

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

ECED 513.001 Integrating Social Studies Across the Content
Areas for Diverse Young Learners
3 Credits, Fall 2024, In-person
8/26/2024-12/18/2024, Wednesdays/ 4:30 pm-7:10 pm
Peterson 1106, Fairfax Campus

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 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. 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 – 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

Day, H. R., Foltz, M., Hayes, K., Marksberry, C., Stergeon, M., & Reed, S., (2006). *Teaching economics using children's literature*. Council for Economic Education. [THIS TEXT IS A FREE DOWNLOAD]

National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessment. Author.

National Council for the Social Studies (NCSS). (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Author. [THIS TEXT IS A FREE DOWNLOAD]

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

Recommended Texts

Odhiambo, E., Nelson, L., & Chrisman, J. K. (2016). *Social studies and young children*. Pearson.

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

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	250
Virginia State and Local Civic Education Module		50

Assignments	Due Dates	Points
Attendance and Participation Self-Evaluation Attendance and Participation Form	Ongoing	250
Virginia State and Local Civic Education Module	Oct 2	50
Exploring Digital Technology Tools		20
Authentic Children’s Literature for Examining History and Social Sciences	Oct 9	50
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) <ul style="list-style-type: none"> ○ Literature Circles <ul style="list-style-type: none"> • Chapter 1- 4 <i>Finding Langston</i> • Chapter 5-10 <i>Finding Langston</i> • Chapter 11-15 <i>Finding Langston</i> • Chapter 16-20 <i>Finding Langston</i> ○ Lesson Plan ○ Final Reflection <i>Finding Langston</i> Lesson Plan #2: History and Social Sciences Through Children’s Literature (Individual Project) 	Reading logs are due by 11:59 Tuesday Night September 3 September 10 September 17 September 24 November 20 November 25	350 200 10 10 10 10 150 10
<ul style="list-style-type: none"> • Teaching Economics Using Children’s Literature Lesson Share 	Oct 24	100
Sharing of Lesson Plans <ul style="list-style-type: none"> • Sharing our <i>Finding Langston</i> Plans • Individual Lesson Plan Sharing and Peer Evaluation 	Dec 11/TBD Dec 4	50 30

• **Assignments and/or Examinations**

Virginia State and Local Civic Education Module

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

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

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 lesson plan submitted later in the semester.

Teaching Economics Using Children’s Literature Experience Share

Students will 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*. Students will select 1 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 course.

Integrated History and Social Sciences Instructional Plans

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 or *Virginia’s Early Learning and Development Standards*. 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 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 instructional plans will incorporate knowledge and understandings of learning standards in history and social sciences, 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:

Lesson Plan #1: History and Social Sciences Through Children’s Literature and Primary Sources (Finding Langston, Group Project)

Lesson Plan #2: History and Social Sciences Through Children’s Literature (Individual Project)

Students will develop two, integrated history and social sciences plans over the course of the semester. Each plan will be related to at least one 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 lesson will provide the following:

- An overview of the project
- 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 Planning Frame** and clearly articulate the following details:
 - Grade level
 - Primary national 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 (*Finding Langston*)

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 *Finding Langston* by Lesa Cline-Ransome. 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 and further guidance supporting the project will be available in Blackboard as the project unfolds.

Individually students will to the following:

- Use the reading journal to document their thinking as they read the chapter book *Finding Langston*. The reading journal will support students’ identification of the primary history and social sciences themes evidenced in the story.
- Come prepared each class to contribute meaningfully to the planning process to generate specific experiences for young learners.
- Complete assigned small group tasks in a timely fashion outside of class to support the group’s progress forward.
- 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:

- Complete reflective group status logs to document the group’s progress.
- Identify the relevant history and social sciences standards and themes explored in the text.

- Create an interactive experience that leverages primary sources and allows children to enhance and show their understandings of the primary standards articulated.
- Design a set of strategic questions that encourage children to grapple with complex history and social sciences theme
- Select **artifacts from the Library of Congress archives** or other credible resource sites to facilitate the lesson and actively engage young learners.
- 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.
- Identify the additional content area standards selected to extend students' understandings of complex history and social sciences themes.
- Design an assessment product/project 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.
- Use the lesson plan template provided on Blackboard to describe all aspects of the lesson.
- Detail in the **lesson plan template** how they 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.
- 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 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.).

