

Course Number: CTEE 4010

Course Title: Curriculum and Teaching: Social Sciences

Credit Hours: 3 semester credit 2 lecture 1 lab

Prerequisites: Admission to Teacher Education, junior standing

Co requisites: CTEE 4020

Date Syllabus Prepared: January 2010

Texts or Major Resources:

Required Texts:

Sunal, C.S. & Haas, M.E. (2008). *Social Studies for the Elementary and Middle School Grades: A Constructivist Approach 3rd ed.* Boston, MA: Allyn and Bacon.

National Council for the Social Studies (1994). *Expectations of Excellence: Curriculum Standards for Social Studies.* Washington D.C.: National Council for the Social Studies.

Additional Resources: practitioner journals located in the Learning Resource Center

The Social Studies

Social Studies and the Young Learner

Social Education

Social Studies Research and Practice (online journal found at <http://www.socstrp.org/>)

Course Description: Exploration and pedagogy for age-appropriate instruction of children in kindergarten through grade six in order to develop rational and participatory citizens.

Course Objectives:

As a result of participation in this course students will:

- A. discuss their prior experiences learning social studies and their vision for teaching social studies [Assignment 1]
- B. read, reflect, and discuss assigned readings [Assignment 2]
- C. discuss the role of the following in the social studies curriculum: history, geography, economics, and political science [Assignments 3,4,5,6]
- D. write measurable objectives reflecting the ideas, skills, and attitudes appropriate for social studies lessons [Assignments 3,4,5,6,12,14] 290-3-3.06 (1). (a)3,4,6,7,8, (b)1,2,4,6
- E. design, implement, and assess learner-centered lessons that use appropriate and effective learner-centered lessons that integrate technology and address identified ACOS and NCSS guidelines [Assignments 3,4,5,6,14] (290.3.3.04.g 2 viii)
- F. plan and implement lessons that address the diverse needs of all students in lab placement [Assignments 3,4,5,6,14]
- G. within a collaborative group, construct a year-long, grade specific curriculum map [Assignment 12]
- H. identify the resources for enhancing professional growth using technology [Assignment 11] (290.3.3.04.g. 2 x)
- I. use computer assisted technologies to enhance social studies teaching and learning [Assignment 3,4,5,6,11,12]

- J. demonstrate reflection and self-evaluation as a basis for professional growth
[Assignments 1,7,8,9,10,13]
- K. demonstrate knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies
[Assignment 2,3,4,5,6,14] (290.3.3.04.g. 2 ii)

Course Content and Schedule:

See attached calendar

Course Requirements/Evaluation

The papers and projects will be given in lieu of a midterm and a final exam.

- Assignment 1: Philosophy of Teaching Social Studies 10 pts
- Assignment 2: Reading Reflection 10 pts
- Assignment 3: Teaching History Lesson Plan 50 pts
- Assignment 4: Teaching Geography Lesson Plan 50 pts
- Assignment 5: Teaching Economics Lesson Plan 50 pts
- Assignment 6: Teaching Political Science Lesson Plan 50 pts
- Assignment 7: Reflections on Teaching History 10 pts
- Assignment 8: Reflections on Teaching Geography 10 pts
- Assignment 9: Reflections on Teaching Economics 10 pts
- Assignment 10: Reflections on Teaching Political Science/Citizenship 10 pts
- Assignment 11: Teaching Social Studies Resource Notebook 50 pts
- Assignment 12: Grade specific Social Studies Curriculum Map 25 pts
- Assignment 13: Professionalism 15 pts
- Assignment 14: Lab Grade: 150 pts

Course Assignments Criteria

- Assignment 1: Teaching Philosophy (10 pts)
 - This assignment asks you to think deeply about powerful social studies teaching and then to consider how you will implement those concepts into your own classroom.
 - Criteria for assignment 1: Criteria for assignment one will be provided and posted on the course website
- Assignment 2: Reading Reflection (10 pts)
 - As a professional educator you will need to become familiar with journals which can enhance your knowledge and provide teaching ideas. This assignment will provide a means for you to examine social studies journals. You will choose one article from the approved journals (listed above) and write a 1-2 page reflection on each article.
 - Criteria for assignment 2 and grading rubric to be provided and posted on the course website

