**CTEE 4010: Curriculum & Teaching Social Studies**

Thursdays, 8-10 am

Haley Center 2406

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Office Hours: T: 11-12, 3-4; TH: 10-12

**Course Description**

This course provides the opportunity for pre-service teachers to determine the purpose of social studies instruction for elementary students. Students will explore age appropriate, standards-based, multicultural social studies instructional strategies and learn how social studies can be integrated with other disciplines. Within this course, there is a commitment to make space for voices and histories often marginalized in social studies instruction in order to move towards a more equitable social studies curriculum.

**Course Objectives**

*Students will:*

1. Define the social studies and describe its purpose in elementary education. (290-3-3-.04(5)(c)2.iv]
2. Become familiar with and critically analyze the Alabama Course of Study for K-6 Social Studies, the NCSS Thematic Strands, and the C3 Framework. [290-3-3-.04(1)(c)1.i; 2.i, iii]
3. Reflect and discuss multicultural and social justice approaches to teaching elementary social studies. [290-3-3-.04(1)(c)1.v; 290-3-3-.04(2)(c)2.i]
4. Deepen personal content knowledge through reading historical counter-narratives. [290-3.3.04(1)(c)1.i]
5. Examine a variety of instructional strategies for teaching history, civics, geography, and economics to elementary students. [290-3-3-.04(1)(c)1.v; 290-3-3-.04(2)(c)4.i]
6. Understand how to enhance social studies and literacy through integrated instruction. [290-3-3-.04(3)(c)1.vii; 290-3-3-.04(3)(c)2.iii]
7. Develop student resources and lesson plans to engage all students in social studies instruction. [290-3-3-.04(1)(c)1.ii; 290-3-3-.04(2)(c)1.iv, v; 290-3-3-.04(2)(c)2.i, vi; 290-3-3-.04(2)(c)5.v; 290-3-3-.04(3)(c)4.iii; 290-3.3.04(4)(c)2.iv; 290-3-3-.04(4)(c)4.ii]
8. Exhibit professional dispositions including: preparedness for each class, active participation in all class activities, collaboration with peers, open-mindedness to content, and responsibility in the field. [290-3-3-.04(5)(c)1.x]

**Essential Questions**

* What is social studies? Why do we teach social studies?
* How can I critically evaluate social studies curriculum?
* What does multicultural, standards-based social studies look like?
* How can social studies be viewed through an interdisciplinary lens?

**Required Texts**

Parker, W. C., & Beck, T. A. (2017). *Social studies in elementary education* (15th ed.). Boston, MA: Pearson.

Takaki, R. (2012). *A different mirror for young people. A history of multicultural America.* New York, NY: Seven Stories Press.

Additional required readings will be available on Canvas.

**Assessments of Learning**

*Detailed directions and rubrics will be provided for each assignment.*

Social Studies Reflection Paper (20 points)

Students will respond to prompts reflecting on their experience as social studies students and their current beliefs as future teachers of social studies. The paper should be written in narrative format. (Course Goal Alignment: 1)

Takaki Book Club (50 points)

Throughout the first part of the semester, students will participate in a book club as they read *A Different Mirror*. During the book club, students will act in different roles such as note taker, spokesperson, and team leader. At the end of the book club, students will individually showcase their learning through choosing and completing a Takaki Choice Board assignment, which will be presented at midterm. (Course Goal Alignment: 3, 4, 6, 8)

Field Placement Teaching Experience (100 points)

Students will be assigned a field placement at a local school where they will spend time observing and teaching every Monday, Wednesday, and Friday. (Please review the professionalism expectations and guidelines in the Lab Manual). During the field placement, students will develop and teach two social studies lesson plans. One lesson will be formally observed by the cooperating teacher, and the second lesson will be videotaped and submitted to Dr. Demoiny. The lesson plans should align with the grade level state standards. In addition, the lesson plans must include at least two of the following elements: counter-narrative, literacy integration, primary source, inquiry-based instruction. (Course Goal Alignment: 2, 5, 6, 7, 8)

Journey Box (Final Project) (75 points)

Students will create a journey box for a historical event or person that would be taught in elementary grades. The event or person should represent a history that is not often told (a counter-narrative). The journey box may be physical or digital and will be presented as the final. (Course Goal Alignment: 2, 3, 4, 5)

