

**George Mason University
College of Education and Human Development
Early Childhood Education**

ECED 513.001 Integrating Social Studies Across the Content Areas for Diverse Young Learners
3 Credits, Fall 2017
Tuesdays/ 7:20 – 10:00 pm
Thompson Hall L013, Fairfax Campus

Faculty

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Prerequisites/Corequisites

ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance

University Catalog Course Description

Explores social studies, content, assessment, curriculum development, planning, and instructional practices. Examines strategies for guiding children's behavior, integrating instruction across content areas, and planning and implementing community of learners inclusive of children with diverse abilities and cultural, linguistic, and socio-economic backgrounds. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Plan an integrated social studies unit of study that incorporate the knowledge, skills, and processes of history and the social science disciplines as defined in local, state, and national curriculum standards, including explanations of how the standards provide the necessary foundation for teaching history and social sciences.
2. Explain how the Virginia Standards of Learning provide the necessary foundation for teaching history, including (a) the contributions of ancient civilizations to American social and political institutions; (b) the major events in Virginia history from 1607 to the present; (c) key individuals, documents, and events in United States history; and (d) the evolution of America's constitutional republic and its ideas, institutions, and practices.
3. Explain how the Virginia Standards of Learning provide the necessary foundation for teaching geography, including (a) the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information; (b) the relationship

between human activity and the physical environment in the community and the world; and (c) physical processes that shape the surface of the earth.

4. Explain how the Virginia Standards of Learning provide the necessary foundation for teaching civics, including (a) the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights; (b) the process of making laws in the United States and the fundamental ideals and principles of a republican form of government; (c) the understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and a common identity as Americans; and (d) local government and civics instruction specific to Virginia.
5. Explain how the Virginia Standards of Learning provide the necessary foundation for teaching economics, including (a) the basic economic principles that underlie the United States market economy; (b) the role of the individual and how economic decisions are made in the market place; and (c) the role of government in the structure of the United States economy.
6. Explain how the study of history and the social sciences assists children in developing historical thinking, geographic analysis, economic decision-making, and responsible citizenship.
7. Plan social studies instruction that is responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of young children.
8. Plan curriculum activities that include an in-depth understanding of (a) cause and effect relationships in history; (b) connections across time and place; (c) practicing good citizenship skills and respect for rules and laws; and (d) using a decision-making model to identify costs and benefits of a specific choice made.
9. Plan curriculum activities that teach young children to (a) use primary sources, such as artifacts, letters, photographs, and newspapers; (b) use charts, graphs, and pictures to determine characteristics of people, places, or events; (c) ask appropriate questions and summarize points to answer a question; and (d) compare and contrast people, places, and events in history.
10. Select culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity.
11. Construct learning environments that support positive behavioral and learning expectations.
12. Explain how to apply systematic problem solving approaches to dilemmas in guiding children's behavior.
13. Use analysis and reflection to better understand the learning environment and one's own role as an early childhood educator in that environment.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615
- Fields, M., Merritt, P., & Fields, D. (2018). *Constructive guidance and discipline: Birth to age eight* (7th ed.). Boston: Pearson. ISBN: 9780134547916
- Seefeldt, C., Castle, S., & Falconer, R. (2014). *Social studies for the preschool/ primary child* (9th ed.). NJ: Pearson Education. ISBN: 9780132867986

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Guidance and Management Approaches Project		
Part 1: Group Research Presentation	As Arranged	10
Part 2: Reflection on Group Work and Presentation	As Arranged	5
Part 3: Classroom Guidance and Management Guiding Principles Statement	Nov. 14	20
Integrated Social Studies Instructional Plan		
Part 1: Overview of Integrated Social Studies Unit Plan	Sept. 26	5
Part 2: Primary Sources Social Studies Lesson Plan	Oct. 24	15
Part 3: Week-Long Integrated Social Studies Plan	Dec. 12	25
Part 4: Presentation	Nov. 28, Dec. 5	5
TOTAL		100

- **Assignments and/or Examinations**

Guidance and Management Approaches Project (35 points)

This assignment is designed to assist students to explore and develop their own guiding principles regarding classroom guidance and management. Students will (a) work with peers to present information on an assigned guidance approach, (b) write a reflection on their group preparation and presentation experience, and (c) write a guiding principles statement. The research portion of this assignment will be completed in small groups (groupings will be determined on the first day of class).

Part 1: Group Research Presentation (10 points)

In small groups, students will research an approach to management that they are interested in learning more about (approach will be based on strategies mentioned in Fields, 2018 textbook and determined in class). Students will read an assigned chapter from Fields (2018). Additional relevant sources can be used to complement the group's presentation. In the presentation students will do the following:

- Describe the overall philosophy of the approach and discuss specific strategies for implementing the approach in the early childhood classroom;
- Examine the applicability of the approach in the prekindergarten through third grade classroom environment and describe ways it would work or not;

- Consider the strategies recommended by the approach and discuss anticipated successes and challenges; and
- Discuss ways for sharing information with families about the rationale for using the specific guidance approach.

Students will present their findings in class as a group on the assigned day. Students will upload to Blackboard copies of presentation materials.

Part 2: Reflection on Group Work and Presentation (5 points)

Upon completion of the group presentation, students will submit to Blackboard a reflection on their group presentation experience. Students will consider their role in promoting the group's success. Specifically, students will address the following questions:

- What aspects of your group presentation do you believe were particularly effective and why?
- What aspects of your group presentation do you believe were under realized and how would you enhance this area in the future?
- How was collaboration shared across group members?
- How did you actively participate throughout the group experience?
- How did you help negotiate the collaboration to ensure a caring, empathetic, and respectful collaborative environment for all group members?

Part 3: Classroom Guidance and Management Guiding Principles Statement (20 points)

Students will individually submit a guiding principle statement based on the collective group research presentations and book chapters. Students will do the following:

- Describe the guidance approach(es) they anticipate using in the future;
- Describe the rationale for the approach and the philosophies that inform this perspective;
- Discuss the major learning from the book chapters and group presentations that support your guiding principle statement;
- Discuss the implications of the classroom guidance and management guiding principle for different grade levels (preK-3); and
- Discuss ways to share their classroom guidance and management practices with families to include the impact on individual students and their learning.

Integrated Social Studies Instructional Planning Project (50 points)

Students will develop an integrated social studies instructional unit plan that will incorporate their knowledge and understanding of content areas and learning standards in the social studies and other content areas. The plan will demonstrate thorough understanding of central concepts, inquiry tools, and structures of content areas or academic resources. They will demonstrate understanding of content knowledge and resources available in academic disciplines and they will show an understanding of appropriate use of assessments with a consideration of use of assistive technology, when needed. For this assignment students will create a one-week integrated instructional unit with a focus on social studies that demonstrates the following:

- A focus on developmentally appropriate teaching and learning approaches;
- An understanding of the effective and appropriate use of assessments;

- Use of primary sources to support children’s understanding of essential social studies themes;
- Integrates three to four of the following content areas: language arts, including reading, writing, and oral language development; fine arts, including art and music; mathematics; and science; and
- Use of technology to promote successful outcomes for all students.

Students will present their integrated plan to the class.

Part 1: Overview of Integrated Social Studies Unit Plan (5 points)

Students will submit a thematic unit overview to demonstrate essential aspects of the thematic plan they will develop over the course of the semester. The initial overview will articulate the following:

- Grade level,
- Primary social studies theme,
- Specific social studies standards to be addressed,
- Additional content areas to be integrated into the thematic unit, and
- Summative assessment products to document children’s knowledge of identified academic standards.

Part 2: Primary Sources Lesson Plan (10 points)

Students will submit one lesson plan that strategically embeds the use of primary sources to support children’s understandings of the social studies theme. Students will select artifacts such as those available from the Library of Congress archives to facilitate the lesson and actively engage young learners. Students will use the lesson plan template provided on BB to detail all aspects of the lesson. For each aspect of the lesson, students will include a rationale for selecting specific standards or processes. Students will use citations from current research from the textbook, class discussions, or handouts using APA format to support their assertions.

Part 3: One Week-Long Integrated Social Studies Unit Plan (30 points)

Students will submit a one-week integrated social studies unit plan. The unit plan will include four fully developed social studies lesson plans. Students will use the lesson plan template to detail each social studies lesson. Students will include the primary sources lesson plan as one of the four lesson plans. The lessons should be sequenced according to how the student envisions presenting the lessons to a group of young learners. The students will include the following:

- One paragraph summary of the unit theme to explain the unit objective
- Four sequentially detailed lesson plans using the lesson plan template (including the primary source lesson submitted on Oct. 24).
- Across the four lesson plans students will integrate, three to four of the following content areas: language arts, including reading, writing, and oral language development, fine arts including art and music, and math and science.
 - Objectives for the additional content area should be identified in the lesson plan and the student should indicate if the objective will be assessed as part of the lesson.

- At least one lesson should address the assessment of the alternative content area (e.g., a writing product related to the social studies theme)
- Appendices to include all additional instructional tools used to support children's engagement (e.g., graphic organizers, story frames, writing prompts, workmats, student directions for social studies centers or projects, assessment tools, primary sources, etc.)

Part 4: Presentation (5 points)

Students will come prepared to share the overview of their integrated social studies unit plan and one additional lesson to illustrate the scope of their efforts in developing the unit.

