

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

ECED 513 (001) - Curriculum Across the Content Areas for Diverse Young Learners
3 Credits, Fall 2016
Wednesdays, 4:30 – 7:10 pm
Robinson A246, Fairfax Campus

Faculty

Name: Arlene Mascarenhas, PhD
Office hours: By Appointment
Office location: Thompson Hall 1200
Office phone: 703-993-3844
Email address: amascar1@gmu.edu

Prerequisites/Corequisites

ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance.

University Catalog 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.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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

1. 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

(Council for Exceptional Children, National Association for the Education of Young Children)

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

Not Applicable

Required Texts

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

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

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

Course Performance Evaluation

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

• Assignments and Examinations

Guidance and Management Approaches Project (35 points)

This assignment is designed to assist students to explore and develop their own guiding principles regarding classroom guidance and management. Students will (a) work with peers to present information on an assigned guidance approach, (b) write a reflection on their group preparation and presentation experience, and (c) write a guiding principles statement. The research portion of this assignment will be completed in small groups (groupings will be determined on the first day of class).

Part 1: Group Research Presentation (10 points)

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 (2014) textbook and determined in class). Students will read an assigned chapter from Fields (2014). Additional relevant sources can be used to complement the

group's presentation. In the presentation students will do the following:

- Describe the overall philosophy of the approach and discuss specific strategies for implementing the approach in the early childhood classroom;
- Examine the applicability of the approach in the prekindergarten through third grade classroom environment and describe ways it would work or not;
- Consider the strategies recommended by the approach and discuss anticipated successes and challenges; and
- Discuss ways for sharing information with families about the rationale for using the specific guidance approach.

Students will present their findings in class as a group on the assigned day. Students will upload to *Blackboard* copies of presentation materials.

Part 2: Reflection on Group Work and Presentation (5 points)

Upon completion of the group presentation, students will submit to *Blackboard* a reflection on their group presentation experience. Students will consider their role in promoting the group's success. Specifically, students will address the following questions:

- What aspects of your group presentation do you believe were particularly effective and why?
- What aspects of your group presentation do you believe were under realized and how would you enhance this area in the future?
- How was collaboration shared across group members?
- How did you actively participate throughout the group experience?
- How did you help negotiate the collaboration to ensure a caring, empathetic, and respectful collaborative environment for all group members?

Part 3: Classroom Guidance and Management Guiding Principle Statement (20 points)

Students will individually submit a guiding principle statement based on the collective group research presentations and book chapters. Students will do the following:

- Describe the guidance approach(es) they anticipate using in the future;
- Describe the rationale for the approach and the philosophies that inform this perspective;
- Discuss the major learning from the book chapters and group presentations that support your guiding principle statement;
- Discuss the implications of the classroom guidance and management guiding principle for different grade levels (preK-3); and
- Discuss ways to share their classroom guidance and management practices with families to include the impact on individual students and their learning.

Integrated Social Studies Instructional Planning Project (50 points)

Students will develop an integrated social studies instructional unit plan 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 create a one-week integrated instructional unit with a focus on social studies that demonstrates the following:

- A focus on developmentally appropriate teaching and learning approaches;
- An understanding of the effective and appropriate use of assessments;
- Use of primary sources to support children’s understanding of essential social studies themes (e.g., the relationship among history, literature, art, and music; the relationship between past and present; civic participation in a pluralistic democracy; and how events and history are shaped by ideas and actions of people, including major events in Virginia history);
- Integrates, three to four of the following content areas: language arts, including reading, writing, and oral language development, fine arts including art and music, math and science; and
- Use of assistive technology to promote successful outcomes for all students.

Students will present their integrated plan to the class.

Part 1: Overview of Integrated Social Studies Unit Plan (5 points)

Students will submit a thematic unit overview to demonstrate essential aspects of the thematic plan they will develop over the course of the semester. The initial overview will articulate the following:

- Grade level,
- Primary social studies theme,
- Specific social studies standards to be addressed,
- Additional content areas to be integrated into the thematic unit, and
- Summative assessment products to document children’s knowledge of identified academic standards.

Part 2: Primary Sources Lesson Plan (15 points)

Students will submit one lesson plan that strategically embeds the use of primary sources to support children’s understandings of the social studies theme. Students will select artifacts from the Library of Congress archives to facilitate the lesson and actively engage young learners. Students will use the lesson plan template to detail all aspects of the lesson. For each aspect of the lesson, students will include a rationale for selecting specific standards or processes. Students will use citations from current research from the textbook, class discussions, or handouts to support their assertions.

Part 3: One Week-Long Integrated Social Studies Unit Plan (25 points)

Students will submit a one-week integrated social studies unit plan. The unit plan will include at least four fully developed social studies lesson plans. Students will use the lesson plan template to detail each social studies lesson. Students may include the primary sources lesson plan as one of the four lesson plans. The lessons should be sequenced according to how the student envisions presenting the lessons to a group of young learners. The students will include the following:

- Overview of Integrated Social Studies Unit Plan (revised as appropriate);
- One paragraph summary of the unit theme to explain the unit objective,

- Four sequentially detailed lesson plans. Students will use the lesson plan template,
- Across the five lesson plans students will integrate, three to four of the following content areas: language arts, including reading, writing, and oral language development, fine arts including art and music, and math and science.
 - Objectives for the additional content area should be identified in the lesson plan and the student should indicate if the objective will be assessed as part of the lesson.
 - At least one lesson should address the assessment of two different content areas (e.g., a writing product related to the social studies theme);
- Appendices to 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.)

