

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

SEED 567.001: Teaching Social Studies in the Secondary School
3 Credits, Spring 2021
Tuesday, 4:30 pm to 7:10pm

Faculty

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Prerequisites:

None

University Catalog Course Description: SEED 567 is a course designed to help preservice 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 instructional lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations.

Course Overview: The course focuses on research-based instructional strategies in social studies teaching and learning and meeting the diverse needs of learners as called for by the Standards of Learning for Virginia Public Schools, and the National Council for the Social Studies (NCSS) C3 Framework and National Curriculum Standards for Social Studies, and as outlined by the Commonwealth of Virginia, the Council for the Accreditation of Educator Preparation (CAEP), and the Interstate New Teacher Assessment and Support Consortium (InTASC).

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 January 25, 2021.

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

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

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/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings. Student log-in dates and times will be monitored by instructor to assist in determining course attendance and participation.
- Participation:
Student engagement in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (synchronous and asynchronous) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected

that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

- 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:

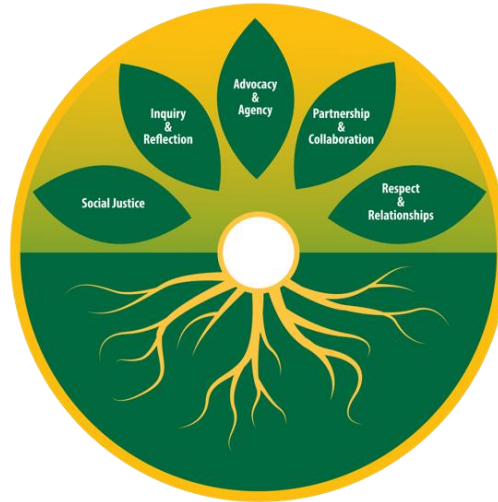
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their 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 insure accessibility must be registered with George Mason University Disability Services.



SEED

SECONDARY EDUCATION

Learner Outcomes or Objectives: This course is designed to enable students to do the following:

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

Professional Standards:

Upon completion of this course, students will have met the following professional standards: 1. Demonstrate an understanding and application of subject area standards aligned with the

National Content Standards and identified by their Specialized Professional Association (SPA): National Council for the Social Studies: <http://www.ncss.org>

2. Have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

3. Be aware of the skills framework of the Partnership for 21st Century Skills and the professional guidelines offered by the National Board for Teaching Standards: <http://www.nbpts.org/national-board-standards>

Required Texts:

1. Russell, W. B., Waters, S., & Turner, T. N. (2019). *Essentials of middle and secondary social studies*. New York: NY ; Routledge.
2. All course readings and materials will be available to freely download on course Blackboard site. See annotated bibliography of course readings at the end of this syllabus.

Course Performance Evaluation and Requirements:

1. Students are expected to submit all assignments on time through Blackboard unless other arrangements are announced. Every student registered for any Secondary Education course with a required Tk20 performance-based assessment (designated as such in the syllabus) must submit the assessment(s) to Tk20 through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to a grade of F nine weeks into the following semester.
2. Fifteen (15) hours of clinical experience in a designated field site placement are required.
3. As a candidate entering into a profession with multiple demands and time requirements, it is expected that you demonstrate associated dispositions by fulfilling classroom

responsibilities in a professional and timely manner (completion of assignments, respond to messages, etc.)

4. Attendance is mandatory as discussions and clinical topics that take place in this class are essential to achieving the course objectives and in keeping in good standing for state certification and licensure. If you must miss a class, you are responsible for notifying the instructor and following up on completing any tasks, assignments, readings. If you must leave class early, make sure that you tell the instructor before class begins. Missing more than two course sessions outside of approved university policies or repeatedly arriving late beyond reasonable exceptions will result in documentation with the Educator Preparation Office and/or Office of Student and Academic Affairs.
5. All assignments are due on the dates indicated in the syllabus. **LATE WORK WILL NOT BE ACCEPTED** unless arrangements are made with the instructor prior to the due date.
6. Refrain from cell phone use, messaging, email, and/or internet browsing during class. If you do so disruptively, you may be asked to leave. A break is given in the middle of each class session to check phones/messages/emails and make calls as necessary.
7. When indicated, 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 Purdue University OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>)
8. Be sure you have login access and an understanding of how to properly submit assignments. Blackboard log-in found at <http://mymason.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).

