

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

ECED 513.002 Integrating Social Studies Across the Content Areas for Diverse Young  
Learners  
3 Credits, Fall 2020  
08/24/2020 – 10/11/2020, Tuesdays/ 4:30pm – 7:10pm  
Online Hybrid

**Faculty**

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**Required Prerequisites**

ECED 401 or 501 and ECED 403 or 503  
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

**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 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 online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider

them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **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. Implement a lesson using the language of economics to engage learners and introduce new economic terms (e.g., goods and services, human, natural, and capital resources, opportunity cost)
13. Select develop, and use culturally relevant curriculum, pedagogies, and materials that support and enhance students' learning and reflects the research on age-appropriate practices.
14. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
15. 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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Day, H. R., Foltz, M., Hayes, K., Marksberry, C., Stergeon, M., & Reed, S., (2006). *Teaching economics using children's literature*. Council for Economic Education. ISBN: 978-1-56183-630-7

NCSS (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: Author. ISBN: 9780879861056  
 Odhiambo, E., Nelson, L., & Chrisman, J. K. (2016). *Social studies and young children*. Boston: 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.

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

**Course Performance Evaluation**

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

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance and Participation <ul style="list-style-type: none"> <li>Self-Evaluation</li> </ul>	Ongoing October 14	<b>25</b>
Teaching Economics Using Children’s Literature Lesson Share	September 29	<b>15</b>
Integrated History and Social Sciences Instructional Plans <ul style="list-style-type: none"> <li>Authentic Children’s Literature for Examining History and Social Sciences</li> <li>Lesson Plan #1: History and Social Sciences Through Children’s Literature</li> <li>Sharing our Lesson Plans</li> <li>Lesson Plan #2: History and Social Sciences Through Primary Sources</li> <li>Exploring Digital Technology Tools</li> </ul>	September 9 September 22 October 6 October 12 October 14	<b>50</b> 10 15 5 15 5
Social Studies Scavenger Hunt (Flipgrid)	Ongoing October 6	<b>10</b>
<b>TOTAL</b>		<b>100</b>

- Assignments and/or Examinations**

**Teaching Economics Using Children’s Literature Experience Share (15 points)**

Students will work in small groups to plan and engage the rest of the class in an exploration of economics concepts as examined in the text *Teaching Economics Using Children’s Literature*. Each group will select a different lesson experience from the text to prepare. Specific attention will be paid to developing peers’ understandings of specific economics content. Presentations will also connect experiences to the *Virginia Standards of Learning*. Selected readings will be determined at the beginning of the class based on group preferences.

### **Integrated Social Studies Instructional Plans (50 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 relate strategically to an authentic children's literature text. Each lesson plan will integrate the social studies theme selected into at least one other academic area of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, 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 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:

#### **1. *Authentic Children's Literature for Examining Social Studies Themes with Young Learners (10 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.

#### **2. *Exploring digital technology tools to enhance and extend young children's learning and engagement (5 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.

#### **3. *Integrated Social Studies Instructional Plans (30 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 *Virginia Standards 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:

- an overview of the lesson,

- a rationale for the social studies themes selected, and
- 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 Plan Template** 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.

**4. Lesson Plan #1: Integrating History and Social Studies Into the Content Areas With Children’s Literature (15 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 integrate social studies themes and standards meaningfully 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, work-mats, 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 (15 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, work-mats, 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 (5 points)***  
 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.
- Students submit attendance and participation self-evaluation.

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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 graduate 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>Session 1</b> <b>August 25</b></p> <p><b>Synchronous class meeting</b></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>Developing Understandings of the Relationship Between Human Activity and the Physical 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><i>National Curriculum Standards for Social Studies</i> (NCSS, 2010) p. 3-12</p> <p>NCSS, (n.d.) Scholarly Rationale for the C3 Framework (pp. 82-91)</p> <p>Odhiambo et al., (2016) Chapter 1</p>
<p><b>Session 2</b> <b>August 26-September 1</b></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>	<p>NCSS (2010) Chapter 2 (p. 14 - 23)</p> <p>C3 Framework (NCSS, n.d., p. 17-21)</p>

