

**Course Description****EEC3212 | Integrated Social Sciences, Humanities, and Arts | 3.00 credits**

This course provides an overview of the role of social studies, the humanities, and the fine arts in early childhood classrooms. Students will learn to plan, implement, and assess developmentally appropriate activities that reflect the family and community influences on young children. Ten hours of clinical experience and one observation is required in grade 1-3 classroom with ESOL students. Special fee

**Course Competencies**

**Competency 1:** The student will describe effective social studies instruction in early childhood by:

1. Defining key elements of social studies, including history, geography, economics, and civics
2. Reviewing Florida state standards (Birth through Age 3, VPK, Next Generation Sunshine State Standards) and national guidelines relevant to social studies
3. Describing the role of family, community, and heritage in social studies education
4. Referencing professional resources such as the National Council for the Social Studies
5. Explaining how social studies content connects across curriculum areas
6. Examining the role of vocabulary in teaching social studies to young children, including those with learning support needs
7. Planning curriculum projects that include all students, including those with identified support needs

**Competency 2:** The student will describe effective humanities instruction in early childhood by:

1. Defining the humanities, including history, philosophy, literature, and the arts
2. Reviewing state and national guidelines that inform humanities instruction
3. Identifying resources such as the Early Education Music and Movement Association
4. Recognizing the role of family experiences and community traditions in the humanities
5. Describing connections between literacy and humanities, including music, movement, and family stories
6. Explaining how humanities content is integrated across subject areas
7. Emphasizing vocabulary development as part of humanities instruction
8. Planning projects that support participation by all students, including those needing additional support
9. Evaluating the benefits of humanities in early learning

**Competency 3:** The student will describe fine arts instruction in early childhood by:

1. Defining components of the fine arts, including visual arts, music, movement, and drama
2. Reviewing state and national standards for fine arts instruction
3. Referencing professional organizations such as the National Art Education Association
4. Recognizing the role of family and community experiences in the arts
5. Identifying links between literacy and fine arts, such as storytelling and dramatic play
6. Explaining how the arts can be integrated into broader curriculum areas
7. Examining the role of vocabulary development in arts education
8. Planning fine arts experiences that supports all learners
9. Discussing the value of fine arts education in child development

**Competency 4:** The student will plan an integrated, project-based curriculum that includes social studies, humanities, and the arts by:

1. Arranging the classroom to support project-based learning

2. Identifying areas of connection across content areas
3. Selecting resources that represent a variety of experiences and perspectives
4. Writing learning goals that support integrated instruction
5. Planning activities that promote thinking and creativity across subjects
6. Utilizing community resources as instructional supports
7. Using research-based methods for teaching literacy in content areas
8. Adapting lessons to meet a range of learning needs
9. Selecting age-appropriate books that align with integrated unit topics

**Competency 5:** The student will explain how family and community experiences impact learning by:

1. Recognizing how family structure and home life shape early learning
2. Describing how family experiences and language backgrounds affect student development
3. Defining education practices that support all children
4. Identifying professional guidelines that support family engagement
5. Developing ways to encourage family participation in classroom activities
6. Engaging with different families respectfully
7. Incorporating local events and community resources into the classroom
8. Connecting lessons to students' everyday experiences when appropriate

**Competency 6:** The student will plan high-quality social studies, humanities, and fine arts instruction by:

1. Demonstrating basic content knowledge in social studies, humanities, and the arts
2. Planning age-appropriate activities that support content standards and student exploration
3. Providing adaptations for learners who need additional support
4. Selecting media and materials that enhance learning
5. Creating a classroom environment that encourages fairness and respect
6. Selecting books and resources that support strong character and values
7. Working with local partners to extend learning beyond the classroom
8. Teaching content vocabulary using effective strategies
9. Supporting reading, writing, listening, and speaking through content instruction
10. Using a variety of assessment tools to monitor student progress
11. Identifying signs of engagement with social studies, humanities, and arts in the classroom
12. Implementing strategies that help children feel secure and engaged in school

**Competency 7:** The student will strengthen school-family-community connections by:

1. Describing how family and community experiences shape student growth
2. Developing communication plans that welcome all families
3. Using strategies to support families with different communication needs
4. Creating opportunities for families and community members to participate in classroom activities