

***Integrating the Arts Across the Elementary and Middle School  
Curriculum  
EDU – 508***

**Curtis 131  
Fridays 5:00 PM to 10:00 PM  
Saturdays and Sundays 8:00 AM to 5:00 PM  
June 4 - 6, 2010 and June 18 -20, 2010  
(3 CREDITS)**

**Chuck Ricketts, M.Ed., Adjunct Faculty**

[ckricket@cedarcrest.edu](mailto:ckricket@cedarcrest.edu)

[figment6@verizon.net](mailto:figment6@verizon.net)

<http://mysite.verizon.net/figment6>

**Office: Curtis Hall 223-230  
Ed Office Phone 610-606-4610  
610-216-0508 (Cell)**

**Course Description**

*This course prepares elementary and middle school teachers to integrate music, visual arts and movement/dance across the academic content areas. Emphasis is placed on fostering creativity as well as adapting learning experiences in the arts for exceptional students and English Language Learner students. A module on physical education is included in the content of this course. Practical application to unit planning and the proposed PA Standards for the Arts are stressed.*

**Course Objectives**

- *The graduate student will develop an understanding of the developmental skills of elementary and middle school students.*
- *The graduate student will develop an understanding of major theoretical models, current research on the arts and writing integrated units and lesson instruction.*
- *The graduate student will develop a working knowledge of the PA Department of Education Academic Standards for the Arts and Humanities and how to work with district developed benchmarks for these standards as an integral part of lesson planning through the use of a balanced, integrated model of instruction.*
- *The graduate student will critically analyze the curricula used to teach elementary and middle school students.*
- *The graduate student will learn to plan, implement and evaluate high quality integrated learning experiences for children that support achievement of the academic standards for the Arts and Humanities.*
- *The graduate student will develop an understanding of and use different instructional methods and problem-solving strategies developed during the course.*
- *The graduate student will learn to plan, implement and evaluate high quality arts experiences for children in elementary and middle school that support achievement of the academic standards.*

- *The graduate student will be able to read and analyze research related to integrating the arts with speaking, listening, reading, writing instruction and assessment, teaching lessons and units that integrate the arts across the elementary and Middle School curriculum traditional, special needs and ELL students.*
- *The graduate student will create and develop an Integrated Arts Educational Research Paper (APA Style) and culminating Presentation that clearly supports integrating the Arts into the regular teaching environment effectively.*
- *The graduate student will maintain a personal course journal.*

## **Course Outcomes and Assessment Measures**

***By the end of the course, the graduate student will:***

- 1. Demonstrate the ability to use the PA Academic Standards for the development of speaking, listening, reading and writing learning integrated arts experiences that incorporate all components of the balanced literacy model. (Assessment: Classroom participation, submitted lesson plans, arts integrated thematic unit development)*
- 2. Demonstrate understanding of the appropriate use of high quality children's literature in fostering the cognitive, linguistic, social, emotional and literacy development of elementary and middle school students (Assessment: literature record activities, integrated thematic unit, read-aloud presentation)*
- 3. Demonstrate an understanding of the ability to assess individual and group needs including exceptional students and English language learners (ELLs). (Assessment of lesson plans submitted, and integrated thematic units submitted)*
- 4. Demonstrate an understanding of the importance of and strategies for integrating the arts with reading, writing, speaking and listening as well as authentic literature across all academic content areas (Assessment of an Arts integrated, thematic unit)*
- 5. Demonstrate ability to review the literature related to a specific topic in emergent and developmental literacy and analyze the validity and reliability of research as well as demonstrate an understanding of the use of research in reforming classroom practices. (Assessment: Literature Review and classroom presentation and discussion of research).*

## **Course Policies and Procedures**

**CCC Students with Disabilities:** *In order to ensure full class participation, any students with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or tart-taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. For the student's convenience, both the professor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus including The Advising Center.*

**Classroom Protocol:** *Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.*

**Attendance Policy:** *This class is discussion, creating, manipulating, group processing and problem-solving oriented. In order to learn, it is imperative students attend all classes. Students can earn attendance participation points for attending every class and fully participating. An absence on a day when an assignment is due will result in a loss of attendance points, unless the assignment is received on the due date. In cases of emergency students should call the Dean of Academic Service Office at ext. 3686.*

