

Social studies in early  
childhood: An interactionist  
point of view (Bulletin -  
National Council for the  
Social Studies ; 58)

Alicia L. Pagano

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# Social Studies In Early Childhood An Interactionist Point Of View

**Richard E. Servey**



## **Social Studies In Early Childhood An Interactionist Point Of View:**

**The Early Childhood Curriculum** Suzanne L. Krogh, Pamela Morehouse, 2014-02-18 Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities The Early Childhood Curriculum shows how to make such an approach work for all children preschool through the primary grades The text demonstrates how to confidently teach using inquiry based methods that address the whole child while also meeting and exceeding academic standards Offering a foundation in early childhood theory philosophy research and development the 2nd edition of this unique textbook helps future teachers as well as current educators understand the why of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own Since each curricular subject has its own integrity there is a chapter for each discipline grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration The 2nd edition of The Early Childhood Curriculum includes information on the most recent trends in national curriculum standards particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child centered educational experience Chapters contain real life vignettes that demonstrate inquiry and integration in practice The entire text reflects the philosophy that the use of inquiry to seek and obtain information is one of the most valuable and powerful tools children can acquire along the way to becoming lifelong learners      The Integrated Early Childhood Curriculum Suzanne Krogh, 1995 Aimed at courses on early childhood this text systematically shows how to apply a unified philosophy to early childhood curricula For the pre primary years there are cross curricular ideas that can be taught informally and for primary years there are suggestions for very academic environments      *Early Childhood Studies* Ewan Ingleby, 2013-01-17 Early Childhood Studies A Social Science Perspective explores key issues in early childhood studies from a variety of social science disciplines including psychology sociology social policy and education Each chapter considers a different social science discipline identifying analysing and critically assessing how that particular discipline enriches early years provision and research User friendly student features are included throughout including Icebreakers introduce the main chapter themes Objectives help readers to develop cognitive skills moving from identifying to analysing to critically assessing Formative activities encourage practical application of the content Case studies ground theory in practice Research activities support those looking to take their understanding further Self assessment questions allow readers to test their knowledge Further reading references and web links provide ideas for further exploration An essential course companion for all Early Childhood Studies undergraduate students      *Journal of Nursery Education* ,1987      *Applied Social Science for Early Years* Ewan Ingleby, Geraldine Oliver, 2008-07-25 Applying social science subjects such as psychology sociology social policy and research methods to Early Years can help to raise standards and ensure good practice These subjects inform much of the academic curriculum within

many Early Years programmes and are subjects that make an important contribution to understanding children's behaviour growth and development The book identifies analyses and assesses how social science enriches Early Years as opposed to regarding Early Years and social science as distinct Each chapter imaginatively introduces the main learning objectives and includes formative activities which apply social science to particular themes to aid students cognitive skills

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 Sue Bredekamp,1987 This book represents the early childhood profession's consensus definition of developmentally appropriate practice in early childhood programs It is intended for use by teachers administrators parents and policy makers

**The Early Childhood Curriculum: Inquiry Learning Through Integration** Suzanne Krogh,Pamela Morehouse,2007-07-05 Designed for courses in early childhood curriculum Krogh and Morehouse offers detailed instruction on making an inquiry and integration approach to early education work Part One provides a foundation in theory philosophy research and child development the knowledge future teachers will need to create effective curriculum on their own Part Two present an entire chapter devoted to each major curriculum area organized around the standards developed by the relevant national association The how to format and inclusion of actual classroom projects and artifacts make this a truly practical and engaging text

*Elementary Social Studies* Joseph M. Kirman,1996 Social Studies in Elementary Education John Jarolimek,1982 **A Cultural-Historical Study of Children Learning Science** Marilyn Fleer,Niklas Pramling,2014-10-01 This book moves beyond the traditional constructivist and social constructivist view of learning and development in science It draws upon cultural historical theory in order to theorise early childhood science education in relation to our currently globalised education contexts The book argues that concept development in science for young children can be better theorised by using Vygotsky's concept of Imagination and creativity Vygotsky's theory of play and his work on higher mental functions particularly the concept of inter and intrapsychological functioning Key concepts are extracted from the theoretical section of the book and used as categories for analysis in presenting evidence and new ideas in the second section of the book In this second part of the book the authors examine how science knowledge has been constructed within particular countries around the globe where empirical research in early childhood science education has occurred The third part of the book examines the nature of the encounter between the teacher and the child during science learning and teaching In the final part of the book the authors look closely at the range of models and approaches to the teaching of early childhood science that have been made available to early childhood teachers to guide their planning and teaching They conclude the book with a theoretical discussion of the cultural historical foundation for early childhood science education followed by a model of teaching scientific concepts to young children in play based settings including homes and community contexts

