

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

ECED 513.A01 Integrating Social Studies Across the Content Areas for Diverse Young
Learners,
3 Credits, Summer 2019
Session A NET 5/20 – 6/22, Saturday/ 9:00 am – 5:00 pm
F2F Class Meetings: 6/1, 6/8, 6/15
Peterson Hall 2411, Fairfax Campus

Faculty

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Prerequisites/Corequisites

ECED 403 or 503

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 curricular experiences for 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 online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 20, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on the first day listed for each module.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Plan an integrated social studies unit of study that incorporate the knowledge, skills, and processes of history and the social science disciplines 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.
2. Integrate the use of technology as a tool for teaching, learning, researching, and communicating into integrated social studies units.
3. Explain how the study of history and the social sciences assists children in developing historical thinking, geographic analysis, economic decision-making, and responsible citizenship.
4. Explain how the Virginia Standards of Learning 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.
5. Explain how the Virginia Standards of Learning 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.
6. Explain how the Virginia Standards of Learning 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.
7. Explain how the Virginia Standards of Learning 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.
8. Plan social studies instruction that is responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of young children.
9. 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.
10. 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.
11. Use behavioral, cognitive, affective, social and ecological theory and practice to analyze learning environments and guidance and management practices that support positive

- behavioral and learning expectations.
12. Select develop, and use culturally relevant curriculum, pedagogies, and materials that support and enhance students’ learning and reflects the research on age-appropriate practices.
 13. Explain how to apply systematic problem-solving approaches to dilemmas in guiding children’s behavior. Effective approaches promote positive redirection of behavior, development of social skills, and self-discipline as well as understood within the context of the classroom and grounded in age appropriate practices.
 14. Use analysis and reflection to better understand the learning environment and one’s own role as an early childhood educator in that environment.

Professional Standards – Council for Exceptional Children (CEC) and National Association for the Education of Young Children (NAEYC)

Upon completion of this course, students will have met the following professional standards:
 N/A -- Students will work toward meeting CEC and NAEYC standards.

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.

NCSS (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: Author. ISBN: 9780879861056

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

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance and Participation <ul style="list-style-type: none"> • Attendance and Participation Rubric 	Ongoing June 20	15
Guidance and Management Approaches Examinations of Practice Reflection Project <ul style="list-style-type: none"> • Video Analysis 1, 2 and 3 • Examination of Practice Reflection Task <i>Quizzes and Prompted Journal Reflections</i> 	<i>Ongoing</i> <i>Refer to the schedule in the Guidance and Management Project Guide for due dates</i>	30 3 9
<ul style="list-style-type: none"> • Socratic Seminar • Behavior Management Personal Code of Practice 	June 15 June 16	8 10
Integrated Social Studies Instructional Plans		40

<ul style="list-style-type: none"> • Exploring Digital Technology Tools 	June 2	5
<ul style="list-style-type: none"> • Authentic Children’s Literature for Examining the Social Studies 	June 7	5
<ul style="list-style-type: none"> • Lesson Plan #1: Social Studies Through Children’s Literature 	June 8	15
<ul style="list-style-type: none"> • Sharing our Lesson Plans (Lesson Plan #1 and <i>rough draft</i> of Lesson Plan #2) 	June 15	5
<ul style="list-style-type: none"> • Lesson Plan #2: Social Studies Through Primary Sources Lesson 	June 22	15
Social Studies Scavenger Hunt	June 15	15
TOTAL		100

- **Assignments and/or Examinations**

Guidance and Management Approaches Examinations of Practice Reflection Project (30 points)

This assignment is designed to assist students to explore and develop their own guidance and management practices. Students will (a) complete weekly readings related to guidance and management philosophies, (b) engage in video analysis reflective experiences, (c) engage in a Socratic seminar to analyze and discuss a particular guidance situation, and (d) write a behavior management personal code of practice. A Guidance and Management Approaches Examinations of Practice Reflection Project guide will be available on Blackboard. Students are expected to follow the schedule and complete assignments according to the schedule.

