Preparing professionals for changing educational contexts

I. Prefix & Number: ECE 352-001
II. Title: Methods in Early Childhood Education I (Social Sciences)
III. Credit: 3 hours
IV. Semester: Spring 2008
Time: Wednesdays, 4:00pm – 6:45pm, CEB 117
V. Instructor: Lillian Englund, M.Ed.
VI. Office Location: CEB 111
VII. Office Hours: By appointment
VIII. Telephone: 895-1122 (Voice Mail)
E-mail: Please use Lillian.englund@unlv.edu

IX. Prerequisite Course(s): None

X. Course Description:
Review of the philosophical background of the early childhood education movement: growth, development, learning patterns of children birth to 8 years old. This course will also examine the strategies for teaching, and evaluating young children, the preparation for teaching this subject and for reporting pupil growth to families.

NAEYC Guidelines Addressed:

Teaching and Learning
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate.

Experiences that promote positive development and learning for all young children.

1. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children. Candidates know, understand, and use a wide array of effective approaches, strategies and tools to positively influence children’s development and learning.

2. Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

3. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all children.

XI. Course Objectives:

Knowledge:

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all young children. (4b)
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (4b) ECE 453

3. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are understood in the contexts of family, culture, and society. (4a, 4c)

4. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content. (4a, 4b, 4c)

5. Incorporate knowledge and strategies from multiple disciplines (for example, health, and social services) into the design of intervention strategies. (4c)

6. Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (4a)

7. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (4c)

8. Demonstrate an understanding of the early childhood profession, its multiple historical philosophical and social foundations, and how these foundations influence current thought and practice. (4a)

Performance (Skills):

1. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (4d)

2. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. (4b, 4d)

3. Use a variety of strategies to encourage children’s physical, social, emotional, aesthetic, and cognitive development. (4b)

4. Develop and implement an integrated curriculum that focuses on children’s needs and interests and takes into account culturally valued content and children’s home experiences. (4a, 4c)

5. Create, evaluate, and select developmentally appropriate materials, equipment, and environments. (4b, 4c)

6. Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities. (4d)

7. Establish and maintain positive, collaborative relationships with families. (4d)

8. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (4d)

Disposition(s):
1. Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences. *(4a, 4c)*

2. Respect family’s choices and goals for children and communicate effectively with families about curriculum and children’s progress. *(4a, 4d)* ECE 453 -3-

3. Support families in making decisions related to their child’s development and parenting. *(4a, 4d)*

XII. Texts, readings, and instructional resources:

Required Text(s):


Recommended Texts:


Current and Classical References:


Recommended Web Sites:

American Association for State and Local History
www.aaslh.org/

American Library Association
Caldecott Award Winners
www.ala.org/alsc/caldecott.html

Coretta Scott King Award Winners
www.ala.org/snt/csking

Association for Childhood Educational International
www.acei.org
Connect for Kids
www.connectforkids.org

Department of Justice Web Page for Children

An Educator’s Guide to Adoption
www.adoptioninformationinstitute.org
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Government Documents
www.ourdocuments.gov

Government Printing Office
www.governmentprintingoffice.org

Kids Voting
www.kidsvotingusa.org

National Archives
www.nara.gov

National Association for the Education of Young Children
www.naeyc.org

National Center for History in the Schools, University of California, Los Angeles
www.sscnet.ucla.edu.nchs

National Council for the Social Studies
www.socialstudies.org

National Geographic Society
www.ngsstore.nationalgeographicsociety

National Wildlife Federation
www.nwf.org/

Nevada Pre-Kindergarten Content Standards
www.doe.nv.gov/standards/standprek.html

Operation Respect
www.dontlaugh.org

Smithsonian National Museum of the American Indian Education Web Page
www.AmericanIndian.si.edu

Teaching Tolerance Project
The Southern Poverty Law Center
www.Teachingtotolerance.org
XIII. Assignments, evaluation procedures and grading policy:

Course Requirements:

**Attendance:** Regular attendance in class is required and you are expected to be on time and stay until class is finished. Any tardiness later than 30 minutes from scheduled class time will be considered to be an absence; more than one absence will result in 5 point deduction from your final grade.

**Midterm: Celebrating our classroom community-group activity (2 students per group):** students will develop a lesson plan celebrating the classroom community (lesson plan/handout format listed below must be followed). The students will introduce an activity (classroom quilt, book, etc.) from the lesson plan in an inclusive preschool classroom. Students must receive prior approval from the instructor and the head teacher of the participating classroom (Classroom head teacher must sign-off on approval form from instructor). Student groups will present the activity to the class; handout required.

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**Social studies unit/lesson plans:** one social studies unit that includes 3-5 page paper introducing your topic based on five articles you have selected on your topic. The unit will include 5 lesson plans. Prior approval of units from the instructor is required to avoid duplication. The Unit/Lesson Plans will be made up of social sciences experiences from which children can explore and learn. You will include numerous activities that are relevant to your theme. Activities should be developmentally appropriate and range from early preschool (2 years of age) to early primary grades (through 7 years of age). The social studies unit/lesson plans will include a description of the lessons/activities included in your unit (brief rationale, objectives, required materials, method of presentation (beginning/middle/end), Nevada Pre-K Standards (or CCSD Power Standards) adaptations and accommodations for young children with disabilities, family involvement, and student/teacher evaluation. You will select one lesson to present to children in an inclusive preschool classroom (prior approval from classroom teacher required).

**Social studies unit/lesson plan presentation (20 minutes):** will include a brief introduction of yourself, your unit, including one interactive social studies lesson from the unit (the lesson you presented in an inclusive preschool classroom), student evaluation, family involvement, necessary adaptations & accommodations for child(ren) with disabilities, Nevada Pre-K Standards (or CCSD Power Standards) and a question and answer period by your peers and the instructor. Handouts for your peers and the instructor are required at time of presentation. Your handout should include a description of the lesson/activity included in your unit (brief rationale, objectives, and required materials, method of presentation, adaptations and accommodations for young children with disabilities, family involvement, and student evaluation). The instructor’s handout should include a self evaluation of your classroom hands-on activity.

**Grading Policy:**

Midterm Diversity Group Project/Presentation 100

Social Studies Unit/Lesson Plans 100

Social Studies Unit & Activity Classroom (50%/Course 50%) Presentation 100

Participation: Includes in-class activities, reflections, and possible quizzes.

Total Points 400
Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the assignments.

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1 Students with Disabilities: The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. “If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex (SSC) in Room 137. The DRC phone number is 895-0866 or TDD-895-0652”. You may also visit their website at http://www.unlv/studentlife/les.

Academic Integrity: UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the handbook of Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education.

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Observance of Religious Holidays: It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes:
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.

**Rebelmail** – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication: information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university.

**Instructor Assessments** - End of term instructor assessments are conducted through Rebelmail. This is the student’s opportunity to comment on and influence instruction at UNLV. Students are highly encouraged to complete the survey for this course through Rebelmail.