



College of Education and Human Development

Early Childhood Education Program  
4400 University Drive, MS 4C2, Fairfax, Virginia 22030  
Phone: 703-993-3844; Fax: 703-993-4370; email: [earlyed@gmu.edu](mailto:earlyed@gmu.edu)  
<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 513.001 Curriculum Across the Content Areas  
for Diverse Young Learners (3:3:0)**

**Spring 2016**

**Monday, 7:20 pm - 10:00 pm**

**Thompson L013**

**Instructor: Dr. Arlene Prinzivalli Mascarenhas**

**Email address: [amascar1@gmu.edu](mailto:amascar1@gmu.edu)**

**Office hours: before or after class and by appointment**

**Course Description:**

Explores assessment, curriculum development, planning, and instructional practices across content areas. Examines strategies for guiding children's behavior, integrating instruction across content areas, and planning and implementing community of learners inclusive of children with diverse disabilities.

**Prerequisites:**

Admission to the Early Childhood Education program or approval of course instructor.  
ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance.

**Corequisite**

ECED 795 Internship in Early Childhood Education

**Nature of Course Delivery:**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

**Learner Outcomes:**

This course is designed to enable students to do the following:

1. Plan curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of children in pre-kindergarten through grade three (prek-3).
2. Plan curriculum activities that include an in-depth understanding of (a) the relationship among history, literature, art, and music; (b) the relationship between past and present; (c) civic participation in a pluralistic democracy; and (d) how events and history are

shaped by ideas and actions of people, including major events in Virginia history.

3. Plan curriculum activities that teach prek-3 students to use primary sources such as artifacts, letters, photographs, and newspapers.
4. Plan, implement, and evaluate an integrated approach across curriculum areas based on local, state, and national curriculum goals and objectives, including the Virginia Standards of Learning.
5. Implement instruction that is linked to children's interests and developmental capacities, that is informed by family and community knowledge and experience, that is relevant to the curriculum, and that promotes learning competence.
6. Select culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity.
7. Construct learning environments that support positive behavioral and learning expectations.
8. Apply systematic problem solving approaches to dilemmas in guiding children's behavior.
9. Use analysis and reflection to better understand the prek-3 learning environment and one's own role as an early childhood educator in that environment.

### **Professional Standards:**

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

### **Required Texts:**

Fields, M., Merritt, P., & Fields, D. (2014). *Constructive guidance and discipline: Birth to age eight*. (6<sup>th</sup> ed). Boston: Pearson.

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

**Additional readings will be placed in Black Board and should be retrieved when marked on course schedule.**

### **Recommended Books:**

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3<sup>rd</sup> ed.). Washington DC: National Association for the Education of Young Children.

Gartrell, D. (2012). *Education for a civil society: How guidance teaches young children democratic life skills*. Washington, D.C.: NAEYC.

Katz, L., & Chard, S. (2001). *Engaging children's minds* (2nd ed.). Stamford, CT: Ablex Publishing.

Thompson, S., Kushner Benson, S., Pachnowski, L., & Salzman, J. (2001). *Decision-making in planning and teaching*. New York: Longman.

## **GMU Policies and Resources for Students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Core Values Commitment**

The College of Education & 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/>].

## **For GSE Syllabi**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

### ***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

### ***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

### ***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## **Course Requirements:**

### **General Requirements:**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### **Written Assignments:**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. 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.

**Grading Criteria:**

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

**Grading Policy:**

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Specific Course Assignments**

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation	Ongoing	15
Critical journal reflections	Ongoing- beginning Jan. 31 <sup>st</sup> .	15
Museum visit final report due	March 14th	15
Guidance and management approaches	Ongoing as assigned in class Class presentations in small groups and due on BB after presentation Individual report due on April 4 <sup>th</sup> .	15
Curriculum unit planning implementation and evaluation	May 9 <sup>th</sup> Final Curriculum Unit Plans due  <i>May 2<sup>nd</sup> Draft due for feedback</i>	40
TOTAL		100

**Attendance and Participation (15 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.

- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

### **Critical reflection journals (15 points)**

Students will keep an electronic journal based on reflections from the assigned readings and post on Blackboard throughout the semester. In addition, students will come to class prepared to share reflections/ questions from their journal and the readings assignments. The purpose of the journal is to encourage critical reflections, exchange of ideas, and practicing a variety of systematic problem solving approaches around shared classroom and curriculum related issues that students are exposed to in the assigned readings. Students will choose 2-3 main ideas they learned from each of the assigned readings and write about while connecting to the current teaching experiences.

