CTEE 4010- Curriculum and Teaching: Social Studies

Mrs. Kristin Zimbelman, M.Ed.

Course Information:

Location: Haley Center 2406

Time: 10:00-12:00 Wednesdays

Lab: Tuesday/Thursday (Location TBD)

Credit Hours: 3 Credit hours (2 Lecture, 1 Lab)

Preparation Date: January 2018

Contact Information:

Office: 5028 Haley Center

Hours: Mondays & Wednesdays 12:30-1:30

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Required Text:

Takaki, R. (2012). *A different mirror for young people. A history of multicultural America.* New York, NY: Seven Stories Press.

Required Materials:

* Composition notebook
* Tabs
* Post-It notes
* Flash drive for recorded observation (wait to purchase until discussed in class)

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, standards-based, multicultural 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:

As a result of participation in this course 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 multicultural and 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 and literacy through integrated instruction. [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?
* What does multicultural, standards-based social studies look like?
* How can social studies be viewed through an interdisciplinary lens?

Course Requirements/Assignments:

\*All assignments must be completed in order to earn credit for this course, even if turned in late for partial credit. Students MUST have satisfactory marks in all areas of the COURSE AND THE FIELD PLACEMENT by the end of the course in order to receive credit for this course. Students will be counseled throughout the course by written notification (email), and for more serious matters in person (signed letter or contract), if they are not meeting SATISFACTORY expectations.

When completing assignments, students in this course will be expected to:

* *use Canvas, the Internet, and email for communication and instruction.* All assignments must be submitted in Microsoft Word format unless directions were given to use another format. It is the students’ responsibility to check the assignment, once submitted, to ensure it went through properly. **Please save all files with your last name and assignment type in the filename.**
* *demonstrate basic skills in reading, writing, and speaking.* Assignments that have multiple grammatical, or spelling errors will have to be revised correctly at a letter grade point loss.
* *submit coursework by the deadlines provided by the instructor.* Graded course assignments are due on the assigned date and must be completed in a thorough manner. **Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course. Late weekly assignments will not receive credit. In class activities cannot be made up in the event of an absence.**
* Assignment 1: Chapter Readings, In Class Activities, & Professionalism (20 points)
  + This course is designed to allow opportunities to ask questions, contribute to class discussion, and share relevant experiences. Therefore, *participation and professionalism are extremely important.*  Requirements for acceptable participation include prompt, timely, and consistent attendance, attentiveness, verbal contributions to small group and whole class discussions, reflection of a positive attitude about learning and class participation, and respecting and supporting the needs of others, including the instructor. Participation includes completing all assignments which facilitate the class and or cohort experience including displaying materials, sharing teaching ideas and examples of classroom incidents, writing productively and correctly in all written assignments, and bringing in other materials/information as requested.  Actively participate in class in ways that reflect your preparation including thoughtful completion of required readings.
  + For the weekly reading of the common text you will create 3 Column Notes in your composition notebook as outlined below. Include 3-5 ‘ah-has’ from each reading in one color ink. During group discussion, in another color ink, add at least one additional ‘ah-ha’ provided from a classmate. The instructor reserves the right to collect notebooks at anytime throughout the semester to give credit and provide feedback. Assigned readings are listed below in the course schedule. (Course Goal Alignment: All)

|  |  |  |
| --- | --- | --- |
| Page # | Sentence/Paragraph/Example | Reflection  (Ah-has! How has this impacted your future teaching practice?) |
|  |  |  |

