



School of Education and Cognitive Science

ECE 412
Social Studies for Young Children

Assignment (100%)

Introduction

This Guide contains details of the assignment. One element in the assessment strategy of the course is that all students should have the same information as facilitators about the assignment. This guide also contains the marking criteria that facilitators will use in assessing your work.

Academic Writing

Academic writing is scholarly and scientific that is systematic that seeks to answer a question. Academic writing based on the idea that conclusions can only be accepted when supported by evidence. An academic writer should be objective and NOT influenced by his or own opinion (except when the question encourages the author to give an opinion or a personal reflection), use the data collected to support a question or hypothesis.

In short, Academic Writing has the following characteristics:

- Present facts in a systematic manner, conceptually and in accordance with clear procedures.
- Writing must be accurate, truthful and not make assumptions.
- All views expressed are supported by evidence.
- Writing should not distort the facts or exaggerate things.
- Writing should be honest seeking only the truth.
- Statements should not cast any doubt.

Plagiarism

Any written assignment (essays, project, take-home exams, etc) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are:

- o Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)
- o Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations.

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- o Other sources: often include essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- o Works by others: Taking credit deliberately or not deliberately for works produced by another without giving proper acknowledgement. Works includes photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- o The student submits the same essay to two or more courses.

ii) How can I avoid Plagiarism?

- o Insert quotation marks around 'copy and paste' clause, phrase, sentence, paragraph *and* cite the original source
- o Paraphrase clause, phrase, sentence or paragraph in your own words *and* cite your source
- o Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- o Attempt to write independently without being overly dependent of information from another's original works
- o Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright (legally protected).

b) Documenting Sources

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite its source parenthetical documentation. Offered here are some of the most commonly cited forms of material.

Direct

Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. *"Just as children's musical skills will likely lay fallow in an environment that doesn't encourage music, learner's thinking skills tend to languish in a culture that doesn't encourage thinking"* (Tishman, Perkins and Jay, 1995, p.5)

Indirect

According to Wurman (1988), the new disease of the 21st century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

c) Referencing

All sources that you cite in your paper should be listed in the *Reference* section at the end of your paper. Here's how you should do your Reference.

From a Journal

DuFour, R. (2002). The learning-centred principal: *Educational Leadership*, 59(8). 12-15.

From an Online Journal

Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. *Mind*, 110, 335-367.

From a Webpage

National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 13, 2003, from <http://www.nps.gov/abli/>

From a Book

Naisbitt, J. and Aburdence, M. (1989). *Megatrends 2000*. London: Pan Books.

From a Chapter in a Book

Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds), *Teaching thinking skills: Theory and practice*. New York: W.H. Freeman and Company. 27-37.

From a Printed Newspaper

Holden, S. (1998, May 16). Frank Sinatra dies at 82: Matchless stylist of pop. *The New York Times*, pp. A1, A22-A23.

Details about the Assignment [100%]
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This Assignment consists of FIVE parts:

Part A: [15% - 3-4 pages]

Read the article:

**THE INFLUENCE OF THE PROJECT METHOD ON THE ACHIEVEMENT
OF YOUNG LEARNERS IN THE FIELD SCIENCE AND SOCIAL STUDIES**

By

Snežana Prtljaga and Danica Veselinov

and answer the following questions:

- Briefly state the aim of the study
- Discuss the methods and strategies that being used
- What is the conclusion?
- Your comments about the article

Guidelines:

- You DO NOT have to cite or quote sources.
- Use your own words.
- Do not be afraid to give your own views.

Part B: [25% - 4 - 5 pages]

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Design and develop **FOUR (4) HOMEMADE teaching aids** for SOCIAL STUDIES in a Child Care Centre (children 0 to 4 years) OR kindergarten (4 to 6 years) – BE CREATIVE as possible

[The teaching aids should be your own work and not copied from the internet or other sources. You are encouraged to get ideas from the internet (especially Pinterest and YouTube)]

Develop 1 Teaching Aid for the teaching of:

1. Economic
2. History
3. Geography
4. Civics

- Use 1 page to show at least 2-3 photographs of the teaching aid
- Use 2 pages to describe (step-by-step) how you would use the teaching aid SOCIAL STUDIES lesson

Part C: [15%] – 3 - 4 pages

Write an essay titled:

Teaching Children to Think Critically.

- What is critical thinking?
- Critical thinking skills
- Examples of strategies in teaching critical thinking to children

Part D: [15% - 2 pages]

Suggest **TWO Learning Activities** for Teaching Geography to Young Children.

- About 2 pages for each learning activity

Part E: [30% - determine your own pages]

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Your Task: To Plan a SOCIAL STUDIES Lesson in Your Preschool. Hence, you have to submit:

Guidelines:

Lesson Plan – You decide on the number of pages

- Develop a Lesson Plan for teaching the SOCIAL STUDIES to children
- Refer to Topic 1 – 1.5 which states the Content standards and Learning standards for the HUMANITIES strand in the National Preschool Standard Curriculum (KSPK).
- Select a Content Standard and 1 or 2 Learning Standards which you plan to teach to pre-schoolers.
- The duration of the lesson is between 30 to 45 minutes
- For the Lesson Plan you may use this template or any other template.

Class	
Date	
Time	
No. of Children	
Topic	
Content Standard	
Learning Standards	
Previous Knowledge	
Teaching Aids	

PROCEDURE:

Opening of Lesson (x minutes)

[Briefly describe how you plan to begin the lesson to attract children's attention]

- Teacher activities – describe what teacher will do
- Pupil activities – describe what children are expected to do

Step 1 – (x minutes)

- Teacher activities – describe what teacher will do
- Pupil activities – describe what children are expected to do

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Step 2 – (x minutes)

- Teacher activities – describe what teacher will do
- Pupil activities – describe what children are expected to do

Step 3 – (x minutes)

- Teacher activities – describe what teacher will do
- Pupil activities – describe what children are expected to do

Steps onwards – (x minutes)

- Teacher activities – describe what teacher will do
- Pupil activities – describe what children are expected to do

CLOSURE – (x minutes)

- Teacher activities – describe what teacher will do
- Pupil activities – describe what children are expected to do

ASSESSMENT OF LEARNING – (x minutes)

- Teacher activities – describe what teacher will do to assess children have learned
- Pupil activities – describe what children are expected to do to show they have learned

		
Pupils matching the word cards to the parts of the face.	Teacher gives instructions on how to do the worksheet.	Teacher listens to a question asked by a pupil.

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- **Include photographs of TEACHING AIDS you will use in your teaching of the lesson and label them.**

General Requirements:

- Times Roman Font 12 with 1½ spacing.
- Submit online to MyPLS.
- Use the Assignment Cover attached

Cover for the Assignment

		
ASSIGNMENT SEPTEMBER 2022 SEMESTER		
COURSE CODE		ECE 412
COURSE TITLE		Social Studies for Young Children
PROGRAMME		Bachelor
STUDENT'S NAME		
MATRIC NO.		

ECE 412 Social Studies for Young Children

ACADEMIC FACILITATOR		
LOCATION		