Integrated Social Studies Instructional Plans (40 points)

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. 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 strategically relate to an authentic children’s literature text. Each lesson plan will integrate the social studies theme selected into at least one other academic areas of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing). Accordingly, the instructional plans will incorporate knowledge and understandings of learning standards in the social studies as well as other content area standards. Each lesson plan will strategically 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:

- ***Exploring digital technology tools to enhance and extend young children’s learning and engagement (5 points)***

Students will identify two digital technology tools that can be leveraged to extend and enhance young children’s learning. Students will use the 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 high order thinking skills (e.g., analyzing, evaluating, and creating). The tools will be shared with the entire class on a

google doc. The collective google doc will be available to students throughout the semester to support the unit planning process.

- ***Authentic Children’s Literature for Examining Social Studies Themes with Young Learners (5 points)***

Students will identify five children’s texts that exemplify diverse social studies 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 Social Studies (i.e., history, geography, economics, and civics). 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. A template will be provided. Two of the texts will be used as springboards for the instructional plans submitted later in the semester.

- ***Integrated Social Studies Instructional Plans (30 points total. This includes Lesson Plan #1: Social Studies Through Children’s Literature and Lesson Plan #2: Social Studies Through Primary Sources).***

Students will develop two, integrated social studies plans over the course of the semester. Each plan will be related to at least one social studies Standard of Learning strand (i.e., history, geography, economics, and citizenship). Each plan will also reflect at least one of the 10 themes of social studies as defined by the National Council of Social Studies.

Each lesson will provide:

- 1) an overview of the lesson,
- 2) a rationale for the social studies themes selected, and
- 3) 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 social studies Virginia standards of learning 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 social studies concepts,
- Assessment products to consider developing to document and demonstrate children’s knowledge of identified academic standards.

- ***Lesson Plan #1: Social Studies Through Children’s Literature (15 points)***

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 social studies theme(s) to be explored. Students are encouraged to use texts identified by the National Council of Social Studies, lists and websites will be provided to help guide students’ selection.
- Identify the relevant social studies standards and themes explored in the text.

- Include a set of **strategic questions** that encourage children to grapple with complex social studies themes.
- Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated.
- Include an assessment tool for evaluating children's understandings of the primary standards articulated.
- Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
- ***Strategically Infuse the Use of Technology***
Students will strategically enhance the social studies lesson with the integration of technology tools.
 - Students will use the SAMR model to inform their design of the lesson to ensure the purposeful and strategic incorporation of technology into the early childhood classroom.
 - Select at least one technology tool to facilitate the lesson and actively engage young learners.
 - Detail how they will facilitate children's use of the technology tool throughout the lesson to actively engage young learners in an exploration of the selected social studies standards.
 - Explain how the technology supports children's learning.
- ***Extending Social Studies into the Content Areas Lesson Plan***
Students will strategically extend the social studies lesson by integrating it with another academic area of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing). Students will:
 - Identify the additional content area standards selected to extend students' understandings of complex social studies themes.
 - Detail how they will facilitate the lesson to actively engage young learners in an exploration of both the selected content area standards and the selected social studies standards.
- ***Assessing Children's Understandings***
 - Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated.
 - Include an assessment tool for evaluating children's understandings of the primary standards articulated.
- Include a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children's understandings of social studies 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, workmats, student directions for social studies centers or projects, assessment tools, primary sources, etc.).

- ***Lesson Plan #2: Social Studies Through Primary Sources (15 points)***

Students will submit (at least) one lesson plan that strategically embeds the use of primary sources to support children's understandings of the social studies theme.

Students will do the following:

- Select a rich text to engage children in an exploration of the primary social studies theme(s) to be explored. Students are encouraged to use texts identified by the National Council of Social Studies, lists and websites will be provided to help guide students' selection.
- Identify the relevant social studies standards and themes explored in the text.
- Include a set of strategic questions that encourage children to grapple with complex social studies themes.
- Select artifacts from the Library of Congress archives to facilitate the lesson and actively engage young learners.
- Detail how they will facilitate the lesson to actively engage young learners in an exploration of the selected social studies standards as they relate to the primary source documents.
- Use the lesson plan template provided on Blackboard to detail all aspects of the lesson.
- ***Strategically Infuse the Use of Technology***
Students will strategically enhance the social studies lesson with the integration of technology tools.
 - Students will use the SAMR model to inform their design of the lesson to ensure the purposeful and strategic incorporation of technology into the early childhood classroom.
 - Select at least one technology tool to facilitate the lesson and actively engage young learners.
 - Detail how they will facilitate children's use of the technology tool throughout the lesson to actively engage young learners in an exploration of the selected social studies standards.
 - Explain how the technology supports children's learning.
- ***Extending Social Studies into the Content Areas Lesson Plan***
Students will strategically extend the social studies lesson by integrating it with another academic area of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing). Students will:
 - Identify the additional content area standards selected to extend students' understandings of complex social studies themes.
 - Detail how they will facilitate the lesson to actively engage young learners in an exploration of both the selected content area standards and the selected social studies standards.
- ***Assessing Children's Understandings***
 - Design an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated.
 - Include an assessment tool for evaluating children's understandings of the primary standards articulated.
- Include a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children's understandings of social studies themes.

