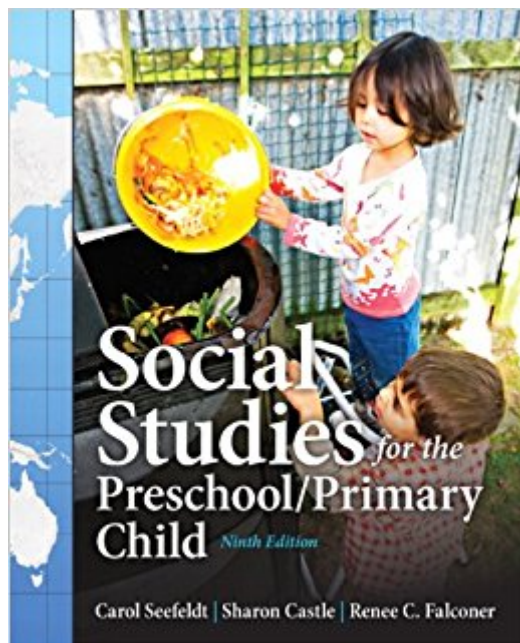




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Social Studies For The Preschool/Primary Child (9th Edition)



Synopsis

Social Studies for the Preschool/Primary Child, 9/e, written by respected authors Sharon Castle and Renee C. Falconer, and begun by the late Carol Seefeldt, remains one of the most popularly read texts on teaching social studies to young children. Filled with a multitude of ideas, suggestions, and activities that prospective early childhood teachers can use to interest young children in social studies, the practicality and applicability of this resource is proven. Not only will novice teachers learn the content and methods of teaching social studies, but also they will be given sound ways to integrate social studies in other areas of the curriculum, including science, the arts, literacy and literature, and mathematics. The importance of understanding and using child development knowledge is a focus throughout the book. It includes a full chapter on play as a crucial part of children's learning and development, and incorporates ideas for play throughout the material. Revised with the most current research, topics, and more, the book includes three extensively revised chapters to offer all of the 10 NCSS Thematic Strands; a new emphasis on the use of such technology as e-mail, digital cameras, and the World Wide Web; and thoroughly incorporates the current NAEYC standards for quality, curriculum, and professional preparation.

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Customer Reviews

Prepares prospective early childhood teachers to confidently guide young children in the social studies. Filled with a multitude of ideas, suggestions, and developmentally appropriate activities that teachers can use to engage young children in social studies, this classic yet contemporary

resource is practical and a favorite of students and instructors alike. ã ã New and notable hallmarks of the Ninth Edition include: Interesting and sensible ways to integrate social studies in other areas of the curriculum, including science, the arts, literacy, and mathematics. The foundation of child development resonates throughout. Features a full chapter on play as a crucial part of children's learning and development, and incorporates ideas for play-based learning throughout the material. Includes three revised chapters to offer all of the 10 NCSS Thematic Strands and a figure in each relevant chapter highlighting each strand. An added emphasis on integrating technology into the social studies curriculum. Thoroughly incorporates the current NAEYC Standards for Professional Preparation Programs for quality, curriculum, and professional preparation. A new Children's Literature feature in core chapters. Also from Carol Seefeldt and Co-Authors: Active Experiences for Active Children: Mathematics, 3/e, also by Alice Galper and Judi Stevenson-Garcia (NIEER) - ã ã ©2012, ã ã ISBN 0-13-237334-3 Active Experiences for Active Children: Science, 3/e, also by Alice Galper and Ithel Jones (Florida State University) - ã ã ©2012, ã ã ISBN 0-13-265955-7 Continuing Issues in Early Childhood Education, 3/e, also by Stephanie Feeney and Alice Galper - ã ã ©2009, ISBN ã ã 0-13-234098-4 Active Experiences for Active Children: Social Studies, 2/e, also by Alice Galper - ã ã ©2006, ISBN 0-13-170748-5

At her death in 2005, Carol Seefeldt, Ph.D., was Professor Emeritus of human development at the Institute for Child Study, University of Maryland, College Park. She received the Distinguished Scholar-Researcher award from the university and published 25 books and over 100 scholarly and research articles for teachers and parents. Her books include Social Studies for the Preschool/Primary Child, Active Experiences for Active Children (Science, Social Studies, and Mathematics), and Current Issues in Early Childhood Education. She also wrote Playing to Learn and Creating Rooms of Wonder. She coauthored Early Childhood: Where Learning Begins-Geography for the U.S. Department of Education. ã ã During her 40 years in the field, Dr. Seefeldt taught at every level from nursery school for 2-year-olds through third grade. She frequently conducted teacher-training programs in the United States, Japan, and Ukraine. Carol's research revolved around program development and evaluation. Her contributions to the field were extraordinary and her influence carries on. ã ã Sharon Castle is a retired Associate Professor of Education at George Mason University. She taught early childhood and elementary social studies, fine arts, creativity and play, and research courses. Her most recent area of research was Professional Development Schools. She also studied children's creative and

artistic development and school change. She received her Masters in Child Development from Iowa State University and her PhD in Curriculum and Instruction from the University of Maryland, College Park. ã ã Renee C. Falconer is a semi-retired Associate Professor of Education at George Mason University. She teaches child development and curriculum courses. She has taught children in countries all over the world (including United Kingdom, Canada, Australia, Kenya and the US) for 20 years and has taught teachers in the eastern, western and southern United States. She received her Masters in Early Childhood Education from the University of South Carolina and her PhD in Curriculum and Instruction/Early Childhood and Multicultural Education from Utah State University.

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