

Rev. May 2007

**Ashland University
Dwight Schar College of Education
Department of Early Childhood
Course Syllabus**

**Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/0**

Course Number: EDEC 414

Course title for the catalog: Curriculum and Methods of Early Childhood Social Studies

Catalog Description:

A study of the social studies curriculum content recommended for pre-kindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, environment materials, and developmentally and individually appropriate practices for all learners.

The prerequisite (s) for this course is (are):

Concurrent enrollment in EDEC 369, 403, 413, 414, and 417.

The enrollment restriction (s) for this course is (are): None.

Course and field/clinical experience objectives (including knowledge, skills, dispositions):

Knowledge:

The teacher education student will have knowledge of:

1. Social studies curricula and programs in early childhood (preK-grade 3) classrooms and environments.
2. Various methodologies used by early childhood teachers when teaching social studies.
3. Current social studies research and theory.
4. Those instructional and/or environmental adaptations and accommodations needed within a preK-grade 3 environment so that all children, regardless of learning diversities and disabilities, can learn social studies content.
5. Developmentally appropriate social studies instruction, integrating the use of constructivist approaches.
6. The history of social studies and its contribution to other content areas.
7. An interdisciplinary approach to teaching social studies; integrating its disciplines (anthropology, economics, geography, political science, psychology, and sociology) with other subject areas, including the language arts.
8. Approaches for adapting social studies materials to best meet students' needs.
9. The *Ohio Academic Content Standards: K-12 Social Studies* and how to use them in classrooms.
10. The influence of the *National Council for the Social Studies Curriculum Standards* on social studies curricula.
11. Appropriate assessment of students' learning of social studies concepts.

12. Social studies resources, including those from the Internet.
13. The processes needed to develop, implement, monitor, and assess social studies-based learning centers within the early childhood learning environment.
14. The cultural diversities influenced by geographic settings, gender differences, race, ethnicity, and language differences.
15. The role of the family in a dynamic and changing society.
16. A variety of strategies used to promote global education, civics, and the use of data sources in a democratic, multicultural society.
17. Conflict resolution programs and appropriate strategies to use them with young children.
18. The role of volunteerism in citizenship education.
19. The role of the family and/or caregivers in young children's understanding of social studies concepts and activities that can support that learning.

Skills:

The teacher education student will be able to:

1. Effectively teach social studies disciplines to all children within a developmentally appropriate environment using best practices.
2. Create developmentally appropriate social studies lessons based on the *Ohio Academic Content Standards: K-12 Social Studies*.
3. Demonstrate appropriate assessment of children's learning of social studies concepts.
4. Locate and critically evaluate social studies resources appropriate for a preK-grade 3 environment, including those from textbook publishers, software companies, and the Internet.
5. Demonstrate that he or she can create an interdisciplinary preK-grade 3 unit of instruction emphasizing the integration of social studies into the other content areas, including language arts.
6. Develop a service-learning component appropriate for preK-grade 3 children.
7. Develop a multicultural thematic unit using children's literature to teach the social studies theme.
8. Evaluate conflict resolution curricula implemented within early childhood environments.

Dispositions:

The teacher education student will:

1. Value the dignity and unique contributions of each child and his or her caregiver within the early childhood learning environment.
2. Value the role of social studies content in young children's lives and appreciate that the investigations of social studies are an integral part of the constructivist environment.
3. Have a commitment to life-long learning, valuing the importance of conveying current and accurate social studies content to children.
4. Value the use of technology for concept exploration, understanding, and problem solving.
5. Recognize the value of assessment and the role it plays in student learning.
6. Value the role of reflection in the teaching-learning process and its impact on professional growth, goal setting, and instructional improvement.

Suggested texts or references:

Ohio Department of Education. (2002). *Academic content standards: K-12 social studies*. Columbus, OH: Author. Retrieved March 22, 2007 from <http://www.ode.state.oh.us>

Suggested instructional strategies:

Demonstration, simulation, lecture, discussion, individual and group activities.

Description of field/clinical experiences:

Field Experience: Provided through concurrent enrollment in EDEC 417.

Clinical Experiences:

Evaluation of students:

1. Products emerging from tests, projects, group work, and related field experience will evaluate students' understandings of early childhood social studies instruction and content.
2. An integrated unit that includes social studies-based lesson plans and other requirements as determined by the instructor will be used to assess students' abilities to design a unit that effectively integrates social studies with other content areas.
3. Social studies-based lesson plans that demonstrate students' abilities to develop lessons with appropriate content, instructional strategies, and management strategies.

Faculty who frequently teach the course:

Jan Rinehart

Licensure programs in which course is required:

Early Childhood Education and Early Childhood Intervention Specialist

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations: Not applicable.

Bibliography (Learned Societies, etc.):

Billig, S., (2000, May). Research on K-12 school-based service-learning. *Phi Delta Kappa*, 81(9), 65.

Billig, S., (2000, August). The effects of service learning. *American Association of School Administrators*. 57(7), 14.

Garcia, J., & Michaelis, J. U., (2001). *Social studies for children: A guide to basic instruction*. (12th ed.). Boston: Allyn and Bacon.

Seefeldt, C., (2004). *Social studies for the preschool/primary child*. (7th ed.). Upper Saddle River, NJ: Merrill.

Wood, K. D., (2001). *Literacy strategies across the subject areas*. Boston: Allyn and Bacon.

Internet Sites:

Archaeological Analysis. <http://romix6.rom.on.ca/digs/munsell/>

List of Multicultural Books for Children. <http://www.ncss.org/resources/notable/home.html>

National Institute of Education (NIE). <http://www.detnews.com.nie>

Native Web: Indigenous Nations and People and Organizations Around the World.
<http://nativeweb.org>

Ohio Commission on Dispute Resolution and Conflict Management.
<http://disputeresolution.ohio.gov/>

Resources for the Arts. <http://www.hol.edu/main/TheArts.htm>

Standards: An International Journal of Multicultural Studies.
<http://www.colorado.edu/journals/standards/>

The Center for Economic Education. <http://www.udel.edu/raker/ccenters/cee.html>

The Field Museum. www.fieldmuseum.com

The National Academy for Child Development. <http://www.nacd.org>

The National Geographic Society. <http://www.ngsstore.nationalgeographicsociety.com>

U.S. Department of Education. <http://www.ed.gov/pubs/TeachersGuide/>

Welcome to the White House: White House Kids.
<http://www.whitehouse.gov/WH.Welcome-plain.html>