

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

ECED 413.DL1 Integrating Social Studies Across the Content
Areas for Diverse Young Learners
3 Credits, Spring 2024, Bichronous
3/12/2024-4/29/2024

Synchronous Online Meetings: Tuesdays/ 7:20-10:00 pm

Faculty

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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 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/discussion format and Blackboard (Bb).

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 Early Learning and Development Standards* 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 Early Learning and Development Standards* 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 Early Learning and*

Development Standards 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 Early Learning and Development Standards* 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

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

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.). Author. ISBN: 9781433832178

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*. National Council for the Social Studies. ISBN: 9780879861063

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: 9781561836307 **[THIS TEXT IS A FREE DOWNLOAD]**

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance and Participation <ul style="list-style-type: none"> Self-Evaluation Attendance and Participation Form 	Ongoing April 29	25
Virginia State and Local Civic Education Module	March 18	5
Exploring Digital Technology Tools	April 8	5
Authentic Children's Literature for Examining History and Social Sciences	April 1	10
Integrated History and Social Sciences Instructional Plans <ul style="list-style-type: none"> Lesson Plan #1: History and Social Sciences Through Children's Literature and Primary Sources (Group Project) 20 points 	April 27	35 20

Assignments	Due Dates	Points
<ul style="list-style-type: none"> ○ <i>Esperanza Rising Reading Log (pages 1 – 131)</i> ○ <i>Esperanza Rising Reading Log (pages 132 – 251)</i> <ul style="list-style-type: none"> ● Lesson Plan #2: History and Social Sciences Through Children’s Literature (Individual Project) 15 points 	March 19 March 26 April 23	 15
Sharing of Lesson Plans <ul style="list-style-type: none"> ● Individual Lesson Plan Sharing and Peer Evaluation ● Group Plans End of Semester Showcase and Celebration Project for Showcase Submitted 	April 23 April 27 / May 2	5 2 3
Social Studies Flipgrid Reflection Activities <ul style="list-style-type: none"> ● # 1 ● # 2 ● # 3 ● # 4 ● # 5 	March 26 April 9 April 16 April 22 April 28	15 3 3 3 3 3
TOTAL		100

- **Assignments and/or Examinations**

Virginia State and Local Civic Education Module (5 points)

Students will complete an online module on state and local civic education required for teacher licensure in Virginia. The module can be found through this link (<https://www.civiceducationva.org/>). Students will upload the completion certificate to Blackboard.

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 Substitution, Augmentation, Modification, Redefinition (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 higher-order thinking skills (e.g., analyzing, evaluating, and creating). The tools will be shared with the entire class on a shared online platform. The collective reflection will be available to students throughout the semester to support the unit planning process.

Authentic Children’s Literature for Examining History and Social Sciences Themes with Young Learners (10 points)

Students will identify 5 children’s texts that exemplify diverse history and social sciences 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 History and Social Sciences (i.e., history, geography, economics, and civics), or *Virginia’s Early Learning and Development Standards*. A template for the assignment will be provided. Students will use texts identified by the National Council of Social Studies or other recommended sites. Texts need to be recently published. Lists and websites will be provided to

help guide students' selection. One of the texts will be used as springboards for the instructional plans submitted later in the semester.

Integrated History and Social Sciences Instructional Plans (35 points)

Students will develop **two** integrated unit plans grounded in specific *National Curriculum Standards for Social Studies* and the *Virginia Standards of Learning* for kindergarten, first, second, or third grade or *Virginia's Early Learning and Development Standards*. For the lesson plan, students will emphasize learning outcomes articulated within at least two 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 history and social sciences theme selected into at least one other academic area of study for the primary grades (e.g., science, mathematics, music, fine arts, reading, and writing). Accordingly, the unit will include instructional plans that incorporate knowledge and understandings of learning standards in history and social sciences, as well as other content area standards. The unit plan will include at least one intentional technology integration to enhance children's learning. At the end of the course, students will share their unit lesson plans with the class. For this assignment students will develop and submit the following:

- ***Unit Lesson Plan #1: History and Social Sciences Through Children's Literature (Group Project) 20 points***
- ***Unit Lesson Plan #2: History and Social Sciences Through Children's Literature (Individual Project) 15 points***

Students will develop two, integrated history and social sciences plans over the course of the semester. Each plan will be related to **at least two history and social sciences *Virginia Standards of Learning* or *Virginia's Early Learning and Development Standards* strand (i.e., history, geography, economics, and citizenship)**. Each plan will also reflect **at least one of the 10 themes of history and social sciences as defined by the National Council of Social Studies**. Each unit plan will provide the following:

