

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

SEED 667 [Section 002] – Advanced Methods of Teaching Social Studies  
3 Credits, Spring 2022  
Mondays, Thompson Hall 1018 – Fairfax Campus

**Faculty**

Name: Dr. Mark Helmsing  
Office Hours: In-Person Mondays & Tuesdays by Appointment  
Via Zoom by Appointment on Wed, Thurs, and Fri  
Office Location: Thompson Hall, Room 1807, Fairfax Campus  
Office Phone: 703-993-2384 [**please use email as main contact**]  
Email Address: [mhelmsin@gmu.edu](mailto:mhelmsin@gmu.edu)  
Zoom Room: <https://gmu.zoom.us/j/6322300066>

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required. School-based clinical experience required. Offered by School of Education. May not be repeated for credit. Equivalent to EDCI 667.

**Course Overview**

This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom.

**Course Delivery Method**

This course will be delivered using a seminar format in-person with some course sessions occurring via synchronous and asynchronous sessions as indicated in the course schedule of class sessions.

**Under no circumstances, may candidates/students participate in 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.**

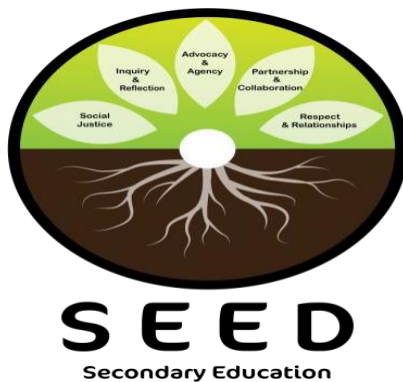
## Learner Outcomes and Professional Standards

This course is designed to enable students to do the following aligned with professional standards from the National Council for the Social Studies:

1. Understand that effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)
2. Understand that learning to teach is a complex process involving continuous reflection
3. Understand content related to standards and accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism (innovation, NCSS I, II, IX)
4. Engage in critical, reflective discussions of theory & research (research-based practice)
5. Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population (ethical leadership, research-based practice, innovation, collaboration, NCSS I, IV)

## SEED Program “Seeds”

This course embeds the following five SEED “seeds” that are shared commitments across the SEED Program:



1. Social Justice 
2. Inquiry & Reflection 
3. Advocacy & Agency 
4. Partnership & Collaboration 
5. Respect & Relationships 

## Required Texts

There are no required texts to purchase. Texts will be assigned in advance and posted on Blackboard.

## Course Performance Evaluation

- **Assignments and/or Examinations**

The following assignments are outlined with point values and due dates as follows. More detail on each assignment will be provided later in the syllabus and in class. Students are expected to submit all assignments on time via Blackboard unless otherwise noted.

1. NCSS Bio Slide & Paper	50 pts	January 31
2. Digital Teaching Portfolio Site	C/I (0 pts)	February 7
3. Unit Plan Topic & Rationale	C/I (0 pts)	February 14
4. Resume & Goals Statement	50 pts	February 21
5. PLC Book Club Handout	100 pts	March 21/March 28/April 4
6. Unit Plan Lesson Microteaching	50 pts	April 11 or April 18
7. Video Observations Reflection	100 pts	April 18
8. SOL CLT Reflection	100 pts	April 25
9. Dispositions Self-Assessment	C/I (0 pts)	April 25
10. Clinical Experience Reflection	250 pts	May 2
11. Unit Plan Portfolio (SEED PBA)	300 pts	May 2

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**TOTAL                      1000 pts**

- **Other Requirements**

Students are expected to attend each weekly class session, arriving on time and remaining for the duration of the class session meeting. Arriving late to class or leaving class early twice or more without discussing prior arrangements may result in a candidate performance meeting. Missing more than two class sessions without discussing prior arrangements may result in a candidate performance meeting and failure of the course.

- **Grading**

This course uses a Graduate Grading Scale as follows. A final grade of A, A-, B+, or B is required to advance to the internship, and teacher licensure and program completion. A final grade of B- or lower requires retaking the course to advance to the internship, and teacher licensure and program completion.

