

**George Mason University**  
**College of Education and Human Development**  
**Secondary Education Program (SEED)**

EDCI 567.001: Teaching Social Studies in the Secondary School  
3 Credits, Spring 2020  
4:30-7:10 PM/Tuesdays, Fairfax Campus-Thompson Hall 1020

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

EDCI 567 is a course designed to help preservice teachers develop a repertoire of history/social studies teaching methods to meet the changing requirements in today's atmosphere of increasing accountability. Course content will focus on elements of historical thinking, higher-order thinking skills in social studies, standards-based instruction with an emphasis on backwards planning for instructional lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations.

**Course Overview**

The course focuses on research-based instructional strategies in social studies teaching and learning and meeting the diverse needs of learners as called for by the Standards of Learning for Virginia Public Schools, and the National Council for the Social Studies (NCSS) C3 Framework and National Curriculum Standards for Social Studies, and as outlined by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), and the Interstate New Teacher Assessment and Support Consortium (InTASC).

**Course Delivery Method**

This course will be delivered using a lecture, group and class discussions.

**Learner Outcomes or Objectives**

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

1. Evaluate past and contemporary social studies instructional practice including constructivist and behaviorist frameworks, historical thinking tenets and practice to encourage historical inquiry and civic- and international- mindedness: COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes I, II, IX, X, INTASC Standard I
2. Use evidence-based principles including, elements of Understanding by Design and the C3

- Framework to develop a lesson plan that includes a broad range of instructional strategies focused on InTASC Standards and NCSS Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, II, IV, VII
3. Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCHBASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII
  4. Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III
  5. Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in social studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI
  6. Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V

### **Professional Standards**

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

1. Demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA): National Council for the Social Studies: <http://www.ncss.org>
2. Have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): [https://www.ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Be aware of the skills framework of the Partnership for 21st Century Skills and the professional guidelines offered by the National Board for Teaching Standards: <http://www.nbpts.org/national-board-standards>

### **Required Texts**

1. Russell, W. B., Waters, S., & Turner, T. N. (2019). *Essentials of middle and secondary social studies*. New York: NY ; Routledge.
2. Additional course readings and materials will be available on the course Blackboard site.
3. GoReact software license to complete and submit some course assessments.

### **Course Performance Evaluation**

1. Students are expected to submit all assignments on time through Blackboard unless other arrangements are announced. Every student registered for any Secondary Education course with a required Tk20 performance-based assessment (designated as such in the syllabus) must submit

the assessment(s) to Tk20 through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to a grade of F nine weeks into the following semester.

2. Fifteen (15) hours of clinical experience in a designated field site placement are required.
3. As a candidate entering into a profession with multiple demands and time requirements, it is expected that you demonstrate associated dispositions by fulfilling classroom responsibilities in a professional and timely manner (completion of assignments, respond to messages, etc.)
4. Attendance is mandatory as discussions and clinical topics that take place in this class are essential to achieving the course objectives and in keeping in good standing for state certification and licensure. If you must miss a class, you are responsible for notifying the instructor and following up on completing any tasks, assignments, readings. If you must leave class early, make sure that you tell the instructor before class begins. Missing more than two course sessions outside of approved university policies or repeatedly arriving late beyond reasonable exceptions will result in documentation with the Educator Preparation Office and/or Office of Student and Academic Affairs.
5. Refrain from cell phone use, messaging, email, and/or internet browsing during class. If you do so disruptively, you may be asked to leave. A break is given in the middle of each class session to check phones/messages/emails and make calls as necessary. Laptops and tablets may only be used for notetaking or consulting assigned readings that you have already downloaded from Blackboard. Going online for other reasons is not permitted in class except during breaks.
6. When indicated, assignments must follow APA (6th edition) formatting. Short of purchasing the current APA Publication Manual, you may also find various online resources to assist you in appropriate formatting (see Purdue University OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>)
7. Be sure you have login access and an understanding of how to properly submit assignments. Blackboard log-in found at <http://mymason.gmu.edu> (user name and password same as GMU email). Once you are logged-in, you can navigate to assignments, mail and so on from the toolbar located on the left side of the page. The homepage includes syllabus, student resources and class notes (uploaded as topics are discussed).

## Assignments:

Below are descriptions of ten assignments that constitute the cumulative grade for this course. Course assignments are graded on a points earned/points possible scale with 100 points possible. Detailed instructions and rubrics will be provided online and in class for each assignment below.

