

Course Description

EEC3212 | Integrated Social Sciences, Humanities, and Arts | 3.00 credits

This course provides an overview of the role of social studies, humanities, and the fine arts in early childhood classrooms. The student will learn to plan, implement, and assess developmentally appropriate activities that integrate the diverse sociological and cultural influences on the child. (Ten hours of clinical experience will be required in an approved prekindergarten inclusion setting: 1 observation required.) Prerequisite: EEC3301

Course Competencies:

Competency 1: Students will be able to characterize social studies instruction in early childhood by:

1. Defining the central components of social studies, including history, geography, economics, and civics
2. Describing social studies standards from National Association for the Education of Young Children (NAEYC), Florida Four-Year-Old Standards, Common Core State Standards, and Next Generation Sunshine Standards and their connection to instruction
3. Describing the importance of family, community, language and ethnic diversity to social studies
4. Referencing the National Council for the Social Studies
5. Emphasizing the interdisciplinary, integrated nature of social studies instruction
6. Examining the importance of vocabulary development in the content areas for all children including children with special needs and English Language Learners (ELL)
7. Planning for the inclusion of all children, including children with special needs and ELL in integrated curriculum projects with an emphasis on social studies

Competency 2: Students will be able to characterize humanities instruction in early childhood by:

1. Defining the humanities, including history, philosophy, visual and performing arts, language and literature, with great diversity within each type
2. Describing the humanities standards from NAEYC, Florida Four-Year-Old Standards, Common Core State Standards, and Next Generation Sunshine Standards and their connection to instruction
3. Referencing the Early Education Music and Movement Association
4. Describing the importance of family, community, language and ethnic diversity to the humanities
5. Describing the links between literacy and the humanities, including dramatic play, music and movement and family histories
6. Emphasizing the interdisciplinary, integrated nature of humanities instruction
7. Emphasizing the importance of vocabulary development for all children, including children with special needs and ELL in the content areas
8. Planning for the inclusion of all children, including children with special needs and ELL in integrated curriculum projects with an emphasis on the humanities
9. Appraising the importance of humanities instruction in early childhood education

Competency 3: Students will be able to characterize fine arts instruction in early childhood by:

1. Defining the central components of the arts, including fine arts, with great diversity within each type
2. Describing fine arts standards from NAEYC, Florida Four-Year-Old Standards, Common Core State Standards, and Next Generation Sunshine Standards and their connection to instruction
3. Referencing the National Art Education Association
4. Describing the importance of family, community, language and ethnic diversity to the arts
5. Examining the links between literacy and the arts, specifically dramatic play and readers' theater
6. Emphasizing the interdisciplinary, integrated nature of arts instruction
7. Examining the importance of vocabulary development in the content areas
8. Planning for the inclusion of all children, including children with special needs and ELL in integrated curriculum projects with an emphasis on the humanities
9. Appraising the importance of fine arts instruction in early childhood education
10. Identifying activities that promote aesthetic learning through visual arts, music, movement, and drama

Competency 4: Students will be able to plan an integrated project-based curriculum by:

1. Identifying and applying characteristics of an integrated curriculum
2. Identifying ways to organize furniture, equipment, materials, and other resources in an outdoor environment in order to support early childhood development and curricula
3. Identifying ways to organize space, equipment, facilities, and materials to provide opportunities for private and personal space and to create an environment that supports the curriculum, the development of the whole child, and positive behavior
4. Organizing the classroom for inquiry- based social studies, humanities and arts instruction
5. Identifying areas of overlap between key subjects
6. Examining resources from a variety of cultural and linguistic traditions
7. Identifying interdisciplinary instructional goals in thematic units
8. Planning instructional strategies that will develop critical thinking and creativity across the content areas
9. Researching multicultural, bilingual, and multilingual community resources
10. Using research-based strategies for teaching reading and writing across the content areas
11. Differentiating within the unit for students with diverse needs, including ELL and children with special needs
12. Identifying books that are relevant for integrated units on key topics

Competency 5: Students will be able to summarize multi-cultural education and the importance of integrating the diverse sociological, linguistic, and cultural influences on the child by:

1. Discussing the importance of knowing the family structure, language background, and cultural practices of the child
2. Discussing the influence of culture, language and family background on children
3. Defining multicultural education and the importance of an anti-bias curriculum
4. Referencing the National Association for Multicultural Education
5. Identifying ways of implementing a multicultural anti-bias curriculum
6. Involving families of diverse structures and backgrounds in the classroom
7. Participating in community events and using community resources in the classroom
8. Planning units that integrate the influences of the child into the content
9. Supporting cultural, ethnic, linguistic and family diversity