- Assignments 3-6: Four (4) social studies disciplined based learning cycle lesson plans (50 pts each for a total of 200 pts)
 - You will be required to construct 4 learning cycle lesson plans from focusing primarily on social studies in the areas of: History; Geography; Political Science/Civics/Citizenship; Economics
 - Criteria for assessment of Assignments 3-6 and grading rubric for the four discipline based lesson plans will be provided and posted in the course website.
- Assignments 7-10: Reflections on teaching four whole class social studies lessons (10 pts each for a total of 40 pts)
 - During this assignment you will reflect on the lessons you have
 - Criteria for assessment of Assignments 7-10 and grading rubric will be provided and posted in the course website
- Assignment 11: Teaching Social Studies Resource Notebook (50 pts)
 - Throughout this course and in your lab placement, you will collect a variety of resources and references. The purpose of the notebook project is to organize and categorize collected materials and resources that will enrich the teaching of social studies. Hopefully, you will continue to contribute to this notebook in your internship and will have an invaluable set of resources as you begin your career as a teacher.
 - Criteria for assignment 11 will be provided and posted in the course website.
- Assignment 12: Grade specific social studies curriculum map (25 pts)
 - Criteria for assignment 12 and grading rubric to be provided and posted on course website
- Assignment 13: Professionalism (15 pts)
 - Students are expected to complete work in a timely manner and to turn in all required forms and documents promptly. All students are expected to engage full with the class learning community. Professional demeanor is expected.
- Assignment 14: Lab Placement (150 pts)
 - Lab Criteria - Students will have a placement in the public schools. The time spent in laboratory experience in the public schools is crucial to the understanding and implementation of methods and approaches discussed in class. **Failure to successfully complete all lab requirements i.e. attendance, punctuality, professionalism, and teaching responsibilities will result in a failure of this course.**
 - The following are requirements for the lab experience:
 - A. Teach a minimum of four whole-class social studies lessons. The lessons should involve the teaching of social studies knowledge (facts, concepts, generalizations), skills (maps, graphs, charts, data gathering, data interpreting, inquiry, decision making), or values related to the disciplines of geography, history, political science, and economics.

- B. Write a complete lesson plan for each of the four lessons you teach in your lab placement. The lesson plans should be approved by the cooperating teacher.
- C. Develop an assessment for the lessons and use them with the students.
- D. Assist the cooperating teacher in the classroom as directed.
- E. Demonstrate good teaching and professionalism as stated in the Professional Educators Performance Evaluation form.

Points Earned/Grade Earned

450 – 500 = A

400 – 449 = B

350 – 399 = C

300 – 349 = D

0 - 299 = F

Course Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Cell Phones/Electronic Devices: Students are expected to keep all cell phones on vibrate/silent ring during class time. **No use of electronic devices or text messaging will be permitted.** Violations of these policies will negatively influence the professionalism grade.

Attendance/Absences Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. **Each unexcused absence may result in the lowering of the final course grade by one letter grade.** An excessive number of excused absences will require a conference with the instructor.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center at 844-2096.

Honesty Code: The University Academic Honesty Code and the *Tiger Cub Rules and Regulations* pertaining to Cheating will apply to this class.

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

Class Schedule

Wednesday 1/13	Topic: Introduction to CTEE 4010 What is Social Studies?
Due Today:	No assignments due

Wednesday 1/20	Topic: Lesson Planning; Teaching Strategies
Due Today:	Text: Chapters 2 & 7 Teaching Philosophy

Wednesday 1/27	Topic: History, Continuity, and Change (Primary Documents)
Due Today:	Text: Chapter 12 Reading Reflection

Wednesday 2/3	Topic: Utilizing Community Resources
Due Today:	Class Field Trip to George Washington Carver Museum (Alternative Assignment) History Lesson Plan

Wednesday 2/10	Topic: People, Places, and Environments (Integrated Curriculum)
Due Today:	Text: Chapter 13 January Timesheets

Wednesday 2/17	Topic: Production, Distribution, and Consumption (Economics)
Due Today:	Text: Chapter 14 Geography Lesson Plan

Wednesday 2/24	Topic: Culture
Due Today:	Text: Chapter 8

Wednesday 3/3	Topic: Individual Identity & Development (Tolerance)
Due Today:	Text: Chapter 9 Economics Lesson Plan February Timesheets
Wednesday 3/10	Topic: Individuals and Groups; Holocaust
Due Today:	Text: Chapter 5; Holocaust Story Online Midterm Evaluations Due History and Geography Lesson Reflections
Wednesday 3/17	No class – Spring Break
Due Today:	
Wednesday 3/24	Topic: Civic Ideals and Citizenship
Due Today:	Text: Chapter 10; Skim Chapter 6
Wednesday 3/31	Topic: Power, Authority, & Governance (Justice and Democracy)
Due Today:	Text: <i>We The People</i>
Wednesday 4/7	Topic: Teaching Anthropology
Due Today:	Text: Chapter 4 Political Science/Citizenship Lesson Plan March Timesheets
Wednesday 4/14	Topic: Global Connections
Due Today:	Text: Chapter 11 Economics and Political Science Lesson Reflections

Wednesday 4/21	Topic: Curriculum Map Work Session
Due Today:	Resource Notebook

Wednesday 4/28	Topic: Powerful Social Studies Revisited
Due Today:	Curriculum Maps Final Evaluations Final Timesheets

Final Exam Period	Curriculum Map Presentations
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