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

Thursday, 8-10 am

Haley Center 2406

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[Virtual Office Hours](https://auburn.zoom.us/j/95416014364): Tuesdays 8-10 am; Thursdays 10:15 am – 12:15 pm

**Course Description**

This course provides opportunities for students to observe, participate in, and facilitate age appropriate, socially just, standards-based social studies instruction. Candidates reflect on the purpose of social studies as they learn instructional strategies to teach justice-oriented citizenship and disciplinary skills used in the major social studies disciplines of history, geography, economics, and civics. In addition, candidates learn how to develop lesson plans integrating social studies with English language arts, math, and/or science. Throughout the course, candidates engage in dialogue around current issues in social studies education, reflect on their professional disposition and practice within their field experience placements, and teach social studies to children in local elementary classrooms. Candidates consider how to select antiracist curricula and instructional strategies in order to meet the diverse needs of elementary students in their field experience classrooms.

**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 and antiracist 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 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. 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]
7. 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 an antiracist, social justice lens?
* How can we view social studies 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. The table below shows the alignment between course assignments and the Alabama CIEP Accreditation Standards.*

|  |  |
| --- | --- |
| **CIEP Standards** | **Course Assignment** |
| Standard 1 | Field Experience Lesson Plans & Commentary  Online Social Studies Inquiry |
| Standard 2.4 | Field Experience Lesson Plans & Commentary  Online Social Studies Inquiry |
| Standard 3 (in general) | Field Experience Lesson Plans & Commentary |
| Standard 3.3 | Online Social Studies Inquiry |
| Standard 4 | Field Experience Lesson Plans & Commentary |
| Standard 5.1 | Field Experience Lesson Plans & Commentary |

Social Studies Journal (5 points each)

Students will complete various social studies journals throughout the semester, particularly during online instruction weeks. The journals will allow students to summarize, apply, and reflect upon new content they are learning. *\*\*There will be a Geography journal activity that will count as 15 points.\*\** (Course Goal Alignment: All)

Takaki Literature Circle & Resource Reflection (50 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 spokesperson, question writer, professional connector, and note-taker. Through the reading, students will learn about many counter-narratives often left out of “official” social studies curriculum. Students will select one counter-narrative from *A Different Mirror* and create a team Wakelet page with curated practitioner articles or reputable online resources for teaching the counter-narrative. Students will analyze and reflect on these resources. (Course Goal Alignment: 2, 3, 4, 6, 7)

Election News Group Project (80 points)

Students will research the voting process and policies of each presidential candidate. They will meet in teams for 8 weeks to discuss specific presidential policies, reflect on the possible effects of these policies, and make connections to how such policies have affected different marginalized groups historically. The project will include a voting infographic and journal reflections. (Course Goal Alignment: 1, 4, 5, 7)

Field Placement Lesson Plans & Commentary (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 one lesson plan which should include primary source analysis. The lesson will be video-recorded. The clinical educator will observe the lesson. In addition, students will upload two 10 minute videos to GoReact for Dr. Demoiny to evaluate. The lesson plan should align with the grade level state standards. In addition, students will complete a planning and reflection commentary of their lesson. (Course Goal Alignment: 2, 5, 6, 7, 8)

*\*\*NOTE: This assignment will be revised if field placement opportunities change due to the COVID-19 pandemic.\*\**

Online Social Studies Inquiry (80 points)

Students will work with a partner to create a social studies inquiry using a modified Inquiry Design Model framework. The inquiry will include compelling and supporting questions which align with the state standards and include a counter-narrative perspective. The inquiry will be displayed through an online platform such as a PPT/Google Slides, website, or Nearpod. (Course Goal Alignment: 2, 3, 4, 5, 6)

Class Participation Assignments (15 points)

During class, you will participate in learning activities in-person, synchronously, and asynchronously online. Learning depends on our active engagement; therefore, you are expected to fully participate. For in-person classes, this will be participating in discussions and small group work. During online modules, you will be submitting different learning tasks. Together, this class participation will count as a portion of your overall grade. (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

Assignments should be submitted on time. There will be a 10% deduction per day for late assignments. 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.

**In-person Classroom Protocols**

You are expected to complete your Healthcheck screener daily.

Face Covering Policy

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the [university’s policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, or any type of in-person instructional activity, and public spaces. A “face covering” is defined as a covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Physical Distancing

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Technology**

Zoom Policy for Class

When we meet on Zoom, your attendance, attention, and participation are expected. During Zoom meetings, your participation should remain as professional as possible. You should leave your microphone on mute unless speaking. Although not what we may choose, Zoom participation will often take place in our homes. It may feel intrusive that we are seeing each other’s private living spaces. I encourage you to use a virtual background if you desire. Additionally, at times, the WIFI connection is weak. In this situation, please send a private chat message to Dr. Demoiny saying that you may need to turn off your video because of the connection.

Virtual Meeting Policy for Field Placement Observations & Teaching

During the semester, if your field placement school moves to remote instruction and you are allowed to participate in online synchronous instruction, you must follow professional virtual meeting protocols. Set up a space in your living area that is as professional as possible. This may be at your kitchen table or desk. You should not join a virtual meeting for your field placement while sitting on your bed! You must wear professional clothing as you would if you were in-person at your field placement school. As the norm, you should keep your microphone on mute unless speaking, and you should be in a setting with as few distractions and noise as possible.

Technology in the Classroom

Students are expected to keep all cell phones off and away during class time. If you have children or someone in your care, please communicate with me about keeping your phone on silent. While students will need a laptop or tablet to use for learning activities during class, 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! Students must upload video files directly to GoReact. Students are **not** allowed to upload videos to YouTube first and then use the YouTube link as the GoReact upload. This action violates our media release agreement between the university and elementary school students and families. If you have trouble compressing a video, you may visit the [GoReact Help Site](https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom) or complete the [GoReact Student Support Form](https://help.goreact.com/hc/en-us/requests/new).

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. **If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes**. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments electronically as much as possible.
* Notify me if you require a modification to the deadline of an assignment.
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu)

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Additional excused absences are defined in the [*Student Policy E-handbook*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf), and include the following: death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday.

Absences not included as part of those defined in the Student Handbook or not related to COVID-19 self-isolation (as described) above, are unexcused absences. Two unexcused class absences will result in the lowering of a letter grade on the final grade. At a third unexcused absence, the student will have a conference with the elementary education faculty. Three tardies equal one unexcused absence.

Attendance during Online Instruction Weeks

For the weeks in which you participate in online learning, you are expected to complete all learning tasks. If there is a week where online learning tasks are incomplete, and you have not spoken with Dr. Demoiny about an excused situation, then this would count as an unexcused absence.

Attendance during Field Placement

**An unexcused absence during field placement will result in the lowering of a letter grade on the final grade.** Three tardies equal one unexcused absence.

**Protocols for Positive COVID-19 Tests**

In the event a student in the class tests positive:

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

In the event Dr. Demoiny tests positive:

If Dr. Demoiny is unable to attend our F2F portions of the class, we will transition to a fully online course until Dr. Demoiny is allowed to return. If Dr. Demoiny becomes ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Possibility of Transitioning to Remote Instruction**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods. If an announcement is made for remote instruction, Dr. Demoiny will communicate with the class about course changes within two days. Dr. Demoiny with work with students to reconstruct a revised course calendar. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

Assignments & Schedule subject to change due to pandemic

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments may be changed during the semester in response to the changing health and safety requirements or policies of the University.

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Resource Center ([covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**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 is attached.**