1.	<i>Six GoReact Videos</i>	<i>24 points (4 points each)</i>	<i>Ongoing due dates</i>
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You will be asked to apply certain course concepts in six different videos that you will record and upload to our collaborative course folder on GoReact. These six videos each require you to complete a different task, the details of which will be explained in advance in different course sessions: Video #1 (making personal real-world connections to the NCSS thematic standards); Video #2 (establishing context); Video #3 (analyzing the instructional design of a museum); Video #4 (modeling story telling); Video #5 (flipped class instruction); Video #6 (facilitating student thinking and engagement-*recorded in class*). Explanations of how to use GoReact are provided in the course with specific instructions for each GoReact video due.

2.	<i>Clinical Experience Project</i>	<i>32 points</i>	<i>Due on Blackboard on or by April 28</i>
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In this course, you will spend 15 hours in area classroom(s) with teachers instructing subject(s) and grade level(s) for which you are being licensed. Many of these hours will be spent observing these teachers' instruction, but you will also be expected to engage with students individually, in small groups, and in whole groups, as your mentor teacher determines. As part of this experience, you will be reflecting on how teachers design instruction to meet the needs of students and you will consider suggestions as to how you might do things similarly and/or differently. You should spend a *minimum* of 5 days observing teachers, with each day being a *maximum* of 3 hours. The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of your methods I class, education theories relevant to your subject matter, and concepts and research findings related to classroom/school practice; (2) study and begin to develop your pedagogical practices in a variety of classroom/school communities; and (3) promote critical, self-reflection about your current and future teaching practices. This project has two parts: (1) Writing a Culminating Paper analyzing what you have learned from your clinical experiences with the evidence you collect; and (2) writing a Mentor Teacher Interview Paper summarizing what you learned about your mentor teachers after interviewing them. There will be check-in points throughout the semester about your clinical experience. A rubric and instructions will be provided in the September 16 class session and Clinical Experience debrief sessions (September 16 and November 18 from 4:30 to 5:00 during class time).

3.	<i>Lesson Plan</i>	<i>44 points</i>	<i>Ongoing drafts due; final due on May 5</i>
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This multi-part assignment invites you to design a lesson plan instruction during one class period (90 minutes), which focuses on **NCSS Theme VII, Production, Consumption and Distribution** with attention to international, national and/or local connections among systems. You will design and write a lesson plan that includes a curriculum rationale, grounded in the research base of social studies education, and inclusion of an assessment task. Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of

writing. The lesson must adhere to the lesson plan format we will review in class. This lesson must include classroom activities described in detail with fully developed assessments and rubrics. **This assignment is a required common assessment for all SEED program, and, as a performance-based assessment (PBA), it must be submitted to Tk20 online along with Blackboard.**

Date of Session	Course Session Topics	Readings	Items Due
<b>PHASE I: ELEMENTS OF PLANNING</b>			
Week 1 January 21	<ul style="list-style-type: none"> <li>- Course introductions</li> <li>- Planning with academic standards</li> </ul>	<ul style="list-style-type: none"> <li>-High Leverage Practices</li> <li>-Ch 1, <i>Essentials of Middle and Secondary Social Studies</i> (txtbk)</li> </ul>	
Week 2 January 28	<ul style="list-style-type: none"> <li>- Teaching Product/Consumpt/Distribut.</li> <li>- Planning curriculum goals</li> </ul>	<ul style="list-style-type: none"> <li>-Ch 2 &amp; 3, textbook</li> <li>-Caron (2005)</li> <li>-Lattimer (2008)</li> </ul>	Standards Video (#1) due on GoReact; view & comment
Week 3 February 4	<ul style="list-style-type: none"> <li>- Clinical experience briefing (4:30-5:00)</li> <li>- Planning learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>-Ch 12, textbook</li> <li>-Wiggins, Backward Design</li> <li>-Wiggins, Designing the Lesson Plan for your Unit</li> </ul>	Curriculum goals due on paper in class
Week 4 February 11	<ul style="list-style-type: none"> <li>- Teaching Time/Continuity/Change</li> <li>- Rethinking what we teach</li> </ul>	<ul style="list-style-type: none"> <li>-Agarwal-Rangnath (2016)</li> <li>-Gibson &amp; Reich (2017)</li> <li>-Rethinking our classrooms</li> <li>-Levesque, Why should historical thinking matter</li> </ul>	<p><b>Draft 1 of lesson plan due on Bb&gt;&gt; Assignments</b></p> <p>Establishing Context Video (#2) due: view &amp; comment</p>
Week 5 February 18	<ul style="list-style-type: none"> <li>- Teaching People/Places/Environments</li> <li>- Workshop by <u>Population Education</u></li> <li>- Sequencing and pacing a lesson</li> </ul>	<ul style="list-style-type: none"> <li>-Woodward (2017)</li> <li>-Woodson &amp; Medina (2011)</li> <li>- Segall (2003)</li> </ul>	
<b>PHASE II: ELEMENTS OF INSTRUCTION</b>			
Week 6 February 25	<ul style="list-style-type: none"> <li>- Teaching Individual Dev &amp; Identity</li> <li>- Accommodations and differentiation</li> </ul>	<ul style="list-style-type: none"> <li>- Ch 6, Txtbook</li> <li>- Delpit, (1992)</li> <li>- Ladson-Billings (1995)</li> <li>- Tomlinson, (2008)</li> <li>Duducu &amp; Chapman</li> </ul>	Museum Video Analysis (#3) due on GoReact; view & comment