Date	Topic	Readings & Assignments Due
	<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> </ul> <p>Integrating Technology to Support Diverse Young Learners' Knowledge and Skills</p> <p>Using the SAMR model to make decisions</p>	<p>NCSS C3 Framework Dimension 1 Developing Questions &amp; Planning Inquiries (NCSS, n.d., p. 23 - 29)</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>Exploring Digital Technology Tools to Enhance and Extend Young Children's Learning and Engagement (initiated) you will add to it over the course of the semester.</b></p>
<p><b>Session 3</b> <b>September 1</b></p> <p><b>Synchronous class meeting</b></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> </ul> <p>Using visual and performing arts to develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve</p>	<p>Odhiambo et al., (2016) Chapter 2</p> <p>Time, Continuity, and Change (NCSS, 2010) p. 15, 30-33, &amp; 70-71</p> <p>Science, Technology, and Society (NCSS, 2010) p. 21, 54-57, &amp; 85-86</p>
<p><b>Session 4</b> <b>September 2 - September 8</b></p>	<p><i>Virginia Standards of Learning and Foundation Blocks for Early Learning Strands</i></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> <p>Developing and using culturally relevant curriculum, pedagogies, and materials that support</p>	<p>Advancing Equity in Early Childhood Education (NAEYC, 2019) Position Statement</p> <p>Odhiambo et al., (2016) Chapter 8</p> <p>Individual Development and Identity (NCSS, 2010) p. 17, 38-41, &amp; 76-77</p> <p><b>Examine</b> the structure of the lessons in the following website and start thinking about your projects J</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>

Date	Topic	Readings & Assignments Due
	and enhance diverse young children's learning	
<p><b>Session 5 September 8</b></p> <p><b>Synchronous class meeting</b></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>Exploring Physical Processes That Shape the Surface of the Earth With Diverse Young Learners</p>	<p>Odhiambo et.al., Chapter 7</p> <p>People, Place, and Environment (NCSS, 2010) p. 16, 34-38, &amp; 72-75</p> <p>NCSS C3 Framework Dimension 2 Applying Disciplinary Concepts &amp; Tools: Geography (NCSS, n.d., p. 29 &amp; pp 40 – 44)</p> <p><b>Due to Bb by 9/9 – Authentic Children's Literature for Examining History and Social Sciences Themes with Young Learners and SOLs</b></p>
<p><b>Session 6 September 9 - September 15</b></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> <p>Planning instruction responsive to interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of young children</p>	<p>Odhiambo et al., (2016) Chapter 9</p> <p>NCSS C3 Framework Dimension 4: Communicating Conclusions &amp; Taking Informed Action (NCSS, n.d., p. 29 &amp; pp. 59 - 63).</p>
<p><b>Session 7 September 15</b></p> <p><b>Synchronous class meeting</b></p>	<p>Examining Culture With Diverse Young Children</p> <p>Developing understandings that Americans are a people of diverse ethnic origins, customs, and traditions</p>	<p>Odhiambo et.al., Chapter 3</p> <p>Culture (NCSS, 2010) p. 14, 26-29, &amp; 68-69</p>
<p><b>Session 8</b></p>	<p>Developing Understanding of History Using Primary and Secondary Sources With Diverse Young Learners</p>	<p>Odhiambo et al., (2016) Chapter 4</p>

