



George Mason University  
College of Education and Human Development  
Secondary Education Program  
Fall 2020

**SEED 667: Advanced Methods of Teaching Social Studies in Secondary Schools**  
Section 001 (3 Credits)  
Meeting Day/time: **Tuesdays, 4:30 – 7:10 p.m.**  
Class Location: **Online & Thompson Hall 1017**

**Instructor:** Dr. Mark Helmsing, Assistant Professor of Education (he/him/his)  
**Office Hours:** By appointment on Zoom <https://gmu.zoom.us/j/6322300066>  
**Office Location:** Thompson Hall 1801 (only virtual office meetings in Fall 2020)  
**Email:** [mhelmsin@gmu.edu](mailto:mhelmsin@gmu.edu)

**Prerequisites:** Grade of B- in SEED 567 (SEED 522 and SEED 540 are recommended)  
**Corequisite:** EDRD 619

### 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 online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **August 25**.

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

### Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

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[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes (beginning **Tuesday, August 25, 2020**).
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must

always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## **Learner Objectives and Professional Standards**

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

- 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)
- Understand that learning to teach is a complex process involving continuous reflection.
- 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)
- Engage in critical, reflective discussions of theory & research (research-based practice)
- 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 six 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**

- No required texts to purchase
- Articles and course materials will be posted on Blackboard

## Course Performance Evaluation

Assessment	Points	Due Date (11:59 pm Sunday)
Week 1 Curriculum Artifact: Goals Statement	5	August 30 on BB
Week 2 Curriculum Artifact: Unit Plan Portrait	5	September 6 on BB
Week 3 Curriculum Artifact: Injustice Awareness	5	September 13 on BB
Week 4 Curriculum Artifact: IDM Focused Inquiry	5	September 20 on BB
Week 5 Curriculum Artifact: Teaching Demo #1	5	September 27 on BB
Week 6 Curriculum Artifact: C3 Inquiry Arc	5	October 4 on BB
Week 7 Curriculum Artifact: Identity Anchor	5	October 11 on BB
Week 8 Curriculum Artifact: Scaffolded Discussion	5	October 18 on BB
Week 9 Curriculum Artifact: Teaching Demo #2	5	October 25 on BB
Week 10 Curriculum Artifact: Sample Assessments	5	November 1 on BB
Week 11 Curriculum Artifact: Scored Student Work	5	November 8 on BB
Dispositions Assessment	C/IN	November 15 on BB and TK20
Week 12 Curriculum Artifact: Teaching Demo #3	5	November 22 on BB
Unit Plan	20	November 29 on BB and TK20
Clinical Experience Paper	20	December 6 on BB
<b>TOTAL</b>	<b>100</b>	

### Graduate Grading Scale:

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>

Students are expected to submit all assignments on time using Blackboard, and, when indicated TK20 or other online submission system. Late work will not be accepted without a prior request.

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

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet SGE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

**Commitment to the Profession**

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

**Commitment to Honoring Professional Ethical Standards**

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

**Commitment to Key Elements of Professional Practice**

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practices
- Respect for diverse talents, abilities and perspectives
- Authentic and relevant learning

**Commitment to Being a Member of a Learning Community**

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

## Commitment to Democratic Values and Social Justice

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Understanding systemic issues that prevent full participation  
Awareness of practices that sustain unequal treatment or unequal voice  
Respects the opinion and dignity of others  
Appreciates and integrates multiple perspectives

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

CLASS DATE	TO DO BEFORE CLASS	TO DO DURING CLASS	DUE AFTER CLASS
<b>Week 1: August 25</b>  Introduction to Course and Each Other	None	1. Guided Tour of Blackboard and Syllabus  2. “From Where Do You Teach?” personal reflection and sharing  3. “Teaching Social Studies in a Pandemic”	Upload Goals Statement to Blackboard by 11:59 pm Sunday, August 30
<b>Week 2: September 1</b>  What Does Teaching in Social Studies “Look” Like?	1. <a href="#">View video of Ms. Larsen’s 6th grade Social Studies class “Explorations in Archeology and History”</a>  2. <a href="#">View video of Mr. Fisher’s 8th grade U.S. History lesson on The Amistad case</a>  3. Read materials in “Portraits of Social Studies” Content Folder on BB	1. Clinical Group Discussion: “How do we implement norms and routines for classroom discourse and work?” (High-Leverage Practice #5)  2. Exploring the “Four Dimensions” of the C3 Framework  3. Debrief social studies video lessons & readings  4. “Five Most Important Historical Figures” activity	Upload Lesson Plan Portrait to Blackboard by 11:59 pm Sunday, September 6
<b>Week 3: September 8</b>  Supporting Social Justice in Social Studies  <b>*asynchronous week*</b>	1. <a href="#">View video of Ms. Maker’s 10th grade Social Studies class “How do our personal stories influence how we fight for justice?”</a>  2. <a href="#">View video of Mr. Dee’s 8th grade ELA lesson on “We and They”</a>  3. Read materials in “Social Justice” Content Folder on BB	<b>An asynchronous video will be posted for you to view that covers the following topics:</b>  1. Clinical Group Discussion: “How do we explain and model content, practices, and strategies?” (High Leverage Practice #2)  2. Examining Social In/Justice in Curriculum  3. The social studies video lessons & readings	Upload Injustice Awareness Activity to Blackboard by 11:59 pm Sunday, September 13

