

**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 2019  
8/26 – 12/18, Tuesday/ 7:20 – 10:00 pm  
Thompson Hall L019, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

ECED 403 or 503

**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 curricular experiences for a community of learners inclusive of children with diverse abilities and cultural, linguistic, and socio-economic backgrounds.

**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. Explain how the *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* 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.
2. Explain how the *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* 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.

3. Explain how the *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* 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.
4. Explain how the *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* 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.
5. Explain how the study of history and the social sciences assists children in developing historical thinking, geographic analysis, economic decision-making, and responsible citizenship.
6. 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.
7. Examine diverse historical, geographical, and economic sources for opportunities to develop students' fluency in content vocabulary and comprehension of verbal, written and visual sources.
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 an integrated history and social sciences unit of study that incorporates the knowledge, skills, and processes of history and the social science disciplines and other content areas 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.
10. Integrate the use of technology as a tool for teaching, learning, researching, and communicating into integrated social sciences units.
11. Plan history and social sciences instruction that is responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of young children and integrates the visual and performing arts to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve.
12. Select develop, and use culturally relevant curriculum, pedagogies, and materials that support and enhance students' learning and reflects the research on age-appropriate practices.
13. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.

14. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards** – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

**Virginia Early/Primary Education PreK-3 Endorsement Competencies**

Methods

Knowledge and Skills: History and Social Sciences

**Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NCSS (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: Author. ISBN: 9780879861056

Seefeldt, C., Castle, S., & Falconer, R. (2014). *Social studies for the preschool/ primary child* (9th ed.). NJ: Pearson Education.

Additional readings will be posted to Blackboard as indicated on class schedule.

**Recommended Texts**

Altoff, P., & Golston, S. (2012). *Teaching reading with the social studies standards: Elementary units that integrate great books, social studies, and the common core standards*. Silver Spring, MD: National Council for the Social Studies.

**Course Performance Evaluation**

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

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance and Participation <ul style="list-style-type: none"> <li>• Attendance and Participation Rubric</li> </ul>	Ongoing Dec 17	<b>25</b>
Guidance and Management Approaches Examinations of Practice Reflection Project <ul style="list-style-type: none"> <li>• Video Analysis 1, 2 and 3</li> <li>• Examination of Practice Reflection Task <i>Quizzes and Prompted Journal Reflections</i></li> </ul>	<i>Ongoing</i> <i>Refer to the schedule in the Guidance and Management Project Guide for due dates</i>	<b>30</b>  3 9

<ul style="list-style-type: none"> <li>• Socratic Seminar</li> <li>• Behavior Management Personal Code of Practice</li> </ul>	Nov 26 Dec 17	8 10
<b>Integrated Social Studies Instructional Plans</b> <ul style="list-style-type: none"> <li>• Authentic Children’s Literature for Examining the Social Studies</li> <li>• Exploring Digital Technology Tools</li> <li>• Lesson Plan #1: Integrating History and Social Studies Into the Content Areas With Children’s Literature</li> <li>• Sharing Lesson Plans</li> <li>• Lesson Plan #2: Exploring Social Studies Themes in Children’s Literature with Primary Sources and Technology</li> </ul>	Oct 1  Oct 8 Oct 22  Dec 3  Dec 3	<b>35</b> 4  3 14  0  14
Social Studies Scavenger Hunt (Flipgrid)	Dec 3	<b>10</b>
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Guidance and Management Approaches Examinations of Practice Reflection Project (30 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. Students are expected to follow the schedule and complete assignments according to the schedule.

**Integrated Social Studies Instructional Plans (35 points)**

Students will develop two integrated lesson plans grounded in specific National Curriculum Standards for Social Studies and the Virginia Standards of Learning for kindergarten, first, second, or third grade. For each lesson plan, students will emphasize learning outcomes articulated within at least one of the following strands: History, Geography, Economics, or Civics. Each lesson plan will strategically relate to an authentic children’s literature text. Each lesson plan will integrate the social studies theme selected into at least one other academic areas of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing). Accordingly, the instructional plans will incorporate knowledge and understandings of learning standards in the social studies as well as other content area standards. Each lesson plan will strategically use technology to enhance children’s learning. At the end of the course, students will share their lesson plans with the class.