Week 7 March 3	<ul style="list-style-type: none"> <li>- Stimulating engagement and reflection</li> <li>- Cooperative Learning</li> <li>- Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>- Ch. 8 &amp; 9 txtbk</li> <li>- Palumbo &amp; Sanacore</li> <li>- Skiba et al.</li> </ul>	<b>Draft 2 of lesson plan due include lesson pacing sequence</b>
<b>No Class- Mason Spring Break</b>			
Week 9 March 17	<ul style="list-style-type: none"> <li>- TeachingPower/Authority/Governance</li> <li>- Promoting Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>- Ch 7 &amp; 10, txtbk</li> <li>- Journell, Beeson, Ayers (2015)</li> <li>Journell (2016)</li> </ul>	Modeling Story Telling Video (#4) due on GoReact; view & comment
Week 10 March 24	<ul style="list-style-type: none"> <li>- <b>Career Service Talk</b></li> <li>- Review lesson planning</li> <li>- Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Ch. 5, textbook</li> <li>- Agarwal-Rangnath (2016)</li> <li>- Reidell (2018)</li> </ul>	
<b>PHASE III: ELEMENTS OF ASSESSMENT</b>			
Week 11 March 31	<ul style="list-style-type: none"> <li>- Designing assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Ch 4, txtbk</li> <li>-Travis</li> </ul>	<b>Draft 3 of lesson plan due on Bb&gt;&gt; Assignments</b>
Week 12 April 7	<ul style="list-style-type: none"> <li>- <b>ONLINE CLASS</b></li> <li>- Teaching Science/Technology/Society</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Ch 11, txtbk</li> <li>- Hodgins &amp; Kahne (2008)</li> <li>Roberts-Mahoney, et al; (2017)</li> </ul>	
Week 13 April 14	<ul style="list-style-type: none"> <li>- <b>Bill of Rights Institute Workshop</b></li> <li><a href="https://billofrightsinstitute.org">https://billofrightsinstitute.org</a></li> <li>- Teaching Civic Ideals &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Wiggins (2012)</li> <li>- Westheimer &amp; Kahen</li> </ul>	Flipped Class Instruction Video (#5) due on GoReact; view & comment  Facilitating student thinking

	Practices - Providing feedback		and engagement Video (#6- in class)
Week 14 April 21	- Teaching Global Perspectives - Reflecting on student data	- Crocco, Marri, Chandler (2013)	Facilitating student thinking and engagement (#6- in class)
Week 15 April 28	- Final course session Culminating activities	- Duplass Social Studies Exalted Aims (2018)	Video #6 (facilitating student thinking and engagement- <i>recorded in class</i>  Final deadline for Clinical Experience Project on BB (past this is an Incomplete grade)



## Grading:

A	94 to 100%	B-	80 to 82%	*does not count towards program
A-	90 to 93%	C	70 to 79%	*does not count towards program
B+	87 to 89%	F	Below 70%	*does not count towards program

## Professional Dispositions

You will be asked to complete a self-assessment of your professional dispositions twice during this course: once in the middle of the semester and again at the conclusion of the semester. For more information please see: <https://cehd.gmu.edu/epo/candidate-dispositions>

## Tentative Class Schedule:

Each class session begins promptly at 4:30 pm and ends promptly at 7:10 pm. In most cases the instructor will be available to discuss course-related matters immediately after class. Before class is generally not a conducive time to discuss course matters as the instructor needs to set up the class. Please note the instructor reserves the right to alter this course schedule and the contents of this syllabus within reasonable limits by giving students prior notification of any changes to be made.

## 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/> <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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

