Methods in Early Childhood: Social Sciences

I. Prefix and Number: ECE 453
II. Title: Methods in Early Childhood: Social Sciences
III. Credit: 3 Credit Hours
IV. Semester: Summer 2011
V. Instructor: Dr. Michelle Tannock
VI. Office Location: CEB 121
VII. Office Hours: All communication for this course must be conducted via WebCampus MAIL
VIII. Office Phone: 895-2966
   E-Mail: tannockm@unlv.nevada.edu
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. **Discussion Postings ~ Due July 14, 21 & 28, August 4 by 5:00 pm**
   Students will be assigned to discussion groups. Discussions are related to chapter/course topics. Students will earn 5 points for participating in weekly discussions. Discussion participation must be completed by 5 p.m. PDT on Thursday of each week.

   Participation includes two parts: (1) responding to the posted discussion item (2.5 points), and (2) responding to a response of at least one other student in your discussion group (2.5 points). *For both your initial response, and your response to the posting of at least one other student, the basic length should be 2-3 paragraphs and all postings should be comprehensive in scope and depth.*

   This assignment must be completed in groups via the discussion icon/link. (4 discussions; 5 points per discussion; 20 points possible in total).

2. **Social Studies Article Reviews ~ Due July 29**
   Select two social studies journal articles and write a reflective paper about each article. Answer the following questions in your papers: (1) Do you agree or disagree with the article? (2) What are the implications for early childhood teachers? (3) How would you implement the ideas presented in the article in your teaching? (4) Do the ideas presented reflect Instructional Best Practices? (5) Do the ideas presented in the article foster inquiry? In addition your paper will include: (1) the important ideas of the article, (2) your response to these ideas (include your comments, questions, and thoughts). Type your reference list and paper (no more than two pages in length for each review) using APA standards. (10 points per review; 20 points possible in total)

3. **Social Studies Rubric Presentation ~ Primary Assignment ~ Due August 5**
   Design two social studies rubrics for performance-based lessons. Post these rubrics for the discussion group. Your submitted paper 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)

4. **Social Studies Research Project ~ Due August 12**
   Students may choose a topic area or the instructor will assist in the determination of topic areas. *Topic areas must be determined, and approved by the instructor, by July 22.* Students will plan and generate a presentation which explores social studies in early childhood education. The presentation will be posted for your discussion group to review. Presentations should be in Microsoft power point with a one page summary/handout in a Microsoft document that classmates may download for future reference.

   All presentations should be comprehensive in scope, aesthetically pleasing, include appropriate language. Presentations will include: 1) introduction (why the topic is important), 2) issues for the topic (conceptual and practical problems), 3) strategies worth considering in exploring the topic, 4) questions that you may be struggling with, 5) articulate why this topic is important to you and warrants a place in early childhood education, and, 6) references. (40 points)
Administrative Requirements

All assignments will be due on the assigned days unless arrangements have been made with the instructor. Due to the accelerated format of this course, one point 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>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<tr>
<td>D+</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>63 – 66</td>
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<tr>
<td>D-</td>
<td>60 – 62</td>
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<td>F</td>
<td>59 or less</td>
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All assignments must be posted to the assignment drop box on the left side of your Webcampus home page. If an assignment description in the syllabus requests you to upload your assignment to a discussion group for viewing by your classmates, this is in addition to submitting your assignment via the assignment tab for grading.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11 to July 15</td>
<td>Introduction Creating a Learning Environment Learning and DAP</td>
<td>Seefeldt, Ch.1</td>
<td>Discussion Due</td>
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<td>July 18 to July 22</td>
<td>Planning and Implementing Effective Small and Large Group Activities Multiple Intelligences Theory Organizing Space, Materials, Time, and Children’s Groups</td>
<td>Seefeldt, Chs. 4 and 7</td>
<td>Discussion Due</td>
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<td>July 25 to July 29</td>
<td>Planning for Social Studies Curriculum Promoting Self-Discipline in Young Children Civics and Government Authentic Assessment History Family Involvement</td>
<td>Seefeldt, Chs. 2, 6 and 8</td>
<td>Discussion Due</td>
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<tr>
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<td></td>
<td>Social Studies Article Reviews Due</td>
</tr>
<tr>
<td>August 1 to August 5</td>
<td>Geography and the Environment Aesthetic and Affective Domains of Curriculum Children’s Literature in Social Studies Curriculum Cognitive and Language Domains of Curriculum</td>
<td>Seefeldt, Chs. 4 and 9</td>
<td>Discussion Due</td>
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<td></td>
<td>Social Studies Rubric Presentation Due</td>
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<tr>
<td>August 8 to August 12</td>
<td>Friendships Physical and Social Domains of Curriculum Economics, Anthropology, and Archaeology Integrating Curriculum Through Themes and Projects Valuing Cultural Diversity</td>
<td>Seefeldt, Chs. 3, 5 and 10</td>
<td>Social Studies Research Project Due</td>
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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 the Disability Resource Center (DRC) for coordination in your academic accommodations. The Disability Resource Center is located in the Reynolds Student Services Complex, room 137. The DRC phone number is 895-0866 or TTY 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 honesty 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), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301).

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. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <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.
## 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>Exceeds Expectations</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>Meets Expectations</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 replicable 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>Below Expectations</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>
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Lesson Plan Format

Domain:

Activity Name:

Goal(s):

Objectives:
   1. 
   2. 
   3. etc.

Materials:

Procedures:

Simplification:

Extension:

Evaluation of Lesson and Learner(s):