* Assignment 2: Powerful Teaching of Social Studies Reflection Paper- Parts 1 & 2 (2 points)
  + This assignment asks you to think deeply about powerful social studies teaching and then to consider how you will implement those ideas into your classroom. This reflective piece is designed to show growth, and thus will bookend the course, with Part 1 being completed before the course is underway, and Part 2 at the end for final thoughts. (Course Goal Alignment: 1)
  + Criteria and grading information will be posted on Canvas.
* Assignment 3: Journey Box (35 points)
  + For this assignment, you will be charged with creating a journey box on an historical event or person that is appropriate for use in the elementary classroom. The historical event or person selected should represent history that is often not told (the counter-narrative). The journey box assignment will be completed in four parts, with a final presentation as the culminating activity. The journey box may be physical or digital. (Course Goal Alignment: 2, 3, 4, 5)
  + Criteria and grading information will be posted on Canvas.
* Assignment 4: Lesson Plans
* Over the course of the semester, develop three lesson plans (at least two must be taught in the lab placement). Lesson plans must follow program guidelines, and have attached all assessments, worksheets, PowerPoints, center activities, etc. The due dates listed on the attached schedule are the final date to turn in each lesson plan. You may turn in plans before the assigned date. **Lesson plans must be submitted on Canvas two days before being taught in the field. Reflections on each taught lesson must be submitted on Canvas no later than 7 days after teaching the lesson.** Reflections should be 1 page in length, double-spaced. (Course Goal Alignment: 2, 5, 6, 7, 8)
* Criteria and grading information for each lesson plan assignment will be posted on Canvas.
  + - 4a: Notable Trade Book (3 points)
      * Implementing high-quality children’s literature is an important component of effective elementary social studies teaching. In this assignment, you will select one children’s literature book from the National Council for the Social Studies Notable Trade Books list and create a social studies lesson plan for an elementary classroom.
    - 4b: Primary Source (5 points)
      * One goal of elementary social studies teaching is to teach students to “do” history. During this assignment you will locate primary source material appropriate for an elementary classroom and design a whole class, social studies lesson that promotes “doing” history and higher order thinking.
    - 4c: Integration (20 points)
      * Create a lesson plan that integrates both language arts and social studies. Standards, objectives, and assessments for both subject areas must be selected for true integration.
* Assignment 5: Lab Placement (15 points)
  + Students will have a placement in the public schools. The time spent in the 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 responsibility will result in a failure of this course.**
  + The following are requirements for the lab placement for this course:
    - Teach a minimum of **two lessons**.
      * One lesson will be videotaped for feedback from your instructor. **You must submit your videotaped lesson no later than seven days after it has been taught in the field.** In addition, this lesson will also be observed by a peer for feedback.
      * One lesson will be observed by your cooperating teacher for feedback.
    - Demonstrate good teaching and professionalism as stated in the Professional Educators Performance Evaluation Form.
    - Students must meet the total required lab hours and standards on the Final Lab Placement Form in order to pass this course. See Lab Placement Handbook.

Points Earned/Grades:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

Course Policy Statements:

* **Participation**: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
* **Cell Phones/Electronic Devices**: Students are expected to keep all cell phones off 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. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.
  + **Excused Absences**: Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. 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 this 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](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>). **At two *excused* absences from class students will be required to meet in conference to discuss continuing in this course.**  [See Lab Manual for similar lab attendance policy]. Students will be counseled and placed on an attendance contract in order to continue in the course.
  + **Unexcused Absences:** Each unexcused absence may result in the lowering of the final course grade by one letter grade. **At two *unexcused* absences students will be referred to the Office of Student Affairs to be withdrawn from the course.**  Three unexcused tardies will be counted as one unexcused absence. Leaving class early counts as an absence without prior (not same day) approval.
* **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
* **Accommodations**: Students who need accommodations are asked 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 office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. 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).
* **Honesty Code**: All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply.  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. Some assignments will involve integrating readings and websites into your reflections and lessons. **Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own.**Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Please be sure to cite any outside sources used in work. Also all work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.
* **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.
* **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

Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, and talking when someone else – a peer or instructor – is speaking. Students are expected to participate in all class discussions, exercises and readings.

Teaching is a field that requires professional reading and reflection.  Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected. Attend carefully to class presentations and discussions.  **Professionalism is more than just showing up for class.**In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means actively and courteously listening to what others say and responding with your own perspective.  It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others.  Developing strong relationships with colleagues is one of the most important things we do as a teachers.

Cell phones and personal iPads need to be turned off during class and lab experiences unless otherwise instructed by the professor. In addition, students should not work on university course assignments that are not field based during their lab experience. During lab experiences students are expected to be fully and actively involved in the classrooms in which they are placed.

Class Schedule (L.A. & S.S.)

