



SYLLABUS FOR INTEGRATED ARTS AND MOVEMENT, PE and HEALTH

Term: Fall 2017; Senior Cohort , November 13- December 7, 2017
Course Number: Education 488B/488L—Integrated Arts and Movement, PE and Health, 4 credit hours
Instructor: Bruce Wisowaty **Office:** Room 500

Additional Instructors: Assigned Art/Music teachers from Fegely Middle School, Portage
Mr. Andy Marks- PE/HEALTH
Ms. Ashley Lake-PE/HEALTH

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Office Hours: Before class, during break, and after class; and by appointment (Mon—Thursday afternoons)

Course Time: Monday—Thursday; 8:00 am to noon, November 14-December 8, 2016

Course Description: This course incorporates an integrated approach to music, art, health and movement (dance, P.E.). Teacher candidates will learn aspects of each discipline through a “genre” approach, pedagogy, principles, and performance. Methods and teaching strategies will be incorporated into each lesson, providing the candidate with hands-on experiences and materials for both teaching and assessment. Field experiences (10 hours) required.

Prerequisites: ED 300 (Educational Psychology), ED 311 (Foundations of Education), and ED 342 (Curriculum Development).

Learning Outcomes/Competencies: Teacher candidates will

- 1 Reflect and describe the relationship between educational theory and practice; INTASC 1,9 NBPTS 2,4. ACEI 2.1-2.7, 5.1 IDOE 2a-2h
- 2 Explain the need to integrate cognitive, affective, and psychomotor (or kinesthetic) domains in curriculum development, instructional practices, and assessment strategies; INTASC 1,2,7,8 NBPTS 1,2,3,5 ACEI 1.0, 2.1-2.7, 4.0 IDOE 1, 2a-2h,4
- 3 Explain the advantages of integrating the theory of multiple intelligences throughout classroom instruction and assessment; INTASC 2,4 NBPTS 1,3,4 , ACEI 1.0, 3.1 IDOE 1, 3b
- 4 Demonstrate classroom instructional techniques and/or create classroom products or performances in art, movement, health and music; INTASC 1,4,5,6 NBPTS 1,2,3,4,5, ACEI 1, 2.1-2.7, 3.4, 3.5 IDOE 1.3c, 2.1-2.7, 3b, 3c, 3d
- 5 Demonstrate the application of *integrated* art, movement, health and music throughout classroom instruction and assessment. INTASC 1,4,7 NBPTS 2,3,4,5 ACEI 2.1-2.7, 3.1 IDOE 2a-2h, 3b
- 6 Demonstrate the ability to plan (synthesize) relevant instructional units that integrate cognitive, affective, and psychomotor (or kinesthetic) domains in learning objectives, instructional activities, and assessment strategies. INTASC 2,7 NBPTS 1,5 ACEI 1.0, 2.1-2.7 IDOE 1, 2a-2h
- 7 Examine rules, procedures, and safe practices in the teaching of the arts, music, health and movement. INTASC 5, NBPTS 3 ACEI 1, 3.4 IDOE 1.3c
- 8 Comprehend and examine concepts related to health promotion and disease prevention to enhance health.

- INTASC 9,10 NBPTS 4,5 ACEI 5.1, 5.2 IDOE 5a, 5b-5c
- 9 Analyze the influence of family, peers, culture, media, technology and related factors on health behaviors. INTASC 3,10 NBPTS 1,5 ACEI 3.1- 3.2, IDOE 3a, 5b-5c
 - 10 Examine the value of physical activity for health, enjoyment, challenge, self expression, and/ or social interaction. INTASC 1,9 NBPTS 2,4, 5 ACEI 2.1-2.7, 5.1 IDOE 2a-2h, 5a

Textbook (required):

None required

Learning Strategies:

1. Reading assignments from the textbook, additional articles and materials, since class handouts are necessary for class discussion and participation; students should be prepared for the topics to be covered in class that day.
2. Students are to participate fully in the various activities, assignments, exercises, and experiences provided by each of the several instructors (each of whom will provide a portion of the final course grade)
3. Students will need a recorder/recorder text for the music classes during the course.
4. Class participation (students will take an active part in ongoing classroom activities, discussions, debates, and so on) will be linked to attendance. Teacher candidates are expected to be present for the entire class sessions. Class interaction is invaluable--and cannot be "made up" individually.

