

Cover Sheet: Request 14280

EEC 4212 Integrated Social Studies, Humanities and the Arts in Early Childhood Education

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kristen Kemple kemple@ufl.edu
Created	9/26/2019 1:31:59 PM
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Description of request	This course will become part of the proposed BAE in Early Childhood Education. The course will focus on teaching methods related to social studies, humanities and the arts.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		9/27/2019
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		12/19/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/19/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14280

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Request: EEC 4212 Integrated Social Studies, Humanities and the Arts in Early Childhood Education

Description of request: This course will become part of the proposed BAE in Early Childhood Education. The course will focus on teaching methods related to social studies, humanities and the arts.

Submitter: Nancy Waldron waldron@coe.ufl.edu

Created: 12/19/2019 4:59:32 PM

Form version: 9

Responses

Recommended Prefix EEC

Course Level 4

Course Number 212

Category of Instruction Advanced

Lab Code None

Course Title Int. Soc Studies, Hum, Arts

Transcript Title Soc Studies, Hum, Art

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This integrated curriculum course develops students' understanding of appropriate curriculum and instruction in social studies, humanities and arts for children preschool through grade 3. Emphasis is on content and methods to meet goals in each of the three areas, as well as meaningful interdisciplinary learning experiences that meet multiple goals.

Prerequisites Students admitted to the early childhood education program.

Co-requisites N/A

Rationale and Placement in Curriculum This will be a required course in the proposed BAE in Early Childhood Education. This is a new course that provides students with knowledge of curriculum and teaching methods for social studies, humanities and the arts, as well as knowledge and skills for how to integrate these with one another and with other curricular areas. The course is offered during the students' internship portion of the program, to allow opportunities to apply concepts and skills in their placement classroom.

Course Objectives By the end of this course, students will:

- Identify the principles and benefits of integrated curriculum for young children
- Identify basic developmentally appropriate skills, concepts and attitudes in the social studies, humanities and arts
- Explain how young children develop skills, concepts, and attitudes in the social studies, humanities and arts
- Demonstrate ability to create and evaluate integrated learning experiences which help children

to develop skills, concepts and attitudes in the social studies, humanities, and arts in alignment with state and national standards

- Demonstrate understanding of the creative process and teaching methods which support the development of young children's creative thinking and expression

Course Textbook(s) and/or Other Assigned Reading Required Text (available for rent or purchase)

Odhiambo, E.A., Nelson, L.E., Chrisman, J.K. (2016). Social studies and young children. Pearson.

Additional Required Readings: Standards (accessible online)

FLDOE (Florida Department of Education). (2019). Next Generation Sunshine State Social Studies Standards. Tallahassee, FL: Author. <http://www.cpalms.org/Public/search/Standard>

FOEL (Florida Office of Early Learning). (2017). Florida early learning and developmental standards. <http://flbt5.floridaearlylearning.com>

OHS (Office of Head Start). (2015). The Head Start Early Learning Outcomes Framework: Ages Birth to Five. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

NCAS (2019). National Core Arts Standards. Dance, Media Arts, Music, Theatre and Visual Arts. nationalartsstandards.org.

NCSS College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History <https://www.socialstudies.org/c3>

Additional Required Readings (accessible online or through Canvas site)

Collins, S. (2004). Books for young children about the creative arts. *Young Children*, 59(4), 18-20.

Eppink, J.A. (2009). Engaged music learning through children's literature. *General Music Today*, 22(2), 19-23.

Hodges, T.S. et al (2019). Elementary classroom libraries and social studies trade books. *Social Studies Research and Practice*, 14(1), 14-27.

Isbell, R. & Yoshizawa, S.A. (2016). Nurturing creativity: An essential mindset for young children's learning. Washington, DC: National Association for the Education of Young Children. Ch. 1 "What is creative thinking and why do we need it now?"

Isbell, R. & Yoshizawa, S.A. (2016). Nurturing creativity: An essential mindset for young children's learning. Washington, DC: National Association for the Education of Young Children. Ch. 2 "Understanding the creative process".

