

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

SEED 567 [Section 002] – Teaching Social Studies in Secondary Schools
3 Credits, Spring 2022
Tuesdays, Thompson Hall 1020 – Fairfax Campus

Faculty

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Office Hours: In-Person Mondays & Tuesdays by Appointment
Via Zoom by Appointment on Wed, Thurs, and Fri
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Prerequisites/Corequisites

None

University Catalog Course Description

Provides teacher candidates an introduction to methods, frameworks, and practices of teaching social studies in secondary schools. Notes: Requires 15 hours of school-based field experience. Offered by School of Education. May not be repeated for credit. Equivalent to EDCI 567.

Course Overview

This course provides pre-service teacher candidates 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.

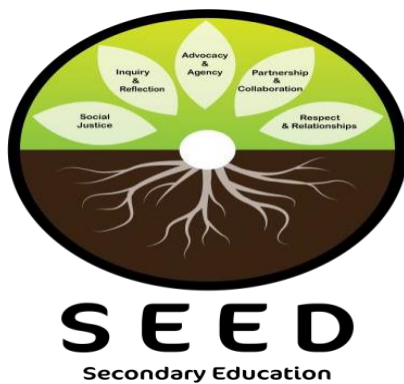
Learner Outcomes and Professional Standards

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

1. 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

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 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 & Reflection | 50 pts | February 1 |
| 2. Create Teaching Portfolio Website | C/I (0 pts) | February 8 |
| 3. Lesson Plan Topic & Rationale | C/I (0 pts) | February 15 |
| 4. Resume & Goals Statement | 50 pts | February 22 |
| 5. Digital Resource Reflection & Video | 50 pts | March 1 |
| 6. Social St/ELA Lit Circle Discussions & Paper | 100 pts | March 8/22/29 |
| 7. Classroom Video Observations Reflection | 100 pts | April 12 |
| 8. Lesson Plan Microteaching | 50 pts | April 12 or 19 |
| 9. Lesson Plan Reflection | 200 pts | April 19 |
| 10. Clinical Experience Reflection | 200 pts | April 19 |
| 11. Self-Assessment of Candidate Dispositions | C/I (0 pts) | April 26 |
| 12. Place-Based Site Analysis Reflection | 100 pts | May 3 |
| 13. Reflection of SOL CLT Participation | 100 pts | May 3 |

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 SEED 667, the internship, and teacher licensure and program completion. A final grade of B- or lower requires retaking the course to advance to SEED 667, 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

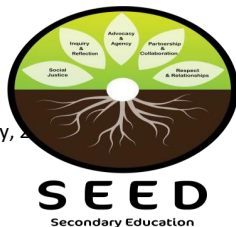
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For 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.

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/> .



Last revised January, 2020











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 25 | 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  Define "Social Studies" and its Purposes |
| February 1 | 1. Arrive early to campus and attend the Clinical Experience Orientation held today February 1 from 4:00 to 5:00 pm in Merten Hall room 1203 2. Submit NCSS Bio paper to Blackboard and complete NCSS Bio slide before class 3. Read "Becoming a Professional Social Studies Teacher" and "Contemporary Social Studies" (Chapters 1 and 2 in Russell, Waters, Turner) 4. Read and annotate "Standards of Learning for United States History: 1865 to the Present" 5. Read and annotate C3 IDM Inquiry " Did Antebellum Technology Make Life Better? " |  Previewing Core Thinking Routines  Overview of weekly SOL CLT meetings in class  Explain Digital Teaching Portfolio Website  View and discuss peers' NCSS Bio Posters  How can social studies education help support social justice, especially when connected to seemingly distant and disconnected topics (i.e., antebellum technology inquiry)? |
| February 8 | 1. Create and post link on Blackboard to Teaching Portfolio Website 2. Read "Making Thinking Visible" article 3. Watch video on Thinking Routines 4. Watch video " The massacre of Tulsa's "Black Wall Street" " 5. Read the seven short digital articles on " Remembering Tulsa " website 6. Read and annotate Document-Based Questions (DBQ) on the Tulsa Race Massacre 7. Read and annotate "Standards of Learning for United States History: 1865 to the Present" |  Digging Deeper into Ideas   Meeting #1 of SOL CLT (Discuss and think aloud strategies for U.S. History 1865-Present SOLs)  Classroom Observation #1: Ms. Reinfeld's 7th grade lesson on 2nd Amendment (will do together in class)  Principles of Universal Design for Learning (UDL)  Social justice and teaching the Tulsa Race Massacre |
| February 15 DO NOT MEET ON CAMPUS | 1. Complete Observation #2 of Ms. Minnich's lesson 2. Read "Doing National History Day with your students" and "National History: Power of place" 3. Watch " School District Uses Project-Based Learning Over Testing "; " Five Keys to Rigorous PBL "; and " What is National History Day " 4. Read sample resumes and goal statements posted 5. Read "Principles of UDL" chart | * This is an online synchronous course session. The class will meet on Zoom, not on campus, from 4:30 to 5:30 pm.  Attend Zoom Presentation with Sam Florer, Virginia History Day Coordinator (have video and mic on)   Post reaction to Observation #2, Ms. Minnich's 8th grade lesson the Constitutional Convention on Blackboard  Email Dr. Helmsing short description of the topic and rationale for your Lesson Plan (who, what, why, how) |
| February 22 | 1. Post to Blackboard resume and goal statement documents (two separate submissions) |  Introducing and Exploring Ideas |