For this assignment students will develop and submit the following:

- ***Authentic Children’s Literature for Examining Social Studies Themes with Young Learners (4 points)***

Students will identify five children’s texts that exemplify diverse social studies themes and standards. While there may be some overlap in themes, each text identified should

clearly relate to different National Council of Social Studies themes and Virginia Standards of Learning for Social Studies (i.e., history, geography, economics, and civics). Students are encouraged to use texts identified by the National Council of Social Studies, lists and websites will be provided to help guide students' selection. A template will be provided. Two of the texts will be used as springboards for the instructional plans submitted later in the semester.

- ***Exploring digital technology tools to enhance and extend young children's learning and engagement (3 points)***

Students will identify two digital technology tools that can be leveraged to extend and enhance young children's learning. Students will use the SAMR language to evaluate the tool and describe how the tool can be used to enrich children's learning. Students will emphasize how the digital tool promotes children's high order thinking skills (e.g., analyzing, evaluating, and creating). The tools will be shared with the entire class on a google doc. The collective google doc will be available to students throughout the semester to support the unit planning process.

- ***Integrated Social Studies Instructional Plans (28 points total. This includes Lesson Plan #1: Integrating History and Social Studies Into the Content Areas With Children's Literature AND Lesson Plan #2: Exploring Social Studies Themes in Children's Literature with Primary Sources and Technology).***

Students will develop two, integrated social studies plans over the course of the semester. Each plan will be related to at least one social studies Standard of Learning strand (i.e., history, geography, economics, and citizenship). Each plan will also reflect at least one of the 10 themes of social studies as defined by the National Council of Social Studies.

Each lesson will provide:

- 1) an overview of the lesson,
- 2) a rationale for the social studies themes selected, and
- 3) a justification for the activities developed to promote children's understandings of essential social studies knowledge and processes

Each lesson plan will use the **Mason Lesson Planning Frame** and clearly articulate the following details:

- Grade level
- Primary national social studies theme(s),
- Specific social studies Virginia standards of learning to be addressed (these could be global),
- Assessment products to consider developing to document and demonstrate children's knowledge of identified academic standards.

- ***Lesson Plan #1: Integrating History and Social Studies Into the Content Areas With Children's Literature (14 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 use the lesson plan template provided on Blackboard to detail all aspects of the lesson.

Students will complete the following:

- Select a rich text to engage children in an exploration of the primary social studies

theme(s) to be explored. Students are encouraged to use texts identified by the National Council of Social Studies, lists and websites will be provided to help guide students' selection.

- Identify the relevant social studies standards and themes explored in the text.
  - Select specific themes to strategically explore with young learners. These themes and standards will inform students' assessment products/projects and embedded strategic questions.
  - Identify a complementary content area that will encourage students to meaningfully integrate social studies themes and standards into other content areas.
  - Develop a coherent and sequentially scaffolded lesson plan that embeds a set of strategic questions that encourage children to grapple with complex social studies themes.
  - ***Extend the social studies themes into another content area***
    - Extend or enhance the social studies lesson by integrating it with another academic area of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing).
    - Identify the additional content area standards selected to extend students' understandings of complex social studies themes.
    - Write a summary or a mini-lesson plan detailing the complementary content area lesson plan to illustrate how they will integrate the content standards and social studies standards into the lesson to actively engage young learners in an exploration of both the selected content area standards and the selected social studies standards.
  - ***Assess children's understandings***
    - 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 an introduction that summarizes the lesson plan and provides a rationale for selecting the specific social studies and content area standards and articulates how the lesson promotes and enhances young children's understandings of social studies themes in relation to the children's text (approximately 1 page).
  - 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.). The instructional materials should be the creative genius of the student (i.e., not from *Pinterest* or *Teachers Pay Teachers*, etc.).
- ***Lesson Plan #2: Exploring Social Studies Themes in Children's Literature with Primary Sources and Technology (14 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 use the lesson plan template provided on Blackboard to detail all aspects of the lesson.