\*Subject to Change per Instructor\*

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| Monday  January 8th  10:00-12:00 | **Language Arts & Social Studies Topics**  **\*Winter Holiday\*** | Wednesday  January 10th  10:00-12:00 | **Language Arts & Social Studies Topics**  **Welcome to 4010 & 4020** |
| **Due for Today** | ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ | **Due for Today** | * Bring to class:   - hardcopies of both syllabi  - composition notebook & tabs |
| Monday  January 15th  10:00-12:00 | **Language Arts & Social Studies Topics**  **\*MLK\*** | Wednesday  January 17th  10:00-12:00 | **Language Arts & Social Studies Topics**  **(LA) What are the Language Arts?**  **(SS) What is Social Studies?**  **(LA) Literature circles- Part I** |
| **Due for Today** | * (SS) Assignment #2: Reflective Paper-Part 1   (Submit by 1/15/18 to Canvas by 11:59 pm) | **Due for Today** | * (LA) Assignment #1: Chapter 1-   *Learning and the Language Arts*  (Complete in notebook before class)   * (SS) Assignment #1: Introduction   (Complete in notebook before class) |
| Monday  January 22nd  10:00-12:00 | **Language Arts Topics**  **Literature Circles- Part II**  **Writer’s Workshop- Brainstorming** | Wednesday  January 24th  10:00-12:00 | **Social Studies Topics**  **Developing Content Knowledge** |
| **Due for Today** | * (LA) Assignment #1: Chapter 2- *Teaching and Assessing Language Arts*   (Complete in notebook before class) | **Due for Today** | * Assignment #1: Chapters 1 & 2   (Complete in notebook before class) |
| Monday  January 29th  10:00-12:00 | **Language Arts Topics**  **Literature Circles- Meeting 1**  **Writer’s Workshop- Researching**  **Book Talks** | Wednesday  January 31st  10:00-12:00 | **Social Studies Topics**  **Master vs. Counter Narratives** |
| **Due for Today** | * Assignment #1: Chapter 8-   *Comprehending and Composing Stories*  (Complete in notebook before class)   * Assignment #2: Instructor Approval of Text   (Bring to class on 1/29/18)   * Assignment #5: Literature Circle- Reading 1   (Complete in notebook before class) | **Due for Today** | * Assignment #1: Chapters 3-5   (Complete in notebook before class)   * Assignment #3: Journey Box- Instructor Approval of Topic   (Bring to class on 1/31/18) |
| Monday  February 5th  10:00-12:00 | **Language Arts Topics**  **Literature Circles- Meeting 2**  **Writer’s Workshop-**  **Rough Draft**  **Lesson Planning** | Wednesday  February 7th  10:00-12:00 | **Social Studies Topics**  **Utilizing & Analyzing**  **Primary Sources** |
| **Due for Today** | * Assignment #1: Chapter 4-   *Oral Language: Listening and Talking*  (Complete in notebook before class)   * Assignment #4a: Lesson Plan-Technology – Draft   (Bring to class on 2/5/18)   * Assignment #5: Literature Circle- Reading 2   (Complete in notebook before class)   * Assignment #6: Book Talks   (In class presentation) | **Due for Today** | * Assignment #1: Chapters 6-8   (Complete in notebook before class)   * Assignment #3: Journey Box- Instructor Approval of Sources   (Bring to class on 2/7/18) |
| Monday  February 12th  10:00-12:00 | **Language Arts Topics**  **Literature Circles- Meeting 3**  **Writer’s Workshop-**  **Revising & Editing**  **Interactive Read Alouds** | Wednesday  February 14th  10:00-12:00 | **Social Studies Topics**  **Utilizing Children’s Literature** |
| **Due for Today** | * Assignment #1: Chapter 5-   *Written Language: Reading and Writing*  (Complete in notebook before class)   * Assignment #4a: Lesson Plan-Technology   (Submit by 2/11/18 to Canvas by 11:59 pm)   * Assignment #5: Literature Circle- Reading 3   (Complete in notebook before class)   * Assignment #6: Book Talks   (In class presentation) | **Due for Today** | * Assignment #1: Chapters 9-11   (Complete in notebook before class) |
| Monday  February 19th  10:00-12:00 | **Language Arts Topics**  **Literature Circles- Meeting 4**  **Writer’s Workshop-**  **Peer Reviews**  **Visual Representation** | Wednesday  February 21st  10:00-12:00 | **Social Studies Topics**  **Teaching Controversial Issues**  **Visual Representations**  **Common Book Choice Board** |
| **Due for Today** | * Assignment #1: Chapter 6- *Visual Language: Viewing and Visually Representing*   (Complete in notebook before class)   * Assignment #5: Literature Circle- Reading 4   (Complete in notebook before class)   * Assignment #5: Literature Circles- Notebook Check   (Submit on 2/19/18 in class)   * Assignment #6: Book Talks   (In class presentation) | **Due for Today** | * Assignment #1: Chapters 12-14   (Complete in notebook before class) |
