

AEDE 436
Social Studies and Creative Arts in
Early Childhood Education
Fall 2008

Instructor: Dr. Melany Rish
Email address: melanyr@usca.edu
Telephone: 641-3421

Meeting time: T 9:25 – 12:05
Office: B & E 209
Office Hours: As Posted

I. Descriptive Information

A. Name and Number of Course

AEDE 436 Social Studies and Creative Arts in Early Childhood Education

B. Catalog Description

AEDE 436 Social Studies and Creative Arts in Early Childhood Education (3)

(Prereq: admission to Professional Program in Education or permission of education advisor; coreq: AEDE 436P). This methods course includes basic content in the academic areas of social studies and creative arts as they are presented to preprimary and primary children. Developmentally appropriate experiences, learning activities, materials and equipment as well as multicultural influences and needs of exceptional children are addressed.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, instructing, communicating, growing professionally, and managing*.

II. Course Goals and Objectives

A. General Goal

By the end of the semester candidates will acquire an understanding of teaching social studies and creative arts in early childhood classrooms, appropriate social studies content material, and developmentally appropriate activities.

B. Instructional Goals

1. Develop skills in structuring classroom environments and curriculum experiences which will support and enrich a child's cognitive, social, creative, and physical development in preschool and primary settings.
2. Acquire knowledge, skills, and materials necessary for developing, implementing, and

evaluating appropriate learning experiences for young children in the curricula fields of social studies and creative arts.

3. Identify, develop, and critique a wide variety of materials and activities appropriate for teaching social studies and creative arts.
4. Integrate social studies and creative arts activities with other areas of the early childhood curriculum.
5. Explore instructional strategies which can be used with diverse groups of students.
6. Demonstrate the ability to develop plans which incorporate an understanding of diversity.
7. Demonstrate the ability to reflect on professional teaching practices and make adjustments as necessary.
8. Develop plan for strategies which can assist in managing the classroom.

III. Course Readings

A. Textbooks

Koralek, D. & Mindes, G. eds. (2006). *Spotlight on young children and social studies*. Washington, DC: NAEYC.

Koralek, D. ed. (2005). *Spotlight on young children and the creative arts*. Washington, DC: NAEYC.

Internet resources:

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ss/index.html>

C. Supplemental Readings

Young Children. The Journal of the National Association for the Education of Young Children.

Current Early Childhood Education Journals

IV. Instructional Procedures

The following methods will be used, but not be limited to, instruction: lecture, discussion, small group activities, student presentations, guest speakers, videos, demonstration.

V. Course Requirements

A. Administrative Requirements

1. Professionalism is a valued characteristic of teachers. You will be expected to be punctual and attend classes in a professional manner to demonstrate your interest in preparations for teaching young children. Absences should not exceed more than two classes. Absences above that limit or excessive tardiness will result in the loss of at least one letter grade of your final grade. If you are absent, you are responsible for the information/handouts from that class period. Participation and professionalism are elements of the evaluation criteria and assessment in each aspect of the course. All assignments turned in should be typed except those completed during class time.
2. Assignments are due on dates specified at the beginning of class. Assignments turned in after the beginning of class will not be awarded the full point value.
3. Students will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. The work for this class should be original work which has not been turned in for another class.
4. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
5. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room. If the assignment has more than three grammatical/spelling errors, the assignment will need to be corrected before being graded.

B. Required Activities

1. Professionalism (5 pts.) Education Majors Disposition Evaluation will be completed regarding professionalism. Candidates are expected to be in class on time.
2. Participation (5 pts.) Candidates will contribute to class through their participation in class and group discussions and projects. (For example, bringing in 100 artifacts, preparing a fingerplay for class, article review, small group lesson presentation, early childhood classroom presentations/observations etc.)
3. Creative arts activities presented to class based upon assigned topics. (10 points).
4. Plan a lesson which used creative arts (art, music, drama, and/or dance) appropriate for an early childhood classroom. (10 points)

5. Prepare a social studies lesson appropriate for early childhood students. (10 points)

*** All plans must be approved by your cooperating teacher prior to due date!**

**** Each lesson plan should include the following:**

Objective(s)—2 points

SC state standards—2 points

Materials—1 point

Procedures—2 points

Assessment(s)—2 points

Correct Spelling and Grammar—1 point

6. Instructional plan for SC History (10 points) Choose three to four different sources that you could use to teach SC History. You will need to explain information about each source and how it could be used within the classroom. You must include information about how it relates to specific third grade social studies curriculum standards. Be sure to include source information (i.e. book titles/authors, websites, etc.)