Students will complete the following:

- Select a rich text to engage children in an exploration of the primary social studies theme(s) to be explored. Students are encouraged to use texts identified by the National Council of Social Studies, lists and websites will be provided to help guide students' selection.
- Identify the relevant social studies standards and themes explored in the text.
- Select specific themes to strategically explore with young learners. These themes and standards will inform students' assessment products/projects and embedded strategic questions.
- Select artifacts from the Library of Congress archives to enhance children's understandings of the social studies themes and actively engage young learners.
- Include a set of strategic questions that encourage children to grapple with complex social studies themes in relation to the primary sources identified.
- 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.
- ***Strategically infuse the use of technology***
  - Enhance the social studies lesson with the integration of technology tools.
  - 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.
  - Explain how the technology supports children's learning.
- ***Assessing Children's Understandings***
  - 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 an introduction that summarizes the lesson plan and provides a rationale for selecting the specific social studies and content area standards and articulates how the lesson promotes and enhances young children's understandings of social studies themes in relation to the children's text (approximately 1 page).
- 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.). The instructional materials should be the creative genius of the student (i.e., not from *Pinterest* or *Teachers Pay Teachers*, etc.).

- ***Sharing our Lesson Plans***

Students will come to class prepared to share their lesson plans. Lesson plans will be presented in “Gallery Walk” fashion. Students will need the children’s literature and the primary source artifacts on hand to demonstrate their lessons. During class, students will peruse the lessons 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.

### **Social Studies Scavenger Hunt (10 points)**

To promote students’ thoughtful consideration of social studies themes, students will participate in a Social Studies Scavenger Hunt across the semester. Students will select from a set of “challenges” 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 (2 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. **Students will submit a final bulleted list of challenges completed to Blackboard as an assignment.**

- **Other Requirements**

### **Attendance and Participation (25 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.



## **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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

## **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
<p><b>Week 1</b> Aug 27</p>	<p>Introducing History and Social Sciences Themes and Standards</p> <p>Examining What We Know: Understanding the Knowledge, Skills, and Processes of History and the Social Sciences</p> <ul style="list-style-type: none"> <li>• Asking appropriate questions and summarizing points to answer a question</li> <li>• Establishing the importance of developing fluency in content vocabulary and comprehension of verbal, written, and visual sources</li> </ul>	<p>Seefeldt et al., Chapter 1</p>
<p><b>Week 2</b> Sep 3</p>	<p>Exploring History and Social Sciences Themes With Diverse Young Children</p> <p>Standards as the Foundation for Teaching History and Social Sciences to Diverse Young Children</p> <ul style="list-style-type: none"> <li>• <i>National Curriculum Standards for Social Studies</i></li> <li>• <i>Virginia Standards of Learning for History and Social Sciences</i></li> <li>• <i>Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds</i></li> <li>• <i>Standards as the</i></li> </ul>	<p>Fields et al., Chapter 1</p> <p>Seefeldt et al., Chapter 2</p> <p><i>National Curriculum Standards for Social Studies</i> (NCSS, 2010) p. 3-1</p> <p><i>Virginia Standards of Learning for History and Social Sciences</i></p> <p><i>Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds</i></p>
<p><b>Week 3</b> Sep 10</p>	<p><i>Virginia Standards of Learning and Foundation Blocks for Early Learning</i> Strands</p> <ul style="list-style-type: none"> <li>• History, Geography, Economics, Civics</li> </ul> <p>Connecting History and the Social Sciences to Children's Literature</p> <p>Developing, Selecting, and Implementing Culturally Relevant Curriculum for Diverse Young Children</p> <ul style="list-style-type: none"> <li>• Developing and using culturally relevant curriculum, pedagogies, and materials that</li> </ul>	<p>Fields et al., Chapter 2 and 3</p> <p>Seefeldt et al., Chapter 3</p> <p><i>Virginia Standards of Learning for History and Social Sciences</i></p> <p><i>Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds</i></p>