### **Textbook(s)**

**Required: *Creating Meaning Through Literature and the Arts: An Integration resource for Classroom Teachers.*** -- Cornett, Claudia E.  
Columbus, OH: Merrill, Prentice Hall., 2011

*Other Textbooks are found on eCompanion under SUMMER Courses 2010.*

## **Grading Policy**

### **Grading Criteria**

#### **Course Requirements:**

*The following course requirements are designed to assess student mastery of the material, including knowledge, comprehension, application, analysis, synthesis, and evaluation.*

- **Maintain a Working Journal:**

*Keep a journal as a working “thinking place” to go to. This might be a place to write some significant reflective piece about desires, or hopes for the outcome of this course. The expectations for these journals are that students will objectively write about their observations of classroom dynamics and make reflective statements relating these observations to the readings and their futures as teachers.*

- **Notes:** *“Post-it” tab the notes to keep the day to day information handy. Journal: Pages should not be set a side for journal entries or activities and papers- this should be a formative part, an integral part of the journal. Handouts, assignments and/or projects can be added to the pages on a continual basis. Magazine clippings, photos, newspaper articles, lesson ideas will all become a regular part of this journal.*
- **Create and develop an Integrated Arts Educational Research Paper and culminating Presentation that clearly supports integrating the Arts into the regular teaching environment effectively.**
  - **Design an all-encompassing Research with a culminating presentation, based on:**
    - *The Course Outline*
    - *Life Experiences*
    - *Research (at least 5 sources)*
    - *Standards in Education*
    - *Professional handout, Unit Framework, and lessons on disk given to the instructor at the semester’s end.*
- **Write An Essay**

*Create an essay on The Importance of Integrating the Arts Across the Curriculum.*

- *Use the recommended text, the Internet sources in Appendix C: Arts Organizations, Addresses and Internet Sites*

- **Reading Assignments.**

- Along with the selected readings from the recommended text, Students are expected to read one book specific to their integrated unit), incorporate that book or any of its contents, interests, themes, etc. into their final presentation.

**Class Attendance / Participation.**

- This class is highly interactive and collaborative; therefore students must be present in order to learn the course content.
- Teach one Integrated Arts Lesson.

<i>EDU 508</i>	
10%	<i>The Importance of Integrating the Arts essay</i>
10%	<i>Working Portfolio / Personal Journals</i>
50%	<i>Creating and developing an Integrated Arts Educational Research Paper and culminating Presentation that clearly supports integrating the Arts into the regular teaching environment effectively.</i>
30%	<i>Participation/Professionalism</i>

**Grading Scale**

**Students must complete all requirements in order to pass this course.**

For the above requirements, Mr. Ricketts will give more detailed instruction when their portion of this course begins. The syllabus is subject to change at the digression of the professor.