<p><b>Week 4: September 15</b></p> <p>Supporting Inquiry &amp; Reflection in Social Studies</p>	<ol style="list-style-type: none"> <li>1. <a href="#">View video of Mr. Bosse's 8th grade and Mr. Hudenburg's 9th grade history lessons on document-based questioning</a></li> <li>2. <a href="#">View video of Ms. Keating's 10th grade Social Studies lesson on reading strategies</a></li> <li>3. View <a href="#">Video 1</a> and <a href="#">Video 2</a> of Mr. Rasheed's 8th grade Social Studies Lesson "Desegregation of Little Rock Central High School"</li> <li>4. Read materials in "Inquiry &amp; Reflection" Content Folder on BB</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinical Group Discussion: "How do we elicit and interpret individual students' thinking?" (High- Leverage Practice #3)</li> <li>2. Close reading of sample textbook section on "The Road to War" (Interwar Europe)</li> <li>3. Debrief social studies video lessons &amp; readings</li> <li>4. Practice with using a C3 Focused Inquiry</li> </ol>	<p>Upload Focused Inquiry to Blackboard by 11:59 pm Sunday, September 20</p>
<p><b>Week 5: September 22</b></p> <p>Teaching Demo #1: Explaining Content</p>	<p>Prepare materials and instruction to deliver in Teaching Demo #1, focusing on explaining and modeling social studies concepts or practices</p>	<p>Teaching Demos</p>	<p>Upload Teaching Demo #1 Analysis &amp; Reflection to Blackboard by 11:59 pm Sunday, September 27</p>
<p><b>Week 6: September 29</b></p> <p>Supporting Advocacy &amp; Agency in Social Studies</p>	<ol style="list-style-type: none"> <li>1. <a href="#">View video of Mr. Poon's 12th grade Social Studies lesson on "The Individual in Society"</a></li> <li>2. <a href="#">View video of Ms. Maker's 10th grade Social Studies teaching strategy of using evidence logs</a></li> <li>3. Read materials in "Advocacy &amp; Agency" Content Folder on BB</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinical Group Discussion: "How do we specify and reinforce productive student behavior?" (High- Leverage Practice #7)</li> <li>2. Using sample resources from the National Gallery of Art, National Archives, and Library of Congress</li> <li>3. Debrief social studies video lessons &amp; readings</li> <li>4. Practice with using a C3 Inquiry Arc</li> </ol>	<p>Upload C3 Inquiry Arc to Blackboard by 11:59 pm Sunday, October 4</p>



<p><b>Week 7: October 6</b></p> <p>Supporting Relationships &amp; Respect in Social Studies</p>	<ol style="list-style-type: none"> <li>1. <a href="#">View video of Ms. Bird's 8<sup>th</sup> grade Humanities strategy of contracting</a></li> <li>2. <a href="#">View video of Mr. Toro's 11<sup>th</sup> grade Social Studies strategy of journaling</a></li> <li>3. <a href="#">View vide of Ms. Maker's 10<sup>th</sup> grade Social Studies strategy of identity charts</a></li> <li>4. Read material in the "Relationships &amp; Respect" content folder</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinical Group Discussion: "How do we build respectful relationships with students?" (High Leverage Practice #10)</li> <li>2. Sample activities that foster and support relationships amongst students</li> <li>3. Debrief social studies video lessons &amp; readings</li> <li>4. Practice with creating identity anchors</li> </ol>	<p>Upload Identity Anchor to Blackboard by 11:59 pm Sunday, October 11</p>
<p><b>Week 8: October 13</b></p> <p>Supporting Dialogic Learning in Social Studies</p>	<ol style="list-style-type: none"> <li>1. <a href="#">View video of Ms. Forton's 8<sup>th</sup> grade Social Studies 'fishbowl' activity related to Plessy v. Ferguson</a></li> <li>2. <a href="#">View video of Mr. Conklin's 11<sup>th</sup> grade Social Studies classroom discussion on the eugenics movement</a></li> <li>3. <a href="#">View video of Mr. Brooks' 9<sup>th</sup> grade Social Studies lesson on competing ideologies</a></li> <li>4. Read material in the "Dialogic Learning" content folder</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinical Group Discussion: "How do we lead a group discussion?" (High- Leverage Practice #1)</li> <li>2. Sample dialogic learning activities</li> <li>3. Debrief social studies video lessons &amp; readings</li> <li>4. Practice designing scaffolded discussions</li> </ol>	<p>Upload Scaffolded Discussion Activity to Blackboard by 11:59 pm Sunday, October 18</p>
<p><b>Week 9: October 20</b></p> <p>Teaching Demo #2: Leading a Group Discussion</p>	<p>Prepare materials and instruction to deliver in Teaching Demo #2, focusing on explaining and modeling social studies concepts or practices</p>	<p>Teaching Demos</p>	<p>Upload Teaching Demo #2 Analysis &amp; Reflection to Blackboard by 11:59 pm Sunday, October 25</p>