Isenberg, J.P. & Jalongo, M.R. (2014). Creative thinking and arts-based learning: Preschool through fourth grade, 6th Edition. Upper Saddle River, NJ: Pearson. Ch. 3: Promoting children's art

Isenberg, J.P. & Jalongo, M.R. (2014). Creative thinking and arts-based learning: Preschool through fourth grade, 6th Edition. Upper Saddle River, NJ: Pearson. Ch: 4: Engaging children in music, movement, and dance.

Kemple, K., Batey, J., & Hartle, L. (2004). Music play: Creating centers for musical play and exploration. *Young Children*, July, 30-37.

Kemple, K., Lee, I.R. & Harris, M.G. (2016). Young children's curiosity about physical differences associated with race: Shared reading to encourage conversation. *Early Childhood Education Journal*, 44(2), 97-105.

Kemple, K.M. (2017). Social studies, social competence and citizenship in early childhood education: Developmental principles guide appropriate practice. *Early Childhood Education Journal*, 45(5), 621-627

Melendez, L. (2015). Using children's books as a social studies curriculum strategy. *Young Children*, 70(3), 48-53.

NAEYC & Fred Rogers Center (2012). Technology and interactive media as tools in early childhood programs serving children from birth through age 8.

<https://www.naeyc.org/resources/topics/technology-and-media/resources>.

NCSS (2019a). Notable trade books for young people. <http://www.socialstudies.org/resources/notable/>

NCSS. (2017). Powerful and purposeful pedagogy in elementary school social studies. Available at <https://www.socialstudies.org/positions/powerfulandpurposeful>

NCSS. (2019b). Early childhood in the social studies context. Available at <https://www.socialstudies.org/early-childhood-social-studies-context>

Individually Assigned Readings for Article Report Assignment (Accessible online or through Canvas site)

Ardalan, G. (2017). Spreading happiness: A preschool classroom in Washington, DC, investigates citizenship and makes a statement—"Be happy!" *Young Children*, 72(2), 64–71. Available at <https://www.naeyc.org/resources/pubs/yc/may2017/spreading-happiness-preschool-classroom-washington-dc-investigates>

Barclay, K.H. (2010). Using song picture books to support early literacy development. *Childhood Education*, Spring, 138-145.

Beneke, M. R., Park, C. C., & Taitingfong, J. (2019). An inclusive, anti-bias framework for teaching and learning about race with young children. *Young Exceptional Children*, 22(2), 74–86. <https://doi.org/10.1177/1096250618811842>

Brillante, P. & Mankis, S. (2015). A sense of place: Human geography in the early childhood classroom. *Young Children*, 79(3), 16-23.

Cardanay, A.B. (2012). Exploring music dynamics through children's literature. *General Music Today*, 26(1), 38-40.

Eckhoff, A. (2008). The importance of art viewing experiences in early childhood visual arts: The exploration of a master art teacher's strategies for meaningful early arts experiences. *Early Childhood Education Journal*, 35, 463-472.

Eckhoff, A. & Spearman, M. (2009). Rethink, reimagine, reinvent. *Art Education*, 10-16.

Epstein, A. S. (2014). Social studies in preschool? Yes! *Young Children*, 78-83. Available at https://www.mbaea.org/documents/resources/Young_Children__March_2014_Social_S_F240BFB7A4BAC.pdf

Freeman, (2012). Elements of a musical foundation for children. *Music Exchange*, Jan/ Feb, 46-48.

May, B.N. et al (2017). Celebrating the arts with the noisy paint box. *General Music Today*, 30(3), 5-12.

McWilliams, M.S., Vaughns, A.B., O'Hara, A., Novotny, L.S. & Kyle, T.J. (2014). Art play: Stories of engaging families, inspiring learning, and exploring emotions. *Young Children*, May, 32-39.

Mindes, G. (2015). Pushing up the social studies from early childhood education into the world. *Young Children*, 70(3), 10-14.

Mueller, A. (2016). Enhancing young children's literacy and musical skills through picture books. *Perspectives*, 11(1&2), 26-29.

Sear, M. (2016). Why loose parts? Their relationship with sustainable practice, children's agency, creative thinking and learning outcomes. *Educating Young Children*, 22(2), 16-19.