- **Other Requirements**

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library website at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Date	Topic	Readings & Assignments Due
Aug 29	Introductions and course overview Standards in social studies	<u>Overview of required readings and assignments.</u> Read book chapters and articles prior to class each week. Readings on BB: Mindes (2005). SS in today’s early childhood curricula. Mindes (2015). Pushing up the social studies from early childhood to the world.
Sept 5	Planning social studies curriculum. Teaching of social studies in ECE Curriculum planning and design Designing curriculum in SS that meets local, state, and national standards and is responsive to individual children’s experiences, cultures, needs, strengths, and interests	Seefeldt et al. Ch. 1, 5 Fields et al. Ch. 1
Sept 12	Planning units and weekly and daily lessons in the content area including assessment strategies	Seefeldt et al. Ch. 2

	Writing objectives and goals	
Sept 19	<p>Considering developmental aspects in planning and designing curriculum in SS</p> <p>Organizing the classroom and establishing routines to support and guide children’s positive behavior and prevent challenging behaviors</p> <p>Indicators for academic success in K-3 <i>*Guidance and management approaches presentation for Chapter 4</i></p>	Fields et al. Ch. 2, 3, and 4.
Sept 26	<p>SS content – History</p> <p>Developing children’s critical thinking skills to help them understand key social studies concepts, including the relationship between the past and present; use of primary sources (artifacts, letters, photographs, and newspapers); how events in history are shaped by people’s ideas and actions; and the importance of civic participation in a pluralistic democracy</p> <p>Designing timelines</p> <p>SS content - Geography Teaching geography content knowledge, including the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information; the relationship between human activity and the physical environment; and physical processes that shape the surface of the earth</p>	<p>Seefeldt et al. Ch. 7</p> <p>Seefeldt et al. Ch. 8</p> <p>Due to Bb – Integrated Studies Unit Plan Overview</p>
Oct 3	<p>SS content - Economics</p> <p>Teaching the concept of production and consumption and the distinction between wants and needs</p> <p><i>*Guidance approaches presentations Chapter 5 & 6</i></p>	<p>Seefeldt et al. Ch. 9</p> <p>Fields et al. Ch. 5 & 6.</p> <p>Article on BB: Rodgers, Hawthorne, & Wheeler (2007). Teaching economics through literature in the primary classroom.</p>
Oct 10	<i>No Class – Monday Classes Meet on Tuesday</i>	
Oct 17	*Primary Sources Presentation	

Oct 24	<p>Concept Formation and Thinking Skills</p> <p>Using experiences to foster thinking processes</p> <p>Integration across the curriculum and instruction across content areas</p> <p>Planning, designing, selecting, and evaluating instructional activities and materials to support learning in the content areas</p> <p>Examining the relationship between disciplines and integrating history, geography, literature, art and music</p>	<p>Seefeldt et al. Chapter 4.</p> <p>Readings on BB: <i>Choose one article to read.</i> Make choice at Oct. 17th session.</p> <p>1. Hurless & Gittings (2008). Weaving the tapestry: A first grade teacher integrates teaching and learning.</p> <p>2. Sharapan Sahn, Grall, & Reichel (2008). Read all about It! Using the newspaper to integrate the curriculum.</p> <p>Due to Bb – Primary Sources Social Studies Lesson Plan</p>
Oct 31	<p>Building communities of learning that include all children with varied abilities, languages, and cultural backgrounds</p> <p>Meeting the needs of children in the classroom-differentiation</p> <p>*Guidance approaches presentations Ch. 7 and 8</p>	<p>Fields et al. Ch. 7 & 8</p> <p>Choose one article to read. Make choice at Oct. 24th session.</p> <p>Readings on BB</p> <p>1. Tomlinson & Layne Kalbfleisch (1998). Teach me, teach my brain: A call for differentiated instruction</p> <p>2. Tomlinson (2000). Reconcilable differences? Standards based teaching and differentiation</p> <p>3. Preparing for the journey-book chapter</p>
Nov 7	<p>Developing children’s understanding of diverse cultures and shared humanity</p> <p>Culturally responsive practice</p> <p>Connecting teaching to children’s real-life and family and community experiences</p> <p>Connecting with families. Utilizing the community in curriculum planning and implementation.</p> <p>*Guidance approaches presentations Ch. 9, 10</p>	<p>Seefeldt et al. Ch. 3 & 6</p> <p>Fields et al. Ch. 9& 10</p> <p>*Suggested reading on BB: Hassanali Kirmani (2007). Empowering culturally and linguistically diverse children and families. <i>(Please note that this article is optional).</i></p>
Nov 14	SS content: Civics and Government	Seefeldt et al Ch. 10

	Social studies content knowledge for teaching and learning, including contributions of ancient civilizations, major events, people and documents in Virginia and American history, and the evolution of America's constitutional republic, its ideas, institutions, and practices	Due to Bb – Guidance and Management Guiding Principles Statement
Nov 21	<p>Global citizenship</p> <p>Connections between social studies and global issues and connections</p> <p>Use of technology to support the teaching of social studies, including history, geography, civics, and economics</p> <p>Connecting assessment to instruction to ELs</p>	<p>Seefeldt et al. Ch. 11</p> <p>Readings on BB</p> <p>1. Mulligan (2003). Assistive technology: Supporting the participation of with disabilities.</p> <p>2. Beck (2002). Emerging literacy through assistive technology.</p>
Nov 28	Presentation of unit plan in class (Session 1)	No readings assigned
Dec 5	Presentation of unit plan in class (Session 2)	No readings assigned
Dec 12	<i>No Class – Reading Day</i>	
Dec 19	<i>No Class – Finals Week</i>	Due to Bb – Final Week- Long Integrated Social Studies Plan

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.