Date	Topic	Readings & Assignments Due
	support and enhance diverse young children's learning	<p><b>Examine</b> the structure of the lessons in the following website and start thinking about your projects 😊</p> <p><a href="https://www.socialstudies.org/sites/default/files/images/Bulletin112_Excerpts.pdf">https://www.socialstudies.org/sites/default/files/images/Bulletin112_Excerpts.pdf</a></p>
<p><b>Week 4</b> Sep 17</p>	<p>Promoting History and the Social Sciences Thinking and Concept Formation in Diverse Young Children</p> <ul style="list-style-type: none"> <li>• Fostering children's historical thinking, geographic analysis, economic decision-making, and responsible citizenship practices</li> <li>• Using visual and performing arts to develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve</li> </ul>	<p>Fields et al., Chapter 4 <i>or</i> 5</p> <p>Seefeldt et al., Chapter 4</p>
<p><b>Week 5</b> Sep 24</p>	<p>Examining Culture With Diverse Young Children</p> <ul style="list-style-type: none"> <li>• Developing understandings that Americans are a people of diverse ethnic origins, customs, and traditions</li> </ul>	<p>Fields et al., Chapter 6</p> <p>Culture (NCSS, 2010) p. 14, 26-29, &amp; 68-69</p> <p>Individuals, Groups and Institutions (NCSS, 2010) p. 18, 42-45, &amp; 78-79</p> <p>Seefeldt et al., Chapter 6</p>
<p><b>Week 6</b> Oct 1</p>	<p>Exploring the Five Themes of Geography With Diverse Young Children</p> <p>Place / Location / Regions</p> <p>Using Maps and Other Geographic Representations, Tools, and Technologies With Diverse Young Children</p> <ul style="list-style-type: none"> <li>• Acquiring, processing, and reporting information</li> <li>• Using charts, graphs, and pictures to determine to determine characteristics of people, places, and events in history</li> </ul> <p>Developing Understandings of the Relationship Between Human Activity and the Physical</p>	<p>Fields et al., Chapter 7</p> <p>People, Place, and Environment (NCSS, 2010) p. 16, 34-38, &amp; 72-75</p> <p>Seefeldt et al., Chapter 8</p> <p><b>Due to Bb – Authentic Children's Literature for Examining History and Social Sciences Themes with Young Learners and SOLs</b></p>

Date	Topic	Readings & Assignments Due
	<p>Environment in the Community and the World With Diverse Young Children</p> <ul style="list-style-type: none"> <li>• Using geographic skills to explain the interaction of people, places, and events to support understanding of events in history</li> <li>• Comparing and contrasting people, places, and events in history</li> <li>• Explaining connections across time and place</li> </ul> <p>Exploring Physical Processes That Shape the Surface of the Earth With Diverse Young Learners</p>	
<p><b>Week 7</b> Oct 8</p>	<p>Examining Interconnectedness, Culture, and Interdependency With Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Direct cause and effect relationships in history</li> <li>• Connections across time and place</li> </ul> <p>Planning Integrated History and Social Sciences Units for Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Knowledge, skills, and processes of history and the social science disciplines and other content areas</li> <li>• Fluency in content vocabulary and comprehension of verbal, written, and visual sources</li> </ul> <p>Integrating Technology to Support Diverse Young Learners' Knowledge and Skills</p> <ul style="list-style-type: none"> <li>• Using the SAMR model to make decisions</li> </ul>	<p>Fields et al., Chapter 8 Global Connections (NCSS, 2010) p. 22, 58-61, &amp; 87-89</p> <p>Seefeldt et al., Chapter 11</p> <p><b>Due to Bb – Exploring digital technology tools to enhance and extend young children’s learning and engagement</b> (completed in class today)</p>
<p>Oct 15</p>	<p>Fall Break – No class meeting</p>	
<p><b>Week 8</b> Oct 22</p>	<p>Examining Human Interaction With Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Human activity and the physical environment in the community and the world</li> </ul> <p>Planning Integrated History and Social Sciences Units for Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Planning instruction responsive to interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of young children</li> </ul>	<p>Science, Technology, and Society (NCSS, 2010) p. 21, 54-57, &amp; 85-86</p> <p>Time, Continuity, and Change (NCSS, 2010) p. 15, 30-33, &amp; 70-71</p> <p><b>Due to Bb – Lesson Plan #1: Integrating History and Social Studies Into the Content Areas With Children’s Literature</b></p>

