“Preparing Professionals for Changing Educational Contexts”

Syllabus

Department of Special Education
College of Education, University of Nevada, Las Vegas

Course Prefix and Number: ECE 352 CC1
Course Title: Methods in Early Childhood Education I (Social Sciences)
Credit Hours: 3
Semester: Spring 2007
Instructor: Mia Youhne
Class Time: F/S (Feb. 16 – March 10)
Class Location: EOB
Office/Hours: CEB 147
               Wednesdays & Thursdays: 1:00 pm-3:30 pm
               Or by appointment
Telephone: 895-1106
           e-mail: youhne@unlv.nevada.edu

Prerequisite Course(s): None

Course Description:

Review of the philosophical background of the early childhood education movement: growth, development, learning patterns of children birth to 8 years old. Strategies for teaching, and evaluating young children, 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.
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)

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, 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)*

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

Texts, readings, and instructional resources:

**Required Text(s):**


**Recommended Texts:**


**Current and Classical References:**


NAEYC.


**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/cs king

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

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
Teachingtotolerance.org
Assignments, evaluation procedures and grading policy:

Course Requirements:

**Attendance/Participation:** 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; absences will negatively affect your grade.

**Midterm:** Celebrating our classroom community-group activity (4 students per group). Students will develop a preschool classroom 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. **Students must receive prior approval from the instructor.** Student groups will present the activity to the class; handout required. **(Midterm Presentation: 02/24) (100 pts.)**

**Assignment #1. Social studies unit/lesson plans.** One social studies unit that includes 10 lesson plans will be completed by each student. Prior approval of units from the instructor is required to avoid duplication. The Unit/Lesson plans will be made up of social sciences experiences that 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 & approval from the instructor).** **(Due Date: 03/09) (100 pts.)**

**Unit Themes:**
- Your choice (e.g. Myself and My Family/Different Kinds of Families; Our school, My Neighborhood; Diversity and Unity in Our Classroom; Building Connections to Home and Community Through Active Experiences; Living in a Democracy- From Choices to Voting; Beginning Economic Concepts- The Young Child as a Consumer; Earth- The Place We Live; Community Workers; Toys Around the World; World Music; Peace Throughout the World; Yesterday, History- Past, Present, and Tomorrow; The Young Geographer)

**Assignment #2. Social studies unit/lesson plan peer presentation (5-10 minutes).** Will include a brief introduction of yourself, your unit, including one interactive social studies lesson from the unit (must be one of two lessons 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 each lesson/activity included in your unit (brief rationale, objectives, 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 hands-on activity.** **(Guidelines included with Course Syllabus; Due Date: 03/09) (50 pts. activity in the preschool classroom + 50 pts. in class presentation)**

**Grading Policy and Instructional Methods:**

A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

Points will be deducted for late work. Assignments submitted after the due date, but during the same week, will be accepted with a 5% penalty from the total points for the assignment. Work that is submitted
Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (10 – 12 point font and double spaced) with correct APA (5th Ed.) style, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

Points for each evaluation requirement will be assigned and grades will be based on the percentage earned of the total points using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>285 – 300</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>B+</td>
<td>261 – 269</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>C+</td>
<td>231 – 239</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>180 – 209</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>B</td>
<td>249 – 260</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>C</td>
<td>219 – 230</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>F</td>
<td>179 and below</td>
<td>0 – 59%</td>
</tr>
<tr>
<td>A -</td>
<td>270 – 284</td>
<td>90 – 94%</td>
</tr>
<tr>
<td>B -</td>
<td>240 – 248</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C-</td>
<td>210 – 218</td>
<td>70 – 72%</td>
</tr>
</tbody>
</table>

Midterm Diversity Group Project/Presentation: 100
Social Studies Unit/Lesson Plans (10 plans): 100
Unit/Lesson Plan Classroom Activity (50%) & Peer Presentation (50%): 100

**Total Points**: 300

Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the assignments.
## Class Schedule:

<table>
<thead>
<tr>
<th>Sessions, Dates</th>
<th>Topics</th>
<th>Reading Assignments/Due Dates</th>
</tr>
</thead>
</table>
| **Session 1**   | Introductory class- Overview of course requirements  
Social Studies & the Young Child  
Social studies – Curriculum goals | Seefeldt, Chapters 1 & 2 |
| Feb. 16         |        |                              |
| **Session 2**   | Planning to Teach Social Studies  
Celebrating Diversity  
Resources for Learning | Seefeldt, Chapters 3 & 4  
Pre-approval for Group Projects Due (for Midterm Presentation) |
| Feb. 17         |        |                              |
| **Session 3**   | Self, Others, & the Community: Social Skills  
Attitudes & Values  
Thinking & Concept Development | Seefeldt, Chapters 5, 6, & 7  
Pre-approval for Units Due (for Final Presentation) |
| Feb. 23         |        |                              |
| **Session 4**   | Midterm: Presentations  
History: Yesterday, Today, & Tomorrow  
Geography & Young Children | Seefeldt, Chapters 8 & 9  
Head Teacher Approval Form Due for Unit (Final Presentation) |
| Feb. 24         |        |                              |
| **Session 5**   | Beginning Economics | Seefeldt, Chapters 10 |
| March 2         |        |                              |
| **Session 6**   | Working day |                             |
| March 3         |        |                              |
| **Session 7**   | Final: Unit Presentations | Social Studies Thematic Units Due |
| March 9         |        |                              |
| **Session 8**   | Final: Unit Presentations* |                             |
| March 10        |        |                              |
### ECE 352 Methods in Early Childhood Social Sciences

**Presentation(s) Project(s) Rubric (50 points)**

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (organization) (15%)</th>
<th>Completeness of Information (20%)</th>
<th>Presentation (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td>Consistent organization. APA style used. Spelling and grammar elements with few or no errors. Lesson plan is replicable and relevant to selected topic.</td>
<td>Provides enough information for replication. Thorough investigation. Current information. Major research of topic. All lesson plan elements present. Lesson plan organized in logical sequential order.</td>
<td>Logical flow. Understandable to audience. Sticks to the topic. Visuals used. Sticks to time limit. Checks for understanding.</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>Frequently organized but has occasional lapses. APA style with minor errors. Spelling and grammar with few minor or one major error. Lesson plan is hard to follow and may not be replicable in its entirety.</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>
<td>Semi-logical flow. Too high to too low for audience. Personal stories without trying to research. Sticks to time limit, but runs out of time. Check for understanding.</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></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.</td>
<td>Outdated information. Major attempt at research is missing. Lesson plan has no organization or methodology. Lesson plan appears thrown together and is not sequential in order</td>
<td>Illogical. Too high or too low for audience. Off-course. Little or no use of visuals. Exceeds time limit. No check for understanding.</td>
</tr>
</tbody>
</table>
Additional Statements of Rules and Regulations - Academic Integrity Statement

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UNLV and its College of Education demand a level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Office of the Dean of the College of Education (301).

In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean’s office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

If you have a documented disability that requires assistance, you will need to go to Disability Services (DS) for coordination in your academic accommodations. DS is located within the Learning Enhancement Services office in the Reynolds Student Services Center, room 137. The DS phone number is 895-0866 or TDD-895-0652. You may visit their website at www.unlv.edu/studentlife/les

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).

Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component, if included in the course.

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.