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

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

- Select a rich text to engage children in an exploration of the primary 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.
- Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
- Identify the relevant history and social sciences standards and themes explored in the text.
- Include a set of strategic questions that encourage children to grapple with complex history and social sciences themes.
- Identify the additional content area standards selected to extend students' understandings of complex history and social science themes.

- 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.
- Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
- Identify the relevant history and social sciences standards and themes explored in the text.
- Include a set of strategic questions that encourage children to grapple with complex history and social sciences themes. 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.
- Design an assessment product/project 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.
- Infuse technology to enhance the history and social sciences lesson.
- 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.
- Select at least one technology tool to enhance the lesson and actively engage young learners.
- 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.
- Explain how the technology supports children's learning.
- 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 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.).

Sharing of Lesson Plans

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

- Immerse participants in explorations of the lesson plan developed,
- Share the selected children's literature,
- Hold a discussion about the unit lesson plan,
- Describe the primary source artifacts, and

- Explain the instructional tools used to support children’s engagement.

Sharing of Group Lesson Plans for Finding Langston

- 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. Students will come prepared to:
- Immerse participants in explorations of the learning experiences their small group developed.
- Engage participants in conversation about the text *Finding Langston*.
- Share a polished version of their lesson plan so that it may be used by participants and other ECE students in the future.

Social Studies Video Field Trip Reflections

To promote students’ thoughtful consideration of social studies themes, students will participate in five Social Studies video reflection activities. The video reflection activities will invite students to connect their understandings of social studies themes and concepts to the real world. Students must participate in five video reflection activities (10 points each). Students will record their responses on a designated video platform to share their thoughts and experiences with each other as a class.

- **Other Requirements**

Attendance and Participation (250 points)

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
 - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
 - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will

automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.

4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.
5. Inclusive ECE program participation policy:
 - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

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 enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Use of Generative AI

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

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
Week 1 Sept 28	Introduce History and Social Sciences Themes and Standards Examining What We Know:	Read: <i>National Curriculum Standards for Social Studies</i> Executive Summary: https://www.socialstudies.org/stan

	<p>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>dards/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>Week 2 Sept 4</p>	<p>Introduce History and Social Sciences Themes and Standards</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>Read: <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>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) <i>Finding Langston Chapters 1-4 (Reflection due to Bb by 11:59 Tuesday, Sept 3)</i>
Week 3 Sept 11	<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>Read and View Lecture: (NCSS, 2010) People, Places, and Environments (pp. 34-37, 72-75)</p> <p>Dimension 1: Developing Questions and Planning Inquiries (pp. 23-26)</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</p> <p>Due to Bb (Sept 11): Social Studies Field Trip #1</p> <p><i>Finding Langston Chapters 5-10 (Reflection due to Bb by 11:59 Tuesday, Sept 10)</i></p>
Week 4 Sept 18	<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 <p>Basic economic principles</p> <p>Exploring Science, Technology, and Society with young children</p> <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>Read: (NCSS, 2010) Production, Distribution, and Governance (pp. 50- 53, & 82-84)</p> <p>Read and View Lecture: (NCSS, 2010) Science, Technology, and Society: (pp. 54-57, 85-86)</p> <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>Due to Bb (completed in class): Exploring Digital Technology</p>

		<p>Tools to Enhance and Extend Young Children’s Learning and Engagement</p> <p><i>Finding Langston Chapters 11-15 (Reflection due to Bb by 11:59 Tuesday, Sept 17)</i></p>
<p>Week 5 Sept 25</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>Promoting History and the Social Sciences Thinking and Concept Formation about Time, Continuity, and Change</p> <p>Integrate the use of technology as a tool for teaching, learning, researching, and communicating into integrated social sciences units</p>	<p>Read and View Lecture: (NCSS, 2010) Time, Continuity, and Change (pp. 30- 33, 70-71)</p> <p>Read and View Lecture: <i>C3 Framework: Dimension 2: Applying Disciplinary Concepts and Tools</i> (pp. 29)</p> <ul style="list-style-type: none"> • <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>Due to Bb (Sept 25): Social Studies Field Trip #2</p> <p><i>Finding Langston Chapters 16-20 (Reflection due to Bb by 11:59 Tuesday, Sept 24)</i></p>
<p>Week 6 Oct 2</p>	<p>Practicing Civics, Government, and Citizenship With Diverse Young Learners</p> <ul style="list-style-type: none"> • Importance of children’s participation in classroom activities • Americans are a people of 	<p>Read and View Lecture: NCSS (2010) Chapter 2 Culture (pp. 26-29, & 68-69).</p> <p>Read: <i>C3 Framework: English Language Arts/Literacy Common Core Connections Dimension 2</i> (pp. 50-51).</p>

