Department of Early Childhood, Multilingual, and Special Education  
College of Education  
University of Nevada, Las Vegas

I. Prefix and Number: ECE 453  
II. Title: Methods in Early Childhood Education: Social Sciences  
III. Credit: 3 hours  
IV. Semester: Spring 2019  
V. Instructor & Email: Dr. Hailey Love, PhD  
VI. Class Time & Location: Wednesdays, 4-6:45 pm; CEB 239  
VII. Office Hours & Location: Tuesdays 10 am-12 pm, Wednesdays 3-4 pm, or by appointment; CEB 110  
VIII. Office Phone & Email: 702-895-1104, hailey.love@unlv.edu

IX. Prerequisite Course(s): ECE Major and ECE 250

X. 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. This will be done by examining the field, the processes, and the content of Social Studies for children birth to age eight. This course will also examine the strategies for teaching and evaluating children, preparation for teaching this subject, and the reporting of growth to families of young children.

XI. Course Objectives  
InTASC Standards Addressed:  
Standard 1.0 Learner Development  
Standard 2.0 Learning Differences  
Standard 3.0 Learning Environments  
Standard 4.0 Content Knowledge  
Standard 5.0 Application of Content  
Standard 6.0 Assessment  
Standard 7.0 Planning for Instruction  
Standard 8.0 Instructional Strategies  
Standard 9.0 Professional Learning and Ethical Practices  
Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:  
Standard 1: Promoting Child Development and Learning  
Standard 2: Building Family and Community Relationships  
Standard 3: Observing, Documenting, and Assessing to Support Young Children  
Standard 4: Using Developmentally Effective Approaches  
Standard 5: Using Content Knowledge to Build Meaningful Curriculum  
Standard 6: Becoming a Professional  
Standard 7: Field Experiences
Knowledge: Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge

1. Discussion and projects on theoretical foundations across domains in Early Childhood Education. InTASC1.e, InTASC2.g, InTASC3.o, InTASC4j, NAEYC 4a, NAEYC4b, NAEYC4c
   Measurement/Evaluation: Article Reviews and Research Project

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

1. Discussion and projects on application of developmental practices across domains in Early Childhood Education. InTASC 5.a, InTASC7.a, InTASC8.a, NAEYC 4a, NAEYC4b, NAEYC4c, NAEYC4d
   Measurement/Evaluation: Discussion Postings and Rubric Presentation

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. NAEYC 4a, 4c, 4d and InTASC 9, 10

1. Discussion and projects on current issues and trends across domains in Early Childhood Education. InTASC9n, NAEYC 4a, NAEYC4c, NAEYC4d
   Measurement/Evaluation: Discussion Postings

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil
penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/

Religious Holidays Policy – 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 make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, February 1st, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades – The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of coursework for this semester, but for reason(s) beyond the student’s control, and acceptable to the instructor, they cannot complete the last part of the course. A student who receives an I is responsible for making up whatever work was missing at the end of the semester. If course requirements are not completed by the end of the following semester, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.
UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

XII. Texts, Readings, and Instructional Resources:

Required Text:


Supplemental Readings:

**Professional Resources:**
National Association for the Education of Young Children - http://www.naeyc.org
- *Young Children* - Practitioner journal for NAEYC
Zero to Three - http://www.zerotothree.org
The Division for Early Childhood (DEC) –http://www.dec-spied.org
- *Young Exceptional Children* - Practitioner journal for DEC
Nevada Association for the Education of Young Children - http://www.nevaeyc.org/
The Council for Exceptional Children (CEC) –http://www.cec.org
UNLV Library –http://www.library.unlv.edu/
Purdue OWL APA Style Guide –https://owl.english.purdue.edu/owl/section/2/10/

**Description of Instructional Procedures:**
This is an in-person class that will include some online coursework. The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; and media presentations. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; papers reviewing articles; application projects; and Canvas postings and/or discussions.
XIII. Assignments, Evaluation Procedures, and Grading Policy

1. Student Survey (10 points):
This survey will help me better understand your background, interests, and learning needs. Please complete the survey honestly and with as much detail as you would like to provide. Surveys will be submitted using a Qualtrics link that will be provided on the first day of class. The survey requires a password that is embedded in this syllabus.