### **Museum Visit- Choose one of the following sites**

**The National Museum of American History, National Archives, the Museum of American Indians, or another museum that is approved by the instructor (15 points)**

Students will do the following:

- Visit one of the above museums and take notes of the exhibits they visit and specific displays they like. Take pictures of exhibits in which you choose to spend time and include in final report.
- Examine and document written and visual materials including primary resources at the display that can be used in developing lesson plans within a social studies unit and refer to those in final report.
- Write two lesson plans in social studies in the grade level they are teaching (as part of a unit) based on two or more exhibits they visited for students in grade level.
- Address ways to integrate different content areas in the lessons they design. For example, if they choose the First Ladies' dresses exhibit, they will think about how they can teach lessons about First ladies/ presidents/government, etc. and integrate language arts, math, and science, etc. as appropriate based on curriculum requirements. Lesson plan template will be provided in class and posted on BB.

- Review the Standards in Social Studies for their grade level; include ones that can be addressed in their lessons.
- Attach museum sources gathered during the visit such as pictures, newspaper articles, and brochures to the lessons. Also attach a list of electronic resources you used from museum website.
- Write a 1-2 page report about the learning experience and submit on BB **with the two** lessons.
- Indicate ways in which they plan to know children will learn the materials they prepared in their lessons
- Post the lessons on BB to share with others.
- Enjoy the exhibits and allow 2-3 hours for visit. Let instructor know of any technical difficulties completing this assignment.

### **Museum Assignment Guidelines (15 pts.)**

Based on the exhibits you visited, your notes on the exhibits, and your pictures documenting the primary resources; develop and reflect on two lesson plans that incorporate social studies and at least two other content areas (you can integrate any content area with social studies).

### **Lesson Plans (Includes posting both lessons on BB for other class members)**

These match the sections of the GMU lesson plan template provided. All components should be addressed and complete.

#### **Report**

1. Reflect on the overall learning experience of finding, planning, and teaching with primary sources. Follow points in assignment description on syllabus.

#### **2. If you implement the lessons in the classroom, discuss the following:**

- a. Your assessment of whether the students did/did not learn the material, including specific support of how you know this (i.e. – review of their class work, from class discussion, observing their participation in group activities, the questions they asked, the amount of support they needed, etc.) – This should align with the assessments mentioned in your lesson plans.
- b. Changes to your plan you would make for future implementation based on your reflection of implementation of the lesson and student learning outcomes. If it went great and you would do it the same next time just explain this including what you liked the best (or was most effective) about your lessons.
- c. Attempts you made to integrate content.

#### **OR**

#### **If you did not have a chance to implement the lessons, discuss the following:**

- a. What do you expect the students will learn and how you plan to determine whether the students did/did not learn the material, including specific support of how you will know this (i.e. – review of their class work, from class discussion, observing their participation in group activities, the questions they asked, the amount of support they needed, etc.) – This should align with the assessments mentioned in your lesson plans.
- b. Discuss possible changes to your plans for future implementation. Since you did not implement the lessons and are only anticipating student learning outcomes this will include the aspects of your lesson you think might need tweaking. For example, you planned three activities

and estimated the amount of time they will take, but you think one of them might require more time. Obviously you won't know for sure until you actually try it, but thinking ahead you might anticipate that the second time one of the activities will have to be taken out, or they may all need to be shortened.

c. Address ways you plan for integrating content.

### **Guidance and Management Approaches (15 points)**

This assignment is designed to assist students to explore and develop their own philosophy of classroom guidance and management. In small groups, students will research an approach to management that they are interested in learning more about (approach will be based on strategies mentioned in Fields textbook and determined in class). Students will read an **assigned chapter from Fields and three additional research articles** about the approach (additional sources can be used). Students will examine the applicability of the approach in their internship environment and describe ways it would work or not. Where possible, students will apply the strategies examined in class and analyze its success and challenges including sharing information with families about the rationale for using the specific guidance approach. The research portion of this assignment will be completed in small groups (groupings will be determined on the first day of class). Students will present their findings in class as a group and individually write a report based on the collective research.

