

AEDE 436  
Social Studies and Creative Arts in  
Early Childhood Education  
Spring, 2009

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## 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

Ritz, William, Ed. (2007). *A Head Start on Science*. Arlington, VA: NSTA Press.

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