Date	Topic	Readings & Assignments Due
<b>Week 9</b> Oct 29	Using Primary and Secondary Sources With Diverse Young Learners <ul style="list-style-type: none"> <li>• Content area fluency using verbal, written, and visual sources</li> <li>• Primary sources, such as artifacts, letters, photographs, and newspapers, and secondary sources to understand events in history</li> <li>• Charts, graphs, and pictures to determine characteristics of people, places, or events</li> </ul> National Archives Presentation	Fields et al., Chapter 9  Seefeldt et al., Chapter 10  Civic Ideals and Practices (NCSS, 2010) p. 23, 62-65, & 90-92
<b>Week 10</b> Nov 5	Developing Understanding of History Using Primary and Secondary Sources With Diverse Young Learners <ul style="list-style-type: none"> <li>• Ancient civilizations and American social and political institutions</li> <li>• Virginia history from 1607 to the present</li> <li>• United States history (individuals, documents, and events)</li> <li>• The evolution of America’s constitutional republic and its ideas, institutions, and practices</li> </ul>	Fields et al., Chapter 10  Seefeldt et al., Chapter 7
<b>Week 11</b> Nov 12	Exploring Movement, History, and Civics With Diverse Young Learners <ul style="list-style-type: none"> <li>• Privileges and responsibilities of good citizenship</li> <li>• Process of making laws</li> <li>• Good citizenship and respect for rules and laws</li> <li>• Importance of children’s participation in classroom activities</li> <li>• Using a decision-making model to identify costs and benefits of a specific choice</li> <li>• 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</li> <li>• Role of local government</li> <li>• America’s constitutional republic and its ideas, institutions, and practices</li> </ul>	Fields et al., Chapter 11 <i>or</i> 12  Individual Development and Identity (NCSS, 2010) p. 17, 38-41, & 76-77  Power, Authority, and Governance (NCSS, 2010) p. 19, 46-49, & 80-81
<b>Week 12</b> Nov 19	Exploring Themes of Economics With Young Learners	Fields et al., Chapter 13 and 14

Date	Topic	Readings & Assignments Due
	<ul style="list-style-type: none"> <li>• Basic economic principles</li> <li>• Role of the individual and how economic decisions are made</li> <li>• Role of government in economic markets</li> <li>• Market economy</li> <li>• Scarcity</li> </ul>	<p>Council for Economic Education  <a href="https://www.econedlink.org">https://www.econedlink.org</a>: Become a member for free sign up to access resources</p> <p>Production, Distribution, and Governance (NCSS, 2010) p. 20, 50-53, &amp; 82-84</p> <p>Seefeldt et al., Chapter 9</p> <p>Econ and Me Videos (optional)</p>
<p><b>Week 13</b> Nov 26</p>	<p>Developing Understandings of Economic Decision Making With Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Opportunity costs</li> <li>• Consumption and production</li> <li>• Using historical, geographical, and economic sources to develop children’s fluency in content vocabulary and comprehension of verbal, written and visual sources</li> </ul>	<p>Fields et al., Chapter 15</p> <p>Seefeldt et al., Chapter 5</p> <p><b>Due in Class – Socratic Seminar</b></p>
<p><b>Week 14</b> Dec 3</p>	<p>Exploring Interdependence With Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Using geographic skills to explain the interaction of people, places, and events</li> <li>• Relationship between human activity and the physical environment</li> <li>• How people are interdependent</li> </ul>	<p>Seefeldt et al., Chapter 3</p> <p><b>Due to Bb – Lesson Plan #2: Exploring Social Studies Themes in Children’s Literature with Primary Sources and Technology</b></p> <p><b>Due in Class – Sharing Lesson Plans</b></p> <p><b>Due to Bb – Social Studies Scavenger Hunt (Flipgrid)</b></p>
<p>Dec 9-10</p>	<p>Reading Days – No class meeting</p>	
<p><b>Week 15</b> Dec 17</p>	<p>Exam Period – No class meeting</p>	<p><b>Behavior Management Code of Practice</b></p>

Date	Topic	Readings & Assignments Due
		Due to Bb – Attendance and Participation Rubric

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](mailto: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/>.**