

Course Number: CTEE 7410

Course Title: Curriculum and Teaching Social Science (Grades K-6)

Credit Hours: 3 semester credits

Prerequisites: Graduate standing

Instructor: Dr. Deborah L. Morowski

5022 Haley Center

334-844-6796

d1m0008@auburn.edu

Office Hours: Wednesday 12-3 and by appointment

Date Syllabus Prepared: June 2010

Texts or Major Resources:

Required Texts:

Levstik, L. & Barton, K. (2005). *Doing history: Investigating with children in elementary and middle school*. (3rd ed). Mahwah, NJ: Lawrence Erlbaum Associates.

Additional Resources:

Archival materials

Professional articles

Course Description:

Throughout this course, learners will explore age-appropriate content and pedagogical practices that enhance the instruction of children in grades K-6 in social science education

Course Objectives:

As a result of participation in this course students will:

- A. Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
- B. Incorporate the application of technology across all content areas for classroom instruction.
- C. Read and disseminate current best practices, professional literature, and collegial assistance to improve as a teacher and learner.
- D. Develop and/or identify methods, ideas, and materials for improving social studies instruction that promotes the independence, self-control, and self-advocacy of all students.
- E. Plan learning opportunities based on the Alabama Course(s) of Study applicable to his/her teaching assignment and appropriate for diverse learners.
- F. Develop the ability to design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.
- G. Develop lessons and/or units that evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction.
- H. Develop and/or select appropriate performance assessments,

- I. Model appropriate oral and written communication
- J. Develop culturally responsive lessons/units that integrate multicultural awareness, acceptance, and appreciation.
- K. Design learning experiences that engage all learning styles.
- L. Demonstrate knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

Course Content and Schedule:

See attached calendar

Course Requirements/Evaluation

The course project will be given in lieu of a midterm and a final exam.

- Assignment 1: Primary Source Analysis (50 pts)
- Assignment 2: Book Chapter Presentation (30 pts)
- Assignment 3: Project Overview (25 pts)
- Assignment 4: Project (150 pts)
- Assignment 5: Project Presentation (15 pts)
- Assignment 6: Project journal (30 pts)

Course Assignments Criteria

- Assignment 1: Selection and Analysis of Primary Sources (document and photo) (50 pts)
 - This assignment provides an opportunity for you to explore archival materials and conduct an in-depth analysis of the source. Assignment and grading criteria will be posted on the class website.
- Assignment 2: Book Chapter Presentation (30 pts)
 - You will develop and present a presentation with two or three of your classmates on one chapter of the Levstik & Barton book. The 15-minute presentation will inform classmates of material in the book and should include a supporting activity.
- Assignment 3: Project Overview (25 pts)
 - In this assignment, you will complete an overview of your choice of class project. The overview will include standards, objectives, assessment information, and an outline of the project, as well as an outline of teacher related materials. Should you choose the paper option, you will submit an outline of the paper. Assignment and grading criteria will be posted on the class website.
- Assignment 4: Course Project (150 pts)
 - You will choose one of three options to complete a project based on primary sources that relate to Alabama history, specifically African-American educational history between 1860 and 1954. Assignment and grading criteria will be posted on the class website.

- Option 1: Complete a three day integrated unit on a famous African-American in Alabama history for K-6 students. The unit will include primary sources, teacher content knowledge (as well as additional teacher resources), literature, and assessment in publishable lesson plan format.
 - Option 2: Complete a webquest for grade K-6 students that utilizes primary sources related to African-American history in Alabama between 1860 and 1954. The webquest will include primary sources, teacher content knowledge and resources, and assessment.
 - Option 3: Write an original 20-25 page research paper on an aspect of African-American education in Alabama between 1860 and 1954. Instructor approval or topic is required.
- Assignment 5: Project Presentation (15 pts)
 - This assignment provides an opportunity for you to share your project with your classmates. The 10 minute presentation may include a PowerPoint, an activity from your project, or sample web pages
 - Assignment 6: Journal (30 pts)
 - This assignment entails keeping a journal of your reactions to readings and work on your project throughout the course. You should record progress of fieldwork and successes and difficulties throughout the course.

Points Earned/Grade Earned

270-300 = A
 240-269 = B
 210-239 = C
 180-209 = D
 0-179 = F

Course Policy Statements:

Participation: Students are expected to participate in all class discussions and 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.

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. Unexcused absences will result the lowering of a letter grade.

Late Work: All assignments are due as indicated unless prior arrangements are made. Late assignments will receive a deduction of 25% of the assignment grade per every 1-24 hour late period.

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

Tuesday 6/29	Topic: Syllabus; Primary Sources; Historical, Disciplined Inquiry
Due Today:	Read Chapters 1-3

Thursday 7/1	Topic: Tuskegee Field Trip
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Tuesday 7/6	Topic: Archival Field Work
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Thursday 7/8	Topic: Archival Field Work
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Friday 7/9	Due Today: Primary Source Analysis
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Tuesday 7/13	Topic: Publishable Lesson Plans; Creating Webquests
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Thursday 7/15	Topic: Writing: Book Presentations Chapters 4-11 Project Overview Collaboration
Due Today:	Chapter Presentations 4-11

Friday 7/16	Due Today: Project Overview
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Tuesday 7/20	Topic: Independent Project Work
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Thursday 7/22	Topic: Independent Project Work (Optional Collaborative Session)
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Tuesday 7/27	Topic: Project Presentations
Due Today:	Course Project Project Presentations

Thursday 7/29	Topic: Project Presentations; Course Evaluations
Due Today:	Project Presentations Journals