

**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, Spring 2018
Tuesdays/ 7:20 – 10:00 pm
Peterson Hall 1111, 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 social studies 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 incorporates 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 Examinations of Practice Reflection Project	<i>Based on weekly readings</i>	30
<ul style="list-style-type: none"> • Video Analysis 	Jan 30 & April 17	3
<ul style="list-style-type: none"> • Examination of Practice Reflection Task Choice 1 or Choice 2 	April 24	9
<ul style="list-style-type: none"> • Socratic Seminar 	April 24	8
<ul style="list-style-type: none"> • Behavior Management Personal Code of Practice 	May 15	10
Concept Box: An Integrated Social Studies Instructional Unit Plan		40
<ul style="list-style-type: none"> • Concept Box Overview 	March 6	4
<ul style="list-style-type: none"> • Social Studies through Children’s Literature Lesson Plan 	April 3	8
<ul style="list-style-type: none"> • Primary Sources Lesson Plan 	April 3	8
<ul style="list-style-type: none"> • Sharing our Concept Boxes 	May 1	4
<ul style="list-style-type: none"> • Extending Social Studies into the Content Areas Lesson Plan 	May 15	8
<ul style="list-style-type: none"> • Using Technology to Enhance Children’s Understandings of the Social Studies Lesson Plan 	May 15	8
<ul style="list-style-type: none"> • 		
Social Studies Scavenger Hunt	Ongoing Last day to submit entries April 23	15
TOTAL		100

- **Assignments and/or Examinations**

Guidance and Management Approaches Examinations of Practice Reflection Project (25 points)

This assignment is designed to assist students to explore and develop their own guidance and management practices. Students will (a) complete weekly readings related to guidance and management philosophies, (b) engage in video analysis reflective experiences, (c) engage in a

Socratic seminar to analyze and discuss a particular guidance situation, and (d) write a behavior management personal code of practice. A Guidance and Management Approaches Examinations of Practice Reflection Project guide will be available on Blackboard.

Concept Box: An Integrated Social Studies Instructional Unit Plan (40 points)

Students will develop a concept box grounded in a specific social studies Virginia Standard of Learning for kindergarten, first, second, or third grade as articulated within one of the following strands: History, Geography, Economics, or Civics. The concept box will integrate the social studies theme selected into at least two other academic areas of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing). Accordingly, the instructional unit plan for the concept box will incorporate knowledge and understandings of learning standards in the social studies as well as other content area standards. Students will develop the concept box over the course of the semester. At the end of the course, students will share their concept box with the class.

For this assignment students will develop and submit the following:

- ***Concept Box Overview (4 points total - 2 points for the initial submission and 2 points revised overview presented to the class)***

Students will commit to a specific social studies learning standard by choosing a specific theme for their concept box. The concept box overview will articulate the following details:

- Grade level,
- Primary social studies theme,
- Specific social studies standards to be addressed,
- Probable content areas to be integrated into the thematic unit, and
- Potential summative assessment products to consider developing to document and demonstrate children's knowledge of identified academic standards.

Students will submit a graphic organizer of the overview for the concept box early in the semester for approval and are expected to revise the overview as the semester progresses to include refined lessons and instructional foci.

- ***Social Studies Through Children's Literature Lesson Plan (8 points)***

Students will submit (at least) one lesson plan that is based on an in-depth exploration of an authentic children's literature text. Students will do the following:

- Select a rich text to engage children in an exploration of the primary social studies theme(s) to be explored in the concept box.
- Identify the relevant social studies standards and themes explored in the text.
- Include a set of strategic questions that encourage children to grapple with complex social studies themes.
- Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated.
- Include an assessment tool for evaluating children's understandings of the primary standards articulated.
- Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.

