



Graduate Course Syllabus

EDU 537: Social Studies and the Arts for Young Children

Center: Online

Course Prerequisites

None

Course Description

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.

Course Outcomes

- Interpret and apply New Hampshire state standards and national accreditation criteria (NAEYC developmentally appropriate practice) to the teaching and learning of social studies in early care and education settings
- Identify a published social studies unit written in Understanding by Design (UbD) format and evaluate the unit using criteria for developmentally appropriate practice
- Create three learning experiences (lesson plans) that integrate the arts within the UbD unit
- Design developmentally appropriate lessons integrating the arts with other content areas

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Teaching Social Studies Today

Sara Shoob and Cynthia Stout

Shell Education

First Edition

2008

ISBN: 978-1-4258-9307-1

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	25	250
Short Papers	7	25	175
Journals	4	20	80
Presentation	1	30	30
Diagram	1	25	25
Milestones	3	80	240
Critical Task	1	200	200
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Standards-Based Education for Social Studies and the Fine Arts <i>Teaching Social Studies Today</i> , Introduction and Chapter 1 1-1 Discussion: You, Social Studies, and the Fine Arts 1-2 Critical Task Review 1-3 Short Paper: Standards-Based Instruction
2	Developmentally Appropriate Practice in the Classroom <i>Creativity and the Arts With Young Children</i> , pp. 78, 280, 283–284, and 312 2-1 Discussion: Developmentally Appropriate Practice 2-2 Presentation: Applying DAP 2-3 Short Paper: Integrating Fine Arts in the Classroom

Module	Topics and Assignments
3	<p>Lesson Design in the Social Studies and Fine Arts Classroom</p> <p><i>Teaching Social Studies Today</i>, Chapter 7</p> <p>3-1 Discussion: Lesson Design for Social Studies and the Fine Arts</p> <p>3-2 Short Paper: Lesson Plan Evaluation</p> <p>3-3 Milestone One: Lesson Plan One Draft</p>
4	<p>Diversity in the Social Studies and Fine Arts Classroom</p> <p><i>Creativity and the Arts With Young Children</i>, pp. 32–33, 94–95, 209, and 234</p> <p>4-1 Discussion: Diverse Education in the Classroom</p> <p>4-2 Short Paper: Multicultural Education Research</p> <p>4-3 Journal: Personal Concepts of Diversity</p>
5	<p>Primary Sources for Social Studies and Fine Arts</p> <p><i>Teaching Social Studies Today</i>, Chapters 4, 5, and 11</p> <p>5-1 Discussion: Primary Sources in the Classroom</p> <p>5-2 Short Paper: Primary Sources</p> <p>5-3 Milestone Two: Lesson Plan Two Draft</p>
6	<p>Integrating the Arts and Social Studies</p> <p><i>Teaching Social Studies Today</i>, Chapter 8</p> <p><i>Creativity and the Arts With Young Children</i>, pp. 308-344</p> <p>6-1 Discussion: Integration</p> <p>6-2 Short Paper: Integrated Curriculum</p>
7	<p>Technology in the Social Studies and Fine Arts Classroom</p> <p><i>Teaching Social Studies Today</i>, Chapter 9</p> <p>7-1 Discussion: Technology in the Classroom</p> <p>7-2 Journal: Technology Implementation</p> <p>7-3 Milestone Three: Lesson Plan Three Draft</p>
8	<p>Assessment in the Social Studies and Fine Arts</p> <p><i>Teaching Social Studies Today</i>, Chapter 1, p. 20 (Figure 1.2), and Chapter 10</p> <p><i>Creativity and the Arts With Young Children</i>, Chapter 3, p. 93, and Chapter 4, pp. 112–113</p> <p>8-1 Discussion: Assessments</p> <p>8-2 Short Paper: Current Practices</p> <p>8-3 Diagram: Integrated Assessments</p>
9	<p>Effective Teaching in the Social Studies and Fine Arts Classroom</p> <p><i>Teaching Social Studies Today</i>, Chapter 6, pp. 100–108, and Chapter 11</p> <p>9-1 Discussion: Effective Teaching</p> <p>9-2 Journal: Effective Lesson Analysis</p> <p>9-3 Critical Task: Three Lesson Plans Brightspace Submission</p>
10	<p>The Reflective Practitioner</p> <p>10-1 Discussion: Personal Learning Goals</p> <p>10-2 Journal: The Reflective Practitioner</p> <p>10-3 Staying on Track: Submit Final Project to ePortfolio</p>

Critical Task: Three Lesson Plans

The critical task for this course is the creation of **three social studies lesson plans** that integrate at least one form of the arts. You must identify how the lessons fit into the New Hampshire Curriculum Frameworks for Social Studies and the Arts. You will use a lesson plan template (provided) to create your lesson plans. Primary sources, developmentally appropriate practice, and other course concepts must be integrated within each of these lessons.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).