The final report should include the following:

- Description of the guidance approach selected and its main rationale and philosophy.
- Discussion of major learning from the three research articles and book chapter.
- Discussion of the implications of the findings for planning guidance strategies and meaningful curriculum of the context of the classroom in different grade levels (preK-3).
- Reflections on trying the approach in classroom and challenges faced. If not able, *anticipated* difficulties should be shared in individual report.
- Reflections on rationale and ways to share the guidance strategies with families and the impact of that on individual students and their learning. In addition, students will share ideas about how to solicit parents' approval and collaboration to implement guidance strategies and to establish strong partnerships with families and communities and to create a culturally responsive classroom. **See rubric for further guidance.**

### **Curriculum Unit Planning, (including all aspects of unit planning 40 Pts. (35 for plan development and 2-page report + 5 points for presentation of unit)**

Students will develop a curriculum unit that will incorporate their knowledge and understanding of content areas and learning standards in the social studies and other content areas. The plan will demonstrate thorough understanding of central concepts, inquiry tools, and structures of content areas or academic resources (*NAYEC 5b*). They will demonstrate understanding of content knowledge and resources available in academic disciplines (*NAYEC 5a*) and they will show an understanding of appropriate use of assessments with a consideration of use of assistive technology when needed (*NAYEC 3c*). For this assignment students will do the following:

1. Create a two-week integrated curriculum unit with a focus on social studies that demonstrates (a) use of developmentally appropriate teaching and learning approaches, (b) understanding of the effective and appropriate use of assessments and , (c) use of assistive technology to promote successful outcomes for all students.

2. Present the plan to the class.

1. Students will create a two-week integrated unit plan with a focus on social studies that integrates, but is not limited to, the following content areas: language arts, including reading, writing, and oral language development, and fine arts including art and music.

- The students will submit the following:
  - A 2-page description of the unit theme to explain the unit objectives, developmentally appropriate approaches considered in the plan, and methods used to address children's needs.
  - A description of the methods and strategies used to integrate social studies with other content areas.
  - A description of ways assistive technology would be used to meet needs of individual learners.
  - A thorough description of ways student plans to assess children and how the information would be used to promote outcomes.
  - A list of specific culturally, linguistically, and ability responsive materials that would be used to promote learning about diverse cultures and shared humanity.
  - A list of the local, state, and national curriculum goals and objectives related to the unit and ways they guide planning the integration of the curriculum, including, but not limited to the Virginia Standards of Learning (SOL's) in social studies (history), English, and the fine arts.

2. Submit a day-by-day list of social studies related activities.

3. Submit four lesson plans demonstrating integration of at least three content areas

*\*(Use the lesson plan template on BB).*

**\* One plan must indicate use of assistive technology.**

**\*Include an overview of the unit using the Unit Plan template on BB.**

### Course Schedule and Topics:

Date	Topic	Readings & Assignments Due
Jan. 25	<p><b>Introductions and course overview</b> Curriculum planning and design Standards in social studies</p>	<p><u>Overview of required readings.</u> Read book chapters and articles prior to class.</p> <p><i>Weekly critical reflection journals due before every class meeting week (5:00 on Sunday unless otherwise indicated).</i></p>
Feb.1	<p>Planning social studies curriculum. Teaching of social studies in ECE Designing curriculum in SS that meets local, state, and national standards and is responsive to individual children’s experiences, cultures, needs, strengths, and interests.</p> <p>Guidance approaches presentation for Ch. 10 (first possible date)</p>	<p>Seefeldt Ch. 1, 5 Fields Ch. 1 &amp; 10</p> <p>Reading on BB: Social studies in today’s early childhood curricula.</p> <p>(Critical reflection # 1 due Jan. 31st by 5:00 before class)</p>
Feb. 8	<p>Considering developmental aspects in planning and designing curriculum in SS.</p> <p>Organizing the classroom and establishing routines to support and guide children’s positive behavior and prevent challenging behaviors.</p> <p>Guidance approaches presentation for Ch. 4</p>	<p>Fields et al Ch. 2, 3, and 4.</p> <p>Reading on BB: Social Studies in Action</p> <p>Critical reflection # 2 due Feb. 7th before class)</p>
Feb. 15th	<p>Planning units and weekly and daily lessons in the content area including assessment strategies. Writing objectives and goals. Indicators for academic success in K-3 Writing objectives and goals.</p>	<p>Seefeldt Ch. 2</p> <p>Reading on BB: 1. Markers that matter: Success indicators in early learning</p>

