

Dr. Victoria Cardullo and Megan Speaker GTA

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: May 2016

Lab Times: Monday through Friday, May 31-June 17 CTEE 4010/4020 Lab 7:30-12:00

### **Contact Information**

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### **Texts or Major Resources:**

#### **Required Texts:**

None – Readings will be posted on Canvas

### **Additional Resources: practitioner journals located in the Learning Resource Center**

*See Canvas Modules*

**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 3,6]
- C. discuss the role of the following in the social studies curriculum: history, geography, economics, and political science [Assignment 8]
- D. write measurable objectives reflecting the ideas, skills, and attitudes appropriate for social studies lessons [Assignments 2, 4, 5, 7] 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 2, 4, 5, 7] (290.3.3.04.g 2 viii)
- F. plan and implement lessons that address the diverse needs of all students in lab placement [Assignments 2, 7]
- G. identify the resources for enhancing professional growth using technology [Assignments 2, 4, 6, 7] (290.3.3.04.g. 2 x)
- H. use computer assisted technologies to enhance social studies teaching and learning [Assignments 2, 4, 5, 6, 7]
- I. demonstrate reflection and self-evaluation as a basis for professional growth [Assignments 1, 5]

- J. demonstrate knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies [Assignments 2, 4, 5, 7] (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.

#### **Course Assignments Criteria**

- Assignment: Powerful Social Studies Teaching Reflection (40 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 and grading information will be posted on the course website
- Assignment: Primary Source Teaching Packet (30 pts)
  - 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.
  - Criteria and grading information will be posted on the course website
- Assignments: Reading Quizzes (3 quizzes @ 5 pts each for a total of 15 pts)
  - You will be required to complete 3 unannounced, online reading quizzes. Criteria and grading information will be posted on the course website
- Assignments: Notable Trade Book Lesson Plan (25 pts)
  - Implementing high-quality children’s literature is an important component of effective elementary social studies teaching.
  - In this assignment, you will select a piece of literature from the National Council for the Social Studies Notable Trade Books list from the last five years and create a whole-class lesson plan for an elementary classroom.
  - Criteria and grading information will be posted on the course website
- Assignment: Small Group Lesson Plan ( 25 pts)
  - Students will develop a small group lesson plan focused on their primary source packet
  - Criteria and grading information will be posted on the course website
- Assignment: Professionalism (10 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 fully with the class learning community. Professional demeanor is expected.
- Assignment: Lab Placement (90 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 three 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 three lessons you teach in your lab placement (you may not be able to teach this).
  - C. Assist the cooperating teacher in the classroom as directed.
  - D. Demonstrate good teaching and professionalism as stated in the Professional Educators Performance Evaluation for lab placement.

#### **Points Earned/Grade Earned**

235-211 = A

210-188 = B

187-165 = C

164-145 = D

0-144 = 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.

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 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).

Honesty Code: The University Student Academic Honesty Code on the University Policies site (<https://sites.auburn.edu/admin/universypolicies/default.aspx>) pertaining to cheating will apply to this class.

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

## **Class Schedule**

Dates	Topic	Assignment
May 19	Inquiring Minds Want to Know	Historical Questions
May 23	Developing Historical Questions	
May 25	Gathering Resources	Powerful Teaching
June 1	Historical Timelines	
June 3	Primary Sources	
June 6	Reconstructing the Past	
June 8	Perspective Part 1	Notable Trade Books
June 10	Perspective Part 2	Primary Source Packet
June 14	Oral History	Lesson Plan (small Group)
June 16	Telling the Story of our Past	