Assessment: In order to demonstrate the relative importance of these requirements as they comprise a course grade, the following percentages are provided:

50 pts. Primary instructor grade [assignments, Blackboard assignments (6 pts) along with a 5 day thematic CCSJ lesson plan integrating the arts(movement, music, and art into a language arts/science, or social science lesson(24 pts).Observation forms Mr. Wisowaty. Completion of 2 observations(one for art, the second for music, 10 pts per observation) And mock interview questions(10 pts)

10 pts. Art instructor grade- participation and attendance

30 pts. Movement/PE instructor grade [full participation, instructional participation in clinical experiences, and required observations, assessments by the instructors]

10pts. Music instructor- participation and attendance

You are allowed to miss 1 class in the PE/Health class days. No absences are accepted for the 2 days of Music and/of Art.

Class Policy for Missed Quizzes and Late Assignments: There are no make-up quizzes and no make-up exams; these are given once. Assignments need to be completed as scheduled since one assignment builds on another. Late assignments incur a grade reduction. In addition, scheduled presentations need to be made during the scheduled class to avoid disrupting the educational process for the entire class.

Format for Written Assignments: The professional Education community has adopted the standards delineated in the Publication Manual of the American Psychological Association, 4th edition (1994). The professional standards described therein are those expected in the professional education community; as future professional educators, students of education also need to demonstrate in their writing the standards adopted by the professional education community. [This is not a required text. It is available, however, in the bookstore and in the reference section of the Specker Library (REF. BF/76.7/.P82/1994)].

Tutoring

Statement of Plagiarism: If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to

bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances. (Academic Planner 2002-2003)

Citation Guidelines: Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., APA). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

Grading Scale:

A: 92-100	A-: 90-91	B+: 88-89	B: 82-87	B-: 80-81	C+: 78-79
C: 72-77	C-: 70-71	D+: 68-69	D: 62-67	D-: 60-61	F: 59 & below

Class Policy on Attendance: (COHORT)

Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and student presence and participation. Therefore, if a student is absent from a cohort class three times, the student will be academically withdrawn by the instructor on the third day. Due to the shortness of the schedule, you cannot miss an Art or Music class, and you are only allowed 1 total absence.

Class Policy on Electronic Devices: Cell phones, beepers, and pagers are considered a distraction from the educational process and are, therefore, discouraged.

Center for Academic Excellence: Tutoring assistance is free to all students of Calumet College of St. Joseph. Call the Center for Academic Excellence (CAE), to make an appointment at 473-4287. The Center has experienced and well-trained tutors in most subject areas to help students who are struggling in a course or who are doing well and would like to do better. Regular weekly tutoring sessions are likely to improve your grade.

Withdrawal from Classes Policy: After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Tutoring Center:

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career placement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The tutoring Center is located on the 1st floor, telephone number is 219-473-4287.

STUDENT SUPPORT SERVICES:

Among its other services, The Student Support Services Office guides, counsels, and assists students with

disabilities. If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition (e.g. additional tests needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact the Student Support services Office at 219-473-4388. Staff there will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

CCSJ ALERT:

Calumet College of St. Joseph utilizes an emergency communication system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific messages notifying them of the situation. Please sign up for this important service at any time on the College website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic school year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Prerequisite Materials:

1. As teacher candidates of the Education Program of Calumet College of St. Joseph, students are expected to have acquired the following documents. These will be used as models and templates in this course.
 - * “Behavior Objective”
 - * “The Cognitive Domain”
 - * “Affective Domain”
 - * “Classroom Observation Form”
 - * Daily Lesson Plan Template
 - * Unit Lesson Plan Template
 - * “Sample Lesson Plan” → Unit Plan Template Filled Out
 - * “Lesson Plan Evaluation Form”
2. Teacher candidates are also expected to be familiar with the following professional documents and resources:
 - * **INTASC Core Standards** (www.ccsso.org/content/pdfs/corestrd.pdf)
 - * **Indiana Academic Standards** (www.ai.org/psb/standards/teacherindex.html)
 - * **Indiana Developmental Standards** (www.ai.org/psb/standards/teacherindex.html)
 - * Teachers of Early Childhood (www.ai.org/psb/standards/EarlyChildDevStds.html)
 - * Teacher of Middle Childhood (www.ai.org/psb/standards/MiddleChildDevStds.html)
 - * Early Adolescent Generalist (www.ai.org/psb/standards/EarlyAdolGeneralistDevStds.html)
 - * Adolescence and Young Adulthood (www.ai.org/psb/standards/YoungAdultDevStds.html)

