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

Thursday, 8-10 am

Haley Center 2406

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Office Hours: Tuesday @ 11:15 am – 12:15 pm & 3:15-4:15 pm; Thursday 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 concepts and skills used in the major social studies disciplines of history, geography, economics, civics and social/behavioral sciences. In addition, candidates learn how to develop inquiry-based lessons using the C3 Framework. Throughout the course, candidates engage in dialogue around current issues in social studies education, interrogate their own cultural frames of reference, reflect on their professional disposition and practice within their field experience placements, and teach inquiry-based social studies to children in local elementary classrooms. Candidates implement culturally relevant pedagogy in order to meet the diverse needs of elementary students in their field experience classrooms.

This course requires a field placement in a local elementary classroom where candidates will complete no less than 70 clock hours (140 total for all CTEE courses this semester) over 10 weeks. During this placement, candidates will have increasingly more responsibilities and opportunities to practice teaching, in alignment to the theory and research-based instructional methods presented in their university methods courses, along with the guidance and modeling their clinical educator provides, which meet state and national standards.

**Course Objectives**

*Students will:*

1. Define the social studies and describe its purpose in elementary education.
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.
3. Reflect and discuss social justice and antiracist approaches to teaching elementary social studies.
4. Deepen personal social studies content knowledge through historical counter-narratives.
5. Examine a variety of instructional strategies for teaching history, civics, geography, and economics to elementary students.
6. Develop student resources and C3 inquiry lesson plans to engage all students in social studies instruction.
7. Exhibit professional dispositions including: preparedness for each class, active participation in all class activities, collaboration with peers, reflection of personal cultural frames of reference, and responsibility in the field.

**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.

**Recommended Resources**

* [Alabama State Social Studies Standards](https://alex.state.al.us/browseSS.php)
* [Social Studies & the Young Learner](https://www.socialstudies.org/publications/social-studies-and-young-learner)
* [Teaching Hard History K-5 Framework](https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/k-5-framework)
* [Social Justice Book Lists](https://socialjusticebooks.org/booklists/)
* [Teaching Tolerance](https://www.tolerance.org/)

**Assessments of Learning**

*Detailed directions and rubrics will be provided for each assignment. The table below shows the alignment between certain course assignments and the Alabama CIEP Accreditation Standards.*

|  |  |
| --- | --- |
| **CIEP Standards** | **Course Assignment** |
| 2.4.2 | Field Placement Lesson Plans & Commentary\* |
| 2.4.3 | Field Placement Lesson Plans & Commentary\* |
| 2.4.4 | Field Placement Lesson Plans & Commentary\* |
| 2.4.5 | Field Placement Lesson Plans & Commentary\*Takaki Literature Circle & Team Wakelet |
| 2.4.6 | Field Placement Lesson Plans & Commentary\*Takaki Literature Circle & Team Wakelet |
| 2.4.7 | Field Placement Lesson Plans & Commentary\* |
| 5.1 | Practitioner Article Reflection |

\*Denotes a CIEP Key Assessment.

Syllabus Quiz (5 points)

Students will take an “open book” syllabus quiz during class.

Field Placement Journals (5 points each)

Students will complete at least four field placement journals based upon observations in their field placement classrooms.

Takaki Literature Circle & Team Wakelet (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 silenced in the “official” social studies curriculum. Students will select one counter-narrative from *A Different Mirror* and create a team Wakelet page with curated materials to use when teaching the counter-narrative.

Teams will review how their field placement school’s adopted social studies curriculum teaches about the counter-narrative. As a class, we will create a criteria checklist to help determine if a resource is purposeful, culturally relevant, and socially just. Students will use the criteria list to decide if the resource should be recommended. Then, teams will create a [Wakelet](https://wakelet.com/) page for the counter-narrative. Dr. Demoiny has created a Wakelet page for [teaching Indigenous histories](https://wke.lt/w/s/OOtyJe) that serves as an example (this is broader than what you will choose as a counter-narrative). In addition to the team Wakelet, each student will write an annotated bibliography for the two resources they located and explain how these resources compare to the field placement school’s adopted curriculum. The team’s Wakelet page must include a variety of resource types with at least one of the following: practitioner article, primary source, teacher background knowledge, and online resource for students.

(CIEP Alignment: 2.4.5; 2.4.6)

Standards Alignment, Analysis, & Lesson Project (40 points)

With a partner, students will break down an NCSS theme, align multiple sets of social studies standards, analyze the content of the standards, and develop a lesson plan to teach the NCSS theme.

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, specifically discussing how the professional practitioner articles help them to reflect on their field placement observations and how the articles will impact their instruction.

(CIEP Alignment: 5.1)

Pebble Hill Field Trip Assignment (60 points)

**The class will meet at Pebble Hill on Monday, November 8th from 8 am – 12 pm for a field trip** experience to learn about the local history relating to the space where Auburn now resides. Students will complete a standards analysis regarding the local history, make connections to spatial justice, and reflect on the usefulness of incorporating local sites into social studies instruction. *(Attendance for the field trip is a required component of the course. Missing the field trip would be an unexcused absence and result in losing most points for this assignment).*

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 a two-day C3 mini-inquiry that aligns to the Alabama state social studies standards. While planning the inquiry, students will complete Commentary #1. Students will video-record their lessons, and then they will upload two 10-minute video clips to GoReact for Dr. Demoiny to evaluate. After teaching, students will complete Commentary #2 to reflect on their teaching and to consider how the assessments may inform future lessons.