Thompson, R.A. & Thompson, J.E. (2015). Reading minds and building relationships: This is social studies. *Young Children*, 70(3), 32-39.

Tunks, K.W. & Giles, R.M. (2013). Read aloud, sing along, and move around: Musically motivating children with books. *Perspectives: Journal of the Early Childhood Music and Movement Association*, 8(3), 6-12.

Other Recommended Resources

Libresco, A.S., Balantic, J. & Kipling, J.C. (2011). Every book is a social studies book: How to meet standards with picture books, K-6. Santa Barbara, CA: Libraries Unlimited.

Weekly Schedule of Topics

Topic

Reading(s)

Assignment(s)

1 Intro to course, standards

(in class)
FDOE2019
FDEL 2017
OHS 2015

2 Integrated curriculum, intro to social studies

Odhiambo ch. 1
Melendez, 2015
NCSS, 2019a

3 Social studies activities with young children

Odhiambo ch. 2 & 3
Hodges, 2019
NAEYC & Fred Rogers

Article reports*

4 Teaching history to young children

Odhiambo ch. 4
NCSS 2017

Article reports*

5 Teaching civics, government, citizenship, economics & social issues to young children

Odhiambo ch. 5 & 6
Kemple, 2017

Article reports*

6 Teaching young children about geography

Odhiambo ch. 7
NCSS 2019b

Article reports*

7 Teaching young children about diversity, anti-bias, & multicultural education
Assessment in social studies

Odhiambo ch. 8 & 9
Kemple et al, 2016

Article reports*

8 Lesson presentations

1st lesson plan + presentation due

9 Intro to creativity: Its not "just art"

Isbell & Yoshizawa, ch. 1
NCAS 2019
Collins

10 More creativity

Isbell & Yoshizawa, ch. 2
Eppink

Article reports*

11 Promoting young children's art

Isenberg & Jalongo ch. 3 (1st ½)

Article reports*

12 Promoting young children's art

Isenberg & Jalongo ch. 3 (2nd ½) Article reports*

13 Promoting young children's music, movement & dance

Isenberg & Jalongo ch. 4 (1st ½)

Article reports*

14 Promoting young children's music, movement & dance

Isenberg & Jalongo ch. 4 (2nd ½)

Kemple et al, 2004

Article reports*

Professional Partners Interview Papers

15 Lesson presentations

2nd lesson plan + presentation due

16 Culminating Experience

Literature File & Presentation

*As individually assigned

Grading Scheme

Assignment

Points or percentage

5 Reading Summary/Reflection papers (20 points each)

100 points

2 Integrated Lesson Plan Presentations (250 points each)

500

2 Article Report Presentations (75 points each)

150

Children's Literature File + Presentation

100

Professional Partners Interview

50

Attendance, Preparedness, Participation and Professionalism

100

Total

1000 points

Final Grade Scale: 1000 – 930 = A, 929 – 900 = A-, 899 – 880 = B+, 879 – 830 = B, 829 – 800 = B-, 799 – 780 = C+, 779 – 730 = C, 729 – 700 = C-, 699 - 698 = D+, 679 - 630 = D, 629 - 600 = D-, 599 or below = F.

Reading Summary/Reflection Papers: (This assignment is done individually). You will complete five Reading Summary/Reflection papers. You may choose from among several dates on the syllabus, which will be identified by the instructor. Your paper is due at the beginning of class on the date for which the selected reading is assigned. Each Summary/Reflection Paper should be approximately 2 pages (12 point font). Approximately 1/3 of your paper should be devoted to a summary of the main points of the reading, 1/3 should describe what the reading makes you wonder, and 1/3 should describe how you anticipate that you may use the information in the reading in your future work with young children.