- An overview of the lesson,
- A rationale for the social studies themes and standards of learning lenses 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 Planning Frame** and clearly articulate the following details:

- Grade level,
- Primary National Council of Social Studies theme(s),
- Specific history and social sciences *Virginia Standards of Learning* or *Virginia's Early Learning and Development Standards* to be addressed (these could be global),
- Technology integrated into the lesson to enhance student engagement,
- Secondary content area integrated into the lesson to complement the history and social sciences concepts,
- Assessment products to consider developing to document and demonstrate children's knowledge of identified academic standards.

Lesson Plan #1: History and Social Sciences Through Children’s Literature and Primary Sources (Esperanza Rising)

Students will submit work collaboratively to create a unit plan that strategically embeds the use of primary sources to support children’s understandings of the history and social sciences themes relevant in *Esperanza Rising* by Pam Muñoz Ryan. Time in class and outside of class will be utilized to complete the collaborative project and guidance will be provided throughout the process by the course instructor. The design process will be iterative. Further guidance supporting the project will be available in Blackboard and in class as the project unfolds.

Individually students will do the following:

- a. Use the reading journal to document their thinking as they read the chapter book *Esperanza Rising*. The reading journal will support students’ identification of the primary history and social sciences themes evidenced in the story.
- b. Come prepared each class to contribute meaningfully to the planning process to generate specific experiences for young learners.
- c. Complete assigned small group tasks in a timely fashion outside of class to support the group’s progress forward.
- d. Submit a final reflection describing their experiences designing the integrated unit. Reflections will include a description of what they learned through the process related to 1) social studies content knowledge and 2) instructional practices for engaging young learners in explorations of the social studies.

In small and whole groups students will do the following:

- a. Complete reflective group status updates as directed to document the group’s progress.
- b. Identify the relevant history and social sciences standards and themes explored in the text.
- c. Create an interactive experience that leverages primary sources and allows children to enhance and show their understandings of the primary standards articulated.
- d. Design a set of strategic inquiry questions that encourage children to grapple with complex history and social sciences themes.
- e. Select **artifacts from the Library of Congress archives** or other credible resource sites to facilitate the lesson and actively engage young learners.
- f. Integrate another academic area of study for the primary grades (e.g., science, mathematics, music, fine arts, reading, and writing) to enrich the history and social sciences lesson.
 - i. Identify the additional content area standards selected to extend students’ understandings of complex history and social sciences themes.
- g. Design at least one assessment product/project that allows children to enhance and show their understandings of the primary standards articulated (the history and social science standards and the other academic area).
- h. Include assessment tool(s) for evaluating children’s understandings of the primary standards articulated.

- i. Use the lesson plan template provided on Blackboard to describe all aspects of the lesson.
- j. Detail in the **lesson plan template** how the teacher will facilitate the lesson to actively engage young learners in an exploration of the selected history and social sciences standards and the primary source materials.
- k. Include a separate descriptive rationale in the form of an introductory set of paragraphs to justify the specific standards selected and articulate how the lesson promotes and enhances young children's understandings of history and social sciences themes because of its relationship to the children's text. **Use citations** from current research from the class readings, class discussions, and/or handouts in their rationale using **APA** format to support their assertions.
- l. Provide **appendices** for the unit lesson plan 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.).

Lesson Plan #2: History and Social Sciences Through Children's Literature

Students will submit a unit lesson plan that is based on an in-depth exploration of an authentic **children's literature text**. Students will do the following:

- a. Select a rich text to engage children in an exploration of the primary history and social sciences 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. Final selection must be approved before students can begin developing their lesson plans.
- b. Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
- c. Identify the relevant history and social sciences standards and themes explored in the text.
- d. Include a set of strategic questions that encourage children to grapple with complex history and social sciences themes.
- e. Integrate another academic area of study for the primary grades (e.g., science, mathematics, music, fine arts, reading, and writing) to enrich the history and social sciences lesson.
 - i. Identify the additional content area standards selected to extend students' understandings of complex history and social sciences themes.
- f. Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated (the history and social science standards and the other academic area). Include an assessment tool for evaluating children's understandings of the primary standards articulated.
- g. Infuse technology to enhance the history and social sciences lesson.
 - i. Use the **SAMR model** to inform the design of the technology integration to ensure the purposeful and strategic incorporation of technology into the early childhood classroom.
 - o Select **at least one technology tool** to enhance the lesson and actively engage young learners.
 - o Detail how they will facilitate children's use of the technology tool

during the lesson to actively engage young learners in an exploration of the selected history and social sciences standards.

o Explain how the technology supports children's learning.

