

George Mason University
Graduate School of Education
EDCI 567.001
Teaching Social Studies in the Secondary School

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Course Description:

EDCI 567 will help pre-service 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 units and lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations. Course topics will include teaching social studies in the current education climate as well as classroom management and current issues facing the secondary history/social studies teacher. Students will also learn how to meet and manage the challenges of history/social studies classroom teaching at the secondary level.

Course Objectives:

After completing EDCI 567, students will be able to:

- Use backward planning to develop a unit of study that includes a broad range of instructional strategies, including reading, writing, and technology;
- Develop assessments and rubrics linked to national, state and teacher-developed standards;
- Apply planning and instructional strategies designed to meet the needs of a diverse student population;
- Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning from that information;
- Develop a classroom management plan that can be implemented upon employment; and
- Design lessons demonstrating appropriate instructional strategies and technology integration in social studies.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>]

Required Texts and Resources

- ◆ *Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach (3rd ed.)*, by Alan J. Singer and the Hofstra Teachers Network (2009). New York: Routledge (ISBN 978-0-8058-6446-5)
 - ◆ *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, by Sam Wineburg, Temple University Press, (2001) (ISBN 978-1566398565)
 - ◆ *Thinking History* by Dr. Peter Stearns,
<http://www.historians.org/pubs/free/WhyStudyHistory.htm>
- ◆ *NCATE Unit Standards* These are available on-line at:
curriculumreview.asb-wiki.wikispaces.net/file/.../Rubric+for_Unit_Design.pdf
- ◆ *National Standards for History*. These are available on-line at: <http://nchs.ucla.edu/standards/>
 - *National Standards for Social Studies (summaries)*—These are available on-line at:
<http://www.socialstudies.org/standards/execsummary>
- ◆ *VDOE- Curriculum Framework for History and Social Science* (at least one grade level)—This may be downloaded and printed from the Virginia Department of Education website.
http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml#sol

***Supplemental readings will be also given throughout the semester on topics of discussion.**

Course Assessments and Requirements:

- Fifteen hours of field experience is required.
- As a person going into a profession with multiple demands and time requirements, it is expected that students will fulfill their classroom responsibilities in a professional and timely manner. Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly.
- All submitted 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 Perdue University OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>)
- Assignments are submitted via the course Blackboard website. Please be sure you have log-in access and an understanding of how to properly submit assignments.
- Blackboard log-in found at <http://blackboard.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)

Specific Assignments:

- 20%-Four Reflection Papers (5% each): Each reflection paper should be no more than three (3) pages in length and cover the following topics:
 1. *Thinking History*-Read the monograph by Dr. Stearns, and the first chapters in *Historical Thinking and Other Unnatural Acts* and Chapter two in *Social Studies for Secondary Schools*, synthesize the information presented and write an essay reflecting the impact this work may have on you as a classroom teacher in history/social studies. Be sure to include specific ways that it might affect your instruction.
 2. Review of The Center for History and New Media and TeachingHistory.org websites to find artifacts, ideas and strategies you might use in your instruction. In this review, you will include the national (NCSS) and state (SOL) standard and objective that the website meets. Describe the specific sections of the website that you would use and how you would incorporate them into your instruction. Be as specific as possible while adhering to the three-page assignment limit (appendices including screen shots are welcome and do not count toward page limit).
 3. Review the chapter by Dr. Keith Barton reflecting on the impact his assertions have for history education. Reflect on this piece in the context of how you have experienced learning history and the role historical thinking plays in your instructional intentions (whether in history or other areas of social studies).
 4. After completion of the final lesson plan submitted for this course, your task is to compare this artifact with the lesson plan you developed at the beginning of this course. In your reflection, identify elements of instruction and planning you have learned and areas you feel are in need of further development.
- 20%–Lesson Plan (15%) and Lesson Plan Presentation (5%): This one class period (90 minute) lesson may be included in your unit plan. Lesson plans must include the format reviewed in class and must address the elements of the lesson plan rubric. This lesson should include classroom activities described in detail with fully developed assessments and rubrics. In addition to adhering to all of the elements found within the lesson plan rubric found on the Blackboard course website, the candidate should also be prepared to:

- ◆ share with the class a 2-3 minute summary presentation/sample activity of your lesson
- ◆ distribute a brief summary handout of your unit to each class member

Please review the Lesson Plan Rubric found on the Blackboard course website for assessment details.

- 40%-Unit Plan (35%) and Presentation (5%): The unit plan is a coherent series of lessons focused around a particular topic addressed in national and state standards. In addition to adhering to all of the elements found within the unit plan rubric found on the Blackboard course website, the candidate should also be prepared to:
 - ◆ share with the class a 10 minute summary presentation/sample activity of your unit
 - ◆ distribute a 1-2 page summary handout of your unit to each class member

Please review the Unit Plan Rubric found on the Blackboard course website for assessment details

- 10%-Field experience documentation—For this class, you are required to spend at least fifteen hours observing classroom teachers. You should focus your observations on classroom management and presentation of content. **(Schedule your observations early!)**. The expectation is that you will observe several different teachers during your experience if at all possible. For this assignment, you will submit the appropriate documentation related to your experience. See appendices to this syllabus for details
- 10%-Classroom management plan – Your classroom management plan is an activity to foster consideration about how you intend to handle rules and procedures in your classroom. As such, your management plan should include the following information:
 - ◆ the physical layout of the room
 - ◆ what a person will see when he or she walks into your room
 - ◆ how you will handle absences, late work, and make-up work
 - ◆ what your grading policy is and how you will manage it
 - ◆ what your discipline policy is (complete with classroom rules intended for display)
 - ◆ how you will handle student communication
 - ◆ how you will handle parent communication