Integrated Lesson Plans + Presentations: (This assignment is done individually). Using the program-adopted lesson format (the one you have used in all of your field experiences), you will create two lesson plans appropriate for the children with whom you are currently working. One of these plans should address a goal in the area of social studies, and a goal in one other curricular area. The other plan should address a goal in either music or art, and a goal in one other curricular area. In other words, your lesson plans should be examples of meaningful curricular integration, and you should have two goals (each with its own objectives) for each lesson. One of these lesson plans should actually be carried out with the children with whom you are currently working. For the plan that you actually carry out, you will complete the reflection portion of the program-adopted lesson plan. On the designated dates (which will vary for individual students) you will give a power point presentation of your lessons, including your own evaluation of the lesson that you actually carried out. Please note: You are welcome to carry out both lessons, but that is not required. Also, if you choose, your lesson may incorporate some aspect of your Children's Literature File.

Article Report Presentations: (This assignment will be done in pairs). You and your partner will select 2 articles from the list provided on the syllabus. Together, you will read and discuss these articles, and work together to write a paper (approximately 2 pages (12 point font). Approximately 1/2 of your paper should be devoted to a summary of the main points of the reading, and 1/2 should describe how you anticipate that you may use the information in the reading in your future work with young children. In addition, you and your partner will each individually write a reflection paragraph describing what the reading makes you wonder, and append these to your joint papers. For each article, you and your partner will create a powerpoint presentation designed to present the parts of your paper. You will present this to the class on the designated date. After presenting your power point (5-10 minutes), you will be responsible for leading the class in a 10-minute discussion (prepare guiding questions and prompts in advance). For each article, the 75 points are divided as follows: Paper (pair grade) 40 points, Reflection summary (individual grade) 15 points, Presentation (pair grade) 15 points, Discussion facilitation (individual) 5 points.

Children's Literature File + Presentation: (This assignment will be done individually). During the semester, you will identify a total of 15 children's literature selections appropriate for the early childhood years. Five of these selections should be useful for meeting goals in the area of social studies, five in the area of music, and five in the area of visual art. For each book, you will complete the following: (1) Title, Author and Illustrator, and Annotation (brief 1 paragraph description of the book) (2) a 1 paragraph justification (with supporting citations) of the developmental appropriateness of each book (3) describe briefly (1-2 paragraphs each) a minimum of 2 learning activities based on each of your books (4) a 1 paragraph justification (with supporting citations) of the developmental appropriateness of each extension activity. Among those 30+ activities, strive to include several activities that can meet goals in curricular and/or developmental areas in addition to the "main" area (music, art, social studies) for which you chose the book. You will turn this in on XX/XX. On XX/XX (our final class meeting) you will present one of your selected books to an audience of your peers and instructor. Your mentor teachers, and the art and music teacher at your internship school will be invited to attend this event. You will read the book to the audience and then share, via power point, your ideas for using this book to address goals in (at least) two curricular or developmental domains.

Audience members will be given a compilation of the literature files produced by the group. This assignment will be graded on the basis of (1) your demonstration of your ability to accurately justify the developmental appropriateness of the books you select (40 points) (2) your demonstration of your ability to accurately justify the developmental appropriateness of the extension activities you suggest (40 points) and (3) the quality of your presentation (20 points).

Professional Partners Interview: (This assignment is done individually). You will conduct an interview with either the Art Teacher or the Music Teacher in your internship school. Guiding questions for the interview will be co-constructed in class. The purpose of the interview is to explore possibilities for collaboration between classroom teachers and “specials” teachers in the arts. You will write a 2-page paper describing what you learned as a result of conducting this interview and how it may be useful to you in your future work with both young children and other professionals.

Attendance, Preparedness, Participation and Professionalism: Class sessions will include discussion and small group activities, which will often be based on the assigned readings. Attendance, attention, alertness, and active thoughtful prepared participation in all class sessions are expected. If you are absent once, the absence will not count against your grade. Subsequent absences are considered unexcused and will result in deduction of 20 points from your APPP grade. You will occasionally be given brief homework assignments. Each homework assignment that is not submitted on time, or that is deemed inadequate, will result in deduction of 10 points. Home-works missed due to unexcused absences cannot be made up. There will also be occasional pop quizzes over the readings, and quick-writes over readings and other class content, each worth between 10 and 20 points (in the case of unexcused absences, these cannot be made up). The remainder of the attendance/preparedness/participation grade is qualitative and is determined through observation of your in-class participation.

Instructor(s) Kristen M. Kemple

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes