Prefix & Number: ECE 352
Title: Methods in Early Childhood Social Sciences
Credit: 3 hours
Semester/Time/Location: Spring 2005 / 4-6:45pm Wednesday / CEB 210
Instructor: Yvonne Randall
Office Location: CEB 149
Office Hours: Monday 12-4:00pm; Wednesday 12-4:00pm
and by appointment
Telephone/Email: 895-1100 / yrandall@unlv.nevada.edu
Prerequisite Courses: ECE 250

Course Description
This course is designed to examine the philosophical background of early childhood education as it pertains to the professional, the students, the families, and the community. Examining the field, the processes, and the content of Social Studies for children birth to age eight will be addressed in this course along with strategies for teaching and evaluating children, the preparation for teaching this subject, and the reporting of growth to the parents of young children.

NAEYC Guidelines ADDRESSED

4. 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.

a. Connecting with children and families
   - candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children

b. Using developmentally effective approaches
   - candidates know, understand, and use a wide array of effective approaches, strategies and tools to positively influence children’s development and learning

c. Understanding content knowledge in early education
   - 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

d. Building meaningful curriculum
   - candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all children.
Course Objectives

Knowledge

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional 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. (4.b)
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (4.b)
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. (4.a, 4.c)
4. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content. (4.a, 4.b, 4.c)
5. Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies. (4.c)
6. Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (4.a)
7. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (4.c)
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. (4.a)

Performance (Skills)

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner than ensures that all students are learning.)

1. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (4.d)
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. (4.b, 4.d)
3. Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development. (4.b)
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. (4.a, 4.c)
5. Create, evaluate, and select developmentally appropriate materials, equipment, and environments. (4.b, 4.c)
6. Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities. (4.d)
7. Establish and maintain positive, collaborative relationships with families. (4.d)
8. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (4.d)
Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.)
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. (4.a, 4.c)
2. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress. (4.a, 4.d)
3. Support parents in making decisions related to their child's development and parenting. (4.a, 4.d)

REQUIRED TEXTBOOK(S)

SUPPLEMENTAL TEXTS AND/OR MATERIALS
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY
All assignments will be due on the assigned days unless arrangements have been made with the professor. If the assignment is late and no arrangements have been made, one letter grade will be deducted for each day an assignment is late. A missed midterm cannot be made up and will result in a score of 0 (zero). Any missed notes will be the student's responsibility.

Course requirements:
1. Regular attendance, completion of assigned readings, and participation in class is expected. After 3 absences, 5 points will be deducted for each absence from the final grade.

2. Group discussions related to the assigned readings and completion of study questions will be expected. Students are to hand in answers to the questions provided on the course outline.

3. Students will conduct an Internet search of websites available to teachers to create a social studies instructional center activity for a specific age group (3-5 years or 6-8 years). Students will utilize no less than 5 and no more than 10 websites on the topic. A brief overview/summary of the student's project will be presented during class and handouts are to be provided for class participants. A detailed summary of websites and their description will be provided to the instructor.

4. Students will complete a thematic unit based on one of the workshop topic areas provided in class (national/current events, history, geography, economics, democracy). The thematic unit will be based on a specified age group (3-5; 6-8) and will consist of 10 lesson plans. A complete write up of the thematic unit will be handed in to the professor. Students are expected to provide the following information in their thematic unit while adhering to the CCSD Curriculum Essentials Framework:
   • long range goals for the thematic unit
   • topics to be covered for each of the ten lessons
   • individual topic objectives for the lesson (minimum of 3)
   • methods for instructing each of the ten lessons
   • materials required for each of the ten lessons
   • methods for assessing student progress (rubrics)

5. Students will select one lesson plan from their thematic unit and prepare a poster presentation. The student will present their poster and topic area on the corresponding class night (e.g., a poster/topic on past presidents would be presented during the History Workshop). Each student will provide handouts for workshop attendees. The poster and handout materials are to include: long range goals, topic objectives, methods for instruction, required materials, and method for assessing
student progress.
Assignment Values
Weekly Question/Answers (15 @ 2 points each) 30 points
Internet/Website Topic 10 points
Midterm 15 points
Thematic Unit Project 30 points
Poster/Topic Presentation 15 points
Total 100 points

Grading Criteria
A: 93-100
B: 85-92
C: 78-84
D: 71-77
F: 0-70

Disability Resource Center
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 Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 895-0652.

Academic Integrity Statement
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 (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

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.
**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>REQUIRED READINGS / ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 19, 2005</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td>January 26, 2005</td>
<td>These are the Social Studies; Thinking and Concept Formation</td>
<td>Chapter 1 (p. 3: # 3, 4, 5) Chapter 7 (p. 181: # 3, 4)</td>
</tr>
<tr>
<td>February 2, 2005</td>
<td>Planning to Teach; Resources for Learning</td>
<td>Chapter 2 (p. 23: # 4,5) Chapter 4 (p. 83: # 1,2)</td>
</tr>
<tr>
<td>February 9, 2005</td>
<td>Celebrating Diversity</td>
<td>Chapter 3 (p. 59: # 4,5)</td>
</tr>
<tr>
<td>February 16, 2005</td>
<td>Social Skills</td>
<td>Chapter 5 (p. 126: # 4, 5)</td>
</tr>
<tr>
<td>February 23, 2005</td>
<td>Attitudes &amp; Values</td>
<td>Chapter 6 (p. 157: # 3, 4)</td>
</tr>
<tr>
<td>March 2, 2005</td>
<td>Student Website Topics</td>
<td>Internet/Website Written Assignment and Presentation Due</td>
</tr>
<tr>
<td>March 9, 2005</td>
<td>CCSD Curriculum; Social Studies for Students with Special Needs; Midterm Review</td>
<td>CCSD Curriculum Website</td>
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<tr>
<td>March 16, 2005</td>
<td><strong>Midterm Exam</strong></td>
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<tr>
<td>March 23, 2005</td>
<td>Spring Break</td>
<td>No Class</td>
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<tr>
<td>March 30, 2005</td>
<td>Return Midterm Exams</td>
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<tr>
<td>April 6, 2005</td>
<td>National/Current Events Workshop</td>
<td>Chapter 6; <strong>Student Presentations</strong></td>
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<tr>
<td>April 13, 2005</td>
<td>History Workshop</td>
<td>Chapter 8; <strong>Student Presentations</strong></td>
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<tr>
<td>April 20, 2005</td>
<td>Geography Workshop</td>
<td>Chapter 9; <strong>Student Presentations</strong></td>
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<tr>
<td>April 27, 2005</td>
<td>Economics Workshop</td>
<td>Chapter 10; <strong>Student Presentations; Thematic Unit Projects Due</strong></td>
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<tr>
<td>May 4, 2005</td>
<td>Democracy Workshop</td>
<td>Chapter 6; <strong>Student Presentations</strong></td>
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<tr>
<td>May 11, 2005</td>
<td>Final Wrap-Up</td>
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<tr>
<td>Proficiency</td>
<td>Format (organization)</td>
<td>Completeness of Information</td>
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<td>Acceptable (10-12 points)</td>
<td>Frequently organized with occasional lapses. APA style with minor errors. Spelling and grammar with few minor errors. Lesson plan hard to follow and may not be replicated in its entirety. Flow between the frames of information lacks clarity.</td>
<td>Provides information for replication with minor attempt at research. Current information and use of major researchers. Lesson plan lacks organizations but may appear sequential in order.</td>
</tr>
<tr>
<td>Unacceptable (0-9 points)</td>
<td>Somewhat difficult to follow. Sometimes organized. APA style seldom used. Spelling and grammar with many errors. Short in length. Lesson plan is not replicable. Lacks fluidity between</td>
<td>Outdated information. Major attempt at research is missing. Lesson plan has no organization or methodology. Lesson plan appears thrown together or is not sequential in order.</td>
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the frames of information on the poster board.