Part 4: Presentation (5 points)

Students will come prepared to share the overview of their integrated social studies unit plan and one additional lesson to illustrate the scope of their efforts in developing the unit.

- **Other Requirements**

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 (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) 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.

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 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.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Guidance and Management Approaches Project		
Part 1: Group Research Presentation	As Arranged	10
Part 2: Reflection on Group Work and Presentation	As Arranged	5
Part 3: Classroom Guidance and Management Guiding Principles Statement	Nov. 9	20
Integrated Social Studies Instructional Plan		
Part 1: Overview of Integrated Social Studies Unit Plan	Sept. 28	5
Part 2: Primary Sources Social Studies Lesson Plan	Oct. 19	15
Part 3: Week-Long Integrated Social Studies Plan	Dec. 14(final)	25
Part 4: Presentation	Nov. 30, Dec. 7	5
TOTAL		100

- **Grading Policies**

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

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.

Professional Dispositions

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

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

Date	Topic	Readings & Assignments Due
Aug. 31	<p>Introductions and course overview Curriculum planning and design Standards in social studies.</p>	<p><u>Overview of required readings and assignments.</u></p> <p>Read book chapters and articles prior to class each week.</p>
Sept. 7	<p>Planning social studies curriculum. Teaching of social studies in ECE.</p> <p>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>In-class reading on BB: SS in Today’s Early Childhood Curricula</p>	<p>Seefeldt et al. Ch. 1, 5</p> <p>Fields et al. Ch. 1</p>
Sept. 14	Library of Congress Primary Sources Presentation	Fields et al. Ch. 2, 3, and 4.
Sept. 21	<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>Planning units and weekly and daily lessons in the content area including assessment strategies.</p> <p>Writing objectives and goals.</p> <p>Indicators for academic success in K-3</p> <p><i>*Guidance and management approaches presentation for Chapter 4</i></p>	Seefeldt et al. Ch. 2

<p>Sept. 28th</p>	<p>SS content History 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.</p> <p>Designing timelines</p>	<p>Seefeldt et al. Ch. 7</p> <p><i>*Integrated studies unit plan overview due</i></p>
<p>Oct. 5</p>	<p>SS content- Geography Teaching geography content knowledge, including 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>Seefeldt et al. Ch. 8</p>
<p>Oct. 12</p>	<p>SS content Economics Teaching the concept of production and consumption and the distinction between wants and needs.</p> <p>Article on BB: Teaching economics through literature in the primary classroom.</p> <p><i>*Guidance approaches presentation Chapter 5 & 6</i></p>	<p>Seefeldt et al.Ch. 9</p> <p>Fields et al. Ch. 5 & 6.</p>
<p>Oct. 19</p>	<p>Concept Formation and Thinking Skills</p> <p>Using experiences to foster thinking processes</p> <p>Integration across the curriculum and instruction across content areas.</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>In-class BB reading: 1. What is integrated curriculum? Book chapter 2. Weaving the tapestry: A first grade teacher integrates teaching and learning.</p>	<p>Seefeldt et al. Chapter 4.</p> <p><i>*Primary Sources Social studies lesson plan due</i></p>

	3. Read all about It! Using the newspaper to integrate the curriculum.	
Oct. 26	<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>In class BB readings:</p> <ol style="list-style-type: none"> 1. Teach me, teach my brain: A call for differentiated instruction. 2. Reconcilable differences? Standards based teaching and differentiation. 3. Preparing for the journey- book chapter. <p><i>*Guidance approaches presentations Ch. 7 & .</i></p>	Fields et al. Ch. 7 & 8
Nov. 2	<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>In-class reading on BB: Empowering and linguistically children and families</p> <p><i>*Guidance approaches presentation Ch. 9, 10</i></p>	<p>Seefeldt et al. Ch. 3 & 6</p> <p>Fields et al. Ch. 9& 10</p>
Nov. 9	<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 Virginia and American history, and the evolution of America’s constitutional republic, its ideas, institutions, and practices</p>	<p>Seefeldt et al Ch. 10</p> <p><i>*Guidance and management principal statement due</i></p>

Nov. 16	<p>Global citizenship</p> <p>Connections between social studies and global issues and connections.</p> <p>Use of technology to support the teaching of social studies, including history, geography, civics, and economics.</p> <p>Connecting assessment to instruction to EL's</p>	<p>Seefeldt et al. Ch. 11</p> <p>Readings on BB</p> <p>1. Assistive technology for young children-book chapter</p> <p>2. Assessment of English language learners</p>
Nov. 23 Thanksgiving recess		
Nov. 30	Presentation of unit plan in class	<p>No readings assigned</p> <p><i>Submit draft of week-long integrated Social studies unit plan for feedback.</i></p>
Dec. 7	<p>Presentation of unit plan in class.</p> <p>Last day of in-class meeting.</p> <p>Evaluations.</p>	No readings assigned
Dec. 14	No in-class meeting	<i>*Submit final week-long integrated Social studies plan on BB</i>
Dec. 21	End of semester	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.