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	<i>B- is not a passing course grade.</i>
C	Does Not Meet Standard	70 – 79	<i>C is not a passing course grade.</i>
F	Does Not Meet Standard	69 – 0	<i>F is not a passing course grade.</i>

## Professional Dispositions

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

Throughout a candidate's program of study at George Mason University, the candidate should demonstrate behaviors that reflect the positive dispositions of a professional educator. Dispositions are inferred from a person's observable actions and behaviors. A student can be identified at any point during their academic program for dispositions review. At the College of Education and Human Development, dispositions may play a part in the discussions and assignments of any/all courses in a candidate's program. Dispositions are generally evaluated at three points in each candidate's program; however, based on observable actions and behaviors, additional evaluations may be required and implemented:

1. a self-evaluation at the start of their program
2. a second self-evaluation in the middle of their program
3. a university supervisor's evaluation during internship

When dispositions are assessed, it is important that for any/all areas where a positive disposition is 'not proficient,' the candidate takes steps to grow as an educator. Furthermore, a failure to satisfy the dispositions plan may result in a recommendation for termination from the program.

Please note that:

- "Plagiarism encompasses the following:
  1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."  
(from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)
- Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

## Class Schedule

A detailed class schedule with requirements for each class session is found below immediately following the section on GMU Policies and Resources for Students. 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 <https://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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**Please see the “Safe Return to Campus Guidance For Students Enrolled in CEHD Courses.” This PDF can be found in the course Blackboard shell as a file to download under the tab “Syllabus.”**

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



1. Inquiry & Reflection
2. Partnership & Collaboration
3. Advocacy & Agency
4. Respect & Relationships
5. Social Justice

Date	To Do <i>Before</i> This Class Session	To Do <i>During</i> This Class Session
January 24	1. Log in to Blackboard and find course site and syllabus 2. Respond to Dr. Helmsing's Clinical Experience Placement Email	Icebreaker: Core Thinking activity Meet Dr. Helmsing and classmates Discuss goals and plans for the semester Establish course norms and expectations Thinking of social studies as social justice
January 31	1. Attend the Clinical Experience Orientation held <b>today January 31 from 4:00 to 4:30 pm in Merten Hall room 1201</b> 2. Submit NCSS Bio paper to Blackboard and complete NCSS Bio slide before class 3. Read "Making Thinking Visible" article 4. Watch video on <a href="#">Thinking Routines</a> 5. Watch video " <a href="#">The massacre of Tulsa's "Black Wall Street"</a> " 6. Read the seven short digital articles on " <a href="#">Remembering Tulsa</a> " website 7. Read "What Were the Underlying Causes of the Tulsa Massacre?"	Overview of Core Thinking Routines View and discuss peers' NCSS Bio Posters Overview of weekly SOL CLT meetings in class Explain Digital Teaching Portfolio Website Complete DBQ on Tulsa Massacre How can social studies education help support social justice, especially when connected to seemingly distant and disconnected topics (i.e., antebellum technology inquiry)?
February 7	1. Create and post link on Blackboard to <a href="#">Digital Teaching Portfolio Website</a> 2. Read and annotate "Standards of Learning for United States History: 1865 to the Present" 3. Read and annotate C3 IDM Inquiry " <a href="#">Did Antebellum Technology Make Life Better?</a> " 4. Read "Unit Plan Assignment Overview" folder 5. Read "Bloom's Taxonomy Overview" and "Bloom's Taxonomy Worksheet"	Digging Deeper into Ideas Meeting #1 of SOL CLT (Discuss and think aloud strategies for U.S. History 1865-Present SOLs) Classroom Observation #1: <a href="#">Ms. Reinfeld's 7th grade lesson on 2nd Amendment</a> (will do together in class) Principles of Universal Design for Learning (UDL) Overview of Unit Plan Assignment Meet members of Critical Friend Group and schedule a time to meet next week
February 14	* <b>No in-person class session this week</b> 1. Complete <a href="#">Observation #2 of Ms. Minnich's lesson</a> 2. Read sample unit plans posted in "Sample Unit Plans" folder and "Sample Lesson Plans" folder on Blackboard 3. Read sample resumes and goal statements posted on Blackboard and begin drafting yours 4. Choose one text to read in "PBL Readings" folder	* <b>No in-person class session this week</b> Meet with your PLC to workshop unit plan ideas and outline. Can meet online (Zoom, Skype), on campus, or off campus Post reaction to Observation #2, <a href="#">Ms. Minnich's 8th grade lesson the Constitutional Convention on Blackboard</a> Email Dr. Helmsing your ideas for your Unit Plan after you met with your Critical Friend Group