2. Two Journal Article Reviews (50 points each; 100 points total):
Select, read, and critique a research study or educational article on social studies (or a social studies-relevant topic) in early childhood education. During the search for an appropriate study, it is hoped that students will learn about the many types of professional journals available in the university library and the information they contain. Students will complete two article reviews. The first journal article must be approved by the instructor in advance; it is optional, but highly recommended that the second article is approved as well. The article must be published after 2009 for full points. The first article that is reviewed must be an empirical study, meaning it is producing original data about children and/or their families, rather than just describing a teaching strategy, activity, or intervention. The second article may be an empirical study, teaching strategy/activity description, or other practice-focused article.


Required parts for the article review:
- **Title Page:** Includes title of the article, author(s) who wrote the article, name of the student, and the date.
- **Purpose/Research Question(s):** Paraphrase what the researchers identified as the overarching purpose of the research study or article. Additionally, summarize an argument/reasons for the importance of the article’s topic or the teaching strategies/skills discussed.
- **Participants & Setting:** Information on the participants in the study or the target population of the teaching strategies/activities used (e.g., age(s), sex, ethnicities, socioeconomic background, disability, if applicable; percentages are acceptable). Also, describe the setting for the teaching strategies or intervention (e.g., preschool program, toddler room, elementary school, resource special education room, home).
- **Materials/Implementation Tools:** Clearly describe the materials for the intervention or teaching strategies/activities (e.g., classroom materials, professional development needs).
- **Instructional Procedures:** List the person or people responsible for implementing the teaching strategies. Clearly describe the instructional procedures needed to implement the teaching strategies or apply the topics being discussed (Step by step; think task analysis).
• **Measurement:** Describe what the dependent variable(s) are, and how the researchers are measuring it (e.g., the skill or perspective/belief an intervention is supporting, and how that’s assessed). This section may not be applicable for a non-empirical article (that is, an article that is just describing a teaching strategy or approach rather than assessing it).

• **Results:** Clearly describe the results of the intervention or the effects of using a certain approach/teaching strategy. What was the observed outcome of the intervention or teaching strategy? Did it work for all children; if not, who did it work for?

• **Discussion:** Why or why didn’t this intervention or teaching strategy work? Is it a worthwhile study or description of a teaching strategy? What were some limitations?

• **Implications:** Explain what this means for educators. Does it suggest changing how instruction has traditionally been done, or approaching a certain population differently? What implications does it have to planning, implementing, and assessing social studies lessons?

• **Reflection:** Describe how you might implement this intervention or teaching approach/strategy in your future classroom – be specific about what that would look like for a particular type of classroom, such as a preschool or early elementary classroom, a classroom serving a certain population of children, etc. Additionally, pose 1-2 questions you still have about implementing this intervention or teaching strategy. Is there anything unclear that would prevent you from implementing the strategy in your classroom? Are there details you would want more information about.

• **References:** Include APA 6th Ed. citation of the article and any classroom materials you drew from. See the “Texts, Readings, and Instructional Resources” section for examples; we will also discuss this in class.

If you are not able to discuss all of these components for a research article (with the exception of Measurement for non-empirical articles), then you should not select that article to review. Note that you will review the empirical article in your family newsletter later in the semester so it should reflect the early childhood education age range you want to focus on for that assignment as well (e.g., infant/toddler, 3-5 years, Kindergarten, etc.).

**Journal Article Grading:**

**Organization & APA:** Grammar, spelling, title page, references page, APA style  
10 pts.

**Content:** Purpose, Participants & Setting, Materials, Procedures, Measurement, Results  
20 pts.

**Application:** Discussion, Implications, Reflection  
20 pts.

Total: 50 pts.
3. Lesson Plans & Assessment (110 points each; presentation 20 points; 240 points total):
Design two social studies lesson plans and rubrics for performance-based lessons. Each submitted assignment will include: (1) the lesson plan upon which each rubric is based, focusing on a selected early childhood age range (e.g., preschool/3-5 yrs; 1st, 2nd, or 3rd grade) and addressing different student learning needs using UDL principles, (2) the assessment plan and rubric, and (3) a discussion of how the rubric could be used to determine future planning and instruction (e.g., what would come after this lesson; should be about 1 paragraph). The first lesson plan and rubric will be due mid-semester and the second lesson plan and rubric will be due towards the end of the semester. Students will present their second social studies lesson plan and rubric assignments in class.

