

ECSE 3214: Exploratory Curriculum for PreK-5 Classrooms, Spring/2017

Class Meeting Time/Location	Wednesday, Ed Center #4 2:00-3:40pm	Online Hours	None
Instructor	Mrs. Jennifer Heidorn	Telephone	678-839-6182 (Office) 770-722-0862 (Cell) Text messages preferred 678-839-6530 (Departmental Line)
Office Location	Coliseum #2042	Email	jheidorn@westga.edu
Office Hours	Tuesday 9-10am & 12-4pm Wednesday 10-11 & 4-5pm Thursday 9-10am & 12-2pm Friday by Appointment	Skype or Google+ username	None

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state (Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), Society for Health and Physical Educators (SHAPE America), the National Sexuality Education Standards (NSES), and the Common Core Georgia Performance Standards (CCGPS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience

Prerequisites: Admission into Teacher Education

Required Text(s): None

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.

Course References:

Anspaugh, D. J., & Ezell, G. (2012). *Teaching today's health*. (10th ed.). San Francisco, CA: Pearson/Benjamin Cummings.

Baldwin, P., & Fleming, K. (2003). *Teaching literacy through drama: Creative approaches*. New York, NY: Routledge/Falmer.

Blecher, S., & Jaffee, K. (2007). *Weaving in the arts*. Portsmouth, NH: Heinemann.

Bloomfield, A. (2000). *Teaching integrated arts in the primary school: Dance, drama, music, and the visual arts*. UK: David Fulton Publishers.

Bruess, C. E., & Greenberg, J. S. (2013). *Sexuality education: Theory and practice*. (6th ed.). Sudbury, MA: Jones and Bartlett.

Cornett, C. E. (2010). *Creating meaning through literature and the arts: An integration resource for classroom teachers* (4th edition). Columbus, OH: Prentice Hall.

Eisner, Elliott W., (2002). *The Arts and the Creation of Mind*. Harrisonburg, VA: R.R. Donnelly & Sons.

- Gilbert, G. G., & Sawyer, R. G. (2009). *Health education: Creating strategies for school and community health* (3rd ed.). Sudbury, MA: Jones and Bartlett.
- Goldberg, M. (2005). *Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings*. (3rd ed.). New York, NY: Allyn & Bacon.
- Graham, G., Holt/Hale, S., & Parker, M. (2012). *Children moving*. (9th ed.). Upper Saddle River, NJ: McGraw-Hill.
- Jensen, E. (2000). *Learning with the body in mind*. Thousand Oaks, CA: Corwin Press.
- Kovar., S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2012). *Elementary classroom teachers as movement educators* (4th ed.). New York, NY: McGraw-Hill.
- Lengel, T., & Kuczala, M. (2010). *The kinesthetic classroom: Teaching and learning through movement*. Thousand Oaks, CA: Corwin Press.
- Mayesky, M. (2009). *Creative activities for young children*. (9th ed.). Albany, NY: Delmar.
- Meeks, L., & Heit, P. (2012). *Totally awesome strategies for teaching health* (8th ed.). New York, NY: McGraw-Hill.
- Merrian, M., & Rubin, J. (2012). *Creative approaches to elementary education*. Portsmouth, NH: Heinemann.
- Nelson, G. D. (2006). *Breaking the learning barrier for underachieving students*. Thousand Oaks, CA: Corwin Press.
- Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom*. San Francisco, CA: Pearson/Benjamin Cummings.
- Rink, J. E., Hall, T. J., & Williams, L. H. (2010). *Schoolwide physical activity: A comprehensive guide to designing and conducting programs*. Champaign, IL: Human Kinetics.
- Schirmacher, R. (2008). *Art and creative development for young children*. (6th ed.). Albany, NY: Delmar.
- Schneider, J. J., Crumpler, T. P. & Rogers, T. (2006). *Process drama and multiple literacies: Addressing social, cultural, and ethical issues*. Portsmouth, NH: Heinemann.
- Telljohann, S. K., Symons, C. W., & Pateman, B. (2011). *Health education: Elementary and middle school applications* (7th ed.). New York, NY: McGraw-Hill.
- Tibbett, T. (2004). *Listen to learn: Using American music to teach language arts and social studies*. San Francisco, CA: Jossey-Bass.

