**Curriculum and Teaching II – Social Science - CTSE 4060: Spring 2017**

**Credit Hours: 4 (3 hours lecture, 2 hours lab)**

**Prerequisites: CTSE 4210, CTSE 4050 and pending internship**

**Instructor Contact Information:**

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5064 Haley Center **Class Sessions:**

**Office Hours:** Haley Center 1414

Tues. 8:30-11:30, Fri. 9-11, and by appt. T/Th, 12:30-3:15

**Course Description**

CTSE 4060 is the third in a four-course sequence designed to prepare competent, committed, reflective social studies professionals. This course is designed to assist students in curriculum decision making and planning for instruction, evaluation, and classroom management. Students will reflect upon broad issues concerning middle and secondary schools, the social studies, and the individual disciplines and develop a personal rationale for social studies teaching. Attention will be given to the overall mission of social studies as well as curriculum issues surrounding scope and sequence plans and specific social studies subjects. Because field-based practice is an integral component of quality teacher preparation, students will be paired with expert classroom teachers who have worked closely with university faculty in numerous capacities in order to observe, implement, and reflect upon problem-based historical inquiry teaching in classroom settings. Students will observe and assist mentor teachers weekly for nine weeks and in the tenth week, the students will teach a three-day mini-unit of their own design. The lessons they design will incorporate design principles emphasized in the program: authenticity, scaffolding, collaboration, and multiple intelligences. This lab will total 36 hours.

**Course Objectives:** Upon completion of this course, students will be able to:

1. Evaluate various proposals for scope and sequence in the social studies.
2. Articulate criteria for deciding what to teach and how to teach it in a middle or secondary social studies course and justify the choice of those criteria.
3. Assess materials and activities for appropriateness in meeting the goals of the social studies.
4. Examine the purposes of the secondary school and the supporting roles of the academic areas, administration, and service areas in the school.
5. Describe national and state standards for social studies literacy among 13-18 year olds.
6. Assess the congruence between the contemporary secondary school and secondary social studies instruction and the goals advocated by professional social studies organizations and leaders.
7. Use computer technology tools and applications to plan and implement multi-media social science instruction.
8. Design and implement instructional strategies intended to develop deep content knowledge in learners.

**Course Requirements and Evaluation**

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| **Task** | **Due Date** | **% of Course Grade** |
| **I. Curriculum Issues** |  | **60 - total** |
| Presentation of a curriculum issue or model – discussion leader | TBA | 10 |
| Teaching Lesson: Draft 1 | 2/28 | 15 |
| Teaching Lesson: Draft 2 | 3/21 | 15\*\* |
| Lab Teaching | 4/4-4/6 | 10\*\* |
| **II. Professional Development** |  | **15 – total\*** |
| Competent, committed, reflective, professional performance in all course activities (See PPI on following page) | On-going | 10\* |
| Peer Reviews/Self Evaluation of teaching | 4/11 | 10 |
| Written analysis of student learning | 4/20 | 05 |
| **III. Final Professional Philosophy Statement** | 4/27 | **25 – total\*\*** |

**\*** Core Competency--See # 1 in General Policies and Professional Performance Index

**\*\*** Core Competency--See # 2 in General Policies

**Texts:** Martorella, P.A. (2009) *Teaching Social Studies in Middle and Secondary Schools.* Macmillan Publishing Co.

CTSE 4060 Course Packet (Available in Auburn Bookstores)

**General Class Policies:** BE PROFESSIONAL

1. **Core Competency:** Professionalism
   1. Students must receive at least an “Approaching Competence (C)” assessment of competency on the Professional Performance Index to exit the course.
   2. Assignments are due on announced dates. Unexcused late assignments are unacceptable. Students are responsible for initiating arrangements for missed work due to excused absences.
   3. Cell phones and other mobile media devices should not be used during class or in field experiences. Devices should be turned off and put away during all professional meetings at AU or in the field. Laptops or iPads should not be left open throughout class but used only to access material directly related to class activities.
   4. Attendance is required. Punctuality is essential. Those with more than one unexcused absences can receive no more than a “D” for the course. Three unexcused tardies are the equivalent of an absence. E-mail or phone and leave a message at my office number above if you are going to miss class.
      1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.
      2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. This task reflects a **Core Proficiency**. Students must receive at least a “Functional (C)” assessment of competency on this task to exit the course. Those who fail to meet this standard on the first attempt may submit one revision. If functional performance is not demonstrated on the second draft, the course must be repeated. In the case of the professional philosophy statement, the second draft must be turned in within the first two weeks of internship and an “approaching competence” score must be attained to exit internship.
3. Texts will be heavily used in class. BRING COURSE PACKET EACH DAY.
4. Monitor your Tigermail e-mail account regularly for class messages.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Disability 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).

### Course contingency : If normal class and/or lab activities are disrupted due to 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 your syllabus and/or course assignments will replace the original materials.

**Professional Performance Index (PPI): Descriptive Evaluation Criteria**

# For use in Assessing Contributions to Class Activities and Professionalism

## Exemplary

93-100 A Exceptional organization and performance in all facets of the course.

