1. **Title and Number of Credits:** CIEC 3300 Language Arts and Social Studies Integration and Authentic Assessment in Early Childhood Education (3 credits)

2. **Course Description:**
   This course examines an integrated approach to language arts and social studies curriculum. The research on authentic (performance based) and traditional assessments is presented and discussed. Teacher-candidates design integrated curriculum around social studies and reading/language arts knowledge and skills, connected to NJ Core Curriculum Content Standards and Preschool Teaching and Learning Standards. Candidates plan and implement pre-k to grade 3 lesson plans by utilizing children’s literature, divergent questions, conceptual themes, brain research, learning styles, and multiple intelligences.

3. **Pre-requisites:** CIEC 2000
   **Co-requisites:** CIEC 3000

4. **Course Objectives:**
   1. Construct and implement curriculum based on knowledge of child development (language and thinking) and a philosophy of how young children learn.
   2. Identify and describe social studies concepts and content appropriate for preschool to grade 3.
   3. Create an interdisciplinary, comprehensive lesson which integrates social studies and language arts that contains multiple intelligences, divergent questioning, higher order activities and is linked to NJ Core Curriculum Content Standards and Preschool Teaching and Learning Standards.
   4. Apply the interdisciplinary lesson to the practicum site and assess the results.
   5. Identify, describe, and assess children’s language and literacy skills and plan activities that integrate social studies and language arts.
   6. Identify, describe, and use traditional and authentic assessment procedures.
   7. Select curricula materials responsive to diverse cultural backgrounds, non-native English learners and children with special needs.
   8. Work collaboratively with colleagues, using community resources, in discussing and planning curriculum.

5. **Student Learning Outcomes:** The teacher-candidate will be able to:
   1. Demonstrate knowledge of current professional standards and trends in language arts by planning lessons for an integrated language arts block based on theories of
developmentally appropriate practice, utilizing NJCCCS and Preschool Teaching and Learning Standards.

2. Plan and implement an integrated (social studies, language arts), developmentally appropriate extended lesson plan, using multiple intelligences, literature, assessment, and a family involvement component, aligned to statewide curriculum standards, as measured by the Teacher Work Sample planning rubrics.


4. Construct a beginning child portfolio using observations, anecdotes, and work samples, to assess the child based on NJCCCS and Preschool Teaching and Learning Standards.

5. Complete a group research project exploring diversity with teaching implications.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>SPA Standards (NAEYC)</th>
<th>NCATE Standards</th>
<th>WPU Competencies</th>
<th>NJ DOE ECE/CCCS Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1, 2, 4, 5, 7</td>
<td>1, 3, 4b, 4c,4d</td>
<td>1</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
<td>ECE: 3.1-3.4</td>
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<td>CCCS 3.1-3.5, 7.2</td>
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<td>2.</td>
<td>1, 2, 4, 5, 6, 7</td>
<td>1, 2, 3, 4</td>
<td>1, 3</td>
<td>1, 2, 3, 4, 5, 6, 8, 14, 15, 16, 17, 19, 20</td>
<td>ECE: 0.1-0.5; 1.1-1.4; 2.1-2.4; 3.1-3.4; 4.1-4.4; 5.1-5.5; 6.1-6.4;7.1; 8.1-8.5</td>
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<td>CCCS: 3.1-3.5; 4.1-4.5;5.1-5.10; 6.1-6.6; 9.1-9.2;2.1-2.6; 8.1-8.2; 1.1-1.5; 7.1-7.2</td>
</tr>
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<td>3.</td>
<td>8, 9</td>
<td>1, 2, 3, 4, 5</td>
<td>1</td>
<td>7, 8, 9, 10, 11, 12, 17</td>
<td>ECE: 6.1–6.4</td>
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<td>CCCS: 6.1-6.6</td>
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<td>4.</td>
<td>2, 5</td>
<td>1, 3</td>
<td>1</td>
<td>1, 5, 7</td>
<td>ECE: 3.1-3.4</td>
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<td>CCCS: 3.1-3.5</td>
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<tr>
<td>5.</td>
<td>3, 8, 9, 10, 11</td>
<td>2, 5</td>
<td>1, 4</td>
<td>7, 8, 9, 10, 11, 12, 18, 19, 20</td>
<td>ECE: 6.1-6.5, 7.1</td>
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</tbody>
</table>
6. Course Content:
   1. NAEYC’s position statements on appropriate guidelines
      a. Effects of curriculum standards on student learning
      b. Appropriate assessment procedures
      c. Responding to linguistic and cultural diversity
      d. Learning to read and write
   2. The Integrated Curriculum
      a. Planning an integrated curriculum, using social studies and language arts
      b. Bloom’s Taxonomy; Critical thinking; Scaffolding
      d. Cooperative learning; Social skills
      e. Developing multicultural understanding; responding to diversity; including all children and families, including those with special needs, non-native English language learners
      f. Reaching all learners, differentiating the curriculum to teach all children, including with special needs and non-native English language learners
      g. Integrating technology into the curriculum
      h. Alignment to curriculum standards
   3. The Content of Social Studies
      a. History
         i. Past, present and future: the passage of time
         ii. Developmentally appropriate considerations
         iii. Change occurs as time passes
      b. Geography
         i. People, places, and environments
         ii. The Earth is where we live
         iii. Mapping with young children
      c. Economics
         i. Production, distribution and consumption
         ii. Wants and needs
         iii. Economic terms
      d. Citizenship
         i. Civic and government
         ii. Living in a democracy
         iii. My community
   4. Including Families
      a. Using multicultural literature to talk about family diversity and equity issues
      b. Family involvement and family partnerships
      c. Designing curriculum which includes families
   5. Social and Emotional Development
      a. How children learn to get along
      b. Creating a caring community of learners
      c. How children develop feelings of competence and esteem
   6. Language Arts Literacy
      a. Balanced literacy
      b. Writing workshop
      c. Reading workshop
d. Reader’s theater  
e. Literature circles  
f. Literacy centers  
g. Poetry, storytelling  
h. Becoming critical readings & using critical literacy with young children  
i. Analyzing, selecting, and utilizing multicultural literature in an integrated curriculum  

