

George Mason University
College of Education and Human Development
Secondary Education

SEED 567 (Section 001) – Teaching Social Studies in Secondary Schools
3 Credits, Fall 2022

Fairfax Campus – Thompson Hall 1020
Mondays 4:30-7:10 PM

Faculty

Name: Dr. Mark Helmsing (Ph.D., Assistant Professor)
Office Hours: By appointment Monday through Thursday in person or on Zoom
Office Location: Thompson Hall 1807 (Fairfax Campus)
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Email Address: mhelmsin@gmu.edu

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.

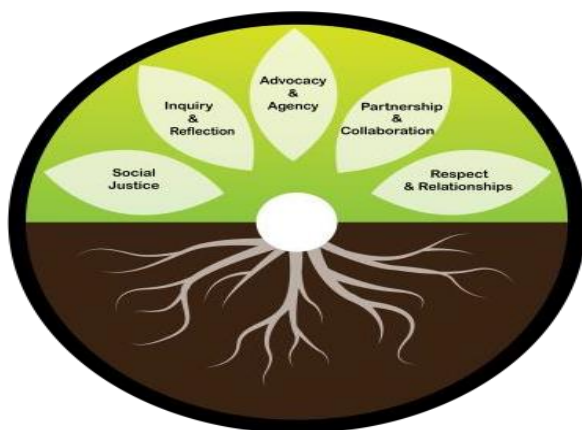
Learner Outcomes and Professional Standards

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:



SEED
Secondary Education

- Social Justice 
- Inquiry & Reflection 
- Advocacy & Agency 
- Partnership & Collaboration 
- Respect & Relationships 

Required Texts

There are no required texts to purchase. Texts will be posted on Blackboard as PDF files.

Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard unless otherwise instructed.

Assignments

Each assignment will have its own description with instructions and rubric provided in class.

Assignment	Points
(1) Lesson Plan Project #1: Middle School U.S. History (Due October 3) <ul style="list-style-type: none">• Narrative outline for teaching a lesson with U.S. History II SOLs• Provide example of applying geographic skills• SEED planting: Inquiry & Reflection	20
(2) Lesson Plan Project #2: Middle School Civics (Due October 24) <ul style="list-style-type: none">• Narrative outline for teaching a lesson with the Civics SOLs• Provide example of exercising civic responsibility skills• SEED planting: Advocacy & Agency	20
(3) Lesson Plan Project #3: High School A.P. World History (Due November 7) <ul style="list-style-type: none">• Narrative outline for teaching a lesson with the A.P. World History outline• Provide example of developing comparing and contrasting skills• SEED planting: Partnership & Collaboration	20
(4) Lesson Plan Project #4: High School Economics (Due November 21) <ul style="list-style-type: none">• Narrative outline for teaching a lesson with the Economics SOLs• Provide example of economic decision-making skills• SEED planting: Social Justice <i>(this lesson plan will also be uploaded to VIA)</i>	20
(5) Clinical Experience Reflections (Due December 5) <ul style="list-style-type: none">• Two reflections from observing a middle school classroom*• Two reflections from observing a high school classroom*• SEED planting: Respect & Relationships <i>(*adjusted if working in schools)</i>	20
Total Points Possible	100

Grading

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>

IN: Incomplete

AB: Absent with permission

Professional Dispositions

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

Class Schedule

**This schedule is subject to change. If any changes are made, students will be notified*

- August 22 **Class #1: Defining and understanding social studies concepts**
 Syllabus (reviewed in class)
 Virginia Standards of Learning for Social Studies (reviewed in class)
- August 29 **Class #2: Defining and understanding social studies skills**
 Draft of Virginia Social Science Skills Progression Chart
 Examples of skills in practice (PDFs of articles)
- September 5 **No Class/University Closed in Observance of Labor Day**
 No readings/materials
- September 14 **Class #3: SEED Workshop Session & Clinical Experience Orientation**
WEDNESDAY Materials from the SEED program
No Monday Class
- September 19 **Class #4: Teaching and learning U.S. History curriculum**
 “Excluded from History: The Page Act of 1875” reading
 “Japanese American Incarceration” reading
 “ ‘Unhiding’ the Impact of U.S. Imperialism in the Pacific” reading
- September 26 **Class #5: Teaching geographic and spatial thinking skills**
 “Making meaning through digital maps” reading
 “Maps as stories about the world” reading
 “Celebrating Stonewall at 50: Culturally geographic approach” reading
 “Google Tour Builder: Impact of Civil War veterans” reading

