>	<p>Standards: 1.0, 2.1, 2.4, 3.1, 5.1, 5.2</p>
B. Research on topic (1-6 pts.)	<p>Few resources explored. Description does not reflect appropriate depth of knowledge needed to effectively teach lesson. Weak content background of topic. Research covers few perspectives. Does not meet minimal requirements for curriculum resources. Annotated bibliography does not meet requirements. Not completed in correct APA style.</p> <p>1-3 points</p>	<p>Used a variety of resources including: Three children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson's topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p> <p>4-5 pts.</p>	<p>Used a wide variety of resources including at least 5 children's books, two professional resources (not from the Internet), two web sites or software programs. Rich, detailed research of content background reflects depth of knowledge on lesson's topic. Covers multiple perspectives. Annotated bibliography reflects in-depth knowledge and evaluation of books. No errors in APA style in text citations and bibliography.</p> <p>6 pts</p>	<p>Standards: 2.1, 2.4</p>
C. Goals, curriculum standards, objectives and assessments. (1-6 pts.)	<p>Goals, curriculum standards, objectives not articulated to the extent needed. Assessments are minimal, mostly skills-focused, with little attention to student development of critical thinking, problem solving and/or not appropriately aligned with lesson objectives. No comments or minimal reflection on students' work. Comments do not address students' meeting (or not) lesson objectives.</p> <p>1-3 pts.</p>	<p>Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to student development of critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.</p> <p>4-5 pts.</p>	<p>Goals, curriculum standards, objectives clearly and thoroughly articulated. Assessments address concepts, skills and process competencies necessary for development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work clearly reflect thoughtful assessment of students' meeting (or not) lesson objectives.</p> <p>6 pts.</p>	<p>Standards: 1, 2.1, 2.4, 3.1, 3.3, 4</p>

STEP II INSTRUCTION A. Micro-teaching (3-6 pts.)	Minimal description of topic given. Several elements of lesson were incomplete and/or underdeveloped. Micro-teaching showed basic effort in preparation and minimal planning. Delivery was weak, lacking in enthusiasm or engagement. 1-3 pts.	Description of topic given. Micro-taught lesson to peers. Evidence of thoughtful planning and preparation for micro-teaching. Delivery was energetic and engaging. Review of micro-teaching included in final reflection indicating lesson modifications made based on peers' feedback. 4-5 pts.	Thorough description of topic given. Micro-taught a carefully-prepared, age-appropriate and engaging lesson to peers. Delivery was energetic, enthusiastic and engaging. Review of micro-teaching included in final reflection thoughtfully indicating lesson modifications made based on peers' feedback. 6 pts.	Standards: 1, 2.1, 2.4, 3.1, 3.3, 3.4, 3.5, 5.1, 5.2
B. Develop and teach Lesson. (1-6 pts.)	Some components of the Methods Lesson Plan format missing and little detail included. Follow-up activity/assessment is missing or weakly developed. 1-3 pts.	All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Follow-up activity/assessment is relevant to topic and demonstrates thoughtful planning. 4-5 pts.	All components of the Methods Lesson Plan format addressed in a detailed/thoughtful manner. Follow-up activity/assessment is relevant to topic and demonstrates creativity and thoughtful planning. 6 pts.	Standards: 1, 2.1, 2.4, 3.1, 3.3, 3.4, 3.5, 4
STEP III PROFESSIONAL PRESENTATION A. Ensure quality of final product. (1-3 pts.)	Did not meet all project expectations and requirements. Editing needed. Included little analysis of teaching effectiveness and/or growth as a social studies educator. Project did not reflect adequate understanding of the teaching of social studies and use of children's literature to enhance student learning. 1 pt.	Met project expectations and requirements. Basic analysis of candidate's growth as a social studies educator. Presented project neatly - few editorial issues. Pseudonyms & professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children's literature to enhance student learning. 2 pts.	Met and/or exceeded all project expectations and requirements. Used pseudonyms and professional terminology throughout. Presented project neatly with no editorial issues. Demonstrated in-depth understanding of the teaching of social studies and use of children's literature to enhance student learning. 3 pts.	Standards: 2.1, 5.1
B. Final reflection on project and teaching experience. (1-3 pts.)	Final reflection shows little analysis. Discussion of the value of the social studies project experience is minimal. Does not include comments on the effect of the lessons on candidate growth. Does not include information regarding input from CT and/or other colleagues. 1 pt.	Final reflection demonstrates some analysis of the effectiveness of the lesson and teaching experience. Analysis of candidate's own growth as a social studies educator demonstrates the value of the social studies project experience. Discusses information regarding input from CT and/or other colleagues. 2 pts.	Final reflection demonstrates careful and in-depth analysis of the effectiveness of the lesson and teaching experience. Reflection of candidate's own growth as a social studies educator fully explores the value of the social studies project experience. Describes collaborative process with CT and/or other colleagues in developing and executing lesson. 3 pts.	Standards: 1, 2.1, 2.4, 3.4, 4, 5.1, 5.2