Grading Scale:

- A = 94-100 points
- A- = 90-93 points
- B+ = 87-89 points
- B = 83-86 points
- B- = 80-82 points
- <80 points: unsatisfactory

Course Overview:

Assignment	Due	Point Value	Percentile
Reading Reflection Papers	Week 4 Week 7 Week 11 Week 14	20 Total	20 Total
Lesson Plan	Week 9	20	20
Unit Plan	Week 13	40	40
Field Experience Documents	Week 15	10	10
Classroom Management Plan	Week 6	10	10
		Total: 100 points	Total: 100%

Tentative Course Schedule:

Topics	Date	Reading Due	Assignment Due
Course Introduction Syllabus Review Introductory Lesson Planning	January 25	None	None
Why study history? The break (Connection) between history and social studies	February 1	-Why Study History? by Peter Stearns (found in Bb) -The Introduction and Chapter one (pp. vii-27) in Wineburg	None
Learning and Teaching History Content	February 8	Chapter two in Wineburg (pp. 28-62) and Chapter two in Singer (pp. 21-58)	None
The Learning Environment, Management, classroom rules and procedures in history/social studies	February 15	Chapter 9 in Singer	Reflection one
Historical Thinking and students	February 22	Chapters 3 and 4 in Wineburg (pp. 63-112)	None
Social Studies Lesson Planning, Center for History and New Media and other Web-based resources	March 1	Chapters 8 and 13 in Singer (pp. 218-253 and 386-408)	Classroom Management Plan
Social Studies Lesson Planning from assessment to anticipatory set (Backwards Design)	March 8	Chapters 4 & 9 in Singer (pp. 81-106 & 254-291) and Chapter 5 in Wineburg (pp. 113-138)	Reflection two
Spring Break, No Class Meeting	March 15	None	None
Student Engagement in History/Social Studies	March 22	History: Learning Narratives to Thinking Historically	Lesson Plan

Integrating Curriculum		(found in Bb) and	
Teachers and their Curriculum	March 29	Chapters 5 & 6 in Singer (pp. 107-168)	None
Effective teaching, scope and sequence in terms of unit planning	April 5	Chapter 7 in Singer (pp. 169-217) and Chapter 7 in Wineburg (pp. 155-172)	Reflection three
Student/teacher assessment	April 12	Chapter 12 in Singer (pp. 351-385) and Chapter 8 in Wineburg (pp. 173-216)	None
What will your students learn and why?	April 19	Various resources related to your unit plan	Unit Plan
Teaching Controversial Issues	April 26	Chapter 10 in Singer (pp. 291-316)	Reflection four
Unit Plan Presentations	May 3	None	Field Experience Documentation Unit Plan Presentations
Final Exam Week	Week of May 9-13	None	None

Appendix A

Field Experience Hours/Activities Log

Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, all of which must involve classroom observations and may involve interactions with individual students and small and large groups of students. Hours will ideally begin prior to mid-semester, and observations should be spread across approximately 5 sessions, with no single session lasting longer than 4 hours. Submit this signed log at the end of the course to Dr. Pellegrino.

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU Student Name/Date _____

GMU Student Signature/Date _____

Mentor Teacher Name/Date _____

Mentor Teacher Signature/Date _____

Appendix B

Critical Incidents Reflection Form

Name _____

Date _____

Critical Incidents

What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?

Burning Issues/Questions

What issues or concerns can you identify from your recent work in schools?

“Best Practice” Tips

What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?

Appendix C

Field Experience Guidelines

The following suggested field experience activities are designed to help you prepare for completing your Critical Incidents Reflection Form where you will be expected to analyze teaching styles and classroom management preferences.

- 1) Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- 2) Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- 3) Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- 4) Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- 5) Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- 6) Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- 7) Talk with the cooperating teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- 8) Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- 9) Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our class. All proper names should be omitted from your reflections and other documentation shared with our class.

Appendix D Field Experience Letter



College of Education and Human Development

4400 University Drive, Robinson A 320, MS 4B3
Fairfax, Virginia 22030
Phone: 703-993-5253

Dear educator:

My name is Anthony Pellegrino, I am an assistant professor of secondary education at George Mason University, and I write as the instructor for EDCI 567, "Teaching History/ Social Studies in Secondary Schools." This course is taken by future secondary (grades 6-12) teachers, and as a part of the course students are required to complete 15 hours of field experience in grades 6-12. Specifically, students are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 15 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDCI 567 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with the teaching of history/ social studies in secondary schools. For most of the Mason students in this course, this is one of their first education courses and their first focusing on methods instruction. Thus, they will likely have widely varying levels of experience working with adolescents and young adults. Our expectations for this field experience includes the following:

- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- These 15 hours will ideally involve interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies related to history/social studies instruction.
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, check papers or tests, and so on. The level of interaction is left up to you, the classroom teacher.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. And thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,
Anthony Pellegrino, PhD
Assistant Professor of Education
George Mason University
email. apelleg2@gmu.edu | mobile: 904.377.3428