

ECSE 3214-01: Exploratory Curriculum for PreK-5 Classrooms, Fall/2017

Class Meeting Time/Location	Wednesday, Ed Center #3 2:00-3:40pm	Online Hours	Wadlington - Tuesday, 5-9pm cwadling@westga.edu
Instructor	Mrs. Jennifer Heidorn & Mrs. Cynthia Wadlington	Telephone	678-839-6182 Heidorn Office 678-839-5138 Wadlington Office 770-722-0862 Heidorn Cell 404-944-8684 Wadlington Cell Text messages preferred
Office Location	Coliseum #2042 Heidorn Ed Annex #110 Wadlington	Email	jheidorn@westga.edu cwadling@westga.edu
Office Hours	Heidorn: Monday, 10-1:30pm Wednesday, 11-1:30pm Friday, by appointment Wadlington: Monday, 11am– 5pm	Skype or Google+ username	None

Support for Courses

Course Den 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), and the National Sexuality Education Standards (NSES) 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): Art Kit: Crayons, colored pencils, colored markers, scissors, glue, stapler, ruler, eraser.

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.

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- 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. (20015). *Creative activities for young children*. (11th 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#ALLSUBJECTS> 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/kidspace/>
 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.

Pre-K Experience: *Students will work in groups to develop and teach an arts integrated unit with the UWG pre-K. Included in the unit will be a visual art lesson activity, music lesson activity, movement lesson activity, and drama lesson activity. Every student will write a reflection of his/her own experience after teaching this unit.*

Assignment 5: **Fine Arts Quick Writes** **50 pts. (15% grade)**

Students will be assessed daily during class from assigned readings. Students must be present to complete this assignment.

Assignment 6: **Health Fair Lesson Concept** **20 pts. (5% 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 (20 pts.)*
2. *Teach their lesson idea to Pre-K students at the health fair*

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

Assignment 7: **Live Binder or Equipment Project** **50 pts. (15% 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 8: **Physical Activity Integrated Lesson Concept** **20 pts. (5% 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 9: **Health Quick Writes** **50 pts. (15% grade)**

Students will be assess daily using previously discussed topics in class or through assigned readings/resources. Students must be present to complete this assignment.

Assignment 10: **Participation** **30 pts. (10% grade)**

In order to accomplish the objectives of this course, full participation in the class sessions and activities is essential. Participation will therefore be graded. For the participation grade, students are expected to:

- *Attend all class sessions;*
- *Be on time for class and not leave early;*
- *Dress appropriately for scheduled activities ; interaction with the Pre-K*
- *Avoid distracting or disrupting the class (absolutely no cell phone use during class)*
- *Contribute to a positive climate, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.)*

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Literacy Lesson Concept	Course Objective 1, 4 & 5	20	Online Rubric	D2L (Dropbox & Discussion Link)	9/13 @ 2pm
Social Studies Lesson Concept	Course Objective 1, 4 & 5	20	Online Rubric	D2L (Dropbox & Discussion Link)	9/20 @ 2pm
Science Lesson Concept	Course Objective 1, 4 & 5	20	Online Rubric	D2L (Dropbox & Discussion Link)	9/27 @ 2pm
Fine Arts Pre-K Lesson/Reflection	Course Objective 1, 4 & 5	20	Online Rubric	D2L Dropbox	10/4 @ 2pm
Fine Arts Quick Writes	Course Objective 1 & 5	50	Subjective Rubric	In class	8/16, 8/23, 8/30, 9/13 & 9/20
Health Fair Lesson Concept	Course Objective 1-2, 4-5	20	Online Rubric	D2L (Dropbox & Discussion Link)	11/1 @ 2pm
Live Binder or Equipment Project	Course Objective 4	50	Online Rubric	D2L Dropbox (Live Binder) Hard-copy (Equipment)	11/15 (Equipment) @ 2pm 12/6 (Live Binder) @ 2pm
Physical Activity Integrated Lesson Presentation	Course Objective 1,3 & 5	20	Online Rubric	D2L (Dropbox & Discussions Link)	11/29 @ 2pm
Health Quick Writes	Course Objective 1,2 & 5	50	Subjective Rubric	Hard-copy in class	10/18, 10/25, 11/8, 11/15 & 11/29
Participation	Course Objective 1-5	30	Subjective Rubric	None	8/9-11/29

