

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, Spring 2017
Monday/ 4:30 – 7:10 pm
Robinson A 205, 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 of Exceptional Children and 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	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	April 3	20
Integrated Social Studies Instructional Plan		
Part 1: Overview of Integrated Social Studies Unit Plan	February 20	5
Part 2: Primary Sources Social Studies Lesson Plan	February 27	15
Part 3: Week-Long Integrated Social Studies Plan	May 8	25
Part 4: Presentation	April 30, May 1	5
TOTAL		100

- **Assignments and/or 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 four fully developed social studies lesson plans. Students will use the lesson plan template to detail each social studies lesson. Students will include the primary sources lesson plan that was submitted in February in addition to four new 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:

- One paragraph summary of the unit theme to explain the unit objective,
- Four additional sequentially detailed lesson plans. Students will use the lesson plan template,
- 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. Please note that reading, writing, and oral language are one content area.
 - 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 one different content area (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 (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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.

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 = 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.

Class Schedule

Class	Topics	Assignments & Readings Due
January 23	Introductions and course overview	Overview of required readings and assignments. Read book chapters and articles prior to class each week.
January 30	Planning social studies curriculum. Teaching social studies in ECE. Designing curriculum in SS that meets local, state, and national standards and is responsive to individual children's needs, strengths, and interests. In-class reading on BB: SS in Today's Early Childhood Curricula	Seefeldt et al. Ch. 1, 5 Fields et al. Ch. 1
February 6	Considering developmental aspects in planning and designing curriculum in SS. Organizing the classroom and establishing routines to support and guide children's positive behavior and prevent challenging behaviors. Planning units and weekly and daily lessons in the content area including assessment strategies. *Writing objectives and goals. *Guidance and management approaches presentation for Chapter 4.	Fields et al. Ch. 2, 3, and 4. Seefeldt et al. Ch. 2
February 13	Primary sources presentation	
February 20	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	Seefeldt et al. Ch. 7 *Overview of Integrated Social Studies Unit Plan is due

	democracy. Designing timelines	
February 27	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 processes that shape the surface of the earth.	Seefeldt et al. Ch. 8 *Primary Sources lesson plan is due.
March 6	SS content Economics Teaching the concept of production and consumption and the distinction between wants and needs. In class reading on BB: Teaching economics through literature in the primary classroom. *Guidance approaches presentations Chapters 5 & 6	Seefeldt et al. Ch. 9 Fields et al. Ch. 5 & 6
March 13	<i>No Class: Spring Break</i>	
March 20	Building communities of learning that include all children with varied abilities, languages, and cultural backgrounds. Meeting the needs of children in the classroom. In-class BB readings <ol style="list-style-type: none"> 1. Teach me, teach my brain: A call for differentiated instruction. 2. Reconcilable differences? Standards based teaching and differentiaion. 3. Preparing for the journey-book chapter. *Guidance approaches presentations Ch. 7 and 8.	Fields et al. Ch. 7 & 8.
March 27	Developing children's understanding of diverse and shared humanity. Culturally responsive practice.	Seefeldt et al. Ch. 3 & 6 Fields et al. Ch. 9 & 10

	<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 culturally and linguistically diverse children</p> <p>*Guidance approaches presentations Ch. 9 and 10</p>	
April 3	<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>*Classroom Guidance and Management Guiding Principles Statement is due</p>
April 10	<p>SS content Global citizenship</p> <p>Connections between social studies and global issues</p> <p>Use of technology to support the teaching of social studies, including history, geography, civics, and economics.</p> <p>In-class reading on BB: Assistive technology for young children.</p>	<p>Seefeldt et al. Ch. 11</p>
April 17	<p>Connecting assessment to instruction of EL's</p>	<p>Reading on BB: Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger (2006). Assessing English language learners in the mainstream classroom.</p>
April 24	<p>Presentation of unit plans in class</p>	<p>No readings assigned</p>
May 1	<p>Presentation of unit plans in class</p>	<p>No readings assigned</p>
May 8	<p><i>No Class: Reading Day</i></p>	<p>*Submit week-long integrated social studies unit plan on BB.</p>
May 15	<p><i>No Class: Finals Week</i></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 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone

at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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