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

Thursday 8-10 am

Haley Center 2406

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Office Hours: T 10-12; TH 10-12 (Additional appointment times available upon request).

**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 Literature Circle & Journey Box Project (100 points)

Throughout the semester, students will participate in a literature circle as they read *A Different Mirror*. During the literature circle, students will act in different roles such as note taker, spokesperson, and team leader. On assigned weeks, literature circle teams will create a timeline marker for events described in the assigned chapters. At the end of the semester, students will individually create a digital 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). (Course Goal Alignment: 2, 3, 4, 5, 6, 7, 8)

Instructional Strategies Chart (10 points)

Students will keep a running table of instructional strategies modeled in the methods course. Students should include the name of the strategy, description and purpose of the strategy, and an example of how it could be used with elementary students. (Course Goal Alignment: 7)

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 journal entries. During the trip, students will complete a graphic organizer recording their learning and emotions. Finally, students will conduct a spatial analysis of a public space in Lee County or their home county and present findings to the class. (Course Goal Alignment: 3, 4, 5, 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, & Friday. (Please review the professionalism expectations and guidelines in the Lab Manual). During the field placement, students will develop and teach two consecutive, inquiry-based social studies lesson plans. One lesson will be formally observed by the cooperating teacher, and both lessons will be video-recorded. Students will upload two 10 minute videos to GoReact for Dr. Demoiny to evaluate. The lesson plans should align with the grade level state standards. In addition, students will complete a planning and reflection commentary of their inquiry lessons. (Course Goal Alignment: 2, 5, 6, 7, 8)

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 a student is using technology for texting, social media, or Internet surfing during class time, participation points will be deducted.* There may be small assignments began in class that will count as additional 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 Friday, September 20, 2019. The field trip is free, but students will be required to purchase their own lunch. Students will leave from Auburn University and return to the school. All students must use the provided Tiger Transit charter bus. 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 readings 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 session.