7. Classroom Management plan including classroom environment. (15 points) (See Rubric)

8. Thematic Unit including activities that age appropriate and include multicultural influences and address needs of exceptional children. This is a joint assignment with AEDE 544 and AEDE 435. The topic for this unit cannot be a holiday. (20 points)

9. Standards Journal (5 pts.) Each candidate will document the various activities, lesson plans, ideas, etc. that relate to the SC State Standards in this journal. The journal should include a copy of the SC State Standards for early childhood (you can keep all subject areas in one journal). Candidates should write the name of the activity, lesson plan, idea, etc. beside the correlating standard in their journal. You should have a **minimum of 25** different activities, lessons, or ideas listed.

10. Final Exam (10 pts.)

...Points will be deducted for spelling and repeated grammar errors.

VI. Evaluation and Grading Scale

A 95-100 B+ 90-94

B 85 – 89 C+ 80 - 84

C 75 - 79

D 70 - 74 F 69 and below

Total: 100 points.

VII. Other requirements

None

Course Schedule

August 26

Syllabus/Assignments

Planning – Webbing

Objectives

Standards

Levels of Instruction

Introduction

Practice

Review

Resources

Conceptual Framework

Knowledge, Skills, and Dispositions

September 2

Ways to collect assessment information

Analyzing assessment information to determine if students gained the concept

Work samples

Content

Geography, History, Economics, Government

Social Studies Standards – how to teach

Art Mediums

Read *Spotlight...Social Studies* p. 2 “Introduction” and p. 4 “Social Studies in Today’s Early Childhood Curricula”

Read *Spotlight... Creative Arts* p. 2 “Introduction” and p. 6 “The Language of Lullabies” and p. 32 “Promoting Creativity for Life Using Open-Ended Materials”

September 9

Resources for teaching SC History

Theoretical foundations of learning

Anti-bias Curriculum

Using technology for instruction

Read *Spotlight...Social Studies* p. 38 “Social Studies: Learning about the World around Us”

September 16

Integrating curriculum

Thematic Units as a comprehensive teaching tool

Teaching using music

Rubrics

Read *Spotlight...Creative Arts* p. 24 “Music Play: Creating Centers for Musical Play and Exploration” and p. 44 “Music from Inside Out: Promoting Emergent Composition with Young Children”

September 23

Pedagogical Content Knowledge

Working with diverse students

Differentiated instruction
Alternative assessments
Testing modifications

Using Creative Arts to support literacy

Read *Spotlight...Creative Arts* p. 19 “Books for Young Children about the Creative Arts” and pg. 12 “Young Children Try, Try Again: Using Wood, Glue, and Words to Enhance Learning”

Creative Arts Lesson Plan Due

September 30

Variety of instructional strategies

Long range plans

Multiple Intelligences – Teaching Social Studies in various ways

Using creative arts to teach science

Read *Spotlight...Social Studies* p. 34 “Social Studies in Action”

Social Studies Lesson Plan Due

October 7

Creating a Classroom Management Plan - Classroom environments

Social Development

Friendships

Motivational influence on student learning

Using creative arts to teach math

Read *Spotlight...Creative Arts* p. 32 “Promoting Creativity for Life Using Open-Ended Materials” and p. 40 “Making the MOST of Creativity in Activities for Young Children with Disabilities”

SC History Plan Due

October 14

Building the Bridge between prior learning and classroom instruction

Children’s Literature as a support for instruction

Creating Classroom Community

Fostering Creativity

Read *Spotlight...Social Studies* p. 19 “Exploring Social Studies through Children’s Books” and p. 29 “Using Social Stories to Ease Children’s Transitions”

Classroom Management Plan Due

October 21

Character Education

Character Education Teaching Ideas

Representing knowledge

Project Approach/Reggio Emilia

Dramatic Play/Movement

Compiling Assessment Information

PLT

Read *Spotlight...Creative Arts* p. 50 “Education Is a Moving Experience: Get Movin’!”

Read *Spotlight...Social Studies* p. 11 “Children’s Literature: A Window to Understanding Self and Others”
Thematic Unit Due

October 28

Work Sample

November 4 Election Day (No class)

November 11

Practicum Site--Thematic Unit

November 18

Practicum Site--Thematic Unit

November 25

Practicum Site--Thematic Unit

December 2

Practicum Site--Thematic Unit

December 11

Final Exam