7. Assessment  
   a. Traditional assessment methods  
   b. Performance-based, authentic assessment methods.  
   c. Purposes of assessment  
   d. Planning and implementing assessment  
   e. Using assessment information/data  

8. Field Trips to Support Social Studies and Language Arts Curriculum  
   a. Planning appropriate field trips for each grade level  
   b. Considerations on organizing and taking a field trip  
   c. Integrating the curriculum through field trip investigations  
   d. Field trip design-including utilizing the school environment, out-of-school trips, visitors, and virtual field trips  

7. Teaching/Learning Methods:  
   1. Lecture/Discussion  
   2. Multimedia presentations  
   3. Small group interaction  
   4. Demonstration  
   5. Assigned readings  
   6. Field Trips  
   7. Blackboard assignments  

8. Evaluation Methods:  
   1. Student Learning Outcome #1: Quality of lesson plans for language arts block.  
   2. Student Learning Outcome #2: Quality of extended lesson plan using Teacher Work Sample rubrics.*  
   3. Student Learning Outcome #3: Quality of oral presentation by peer evaluation.  
   4. Student Learning Outcome #4: Quality of Child Study.  
   5. Student Learning Outcome #5: Quality of group research project and individual contributions.  
      (*: Critical Assessment)  

9. Recommended Textbooks/Readings:  
10. **Preparers’ Names and Date:**
   Dr. Anthony Coletta and Dr. Janis Strasser, Spring 2001
   Dr. Holly Seplocha, Fall 2004

11. **Original Department Approval Date:** Spring 2001

12. **Reviser’s Name and Date:** Sue Mankiw, Spring 2010

13. **Department Revision Approval Date:** Spring 2010

14. **Bibliography:**


Websites:


Family Diversity Projects, http://familydiv.org/

National Association for Education of Young Children, http://www.naeyc.org


Rethinking Schools, http://www.rethinkingschools.org

Teaching for Change, www.teachingforchange.org

Teaching Tolerance, http://www.tolerance.org/
## Critical Assessment: Teacher Work Sample Rubrics

**Modified Teacher Work Sample**  
**Assignment #1: Learning Goals**  
**Rubric**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td><strong>1 Unacceptable</strong></td>
<td><strong>2 Acceptable</strong></td>
</tr>
<tr>
<td>1. Significance, Challenge and Variety</td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
</tr>
<tr>
<td>2. Clarity</td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
</tr>
<tr>
<td>3. Appropriateness For Students</td>
<td>Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
</tr>
<tr>
<td>4. Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
</tr>
</tbody>
</table>
## Modified Teacher Work Sample
Assignment #2: Assessment Plan
**Rubric**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Course:</th>
<th>Instructor:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Elements</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Alignment with Learning Goals and Instruction</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
</tr>
<tr>
<td><strong>2. Clarity of Criteria and Standards for Performance</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
</tr>
<tr>
<td><strong>3. Multiple Modes and Approaches</strong></td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
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</tr>
<tr>
<td>4. Technical Soundness</td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
</tr>
<tr>
<td>5. Adaptations Based on Individual Needs of Students</td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
</tr>
<tr>
<td><strong>Element</strong></td>
<td><strong>1 Unacceptable</strong></td>
<td><strong>2 Acceptable</strong></td>
<td><strong>3 Target</strong></td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>1. Alignment with Learning Goals</td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
</tr>
<tr>
<td>2. Accurate Representation of Content</td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
</tr>
<tr>
<td>3. Lesson and Unit Structure</td>
<td>The lessons within the unit are not logically organized (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward the goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the goals.</td>
</tr>
<tr>
<td>4. Use of a Variety of Instruction, Activities, Assignments and Resources</td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheet)</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
</tr>
<tr>
<td>5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate.</td>
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</tr>
<tr>
<td>6. Use of Technology</td>
<td>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
</tr>
</tbody>
</table>
## Modified Teacher Work Sample

**Assignment #4: Instructional Decision-Making**

**Rubric**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Course:</th>
<th>Instructor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sound Professional Practice</td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
</tr>
<tr>
<td>2. Modifications Based on Analysis of Student Learning</td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</td>
</tr>
<tr>
<td>3. Congruence Between Modifications and Learning Goals</td>
<td>Modifications in instruction lack congruence with learning goals.</td>
<td>Modifications in instruction are somewhat congruent with learning goals.</td>
<td>Modifications in instruction are congruent with learning goals.</td>
</tr>
</tbody>
</table>
Modified Teacher Work Sample  
Assignment #5: Analysis of Student Learning  
Rubric

Candidate Name:  
Course:  
Instructor:

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarity and Accuracy of Presentation</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
</tr>
<tr>
<td>2. Alignment with Learning Goals</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
</tr>
<tr>
<td>3. Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
</tr>
</tbody>
</table>
## Modified Teacher Work Sample

### Assignment #6: Reflection and Self-Evaluation Rubric

**Candidate Name:**

**Course:**

**Instructor:**

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
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</thead>
<tbody>
<tr>
<td>1. Interpretation of Student Learning</td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals.</td>
</tr>
<tr>
<td>2. Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
</tr>
<tr>
<td>3. Alignment Among Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
</tr>
<tr>
<td>4. Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve learning.</td>
</tr>
<tr>
<td>5. Implications for Professional Development</td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
</tr>
</tbody>
</table>