Course Outline, Dates, and Topics:

Tentative Meeting dates:

Attached

Bibliography and Resource Materials:

- After, J. A., & Paulson, P. (1991). *Composite portfolio work group summaries*. Portland, OR: Northwest Regional Educational Laboratory.
- After, J. A., & Spandel, V. (1991). *Using portfolios of student work in instruction and assessment*. Portland: OR: Northwest Regional Educational Laboratory.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: Longmans.
- Dewey, J. (1910). *How we think*. Boston: D. C. Heath.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
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of Chicago Press.

- Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Book.
- Gardner, H. (1993). *Multiple intelligence: The theory in practice*. New York: Basic Book.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Book.
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books.
- Krathwohl, D. R., Bloom, B. S., & Bertram, B. M. (1964). *Taxonomy of educational objectives: Handbook II: Affective domain*. New York: David McKay.
- Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupil's intellectual development*. New York: Jolt, Rinehart and Winston.
- Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners* (2nd ed). Alexandria, VA: Association for Curriculum and Supervision.
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- Tomlinson, C.A., & Allan, S.D. (2000). *Leadership for differentiating schools & classrooms*. Alexandria, VA: Association for Curriculum and Supervision.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism* (5th ed.). White Plains, NY: Longman.
- Zemelman, S. (1998). *Best practice*. Portsmouth, NH: Heinem

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. The Ten INTASC principles are listed below. Specific standards for knowledges, dispositions, and performances accompany each principle, but space does not permit listing them below. (They are at www.ccsso.org/intascst.html.)

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

TEACHER STANDARDS—DEVELOPMENTAL: TEACHERS OF EARLY CHILDHOOD

www.ai.org/psb/standards/EarlyChildDevStds.html

Standard #1:

Core Knowledge. The early childhood education professional possesses core knowledge that is extensive and comprehensive and goes well beyond common knowledge. Standard #2: Child Growth & Development. The early childhood education professional

understands typical and atypical growth and development within each developmental domain and possesses the knowledge to facilitate healthy growth and development in all young children. Standard #3: Foundations of Education & Learning. The early childhood education professional understands the roles of history, philosophy, and educational learning theories as being fundamental to planning curricula that are developmentally appropriate for each of the individual children in a group. Standard #4: Curriculum and Instruction. The early childhood education professional understands developmentally appropriate practices and can develop curriculum and implement instruction for all young children.

Standard #5: Family, Culture, and Community. The early childhood education professional understands the influence of the family, community, and culture on the learning and development of the young child.

Standard #6: Observation and Assessment.

The early childhood education professional is knowledgeable about methods of assessment and evaluation and uses assessment information to plan appropriate curriculum and to provide feedback for families.

Standard #7: Professionalism. The early childhood education professional embraces and actively models professionalism, ethical behavior, and commitment to lifelong learning.

Standard #8: Learning Environments. The early childhood education professional promotes an environment that nurtures and encourages the physical, emotional, social, moral, aesthetic, language, and cognitive growth and development of all young children.

TEACHER STANDARDS—DEVELOPMENTAL: TEACHERS OF MIDDLE CHILDHOOD

www.ai.org/psb/standards/MiddleChildDevStds.html

Standard #1:

Development. The middle childhood generalist understands that the developmental changes that occur in children aged 7-12 are more radical than those for any other age group. Standard #2: Curriculum. The middle childhood generalist creates, modifies, and implements integrated, meaningful curricula appropriate for children aged 7-12.