Grading: A=(35-36); AB=(31-34); B=(25-30); BC=(21-24); C=(16-20); CD=(13-15); D=(12) Total Score: _____

Section IV – Assessment 2 - Attachment C

Arts Integration Project Description

Project Description:

This arts integration project has been designed to support Methods I students in the development of lesson planning skills. During the Art workshops in which you have participated, you have been learning about the importance and value of teaching elementary students about, with, and through the arts and across the curriculum. This project will enable you to integrate your new understanding of the value of the arts in creating a meaningful lesson and learning experience for your students. The arts integration project will also allow you to build on your literacy teaching methods and expand your understanding and application of cross-curricular integration.

Project Objectives:

- Students will apply their knowledge and skills on lesson planning to develop a fully developed lesson plan, using the KSC lesson plan format.
- Students will research the arts curriculum standards for the grade level where they are teaching and become familiarized with the content, skills, and achievement goals in at least one of the arts (visual, theater, dance, music) for that specific grade level.
- Students will apply the use of a software program (Inspiration 8) as a curriculum resource to support the organization and integration of their ideas for the lesson plan.
- Students will research, develop and apply an art medium and/or technique of their choice to teach their students.
- Students will design and implement an art(s) lesson plan as a means to support the children's development of literacy skills.

Requirements for assignment:

The final project will include the following components:

- Inspiration 8 thematic web with lesson plan ideas.
- A fully developed lesson plan, using the KSC lesson plan format.
- In the *teacher's prerequisite knowledge* section of the lesson plan, you will include a two-page research paper on the medium and/or technique you will be teaching your students. In order to get credit for this section, you **MUST include appropriate citations and a reference page using A.P.A. style, 5th Edition**. Failure to do this constitutes plagiarism and will be penalized accordingly. You must include a minimum of three curriculum resources to inform your research.
- Include any handouts or worksheets you used as lesson plan appendices.
- Teach the lesson and collect samples of students' work.
- Summative assessment: Include Post-it notes on students' work indicating your observations on how each student met or did not meet the lesson's objectives.
- Write a one to two-page reflection on what you learned from this project assignment. Include what you learned from the lesson planning process, your research, teaching and your student outcomes. Include a paragraph on a plan of action for future lessons based on your insights.

- Organize your project in a three-ring binder. Include the following:
 - An Artifact Cover Sheet (we will mail you the template electronically).
 - A cover page with your name, course and project title.
 - A table of contents.
 - The *Inspiration 8* web.
 - The complete lesson plan.
 - Any handouts, visuals, worksheets used in your lesson.
 - Samples of students' work with your summative assessments on Post-it notes.
 - The final reflection.
 - The grading rubric for this assignment.

Project guidelines:

1. Where to start? Like planning any trip, before we start planning a lesson, we have to determine where we are going. Define your lesson goals. Research the curriculum standards in one of the arts of special interest to you (visual arts, music, dance, theater). Search on nheon.org website, or look for the National Curriculum Standards. Your Art Workshop I packet contains the National Standards for Visual Arts.
2. Discuss with your cooperating teacher what lesson ideas would be developmentally appropriate for your students and determine how much time you can have to teach your lesson. Discuss literacy ideas that could be integrated to the lesson and support the literacy curriculum your students are working on currently.
3. Using *Inspiration 8*, brainstorm different themes, literacy skills, art media/techniques that could be included in your lesson.
4. Define your lesson topic. Determine your lesson objectives (two or three) and make sure the curriculum standards match the focus of your lesson.
5. Determine how you will assess these objectives. Make sure your assessment matches your lesson objectives.
6. Discuss steps 4 and 5 with your cooperating teacher before you go any further in your planning and make sure your cooperating teacher approves of these components.
7. Develop your research on the medium/technique you will be using for your lesson and write a two- page summary of your research including appropriate citations and a reference page using A.P.A. Style, 5th Edition.
8. Complete the lesson plan format including all components.
9. Determine a teaching time with your cooperating teacher and sign-up for your supervisor to observe your teaching.
10. Teach your lesson and collect student work samples. Write your assessment on Post-it notes for a minimum of three student-work samples.
11. Reflect on the whole experience and type your reflection.
12. Compile and organize all project components in a three-ring binder as described above. Turn in your project on the due date.