		<p>2. Teaching young children from immigrant and diverse families* (<i>on BB click on CPR families</i>)</p> <p>(Critical reflection # 3 due Feb 14<sup>th</sup> before class)</p>
Feb. 22 <sup>th</sup>	<p>SS content- History</p> <p>Developing children’s critical thinking skills to help them understand key social studies concepts, including the relationship between the past and present; use of primary sources (artifacts, letters, photographs, and newspapers); how events in history are shaped by people’s ideas and actions; and the importance of civic participation in a pluralistic democracy- Designing Timelines</p>	<p>Seefeldt Ch. 7</p> <p>Readings on BB</p> <p>1.Blocks: A versatile learning tool</p> <p>2. How planning and reflection develop young children’s thinking skills</p> <p>(Critical reflection # 4 due Feb 21<sup>st</sup> before class)</p>
Feb. 29 <sup>th</sup>	<p>SS content- Geography and Economics</p> <p>Teaching economics and geography content knowledge, including understanding production and consumption, the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information; the relationship between human activity and the physical environment; and physical processes that shape the surface of the earth</p> <p><b>Museum visit report due on next class (March 14<sup>th</sup>).</b></p>	<p>BB readings: Kirchen</p> <p>Making and taking virtual field trips in Pre-k and the primary grades</p> <p>Teaching economics through literature in the primary classroom</p> <p>Seefeldt Ch. 8 &amp; 9</p> <p>(Critical reflection # 5 due Feb. 26<sup>th</sup> before class)</p> <p>Begin drafting museum report.</p>
Mar. 7 Spring break no class		

Mar. 14	<p>Integration across the curriculum and instruction across content areas. Connecting standards and instruction to assessment.</p> <p>Planning, designing, selecting, and evaluating instructional activities and materials to support learning in the content areas.</p> <p>Examining the relationship between disciplines and integrating history, geography, literature, art and music.</p> <p>Guidance approaches presentation Ch. 5 &amp; 6.</p>	<p><b>Museum visit report due.</b></p> <p>Seefeldt Chapter 4. Fields Ch. 5 &amp; 6</p> <p>BB reading:</p> <ol style="list-style-type: none"> <li>1. What is integrated curriculum? Book chapter</li> <li>2. Weaving the tapestry: A first grade teacher integrates teaching and learning</li> <li>3. Read all about It! Using the newspaper to integrate the curriculum (Critical reflection # 6 . due Mar. 13th)</li> </ol>
Mar. 21	<p>Building communities of learning that include all children with varied abilities, languages, and cultural backgrounds.</p> <p>Meeting the needs of children in the classroom- differentiation</p> <p>Guidance approaches presentations Ch. 7 &amp; 8</p>	<p>Fields Ch. 7 &amp; 8</p> <p>BB readings:</p> <ol style="list-style-type: none"> <li>1. Teach me, teach my brain: A call for differentiated instruction</li> <li>2. Reconcilable differences? Standards based teaching and differentiation</li> <li>3. Preparing for the journey- book chapter</li> </ol> <p>(Critical reflection # 7 due Mar. 20th)</p>
Mar. 28	<p>Developing children’s understanding of diverse cultures and shared humanity. Culturally responsive practice.</p> <p>Connecting teaching to children’s real-life and family and community experiences.</p> <p>Connecting with families. Utilizing the community in curriculum planning and implementation.</p> <p>Guidance approaches presentations Ch. 9 &amp; 13</p>	<p>Seefeldt Ch. 3 &amp; 6 Fields Ch. 9 &amp; 13</p> <p>Reading on BB: Empowering culturally and linguistically children and families (Critical reflection # 8 due Sunday, Mar. 27<sup>th</sup>)</p>
Apr. 4th	<p>SS content civics and government</p> <p>Social studies content knowledge for teaching and learning, including contributions of ancient civilizations, major events, people and documents in</p>	<p>Seefeldt Ch. 10 Readings on BB</p>

