

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

EDCI 567.001: Teaching Social Studies in the Secondary School
3 Credits, Spring 2018
4:30-7:10 PM/Tuesdays, Thompson Hall 1018
Fairfax Campus



Faculty Information:

Name: Dr. Mark Helmsing, Assistant Professor of Education
Office Hours: By appointment for in-person office drop-ins and on Skype/Google Hangout
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Corequisite: Fifteen (15) hours of school-based clinical field experience

University Catalog Course Description:

EDCI 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:

1. Lectures and presentations
2. Group and class discussions
3. Asynchronous offsite lessons **and** clinical fieldwork
4. In-class microteaching simulations

Learner Outcomes or Objectives:

After completing EDCI 567, students will be able to:

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:

After completing EDCI 567, students will be able to:

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): http://www.ccsso.org/resources/publications/Intasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html
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. Larson, B.E. (2016.). *Instructional strategies for middle and high school social studies: Methods, assessment, and classroom management*. New York, NY: Routledge. 2nd edition ONLY
2. Four trade books (softcover) that include two young adult books and two graphic novels:
 - (a) *Out of the Dust* by Karen Hesse
 - (b) *The Great American Dust Bowl* by Don Brown
 - (c) *March: Book 1* by John Lewis, Andrew Aydin, and Nate Powell
 - (d) *Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March* by Elspeth Leacock
3. GoReact software license to complete and submit some course assessments.
4. Supplemental course readings/materials will be available on our course Blackboard site.

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. For this course, the required TK20 performance-based assessment to submit to Tk20 is titled: "*Lesson Plan Artifact*"
2. Fifteen (15) hours of clinical experience in a designated field site placement are required.
3. As a person going 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.
4. Attendance is mandatory, as the seminar 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, before the beginning of subsequent class sessions.
5. Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly unless prior arrangements have been discussed with the instructor and/or other relevant faculty representatives.
6. 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 Purdue University OWL website:
<http://owl.english.purdue.edu/owl/resource/560/01/>)

7. In the interest of sustainability, assignments will be submitted via the course Blackboard website. 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).

Course Assignments:

Below are descriptions of ten assignments that constitute the cumulative grade for this course. Course assignments are graded on a points earned/points possible scale with 100 points possible.

1.	<i>Curriculum Analyses</i>	<i>20 points (2 pts each)</i>	<i>Ongoing due dates</i>
For ten weeks, you will compose responses to a given week's assigned readings and curriculum materials that will be posted, shared, read, and responded to as a discussion forum on the course Blackboard site. Each of the written analyses should be within the 500 to 1000-word range and may be typed on Microsoft word before copying and pasting the text in the discussion forum on Blackboard. You are expected to read other responses when they become available and respond to the posts. The analysis should focus on the assigned readings and curriculum materials, but you may refer to personal experiences (in your clinical placement or elsewhere) or refer to outside readings and materials as long as the focus remains in analyzing the topic for the given week's curriculum.			
2.	<i>Microteaching Mini-Lessons</i>	<i>20 points (10 pts each)</i>	<i>Variable due dates</i>
This multi-part assignment invites you to create a mini-lesson to teach in front of our class in order to demonstrate your ability to teach a concept during instruction. This assignment has the following components: [1] select a concept from a social studies topic of your choice that relates to the given week's curriculum theme; [2] write an instructional plan for how you will teach this concept; [3] deliver a 15 to 20-minute lesson; [4] write a response reflecting on the design, implementation, and feedback of your instruction in class. Both the instructional agenda and the reflection paper should integrate and cite course readings and materials as they relate to your thinking about how to teach the social studies concept you chose. You will do this twice during the course of the semester.			
3.	<i>Clinical Experiences Project</i>	<i>20 points</i>	<i>Due April 3</i>
In this course, you will spend 15 hours in area classroom(s) with teachers instructing subject(s) and grade level(s) for which you are being licensed. Many of these hours will be spent observing these teachers' instruction, but you will also be expected to engage with students individually, in small groups, and in whole groups, as your mentor teacher determines. 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. You should spend a <i>minimum</i> of 5 days observing teachers, with each day being a <i>maximum</i> of 3 hours. 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. This project has three parts: (1) Data Collection using Clinical Experience Observation Protocols and Critical Incidents Reflection Forms; (2) Culminating Paper analyzing what you have learned from your clinical experiences; and (3) Mentor Teacher Interview Paper summarizing what you learned about your mentor teachers after interviewing them. More details about this assignment will be provided in the February 6 course session.

4.	<i>Lesson Design Project</i>	<i>25 points</i>	<i>Due April 17</i>
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This multi-part assignment invites you to design a lesson plan instruction during one class period (90 minutes), which focuses on **NCSS Theme VII, Production, Consumption and Distribution** with attention to international, national and/or local connections among systems. 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. More information about this assignment will be provided in the March 27 course session. **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.**

5.	<i>Digital Resources Project</i>	<i>15 points</i>	<i>Due May 1</i>
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This assignment invites you to develop an annotated list of ten digital resources for teaching and learning in secondary social studies. Five resources will be focused on content and five on pedagogy. Each annotation will include a brief description, an evaluation of its effectiveness, its utility for practice, the national and/or state standards the resource addresses, and accommodations needed for diverse learners. The format for this artifact may be a paper or a portfolio website. More information about this assignment will be provided in the March 27 course session.