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

270 – 300 points	A = (90 – 100%)
240 – 269 points	B = (80 – 89%)
210 – 239 points`	C = (70 – 79%)
180 – 209 points	D = (60 – 69%)
0 – 179	F = (0 – 59%)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the “Additional Information” tab.

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. 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 point 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 may 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 instructors’ 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

We will return your question or inquiry within 24 hours on weekdays. You may contact us through Course Den, UWG email, or text message in an emergency. Should you contact us Saturday or Sunday, we will respond Monday morning before noon. We 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
August 9 Week 1		Introductions/Expectations/Syllabus <i>TED Talk – Sir Ken Robinson</i> <i>Chrysanthemum by Kevin Henkes</i>	
August 16 Week 2	D2L Reading Assignment	Topic: Why Are the Arts Important in Education?	Quick Write #1 (Fine Arts)
August 23 Week 3	D2L Reading Assignment	Topic: Theories of Intellectual Development	Quick Write #2 (Fine Arts)
August 30 Week 4	D2L Reading Assignment	Topic: Planning and Implementing Creative Activities	Quick Write #3 (Fine Arts) Sign-up for Pre-K Groups
September 6 Week 5	D2L Reading Assignment	Topic: Using the Arts to Teach Literacy	Quick Write #4 (Fine Arts)
September 13 Week 6	D2L Reading Assignment	Topic: Using the Arts to Teach Social Studies, History, and Geography	Quick Write #5 (Fine Arts) Literacy Lesson Plan
September 20 Week 7	D2L Reading Assignment	Topic: Teaching Science Through the Arts	Social Studies Lesson Plan
September 27 Week 8	D2L Reading Assignment	Topic: Mathematics and the Arts	Science Lesson Plan
October 4 Week 9	Prepare activities for the Pre-K Experience	Pre-K Experience	Pre-K Group Lessons and Reflections Due
October 11 Week 10		Topic: Social & Emotional Health An Apple a Day Video Energizers	Energizer Sign-up
October 18 Week 11	Explore websites for Health Fair Ideas Review Georgia Health Standards Document pg. 21-69 to Determine Appropriate Content/Level	Topic: Family Life & Social/Emotional Wellness <i>Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis</i> Health Fair Project Exploration of Health Topics for PreK-5	Quick Write #1 (Health) Assigned Health Fair Groups

October 25 Week 12	Review Live Binder module	Live Binder Training (online module) Topic: Childhood Obesity/Physical Activity <i>Up, Down, Around by Katherine Ayres</i> Equipment Project	Quick Write #2 (Health)
November 1 Week 13		Topic: Physical Activity Breaks, Brain Gym <i>From Head to Toe by Eric Carle</i>	Health Fair Plan Due 2pm (Dropbox)
November 8 Week 14		Topic: Integrating Physical Activity & Academics Physical Activity Integration Assignment	Quick Write #3 (Health) Equipment Project Due 2pm Physical Activity Integrated Sign-Up
November 15 Week 15		Topic: Understanding Children's Needs and Readiness for Physical Activity; Recess <i>The Recess Queen by Alexis O'Neill</i>	Quick Write #4 (Health)
November 22		No Class - Thanksgiving Break	
November 29 Week 16		<i>*Peer-Led Physical Activity Integration Presentations</i>	Quick Write #5 (Health) Physical Activity Integrated Lesson Concept Due 2pm
December 6		No Class	Live Binder Due 2pm (Dropbox)