**EDEC 442 002**  
**Studies in Integrated Curriculum: Mathematics, Science, Social Studies and Fine Arts in Early Childhood Education**

**Descriptive Information:**

**Course Number and Title:**  

**B. Bulletin Description:**  
Pedagogy of developmentally and culturally appropriate content in Mathematics, Science, Social Studies and Fine Arts for Young children through Grade Three.

**C. Course Credit:**  
4 credit hours

**D. Prerequisites:**  
Admission to the Early Childhood Education Internship  
**Co requisites:**  
EDEC 443

**E. Intended Audience:**  
Early Childhood Education majors admitted to the Internship

**F. Instructor:**  
Beth Powers-Costello, Ph.D.  
**Office Mailbox:** Wardlaw 107 D  
**Office:** 803-777-6240  
(Leave a message, calls will be returned within 24 hours)  
**Email:** costellp@mailbox.sc.edu  
(Email responses will be sent within 24 hours of receipt unless otherwise notified)

**G. Office Hours:**  
12:45-3:15 at Horrell Hill Elementary School  
By appointment

**Statement and Course Goals and Objectives**

**A. Goal:**  
To prepare students to critically analyze, design and integrate developmentally effective and culturally relevant approaches in the integrated curriculum focusing on Mathematics, Science, Social Studies and Fine Arts for early childhood settings.
B. Objectives: Students will:

- Know and use ethical guidelines and other professional standards related to early childhood practice. (NAEYC 5).
- Identify and use child development and learning knowledge to create supportive, respectful and challenging integrated curriculum and teaching practices for culturally diverse young children appropriately. (NAEYC 1).
- Develop and use developmentally effective approaches, such as observation, documentation and interviews to assess children’s knowledge of Mathematical, Scientific, Social Studies and Fine Arts concepts and competencies. (NAEYC 3).
- Identify and use effective pedagogical approaches, strategies to support young children’s development and learning. (NAEYC 4b).
- Analyze and understand the importance of Mathematics, Scientific, Social Studies and Fine Arts content in young children’s learning. (NAEYC 4c).
- Describe and use essential concepts, inquiry tools and structure of Mathematics, Scientific, Social studies and Fine Arts content areas to foster children’s knowledge in the early childhood setting. (NAEYC 4).
- Identify essential resources to deepen children’s understanding of Mathematical, Scientific, Social Studies and Fine Arts concepts and competencies. (NAEYC 4c).
- Design, implement and evaluate a meaningful and challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for culturally diverse young children. (NAEYC 4d).
- Identify and use developmentally effective approaches for fostering representational skills, such as oral language and communication skills within an integrated curriculum. (NAEYC 4b).
- Understand and use teaching approaches that span a continuum from child initiated to adult directed learning based on knowledge of individual children and research evidence. (NAEYC 4b).
- Focus on children’s characteristics, cultures, needs and interests to develop developmentally effective instructional approaches. (NAEYC 4b).
- Analyze, develop and use integrated, thematic approaches to curriculum for immersing children in extended periods of study of topics of high interest. (NAEYC 4b).
- Identify and involve oneself with the early childhood field. (NAEYC 5).
- Continue to build personal competence using technology for teaching and learning.
**Required Texts, Resources and Key Readings:**

Articles/Videos (accessed via Blackboard or distributed during class)
342P Packet of South Carolina Standards

Choose **at least one** of the following:


**Recommended Readings**


**IV. Academic Course Requirements:**

**A. Professionalism and Participation (20 points)**

Complete all assigned readings, reflections, practice observations, and other written work in preparation for each class meeting and *actively participate* in class discussions and activities. Requirements for acceptable participation include prompt and timely attendance, attentiveness, verbal contributions to small group and whole class discussions, reflection of a positive, respectful attitude about learning and class participation, respecting and supporting the needs of others (including keeping cell phones turned off), and completing all assignments which facilitate the class experience. Any missed class time, including tardiness and absence, will deduct from the participation grade. **(1 point for each subsequent missed class after the first, .5 point for each missed portion of a class including leaving early and arriving late)**
***All students need to be in their seats/positions promptly at 9:00am or the beginning of each class.

To include, *but are not limited to* …

- In-class participation
- Appropriate group participation
- Blackboard discussion and submitting well developed posts
- Complete and submit Blackboard discussion log
- Submit self reflection

Be knowledgeable of the definition of plagiarism, and take care to give credit to all sources in written work. Plagiarism and any other conduct inconsistent with personal and professional integrity will not be tolerated and result in a grade of “F” for any effected assignment and the professionalism grade. Serious infractions will result in a grade of “F” for the course.