- Use citations from current research from the textbook, class discussions, and/or handouts in their rationale using APA format to support their assertions.
- Provide appendices for this lesson that include all additional instructional tools used to support children’s engagement (e.g., graphic organizers, story frames, writing prompts, workmats, student directions for social studies centers or projects, assessment tools, primary sources, etc.).
- ***Sharing our Lesson Plans (5 points)***
Students will come to class prepared to share their lesson plans. Lesson plans will be presented in “Gallery Walk” fashion. Students will need the children’s literature and the primary source artifacts on hand to demonstrate their lessons. During class, students will peruse the lessons presented and use sticky notes to offer feedback and suggestions about other social studies themes, resources, or extension opportunities that would complement the experiences currently articulated as part of the Integrated Social Studies Instructional Unit Plan.

Social Studies Scavenger Hunt (15 points)

To promote students’ thoughtful consideration of social studies themes, students will participate in a Social Studies Scavenger Hunt across the semester. Students will select from a set of “challenges” that will ask them to connect their understandings of social studies themes and concepts to their own world. Students must participate in a **minimum of five** scavenger hunt challenges (3 points each). Student will record their responses on Flipgrid, a free platform that allows students to share thoughts and experiences with each other as a class in an easy, fun to use video format. The first challenge is mandatory. Once the Social Studies Scavenger Hunt is initiated, a running list of challenges will be available for students to respond to on Flipgrid, a link will be provided for students in our class on Blackboard. **Students will submit a final bulleted list of challenges completed to Blackboard as an assignment.**

- **Other Requirements**

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices are to be used for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 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 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. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Date	Topic	Readings & Assignments Due
<p>Week 1 May 20-26</p>	<p>Behavior and Guidance</p>	<p>Fields et al. (2018) Follow the schedule on blackboard.</p> <ul style="list-style-type: none"> • Chapter 1, • Chapter 2, • Chapter 3, • Chapter 4 or 5 • Chapter 6, • Chapter 7
<p>Week 2 May 27-June 2</p>	<p>Behavior and Guidance</p>	<p>Fields et al. (2018) Follow the schedule on blackboard.</p> <ul style="list-style-type: none"> • Chapter 8 • Chapter 9 • Chapter 10 • Chapter 11 or 12 • Chapter 13 • Chapter 14
<p>Week 3 and 4 Sunday, June 2 - Friday June 15</p>	<p>Behavior and Guidance</p>	<p>Fields et al. (2018) Follow the schedule on blackboard.</p> <ul style="list-style-type: none"> • Chapter 15