Standard #3: Instruction. The middle childhood generalist plans and implements instruction based upon knowledge of students, learning theory, pedagogy, information technology, subject matter, curricular goals, and community.

Standard #4: Assessment. The middle childhood generalist understands the importance of multiple assessments (informal and formal, formative and summative) and uses a variety of developmentally appropriate assessments, some of which are performance-based, to improve student learning.

Standard #5: Professional Role. The middle childhood generalist demonstrates professionalism through collegiality, peer support, and professional self-assessment.

Standard #6: Student Learning. The middle childhood generalist understands the complexity of how a child aged 7-12 learns and creates a learning environment that supports all children and their development.

Standard #7: Family/Community. The middle childhood generalist develops and maintains positive working relationships with families, school colleagues, support services, and community members at large to support children in their learning.

Standard #8: Professional Development. The middle childhood generalist actively engages in professional growth and development in order to revitalize both the professional role of teachers and student learning.

TEACHER STANDARDS—DEVELOPMENTAL: EARLY ADOLESCENCE GENERALIST TEACHERS

www.ai.org/psb/standards/EarlyAdolGeneralistDevStds.html

Standard #1:

Young Adolescent Development. The early adolescence generalist understands the range of developmental characteristics of early adolescence within social, cultural, and societal contexts and uses this knowledge to facilitate student learning.

Standard #2: Healthy Development of Young Adolescents. The early adolescence generalist demonstrates an understanding of the risk behaviors of young adolescents and the changes in family setting and society that affect their development by establishing a learning environment that promotes positive, productive, healthy development.

Standard #3: Middle School Philosophy and School Organization. The early adolescence generalist understands the philosophical foundations of developmentally responsive middle schools and the unique school organization these schools employ and can work successfully within these organizational features.

Standard #4: Middle School Curriculum. The early adolescence generalist understands and can implement the established middle school curriculum.

Standard #5: Middle School Instruction. The early adolescence generalist understands the breadth of instructional options available to the middle school teacher and the research base that underlies these options and employs a variety of instructional strategies which are developmentally appropriate for the varying learning abilities and styles of young adolescents.

Standard #6: Family Involvement. The early adolescence generalist has a thorough understanding of the role of the family in a student's educational development and is able to use this knowledge to assist and support both young adolescents and their families in the young adolescent's education.

Standard #7: Community Involvement. The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote student learning.

Standard #8: Teacher Roles. The early adolescence generalist understands and performs the complex role of the teacher of young adolescents within the context of young adolescent development, middle school curriculum, instruction, and school organization.

Standard #9: Collaborative Behavior. The early adolescence generalist understands the importance of collaboration with colleagues, families, resource persons, and community groups, and collaborates to improve schools for young adolescents.

TEACHER STANDARDS—DEVELOPMENTAL: TEACHERS OF ADOLESCENCE AND YOUNG ADULTHOOD

(www.ai.org/psb/standards/YoungAdultDevStds.html)

Standard #1: The Development of Adolescents and Young Adults. The teacher of adolescents and young adults understands the range of developmental characteristics of adolescence including interpersonal, cultural, and societal contexts and uses this knowledge to facilitate student learning.

Standard #2: Decision Making. The teacher of adolescents and young adults understands the challenges young adults face and provides them with the skills and opportunities to be reflective in making responsible decisions.

Standard #3: The High School Learning Community. The teacher of adolescents and young adults has an understanding of the characteristics of high schools and incorporates this knowledge into the design of educational programs which reflect sound principles of teaching and learning.

Standard #4: Curriculum. The teacher of adolescents and young adults understands the interdisciplinary nature of the high school curriculum and relates his/her subject matter to foster well-rounded student learning.

Standard #5: Instructional Strategies. The teacher of adolescents and young adults understands the teaching/learning research base and employs a variety of instructional strategies, resources, and technologies which advance the learner into high level thinking skills.

Standard #6: The Home-School Connection. The teacher of adolescents and young adults understands the impact of family structure and home life on educational development and uses this knowledge to facilitate and support the education of the young adult.

Standard #7: Community and Transition to the Future. The teacher of adolescents and young adults understands the importance of the community in the education of the young adult and works with resource persons and community groups to promote student learning and citizenship.