Lesson Plan 80 pts.
- Developmental Focus on a select early childhood age range 5
- Nevada Early Learning Standard or Social Studies Standard 5
- Curricular Objective(s)/Activity Goal(s) and Prerequisites 5
- Materials & Equipment 10
- Activity Description (instructional sequence, key concepts, and key vocabulary) 40
- Incorporation of UDL Principles 15

Assessment 30 pts.
- Logistics: Type of Assessment, Timing, Objective 10
- Description of behaviors, skills, and/or knowledge criteria being assessed 10
- Assessment Rubric 5
- Utility for future planning and instruction 5

Presentation (2nd Lesson Plan & Assessment ONLY) 20 pts.
- Reviews Lesson Plan & Rationale 10
- Discusses Assessment 10

4. Family Newsletter (100 points total):
Create a newsletter to communicate the major areas of social studies that will be covered in your (future) class to families. Students will describe at least two social studies topic areas they (as the teacher) will educate children in, including (1) the importance of the topics, (2) activities they will use to teach social studies topics in developmentally-appropriate ways, and (3) how families can continue children’s social studies learning at home. Finally, (4) the newsletter will include a brief overview of the empirical research article you reviewed (from the Journal Article Review assignment) with implications for families (e.g., what it means for families supporting their children in social studies-related knowledge and skills). The newsletter should be written in a way that is widely accessible by families. All newsletters should be aesthetically pleasing, include language appropriate for the target audience, and provide relevant references and resources. Components of the newsletter include:

- Focus on a specific early childhood age range (e.g., infant/toddler, 3-5 years, Kindergarten, etc.) –the same age range as your empirical article from the Journal Article Reviews assignment
- Describe at least two social studies topic areas discussed in the course (e.g., self, others, and community; social skills; the environment and geography; valuing diversity; economics; global connections)
• Explain the importance of each of the two topics to children’s development and lives (e.g., why is it important that children understand how to care for the environment, how could they use this in their future education/life)

• Describe at least one classroom activity per social studies topical area (e.g., summarize a classroom activity you would do that supports children’s understanding of their community; do not use the activities you described in your lesson plan assignments)

• Briefly discuss the empirical article you reviewed for the Journal Article Review assignment, including (a) a brief description of the procedures and findings of the study in non-technical terms; (b) at least two recommended at-home activities or community resources based on the research findings (e.g., based on the study, what local families can do to support their children’s social studies knowledge). The research article and its implications do not need to match the topic areas you previously discussed in the newsletter but it should match the same age range as the rest of the newsletter.

Family Newsletter Grading:
Developmental focus on a specific early childhood age range 5
Description of two social studies topic areas 20
Discussion of the importance of each social studies topic area 10
Description of two classroom activities (1 per social studies topic area) 30
Brief overview of empirical article:
  Brief description of article procedures and findings 15
  Implications for families: 2 relevant home activities or resources 10
Overall accessibility and creativity of newsletter 10
Total: 100 pts.

6. Participation & Attendance Points (50 points):
Attendance and participation are essential for mastery of course content. This will be a very interactive class and students are encouraged to take a proactive role in their own learning. Students are expected to come to class each week prepared to discuss and respond to main topics from the readings. Additionally, students will also be expected to participate in any online discussion posts in a timely fashion. For full participation and attendance credit, students are expected to (1) arrive on time, (2) participate through active engagement and/or discussion (including online discussion), (3) attend all of class and not leaving early. Some participation points may be explicitly associated with certain classroom activities or tasks, such as online discussion postings. Participation points cannot be made up if students miss class. If you know you will be missing a class ahead of time and have extenuating circumstances allowed for in University policy (e.g., representing UNLV in an official extracurricular activity, observing a religious holiday), contact the instructor ahead of time.

Course Grading:
Student Survey 10 points
Article Reviews 100 points (50 points each)
Lesson Plan & Rubric Assignment 240 points (110 points each paper, 20 points presentation)
Family Newsletter 100 points
Participation & Attendance 50 points
Total 500 points
Grading Policy (%):

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>A-</td>
<td>88-89</td>
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<td>B+</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>59 and below</td>
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Administrative Requirements and Course Policies:

1) **Late Submission Policy:** Assignments are due by 11:59 pm on their due date and should be turned in online via Canvas, unless otherwise instructed. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted.

2) **All assignments MUST be completed according to APA 6th edition standards,** including typed, double-spaced, with in-text references, and a full references list. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th edition style.

3) **Class communication will primarily be done through Canvas and RebelMail.** Students should make sure they have access to the course on Canvas and make sure to consistently check both their email and Canvas for class updates or information.