A	95-100
A-	90-94
B+	86-89
B	82-84
B-	79-81
C+	75-80

### Term Schedule for EDU 508 Integrating the Arts Across the Curriculum

Date	Description	Assignment	Notes
June 4 <sup>th</sup>	Course Overview Introduction To Arts Integration	Hand out Syllabus, and Assignment Schedules. Short Essay Due by the end of class, June 6th	Professor Ricketts will be available to discuss special needs of individuals. All students are expected to attend all classes.
June 4 <sup>th</sup>	Graphic Organizers, Lesson Planning, Integrating the Arts Into The Curriculum- Discussing Standards	Title and rough outline for Research paper Due June 7th. <b>First Reading Assignment: Chapters 1 &amp; 2</b>	Begin To Brainstorm A Theme For Your Qualitative Educational Research Paper
June 4 <sup>th</sup>	Developing A Broader Base For Integration Of the Performing Arts-	<b>Second Reading Assignment: Chapters 8 &amp; 9</b>	Begin the Framework for a qualitative research Paper.
June 5 <sup>th</sup>	Drama in Education-Integrating Music Drama in Education	Research Web Sites to Support your Research paper. <b>Third Reading Assignment: Chapters 12 &amp; 13</b>	Find Examples; Get Photos, Add To Your Journals, Continue To Develop the Framework for a research Paper.
June 5 <sup>th</sup>	Integrating Movement within the Classroom	Guest speaker- Integrating the Arts Thematically. <b>Fourth Reading Assignment: Chapters 10 &amp; 11</b>	Arrange an appointment to review the progress of your research paper.
June 5 <sup>th</sup>	Guest speaker- Integrating music	Lesson Presentation by Professor or Greg Ritter. <b>Fifth Reading Assignment: Chapter 3</b>	Continue your research; build a bibliography of at least five sources from papers, documents, books and other publications.
June 5 <sup>th</sup>	Literature and the Visual Arts Overview. Discuss Stages of Development.	Review Journals and Research Papers. <b>Sixth Reading Assignment: Chapters 6 &amp; 7</b>	A Presentation given by Mr. Ricketts
June 5 <sup>th</sup>	Developing A Broader Base For Integration Of the Visual Arts- Discussing Standards		Continue To Develop Your Qualitative Research Paper.
June 6 <sup>th</sup>	Integrating Literature And The Arts – Using Standards And Rubric Assessment	<i>Review Literature for the classroom, including Rigby Literature.</i> <b>Seventh Reading assignment: Chapters 4 &amp; 5</b>	Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Paper.
June 6 <sup>th</sup>	Build your Research Paper and review PowerPoint presentations	Use either a presentation or computer lab to work through PowerPoint presentations	Continue To Develop Your Research Paper. Begin to arrange slides for a PowerPoint presentation that supports your research.
June 7 <sup>th</sup> thru June 18 <sup>th</sup>		Educational Research Paper Due June 18 <sup>th</sup>	Finish and prepare Your Educational Paper for review.
June 18 <sup>th</sup>	Student Presentations	Turn In Research Paper And Disk For Final Review. Last Acceptable Turn In Of Unit To Mr. Ricketts Without Penalty.	Finish and prepare Your Educational Research Paper for final review.
June 19 <sup>th</sup>	Student Presentations	<b>Hand Out Take Home Exam Turn in disk with Research Paper and PowerPoint Presentation to Mr. Ricketts</b>	All Assignments and Journals Must Be Handed In. The Portfolio Must Be Organized For Presentation.
June 20 <sup>th</sup>	Student Presentations, Final Exam, Evaluation of Course	CD distributed to students at Education Office with return of Final Exams.	Grades Will Be Turned In To The Administration June 21 <sup>st</sup> .

Mr. Ricketts will give more detailed instruction for the above requirements when their portion of the course begins. Adaptations, drop boxes, eTests and/or other modifications will be made to meet the student needs. In addition, this syllabus is subject to change at the discretion of the instructor.

# **Integrating the Arts Across the Curriculum**

## **EDU – 308**

**Curtis 131**  
**Fridays 5:00 PM to 10:00 PM**  
**Saturdays and Sundays 8:00 AM to 5:00 PM**  
**June 4 - 6, 2010 and June 18 -20, 2010**

**Chuck Ricketts, M.Ed., Adjunct Faculty**

[ckricket@cedarcrest.edu](mailto:ckricket@cedarcrest.edu)

[figment6@verizon.net](mailto:figment6@verizon.net)

<http://mysite.verizon.net/figment6>

**Office: Curtis Hall 223-230**  
**Ed Office Phone 610-606-4610**  
**610-216-0508 (Cell)**

**CCC Students with Disabilities:** In order to ensure full class participation, any students with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or tart-taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. For the student's convenience, both the professor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus including The Advising Center.

**Classroom Protocol:** Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

**Attendance Policy:** This class is discussion, creating, manipulating, group processing and problem-solving oriented. In order to learn, it is imperative students attend all classes. Students can earn attendance participation points for attending every class and fully participating. An absence on a day when an assignment is due will result in a loss of attendance points, unless the assignment is received on the due date. In cases of emergency students should call the Dean of Academic Service Office at ext. 3686.

**Description:** Students taking this course will gain knowledge about national standards in the arts. They will learn about state and local standards for elementary and secondary-level students. This course is designed to provide students with the opportunity to integrate the art disciplines (i.e. drama, dance, visual art and music) across the academic curriculum. This course will provide the current theories, standards and applications on how to integrate the arts across the curriculum. In addition, students will apply these academic standards to lesson plan design, unit development and a final, Arts inspired presentation.

