I. Prefix and Number: ECE 453
II. Title: Methods in Early Childhood Social Sciences
III. Credit: 3 Credit Hours
IV. Semester: Spring 2011
V. Instructor: Nicholle Goldstein
VI. Office Location & Hours: CEB 115-By Appointment
VII. Class Location & Time: BEH 213; Wednesdays 4-6:45pm
VIII. Office Phone/Email 528-7554/ WebCampus Mail
IX. Prerequisite Course(s): none

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, the preparation for teaching this subject, and the reporting of growth to the parents of young children.

XI. Course Objectives

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 developmental and learning outcomes for all children.

Knowledge (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge) NAEYC 4a, 4b, 4c
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.) NAEYC 4a, 4b, 4c, 4d

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

XII. Texts, Readings, and Instructional Resources

Required Text


Additional Readings


XIII. Assignments, Evaluation Procedures, and Grading Policy

Academic Requirements

1. Participation
All students are expected to participate in the class activities in the following ways: (1) regular attendance (3 points will be deducted after 2 cumulative absences), (2) presentation of a social studies lesson plan, including all materials and distribution of a copy of the lesson plan to the professor and each classmate, (3) support class learning through active participation in learning events and positively contributing to the class. (10 points)

2. Classroom Plan
Develop a classroom plan including: (1) a portrait of the students (age, grade, culture,
income level, etc.), (2) how you will organize the classroom, (3) how you will include social studies lessons and activities, (4) how you will evaluate learning, and (5) your philosophy of teaching and learning related to social studies. Type your paper (no more than 3 pages in length) using APA standards. (15 points)

3. Social Studies Box
Assemble a social studies box consisting of 10 lesson plans/activities suitable for early childhood aged children. Use a small box (you will need to transport it) to hold the activities. Activities in the box must each be self-contained including all materials (points will be deducted for missing materials) and the lesson/activity plan (follow the format presented in this syllabus). Worksheets are not acceptable for use in the box. All activities are to be designed for individual and small group use. (30 points)

4. Social Studies Unit
Develop a social studies unit that includes: (1) table of contents, (2) the goals of the unit and the goal’s correlation to Nevada’s Learning Standards, (3) a concept map, (4) relevant list of 5 children’s literature titles, (5) 6 internet resources (3 student and 3 teacher), (6) 3 complete lesson plans (follow the format presented in this syllabus) not utilized in the social studies box assignment, and (7) a reflective piece (your thoughts on the use of the unit in your future teaching). (25 points)

5. Social Studies Rubric Presentation
Design a social studies rubric for two performance-based lessons. Present these rubrics to the class. Your submitted paper and the class presentation will include: (1) the rubrics, (2) the lesson plan upon which each rubric is based, (3) a discussion of how these rubrics will be used with children of early childhood age, (4) a discussion of the criteria used to devise the rubrics, and (5) a discussion of how the rubrics can be individualized for ALL students. (20 points)

YOU ARE RESPONSIBLE FOR KEEPING A COPY OF THIS ASSIGNMENT AND THE SCORED RUBRIC FOR YOUR COMPREHENSIVE PORTFOLIO.

Administrative Requirements

All assignments will be due on the assigned days. Assignments must be submitted in a hard copy; no electronic assignment submissions will be accepted. If the assignment is late five points will be deducted for each day an assignment is late.

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
<td>C-</td>
<td>70 – 72</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
<td>D+</td>
<td>67 – 69</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
<td>D</td>
<td>63 – 66</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
<td>D-</td>
<td>60 – 62</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
<td>F</td>
<td>59 or less</td>
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### Weekly Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Introduction and overview of course requirements</td>
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<tr>
<td>January 26</td>
<td>Developmentally Appropriate Practice</td>
<td>Seefeldt, Ch. 4</td>
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<tr>
<td></td>
<td>Creating a Learning Environment</td>
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<td></td>
<td>Learning and DAP</td>
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<tr>
<td>February 2</td>
<td>No CLASS – Independent Work</td>
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<tr>
<td>February 9</td>
<td>Planning and Implementing Effective Small and Large Group Activities</td>
<td>Seefeldt, Ch. 1</td>
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<tr>
<td>February 16</td>
<td>Multiple Intelligences Theory Organizing Space, Materials, Time, and Children’s Groups</td>
<td>Seefeldt, Ch. 7</td>
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<tr>
<td>February 23</td>
<td>Planning for Social Studies Curriculum Promoting Self-Discipline in Young Children</td>
<td>Seefeldt, Ch. 2</td>
<td>Classroom Plan Due</td>
</tr>
<tr>
<td>March 2</td>
<td>Civics and Government Authentic Assessment</td>
<td>Seefeldt, Ch. 6</td>
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<tr>
<td>March 9</td>
<td>History Family Involvement</td>
<td>Seefeldt, Ch. 8</td>
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<tr>
<td>March 16</td>
<td>SPRING BREAK</td>
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<tr>
<td>March 23</td>
<td>Geography and the Environment Aesthetic and Affective Domains of Curriculum</td>
<td>Seefeldt, Ch. 9</td>
<td>Social Studies Box Due</td>
</tr>
<tr>
<td>March 30</td>
<td>Children’s Literature in Social Studies Curriculum</td>
<td>Seefeldt, Ch. 4</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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| April 6 | Friendships
Physical and Social Domains of Curriculum                        | Seefeldt, Ch. 5 |
| April 13| Bringing Curriculum to Life
Integrating Curriculum Through Play                                 |             |
|         |                                                                      | Social Studies Unit Due |
| April 20| Economics, Anthropology, and Archaeology
Integrating Curriculum Through Themes and Projects                   | Seefeldt, Ch. 10 |
| May 4   | Valuing Cultural Diversity                                          | Seefeldt, Ch. 3   |
| May 11  | Student Presentations                                                |             |
University Policies

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/committees/copyright/.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

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 last day of late registration 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 which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

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, #22 on the current UNLV map. 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.

Any other class specific policies (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on pagers/mobile phones, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)
# Lesson/Rubric Presentation

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (organization)</th>
<th>Completeness of Information</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Consistent organization. APA style used. No spelling and/or grammar errors. Lesson plan/rubric is replicable and relevant to selected topic.</td>
<td>Provides enough information for replication. Thorough investigation of topic/lesson. All lesson plan/rubric elements present. Lesson plan/rubric 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>Meets Expectations</strong></td>
<td>Organized but has occasional lapses. APA style with minor errors. Some spelling and/or grammar errors. Lesson plan/rubric is hard to follow and may not be replicated in its entirety.</td>
<td>Provides information for replication with minor investigation attempt. Current information. Lesson plan/rubric lacks organizations but may appear sequential in order.</td>
<td>Semi-logical flow. Too high to too low for audience. Personal stories without connection to lesson/rubric. Does not stick to time limit. Checks for understanding.</td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>Difficult to follow. Unorganized. APA style seldom used. Many spelling and/or grammar errors. Lesson plan/rubric is not replicable.</td>
<td>Outdated information. Major attempt at investigation is missing. Lesson plan/rubric has no organization or methodology. Lesson plan/rubric is not sequential in order.</td>
<td>Illogical. Too high or too low for audience. Off topic. Little or no use of visuals. Exceeds time limit or uses half or less of available time. No check for understanding.</td>
</tr>
</tbody>
</table>
Lesson Plan Format

Domain:

Activity Name:

Goal(s):

Objectives:
  1.
  2.
  3. etc.

Materials:

Procedures:

Simplification:

Extension:

Evaluation of Lesson and Learner(s):