Community Expectations:

Students are expected to demonstrate professional behavior at all times. This includes:

- **Learning Collaboratively:** We are, in part, responsible for each other’s learning. Read carefully and come ready to discuss readings. Actively listen to peers before responding. Contribute to class activities and discussions. Refrain from inappropriate or personal comments about other students, the instructor, and any classroom guest speakers. The password to complete the Student Survey is “Early Childhood Rocks”.

- **Thinking Critically:** Embrace the spirit of inquiry. Seek to understand the ideas of your peers and of the authors. It’s okay to disagree. Be self-reflective of your own assumptions and beliefs. Be confident in your ability to contribute a unique perspective, but it is okay to change your mind based on new knowledge and discussion.

- **Taking Risks & Suspending Judgment:** Support your peers to take risks. By “trying on” the ideas of others and stepping outside our comfort zones, we can compare our experiences in this class to our prior knowledge/experiences. Be open to new ways of interacting and participating. This class is a safe environment, and is open to opinions from students, regardless of the content.

- **Communicating Openly:** Communicate with the professor promptly about any confusion, frustration, or anxiety related to the course. My goal is to respond to emails received during the week within 48 hours, so if you do not get a reply after 48 hours, please feel free to email again.

- **Staying Focused on Learning:** Stay actively engaged in all classroom discussions and activities. Cell phones are for emergency use only during class. Students should only use laptops for purposes explicitly related to the course. If a student is repeatedly observed in violation of this expectation, they may be asked to leave the classroom. If that happens, the student forfeits their participation points for that class session.
## XIV. Weekly Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (completed before class)</th>
<th>Assignments (due by 11:59 pm)</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions Syllabus</td>
<td>Seefeldt et al., Ch. 1, Epstein (2014)</td>
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<td>1/23/19</td>
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<td>Week 2</td>
<td>What is ECE Social Studies?</td>
<td>Seefeldt et al., Ch. 1, Epstein (2014)</td>
<td>Student Survey Online Discussion Post</td>
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<td>1/30/19</td>
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<td>2/6/19</td>
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<td>Week 4</td>
<td>Resources for Social Studies Learning</td>
<td>Seefeldt et al., Ch. 3, O’Mahony &amp; Siegel (2008)</td>
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<td>2/13/19</td>
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<td>Optional: Oldendorf &amp; Calloway (2008)</td>
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<tr>
<td>Week 5</td>
<td>Thinking and Concept Formation</td>
<td>Seefeldt et al., Ch. 4</td>
<td>Research Article #1 Approval</td>
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<td>2/20/19</td>
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<td>Week 6</td>
<td>Self, Others, and the Community: Social Skills</td>
<td>Seefeldt et al., Ch. 5, Our Selves, Our Classroom, Our Families Video: <a href="https://www.teachingchannel.org/video/first-grade-social-studies">https://www.teachingchannel.org/video/first-grade-social-studies</a></td>
<td>Research Article #1</td>
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<td>2/27/19</td>
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<td>Optional: Merryfield (2012)</td>
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<td>Week 7</td>
<td>Culture, Diversity, and Values</td>
<td>Seefeldt et al., Ch. 6</td>
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<td>Week 8</td>
<td>Time, Continuity, and Change: History</td>
<td>Seefeldt et al., Ch. 7, <a href="https://www.teachingchannel.org/tch/blog/un-columbus-day">https://www.teachingchannel.org/tch/blog/un-columbus-day</a></td>
<td>Lesson Plan &amp; Rubric #1</td>
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<td>3/13/19</td>
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<td>Week 9</td>
<td>Spring Break</td>
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<td>3/20/19</td>
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<td>Week 10</td>
<td>People, Places, and</td>
<td>Seefeldt et al., Ch. 8</td>
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<td>3/27/19</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<td>Week 11</td>
<td>4/3/19</td>
<td>Production, Consumption, and Decision Making: Economics</td>
<td>Seefeldt et al., Ch. 9</td>
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<td>Week 13</td>
<td>4/17/19</td>
<td>Global Connections</td>
<td>Seefeldt et al., Ch. 11</td>
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<td>Week 14</td>
<td>4/24/19</td>
<td>Social Studies Wrap-Up</td>
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<td>Week 15</td>
<td>5/1/19</td>
<td>In-Class Presentations</td>
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<td>Week 16</td>
<td>5/8/19</td>
<td>In-Class Presentations</td>
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<tr>
<td>Final Exam Week</td>
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