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| | <p>2. Complete Observation #3, Ms. Caceres-Santamaria's economics lesson on productivity</p> <p>3. Read "Planning Social Studies Instruction" (Chapter 3 in Russell, Waters, & Turner)</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 "What does it mean to be powerful?"</p> <p>7. Watch video on "The Question Formulation Technique (QFT)"</p> | <p> Meeting #2 of SOL CLT (Discuss and think aloud strategies for Civics & Economics SOLs)</p> <p> Discuss Observation #3 (Ms. Caceres-Santamaria's 12th grade economics lesson on productivity)</p> <p> How can The Question Formulation Technique given 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> <p> Walking through steps of the Lesson Plan SEED PBA Common Assessment (due April 12)</p> |
| March 1 | <p>1. Post to Blackboard Digital Resource paper and video of lesson instructing use of the resource</p> <p>2. Complete Observation #4, Mr. Gold's lesson on the Declaration of Independence</p> <p>3. Read "Technology and Media in Social Studies" (Chapter 11 in Russell, Waters, & Turner)</p> <p>4. Read and annotate "Standards of Learning for World Geography"</p> <p>5. Browse slides for "COVID-19 Living History Journal"</p> <p>6. Watch video "Five Themes of Geography (AP Human Geography)"</p> <p>7. Read and evaluate C3 Inquiry "Modernization"</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 8th 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 8 | <p>1. Read and be able to discuss first half of book for Social Studies/ELA Lit Circle Book Discussion #1</p> <p>2. Complete Observation #5, Ms. Tyson's AP World History on U.S. Foreign Policy Post-WWII</p> <p>3. Read "Assessment and Evaluation" (Chapter 4 in Russell, Waters, & Turner)</p> <p>4. Read and annotate "Standards of Learning for World History and Geography to 1500"</p> <p>5. Read and annotate "The Mongols: How Barbaric Were the "Barbarians?"" DBQ</p> <p>6. Read and annotate unit plan "Mongol Empire Builders: Fiends from Hell or Culture Brokers?"</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> Social Studies/ELA Lit Circle Book Discussion #1</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>NO CLASS</p> <p>GEORGE MASON SPRING BREAK WEEK</p> <p>Can choose to attend clinical experience this week if your clinical placement school is in session</p> <p> Submit mid-term course feedback to Dr. Helmsing using online form</p> | <p>NO CLASS</p> <p>GEORGE MASON SPRING BREAK WEEK</p> <p>Can choose to attend clinical experience this week if your clinical placement school is in session</p> <p> Submit mid-term course feedback to Dr. Helmsing using online form</p> |
| March 22 | <p>1. Read and be able to discuss first half of book for Social Studies/ELA Lit Circle Book Discussion #2</p> | <p> Thinking with Controversies & Dilemmas</p> <p> Meeting #5 of SOL CLT (Discuss and think aloud strategies for World Hist/Geo since 1500 SOLs)</p> |