Electronic References:

- Active Academics: www.activeacademics.org
- Activity Breaks: http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf
- Adventure to Fitness: www.adventuretofitness.com
- Art Education Discussions: www.artsednet.getty.edu
- Art Projects: <http://www.pacificnet.net/mandel/TheArts.html>

Art on the Net: <http://www.artsedge.kennedy-center.org/artsedge.html> ArtsEdNet:
<http://artsednet.getty.edu/>
 Art Gopher/LC Marvel: <gopher://marvel.loc.gov:70/11/global/arts> Art Serve:
<http://rubens.anu.edu.au>
 Body and Grace American Ballet Theatre: <http://www.i3tele.com/photo>
 Brain Breaks: <http://www.emc.cmich.edu/BrainBreaks/2005/TOC.htm#ALL SUBJECTS> Brain Gym:
www.braingym.org
 Circus Fit: <http://www.circusfit.com/?skipIntro=true> Dance:
<http://www.cs.fsu.edu/projects/group4/dance.html>
 Energizers: <http://www.eatsmartmovemorenc.com/Energizers/Elementary.html> Expo World
 Wide Expedition: <http://sunsite.unc.edu/expo/ticketoffice.html> Fish Philosophy:
www.fishforschools.com
 Global Show and Tell: <http://www.manymedia.com/show-n-tell/> Global Student Art
 Exhibit: <http://www.botfri.se>
 Go Noodle: www.gonoodle.com
 Head Start/Body Start: <http://www.aahperd.org/headstartbodystart/activityresources/>
 Homemade Equipment: <http://www.pecentral.org/preschool/prekhomemadeequipmentmenu.html> International
 Kids Space: <http://www.plaza.interport.net/kids space/>
 Just a Minute (JAM): <http://www.healthtips.com/jam-program.php> Let's Move
 Active Schools: <http://www.letsmoveschools.org> Metropolitan Museum of Art:
<http://www.metmuseum.org/>
 Move to Learn: www.movetolearnms.org
 Music Educator's Homepage: <http://www.athena.athenet.net/~wslow/index.html> Music Educator's
 Online: <http://geocities.com/Athens/2405/index.html>
 National Museum of Art Gopher: <http://www.nmaa.si.edu/home.html> Nutrition Education:
www.choosemyplate.gov
 PBS Kids Food Advertising: <http://pbskids.org/dontbuyit/advertisingtricks/> Peaceful
 Playgrounds: www.peacefulplaygrounds.com
 Recess Before Lunch: <http://www.peacefulplaygrounds.com/recess-before-lunch/> Resources for Music
 Educators: <http://www.ed.uiuc.edu/edpsy-387/tina-scott/project/home>
 Sexuality Education by State: <http://www.abstinenceworks.org/what-about-my-state-mainmenu-90>
 Smithsonian Web Server: <http://www.si.edu> Strong 4 Life:
www.strong4life.com
 Take 10!: www.take10.net
 Web Museum of Paris: <http://www.sunsite.unc.edu/louvre/> World Art
 Treasures: <http://www.epfl.ch/BERGER/index.html> World Wide Art
 Resources: <http://www.wwar.com/>
 World Wide Web Virtual Library Museum Pages:
<http://www.comlab.ox.ac.uk/archive/other/museums.html>
 WWW of Music: <http://www.american.recordings.com/wwwofmusic/indes.html>

Approaches to Instruction

This class will use various methods of instruction including but not limited to, cooperative learning, peer review, direct instruction, discussion, inquiry based learning, and peer teaching.

This course will be delivered approximately 6% online. This requires the online equivalent of 90 minutes of instruction (seat-time) and an additional 180 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Audio/video instruction	60 minutes
Online assignments	30 minutes
Total	90 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. Identify strategies for effective planning and teaching exploratory curriculum (fine arts, physical activity, and health). (Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009; Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2010; Isenberg & Jalongo, 2010; Edwards, 2011; O'Brien, 2009); (Standards: ACEI 1- 3; INTASC 1-4 & 7-8); (*Conceptual Framework Descriptors; Knowledgeable, Empathetic, Adaptive, Leading, Decisive, Collaborative, Lifelong Learners & Culturally Sensitive*).
2. Identify common health disparities, risks, and developmental growth patterns among children, and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards; (Telljohann, Symons & Pateman, 2009; Mayeski, 2009; Kovar et al., 2012); (Standards: ACEI 1- 2, 4; INTASC 4 & 7 NHES 1, 3-7); (*Conceptual Framework Descriptors; Knowledgeable, Inquisitive, Decisive, Adaptive, Proactive, Leading, Culturally Sensitive & Empathetic*).
3. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation; (Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 2-3 & 5; INTASC 3 & 10; NHES 1-3 & 8); (*Conceptual Framework Descriptors; Knowledgeable, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive & Empathetic*).
4. Develop appropriate learning experiences for Pre-K-5 classrooms and develop a resource file of student learning activities; (Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2007); (Standards: ACEI 1 & 5; INTASC 1-5, 7-8); (*Conceptual Framework Descriptors: Knowledgeable, Proactive, Leading, Collaborative & Lifelong Learners*).
5. Demonstrate knowledge of appropriate adaptations and supports to ensure participation of children with disabilities in drama, art, music, physical activity, and health activities (Rapp, & Arndt, 2012); (Standards: ACEI 1-3; INTASC 1-5 & 7-8); (*Conceptual Framework Descriptors; Knowledgeable, Reflective, Empathetic, Adaptive, Decisive, Collaborative, & Culturally Sensitive*).