Young Children ,1987 **Resources for Early Childhood** Hannah Nuba,1983 Abstract A reference text for education and child health care professionals and parents presents authoritative essays and appended annotated bibliographies by

experts in various aspects of early childhood The topics include pregnancy birth and the first year of life child development the role of the family parenting the interrelationships of parents and children health nutrition including feeding practices children s play child care and its settings and options the special needs of a child and various facets of childhood education literature multicultural education nonsexist education and the influences produced by viewing films and television Within each toic brief essays by different professionals cover different aspects of the topic the bibliography for the topic lists books and government publications about the subject An extensive listing of pertinent newsletters US organizations information clearinghouses and periodicals relative to childhood education also is included wz Elementary Social Studies, a Skills Emphasis Richard E. Servey,1981 **Resources in Education** ,1992-05 *Elementary Social Studies* Peter H. Martorella,1985 *Early Childhood Education* M.h.siddiqui, *Social Studies for the Elementary and Middle Grades* Cynthia S. Sunal,Mary E. Haas,2005 Discusses flexible strategies for teaching today s diverse learner the structure of the knowledge to be learned how to help students reconstruct and present ideas and how to translate theory and recent research into lesson plans and units All within a constructivist framework September 9 2013 Ingrid Robinson took this book off the CRC shelf and asked that it be added to the Reserve Books Shelf **History of Early Childhood Education** V. Celia Lascarides,Blythe F. Hinitz,2013-05-13 History of Early Childhood Education presents a thorough and elegant description of the history of early childhood education in the United States This book of original research is a concise compendium of historical literature combining history with the prominent and influential theoretical background of the time Covering historical threads that reach from ancient Greece and Rome to the early childhood education programs of today this in depth and well written volume captures the deep tradition and the creative knowledge base of early care and education History of Early Childhood Education is an essential resource for every early childhood education scholar student and educator

**Methods of Educational and Social Science Research** David R. Krathwohl,2009-02-03 As the new subtitle indicates the book emphasizes the logic of methods to provide the student a solid basis for future methodology changes enhancing the integrated approach of the previous edition Among the author s many goals are for users to understand research s contribution to knowledge building as a social process through which findings become accepted as knowledge acquire the background to read analyze and understand research using a variety of approaches as well as the hallmarks necessary to evaluate each method and realize that the responsibility for ethical research is fundamentally theirs and that value choices are involved beginning with the choice of research problem Updates to the new edition include an extensive example of the use of the computer in the literature search and a new chapter on the reflective researcher The expanded treatment of qualitative research includes the pros and cons of using software in qualitative analysis Conceptual analysis an important concept missing from the second edition has returned by request because of its widely employed logic in both qualitative and quantitative methods The author has acknowledged the troublesome nature of the concepts internal validity and external

validity and has more clearly defined these important foundational concepts as Internal Integrity and External Generality. Useful tools to facilitate learning include additional reading lists, important terms and concepts, tips on effective research methods, and hallmarks of methods, application problems, and exercises, a glossary, and an appendix on writing a research proposal. A Web site is available with auxiliary learning enhancements and updates.

*Social Science Theories in Adult Education Research* Agnieszka Bron, Michael Schemmann, 2002. The relationship between adult education research and theory is one of tension. On the one hand, there are several empirical studies carried out without any theoretical guidance. On the other hand, there is theorizing and theory building taking place without any empirical support. *Social Science Theories in Adult Education Research*, the third volume of the Bochum Studies in International Adult Education series, pleads for the importance of the combination of empirical and theoretical work in a symbiotic way. Good empirical studies need theoretical guidance, and good theory building needs a solid empirical basis. Thus, the book explores and displays the most often used theories and theoretical perspectives in adult education research in the last decade within the European discourse and analyzes their potentials for adult education research. The chapters presented in this volume have a more or less similar underlying structure. They display the most important contours of the theory or perspective in question, they analyze and discuss the relation to adult education research, focusing on examples of other researchers' work, and they give an outlook on what can be expected of the respective paradigms in the future.

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