- Include a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children’s understandings of social studies themes because of its relationship to the children’s text
 - Use citations from current research from the textbook, class discussions, and/or handouts in their rationale using APA format to support their assertions.
 - Provide appendices for this lesson that 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.).
- ***Primary Sources Lesson Plan (8 points)***
 Students will submit (at least) one lesson plan that strategically embeds the use of primary sources to support children’s understandings of the social studies theme. Students will do the following:
 - Select artifacts from the Library of Congress archives to facilitate the lesson and actively engage young learners.
 - Detail how they will facilitate the lesson to actively engage young learners in an exploration of the selected social studies standards as they relate to the primary source documents.
 - Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
 - Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated.
 - Include an assessment tool for evaluating children’s understandings of the primary standards articulated.
 - Include a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children’s understandings of social studies themes.
 - Use citations from current research from the textbook, class discussions, and/or handouts in their rationale using APA format to support their assertions.
 - Provide appendices for this lesson that 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.).
 - ***Extending Social Studies into the Content Areas Lesson Plan (8 points)***
 Students will submit (at least) one lesson plan that strategically extends and integrates the social studies themes associated with the concept box with another academic area of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing). Students will do the following:
 - Identify the additional content area standards selected to extend students’ understandings of complex social studies themes.
 - Detail how they will facilitate the lesson to actively engage young learners in an exploration of both the selected content area standards and the selected social studies standards.
 - Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.

- Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated for each content area targeted.
 - Include an assessment tool for evaluating children’s understandings of the primary standards articulated.
 - Include a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children’s understandings of social studies themes because of its integration with other content area standards.
 - Use citations from current research from the textbook, class discussions, or handouts in their rationale using APA format to support their assertions.
 - Provide appendices for this lesson that 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.).
- ***Using Technology to Enhance Children’s Understandings of the Social Studies Lesson Plan (8 points)***
 Students will submit (at least) one lesson plan that strategically embeds the use of technology to support children’s understandings of the social studies theme(s). Students will do the following:
 - Use the SAMR model to inform their design of the lesson to ensure the purposeful and strategic incorporation of technology into the early childhood classroom.
 - Select at least one technology tool to facilitate the lesson and actively engage young learners.
 - Detail how they will facilitate children’s use of the technology tool throughout the lesson to actively engage young learners in an exploration of the selected social studies standards.
 - Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
 - Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated.
 - Include an assessment tool for evaluating children’s understandings of the primary standards articulated.
 - Include a rationale for selecting the technology tool(s) and articulate how the lesson promotes and enhances young children’s understandings of social studies themes.
 - Use citations from current research from the textbook, class discussions, or handouts in their rationale using APA format to support their assertions.
 - Provide appendices for this lesson that 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.).
 - ***Sharing our Concept Boxes (4 points)***
 Students will come to class prepared to share their Concept Box: An Integrated Social Studies Instructional Unit Plan. Concept Boxes will be presented in “Gallery Walk”

fashion. Accordingly, the Concept Box presentation needs to be understood by others without verbal explanations. During class, students will peruse the concept boxes presented and use sticky notes to offer feedback and suggestions about other social studies themes, resources, or extension opportunities that would complement the experiences currently articulated as part of the Integrated Social Studies Instructional Unit Plan.

To prepare the Concept Box for presentation, students will do the following:

- Bring all tangible aspects of the concept box for other students to touch and examine (e.g., books, graphic organizers for the projects, completed lesson plans, etc.).
- Provide a graphic organizer of the overview of the concept box. The concept box overview will articulate the following details:
 - Grade level,
 - Primary social studies theme,
 - Specific social studies standards to be addressed,
 - Content areas to be integrated into the thematic unit,
 - Primary resources connections,
 - Children’s literature connections,
 - Technology opportunities embedded, and
 - Summative assessment products developed to document and demonstrate children’s knowledge of identified academic standards.

Social Studies Scavenger Hunt (15 points)

To promote students’ thoughtful consideration of social studies themes, students will participate in a Social Studies Scavenger Hunt across the semester. Periodically, students will receive a “challenge” that will ask them to connect their understandings of social studies themes and concepts to their own world. Students must participate in a minimum of five scavenger hunt challenges (3 points each). Student will record their responses on Flipgrid, a free platform that allows students to share thoughts and experiences with each other as a class in an easy, fun to use video format. The first challenge is mandatory. Once the Social Studies Scavenger Hunt is initiated, a running list of challenges will be available for students to respond to on Flipgrid, a link will be provided for students in our class on Blackboard.

