



Western Technical College

10307110 ECE: Soc S, Art, & Music

Course Outcome Summary

Course Information

Description	This 3-credit course will focus on beginning level curriculum development in the specific integrated content areas of social studies, art, music, & movement (SSAMM) for children from birth to 8 years of age.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	72

Textbooks

Wisconsin Model Early Learning Standards. 5th Edition. Copyright 2017. Publisher: Wisconsin Department of Public Instruction. **ISBN-13:** 978-1-57337-166-7. Required.

Open Educational Resource: *Introduction to Curriculum for ECE*. Copyright 2022. Beeve, K. and J. Paris. Adopted by Tracy Craker, Western Technical College. CC by 4.0 license. PDF material.

Learner Supplies

Art Supplies: Adult scissors, small scissors with pointed tip, box of water based colored markers, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials. **Vendor:** To be discussed in class. Required.

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

C302 ECE Work Room Access Card. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections

High Impact Practices

1. Learning Community: these courses are designed to enhance your learning experience in which a cohort of peers complete two or more courses that are linked through projects, themes, or program emphasis.

Program Outcomes

1. Apply child development theory to practice
2. Use effective, research-based practices in teaching and learning.
3. Use effective, research-based practices in teaching and learning

Course Competencies

1. Incorporate Social Studies, Art, Music, & Movement (SSAMM) into daily routines

Assessment Strategies

- 1.1. Oral, Written or Graphic Assessment
- 1.2. Written Product

Criteria

You will know you are successful when you

- 1.1. incorporate SSAMM opportunities into transitions
- 1.2. incorporate SSAMM opportunities into routines
- 1.3. incorporate SSAMM opportunities into daily schedule
- 1.4. incorporate SSAMM opportunities into verbal and nonverbal interactions

Learning Objectives

- 1.a. Define transitions, routines, daily schedule and verbal and nonverbal interaction.
- 1.b. Integrate transitions, routines, daily schedule and verbal and nonverbal interactions into a unit plan and/or learning experiences.
- 1.c. Integrate transitions, routines, daily schedule and verbal and nonverbal interactions into different care routines that include SSAMM.
- 1.d. Create a daily schedule that incorporates DAP transitions, routines and verbal and nonverbal transactions.

2. Examine the critical role of play-based learning as it relates to SSAMM

Assessment Strategies

- 2.1. Oral, Written or Graphic Assessment
- 2.2. Research Paper

Criteria

You will know you are successful when you

- 2.1. identify how hands-on, creative activities promote child development
- 2.2. describe the teacher/care giver's role in facilitation of SSAMM play
- 2.3. identify how SSAMM play opportunities foster development/learning in all domains across WI Model Early Learning Standards continuum
- 2.4. identify how observational skills support assessment of and curriculum planning for SSAMM
- 2.5. describe how children play across all age groups during SSAMM activities

Learning Objectives

- 2.a. Define play based learning.
- 2.b. Analyze the value of play base learning.
- 2.c. Assess children at different levels of play for SSAMM.
- 2.d. Identify structured and unstructured play opportunities for SSAMM.

3. Establish a developmentally appropriate environment for SSAMM

Assessment Strategies

- 3.1. Oral, Written or Graphic Assessment
- 3.2. Written Product
- 3.3. Project

Criteria

You will know you are successful when you

- 3.1. explain how the environment supports children's physical development
- 3.2. explain how the environment supports children's social/emotional development
- 3.3. explain how the environment supports children's language development
- 3.4. explain how the environment supports approaches to learning
- 3.5. explain how the environment supports children's cognitive development

Learning Objectives

- 3.a. Differentiate between the WEMLS domains: Physical, cognitive, language, social/emotional learning and approaches to learning.
- 3.b. Explore a variety of environments looking for DAP activities based on the WEMLS.
- 3.c. Analyze other classroom environments to make sure they meet WEMS for SSAMM.
- 3.d. Design a classroom that has DAP learning experiences based around SSAMM.

4. Create Social Studies learning experience plans that promote child development and learning

Assessment Strategies

- 4.1. Learning Experience Plan

Criteria

You will know you are successful when your

- 4.1. plan relates to the National Council for the Social Studies framework
- 4.2. plan is relevant, meaningful, and appropriately challenging
- 4.3. plan is developmentally, culturally, and linguistically appropriate for the age group
- 4.4. plan includes effective transitions
- 4.5. plan incorporates the WMELS Framework
- 4.6. plan reflects the Teaching Cycle

Learning Objectives

- 4.a. Identify the components of a learning experience plan, including follow-up, assessment and reflection.

5. Create Art learning experience plans that promote child development and learning

Assessment Strategies

- 5.1. Learning Experience Plan

Criteria

You will know you are successful when your

- 5.1. plan is relevant, meaningful, and appropriately challenging
- 5.2. plan is developmentally, culturally, and linguistically appropriate for the age group
- 5.3. plan includes effective transitions
- 5.4. plan incorporates the WMELS Framework
- 5.5. plan reflects the Teaching Cycle

Learning Objectives

- 5.a. Identify the components of a learning experience plan, including follow-up, assessment and reflection.

6. Create Music and Movement learning experience plans that promote child development and

learning

Assessment Strategies

- 6.1. Learning Experience Plan

Criteria

You will know you are successful when your

- 6.1. plan is relevant, meaningful, and appropriately challenging
- 6.2. plan is developmentally, culturally, and linguistically appropriate for the age group
- 6.3. plan includes effective transitions
- 6.4. plan incorporates the WMELS Framework
- 6.5. plan reflects the Teaching Cycle

Learning Objectives

- 6.a. Identify the components of a learning experience plan, including follow-up, assessment and reflection.

7. Integrate SSAMM learning experiences into an interdisciplinary unit

Assessment Strategies

- 7.1. Interdisciplinary Unit Plan
- 7.2. Written Product

Criteria

You will know you are successful when your

- 7.1. plan includes multiple sequential learning experiences
- 7.2. plan addresses all developmental domains
- 7.3. plan includes experiences from the following areas: social studies, art, movement, and music
- 7.4. plan meets all requirements for learning

Learning Objectives

- 7.a. Explore different parts of a unit plan, ie. webbing, brainstorming, books, learning experiences.
- 7.b. Research a topic and integrate the information into DAP learning experiences.
- 7.c. Create a unit plan that spans across all developmental domains.
- 7.d. Implement the unit plan into a DAP environment promoting SSAMM.