**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** | |
| --- | --- | --- | --- | --- |
| 8/22 | Introduction to Course; What is Social Studies? |  |  | |
| 8/26 | Master v. Counter-narrative; NCSS Themes | 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. |  | |
| 8/29 | Thanksgiving Inquiry; State Standards | **Watch:**  Interview with [Emily Fayard](https://youtu.be/RmhB8imOa14)  **Read:**  Dunbar-Ortiz, R. (2019). An Indigenous peoples’ history of the United States For Young People. Boston, MA: Beacon Press.   * Chapters “The Land” and “Culture of Conquest”   Takaki Ch. 2 & 3 | Team Hosea Hudson – Timeline Markers from “The Land” and “Culture of Conquest”  Team Jo Ann Robinson – Timeline Markers from Takaki Ch. 2 & 3 | |
| 9/5 | C3 Framework & Primary Sources | **Watch:**  [Introduction to C3 Framework Video](https://www.smithsonianmag.com/videos/02-overview-c3-frameworkmp4/)  **Read:**  Takaki Ch. 4 & 5  **Read Assigned Article:**  **RED:** Bolgatz, J., Brown, T., & Zweibel, E. (2017). Africans in New Amsterdam. In P. T. Chandler & T. S. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies* (pp. 75-112). Charlotte, NC: Information Age Publishing.  **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:** Massey, D. D. (2016). Pictures first: Using historical thinking with all learners. *Social Studies and the Young Learner, 28*(4), 9-12.  **YELLOW:** McCormick, T. M. (2004). Letters from Trenton, 1776: Teaching with primary sources. *Social Studies and the Young Learner, 17*(2), 5-12. | Thanksgiving Infographic (5 points)  Team Stephanie A. Bryan – Timeline Markers from Takaki Ch. 4 & 5 | |
| 9/12 | Teaching Controversy | **Read:**  Hess, D. Discussions that drive democracy. *Educational Leadership, 69*(1), 69-73.  Levine, T. H. (2010). Socializing future social studies teachers in K-12 students: Whether, when and why. *The Social Studies, 101*, 69-74.  Wormeli, R. (2016). Do teachers remain neutral or share their beliefs with students? *Association for Middle Level Education*. [Retrieved here](https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/709/Do-Teachers-Remain-Neutral-or-Share-their-Beliefs-with-Students.aspx)  Johnson, B. (2014, June 23). *How to teach patriotism and respect.* Retrieved from [Retrieved Here](https://www.edutopia.org/blog/how-to-teach-patriotism-and-respect-ben-johnson)  **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 (for feedback) | |
| 9/19 | Geography; Field Work Preparation | Parker, W. C., & Beck, T. A. (2017). *Social studies in elementary education* (15th ed.). Boston, MA: Pearson. READ: pp. 117-122.  Varga, B. A., Beck, T. A., & Thornton, S. J. (2019). Celebrating Stonewall at 50: A culturally geographic approach to introducing LGBT themes. *The Social Studies, 110*(1), 33-42.  Takaki Ch. 6-7 | Counter-monument Preparation Journal  Auburn Personal Map (5 points)  Team Zora Neale Hurston – Timeline Markers from Ch. 6 & 7 | |
| 9/20 | Field Work in Montgomery | \*\*Leaving campus at 8:15 am and returning around 2:15 pm. |  | |
| 9/26 | Field Work Debrief | Takaki Ch. 8-10, 13 | Counter-monument Reflection Journal  Team Virginia Foster Durr – Timeline markers for Ch. 8-10, 13 | |
| 10/3 | Social Studies Integration; Critical Literacy | Hinde, E. R. (2005). Revisiting curriculum integration: A fresh look at an old idea. *The Social Studies, 96*(3), 105-111.  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, 109*(2), 63-74.  **Read assigned article**:  **RED:** Sell, C. R., & Griffin, K. (2017). Powerful social studies teaching with poetry and primary sources. *The Social Studies, 108*(1), 1-9.  **BLUE:** Rodriguez, N. N. (2017). “But they didn’t do nothin’ wrong!” Teaching about Japanese-American incarceration. Social Studies and the Young Learner, 30(2), 17-23.  **GREEN:** Lyon, A. F., & Powell, G. (2018). Walking the (cross) walk: A lesson in responsible citizenship, empowerment, and pedestrian safety. *Social Studies and the Young Learner, 30*(4), 13-16.  **YELLOW:** Demoiny, S. B., & Finley, S. L. (2018). Thoughtful social studies integration: It’s possible! *Social Studies Journal, 38*(2), 39-47. | Bring in Commentary #1 Draft. | |
| 10/10 | FALL BREAK |  |  | |
| 10/17 | NO CLASS | Scheduled individual conferences with Dr. Demoiny. | Come to conference with inquiry teaching lessons drafted. | |
| 10/24 | NO CLASS | Full Week in Lab Placement |  | |
| 10/31 | Geography | **Watch:**  Teaching Channel ["The Weather: Hurricane Katrina"](https://www.teachingchannel.org/video/geography-lesson-idea-weather)  **Read:**  Schmidt, S. J. (2011). Who lives on the other side of that boundary: A model of geographic thinking. *Social Education, 75*(5), 250-255.  Takaki Ch. 11-12 | Team Calvin McGhee – Timeline markers for Ch. 11-12 | |
| 11/5  (Tues.) | Economics | Parker, W. C., & Beck, T. A. (2017). *Social studies in elementary education* (15th ed.). Boston, MA: Pearson. READ: pp. 124-129  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.  Adams, E. (2015). Civics in the grocery store: A field trip of awareness and agency. *Social Studies and the Young Learner, 27*(4), 16-18. | Field Placement Lesson Plans & Commentary  Practitioner Article Reflection | |
| 11/14 | Civics & Peer Feedback | 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.  Shear, S. B., Sabzalian, L., & Buchanan, L. B. (2018). Affirming Indigenous sovereignty: A civics inquiry. *Social Studies and the Young Learner, 31*(1), 12-18.  Takaki Ch. 14-15 | 1 Primary source & DBQs  Team Hudson, Robinson, & Bryan – Timeline Markers | |
| 11/19  (Tues) | Presentations & TBD | Takaki Ch. 16-17 | Spatial Analysis Presentations  Team Hurston, McGhee, Durr – Timeline Markers | |
| 11/28 | THANKSGIVING |  |  |
| 12/5 | Journey Box Presentations |  | Journey Box Website  Instructional Strategies Chart | |