Section IV - Assessment 2 Attachment 2 D

Arts Integration Project Grading Rubric

Criteria	Needs improvement 1-3 pts	Meets expectations 4-5 pts	Exceeds expectations 6 pts.	Score
I. PLANNING AND PREPARATION A. Research the arts and how they are integrated to support literacy instruction. ACEI Std. 2.5, 5.2	Few or irrelevant sources explored. Minimal research regarding the medium used. Did not meet with CT. Citations not included in research paper and/or reference page does not apply A.P. A. Style.	Met with CT and took into account the current literacy curriculum. Used a minimum of 3 resources to enhance understanding of content. Citations included in research paper and reference page in A.P. A. Style, with few errors.	Met with CT and effectively integrated the current literacy curriculum. Used a variety of resources to enhance understanding of content. Citations included in research paper and reference page in correct A.P. A. Style.	
B. Inspiration 8 web ACEI Std. 3.1, 3.2, 3.3	Little detail in curriculum planning web. <i>Inspiration 8</i> program not applied.	A variety of concepts, skills and art-related ideas are included in curriculum planning web. <i>Inspiration 8</i> program applied.	A variety of concepts, skills, art-related ideas and literacy concepts and skills clearly integrated/connected in curriculum planning web. <i>Inspiration 8</i> program applied.	
C. Determine goals, objectives and assessments. ACEI Std. 3.1, 4.0	Goals and/or objectives not clearly defined or articulated. Curriculum standards not clearly identified or not connected with L.P. goals. Assessments are minimal and/or do not match L.P. objectives.	Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Minimal errors in articulating these components.	Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Clear connections to ACEI Art standards. All components are clearly articulated.	
II. Instruction A. Fully develop and teach lesson. ACEI Std. 3.1, 3.5	Some L.P. format components missing or little detail included. Lesson lacked good flow. Materials were not ready for students' use.	All L.P. format components developed at a basic level. Some addressed at a deeper level. Good lesson flow. Materials were ready for students' use.	All L.P. format components fully developed. Excellent lesson flow. Materials were accessible and ready for students' use. Proactive considerations in materials' management.	

B. Assess student learning/Assess lesson effectiveness ACEI Std. 4.0, 5.1	Student work samples and final reflection show minimal understanding of lesson effectiveness in terms of student learning. No Post-it notes with assessment of students' work. Students' names remain on work samples.	Student work samples and final reflection show some understanding of lesson effectiveness in terms of student learning. Post-it notes with basic assessment of students' work. Students' names not on work samples.	Student work samples and final reflection show in-depth understanding of lesson effectiveness in terms of student learning. Post-it notes with insightful assessment of students' work. Students' names not on work samples.	
III. PROFESSIONAL PRESENTATION A. Quality of final project. ACEI Std. 5.1	All project expectations and requirements not met. Editing needed. Neatness and organization needed. Minimal analysis of teaching effectiveness. Weak integration of the arts and literacy curriculum.	All project expectations and requirements met. Few editorial issues. Neatness and organization are evident. Basic analysis of teaching effectiveness. Basic integration of the arts and literacy curriculum.	All project expectations and requirements are exceeded. Neatness and organization are evident. No editorial errors. In-depth analysis of teaching effectiveness. Strong integration of the arts and literacy curriculum.	

Total number of points: _____

Grade:_____

34-36= A
30-33= AB
26-29= B
21-24= BC
18-20= C
15-17= CD
12-14= D
Below 12= F

Attachment Section IV – 2g

Alignment with Other ACEI Standards

ACEI Standard	Rubric Section
2.8 Connections across the curriculum— Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV; B. Science, IIIB; C. Math IA, IIB EDUC 221 Social Studies IA and B; ESEC 450. The Arts, “Content Knowledge in the Arts”
3.1 Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV; Science IIIA, Math IVA, EDUC 321 IIIA B. Science IIIB C. Math IA D. Social Studies EDUC 321 IA, IB E. The Arts ESEC 450 Lesson plan, F. EDUC 450 Health Education Lesson Plan
3.2 Adaptation to diverse students— Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV; B. Science IIIB, C. Math IA, IIB D. EDUC 321 Social Studies IA, IB
3.3 Development of critical thinking, problem solving, performance skills— Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV, V; B. Math IIB, IIIB
3.4 Active engagement in learning— Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV, V; B. Science IIIB, C. Math IA, IIB D EDUC 321. Social Studies IA, IB
3.5 Communication to foster collaboration— Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV, V;
4. Assessment for Instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional,	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV,

and physical development of each elementary student	
5.2 Reflection and evaluation —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	ESEC 383/386 (Methods) A. Reading, Writing, Oral Language Literacy IV, B. Science IIIB C. Math IA