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

Wednesday, 8-11:50 am (Integrated schedule with ELA)

Haley Center 2406

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**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 (no less than 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 anti-oppressive lens?
* How can we view social studies through an interdisciplinary lens?

**Required Texts**

Rodriguez, N. N., & Swalwell, K. (2021). *Social studies for a better world: An anti-oppressive approach for elementary educators*. W. W. Norton & Company.

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/cos-soc)
* [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/)
* [Learning for Justice](https://www.learningforjustice.org/)

**Acknowledgements**

**This syllabus and the core content of this course were designed by Dr. Sara Demoiny- She writes:**

In developing this syllabus, I have drawn from the work of many critical elementary social studies scholars who have shared their knowledge and instructional ideas. The following individuals have been influential in the course design: Sohyun An, Sarah Shear, Leilani Sabzalian, Natasha Murray-Everett, Jessica Ferreras-Stone, Erin Adams, Noreen Rodríguez, and Jesús Tirado.

**Assessments of Learning**

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

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| --- | --- |
| **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.

Social Studies Journals (10 points each)

Students will complete at least six social studies journals related to readings, field placement, and the development of a 2-day inquiry that students will teach in their assigned elementary classroom.

Flip Video Posts (5 points each)

Students will post at least two Flip video responses to specific assigned readings.

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, timeline developer, and note-taker. Through the reading, students will learn about many counter-narratives often silenced and erased 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)

In teams, students will explore one of the major social studies disciplines: history, geography, civics, economics, and behavioral sciences. Teams will describe the assigned discipline, align the discipline with multiple sets of social studies standards, and develop a lesson plan to teach an aspect of the discipline.

Practitioner Article Reflection (30 points)

Students will locate three practitioner articles that address a topic/skill they are tasked to teach in their two-lesson inquiry. 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 Tuesday, April 23, from 9- 11 am (and from 11- 12 in a location TBD to reflect) for a field tripexperience to learn about the local histories relating to the space where Auburn now resides. Students will complete a standards analysis regarding the local history, develop a digital story reflection of the experience, and develop an anti-oppressive lesson plan that could be used with 4th graders attending a field trip to Pebble Hill. *(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 Tuesday and Thursday. (Please review the professionalism expectations and guidelines in the Lab Manual). During the field placement, students will develop and teach a two-lesson 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. Fitchett 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)

Class Participation Assignments (15 points)

During class, students will participate in learning activities in-person and possibly online. Learning depends on our active engagement; therefore, students 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. Fitchett has students begin a learning task in class and it continues outside of class. In some cases, Dr. Fitchett 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 65 clock hours (and at least 140 hours total for all CTEE courses this semester) at your field placement would result in the failing of CTEE 4010. Dr. Fitchett 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. Fitchett follows common rounding of final grade protocols. If there is a final grade with .50 or higher, Dr. Fitchett will round up to the next whole number. If a final grade is .49 or lower, Dr. Fitchett 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. Fitchett! 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. Fitchett 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 earned, Dr. Fitchett is willing to meet with them in order to discuss their learning, understanding, and effort within two weeks of the student receiving the grade.

**In-person Classroom Protocols**

Food & Drink

Food and drink are permitted in class with the expectation that it does not distract from class participation and that each student cleans their space after eating or drinking.

Tobacco/Nicotine Products

You are not allowed to use alcohol, tobacco, or nicotine products, including vaping, on school campuses - Auburn University or field placement school. Use of such products on campus could result in removal from the Elementary Education program.

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.

Zoom Policy

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. When on Zoom, students should have their cameras on. You may use a virtual background. Do not join Zoom from a vehicle.

**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. Fitchett will provide instructions on 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/Policy_on_Class_Attendance.pdf), and include the following: documented illness, death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday. As our class is discussion and activity-based, Zoom is not an option for class attendance.

**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 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 by class start time. Three tardies will equal one unexcused absence. Leaving early from class without a documented qualifying excuse equates to an 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.

**Field Trips**

There is one required field trip in the course. The field trip is to Pebble Hill on Tuesday, April 23 from 9-11 a with a follow up reflection meeting from 11-12. Students will be responsible for arriving at Pebble Hill on their own. If a student has an unexcused absence, then this would count towards class absences, and the student would receive a zero score on any assignment related to the field trip.

**Health and Well-Being Resources**

Preparing to become an elementary school teacher can be a stressful endeavor. 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:

* [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://www.auburn.edu/academic/provost/academic-honesty/_assets/pdf/academic-honesty-code-20201028.pdf) 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, 334-844-2096 (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.*