- h. Include a separate descriptive rationale in the form of an introductory set of paragraphs justifying the specific standards selected and articulating how the lesson promotes and enhances young children's understandings of history and social sciences themes because of its relationship to the children's text. **Use citations from course readings, class discussions, and/or handouts in their rationale using APA format to support their assertions.**
- i. Provide **appendices for the unit lesson plan that includes 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.).

Sharing of Lesson Plans (5 points)

Sharing of Group Lesson Plans for Esperanza Rising (2 points)

Students will come to class prepared to engage the class and guest participants fully in the history and social science learning experiences designed to support learners' understandings (or prepare a full presentation ppt video to be shared widely with ECE students). Students will come prepared to:

- Immerse participants in explorations of the learning experiences their small group developed,
- Engage participants in conversation about the text *Esperanza Rising*, and
- Share a polished version of their lesson plan so that it may be used by participants and other ECE students in the future.

Sharing of Individual Lesson Plans (3 points)

Students will come to class prepared to share their unit lesson plans. Unit lesson plans will be informally shared. Students will come prepared to:

- Share the selected children's literature,
- Hold a discussion about the unit lesson plans,
- Describe the primary source artifacts, and
- Explain the instructional tools used to support children's engagement.

Social Studies Flip (15 points)

To promote students' thoughtful consideration of social studies themes, students will participate in five Social Studies Flip reflection activities. Flip reflection activities will invite students to connect their understandings of social studies themes and concepts to the real world. Students must participate in five Flip reflection activities (3 points each). Students will record their responses on Flip, 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.

- **Other Requirements**

Attendance and Participation (25 points)

Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:

- Attend class, arrive on time, and stay for the entire class period for all online synchronous class sessions. Cameras must be on during online sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. 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.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an 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+ = 98-100 A = 93-97 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79
C = 70-76 D = 60-69 F = <60

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 C or better in all undergraduate 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>Beginning Inquiry</p> <p>March 12</p> <p>Synchronous Class Session</p>	<p>Introductions Review syllabus Introduce History and Social Sciences Themes and Standards</p> <p>Examining What We Know: Understanding the Knowledge, Skills, and Processes of Social Studies concepts and young children</p> <ul style="list-style-type: none"> • Asking appropriate questions and summarizing points to answer a question • Establishing the importance of developing fluency in content vocabulary and comprehension of verbal, written, and visual sources • Using theoretical models to make decisions regarding technology integrations 	<p>Read: <i>National Curriculum Standards for Social Studies</i> Executive Summary: https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-executive-summary</p> <p>Read: <i>National Curriculum Standards for Social Studies</i> Introduction: https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction</p> <p>Locate and Preview: <i>Virginia Standards of Learning for History and Social Sciences</i> https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/standards-of-learning</p> <p>Locate and Preview: <i>Virginia's Early Learning and Development Standards</i> https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/early-childhood-standards-instructional-supports</p>

<p>Inquiry Week March 13 – March 19</p> <p>Async work to be completed March 13- March 18</p> <p>March 19 Synchronous Class Session</p>	<p>Promoting History and the Social Sciences Thinking and Concept Formation in Diverse Young Children <i>Virginia Standards of Learning</i> and <i>Virginia's Early Learning and Development Standards</i> provide the necessary foundation for:</p> <ul style="list-style-type: none"> • Fostering children’s historical thinking, geographic analysis, economic decision-making, and responsible citizenship practices • Developing and using culturally relevant curriculum, pedagogies, and materials that support and enhance diverse young children’s learning <p>Guest Facilitators Special Mason School of Education Collaboration</p>	<p>Read: NCSS (2019) Position Statement Early Childhood in the Social Studies Context. https://www.socialstudies.org/position-statements/early-childhood-social-studies-context</p> <p>Read: Mindes (2015). Pushing up the social studies from early childhood education to the world. <i>Young Children</i>, 70(3), p. 10-15. https://www.jstor.org/stable/ycyoungchildren.70.3.10 (30 minute read and think)</p> <p>Review: <i>National Curriculum Standards for Social Studies</i> (NCSS, 2010) Chapter 2 The Themes of Social Studies https://www.socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies</p> <p>Due to Bb (March 18): Virginia State and Local Civic Education Module</p> <p>Due to Bb (March 19): <i>Esperanza Rising Reading Log (pages 1 – 131)</i></p> <p><i>Due to Bb (before synchronous session March 19): To meet participation requirements please complete all guided readings, reflections, and activities embedded in the asynchronous session.</i></p>
<p>Inquiry Week March 20 – March 26</p> <p>Async work to be completed March 20 – March 25</p>	<p>Promoting History and the Social Sciences Thinking and Concept Formation about Time, Continuity, and Change</p> <ul style="list-style-type: none"> • Integrate the use of technology as a tool for teaching, learning, researching, and communicating into integrated social sciences units. 	<p>Read: <i>C3 Framework</i> (20 pages)</p> <ul style="list-style-type: none"> • Introduction (pp.1-10) • How to Read the C3 Framework (pp. 12-14) • The Inquiry Arc of the C3 Framework (pp. 16-20) • Dimension 1: Developing Questions and Planning Inquiries (pp. 16-20)