Date	Topic	Readings & Assignments Due
<p>June 1 F2F Class</p>	<p>Social Studies Themes and Standards & Connecting to Children’s Literature</p> <p>Examining What We Know Exploring Social Studies Themes</p> <p>Virginia Standards of Learning for Social Studies</p> <p>Virginia Standards of Learning – History, Geography, Economics, and Civics</p> <p>Five Themes of Geography Place / Location / Regions</p> <p>Technology in Society and in Learning SAMR</p>	<ul style="list-style-type: none"> • Seefeldt et al., (2014) Chapter 8 <i>People Places, and Environment: Geography</i> • National Curriculum Standards for Social Studies (NCSS, 2010) p. 3-12 • People, Place, and Environment (NCSS, 2010) p. 16, 34-38, & 72-75 • Virginia Standards of Learning for Social Studies • Examine the structure of the lessons in the following website and start thinking about your projects ☺ https://www.socialstudies.org/sites/default/files/images/Bulletin112_Excerpts.pdf
<p>June 9</p>	<p>Digital Tool Examples</p>	<p>Due to Bb – Exploring digital technology tools to enhance and extend young children’s learning and engagement</p>
<p>June 8 F2F Class</p>	<p>Human Interaction</p> <p>Interconnectedness, Culture, and Interdependency</p> <p>Examining Culture Primary Sources</p> <p>History</p> <p>Primary Sources & Young Learners</p> <p>Movement History</p>	<p>Before class please read:</p> <ul style="list-style-type: none"> • Science, Technology, and Society (NCSS, 2010) p. 21, 54-57, & 85-86 • Time, Continuity, and Change (NCSS, 2010) p. 15, 30-33, & 70-71 • Culture (NCSS, 2010) p. 14, 26-29, & 68-69 • Seefeldt et al. (2014) Chapter 1 pages 8 – 19 • Seefeldt et al. (2014) Chapter 2 pages 41 – 56 and pages 57 – 65 • Seefeldt et al. (2014) Chapter 10 <i>Developing Citizenship: Civics and Government Chapter</i>

Date	Topic	Readings & Assignments Due
		<ul style="list-style-type: none"> Seefeldt et al. (2014) Chapter 7 <i>Children's Study of Time, Continuity, and Change: History</i> <p>Due to Bb – Lesson Plan #1: Social Studies Through Children's Literature</p> <p>Due to Bb – Authentic Children's Literature for Examining Social Studies Themes with Young Learners</p>
June 14	Guidance and Management	Due to Bb – All Guidance Reflection Opportunities Due today (Quizzes, Journal Reflections, and Video Analyses)
June 15 F2F Class	<p>Guidance and Management Socratic Seminar</p> <p>Themes of Economics https://www.econedlink.org Become a member for free sign up to access resources</p> <p>Council for Economic Education Scarcity</p> <p>Opportunity Costs, Consumption and Production</p>	<p>Individuals, Groups and Institutions (NCSS, 2010) p. 18, 42-45, & 78-79</p> <p>Civic Ideals and Practices (NCSS, 2010) p. 23, 62-65, & 90-92</p> <p>Individual Development and Identity (NCSS, 2010) p. 17, 38-41, & 76-77</p> <p>Power, Authority, and Governance (NCSS, 2010) p. 19, 46-49, & 80-81</p> <p>Production, Distribution, and Governance (NCSS, 2010) p. 20, 50-53, & 82-84</p> <p>Global Connections (NCSS, 2010) p. 22, 58-61, & 87-89</p> <p>Seefeldt et al. (2014) Chapter 6 <i>Culture Diversity and Values Chapter</i></p>

Date	Topic	Readings & Assignments Due
		Seefeldt et al. (2014) Chapter 9 <i>Production, Consumption, and Decision Making: Economics</i> Seefeldt, et al., (2014) Chapter 11 <i>Global Connections</i> Due in Class – In-Class Socratic Seminar Sharing Lesson Plans Flip Grid Scavenger Hunt Due
June 17-22	Interdependence	Seefeldt et al. (2014) Chapter 3: <i>Resources for Learning: School, Family, Community</i> Due to Bb – Lesson #2: Social Studies Through Primary Sources Due to Bb – Behavior Management Personal Code of Practice (Sunday, June 16) Due to Bb – Attendance and Participation Rubric

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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

Integrated Social Studies Instructional Plans Scoring Guide (40 points)

/5 Authentic Children’s Literature for Examining Social Studies Themes with Young Learners (5 points) (Due June 8)

- Identified five children’s texts that exemplify diverse social studies themes and standards clearly related to different National Council of Social Studies themes and Virginia Standards of Learning for Social Studies (i.e., history, geography, economics, and civics)

/5 Exploring digital technology tools to enhance and extend young children’s learning and engagement (Due June 2)

- Identified two digital technology tools that can be leveraged to extend and enhance young children’s learning
- Used the SAMR language to evaluate the tool and describe how the tool can be used to enrich children’s learning
- Explained how the digital tool promotes children’s high order thinking skills (e.g., analyzing, evaluating, and creating)
- Shared with the entire class on a google doc

