

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 455

Course Title: Social Studies in Early Childhood Education

Reason for initiating, revising, or canceling:

The course is designed to assist students in developing knowledge and demonstrating ability in social studies in Early Childhood Education. The methods course is regarded as an important professional element for ongoing practitioners in the field, and in the aid of pre-service teachers pursuing a Bachelor of Science in Education degree with a concentration in Early Childhood Education.


Cynthia Deleon Guerrero

8.13.12

Proposer

Date


Jose Herrera

8-13-12

Acting Department Chair

Date


Barbara Merfalen

8.13.12

Dean of Academic Programs and Services

Date

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Course Guide

Course: ED 455 Social Studies in Early Childhood Education

1. Department

School of Education

2. Purpose

The course provides students with a multitude of practical ideas, suggestions, and activities that prospective early childhood teachers can use to both interest young children in social studies and integrate social studies with other subject areas.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Seefeldt, Carol, Sharon D. Castle, and Renee Falconer. *Social Studies for the Preschool/Primary Child*. 8/E. Pearson, 2010.

Readability level: Grade 12

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester

2. **Lab:** None

3. **Other:** Practicum / 30 hours

C. Credits

1. **Number:** 4

2. **Type:** Regular degree units

D. Catalogue Course Description

The course provides students with a comprehensive understanding of the practical ideas, suggestions, and activities that prospective early childhood education teachers can use to both interest young children in social studies and integrate social studies with other subject areas. It is designed to give pre-service and current teachers that will prepare them to serve young children in a family child care, childcare center, pre-school and early primary school setting. Prerequisites: ED 205, ED 211, ED 242, ED 300, ED 342, ED 351, and ED 401, with a grade of C or better, or concurrent enrollment, or approval of the School of Education Director. English Placement Level: EN101. Math Placement Level: MA 132. (Offered Fall and Spring)

E. Degree or Certificate Requirements Met by Course

This is a required course for the Bachelor of Science in Education with a concentration in Early Childhood Education.

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F. Course Activities and Design

Course activities may include, but is not limited to lectures, discussions, chapter presentations, article reflections, lesson planning, viewing relevant media tapes/DVDs, small/large group projects/presentations, periodic quizzes and tests, and a final exam.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): ED 205, ED 211, ED 242, ED 300, ED 342, ED 351, and ED 401, with a grade of C or better or concurrent enrollment.

English Placement Level: EN 101

Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 4-credit course, textbook(s), and any applicable fees.

Cost to the College: Instructor's salary, and any other related costs.

Instructional resources needed for this course include but not limited to the following: standard classroom materials and supplies such as whiteboard, markers, TV/VCR/DVD/AV equipment, VHS/DVD programs, flip-chart paper(s), library books, curriculum resource center materials, occasional photocopying, and other resources as needed.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Approaches to the Social Studies
 - 1.1 Past approaches to the social studies
 - 1.2 Social studies today
- 2.0 Planning and Assessment in Social Studies
 - 2.1 Knowledge of children and community
 - 2.2 Knowledge of the social studies
 - 2.3 Assessment of the social studies curriculum
- 3.0 Resources for Learning in Social Studies
 - 3.1 The children, family, and school
 - 3.2 The community
 - 3.3 The classroom
- 4.0 Thinking and Concept Formation in Social Studies
 - 4.1 Planning thinking experiences
 - 4.2 Fostering thinking experiences
 - 4.3 Concept formation
 - 4.4 Nurturing concept formation
- 5.0 Social Skills: Self, Others, and the Community
 - 5.1 Social skills development
 - 5.2 Theories of socialization
 - 5.3 Factors affecting social development
 - 5.4 Self-concept
 - 5.5 Relating to others
- 6.0 Culture, Diversity, and Values
 - 6.1 Culture
 - 6.2 Diversity
 - 6.3 Attitudes and values
- 7.0 Children's Study of Time, Continuity and Change: History
 - 7.1 Key concepts of time, continuity and change
- 8.0 People, Places and Environments: Geography
 - 8.1 Key concepts of people, places and environments

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- 9.0 Production, Distribution and Consumption: Economics
 - 9.1 Development of economic concepts

- 10.0 Developing Citizenship: Civics and Government
 - 10.1 Democratic values
 - 10.2 Political concepts
 - 10.3 Ownership and pride

- 11.0 Global Connections
 - 11.1 Interconnectedness and interdependency
 - 11.2 Resources for learning about others

8. Instructional Goals

This course will introduce students to:

- 1.0 Types of approaches to the social studies;
- 2.0 Knowledge of planning and assessment in social studies;
- 3.0 Types of resources for learning in social studies;
- 4.0 Thinking and concept formation in social studies;
- 5.0 Knowledge of social skills: Self, others and the community;
- 6.0 Knowledge of culture, diversity and values;
- 7.0 Knowledge of children's study of time, continuity and change: History;
- 8.0 Knowledge of people, places and environments: Geography;
- 9.0 Knowledge of production, distribution and consumption: Economics;
- 10.0 Approaches to developing citizenship: Civics and government; and
- 11.0 Global connections.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Identify the different approaches to social studies in early childhood;

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- 2.0 Recognize planning and assessment in social studies;
- 3.0 State the different resources for learning in social studies;
- 4.0 Demonstrate thinking and concept formation in social studies;
- 5.0 Classify social skills as it relates to self, others, and the community;
- 6.0 Define culture, diversity and values;
- 7.0 Develop study on the key concepts of time, continuity, and change;
- 8.0 Recognize geography as it relates to people, places and environments;
- 9.0 Describe the development of economic concepts as it relates to production, distribution and consumption in early childhood education;
- 10.0 Develop the value of citizenship as it relates to civics and government; and
- 11.0 Identifying global connections as it relates to social studies in early childhood education.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Demonstrate understanding through activities, projects, presentations, participation, reflective papers, portfolios, and lesson plans, that may include a unit and/or yearlong unit plan;
- 2.0 Evaluation by the instructor using provided rubrics or criterion, pop quizzes, tests, or final exams; and
- 3.0 Classroom observation and practicum.