

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-19

I. CATALOG DESCRIPTION

Course Number: ECED 1224
Course Title: Preschool Math, Science and Social Studies Curriculum
Prerequisite(s): None
Catalog Description: Planning and implementing developmentally appropriate activities for children ages three through five. Gain an understanding of differences between interest centers and specific activities in the areas of math, science and social studies.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Expand awareness and appreciation of the likenesses and differences among children, families, and colleagues
- B. Identify how math, science, and social studies activities are part of an
- C. integrated curriculum
- D. Recognize the teacher's role in math, science, and social studies activities
- E. Develop skills in introducing math, science, and social studies for maximum response from children
- F. Provide for active exploration experiences in math, science, and social studies through both planned and spontaneous activities
- G. Demonstrate the ability to use literature as a basis for math, science, and social studies activities
- H. Distinguish between interest centers and specific activities in the areas of math, science, and social studies
- I. Encourage the expansion of children's vocabulary in the areas of math, science, and social studies

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Identify how math, science and social studies are part of an integrated curriculum
 - 2. Demonstrate the ability to use literature as a basis for math, science and social studies activities.
 - 3. Develop an appreciation for likenesses and differences among Children, families and colleagues.
 - 4. Recognize the teacher's role in math, science and social studies activities.
 - 5. Identify differences between interest centers and specific activities in the areas of math, science and social studies.
 - 6. Demonstrate an ability to provide experiences in math, science and social studies to children.
- B. General Education Learning Outcomes
 - 1. GELO #3: Critical Thinking & Problem Solving

Outcome: Acquire and integrate knowledge and construct relationships across disciplines.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A.** Foundation for Math in Early Care and Education
 - 1. Exploration
 - 2. Spatial Relations
 - 3. Classification
 - 4. Patterning
 - 5. One-to-one correspondence
 - 6. Ordering
 - 7. Numeration
 - 8. Shapes
 - 9. Fractions
 - 10. Measurement
 - 11. Time and money
- B.** Foundations for Science in Early Care and Education
 - 1. Life Science
 - 2. Earth Science
 - 3. Physical Sciences
- C.** Foundations for Social Studies in Early Care and Education
 - 1. People in the Community
 - 2. Diversity
 - 3. Celebrations
- D.** Planning Skills
 - 1. Topic Selection
 - 2. Development of Concepts and Objectives
 - 3. Planning Literature-Based Activities
 - 4. Activity Planning
 - 5. Curriculum Learning Centers

V. INSTRUCTIONAL MATERIALS

- A.** Required Text(s):
 - 1. Charlesworth, Rosalind. *Math and Science for Young Children*, 8th Edition. Cengage Learning, 2016. ISBN-13: 978-1-305-08895-5.
 - 2. York, Stacey, *Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood*. 3rd Edition. Red Leaf Press, ISBN-13: 978-1-60554-455-7.
- B.** Other Resources:
 - 1. None

VI. METHODS OF PRESENTATION/INSTRUCTION

- A.** Methods of presentation typically include a combination of the following:
 - 1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest

speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

- 1.** Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term. Grades and policies are consistent with college grades and standards. See SCC Student Handbook.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

A. A grade of “C” or higher is required to count toward an ECED degree.