(CIEP Alignment: 2.4.2; 2.4.3; 2.4.4; 2.4.5; 2.4.6; 2.4.7)

*Note: Dr. Demoiny will make adjustments to this assignment if field placement experiences change due to the COVID pandemic.*

Class Participation Assignments (15 points)

During class, you will participate in learning activities in-person and possibly 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, which requires you to have completed all required readings before arriving to class. Together, class participation will count as a portion of your overall grade. There may be an occasion Dr. Demoiny has students begin a learning task in class and it continues outside of class. In some cases, Dr. Demoiny will add course points to larger participation tasks.

Field Placement (required component)

Your field placement experience is a mandatory component of this course and of Alabama teacher certification requirements. Failure of successful completion of at least 70 clock hours (140 hours total for all CTEE courses this semester) at your field placement would result in the failing of CTEE 4010. Dr. Demoiny will provide you a separate Field Placement Lab Manual.

**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

*(Dr. Demoiny follows common rounding of final grade protocols. If there is a final grade with .50 or higher, Dr. Demoiny will round up to the next whole number.  If a final grade is .49 or lower, Dr. Demoiny will round down to the whole number).*

If you feel confused or overwhelmed with an assignment at any point during the semester, please schedule an appointment with Dr. Demoiny! She wants to provide you with any support you may need, and communication is extremely important in order to do so.

Assignments should be submitted on time. If circumstances arise where you are concerned about completing an assignment by the due date, please contact Dr. Demoiny to discuss the possibility of an extension. Otherwise, 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**

Face Covering Policy

All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf).

Food & Drink

Food will not be allowed during class as students need to wear a face covering. A drink is permitted as long as the student immediately puts the face covering back on after taking a drink.

**Technology**

Technology in the Classroom

Students are expected to keep all cell phones off 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, Internet surfing, or text messaging during class**. If this becomes an issue, a student may be asked to leave the class session.

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.

Zoom Policy for Class

If 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. Similar to in-person classes, students should avoid using text messaging and social media during Zoom sessions. Additionally, students are not allowed to join a Zoom session while driving or riding as a passenger in a car.

**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**

Attendance is required at each class meeting. Excused absences are defined in the [*Student Policy E-handbook*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf), and include the following: illness, death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday. In addition, students are excused for testing positive for COVID or required quarantine due to direct COVID exposure (see specific guidelines below).

**Students must provide appropriate documentation to the instructor the day the student returns to class**. Two unexcused class absences will result in the lowering of a letter grade on the final grade. At a third unexcused class absence, the student will have a conference with the elementary education faculty. In addition to attendance, being present on time is also a part of professionalism. You need to be in the classroom as class start time. Three tardies will equal one unexcused absence. **An unexcused absence during field placement will result in the automatic lowering of a letter grade on the final grade.** Three tardies equal one unexcused field placement absence.

**Guidelines Related to COVID**

Your health and safety, and the health and safety of your peers, are my top priorities as we continue to live through a global pandemic. If you are experiencing any symptoms of COVID-19, or if you have had a direct exposure, you need to follow the guidelines on the [COVID Resource Center website](http://auburn.edu/covid-resource-center/reporting/). **If you test positive for COVID, you must self-report the positive test result** [**here**](http://auburn.edu/covid-resource-center/reporting/).

**If you have been vaccinated:**

Vaccinated students who have been exposed to a diagnosed positive COVID case should monitor symptoms for 14 days.  If during that time they begin to show symptoms, they should be tested.  If negative, continue activities as desired.  If positive, students should start a 10-day quarantine beginning on the date of testing positive.

**If you have not been vaccinated:**

Unvaccinated students who have been exposed to a diagnosed positive COVID case must quarantine for 14 days.  You should report your exposure [here](http://auburn.edu/covid-resource-center/reporting/) in order to receive a class excuse note. Unvaccinated students should monitor symptoms for 14 days.  If during that time they begin to show symptoms, they should be tested. If positive, students should start a 10-day quarantine beginning on the date of testing positive.  If no symptoms have appeared after the first five days of quarantine, the student can be tested for COVID.  If negative, they can return to class, prior to the 14-day requirement.  If positive at day 5, even without symptoms, their 10 day isolation begins on the date of testing positive.

**Testing & Vaccination Resources on Campus:**

Auburn University Medical Clinic offers COVID testing. You may schedule a test appointment by calling 334-844-9825. COVID vaccinations are available on campus. You can find information on vaccines and make an appointment [here](http://auburn.edu/covid-resource-center/vaccine-information/).

**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.

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.

**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](http://auburn.edu/covid-resource-center/)
* [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](https://accessibility.auburn.edu/), 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.**

*Note: The course calendar is the official schedule of class sessions and assignment due dates. Canvas calendar will not provide all assignment due dates and may not be updated consistently.*