	<p>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</p> <ul style="list-style-type: none"> • Role of local government America’s constitutional republic and its ideas, institutions, and practices 	<p>Nokes (2023) Chapter 2 Models of Instruction: Varying Teaching to Support Learners During Inquiry https://www.socialstudies.org/tps/ebook-elementary-inquiry/chapter2</p> <p>Due to Bb (Oct 2): Virginia State and Local Civic Education Module</p>
<p>Week 7 Oct 9</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>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</p> <p>Purdin (2023) How do we teach elementary students to think like historians? https://www.socialstudies.org/tps/ebook-elementary-inquiry/chapter4</p> <p>Due to Bb (Oct 9): Authentic Children’s Literature for Examining History and Social Sciences Themes with Young Learners.</p>
<p>Week 8 Oct 16</p>	<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 and View Lecture: NCSS (2010) Chapter 2 (pp. 14 - 23)</p> <p>Individual Development and Identity (NCSS, 2010) (pp. 38-41, & 76-77)</p> <ul style="list-style-type: none"> • La Croix, Vesely, & Steen (2024). Humanizing History: Using Historical Fiction Texts to Develop Disciplinary and Racial Literacies.

		<ul style="list-style-type: none"> • 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 (Oct 16): Social Studies Field Trip #3</p>
<p>Week 9 Oct 23</p>	<p>Understanding the role of assessment</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 • Relationship between human activity and the physical environment • How people are interdependent 	<p>Read and View Lecture: (NCSS, 2010) Global connections (pp. 58-61, 87-89)</p> <p>Read and View Lecture: (NCSS, 2010) Individuals, Groups, and Institutions; Power, Authority, and Governance pp. 42- 49, 78-81)</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>Due to Bb (Oct 24): Teaching Economics Using Children’s Literature Lesson Share</p>
<p>Week 10 Oct 30</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 	<p>Read and View Lecture: C3 Framework: Evaluating Sources and Using Evidence (pp. 53-57)</p> <p>Read and View Lecture: (NCSS, 2010) Civic ideals and practices, pp. 62-65, 90-92</p> <p>Selected Article Explorations Posted on Blackboard</p> <p>Allen (2018). Teach like Socrates-</p>

	<p>Diverse Young Learners</p> <ul style="list-style-type: none"> • 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>Encouraging Critical Thinking in Elementary Social Studies.</p> <p>Due to Bb (Oct 30): Social Studies Field Trip #4</p>
<p>Week 11 Nov 6</p> <p>ONLINE ASYNCHRONOUS</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>Review other’s ECON PROJECTS</p> <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>Week 12 Nov 13</p>	<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>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"> • 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

	America’s constitutional republic and its ideas, institutions, and practices	Japanese American Incarceration. <i>Using Inquiry to Prepare Students for College Career, and Civic Life (Elementary Grades)</i> . (pp. 312-351). Due to Bb (Nov 13): Social Studies Field Trip #5
Week 13 Nov 20	<p>Pulling all the pieces together Promoting and Teaching Individual development, identity, and community to young children</p> <p>Practicing Civics, Government, and Citizenship With Diverse Young Learners</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>Dickerson et al. (2023). <i>Defending History: Educators Stand Up to Protect Virginia’s Social Studies Standards</i></p> <p>Lesson Plan #1 (Nov 20): <i>Finding Langston</i> due in class History and Social Sciences Through Primary Sources</p> <p>Final Reflection <i>Finding Langston</i> (Nov 25)</p>
November 27, Thanksgiving Break		
Week 14 Dec 4	<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 to Bb (Dec 4): Individual Lesson Plan Share</p> <p>Due to Bb: Individual Lesson Plan #2: History and Social Sciences through Children’s Literature</p>
December 10 Reading Day		
Final Exam Dec 11		<p>Showcase Sharing <i>Finding Langston</i> Lesson Plans TBD</p> <p>Due to Bb: Attendance and Participation Self-Evaluation December 11</p>

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 Mason’s Academic Standards (see <https://academicstandards.gmu.edu/>).
- 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.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>).

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>.