<p>March 26 Synchronous Class Session</p>	<ul style="list-style-type: none"> • Planning Integrated History and Social Sciences Units for Diverse Young Learners • Planning instruction responsive to interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of young children <p>Exploring the Five Themes of Geography With Diverse Young Children</p> <ul style="list-style-type: none"> • Place / Location / Regions • Using Maps and Other Geographic Representations, Tools, and Technologies With Diverse Young Children <p>Acquiring, processing, and reporting information Using charts, graphs, and pictures to determine to determine characteristics of people, places, and events in history</p> <p>Introduce History and Social Sciences Themes and Standards</p>	<p>Read: NAEYC Advancing equity position statement https://www.naeyc.org/resources/position-statements/equity</p> <p>Read and View Lecture: (NCSS, 2010) Time, Continuity, and Change (pp. 30- 33, 70-71)</p> <p>Read: <i>C3 Framework: English Language Arts/Literacy Common Core Connections Dimension 2</i> (pp. 50-51).</p> <p>Read and View Lecture: (NCSS, 2010) People, Places, and Environments (pp. 34-37, 72-75)</p> <p>Read and View Lecture: (NCSS, 2010) Global connections (pp. 58-61, 87-89)</p> <p>Review: <i>C3 Framework: Geography</i> (pp. 40-45)</p> <p>Selected Article Explorations Posted on Blackboard:</p> <ul style="list-style-type: none"> • Geography, Global Connections, People Place and Environments: Ellison & Peterson (2021). Creating culturally relevant, place-based lessons for first graders in Minnesota—and in every community. • Hughes & Heckart (2023). Asking their own questions: Supporting student-initiated inquiry in third grade. https://www.socialstudies.org/social-studies-and-young-learner/35/4/teaching-young-learners-c3-framework • Allen (2018). Teach like Socrates- Encouraging Critical
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		<p>Thinking in Elementary Social Studies.</p> <ul style="list-style-type: none"> • Other children’s literature related articles <p>Due to Bb (March 26): Reflective Journal Entry <i>Esperanza Rising</i> (pages 132 – 251)</p> <p>Due (March 26): Flip #1</p> <p><i>Due to Bb (before synchronous session March 26): To meet participation requirements please complete all guided readings, reflections, and activities embedded in the asynchronous session.</i></p>
<p>Inquiry Week March 27 – April 2</p> <p>Async work to be completed March 27 – April 1</p> <p><u>April 2</u> Synchronous Class Session</p>	<p>Examining What We Know: Understanding the Knowledge, Skills, and Processes of Social Studies concepts and young children</p> <ul style="list-style-type: none"> • Inquiry in Action • Asking appropriate questions and summarizing points to answer a question • Establishing the importance of developing fluency in content vocabulary and comprehension of verbal, written, and visual sources • Using theoretical models to make decisions regarding technology integrations <p>Promoting and Teaching Individual development, identity, and community to young children</p> <ul style="list-style-type: none"> • Integrating Children’s Literature and Technology to Support Diverse Young Learners’ Knowledge and Skills • Examining Culture With Diverse Young Children • Developing understandings that Americans are a people of diverse ethnic origins, customs, and traditions 	<p>Read: <i>National Council for the Social Studies (NCSS) (2017). Powerful, purposeful pedagogy in elementary social studies.</i> www.socialstudies.org/positions/powerfulandpurposeful.</p> <p>Read and View Lecture: NCSS (2010) Chapter 2 (pp. 14 - 23), and Individual Development and Identity (NCSS, 2010) (pp. 38-41, & 76-77)</p> <p>Read and View Lecture: NCSS (2010) Chapter 2 Culture (pp. 26-29, & 68-69).</p> <p>Read and View Lecture: <i>C3 Framework: Dimension 2: Applying Disciplinary Concepts and Tools</i> (pp. 29) <i>C3 Framework: Civics</i> (pp. 31-34) <i>C3 Framework: Economics</i> (pp. 35-39) <i>C3 Framework: Geography</i> (pp. 40-45) <i>C3 Framework: History</i> (pp. 45-49)</p>