| Monday  February 26th  10:00-12:00 | **Language Arts Topics**  **Writer’s Workshop- Brainstorming & Researching**  **Grammar**  **Handwriting** | Wednesday  February 28th  10:00-12:00 | **Social Studies Topics**  **Visual Representations**  **Common Book Choice Board** |
| **Due for Today**  **\*Midterm- 3/1/18\*** | * Assignment #1: Chapter 11- *Language Tools: Grammar, Spelling, and Handwriting*   (Complete in notebook before class)   * Assignment #3a: Writer’s Workshop- Prized Possession   (Submit Voicethread by 2/25/18 to Canvas)  (Submit notebook on 2/26/18 in class)   * Assignment #6: Book Talks   (In class presentation) | **Due for Today**  **\*Midterm- 3/1/18\*** | * Assignment #1: Chapters 15-17   (Complete in notebook before class)   * Assignment #4a: Lesson Plan-Notable Trade Book   (Submit by 2/27/18 to Canvas by 11:59 pm) |
| Monday  March 5th  10:00-12:00 | **Language Arts Topics**  **Writer’s Workshop-**  **Rough Drafts**  **Spelling** | Wednesday  March 7th  10:00-12:00 | **Social Studies Topics**  **Teaching Social Studies with Film** |
| **Due for Today** | * Assignment #6: Book Talks   (In class presentation) | **Due for Today** | * Assignment #1: Common Book Choice Board Presentations |
| Monday  March 12th  10:00-12:00 | **\*Spring Break\*** | Wednesday  March 14th  10:00-12:00 | **\*Spring Break\*** |
| **Due for Today** | ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ | **Due for Today** | ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ |
| Monday  March 19th  10:00-12:00 | **Language Arts Topics**  **Writer’s Workshop-**  **Revise & Edit & Peer Reviews**  **Vocabulary** | Wednesday  March 21st  10:00-12:00 | **Social Studies Topics**  **Teaching Economics** |
| **Due for Today** | * Assignment #1: Chapter 7-   *Building Vocabulary*  (Complete in notebook before class)   * Assignment #4b: Lesson Plan-Grammar   (Submit by 3/18/18 to Canvas by 11:59 pm) | **Due for Today** | * Assignment #4b: Lesson Plan-Primary Sources   (Submit on 3/20/18 to Canvas by 11:59 pm) |
| Monday  March 26th  10:00-12:00 | **\*2 Full Weeks in Field\*** | Wednesday  March 28th  10:00-12:00 | **\*2 Full Weeks in Field\*** |
| **Due for Today** |  | **Due for Today** |  |
| Monday  April  2nd  10:00-12:00 | **\*2 Full Weeks in Field\*** | Wednesday  April  4th  10:00-12:00 | **\*2 Full Weeks in Field\*** |
| **Due for Today** |  | **Due for Today** |  |
| Monday  April  9th  10:00-12:00 | **Language Arts Topics**  **Nonfiction** | Wednesday  April  11th  10:00-12:00 | **Social Studies Topics**  **Teaching Geography** |
| **Due for Today** | * Assignment #1: Chapter 9- *Investigating Nonfiction*   (Complete in notebook before class)   * Assignment #3b: Writer’s Workshop- Cursive Handwriting in Schools?   (Submit final paper by 4/8/18 to Canvas)  (Submit notebook on 4/9/18 in class)   * Assignment #4c: Lesson Plan-Integrated   (Submit on 4/8/18 to Canvas by 11:59 pm) | **Due for Today** | * Assignment #3: Journey Box Narrative, Questions & Children’s Literature Selection   (Submit on 4/10/18 to Canvas by 11:59pm)   * Assignment #4c: Lesson Plan-   Integration  (Submit on 4/8/18 to Canvas by 11:59 pm) |
| Monday  April  16th  10:00-12:00 | **Language Arts Topics**  **Poetry** | Wednesday  April  18th  10:00-12:00 | **Social Studies Topics**  **Teaching Political Science** |
| **Due for Today** | * Assignment #1: Chapter 10-   *Exploring Poetry*  (Complete in notebook before class)   * Assignment #2: Professional Development Book Annotated Bibliography   (Submit on 4/15/18 to Canvas by 11:59 pm)   * Assignment #2: Professional Development Book 3 Column Notes   (Submit on 4/15/18 to Canvas by 11:59 pm) | **Due for Today** |  |
| Monday  April  23rd  10:00-12:00 | **Language Arts Topics**  **Wrap Up** | Wednesday  April  25th  10:00-12:00 | **Social Studies Topics**  **Wrap Up** |
| **Due for Today** | * Assignment #2: Professional Development Book Presentation   (In class presentation) | **Due for Today** | * Assignment #2: Reflective Paper-Part 2   (Submit by 4/25/18 to Canvas by 11:59 pm)   * Assignment #3: Journey Box Presentation   (In class presentation) |

Syllabus created with support from: Dr. Sara Demoiny & Dr. Megan Burton