Assignments: Below are descriptions of the assignments that constitute the cumulative grade for this course. Course assignments are graded on a points earned/points possible scale with **130** points possible. Detailed instructions and rubrics will be provided online for each assignment.

Teaching Demonstrations 30 points 23% of grade Ongoing due dates

You will deliver two mini-lessons to the class, approximately 20 minutes each. These mini-lessons will enable you to apply course concepts to different types of social studies content. A rubric and additional instructions will be provided in class.

Weekly Artifact 36 points 28% of grade Ongoing due dates

In order to synthesize ideas, concepts, and practices discussed in our assigned course readings, students will create/construct thirteen (12) different artifacts for each set of weekly course topics.

These artifacts will serve as the foundation each week for class discussions and activities. These artifacts are due and must be posted to Blackboard by the start of each class session. More instructions and expectations for these weekly artifacts will be shared in class.

Clinical Experience Project 20 points 15% of grade Due on or by April 27th

In this course, you will be assigned a mentor teacher instructing subject(s) and grade level(s) for which you are being licensed. As part of this experience, you will be reflecting on how teachers design instruction to meet the needs of students and you will consider suggestions as to how you might do things similarly and/or differently. The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of your methods I class, education theories relevant to your subject matter, and concepts and research findings related to classroom/school practice; (2) study and begin to develop your pedagogical practices in a variety of classroom/school communities; and (3) promote critical, self-reflection about your current and future teaching practices. As the final paper, you will reflect upon your clinical experience placement for this semester. Rather than write a standard, multi-paragraph paper, you will reflect upon the experience by answering seven prompts provided in a template. A rubric and additional instructions will be provided in class.

Lesson Plan 44 points 34% of grade Due on or by May 4

This multi-part assignment invites you to design a lesson plan instruction during one class period (90 minutes). You will design and write a lesson plan that includes a curriculum rationale, grounded in the research base of social studies education, and inclusion of an assessment task. Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing. The lesson must adhere to the lesson plan format we will review in class. This lesson must include classroom activities described in detail with fully developed assessments and rubrics. **This assignment is a required common assessment for all SEED program, and, as a performance-based assessment (PBA), it must be submitted to Tk20 online along with Blackboard.**

Grading:

A 95 to 100%	B- 80 to 82%	*does not count towards program
A- 90 to 94%	C 70 to 79%	*does not count towards program
B+ 87 to 89%	F Below 70%	*does not count towards program
B 86 to 83%		

Professional Dispositions:

You will be asked to complete a self-assessment of your professional dispositions twice during this course: once in the middle of the semester and again at the conclusion of the semester. For more information please see: <https://cehd.gmu.edu/epo/candidate-dispositions>

Tentative Class Schedule:

Each class session begins promptly at 4:30 pm and ends promptly at 7:10 pm. In most cases the instructor will be available to discuss course-related matters immediately after class. Before class is generally not a conducive time to discuss course matters as the instructor needs to set up the class. Please note the instructor reserves the right to alter this course schedule and the contents of this syllabus within reasonable limits by giving students prior notification of any changes to be made.