Professional Dispositions:

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

Grading:

TOTAL POINTS POSSIBLE = 100/100 points (100%)

A	94 to 100% (94 to 100 points)	B	83 to 86% (83 to 86 points)
A-	90 to 93% (90 to 93 points)	B-	80 to 82% (80 to 82 points)
B+	87 to 89% (87 to 89 points)		
<80 points: Unsatisfactory			

Tentative Course 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.

Date	Session Topic	Readings Due	Tasks Due
1/23	1. Introductions/Overview 2. What Is Social Studies?	None	None
1/30	1. Clinical Debrief 4:30 to 5:15 in Aquia 231 2. NCSS & C3 Social Studies Standards	Chapter 1 in Larson Curriculum Materials in “Standards” Folder (BB)	Upload Teacher Profile Video (GoReact) AND added comments
2/6	1. Overview of Clinical Experiences and Digital Resources Assignments 2. Teaching Culture	Clinical Experience Assignment packet Curriculum Materials in “Culture” Folder (BB)	Curriculum Analysis 1 (BB) Mini-Lesson:
2/13	1. Social Studies Goals, Objectives, and Learning Targets 2. Teaching Time, Continuity, and Change	Chapter 3 in Larson Curriculum Materials in “Time” Folder (BB)	Curriculum Analysis 2 (BB) Mini-Lesson:
2/20	1. Planning Social Studies Instruction 2. Teaching People, Places, and Environment	Chapter 4 in Larson Curriculum Materials in “People” Folder (BB)	Curriculum Analysis 3 (BB) Mini-Lesson:
2/27	1. Teaching with Texts in Social Studies Part 1 2. Teaching Individual Development & Identity	Chapters 1 & 2 in Smith (BB) Curriculum Materials in “Identity” Folder (BB)	Curriculum Analysis 4 (BB) Mini-Lesson:
3/6	1. Teaching with Texts in Social Studies Part 2 2. Teaching Individuals, Groups, and Institutions	Chapters 3 & 5 in Smith (BB) Curriculum Materials in “Groups” Folder (BB)	Curriculum Analysis 5 (BB) Mini-Lesson:

3/13	SPRING BREAK		Complete Midterm Evaluation Online
3/20	1. Designing Questions in Social Studies 2. Teaching Power, Authority, and Governance	Chapter 6 in Larson Curriculum Materials in "Power" Folder (BB)	Curriculum Analysis 6 (BB) Mini-Lesson:
3/27	1. Overview of Lesson Plan Design Assignment 2. Teaching Production, Distribution, and Cons.	Lesson Plan Assignment and Digital Resources Packet Curriculum Materials in "Consumption" Folder (BB)	Curriculum Analysis 7 (BB) Mini-Lesson:
4/3	1. Teaching Concepts in Social Studies 2. Teaching Science, Technology, and Society	Chapter 7 in Larson Curriculum Materials in "STS" Folder	Clinical Experiences Project Curriculum Analysis 8 (BB) Mini-Lesson:
4/10	1. Cooperative Learning in Social Studies 2. Teaching Global Connections	Chapter 8 in Larson Curriculum Materials in "Global" Folder (BB)	Curriculum Analysis 9 (BB) Mini-Lesson:
4/17	1. Social Studies Simulations 2. Teaching Civic Ideals and Practices	Chapter 9 in Larson Curriculum Materials in "Civic" Folder (BB)	Lesson Plan Design Mini-Lesson:

4/24	1. Discussion and Debate in Social Studies Classrooms 2. Using Music and Film in Social Studies	Chapter 10 in Larson Curriculum Materials in “Music & Film” Folder (BB)	Curriculum Analysis 10 (BB) Mini-Lesson:
5/1	1. Clinical Debrief 4:30 to 5:15 in Aquia 231 2. Using Graphic Novels and Literature in Social Studies	Four Trade Books by Hesse, Brown, Lewis, and Leacock	Digital Resources Assignment Complete Semester Evaluation Online and In Class Mini-Lesson:
5/8	No Class – Reading Week	None	None
5/15	No Class – Finals Weeks	None	None

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:

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- The Writing Center 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/>).
- The 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/>).
- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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



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Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward
From: Jeff Davis, Director of Educator Preparation, CEHD
Re: Internship application requirements
Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE (specific programs only...see link below)
- ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- Praxis II (content knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

ENDORSEMENTS

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

DEADLINES

Spring 2018 internship application deadline:

* Traditional Internship: *September 15, 2017*

* On-the Job Internship: *November 1, 2015*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.