Assignments and Evaluation Procedures

Assignment 1:

Health Fair

40 pts. (15% grade)

Students will work collaboratively in small groups as they:

1. *Develop and submit a health lesson idea appropriate for Pre-K students with modifications (40 pts.)*
2. *Teach their lesson idea to PreK students at the health fair*

(See specific guidelines, rubrics, lesson plan template posted in D2L.)

Assignment 2:

Energizer Activity

20 pts. (10% grade)

Students are to teach a content specific/transitional Energizer to their peers in class (20 pts.)

(A detailed rubric, general outline format, and guidelines will be posted in D2L in the Energizer Learning Module.)

Assignment 3: **On-line Quizzes** **60 pts. (25% grade)**

Students will be required to take on-line quizzes as designated by the instructor and indicated in the Course Outline. Quizzes will cover information from D2L, article readings, video clips and general information shared in class.

Assignment 4: **Live Binder or Equipment Project** **50 pts. (20% grade)**

Live Binder: Students will be setting up individual live binder site early in the semester where relevant information (lesson ideas, standards, websites, videos etc.) will be saved for future reference. The specific live binder instructions will be provided in class. The live binder is in place of a hard copy resource guide.

Equipment Project: Students may choose to create their own physical activity equipment in lieu of the live binder assignment. The equipment should be homemade and/or store bought. It will be evaluated based on creativity, appeal, and durability. Specific guidelines will be provided in class.

Assignment 5: **Physical Activity Integrated Assignment** **40 pts. (15% grade)**

1. *Physical activity lesson idea (math, science, social studies or ELA) (30 pts.)*
2. *Appropriate modifications (10 pts.)*

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment 6: **Fine Arts Integrated Assignment** **40 pts. (15% grade)**

1. *Fine arts lesson idea (math, science, social studies or ELA) (30 pts.)*
2. *Appropriate modifications (10 pts.)*

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Health Fair	Course Objective 1-2, 4-5	40	Online Rubric	D2L (Dropbox & Discussion Link)	2/22 @ 2pm
Energizer Activity	Course Objective 3&5	20	Online Rubric & Observation	D2L (Discussions Link)	2/15-4/26
Online Quizzes	Course Objective 1-3 & 5	60	Subjective & Objective Assessment	D2L	Quiz One 3/1-3/8 @ 2pm Quiz Two 4/19-4/26 @ 2pm
Live Binder or Equipment Project	Course Objective 4	50	Online Rubric	D2L Dropbox (Live Binder) Hard-copy (Equipment)	3/29 (Equipment) @ 2pm 4/26 (Live Binder) @ 2pm
Physical Activity Integrated Lesson Presentation	Course Objective 1,3 & 5	40	Online Rubric	D2L (Dropbox & Discussions Link)	4/19 @ 2pm
Fine Arts Lesson Presentation	Course Objective 1&5	40	Online Rubric	D2L (Dropbox & Discussions Link)	4/19 @ 2pm

Assignment Note:

Students are responsible for saving assignments submitted electronically as well as those returned hard copy. There will be no grade discrepancy discussion if the student cannot produce assignment artifacts. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor's discretion.

Grading

225 – 250 points	A = (90 – 100%)
200 – 224 points	B = (80 – 89%)
175 – 199 points`	C = (70 – 79%)
150 – 174 points	D = (60 – 69%)
0 – 149	F = (0 – 59%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf).

Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Only one absence is permitted. There are no excused absences except for a documented medical need which needs to be given immediately when returning to class. Additionally, **20 points are deducted from the final course average, per each subsequent absence after one. Tardiness and leaving early (without the instructor's permission and discretion) will not be tolerated, and equates to a maximum of a 10 point deduction per instance.** *Cell phone use in class will imply a points deduction and will be reflected in their professional disposition evaluation and/or a professional conference documented in their file.* Arriving late or leaving early will also result in a point deduction from a student's final grade.