		<p>Due to Bb (April 1): Authentic Children’s Literature for Examining History and Social Sciences Themes with Young Learners.</p> <p>Select your focus book and write your rationale connecting it to the standards (C3 & SOLs) and the C3 literature. You will use this as part of the introduction you will write for your unit lesson plan rationale later.</p> <p><i>Due to Bb (before synchronous session April 2): To meet participation requirements please complete all guided readings, reflections, and activities embedded in the asynchronous session</i></p>
<p>Inquiry Week April 3–April 9</p> <p>Async work to be completed April 3 – April 8</p> <p><u>April 9</u> Synchronous Class Session</p>	<p>Developing Understanding of History Using Primary and Secondary Sources With Diverse Young Learners</p> <ul style="list-style-type: none"> • Ancient civilizations and American social and political institutions • Virginia history from 1607 to the present • United States history (individuals, documents, and events) • Using Primary and Secondary Sources With Diverse Young Learners • Content area fluency using verbal, written, and visual sources • Primary sources, such as artifacts, letters, photographs, and newspapers, and secondary sources to understand events in history • Charts, graphs, and pictures to determine characteristics of people, places, or events <p>Exploring Science, Technology, and Society with young children</p>	<p>Sign up to meet with Dr. La Croix Wednesday-Tuesday</p> <p>Read and View Lecture: C3 Framework: Evaluating Sources and Using Evidence (pp. 53-57)</p> <p>Read and View Lecture: (NCSS, 2010) Science, Technology, and Society: pp. 54-57, 85-86</p> <p><i>Review: C3 Framework: History (pp. 45-49)</i></p> <p>Selected Article Explorations Posted on Blackboard:</p> <ul style="list-style-type: none"> • Nokes (2023) Chapter 2 Models of Instruction: Varying Teaching to Support Learners During Inquiry https://www.socialstudies.org/tps/ebook-elementary-inquiry/chapter2 pick at least two models to read and compare.

	<ul style="list-style-type: none"> • Develop an understanding of past and present advances in science and technology and their impact • Integrate Social studies content: history, geography, economics, civics with technology <p>Understanding the role of assessment</p>	<ul style="list-style-type: none"> • Purdin (2023) How do we teach elementary students to think like historians? https://www.socialstudies.org/t/ps/ebook-elementary-inquiry/chapter4 • La Croix, Vesely, & Steen (in press). Humanizing History: Using Historical Fiction Texts to Develop Disciplinary and Racial Literacies. • La Croix, Steen, & Vesely (2024). Using Historical Fiction with Young Children to Spark Historical Inquiry with Anti-Bias and Anti-Racist Lenses. <i>Young Children</i>. <p>Due to Bb (April 8): Exploring Digital Technology Tools to Enhance and Extend Young Children’s Learning and Engagement</p> <p>Due to Bb (April 9): Teaching Economics Using Children’s Literature Lesson Share</p> <p>Due (April 9): Flip #2 Culture & You</p> <p><i>Due to Bb (before synchronous session April 9): To meet participation requirements please complete all guided readings, reflections, and activities embedded in the asynchronous session.</i></p>
<p>Inquiry Week April 10 – April 16</p> <p>Async work to be completed</p>	<p>Exploring Themes of Economics With Young Learners</p> <ul style="list-style-type: none"> • Basic economic principles • Role of the individual and how economic decisions are made • Role of government in economic markets 	<p>Read: (NCSS, 2010) Production, Distribution, and Governance pp. 50-53, & 82-84</p> <p>Review: <i>C3 Framework: Economics</i> (pp. 35-39)</p>