**Recommended Text:**

**Required: *Creating Meaning Through Literature and the Arts: An Integration resource for Classroom Teachers.* -- Cornett, Claudia E.  
Columbus, OH: Merrill, Prentice Hall., 2011**

## **Course Objectives**

- The prospective teacher will develop an understanding of the developmental skills of elementary and middle school students.
- The prospective teacher will develop an understanding of major theoretical models, current research on the arts and writing integrated units and lesson instruction.
- The prospective teacher will develop an understanding of using research within the teaching environment and its impact on students and their learning.
- The prospective teacher will develop a working knowledge of the PA Department of Education Academic Standards for the Arts and Humanities and how to work with district developed benchmarks for these standards as an integral part of lesson planning through the use of a balanced, integrated model of instruction.
- Critically analyze the curricula used to teach elementary and middle school students.
- The prospective teacher will learn to plan, implement and evaluate high quality integrated learning experiences for children that support achievement of the academic standards for the Arts and Humanities.
- The prospective teacher will develop an understanding of and use different instructional methods and problem-solving strategies developed during the course.
- The prospective teacher will learn to plan, implement and evaluate high quality arts experiences for children in elementary and middle school that support achievement of the academic standards.
- The prospective teacher will be able to read and analyze research related to integrating the arts with speaking, listening, reading, writing instruction and assessment, teaching lessons and units that integrate the arts across the elementary and Middle School curriculum traditional, special needs and ELL students.
- The prospective teacher will develop a unit that integrates the Arts into the regular teaching of students effectively.
- The prospective teacher will maintain a personal course journal.

## **Course Outcomes and Assessment Measures**

### **By the end of the course, the prospective teacher will:**

1. Demonstrate the ability to use the PA Academic Standards for the development of speaking, listening, reading and writing learning integrated arts experiences that incorporate all components of the balanced literacy model. (S.T. Competencies 1, 2, 3, 4, 5, 6, 7)(Assessment: Classroom participation, submitted lesson plans, arts integrated thematic unit development)
2. Demonstrate understanding of the appropriate use of high quality children's literature in fostering the cognitive, linguistic, social, emotional and literacy development of elementary and middle school students (S.T. competencies 2,4,7)(Assessment: literature record activities, integrated thematic unit, read-aloud presentation)
3. Demonstrate and understand the importance of using all their resources within the teaching environment and its impact on students and their learning. (Assessment: Classroom presentation and discussion of research).
4. Demonstrate an understanding of the importance of and strategies for integrating the arts with reading, writing, speaking and listening as well as authentic literature across all academic content areas (S.T. Competencies 1,2,7)(Assessment of an Arts integrated, thematic unit)



5. Demonstrate ability to critically analyze the curricula used to teach elementary and middle school students, review the literature related to a specific topic in emergent and developmental literacy. (Assessment: Classroom presentation and discussion of research).
6. Analyze the validity and reliability of research as well as demonstrate an understanding of the use of research in reforming classroom practices. (Assessment: Classroom presentation and discussion of research).
7. Use different instructional methods and problem-solving strategies developed during the course. (Assessment: Classroom presentation and discussion of unit)
8. Effectively use and understand a graphic organizer. (Assessment: Classroom presentation and discussion of unit)
9. Experience the practical application of various dynamics by being a participant in the development of a unit that integrates the Arts into the regular teaching of students effectively. (Assessment: Classroom presentation and final evaluation).

### **Course Requirements:**

The following course requirements are designed to assess student mastery of the material, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

- **Working Journal:**

Keep a journal as a working “thinking place” to go to. This might be a place to write some significant reflective piece about desires, or hopes for the outcome of this course. The expectations for these journals are that students will objectively write about their observations of classroom dynamics and make reflective statements relating these observations to the readings and their futures as teachers.

- **Notes:** "Post-it" tab the notes to keep the day to day information handy.  
Journal: Pages should not be set a side for journal entries or activities and papers- this should be a formative part, an integral part of the journal. Handouts, assignments and/or projects can be added to the pages on a continual basis. Magazine clippings, photos, newspaper articles, lesson ideas will all become a regular part of this journal.

- **Designing an All-Encompassing Unit Framework:**

Design an all-encompassing unit framework with a culminating presentation, based on:

- The Course Outline
- Life Experiences
- Research
- Graphic Organizer
- Standards in Education
- Professional handout, Unit Framework, and lessons on disk given to the instructor at the semester's end.

