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

Thursdays, 8-10 am

Haley Center 2406

**Sara B. Demoiny, Ph.D.**

Haley Center, 5024

sbd0026@auburn.edu

Cell Phone: 865-291-7783

Office Hours: T: 10:15-12:15; 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, socially just, standards-based 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 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 through integration with other disciplines. [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?
* How can I teach social studies through a social justice lens?
* How can social studies be viewed through an interdisciplinary lens?

**Required Texts**

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.*

Takaki Book Club (30 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 create an assessment that they would use with elementary students who completed a literature circle with a historical fiction or non-fiction book. (Course Goal Alignment: 3, 4, 6, 7, 8)

Social Studies Primary Source Lesson Plan (mainly for feedback – 10 points)

Students will develop a primary source lesson plan after being assigned a grade level and standards. (Course Goal Alignment: 2, 3, 7)

Practitioner Article Reflection (30 points)

Students will brainstorm social studies content and/or skills that they are anxious to teach. Then, they will locate three practitioner articles that address these concerns. Finally, students will write an analysis and reflection of these articles. (Course Goal Alignment: 1, 3, 4)

Counter-Monument Field Trip & Journals (30 points)

Students will take a field trip to the National Memorial for Peace and Justice and the Legacy Museum in Montgomery, AL. Before and after the field trip, students will write two journal entries. During the trip, students will complete a graphic organizer recording their learning and emotions. (Course Goal Alignment: 3, 4, 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 via GoReact. The lesson plans should align with the grade level state standards. In addition, the first lesson plan should focus on a counter-narrative using primary sources, and the second lesson should be an integrated lesson. (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 (15 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 15 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 are 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. An unexcused absence during field placement will result in the lowering of a letter grade on the final grade. Two unexcused class absences will result in the lowering of a letter grade on the final grade. Three tardies equal one unexcused absence.

**Field Trip**

We will take a required field trip to the National Memorial for Peace and Justice and the Legacy Museum in Montgomery, Alabama, on September 21st. The field trip is free, but students will be required to purchase their own lunch. Students will be excused from their field experience placement for the day. Students will leave from Auburn University and return to the school. Exact times to be determined.

**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.

**GoReact**

Students will be required to use GoReact during their field placement to upload and comment on a teaching video. GoReact is a password-protected, online platform that will work as a repository for your teaching videos during field placement. Dr. Demoiny will provide instructions for how to create an account. GoReact is the only way you can submit your teaching videos for this course!

**Academic Integrity**

The University Student Academic [Honesty Code](https://sites.auburn.edu/admin/universitypolicies/default.aspx) on the University Policies site 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: [Title IX](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.*

| **Date** | **Topic** | **Readings** | **Items Due** |
| --- | --- | --- | --- |
| 8/23 | Introduction to Course; What is Social Studies?NCSS Themes; Standards |  |  |
| 8/30 | 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. |  |
| 9/6 | C3 Framework; Primary Sources | National Council for the Social Studies (2013). *The college, career, and civil life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: NCSS READ: pp. 1-21Levstik, L. S., & Barton, K. C. (2001). *Doing history: Investigating with children in elementary and middle schools* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. READ: Ch. 2, pp. 9-18Takaki – reading determined by group | Field Placement Description & Schedule (9/7) |
| 9/13 | Teaching Controversy | Hess, D. Discussions that drive democracy. *Educational Leadership, 69*(1), 69-73.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)Johnson, B. (2014, June 23). *How to teach patriotism and respect.* Retrieved from <https://www.edutopia.org/blog/how-to-teach-patriotism-and-respect-ben-johnson>Takaki – reading determined by group**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.  | SS Primary Source Lesson Plan |
| 9/20 | Can we teach this? Race, Gender, LGBTQ, Class  | Takaki – reading determined by group**Read assigned article:**Husband, T. (2012). “I don’t see color”: Challenging assumptions about discussing race with young children. *Early Childhood Education Journal, 39*(6), 365-371.Falkner, A., & Clark, A. (2018). Following Dylan’s lead: Student-led discussion of gender variance in the elementary classroom. In S. B. Shear, C. M. Tschida, E. Bellows, L. B. Buchanan, & E. E. Saylor’s (Eds.) *(Re)Imagining elementary social studies: A controversial reader* (pp. 295-396). Charlotte, NC: Information Age Publishing, Inc.Johnson, K. (2012). Why is this the only place in Portland I see Black people? Retrieved from <https://www.rethinkingschools.org/articles/why-is-this-the-only-place-in-portland-i-see-black-people-teaching-young-children-about-redlining>Lucey, T. A., & Laney, J. D. (2009). The land was made for you and me: Teaching for economic justice in upper elementary and middle school grades. *The Social Studies, 100*(6), 260-272 |  |
| 9/27 | Geography | Takaki – reading determined by groupTBD | Counter-monument JournalsField Placement Counter-Narrative/Primary Source Lesson Plan & ELPLOI form |
| 10/4 | Economics | Takaki – reading determined by groupParker, W. C., & Beck, T. A. (2017). *Social studies in elementary education* (15th ed.). Boston, MA: Pearson. READ: pp. 124-129Meszaros, 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. | Takaki Book Club Assessment |
| 10/11 | FALL BREAK |  |  |
| 10/18 | Critical Literacy & Peer Feedback | Demoiny, S. B., & Ferraras-Stone, J. (2018). Critical literacy in elementary social studies: Juxtaposing historical master and counter narratives in picture books. *The Social Studies.* |  |
| 10/25 | Field Placement | M-F |  |
| 11/2 | Field Placement | M-F |  |
| 11/8 | Social Studies Integration | Hinde, E. R. (2005). Revisiting curriculum integration: A fresh look at an old idea. *The Social Studies, 96*(3), 105-111.\*Assigned integration article\* | Practitioner Article Reflection |
| 11/15 | Civics | Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269. READ: pp. 237-243. | Field Placement Integration Lesson Plan & GoReact video submission (11/16) |
| 11/22 | THANKSGIVING |  |  |
| 11/29 | Work Day*(Dr. Demoiny will be attending the NCSS conference).* |  |  |
| 12/6 | Journey Box Gallery Walk |  | Journey Box |