90-92 A- Defines own standards beyond those established. Work reflects serious consideration of

readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. Demonstrates holistic view of the subject and of secondary students in instructional decisions. Significant leadership in contributing to content of class sessions.

**Competent**

87-89 B+ Formulates useful questions. Shows creativity.

83-86 B Physically and mentally alert to standards. Places subject in context of social studies content

courses. Answers questions independently.

80-82 B- Draws some parallels to other experiences and readings.

**Functional**

76-69 C+ Participates with cueing.

70-75 C Physically and mentally present. Passive acceptance of subject.

**Minimal**

60-69 D Inability to understand or accept basic standards. Physically and/or mentally absent too

often.

**Unsatisfactory**

59 F Massive indifference to standards of professional behavior and scholarship or professional

negligence in a laboratory experience.

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| **Due Date** | **Reading and Lesson Assignments** |
| 1/12 | Syllabus and Course packet pp. 17-21 |
| 1/17 | \*\*Barr, R., Barth, J.L., & Shermis, S.S. (1978). *The nature of the social studies.* (41-48) |
| 1/19 | Lab observation –journal posting #1 |
| 1/24 | \*\*Slouka, M. (2009). “Dehumanized.” *Harper’s Magazine,* 32-40). (176-180) |
| 1/26 | Lab observation – Topic assigned for Field Lab Teaching - journal posting #2 |
| 1/31 | \*\*Newmann, Fred M. (1988). Can depth replace coverage in the high school curriculum? (49-52)  \*\*Metzger, D.J. (1985) Process v. content: The lost illusion. (53-57)  Curriculum Workshop: PIH Unit Frame. |
| 2/2 | Lab observation – journal posting #3 |
| 2/7 | \*\*Hirsch, E.D., Jr. (1988) *Cultural Literacy: What every American needs to know.* (58-69)  \*\*Ravitch, D. (1989). The plight of history in American schools. (70-75)  Curriculum Workshop: PIH Unit Map |
| 2/9 | Field Lab – assist teacher – journal posting #4 |
| 2/14 | \*\* Congressional Hearing video case module – bring scaffold to class ready to discuss  \*\* Academic Language Instructions and Rubrics – Canvas  Curriculum Workshop: PIH Unit Map |
| 2/16 | Field Lab – assist teacher – journal posting #5 |
| 2/21 | \*\*National Council for the Social Studies (1994). Curriculum standards for social studies. (79-88)  **Academic Language Selection and Rationale due to Kohlmeier – email please**  Curriculum Workshop: PIH Unit Map |
| 2/23 | Field Lab – assist teacher - journal posting #6  **PIH Unit Outline to Lab Teacher** |
| 2/28 | \*\*National Council for the Social Studies (1984). Scope and Sequence plan. (116-122)  Discussion led by:  **\*\***C3 Framework – on Canvas.  **Individual Lesson Plans – draft #1 – due to Kohlmeier.** |
| 3/2 | Field Lab – assist teacher - journal posting #7 |
| 3/7 | \*\*Engle, S.H. and Ochoa, A. (1986). A curriculum for democratic citizenship. (136-146)  Discussion led by:  PIH Unit Workshop – revisions to mini-units |
| 3/9 | Field lab – assist teacher - journal posting #8 |
| 3/21 | \*\*Bradley Commission on History & the Schools. (1988). *Building a history curriculum.* (123-135)  Discussion led by:  Rehearsal for lab teaching: Fergusson/Lackey  **Individual Lesson Plans – draft #2 – due to Kohlmeier. Email to your teacher.** |
| 3/23 | \*\*Downey, M.T. (1986). Time, space, and culture. (147-157)  Discussion led by:  Rehearsal for lab teaching: Whaley  Information to Kohlmeier about missing class: Course number, title, instructor, date/times meet |
| 3/28 | \*\*Kniep, W.M. (1986). Social Studies within a global education. (158-164)  Discussion led by:  Rehearsal for lab teaching: Williams |
| 3/30 | Field Lab – assist teacher - journal posting #9  **Test all technology – share changes to lesson plans.** |
| 4/4 | Field teaching lab |
| 4/5 | Field teaching lab |
| 4/6 | Field teaching lab |
| 4/11 | \*\*Sizer, T. (1995). Selection from: *Horace’s compromise: The dilemma of the American high school.* (165-175)  **Peer Reviews of lab teaching – one for each member of team and yourself – blend readings.** |
| 4/13 | \*\*Sizer, T. (1995). Selection from: *Horace’s compromise: The dilemma of the American high school.* (165-175)  Student Work Analysis from Lab Teaching – **Bring student work from lab teaching for analysis.** |
| 4/18 | \*\* Analysis of student learning instructions and rubric – Canvas  **Bring draft of student learning analysis for peer review workshop** |
| 4/20 | **Analysis of Student Learning – due to Kohlmeier – email please**  Prepare for Theorist Dinner |
| 4/25 | Theorist Dinner – alternative assessment over readings and authors.  Internship questions |
| 4/27 | **Philosophy Statement due – email and hard copy.** |