	Virginia and American history, and the evolution of America's constitutional republic, its ideas, institutions, and practices	1. Implementing an authentic character education program 2. Primarily peaceful: Nurturing peace in the primary grades <b>Guidance and management individual report due</b> <i>*No weekly reflection due</i>
Apr. 11th	Global citizenship Connections between social studies and global issues and connections.	Seefeldt Ch. 11 Readings on BB  2. Education for global citizenship (Critical Reflection # 9 due Apr. 10 <sup>th</sup> ).
Apr. 18 <sup>th</sup>	Use of technology to support the teaching of social studies, including history, geography, civics, and economics.  Connecting assessment to instruction for EL's.	Readings on BB: 1. Assistive technology for young children- Book Chapter 2. Assessment of English Language Learners (Critical Reflection # 10 due Apr. 17).
Apr 25 <sup>th</sup>	Presentation of unit plan in class. *Last day of in-class meeting. Evaluations	No readings assigned
May 2 <sup>nd</sup> Reading Day	No in-class meeting *Work on curriculum plan.	No readings assigned <b><i>Lesson curriculum plan draft due one week prior to final unit plan for feedback.</i></b>
May 9		<b>Final day to submit Unit Plan</b>
May 11	End of semester	

**Critical Reflection Writing Rubric  
(Please submit on Blackboard) (15 points)**

<b>1.5 points each</b>	<b>1.2-1.4 points each</b>	<b>Less than 1.2 points each</b>
Journal entries reflect a thorough reading and understanding of assigned materials and reflections on 2-3 main ideas gained	Journal entries reflect quick and brief reading of assigned materials and reflections on one idea gained	Journal entries reflect no readings of assigned materials
Journal entries are well written and free of error.	Journal entries are well written and free of error.	Journal entries are not written well and full of error.
Each entry (out of 12) is a minimum of one page (300 words) and a maximum of 2 pages (600 words)	Entries are at least one page long.	Entries are less than a page long (300 words)
Journal entries include a reflection on knowledge gained and implications for practice and implementation	Journal entries include a reflection on knowledge gained and no reflections on implications for practice and implementation	Journal entries include no reflections on knowledge gained and no reflections on implications for practice and implementation

**Museum Visit Rubric (15 points)**

Write two lesson plans in social studies in the grade level you are teaching (as part of a unit) based on two or more exhibits you visited. Include social studies standards for grade level that can be addressed in the lessons. Use the lesson plan template.	Two well-written lesson plans submitted based on social studies standards with code numbers are included. At least two other content areas are integrated into the lessons.	Two well-written lesson plans submitted based on social studies standards with code numbers are included. One other content area is integrated into each lesson.	One lesson plan is submitted. Social studies standards are excluded. There is no evidence of integration into other content areas.	No lesson plan is submitted.
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4pts.	4pts	3 pts.	2 pts.	0 pts.
List electronic resources you used from museum website. Attach museum sources gathered during the visit such as pictures, newspaper articles, and brochures.	At least three electronic resources and museum sources gathered during the visit such as pictures, newspaper articles, and brochures you used from museum website are attached. 3 pts.	Less than three electronic resources and museum sources are attached.  2 pts.	One electronic resource or museum source is attached.  1 pt.	No electronic resources or museum sources are attached.  0 pts.
3 pts.				
Indicate ways in which you know children will learn the material you prepared in the lessons. (Assessments)	At least two ways which you know children will learn the material in each lesson you prepared in the lessons is provided. 3 pts.	At least one way which you know children will learn the material in each lesson you prepared in the lessons is provided.  2 pts.	Only one way which you know children will learn the material for both lessons is provided.  1pt.	No evidence of the way which you know children will learn the material is provided.  0 pts.
3 pts.				
Post final version of the lessons on BB by the next to share with others.	Final version of two lessons are posted on BB to share with others.  2 pts	Final version of one lesson is posted on BB to share with others.  2 pts.	Final version of one lesson is posted on BB online to share with others past due date.  1 pt.	Final version of lessons are not posted on BB to share with others.  0 pts.
2 pts.				
Paper is free from error. APA 6 <sup>th</sup> edition format is followed.	Paper is free from error. APA 6 <sup>th</sup> edition format is followed.	Paper has minor grammatical and spelling errors. APA 6 <sup>th</sup> edition	Paper has many grammatical and spelling errors. APA 6 <sup>th</sup> edition	Paper has significant grammatical and spelling errors. APA 6 <sup>th</sup>

3 pts.	3 pts.	format is followed. 2 pts.	format is followed. 1 pt.	edition format is not followed. 0 pts.
Total 15				