February 21	<p>1. Submit to Blackboard resume and goal statement documents</p> <p>2. Complete Observation #3, <a href="#">Ms. Caceres-Santamaria's economics lesson on productivity</a></p> <p>3. Choose one text to read in "Civics and Economics Readings" folder</p> <p>4. Read and annotate "Standards of Learning for Civics and Economics"</p> <p>5. Read and annotate "Civics and Economics Election PBA"</p> <p>6. Read and annotate the middle school C3 IDM Inquiry "<a href="#">What does it mean to be powerful?</a>"</p> <p>7. Watch video on "<a href="#">The Question Formulation Technique (QFT)</a>"</p>	<p> Introducing and Exploring Ideas</p> <p>  Meeting #2 of SOL CLT (Discuss and think aloud strategies for Civics &amp; Economics SOLs)</p> <p>  Discuss Observation #3 (Ms. Caceres-Santamaria's 12<sup>th</sup> grade economics lesson on productivity)</p> <p>   How can The Question Formulation Technique give students agency in their learning?</p> <p>  Critique inequities and institutions, as in the C3 inquiry asking students to analyze what does it mean to be powerful?</p>
February 28	<p>1. <b>Submit draft of Unit Plan Lesson #1 on Blackboard</b></p> <p>2. Complete Observation #4, <a href="#">Mr. Gold's lesson on the Declaration of Independence</a></p> <p>3. Read and annotate "Standards of Learning for World Geography"</p> <p>4. Choose one text to read in "Geography Readings" folder</p> <p>5. Browse slides for "<a href="#">COVID-19 Living History Journal</a>"</p> <p>6. Watch video "<a href="#">Five Themes of Geography (AP Human Geography)</a>"</p> <p>7. Read and evaluate C3 Inquiry "<a href="#">Modernization</a>"</p>	<p> Thinking with Objects and Systems</p> <p> Meeting #3 of SOL CLT (Discuss and think aloud strategies for World Geography SOLs)</p> <p>  Discuss Observation #4 (Mr. Gold's 8<sup>th</sup> grade lesson on the Declaration of Independence)</p> <p> How can social studies educators advocate for digital learning resources in their teaching and curriculum? Digital Resource Presentations today!</p> <p>  Use disciplinary tools of the social science disciplines to question and challenge contemporary social problems and foster respect for diverse peoples and countries globally</p>
March 7	<p>1. <b>Submit draft of Unit Plan Lesson #2 on Blackboard</b></p> <p>2. Complete <a href="#">Observation #5, Ms. Tyson's AP World History on U.S. Foreign Policy Post-WWII</a></p> <p>3. Have book selected to read for PLC Book Resource Group Debriefs</p> <p>4. Read and annotate "Standards of Learning for World History and Geography to 1500"</p> <p>5. Choose one text to read in "World Hist/Geo I Readings" folder</p> <p>6. Read and annotate "<a href="#">The Mongols: How Barbaric Were the "Barbarians?"</a>" DBQ</p> <p>7. Read and annotate unit plan "<a href="#">Mongol Empire Builders: Fiends from Hell or Culture Brokers?</a>"</p>	<p> Thinking with Possibilities and Analogies</p> <p> Meeting #4 of SOL CLT (Discuss and think aloud strategies for World Hist/Geo to 1500 SOLs)</p> <p>  Discuss Observation #5 (Ms. Tyson's AP World History lesson on U.S. Foreign Policy Post-WWII)</p> <p> How can social studies educators use assessment strategies to support students' agency in learning?</p> <p>  Comparing racial and ethnic perspectives in the teaching materials on the Mongols for World Hist/Geo I</p>
March 15	<p><b>* No in-person class session this week</b></p> <p>GMU SPRING BREAK WEEK</p> <p><b>Submit mid-term course feedback to Dr. Helmsing using online form</b></p> <p>Can choose to attend clinical experience this week if your clinical placement school is in session</p>	<p><b>* No in-person class session this week</b></p> <p>GMU SPRING BREAK WEEK</p> <p> <b>Submit mid-term course feedback to Dr. Helmsing using online form</b></p> <p>Can choose to attend clinical experience this week if your clinical placement school is in session</p>

