



## SYLLABUS TEMPLATE

<b>Course Number Course Name</b>	ECE 477 Teaching And Learning Social Studies, Fine Arts , & Movement
<b>Credit Value (Breakdown of theory and lab credits)</b>	3 Theory
<b>Catalog Course Description</b>	This focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the “what and why” of social studies, assessing student learning, planning units, lessons and activities, developing effective instructional strategies, and acquiring knowledge of social studies content. Concepts of expressive art include, but are not limited to the visual arts, music, movement and drama. Pre-requisites: Completion of the Early Childhood Education Core, Passing the New Mexico Public Education Department Required Assessment, and Admission to the Professional Program. (3, 3T+0L)
<b>Student Learning Outcomes of the course</b>	<ol style="list-style-type: none"> <li>1. H.4.a – Demonstrate an understanding of the principles of teaching and learning processes that underline social studies concepts and translate these into meaningful learning activities focused on inquiry, authenticity, and collaboration.</li> <li>2. H.4.b – Demonstrate an understanding that the social studies encompass history, geography, anthropology, archaeology, economics, political science, psychology, sociology, and other interdisciplinary relationships.</li> <li>3. H.4.c – Demonstrate an understanding of the definition of social studies and the importance of social awareness of local, state, national, and global issues. Demonstrate an understanding of the importance of recognizing and respecting diverse local and global perspectives concerning cultures other than their own.</li> <li>4. H.4.d – Implement a variety of teaching strategies to assist children in using multiple resources including primary (e.g., Documents, artifacts/regalia, direct observation, human resources, personal background) and secondary level (e.g., Books, newspapers, Internet) resources as part of the inquiry/research process.</li> <li>5. H.4.e – Create curriculum experiences that provide opportunities for children to appreciate the historical development of democratic values, institutions, nations, and cultures.</li> <li>6. H.4.f – Demonstrate the ability to plan for and engage children in activities that require them to formulate, analyze and critique issues by using well-reasoned, clearly supported arguments, policies and positions.</li> <li>7. H.4.g – Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.</li> <li>8. H.5.a – Demonstrate an understanding of and the ability to implement arts-based activities into interdisciplinary subjects as appropriate, based on young children’s developmental levels and interests.</li> <li>9. H.5.b – Demonstrate knowledge of the distinctions, connections, and</li> </ol>



	<p>integration between arts disciplines and arts experiences and encourage steady and active participation that leads to skill development and appreciation.</p> <ol style="list-style-type: none"> <li>10. H.5.c – Facilitate curriculum in which children communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabulary, materials, tools, techniques, and thinking processes within each discipline.</li> <li>11. H.5.d – Create a classroom environment with exemplary works of art from a variety of cultures and historical backgrounds. Provide opportunities for students to discuss and respond to works of art.</li> <li>12. F.1.5.e – Demonstrate an understanding of motor skills development in young children in the plain halogen page and developmentally appropriate cycle motor and cognitive activities.</li> <li>13. H.5.f – Create and use appropriate instructional cues and prompts for motor skills rhythms and physical activity.</li> <li>14. H.5.g – Apply an understanding of child development knowledge coupled with child performance data to make informed instructional decisions.</li> <li>15. I.6 – Support play in young children’s learning and development from pre-K to grade 3.</li> <li>16. I.7 – Demonstrate sound knowledge and skills in using technology as a teaching and learning tool.</li> <li>17. I.9 – Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experience to the research-based and professional standards.</li> <li>18. I.12 – Facilitate family involvement to ensure that families are engaged with curriculum planning, assessing the children’s learning and planning for children’s transitions to new programs.</li> <li>19. I.13 – Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (Zero to Three, NAEYC, DEC) for curriculum decision-making.</li> <li>20. I.14 – Demonstrate the use of reflective practice.</li> </ol>
<p><b>College-Wide Student Learning Outcomes</b></p>	<p>ECE 477 learning objectives align with the following NNMCC College Wide Goal:</p> <p><b>Communication</b>            NNMCC 1.a – Express ideas coherently and persuasively through oral and written communication.            NNMCC 1.b – Speak coherently and appropriately for various audiences and situations.            NNMCC 1.c – Present ideas and information effectively for specific purposes through written statements.</p> <p><b>Critical Thought</b>            NNMCC 2.a – Analyze and synthesize information.            NNMCC 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p><b>Cultural Competence</b>            NNMCC 3.a – Understand and appreciate cultural diversity.</p> <p><b>Information Literacy</b></p>

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	<p>NNMC 4.b – Locate relevant information in printed and electronic form and credit it properly.</p> <p>NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software.</p> <p>NNMC 4.f – Use the internet to communicate effectively through e-mail and other communication tools.</p>
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