### Guidance and Management Approach Rubric

15-14 points	13-12 points	11 and below
Paper and presentation include a description of guidance approach/ strategy chosen by the group and all aspects of assignments listed.	Paper and presentation include a partial description of guidance approach/ strategy chosen by group and doesn't address all aspects required.	Paper includes very brief description of guidance approach chosen.
Paper and presentation include a description and discussion of lessons including learning from three research articles and chapter in textbook.	Paper and presentation include partial description of lessons learned including learning from one research article and chapter in textbook.	Paper includes description of lessons learned without including learning from research articles and book chapter.
Paper and presentation include a discussion of findings for planning and teaching and curriculum in general.	Paper and presentation include partial discussion of implications for planning and teaching with no reference to curriculum.	Paper includes no discussion of implications of findings.
Individual paper includes reflections to guidance approach including implications for partnerships with families in creating a culturally responsive classroom. Paper addresses possibilities for implementation in internship site.	Paper includes personal reflections that are not complete and paper did not address possibilities for implementation.	Paper includes no personal reflections on implications.
Paper and presentation are written using APA and are free from errors. Presentation is clear and engaging.	Paper and presentation are written using APA style but is not free from error. Presentation is clear, but lacks engagement.	Paper is written without using APA style and is not free from errors.
Total 15		

## Unit Plan Rubric ECED 513 Documentation of Planning

<b>Partially Meets</b>	<b>Exceeds Expectations</b>	<b>No Evidence</b>	<b>Meets Expectations</b>	
<p>Showed understanding of the use of assessments to promote positive learning outcomes for all students including the use of assistive technology for children with disabilities</p> <p>5 pts.</p>	<p>Successfully considered group and individual needs to promote positive learning outcomes for all</p> <p>Integrated at least one plan utilizing assistive technology (5)</p>	<p>Adequately considered group and individual needs to promote positive learning outcomes for all</p> <p>Integrated at least one plan utilizing assistive technology (3-4)</p>	<p>Inadequately considered group and individual needs</p> <p>Did not integrate a plan utilizing assistive technology (1-2)</p>	<p>Did not consider group or individual needs or integrate at least one plan utilizing assistive technology</p> <p>(0)</p>
<p>Understood content knowledge and resources in academic disciplines</p> <p>10 pts</p>	<p>Successfully used content knowledge in social studies and other content knowledge to plan instruction and used meaningful, academic learning resources (10)</p>	<p>Adequately used content knowledge in social studies and other content knowledge to plan instruction and used meaningful, academic learning resources (8-9)</p>	<p>Inadequately used content knowledge in social studies and other content knowledge to plan instruction and used meaningful, academic learning resources (2-7)</p>	<p>Did not use content knowledge in social studies or other content areas</p> <p>(0)</p>
<p>Showed knowledge and use of the central concepts, inquiry tools, and structures of content areas or academic disciplines.</p> <p>10 pts.</p>	<p>Successfully used knowledge of content areas to integrate across three content areas and provided detailed descriptions of the procedures to meet grade-level requirements including knowledge of central concepts of inquiry tools in all disciplines addressed (10)</p>	<p>Adequately used knowledge of content areas to integrate across two content areas and provided adequate descriptions of the procedures to meet grade-level requirements including knowledge of central concepts of inquiry tools in all disciplines addressed (8-9)</p>	<p>Inadequately used knowledge of content areas to integrate across two content areas and provided vague descriptions of the procedures to meet grade-level requirements including knowledge of central concepts of inquiry tools in all disciplines addressed (2-7)</p>	<p>Did not use knowledge of content areas to integrate across two content areas or describe of the procedures to meet grade-level requirements</p> <p>(0)</p>
<p>Used own knowledge, appropriate learning standards, and other</p>	<p>Successfully developed at least four age-appropriate lesson plans that connect</p>	<p>Adequately developed at least three age-appropriate lesson plans that connect</p>	<p>Inadequately developed age-appropriate lesson plans that connect to standards and</p>	<p>Did not develop age-appropriate lesson plans or assessments (0)</p>

resources to design meaningful and challenging curricula and assessments to evaluate 10 pts.	to standards and developed assessments to determine areas needing improvement (10)	to standards and developed assessments to determine areas needing improvement (8-9)	assessments to determine areas needing improvement (2-7)	
In-class Presentation of Unit Plan  5 pts	Fully prepared to present Two-week Unit plan with description of Unit theme, four focus lessons, and assessments. Might include use of visuals such as Powerpoints and materials used. (5)	Adequately prepared to present Two-week Unit plan with description of Unit theme, four focus lessons, and assessments.  (3-4)	Not fully prepared to present Two-week Unit plan with description of Unit theme, four focus lessons, and assessments.  (1-2)	Did not present  (0)

Name

ECED 513

/ 40 points