

**American Samoa Community College**  
**Teacher Education Department**  
**Fall Semester 2011**  
**ED 435 Elementary Creative Dramatics as a Teaching Resource**  
**Course Syllabus**

Course Alpha/Number: <u>ED 435, 435P</u>	Semester/Year: <u>Fall 2011</u>
Course Title: <u>Elementary Creative Dramatics</u>	Days/Time: <u>MWF 5:00-5:50pm</u>
Instructor: <u>TBA</u>	Department: <u>Teacher Education</u>
Office Hours: <u>TBA</u>	Classroom: <u>TBA</u>
Email: <u>TBA</u>	Contact Phone: <u>699-9155</u>

**PRE-REQUISITE(S):** Completed all 3<sup>rd</sup> Year coursework

**TEXTBOOKS:** Bananas and Fifty-Four Other Varieties: A Book of Activities to do with Kids. Grenough, Esdaile and Wolf, Eds., West Haven, CT 1980 Fairfax Press

Theater Games for the Classroom: A Teacher's Handbook. Viola Spolin. 1986 Evanston, IL: Northwestern University Press

The Creative Dramatics Cookbook: Recipes for Playmaking. Kelly O'Rourke. Yale-New Haven Teachers Institute  
(Available online)

**Additional supplement:** TBA

**COURSE DESCRIPTION:** A required content course for pre-professional and in-service elementary education teachers focusing on: 1) Utilizing creative dramatics and theatre as the medium for integrating the visual and performing arts in K-8 subjects such as science, history, language arts, mathematics and geography; 2) Demonstrating creative teaching and learning strategies from music, art, dance, and theatre to motivate students and to enhance their study of school subjects; 3) Developing lesson plans and their effective application for integrating the arts in field settings. This course includes a practicum.

**Standards for the Arts:** Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life -- about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from hours of viewing television and film. For instance, children use pretend play as a means of making sense of the world; they create situations to play and assume roles; they interact with peers and arrange environments to bring their stories to life; they direct one another to bring order to their drama, and they respond to one another's dramas. In other words, children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre education should build on this solid foundation...

**For more reading on Standards for the Arts. Go to** <http://artsedge.kennedy-center.org/educators/standards/full-text/K-4%20Standards%20by%20Arts%20Subject.aspx>

**COURSE RATIONALE:** This is a mandatory course for all prospective teachers and is designed to enhance the teachers' ability to provide quality integrated creative arts instruction, aligned with relevant National Standards, for K through 8 teachers.

**Course Learning Outcomes:** *Upon successful completion of this course, students will be able to:*

1. Recognize the intellectual, social emotional, and physical developmental characteristics of children not limited to student needs, interests, and abilities. (Aligned to B.Ed. - SLO: III [Respect and Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]).
2. Identify the school system, community needs, and cultural environment. (Aligned to B.Ed.- SLO: III [Respect and Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #2: [Foster responsibility in being an active and contributing citizen of American Samoa, the Pacific region and the world]; Indicator #3: [Demonstrate knowledge of community resources available for field trips and classroom speakers to bridge the real world of work with the classroom]).
3. Create an invitational/ positive classroom atmosphere conducive to learning. (Aligned to B.Ed. - SLO: I [Basic]: Indicator #7: [Demonstrate ability to create a classroom ambiance that is learner-centered and teacher-directed]).
4. Demonstrates effective modes of communication. (Aligned to B.Ed. - SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver, and evaluate]; Indicator #6: Provide and express

- meaningful, positive and productive feedback] SLO: II [Personal Responsibility]: Indicator #5: [Develop interest in the concept of research, founded on teaching experience relative to diversity and curriculum issues]).*
5. **Develops effective content-based and standard-based lesson plans: daily, weekly, and long-range thematic units for elementary drama program.** *(Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #3: [Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations];*
6. *Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).*
7. **Demonstrates instructional competencies that incorporate independent and group content-based and standard-based activities for elementary drama program.** *(Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and*

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8. Utilizes a variety of instructional methodologies and pragmatic strategies to accommodate student diversity. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #3: [Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations]; Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).

9. Demonstrates questioning strategies and discussion: movement of skills from lower to higher level of Bloom's Taxonomy. (Aligned to B.Ed.- SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #2: [Formulate strategies and ideas to accept and use the ideas of others in solving problems]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members]).
10. Utilizes a variety of media and curriculum materials. (Aligned to B.Ed.- SLO: II: [Personal Responsibility]: Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience]).
11. Designs appropriate and effective assessment and evaluation skills. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior]).

**Student Learning Outcomes (SLO):** Upon completion of course requirements, students will be able to:

**SLO #1: Basic**

- a. Articulate and write clearly to a variety of audiences;
- b. Use oral and written skills to organize, deliver and evaluate;
- c. Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice;
- d. Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K-8);
- e. Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning;
- f. Provide and express meaningful, positive and productive feedback.

## **SLO #2 Personal Responsibility**

- a. Develop and apply ethical decision making in real life situations;
- b. Develop positive self confidence in oneself and others;
- c. Understand the value of life long learning.

## **SLO #3 Respect and Diversity**

a Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age;

b. Foster responsibility in being an active and contributing citizen of American Samoa, the Pacific region and the world.

## **SLO #4 Problem Solving**

- a. Demonstrate the use of critical thinking skills in work and real life experiences;
- b. Formulate strategies and ideas to accept and use the ideas of others in solving problems;
- c. Select, organize and effectively utilize appropriate resources.

## **SLO #5 Using Technology**

- a. Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching/learning
- b. Utilize technology to locate, interpret, organize and present information.

**EVALUATION:**

Assessment of the student's progress occurs continuously during the field experience component of the course. The Mentor Teacher and Field Coordinator participate with the student teacher in identifying teaching strengths as well as areas for professional growth.

**ATTENDANCE POLICY:**

Daily attendance is mandatory. In the event that the student teacher shall be absent during student teaching, the mentor teacher and the field coordinator will have the final decision as to whether the missed days need to be made up.

1. All students are to adhere to the Attendance Policy of the American Samoa Community College (ASCC) stated in page 30 of the Catalog.
2. All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two (2) weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, and Friday classes; four (4) for Tuesday and Thursday classes. Students with excessive absences, in accordance to this policy will receive a lower or failing grade for the semester or session.
3. A student can be excused from classes at the discretion or upon verification of the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made-up are required to submit in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval.
4. Veteran students are to refer to the Student Services Veterans Educational Benefit sections for additional requirements.”

**GRADING:**

a. **Grading Scale:**

A+	98-100	A	94-97	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63

**GRADE FOR COURSE:** Grading will be based on quantity and quality evidence.  
For work in this course:

“A” shall denote exceptional performance

“B” above average performance

“C” acceptable performance

“D” not fully satisfactory

“F” failing (no credit)

Letter grades may be modified by plus (+) and minus (-) symbols (no A+ or D-)

**Total Points:**

94-100 = A

90-93 = A-

86-89 = B+

80-85 = B

70-79 = B-

73-75 = C+

69-72 = C

65-68 = C-

60-64 = D

Below 60 = F

**EVALUATION METHODS /GRADING**

Lesson Plans & Unit Activities ..... 20 %

Final .....20 %

Practicum & Journal ..... 30 %

Original Project..... 30 %

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**Total: 100 %**



## **SYLLABUS**

The syllabus represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

**REQUIRED ASSIGNMENTS:** The following activities will serve as vehicles to complete the objectives of this course. There will also be room for other creative drama activities based on classroom instruction, readings, and experiences.

1. Journal and writing assignments to be given by the instructor.
2. Using the creative drama process create and write a detailed lesson centering on a poem of your choice.
3. Using the creative drama process create and write a detailed lesson on a short children's story on your choice.
4. Create and implement a "dramatic structure plan" using an integrated curriculum.
5. Teach a creative drama in education lesson.

## **LATE ASSIGNMENTS**

Because all assignments given in the ASBEP courses are important, all assignments must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C-. Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.

**Plagiarism** is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the ASCC Code on plagiarism. Such plagiarism may subject the student to appropriate disciplinary action administered through the Grievance Board of ASCC, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of ASCC Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the college are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

### **Important Dates:**

August 29-September 2, 2011  
September 6, 2011

Registration for students  
Instruction begins

### **Course Outline**

1.0 Classroom Management

2.0 Assessment Techniques

3.0 Practical Considerations When Integrating Creative Dramatics

#### **4.0 Language Arts Applications**

4.1 Storytelling

4.2 Reading

4.3 Poetry

5.0 Social Studies Applications

6.0 Math and Science Applications

7.0 Physical Education Applications

#### **8.0 Teaching Content Areas**

8.1 Important Life Skills

a) Cooperation

b) Tolerance

c) Using the Creative Arts to Teach Students about the Diversity of Cultures in the World

d) Focusing on the Uniqueness and Diversity in all People

#### **9.0 Developing an Appreciation for the Rich Diversity within Classrooms**

9.1 Learning Styles

9.2 Socio-Economic Status

9.3 Cultural Differences

9.4 Gender Differences

9.5 Special Needs Children

10.0 Why and How Using the Creative Arts Can Help Individualize Instruction

11.0 Provide Ways to Assess Each Student on a Deeper Level in Order to Determine Special Populations with Regards to Being Able to Participate in Creative Dramatics Activities

12.0 Identify or Create Special Instructional Adaptations to Facilitate Successful Involvement of All Students