Class Participation Assignments (30 points)

As a future professional, students should reflect professional work in this course. Class participation includes: attendance, preparedness, and active and thoughtful participation during class. Students begin with 30 points. If Dr. Demoiny feels like a student is not prepared and/or actively participating in class, she will meet with the student before deducting any participation points. (Course Goal Alignment: All)

**Grading**

A: 90-100% of total points

B: 80-89% of total points

C: 70-79% of total points

D: 60-69% of total points

F: 0-59% of total points

If students have a concern with a specific grade received, Dr. Demoiny is willing to meet with them in order to discuss their learning, understanding, and effort further.

**Attendance**

Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Student Policy E-handbook* <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

Students must provide appropriate documentation to the instructor the day the student returns to class. Unexcused absences may result in the lowering of a letter grade. The student should contact the instructor as soon as he/she is able to discuss absences.

**Technology in the Classroom**

Students are expected to keep all cell phones off during class time. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** If you have children or someone in your care, please communicate with me about keeping your phone on silent. While students may use an iPad, laptop or similar device for viewing the textbook and completing in-class assignments, students should not use the devices for social media or Internet surfing during class. If this becomes an issue, a student may be asked to leave the class.

**Academic Integrity**

The University Student Academic Honesty Code on the University Policies site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) pertaining to academic honesty will apply to this class. Make sure to give credit for any words and ideas that are not originally your own!

**Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Title IX Statement**

Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

**Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework.

These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality
  + Diversity of learners

**Course Contingency**

If normal class and/or lab activities are disrupted due to faculty illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to this syllabus and/or course assignments will replace the original materials.