Date	Topic	Readings & Assignments Due
<b>September 16 – September 22</b>	<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</li> </ul>	<p>NCSS C3 Framework Dimension 2 Applying Disciplinary Concepts &amp; Tools: History (NCSS, n.d., p. 29 &amp; pp 45 – 51)</p> <p>Initiate Group Projects online Teaching Economics Using Children’s Literature Lesson Share Read select Chapters (TBD) from Day et al. (2006) for group experiences.</p>
<b>Session 9 September 22  Synchronous class meeting</b>	<p>Using Primary and Secondary Sources With Diverse Young Learners</p> <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>	<p>NCSS C3 Framework Dimension 3 Evaluating Sources &amp; Using Evidence (NCSS, n.d., p. 53-57).</p> <p><b>Due to Bb by 9/22 – Lesson Plan #1: History and Social Sciences with Children’s Literature</b></p> <p>Be prepared for Group Project Planning Moments in Class Teaching Economics Using Children’s Literature Lesson Share Read select Chapters (TBD) from Day et al. (2006) for group experiences.</p>
<b>Session 10 September 23 – September 29</b>	<p>Exploring Themes of Economics With Young Learners</p> <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> <li>• Using a decision-making model to identify costs and benefits of a specific choice</li> </ul>	<p>Odhiambo et al., (2016) Chapter 6 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>
<b>Session 11 September 29</b>	<p>Exploring Movement, History, and Civics With Diverse Young Learners</p> <ul style="list-style-type: none"> <li>• Privileges and responsibilities of good citizenship</li> </ul>	<p>Odhiambo et al., (2016) Chapter 5 Civic Ideals and Practices (NCSS, 2010) p. 23, 62-65, &amp; 90-92</p>

Date	Topic	Readings & Assignments Due
	<ul style="list-style-type: none"> <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>• 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> </ul> <p>America’s constitutional republic and its ideas, institutions, and practices</p>	<p>NCSS C3 Framework Dimension 2 Applying Disciplinary Concepts &amp; Tools: Civics (NCSS, n.d., p. 29 &amp; pp 31 – 34)</p> <p>Individuals, Groups and Institutions (NCSS, 2010) p. 18, 42-45, &amp; 78-79</p> <p>Power, Authority, and Governance (NCSS, 2010) p. 19, 46-49, &amp; 80-81</p> <p><b>Group Projects Due to Bb 9/29 for upload for online Session 12</b> Teaching Economics Using Children’s Literature Lesson Share Read select Chapters (TBD) from Day et al. (2006) for group experiences.</p>
<p><b>Session 12</b> <b>September 30</b> - <b>October 6</b></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>Global Connections (NCSS, 2010) p. 22, 58-61, &amp; 87-89</p> <p>NCSS C3 Framework Dimension 2 Applying Disciplinary Concepts &amp; Tools: Economics (NCSS, n.d., p. 29 &amp; pp 35 – 39)</p>
<p><b>Session 13</b> <b>October 6</b></p> <p><b>Synchronous class meeting</b></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> </ul> <p>Using historical, geographical, and economic sources to develop children’s fluency in content</p>	<p>Econ and Me Videos</p> <p><b>Due in Class 10/6 – Sharing Lesson Plans</b></p> <p><b>Due to Bb by 10/6 – Flipgrid Scavenger Hunt</b></p>

Date	Topic	Readings & Assignments Due
	vocabulary and comprehension of verbal, written and visual sources	
<b>Session 14 October 7 – October 12</b>	Exploring Interdependence With Diverse Young Learners <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> </ul> <p style="text-align: center;">How people are interdependent</p>	<b>Due to Bb by 10/12 – Lesson #2: History and Social Sciences with Primary Sources</b>
<b>October 13</b>	Fall Break – no class meeting	
<b>Final Exam Date October 14</b>	Finals week – no class meeting	<b>Due to Bb by 10/14 – Attendance and Participation Self-Evaluation</b>  <b>Due to Bb by 10/14 – Exploring Digital Technology Tools to Enhance and Extend Young Children’s Learning and Engagement (initiated) you will add to it over the course of the semester.</b>

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 <https://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://ds.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/VIA 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## Evaluation Guides

### ***Lesson Plan #1 or #2: Exploring Social Studies Themes in Children's Literature (15 points)***

Students will use the lesson plan template provided on Blackboard to detail all aspects of the lesson. Students will include the following:

- \_\_\_\_/3 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).
- \_\_\_\_/1 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.
- \_\_\_\_/1 Identify the relevant social studies standards and themes explored in the text.
- \_\_\_\_/1 Select specific themes to strategically explore with young learners. These themes and standards will inform students' assessment products/projects and embedded strategic questions.
- \_\_\_\_/2 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.
- \_\_\_\_/2 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.
- \_\_\_\_/2 Strategically infuse the use of technology
- \_\_\_\_/3 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.

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, work-mats, 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.).