- **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 (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

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.
5. 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 = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Date	Topic	Readings & Assignments Due
Class Session 1 January 23	Social Studies Themes and Standards Examining What we know	Before class please read: <ul style="list-style-type: none"> Seefeldt et al. (2014) Chapter 1 pages 8 – 19 <i>These are the Social Studies</i> Available on Blackboard
Class Session 2 January 30	Five Themes of Geography Place / Location / Regions	Before class please read: <ul style="list-style-type: none"> Seefeldt et al. (2014) Chapter 2 pages 41 – 56 <i>Planning and Assessment</i> Fields, et al. (2018) Chapter 1 Video Analysis #1 to be completed in class
Class Session 3 February 6	Human Interaction	Before class please read: <ul style="list-style-type: none"> Fields et al. (2018) Chapter 2 Fields et al. (2018) Chapter 3
Class Session 4 February 13	Movement	Before class please read: <ul style="list-style-type: none"> Seefeldt et al., (2014) Chapter 8 <i>People Places, and Environments: Geography</i> and Either: Fields et al. (2018) Chapter 4 or Fields et al. (2018) Chapter 5
Class Session 5 February 20	History	Before class please read: <ul style="list-style-type: none"> Seefeldt et al. (2014) Chapter 7 <i>Children’s Study of Time, Continuity, and Change: History</i> Fields et al. (2018) Chapter 6
Class Session 6 February 27	PRIMARY SOURCE PRESENTATION Concept Box Unit Plan Review	Before class please read: <ul style="list-style-type: none"> Social Studies Reading TBD Fields et al. (2018) Chapter 7
Class Session 7 March 6	Themes of Economics https://www.econedlink.org Become a member for free sign up to access resources Council for Economic Education Scarcity	Before class please read: <ul style="list-style-type: none"> Seefeldt et al. (2014) Chapter 9 <i>Production, Consumption, and Decision Making: Economics</i> Fields et al. (2018) Chapter 11 Or Fields et al. (2018) Chapter 12 Concept Box Overview due no later than today
March 13	Spring Break Week	
Class Session 8 March 20	American Indian Presentation *This is subject to change based on scheduling availability with the museum consultant.	Before class please read: <ul style="list-style-type: none"> Social Studies Reading TBD Fields et al. (2018) Chapter 9
Class Session 9 March 27	Culture	Before class please read: <ul style="list-style-type: none"> Seefeldt et al. (2014) Chapter 6

		<p><i>Culture Diversity and Values Chapter</i></p> <ul style="list-style-type: none"> • Seefeldt et al. (2014) Chapter 2 pages 57 – 65 <i>Planning and Assessment</i>
Class Session 10 April 3	History and Politics	<p>Before class please read:</p> <ul style="list-style-type: none"> • Seefeldt et al. (2014) Chapter 10 <i>Developing Citizenship: Civics and Government Chapter</i> • Fields et al. (2018) Chapter 8 <p><i>Concept Box: An Integrated Social Studies TWO Instructional Lesson Plan due</i></p> <ol style="list-style-type: none"> <i>1. Social Studies through Children’s Literature Lesson Plan</i> <i>2. Primary Sources Lesson Plan</i>
Class Session 11 April 10	Opportunity Costs, Consumption and Production (Econ and Me Videos)	<p>Before class please read:</p> <ul style="list-style-type: none"> • Fields et al. (2018) Chapter 10
Class Session 12 (AERA Week) April 17	Guidance and Management Video Analysis	<p>Before class please read:</p> <ul style="list-style-type: none"> • Fields et al. (2018) Chapter 13 • Fields et al. (2018) Chapter 14 <p><i>Video Analysis #2 and #3 to be completed online</i></p> <p><i>Final Week to upload Flipgrid Social Studies Scavenger Hunt Entries all entries due by 11:59 April 23.</i></p>
Class Session 13 April 24	Guidance and Management Socratic Seminar	<p>Before class please read:</p> <ul style="list-style-type: none"> • Fields et al. (2018) Chapter 15 <p><i>All Choice 1 and Choice 2 Guidance Reflection Opportunities are due today</i></p>
Class Session 14 May 1	Interdependence	<p>Before class please read:</p> <ul style="list-style-type: none"> • Seefeldt et al. (2014) Chapter 11 <i>Global Connections</i> <p><i>Behavior Management Personal Code of Practice</i></p> <p><i>Sharing our Concept Boxes</i></p>
May 7	<i>No Class – Reading Day</i>	
May 15	<p><i>Concept Box: An Integrated Social Studies Instructional Unit Plan due today.</i></p> <p><i>This includes a revised <u>Concept Box Overview</u> and your final TWO Instructional Lesson Plans</i></p> <ol style="list-style-type: none"> <i>1. Revised Concept Box Overview</i> <i>2. Extending Social Studies into the Content Areas Lesson Plan</i> <i>3. Using Technology to Enhance Children’s Understandings of the Social Studies Lesson Plan</i> 	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/students/>.