- **Write An Essay:**
  - Create an essay on *The Importance of Integrating the Arts Across the Curriculum*.
  - Use the recommended text, the Internet sources in Appendix C: Arts Organizations, Addresses and Internet Sites
- **Demonstrate an Understanding and Effectively use a Graphic Organizer.**
  - Create a Visual Graphic Organizer using the Nine-Legged Web approach (pages 60 to 62 in the recommended text) that clearly shows your unit's interrelationship with the total curriculum.
- **Reading Assignments.**
  - Along with the selected readings from the recommended text, students are expected to read one book (specific to their integrated unit), incorporate that book or any of its contents, interests, themes, etc. into their final presentation.
- **Class Attendance / Participation.**
  - This class is highly interactive and collaborative; therefore students must be present in order to learn the course content.
- **Grading: 100 points -Total**

<i>EDU 308</i>	
10%	The Importance of Integrating the Arts Essay
45%	Creating and developing an Integrated Arts Unit
25%	Participation/Professionalism (EDU 308)
10%	Working Portfolio / Personal Journals
10%	Teaching one Integrated Arts Lesson Plans

**Note: Students must complete all requirements in order to pass this course.** For the above requirements, Mr. Ricketts will give more detailed instruction when their portion of this course begins. The syllabus is subject to change at the discretion of the professor.

### Term Schedule for EDU 308 Integrating the Arts Across the Curriculum

Date	Description	Assignment	Notes
June 4 <sup>th</sup>	Course Overview Introduction To Arts Integration	Hand out Syllabus, Journals And Assignment Schedules - Essay Due Next Week	Meet with Mr. Ricketts before the first class to give him email addresses, etc.
June 4 <sup>th</sup>	Graphic Organizers, Lesson Planning, Integrating the Arts Into The Curriculum - Discussing Standards	Graphic Organizer Due June 8th- <b>First Reading Assignment: Chapters 1 &amp; 2</b>	Begin To Brainstorm A Theme For Your Unit Framework And Create A Graphic Organizer To Support It
June 5 <sup>th</sup>	Developing A Broader Base For Integration Of the Performing Arts	Written lesson plan due tomorrow. <b>Second Reading Assignment: Chapters 8 &amp; 9</b>	Begin the Framework for an Integrated Unit.
June 5 <sup>th</sup>	Integrating Music and Drama in Education- Guest Speaker	Research Web Sites to Support your Lesson Plan - <b>Third Reading Assignment: Chapters 12 &amp; 13</b>	Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Unit Framework.
June 5 <sup>th</sup>	Integrating Dance And Drama within the Classroom	<b>Fourth Reading Assignment: Chapters 10 &amp; 11</b>	Continue To Develop Your Unit Framework
June 5 <sup>th</sup>	Integrating the Visualness of Art into your Classroom Environment	Lesson Presentation by Professor or Greg Ritter. <b>Fifth Reading Assignment: Chapter 3</b>	A Short Presentation given by Mr. Ricketts
June 6 <sup>th</sup>	Integrating Literature And The Arts – Using Standards And Rubric Assessment	<b>Sixth Reading Assignment: Chapters 6 &amp; 7</b> Develop your Integrated Thematic Unit. <i>Review Literature for the classroom, including Rigby Literature.</i> Lesson Presentations Unit Plan Due June 18 <sup>th</sup>	Continue To Develop Your Unit Framework
<b>June 7<sup>th</sup> thru June 18<sup>th</sup></b>		<b>Seventh Reading assignment: Chapters 4 &amp; 5</b>	Finish and prepare Your Educational Paper for review.
June 18 <sup>th</sup>	Participate in lesson plan delivery of EDU 308 participants.	<b>Turn in disk with Unit and Hard Copy Notebook to Mr. Ricketts.</b> Last Acceptable Turn In Of Unit To Mr. Ricketts Without Penalty.	Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Unit. Finish and prepare Your Unit Framework for final review.
June 19 <sup>th</sup>	Participate in lesson plan delivery of EDU 308 participants.	<b>Hand Out Take Home Exam</b>	All Assignments, Quizzes And Journals Must Be Handed In. The Portfolio Must Be Organized For Presentation.
June 20 <sup>th</sup>	Final Exam- Presentation	CD distributed to students at Education Office with return of Final Exams.	All student work will be returned
<b>June 21<sup>st</sup></b>			Grades Will Be Turned In To The Administration.

Mr. Ricketts will give more detailed instruction for the above requirements when their portion of the course begins. Adaptations, drop boxes, eTests and/or other modifications will be made to meet the student needs. In addition, this syllabus is subject to change at the discretion of the instructors.

A	95-100
A-	90-94
B+	86-89
B	82-84
B-	79-81
C+	75-80