- October 3 **Class #6: Teaching and learning civics curriculum**
Lesson Plan “Civics in Action” reading
Project #1 “Confronting false narratives in the debate over immigration” reading
Due 11:59 “Exploring controversies through Supreme Court cases” reading
- October 11 **Class #7: Teaching civic responsibility skills**
TUESDAY “Knowledge, Fear, and Changing Perspectives” reading
No Monday class “Teaching the Constitution virtually” reading
Set of readings on “Fake News and Media Literacy”
- October 17 **Class #8: Teaching and learning the A.P. World History curriculum**
Set of readings and materials related to the A.P. World History course
outline and curriculum, including sample exams and resources
- October 24 **Class #9: Teaching document-based questions & primary source skills**
Lesson Plan Set of Document Based Questions (DBQs) and teaching primary source
Project #2
Due 11:59 PM
- October 31 **Class #10: Teaching and learning economics curriculum**
“States of Denial: Social Studies and poverty” reading
“Three orientations for economics education” reading
“Towards a framework for financial literacy” reading
- November 7 **Class #11: Teaching economic decision-making skills**
Lesson Plan “Trade and tradeoffs” reading
Project #3 “Do you buy it” reading
Due 11:59 PM “Mutual aid, cooperatives, and abolition” reading
- November 14 **Class #12: Teaching and learning psychology curriculum**
Standards from the American Psychological Association (APA)
Examples of activities and materials to use when teaching psychology
- November 21 **Class #13: Teaching and learning sociology and ethnic studies curriculum**
Lesson Plan Standards from the American Sociological Association
Project #4 Examples of materials to use when teaching sociology and ethnic studies
Due 11:59 PM
- November 28 **Class #14: Teaching and learning law-related education (LRE) curriculum**
Examples of activities and materials to use when teaching LRE
- December 5 **No Class/University Reading Days**
Clinical Experience Project
Due 11:59 PM
- December 12 **No Class/Final Exam Week**

Important Information on VDOE Modules Required for Teaching Licensure

Behavior Intervention and Support Training

- The Virginia Department of Education's Office of Dispute Resolution and Administrative Services presents series of modules to inform Virginia school personnel on the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia. Successful completion of these modules and the cumulative quiz will result in a certificate that documents completion of the [behavior intervention and support training requirements](#) for initial licensure in Virginia.
- To complete these modules, see <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Dyslexia Awareness Training

- Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. To meet the requirements, VDOE has developed a free online Dyslexia Awareness Training Module. This module is accessible from PCs and Mac computers and some other types of mobile devices. Users should complete the module in one session and have access to a printer. Individuals completing the module should print a copy of the certificate of completion for verification.
- To complete these modules, see <https://www.doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Child Abuse and Neglect Recognizing, Reporting, and Responding Training

- All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists.
- To complete these modules, see https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html

CPR/AED/First Aid Training

- To meet the state of Virginia requirement for certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators (based on the current national evidence-based guidelines for CPR and AED), all students enrolled in "initial licensure" state-approved educator preparation programs—or applying for initial licensure—will need to present evidence of completing First Aid, AED, and hands-on CPR training. Hybrid training courses (online and in-person CPR skills training) will be accepted.
- For more information, see <https://education.gmu.edu/teacher-track-office/emergency-first-aid>

Important Information on VDOE Testing Requirements for Teaching Licensure

VCLA Virginia Communication and Literacy Assessment (VCLA)

- The Virginia Department of Education has contracted with the Evaluation Systems group of Pearson to create and administer the Virginia Communication and Literacy Assessment® (VCLA™), which measures the communication and literacy skills necessary for Virginia educators. Minimum composite score of 470 must be achieved to meet the VCLA requirement
- Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.
- For more information about taking the VCLA, see <https://www.va.nesinc.com/Home.aspx>

PRAXIS Subject Assessment (formerly Praxis II)

- Praxis Subject Assessments tests must be passed prior to internship application submission for most initial licensure programs. Praxis workshops are available at Mason.
- Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.
- For more information, see <https://education.gmu.edu/teacher-track/test-requirements>

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.

Resources

- Support for submission of assignments to Via should be directed to viahelp@gmu.edu
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledgebase/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>
- For free, one-on-one academic coaching, tutoring, and support for testing (e.g., VCLA, PRAXIS), contact GMU Learning Services at <https://learningservices.gmu.edu/>

Emotional Support Line:

George Mason University is sponsoring a program to provide immediate emotional and mental health support to university staff, faculty, contractors, and students. Students can call Mason's Center for Psychological Services (GMUCPS) [Emotional Support Line](#) seven days/week from 8:30am – 8:30pm. Callers can expect support from trained facilitators in evidence-informed approaches to address acute stress and screening for problems that require more intense treatment. *The call line is free, anonymous, and confidential.*

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 or Counseling and Psychological Services (CAPS) at 703-9932380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-9938730 or emailing titleix@gmu.edu.

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