Participate in appropriate professional development activities and continue to compile a Professional Development Portfolio. Joining and participating in a professional organization is suggested but not required. *NAEYC Standard 5*

**B. Integrated Expert Project (20 points)**
**Completed by self-selected work group of 2-4 students**

Students will work with a self-selected group to develop an integrated expert project. The project will include simple research and the creation of a resource packet that can be used by other students/teachers that are engaging in similar types of learning experiences with their students. Additional directions will be provided in class.

**C. Integrated Mathematics, Science, Social Studies and Fine Arts Unit Work Sample (40 points)**
**Completed by individual student**
*(students may collaborate with other students that teach the same grade level)*

Students will work in teams to develop an individual detailed unit work sample with lessons and activities that span over a two-week period and present their findings to the class. Additional directions will be provided in class.

**D. Math and Science in My World (10 points)**
**Completed by individual student with 1-5 student(s) from Internship 1 placement**

You will select a student or small group of students to identify evidence of math and science in the child(ren)’s home/school community(ities). Working with the student(s), you will assist them in photographing the math and science concepts and compiling them into a finished product. This may take the form of a picture book or at least 4 representative pictures with an explanation on a poster.
Write a reflection. Include in/with your typed reflection: the pictures, the content and process standards, the big ideas you hope the child(ren) gain(s) from the work, and the child(ren)’s thoughts about the process and the finished product (a collection of quotes or a brief interview). The final product will be shared with your classmates during an in-class workshop session.

E. Textbook/Kit Analysis (10 points)
Completed by individual student

You will examine and evaluate a math, science, or social studies text chapter/kit/resource at your site. Additional directions will be provided in class.

V. Administrative Requirements
Missing more than 10 percent of scheduled class meetings will result in a grade penalty. Upon missing your second class your participation grade will drop.

Written materials are to be prepared and presented in a professional and timely fashion. Late assignments will be accepted only in the case of an emergency. 2 points will be deducted for each day that the assignment is late.

VI. Evaluation and Grading:
Letter grades of A, B, C, D, and F will be issued to reflect the quality of the performance in this course.

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<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20</td>
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<tr>
<td>Integrated Expert Project</td>
<td>20</td>
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<tr>
<td>Math and Science in My World</td>
<td>10</td>
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<tr>
<td>Textbook/Kit Analysis</td>
<td>10</td>
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<tr>
<td>Integrated math, science, social studies and fine art</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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93-100 = A 89-92=B+ 85-88=B 81-84=C+ 77-80=C 70-76=D

VII. Major Topics of the Course

Culturally Relevant Pedagogy
Developmentally Appropriate Practice
Effective Learning Environments
Organizing Space, Materials and Time
Classroom Guidance
Standardized Testing, Authentic Assessment
Family Involvement
Integrated Curriculum
Math, Science, Social Studies and Fine Arts
VIII. Modes of Instruction
Modes of instruction include but are not limited to lecture, small group discussions, large group discussions, student presentations, professional presentations, field trips, written reflections and films.

Class Meetings: Wednesday, 8:30-12:45
Horrell Hill Elementary School

Course compliance with various campus policies:

Disabled Students: Disabled students needing extra time during tests must give their instructor documentation at the beginning of the semester. To be given extra time, that student must take the test through disability services and must take it no later than the rest of the class. Extra time cannot be given to any student in the full class with the other students. Please make your appointments with disability services following their rules.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Student Honor Code: The University of South Carolina expects high standards in all areas from its students. The University, as well as the faculty, staff, alumni, and students, believe strongly in the Honor Code. This Code requires acceptance of certain responsibilities and agreement by all students to abide by the spirit of the Honor Code upon entering the University of South Carolina. In order that you may better understand the required responsibilities, the general University community codes are outlined below:

1. It shall be the responsibility of every faculty member, student, administrator and staff member of the University community to uphold and maintain the academic standards and integrity of the University of South Carolina.

2. Any member of the University community, who has reasonable grounds to believe that an infraction of the code of Student Academic Responsibility has occurred, has an obligation to report the alleged violation. Violation of any of the following standards subjects the student to disciplinary action: bribery, cheating, lying, and plagiarism.

Your enrollment in this class signifies your willingness to accept these responsibilities and uphold the Honor Code of the University of South Carolina. For further explanation of the Code of Academic Student Responsibility, please refer to the Carolina Community Student Policy Manual.
I _______________________________ (print your name here) have thoroughly read the syllabus provided by Beth Powers-Costello, Ph.D. for the course EDEC 442: Pedagogy of developmentally and culturally appropriate content in Mathematics, Science, Social Studies and Fine Arts for Young children through Grade Three and agree with the policies and procedures outlined in it and am indicating so by signing my name here.

(Please sign your name) Date