<p>April 10 – April 15</p> <p><u>April 16</u> Synchronous Class Session</p>	<p>Exploring Economics</p> <ul style="list-style-type: none"> • Market economy • Scarcity • Using a decision-making model to identify costs and benefits of a specific choice • Basic economic principles 	<p>Explore-Council for Economic Education https://www.econedlink.org Become a member for free to access resources</p> <p>Read: Vocabulary section of the Children’s Economics book.</p> <p>Read: C3 Framework: Dimension 4 Communicating Conclusions and Taking Informed Action (pp. 59-64).</p> <p>Selected Article Explorations Posted on Blackboard:</p> <ul style="list-style-type: none"> • Articles choices or kids making informed action • Pedagogy articles connected to assessment <p>View and Complete Reflections on the Teaching Economics Using Children’s Literature Lesson Share</p> <p>Due (April 16): Flip #3 History in Your World</p> <p><i>Due to Bb (before synchronous session April 16): To meet participation requirements please complete all guided readings, reflections, and activities embedded in the asynchronous session.</i></p>
<p>Inquiry Week April 17 – April 23</p> <p>Async work to be completed April 17 – April 22</p> <p><u>April 23</u></p>	<p>Exploring Individuals, Groups, and Institutions; Power, Authority, and Governance with young children</p> <ul style="list-style-type: none"> • Direct cause and effect relationships in history • Connections across time and place Exploring Global Connections and Interdependence With Diverse Young Learners • Using geographic skills to explain the interaction of people, places, and events 	<p>Read: (NCSS, 2010) Individuals, Groups, and Institutions; Power, Authority, and Governance pp. 42- 49, 78-81</p> <p>Review: <i>C3 Framework: Civics</i> (pp. 31-34)</p> <p>Read: (NCSS, 2010) Civic ideals and practices, pp. 62-65, 90-92</p> <p>Selected Article Explorations Posted on Blackboard:</p>

<p>Synchronous Class Session</p>	<ul style="list-style-type: none"> Relationship between human activity and the physical environment How people are interdependent <p>Practicing Civics, Government, and Citizenship With Diverse Young Learners</p> <ul style="list-style-type: none"> Privileges and responsibilities of good citizenship Process of making laws Good citizenship and respect for rules and laws Importance of children’s participation in classroom activities 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 Role of local government <p>America’s constitutional republic and its ideas, institutions, and practices</p>	<ul style="list-style-type: none"> Krizan (2022) So We Want Kindergarteners to Argue Developing Argumentation Skills in the Kindergarten Classroom. Krechevsky et al (2014). Engaging city hall: Children as citizens. Rodriguez (2023). What does a U.S. Citizen “Look” Like? What Does It Mean to Be Loyal to Your country? Civics Inquiries about Japanese American Incarceration. <i>Using Inquiry to Prepare Students for College Career, and Civic Life (Elementary Grades)</i>. (pp. 312-351). Dickerson, et al. (2023). Defending History: Educators Stand Up to Protect Virginia’s Social Studies Standards https://www.socialstudies.org/social-education/87/6/defending-history-educators-stand-protect-virginias-social-studies-standards <p>Due (April 22): Flip #4 Economics in Your World</p> <p>Due to Bb (April 23): Individual Lesson Plan #2: History and Social Sciences through Primary Sources</p> <p>Due to Bb (April 23): Individual Lesson Plan Share</p>
<p>Inquiry Week April 24 – April 29</p>	<p>Social Studies in the ECE classroom</p> <p>Social Studies in the ECE classroom Pausing to Reflect on Your Experiences and Future Practices</p>	<p>Due (April 28): Flip #5 Your Choice</p> <p>Due to Bb (April 27) Lesson Plan #1: History and Social Sciences through Children’s Literature based on <i>Esperanza Rising</i></p>

Async Work April 24 – April 29 FINAL April 29 Or May 2	Due to Bb (April 29): Attendance and Participation Self-Evaluation
Final Showcase Celebration May 2 5:30 – 7:00	

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

Evaluation Guide

Integrated History and Social Sciences Instructional Plans Lesson Plan #2

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

_____/2 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).

_____/2 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.

_____/2 Select artifacts from the Library of Congress archives or other relevant source to enhance children's understandings of the social studies themes and actively engage young learners.

_____/2 Include sets of strategic questions to encourage children to grapple with complex social studies themes in relation to the primary sources identified.

_____/4 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.

_____/1 Strategically infuse the use of technology.

_____/2 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, 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.).