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| | <p>2. Complete Observation #6, Ms. McCormick's lesson on the Vietnam War</p> <p>3. Read "Issues-Centered Learning and Decision-Making" (chapter 10 of Russell, Waters, & Turner)</p> <p>4. Read and annotate "Standards of Learning for World History and Geography Since 1500"</p> <p>5. Browse and read two "History Dilemmas" to discuss this week in class</p> <p>6. Read "Choosing Perspectives Activities" chapter by Barton & Levstik</p> | <p> Discuss Observation #6 (Ms. McCormick's lesson on the Vietnam War)</p> <p> Social Studies/ELA Lit Circle Book Discussion #2</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 29 | <p>1. Post to Blackboard Reflection of Social Studies/ELA Integration Lit Circle</p> <p>2. Complete Observation #7, Mr. Scott's AP US History lesson on the purposes of the Homestead Act</p> <p>3. Read "Social Studies and Diverse Learners" (Chapter 6 in Russell, Waters, & Turner)</p> <p>4. Read and annotate "Standards of Learning for Virginia & U.S. History"</p> <p>5. Read and annotate C3 IDM Inquiry "African American Voices and Reconstruction"</p> <p>6. Explore and read all six short digital readings in "The U.S. Civil War in Global Context" ThingLink</p> <p>7. Email to schedule check-in with Dr. Helmsing on Lesson Plan PBA progress</p> | <p> Perspective Taking</p> <p> Meeting #6 of SOL CLT (Discuss and think aloud strategies for Virginia & U.S. History SOLs)</p> <p> Discuss Observation #7 (Mr. Scott's AP US History lesson on purposes of the Homestead Act)</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 5 | <p>1. Read "Standards of Learning for Virginia & U.S. Government"</p> <p>2. Complete Observation #8, Mr. Rockey's government lesson on "Gender-Based Distinctions"</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. Read "Cooperative Learning in Social Studies" (Chapter 8 of Russell, Waters, & Turner)</p> <p>5. Read and evaluate C3 IDM Inquiry on "Gun Rights"</p> <p>6. Browse and evaluate the examples in "Cooperative Learning Strategies" folder</p> | <p> Synthesizing & Organizing Ideas</p> <p> Meeting #7 of SOL CLT (Discuss and think aloud strategies for Virginia & U.S. Government SOLs)</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 12th grade government lesson on gender-based distinctions)</p> |
| April 12 | <p>1. Post to Blackboard Reflection of Classroom Video Observations</p> <p>2. Prepare and practice teaching if in Microteaching Round #1</p> | <p> Lesson Plan Microteaching Round #1</p> |
| April 19 | <p>1. Post to Blackboard Reflection of Lesson Plan</p> <p>2. Prepare and practice teaching if in Microteaching Round #2</p> | <p> Lesson Plan Microteaching Round #2</p> |
| April 26 | <p>1. Post to Blackboard Reflection of Clinical Experience with signed Log of Hours from mentors</p> | <p>*This is an asynchronous course session. You are given time this week to visit your place-based educational site and conduct an excursion. No meeting on campus.</p> |

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| <p>DO NOT MEET ON CAMPUS</p> | <p>2. Complete link on Blackboard to the Candidate Self-Assessment of Dispositions (C/I grade)</p> <p>3. Read “Experiencing Social Studies” (Chapter 9 of Russell, Waters, & Turner)</p> <p>4. Use this week’s class meeting time to visit the place-based educational site (does not have to be on this specific day)</p> | <ul style="list-style-type: none">  Thinking with arts or objects in educational sites  Collaborating with agencies outside of the school |
| <p>May 3</p> | <p>1. Post to Blackboard Reflection of Place-Based Site Visit and Analysis</p> <p>2. Post to Blackboard Reflection of SOL CLT Participation</p> <p>3. Read C3 IDM Inquiry “Exploring Religious Communities”</p> <p>4. Read and view materials in the “Final Course Session” content folder on Blackboard</p> | <ul style="list-style-type: none">  Global Thinking  Final meeting of SOL CLT (reviewing the semester)   Reflecting back on growth this semester: what next?    Complete link for course evaluation (in class)  Supporting social justice in supporting inquiry and learning of diverse communities |