/15 Lesson Plan #1: Social Studies Through Children’s Literature

- Submitted (at least) one lesson plan that is based on an in-depth exploration of an authentic children’s literature text
- Selected a rich text to engage children in an exploration of the primary social studies theme(s) to be explored
- Used texts identified by the National Council of Social Studies
- Identified the relevant social studies standards and themes explored in the text.
- Included a set of strategic questions that encourage children to grapple with complex social studies themes
- Designed an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated
- Included an assessment tool for evaluating children’s understandings of the primary standards articulated
- Used the lesson plan template provided on Blackboard to detail all aspects of the lesson.
- Infused the Use of Technology Strategically
 - Used the SAMR model to inform their design of the lesson to ensure the purposeful and strategic incorporation of technology into the early childhood classroom
 - Selected at least one technology tool to facilitate the lesson and actively engage young learners
 - Detailed how they will facilitate children’s use of the technology tool throughout the lesson to actively engage young learners in an exploration of the selected social studies standards
 - Explained how the technology supports children’s learning
- Extended Social Studies into the Content Areas Lesson Plan
 - Extended the social studies lesson by integrating it with another academic area of study for the primary grade (e.g., science, mathematics, music, fine arts, reading, and writing)

- Identified the additional content area standards selected to extend students' understandings of complex social studies themes
- Detailed how they will facilitate the lesson to actively engage young learners in an exploration of both the selected content area standards and the selected social studies standards
- Planned for Assessing Children's Understandings
 - Designed an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated
 - Included an assessment tool for evaluating children's understandings of the primary standards articulated
- Included a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children's understandings of social studies themes because of its relationship to the children's text
- Used citations from current research from the textbook, class discussions, and/or handouts in their rationale using APA format to support their assertions
- Provided appendices for this lesson that include all additional instructional tools used to support children's engagement (e.g., graphic organizers, story frames, writing prompts, workmats, student directions for social studies centers or projects, assessment tools, primary sources, etc.)

/15 Lesson Plan #2: Social Studies Through Primary Sources

- Submitted (at least) one lesson plan that strategically embeds the use of primary sources to support children's understandings of the social studies theme
- Selected a rich text to engage children in an exploration of the primary social studies theme(s) to be explored
- Used texts identified by the National Council of Social Studies
- Identified the relevant social studies standards and themes explored in the text
- Included a set of strategic questions that encourage children to grapple with complex social studies themes
- Selected artifacts from the Library of Congress archives to facilitate the lesson and actively engage young learners
- Detailed how they will facilitate the lesson to actively engage young learners in an exploration of the selected social studies standards as they relate to the primary source documents
- Used the lesson plan template provided on Blackboard to detail all aspects of the lesson
- *Infuse the Use of Technology* strategically
 - Used the SAMR model to inform their design of the lesson to ensure the purposeful and strategic incorporation of technology into the early childhood classroom
 - Selected at least one technology tool to facilitate the lesson and actively engage young learners
 - Detailed how they will facilitate children's use of the technology tool throughout the lesson to actively engage young learners in an exploration of the selected social studies standards
 - Explained how the technology supports children's learning
- *Extended Social Studies into the Content Areas Lesson Plan*

- Identified the additional content area standards selected to extend students' understandings of complex social studies themes.
- Detailed how they will facilitate the lesson to actively engage young learners in an exploration of both the selected content area standards and the selected social studies standards
- *Planned for Assessing Children's Understandings*
 - Designed an assessment product/project that allows children to enhance and show their understandings of the primary standards articulated
 - Included an assessment tool for evaluating children's understandings of the primary standards articulated
- Included a rationale for selecting specific standards and articulate how the lesson promotes and enhances young children's understandings of social studies themes.
- Used citations from current research from the textbook, class discussions, and/or handouts in their rationale using APA format to support their assertion
- Provided appendices for this lesson that include all additional instructional tools used to support children's engagement (e.g., graphic organizers, story frames, writing prompts, workmats, student directions for social studies centers or projects, assessment tools, primary sources, etc.)

/5 Sharing our Lesson Plans

- Came to class prepared to share their lesson plans.
- Presented lesson plans in "Gallery Walk" fashion
- Had children's literature and the primary source artifacts on hand to demonstrate their lessons
- Perused the lessons presented and use sticky notes to offer feedback and suggestions about other social studies themes, resources, or extension opportunities that would complement the experiences currently articulated as part of the Integrated Social Studies Instructional Unit Plan