**Course Calendar**

*\*This is a tentative calendar that may be modified by the instructor.*

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| **Date** | **Topic** | **Readings** | **Items Due** |
| 8/24 | Introduction to Course; What is Social Studies? | Bring a copy of syllabus |  |
| 8/31 | Master v. Counter-narratives | Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. New York, NY: Seven Stories Press. (Introduction & Ch. 1)  Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong*. New York, NY: Touchstone. (Ch. 1)  **Choose one:**  Aldridge, D. P. (2006). The limits of master narratives in history textbooks: An analysis of representations of Martin Luther King, Jr. *Teachers College Record, 108*(4), 662-686.  Woodson, A. N. (2016). We’re just ordinary people: Messianic master narratives and black youths’ civic agency. *Theory & Research in Social Education, 44*(2), 184-211. |  |
| 9/7 | Social Studies Curriculum (Standards) | \*Parker, W.C., & Beck, T. A. (2017*). Social studies in elementary education* (15th ed.). Boston, MA: Pearson. (Ch. 1)  Takaki – reading determined by group  Bring in a copy of assigned grade level Alabama Course of Study Standards. | SS Reflection Paper  Field Placement Description & Schedule |
| 9/14 | History: Primary Documents | Textbook – pp. 98-116; 283-290  Takaki – reading determined by group  **Jigsaw Readings:**  RED - Craps, R. & Thacker, E. S. (2016). Where does it say we didn’t have the right to vote? Fifth graders use primary sources in an inquiry lesson. *Social Studies and the Young Learner, 29*(1), 20-23.  BLUE - Savage, A. & Wesson, S. (2016). “What makes you think that?” Kindergarten students analyze primary sources from the Library of Congress. *Social Studies and the Young Learner, 29*(1), 24-26.  GREEN - Barton, K. C. (2001). A picture’s worth: Analyzing historical photographs in elementary grades. *Social Education, 65*(5), 278-283. | Journey Box Topic Approval Form |
| 9/21 | Critical Literacy | Textbook – pp. 314-323; 336-340  Takaki – reading determined by group  McDaniel, C. (2004). Critical literacy: A questioning stance and the possiblity for change. *The Reading Teacher, 57*(5), 472-481.  Soares, L. B., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher, 63*(6), 486-494. | Bring in one primary document to share. |
| 9/28 | History: Simulations | Takaki – reading determined by group  **Jigsaw Readings:**  YELLOW - Brugar, K., Halvorsen, A., & Hernandez, S. (2014). Where are the women? A classroom inquiry into social studies textbooks. *Social Studies and the Young Learner, 26*(3), 28-31.  PURPLE - Rodriguez, N. N. (2015). Teaching about Angel Island through historical empathy and poetry. *Social Studies and the Young Learner, 27*(3), 22-25.  ORANGE - Lucas, A. G. (2009). Teaching about human rights in the elementary classroom using the book “A Life like Mine: How Children Live around the World”. *Social Studies, 100*(2), 79-84. |  |
| 10/5 | Teaching Controversial Issues | Hess, D. (2004). Controversies and controversial issues in democratic classrooms. *Political Science & Politics, 37*(2), 257-261.  Husband, T. (2012). “I don’t see color”: Challenging assumptions about discussing race with young children. *Early Childhood Education Journal, 39*(6), 365-371.  Salas, K.D. (2004). How to teach controversial content and not get fired. In Dawson, Salas, Tenorio, Walters & Weiss (Eds.), *The New Teacher* (pp. 127-132) | Takaki Choice Board |
| 10/12 | FALL BREAK |  | Attend individual conference\*\* |
| 10/19 | Individual Conferences  (Not meeting as a class together) |  | Attend individual conference\*\* |
| 10/26 | Geography | Textbook – pp. 117-122; Ch. 5  **Jigsaw Readings:**  RED - Gleeson, A. M., & D’Souza, L. A. (2016). Expanding local to global through ESRI story maps. *Social Studies and the Young Learner, 29*(2), 14-16.  BLUE - Holloway, J. (2015). Teaching the six essential elements of geography with quality children’s literature. *The Geography Teacher, 12*(1), 1-6.  GREEN - Fertig, G., & Silverman, R. (2007). Walking and talking geography: A small-world approach. *Social Studies and the Young Learner, 20*(2), 15-18. | Bring in one picture book or text to share. |
| 11/2 | Economics | Textbook – pp. 124-128  Meszaros, B. T., & Evans, S. (2010). It’s never too early. Why economics education in the elementary classroom. *Social Studies and the Young Learner, 22*(3), 4-7.  **Jigsaw Readings:**  YELLOW - Rogovin, P. (2011). First graders research stuff animals and learn about their world. *Social Studies and the Young Learner, 24*(1), 19-23.  PURPLE - Hill, A. T. (2010). Money matters for the young learner*. Social Studies and the Young Learner, 22*(3), 25-31.  ORANGE - Lucey, T. A., & Laney, J. D. (2009). This land was made for you and me: Teaching for economic justice in upper elementary and middle school grades. *Social Studies, 100*(6), 260-272. |  |
| 11/9 | Civics & Citizenship Education | Textbook – Ch. 6  Levine, T. H. (2010). Socializing future social studies teachers and K-12 students: Whether, when and why. *The Social Studies, 101*(2), 69-74.  **Choose one:**  Ladson-Billings, G. (2007). Once upon a time when patriotism was what you did. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America’s schools* (pp. 13-20). New York, NY: Teachers College Press.  Westheimer, J. (2009). *Should social studies be patriotic? Social Education, 73*(7), 316-320.  **Choose one:**  Brugar, K. A. (2015). Children as civic agents during the Civil Rights Movement. *Social Studies and the Young Learner, 27*(4), 5-10.  Schocker, J. B., Zook, C., & Hummel, D. (2016). Growing citizenship: Confronting the “civic empowerment gap” with a garden project*. Social Studies and the Young Learner, 28*(4), 27-31. |  |
| 11/16 | WORK DAY  (Dr. Demoiny will be attending CUFA/NCSS Conference) | Take this time to work on your Journey Box Project |  |
| 11/23 | THANKSGIVING |  |  |
| 11/30 | Teaching SS with Film | Kellner, D., & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. *Discourse: Studies in the Cultural Politics of Education, 26*(3), 369-386.  Garofalo, M. (2013). The good, the bac, and the ugly: Teaching critical media literacy with Disney. *Social and Behavioral Sciences, 106*, 2822-2831. | SS Placement Lesson Plans & Reflection |
| 12/7 | Journey Box Gallery Walk |  | Journey Box |