



**Course Name:** ECED 4477 Teaching and Learning  
Social Studies, Fine Arts, and Movement  
**Credit Hours:** 3

**Semester Taught:** Fall

**Time, and Place:**

**Instructor Information:**

Instructor:	Communication Information:	Office Hours:
-------------	----------------------------	---------------

**Required Text:**

Cowhey, M. (2014). *Black ants and Buddhists; Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse Publishing.

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. . Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student Hours: 3 credit hours equals 45contact hours.

**Catalog Course Description:** This course 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.. *Prerequisites: COE permission.. (3, 3T+0L).*

**Course Objectives:**

1. Understand and utilize a variety of instructional strategies and resources for teaching social studies and integrating the arts.
2. Understand the interrelatedness of multiculturalism and the relevance to teaching social studies.
3. Understand how to apply multiple intelligence theory to instruction and differentiation.

**NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.**

*New Mexico Entry Level Teacher Competencies (InTASC): On completion of this course, students will be able to demonstrate the **mastery** of the following competencies:*

H: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and value a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. **H.4, H.4.a, H.4.b, H.4.c, H.4.d, H.4.e, H.4.f, H.4.g, H.5.a, H.5.b, H.5.c, H.5.d., H.5.e, H.5.f, H.5.g.**

I. Curriculum and Content Knowledge. **I.3, I.4, I.5, I.7, I.8, I.9, I.10, I.12, I.13, I.14.**



**COE's Conceptual Framework** - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

**Knowledge Principle-**

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**Skills-**

2. Utilization of Planning and Assessment tools

**Dispositions-**

2. A belief that all students can learn

**NNMC Student Learning Outcomes**

3. Demonstrate commitment to address cultural, social, and ethical responsibilities

**Assignment Descriptions/ Alignment:**

Assignment/Assessment	NMPED Teacher Competencies	Knowledge Skill or Disposition	NNMC SLO	Point Value
Chapter Readings/Reflection - Write a one-page, double-spaced reflection- APA format. When reading: a) read assignment with diligence; b) develop scholarly notes; and c) reflect on the text with a high level of thinking.	H. 4. A, b, c, d, e, f, g, H.5.b, c, d, e, f, g, I. 3, 4, 5, 6, 7, 9, 10, 12, 13, 14 Objectives 1, 2	K12, 4, 5, 7 8, S2, D2	3	8@3pts =24pts
Journal Article Review-Write a 3 to 5- page article review on English Language Learner and content knowledge development. Use APA format.	I. 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, Objectives, 2	K12, 4, 5, 7 8, S2, D2	3	1@16pts =16pts
Social Studies Lesson Plan: a) Kindergarten and b) Third Grade, total of 2. Align the lesson plans with social studies standards for the developmental growth of students.	H. 4. A, b, c, d, e, f, g, H.5.b, c, d, e, f, g, Objectives 1, 2, 3	K12, 4, 5, 7 8, S2, D2	3	1@15pts =15pts
Fine Arts Lesson Plan: a) Kindergarten and b) Second Grade, total of 2. Align the lesson plans with fine arts standards for the developmental growth of students.	H. 4. A, b, c, d, e, f, g, H.5.b, c, d, e, f, g, Objectives 1, 2, 3	K12, 4, 5, 7 8, S2, D2	3	1@15pts =15pts



Thematic Literacy Lesson Plan for Third Grade- Create a unit literacy learning experience for diverse learners in the classroom. Align the unit plan with reading/writing standards, content standards- i.e, math, science, and, social science.	H. 4. A, b, c, d, e, f, g, H.5.b, c, d, e, f, g, I. 3, 4, 5, 6, 7, 9, 10, 12, 13, 14 Objectives 1, 2, 3	K1-2, 4-9 D3, S2	3	1 @30pts s =30pts
Total Points				100

Date	Topic/ Text Chapter	Assignment
Week 1	Readings Chapter 1: Introduction	Chapter 1, Reflection 1
Week 2	Reading Chapter 2: Compassion, Action and Change	Chapter 2, Reflection 2
Week 3	Reading Chapter 3: Routines: A Day in the Life of the Peace Class	Chapter 3, Reflection 3
Week 4	Reading Chapter 4: It Takes a Village to Teach First Grade	Discussion, Journal Article Review-Write a 3 to 5-page article review on English Language Learner and content knowledge development. Use APA format.
Week 5	Reading Chapter 5: Talking about Peace	Chapter 5, Reflection 4
Week 6	Reading Chapter 6: Learning through Activism	Chapter 6, Reflection 5
Week 7	Reading Chapter 7: Teaching History so Children will Care	Chapter 7, Reflection 6
Week 8	Reading Chapter 7: Teaching History so Children will Care	Discussion, Reflection 7
Week 9		Social Studies Lesson Plan: a) Kindergarten and b) Third Grade, total of 2. Align the lesson plans with social studies standards for the developmental growth of students.
Week 10	Reading Chapter 8 Nurturing History Detectives	Chapter 8, Reflection 8
Week 11	Reading Chapter 9 Seeing Ourselves and Our Families Through Students' Eyes	Discussion
Week 12	Reading Chapter 10 Responding When Tragedy Enters the Classroom	Fine Arts Lesson Plan: a) Kindergarten and b) Second Grade, total of 2. Align the lesson plans with fine arts standards for the developmental growth of students.
Week 13	Reading Chapter 11 Building Trust with Families and Weathering Controversy	Discussion
Week 14	Reading Chapter 12 Going Against the Grain	Discussion
Week 15	Discussion/ Review of course objectives	Thematic Unit Lesson Plan -Power Point Presentation (15 slides)-Create a thematic unit learning experience for diverse learners in the classroom. Align the unit plan with social studies and fine arts standards.



Week 16	Final Project	Thematic Unit Lesson Plan -Power Point Presentation (15 slides)-Create a thematic unit learning experience for diverse learners in the classroom. Align the unit plan with social studies and fine arts standards.
---------	---------------	--

**Grading:**

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or [v.trujillo@nmmc.edu](mailto:v.trujillo@nmmc.edu) to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:** The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