Session	Topics//Readings	Items Due
Foundations of a Social Studies Classroom		
Week 1: Jan 26	I. Course Introductions & Overview II. Traits of professionalism for Social Studies teachers Readings: None	1. Read course syllabus and browse Blackboard course
Week 2: Feb 2	I. Establishing a positive classroom environment II. Encouraging positive classroom interactions Readings: 1. Essentials of Middle and Secondary Social Studies Ch 1 & Ch 2	1. Artifact #1 (Classroom rules/expectations)
Week 3: Feb 9	I. Establishing high expectations for all learners a. Meeting the needs of diverse learners b. Universal Design for Learning (UDL) II. Teaching Demonstrations 1 Readings: 1. Essentials of Middle and Secondary Social Studies Ch 5 & Ch 6	1. Artifact #2 (UDL) 2. Teaching Demonstrations (By sign-up)
Standards and Assessment		
Week 4: Feb 16	I. Planning with academic standards a. Curriculum Standards b. Learning Objectives II. Teaching Demonstrations 1	1. Artifact #3 (VA SOL Knowledge/Skills) 2. Teaching Demonstrations (By sign-up)

	<p>Readings:</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 4 Article(s) on Blackboard 	
Week 5: Feb 23	<ol style="list-style-type: none"> Assessing student learning Data-driven decision-making Teaching Demonstrations 1 <p>Readings: Article(s) on Blackboard</p>	<ol style="list-style-type: none"> Artifact #4 (rationale for assessment) Teaching Demonstrations (By sign-up)
Week 6: Mar 2	<ol style="list-style-type: none"> Project-Based Learning Group Assignments Teaching Demonstrations 1 <p>Readings:</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 8 Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #5 (Project rubric) Teaching Demonstrations (By sign-up) Lesson Plan Check-in #1
Planning		
Week 7: Mar 9	<ol style="list-style-type: none"> Pacing Teaching Demonstrations 1 <p>Readings:</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 3 Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #6 (Lesson pacing guide) Teaching Demonstrations (By sign-up)
Week 8: Mar 16	<ol style="list-style-type: none"> Planning for technology Finding/Adapting Lesson Plans from existing materials Teaching Demonstrations 2 <p>Readings:</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 11 Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #7 (Technology resources) Teaching Demonstrations (By sign-up)
Week 9: Mar 23	<ol style="list-style-type: none"> Differentiation and Accommodations Adapting Existing Material Teaching Demonstrations 2 	<ol style="list-style-type: none"> Artifact #8 (Lesson Adaptations)

	<p>Readings</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 7 & Ch 10 Article(s) on Blackboard 	<ol style="list-style-type: none"> Teaching Demonstrations (By sign-up) Lesson plan check-in #2
Instruction		
Week 10: Mar 30	<p>ASYNCHRONOUS CLASS</p> <p>I. Establishing Context</p> <p>Readings</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 9 Article(s) on Blackboard 	<ol style="list-style-type: none"> Complete Assignments in week 10 folder on Blackboard
Week 11: April 6	<p>I. Establishing Context</p> <p>II. Direct/Student-Centered/Collaborative</p> <p>III. Teaching Demonstrations 2</p> <p>Readings</p> <ol style="list-style-type: none"> Essentials of Middle and Secondary Social Studies Ch 12 Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #9 (1 Topic 3 ways) Teaching Demonstrations (By sign-up)
Week 12: April 13	<p>I. Student Identity/Voice</p> <p>II. Teaching Demonstrations 2</p> <p>Readings</p> <ol style="list-style-type: none"> Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #10 (Incorporating Student Voice) Teaching Demonstrations (By sign-up)
Week 13: April 20	<p>I. Teaching Culture</p> <p>II. Teaching Demonstrations 2</p> <p>Readings</p> <ol style="list-style-type: none"> Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #11 (Resources Jigsaw) Teaching Demonstrations (By sign-up) Lesson plan check-in #3
Week 14: April 27	<p>I. Teacher Identity</p> <p>Readings</p> <ol style="list-style-type: none"> Article(s) on Blackboard 	<ol style="list-style-type: none"> Artifact #12 (Identity Snapshot)

		2. Clinical Experience Project due on BB on or before Tuesday, April 27
Week 15: May 4	University Reading Period & Exam Period NO COURSE MEETING	Revised Lesson Plan due on Blackboard AND TK20 on or before Tuesday, May 4

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 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.

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