March 21	<p>1. Submit draft of Unit Plan Lesson #3 on Blackboard</p> <p>2. Complete Observation #6, <a href="#">Ms. McCormick's lesson on the Vietnam War</a></p> <p>3. Choose one text to read in "World Hist/Geo II Readings" folder</p> <p>4. Read and annotate "Standards of Learning for World History and Geography Since 1500"</p> <p>5. Browse and read two "<a href="#">History Dilemmas</a>" to discuss this week in class</p> <p>6. Read "Choosing Perspectives Activities" chapter by Barton &amp; Levstik</p>	<p> Thinking with Controversies &amp; Dilemmas</p> <p> Meeting #5 of SOL CLT (Discuss and think aloud strategies for World Hist/Geo since 1500 SOLs)</p> <p>  Discuss Observation #6 (Ms. McCormick's lesson on the Vietnam War)</p> <p>  Meeting #1 of PLC Book Club (share handout if scheduled to share today)</p> <p> Discuss advocacy skill building with the sample History Dilemmas</p> <p>  How can social studies educators avoid causing harm and trauma through controversial lessons and activities?</p>
March 28	<p>1. Submit draft of Unit Plan Lesson #4 on Blackboard</p> <p>2. Complete Observation #7, <a href="#">Mr. Scott's AP US History lesson on the purposes of the Homestead Act</a></p> <p>3. Choose one text to read in "VA &amp; US History Readings" folder</p> <p>4. Read and annotate "Standards of Learning for Virginia &amp; U.S. History"</p> <p>5. Read and annotate C3 IDM Inquiry "<a href="#">African American Voices and Reconstruction</a>"</p> <p>6. Explore and read all six short digital readings in "<a href="#">The U.S. Civil War in Global Context</a>" ThingLink</p>	<p> Perspective Taking</p> <p> Meeting #6 of SOL CLT (Discuss and think aloud strategies for Virginia &amp; U.S. History SOLs)</p> <p>  Discuss Observation #7 (Mr. Scott's AP US History lesson on purposes of the Homestead Act)</p> <p>  Meeting #2 of PLC Book Club (share handout if scheduled to share today)</p> <p>   Discuss progress of clinical experience and share details from placement</p> <p>   Centering diverse voices and perspectives in social studies teaching and curriculum to support social justice</p>
April 4	<p>1. Submit draft of Unit Plan Lesson #4 on Blackboard</p> <p>2. Complete Observation #8, <a href="#">Mr. Rockey's government lesson on "Gender-Based Distinctions"</a></p> <p>3. Email Dr. Helmsing your idea for a place-based educational site to visit later this month (e.g., museum, memorial, cultural center)</p> <p>4. Choose one text to read in "VA &amp; US Government Readings" folder</p> <p>5. Read "Standards of Learning for Virginia &amp; U.S. Government"</p> <p>6. Read and evaluate C3 IDM Inquiry on "<a href="#">Gun Rights</a>"</p> <p>7. Browse and evaluate the examples in "Cooperative Learning Strategies" folder</p>	<p> Synthesizing &amp; Organizing Ideas</p> <p> Meeting #7 of SOL CLT (Discuss and think aloud strategies for Virginia &amp; U.S. Government SOLs)</p> <p>  Meeting #3 of PLC Book Club (share handout if scheduled to share today)</p> <p>   Consider how cooperative learning experiences foster collaboration, respect, and support relationships during social studies instruction</p> <p>    Consider how distinctions, perspectives, and prejudices around genders support or prevent social justice in the social studies classroom</p> <p>  Discuss Observation #8 (Mr. Rockey's 12<sup>th</sup> grade government lesson on gender-based distinctions)</p>
April 11	<p>1. Submit draft of Unit Plan Lesson #5 on Blackboard</p> <p>2. Prepare and practice teaching if in Microteaching Round #1</p>	<p>     Lesson Plan Microteaching Round #1</p>
April 18	<p>1. Submit Video Observations Reflection assignment on Blackboard</p> <p>2. Prepare and practice teaching if in Microteaching Round #2</p>	<p>     Lesson Plan Microteaching Round #2</p>



April 25	<p><b>* No in-person class session this week</b></p> <p>1. Submit SOL CLT Reflection assignment on Blackboard</p> <p>2. Complete link on Blackboard to the Candidate Self-Assessment of Dispositions (C/I grade)</p>	<p><b>* No in-person class session this week</b></p> <p>🕒 Use class time this week to finish the Clinical Experience Reflection assignment, SOL CLT Reflection assignment, and any revised pieces to the Unit Plan Portfolio</p>
May 2	<p>1. Submit Unit Plan Portfolio with any revised lesson plans on Blackboard</p> <p>2. Submit Clinical Experience Reflection assignment on Blackboard</p> <p>4. Complete link on Blackboard to the Candidate Self-Assessment of Dispositions (C/I grade)</p> <p>5. Read C3 IDM Inquiry “<a href="#">Exploring Religious Communities</a>”</p> <p>6. Read and view materials in the “Final Course Session” content folder on Blackboard</p>	<p>🌐 Global Thinking</p> <p>🕒 Final meeting of SOL CLT (reviewing the semester)</p> <p>🗣️ 🕒 Reflecting back on growth this semester: what next?</p> <p>👤 🗣️ 🕒 Complete link for course evaluation (in class)</p> <p>👤 Supporting social justice in supporting inquiry and learning of diverse communities</p>