<p><b>Week 10: October 27</b></p> <p>Designing Assessments of Student Learning</p>	<p>1. <a href="#">View video of Mr. Page's 12<sup>th</sup> grade Social Studies lesson on "Economic Dilemmas and Solutions"</a></p> <p>2. <a href="#">View video of Ms. Farrow's 7<sup>th</sup> grade World Cultures lesson on "Exploring Geography Through African History"</a></p> <p>2. Read materials in "Designing Assessments" content folder</p>	<p>1. Clinical Group Discussion: "How do we select and design formal assessments of student learning?" (High-Leverage Practice #16)</p> <p>2. Analysis of various samples of student learning assessments from social studies</p> <p>3. Debrief social studies video lessons &amp; readings</p> <p>4. Collaborative design of an assessment</p>	<p>Upload Sample Assessments to Blackboard by 11:59 pm Sunday, November 1</p>
<p><b>Week 11: November 3</b></p> <p>Grading, Scoring, &amp; Responding to Student Work</p> <p><b>*asynchronous week*</b></p>	<p>1. <a href="#">View video of Ms. Weir's 10<sup>th</sup> grade Social Studies lesson on "Migration from Latin America"</a></p> <p>2. <a href="#">View video of Ms. Morrison's 9<sup>th</sup> grade U.S. History lesson on "Public Opinion and the Vietnam War"</a></p> <p>3. Read materials in the "Student Work" content folder on Blackboard</p>	<p><b>An asynchronous video will be posted for you to view that covers the following topics:</b></p> <p>1. Clinical Group Discussion: "How do we provide oral and written feedback to students?" (High-Leverage Practice #18)</p> <p>2. Interpreting the results of student work across different assessment types</p> <p>3. The social studies video lessons &amp; readings</p>	<p>Upload Samples of Scored Student Work Samples to Blackboard by 11:59 pm Sunday, November 8</p>
<p><b>Week 12: November 10</b></p> <p>Teaching Controversial, Sensitive, and Difficult Topics</p>	<p>1. <a href="#">Listen to <i>Uncivil</i> podcast episode "The Takedown" from 10/18/2017</a></p> <p>2. <a href="#">View video of Mr. Rokey's 12<sup>th</sup> grade Social Studies lesson on "Gender-Based Distinctions"</a></p> <p>3. <a href="#">View video of Mr. Montwieler's 8<sup>th</sup> grade Social Studies lesson antisemitism using a Socratic Seminar</a></p> <p>4. Read materials in the "Controversial Issues" content folder on Blackboard</p>	<p>1. Clinical Group Discussion: "How do we talk about a student with parents or other caregivers?" (High-Leverage Practice #11)</p> <p>2. Exploring strategies for teaching controversial, sensitive, and difficult topics</p> <p>3. Debrief social studies video lessons &amp; readings</p> <p>4. Overview of Dispositions Assessment on BB</p>	<p>Complete Dispositions Assessment on Blackboard by Sunday, November 15</p>

<p><b>Week 13:</b> <b>November 17</b></p> <p>Teaching Demo #3: Segment from Lesson Plan</p>	<p>Prepare materials and instruction to deliver in Teaching Demo #2, focusing on explaining and modeling social studies concepts or practices</p>	<p>Teaching Demos</p>	<p>Upload Teaching Demo #3 Analysis &amp; Reflection to Blackboard by Sunday, November 22</p>
<p><b>Week 14:</b> <b>November 24</b></p> <p>*asynchronous week*</p>	<p>Read materials in the “Best Practices for Teaching About Thanksgiving &amp; Indigenous American History” content folder</p>	<p>Given that this week is the Thanksgiving holiday break, students will have time to work on their unit plans and to spend the week engaging with asynchronous content on the unique dilemmas of teaching about Thanksgiving and indigenous American history and</p>	<p>Upload Unit Plan to Blackboard and TK20 by Sunday, November 29</p>
<p><b>Week 15:</b> <b>December 1</b></p> <p>Final Class: Reflecting on The Semester and Planning for the Next Steps</p>	<p>Read materials in the “Final Class Session” content folder</p>	<ol style="list-style-type: none"> <li>1. Clinical Experience Debrief on Zoom from 4:00 to 4:30 before class begins</li> <li>2. Clinical Group Discussion: “How do we analyze instruction for the purpose of improving it?” (High-Leverage Practice #19)</li> <li>3. Discuss how to prepare for and succeed during the internship</li> <li>4. Discuss ways to network and grow professionally for your teaching career</li> <li>5. End of Course Evaluations and Farewells</li> </ol>	<p>Upload Clinical Experience Summative Paper to Blackboard by Sunday, December 6</p>

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

## 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 <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 <http://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://coursessupport.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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 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/> .**