Competency 6: Students will be able to plan high-quality social studies, humanities and fine arts instruction by:

1. Identifying models of early childhood curriculum
2. Identifying activities that provide a creative, relevant, and success-oriented environment
3. Demonstrating knowledge of basic social studies, humanities and fine arts concepts
4. Planning developmentally appropriate instruction on important social studies, humanities and arts standards including supporting student research and inquiry
5. Differentiating instruction to meet the needs of a variety of learners, including ELL and children with special needs, through appropriate activities and materials
6. Appraising many types of multimedia resources for developing social studies, humanities and fine arts knowledge and skills
7. Utilizing content-area vocabulary using research-based strategies
8. Using appropriate assessment techniques to guide instruction, including formative and portfolio assessment
9. Identifying elements of social studies, humanities, and fine arts in the classroom environment
10. Implementing strategies to create a welcoming, safe environment
11. Selecting and applying strategies, including the use of technology, for presenting instruction and concepts related to visual arts, music, drama, and dance
12. Identifying activities that support the development of language arts, mathematics, science, and social studies concepts
13. Selecting and applying strategies, including the use of technology, in developmentally appropriate ways to teach reading, mathematics, science, and social studies

Competency 7: Students will be able to support family-school-community connections by:

1. Summarizing the importance of understanding family and community influences on the child
2. Developing systems of communicating with parents within a variety of family structures
3. Welcoming all families, including those with limited English proficiency, using appropriate strategies
4. Identifying and utilizing strategies for bringing the family and community into the classroom, when appropriate

Competency 8: Students will apply concepts from human development and learning theories by:

1. Aligning instruction with state-adopted standards at the appropriate level of rigor
2. Sequencing lessons and concepts to ensure coherence and required prior knowledge
3. Designing instruction for students to achieve mastery
4. Selecting appropriate formative assessments to monitor learning
5. Using diagnostic student data to plan lessons
6. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies

Competency 9: Students will maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative by:

1. Organizing, allocating, and managing the resources of time, space and attention
2. Managing individual and class behaviors through a well-planned management system
3. Conveying high expectations to all students
4. Respecting students' cultural, linguistic, and family background
5. Modeling clear, acceptable oral and written communication skills
6. Maintaining a climate of openness, inquiry, fairness, and support
7. Integrating current information and communication technologies
8. Adapting the learning environment to accommodate the differing needs and diversity of students
9. Utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

Competency 10: Students will utilize a deep and comprehensive knowledge of the subject taught by:

1. Delivering engaging and challenging lessons
2. Deepening and enriching students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
3. Identifying gaps in students' subject matter knowledge
4. Modifying instruction to respond to preconceptions or misconceptions
5. Relating and integrating the subject matter with other disciplines and life experiences
6. Employing higher-order questioning techniques
7. Applying varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
8. Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students
9. Supporting, encouraging, and providing immediate and specific feedback to students to promote student achievement
10. Utilizing student feedback to monitor instructional needs and to adjust instruction

Competency 11: Students will be able to identify, select, adapt and use a wide range of standards-based materials, resources, and technologies by:

1. Using culturally responsive/sensitive, age- appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels
2. Using a variety of materials and other resources, including L1 resources, for ELLs to develop language and content- area skills
3. Using technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels

Competency 12: Students will be able to know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum. Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies by:

1. Planning for integrated standards-based ESOL and language sensitive content instruction
2. Creating supportive, accepting, student-centered classroom environments
3. Planning differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences
4. Planning learning tasks for particular needs of students with limited formal schooling (LFS)
5. Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives
6. Selecting and adapting culturally responsive/sensitive, age-appropriate, and linguistically accessible materials
7. Selecting and adapting a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy
8. Selecting technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels

Competency 13: Students will be able to identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders by:

1. Using performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development
2. Using criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels
3. Using various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development
4. Preparing ELLs to use self- and peer- assessment techniques, when appropriate
5. Assisting ELLs in developing necessary test-taking skills
6. Assessing ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Use quantitative analytical skills to evaluate and process numerical data
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of diverse cultures including global and historical perspectives
- Demonstrate knowledge of ethical thinking and its application to issues in society
- Use computer and emerging technologies effectively
- Demonstrate an appreciation for aesthetics and creative activities
- Describe how natural systems function and recognize the impact of humans on the environment