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Extra Credit: Extra credit will be offered and announced in class. However, extra credit will only be awarded after the course has been completed and all assignments have been submitted. Failure to submit any of the assignments will nullify the extra credit points.

Late Work: All assignments are due on the assigned date. Late assignments will not be accepted. Missed assessments cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor's discretion.

Professional Conduct: Students are to follow professional expectations such as (but not limited to), arriving late, leaving early, using a cell phone in class, demeaning peers or instructors, non-participatory, or inappropriate language.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Expected Response Times

I will return your question or inquiry within 24 hours on weekdays. You may contact me through Course Den, UWG email, or text message in an emergency. Should you contact me Saturday or Sunday, I will respond Monday morning before noon. I will also make every attempt to return major assignments within 7 days, but the amount of feedback required may extend that time.

Course Plan

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Completed in Class or Due
January 11 Week 1		<p>Introductions/Expectations/Syllabus</p> <p><i>TED Talk – Sir Ken Robinson</i></p> <p><i>The Dot by Peter H. Reynolds</i></p>	
January 18 Week 2	Read Course Syllabus	<p>Topic: Social & Emotional Health</p> <p><i>Giraffes Can't Dance by Giles Andreae</i></p> <p><i>A Color of His Own by Leo Lionni</i></p> <p>An Apple a Day Video</p>	
January 25 Week 3	<p>Explore websites for Health Fair Ideas</p> <p>Review Georgia Health Standards Document pg. 21-69 to Determine Appropriate Content/Level</p>	<p>Topic: Family Life & Social/Emotional Wellness</p> <p><i>When Sophie Gets Angry – Really, Really, Angry by Molly Bang</i></p> <p><i>Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis</i></p> <p>Health Fair Project</p> <p>Exploration of Health Topics for PreK-5</p>	Assigned Health Fair Groups
February 1 Week 4	Review Live Binder module	<p>Live Binder Training (online module)</p> <p>Topic: Childhood Obesity/Physical Activity</p> <p><i>Up, Down, Around by Katherine Ayres</i></p> <p>Equipment Project</p> <p>Energizers</p>	Energizer Sign-Up
February 8 Week 5		<p>Topic: Physical Activity Breaks, Brain Gym</p> <p><i>From Head to Toe by Eric Carle</i></p>	
February 15 Week 6	<i>*Peer-Led Energizer</i>	<p>Topic: Understanding Children's Needs and Readiness for Physical Activity; Recess</p> <p><i>The Recess Queen by Alexis O'Neill</i></p>	
February 22	<i>*Peer-Led Energizer</i>	<p>Topic: Integrating Physical Activity & Academics</p> <p>Physical Activity Integration Assignment</p>	<p>Health Fair Plan Due 11am (Dropbox)</p> <p>Physical Activity Integrated Sign-Up</p>

Week 7			
March 1 Week 8	<i>*Peer-Led Energizer</i>	Topic: Why are the Arts important in Education? <i>Harold and the Purple Crayon</i> <i>by Crocket Johnson</i>	Quiz One 3/1-3/8 2pm
March 8 Week 9	<i>*Peer-Led Energizer</i>	Topic: Learning Mathematics with the Arts	
Friday March 10		UWG Pre-K Health Fair 10:00-11:30am Ed Center Rooms 1&2	
March 15 Week 10		No Class – Health Fair Recovery Day ☺ (Away at a Conference)	
March 22		No Class – Spring Break	
March 29 Week 11	<i>*Peer-Led Energizer</i>	Topic: Using the Arts to teach Literacy Skills <i>Rechenka’s Eggs by Patricia Polacco</i> Art Integration Assignment	Equipment Project Due (Bring to my office after class)
April 5 Week 12	<i>*Peer-Led Energizer</i>	Topic: Teaching Science through the Arts <i>Brother Eagle Sister Sky by Chief Seattle</i>	
April 12 Week 13	<i>*Peer-Led Energizer</i>	Topic: Using the Arts to teach Social Studies, History and Geography	
April 19 Week 14	<i>*Peer-Led Energizer</i>	<i>*Peer-Led Physical Activity Integration</i> <i>Presentations</i>	Physical Activity Project Due (Due by 2pm in Dropbox and Discussion Board) Quiz Two 4/19-4/26 2pm
April 26 Week 15	<i>*Peer-Led Energizer</i>	<i>*Peer-Led Art Integrated Presentations</i>	Fine Arts Integrated Presentations Due (Due by 2pm in Dropbox & Discussion Board) Live Binder Assignment Due (Due by 2pm in Dropbox)