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

Summer, 2018

Haley Center 2406

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Office Hours: Appointments upon request (as the schedule will change)

**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, socially just, standards-based 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**

*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 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. 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]
5. Understand how to enhance social studies through integration with other disciplines. [290-3-3-.04(3)(c)1.vii; 290-3-3-.04(3)(c)2.iii]
6. 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]
7. 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 teach social studies through a social justice lens?
* How can social studies be integrated with other content areas while upholding the integrity of the discipline?

**Required Texts**

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.

**Assessments of Learning**

*Detailed directions and rubrics will be provided for each assignment.*

Social Studies Integration Journals (10 points each)

Students will complete two journals regarding their understanding and perspective on social studies integration. Students will complete one journal at the beginning of the course and one journal at the end of the course. (Course Goal Alignment: 5)

Practitioner Article Responses (30 points)

Students will brainstorm social studies content and/or skills that they are anxious to teach. Then, they will locate three practitioner articles that address these concerns. Finally, students will write an analysis and reflection of these articles. (Course Goal Alignment: 1, 3, 4)

Social Studies Inquiry Lesson Plan (10 points – mainly for feedback)

Students will develop an inquiry-based social studies lesson plan after being assigned a grade level and standards. (Course Goal Alignment: 4, 6)

Integrated STEM Camp Lesson Plans & Reflection (100 points)

Students will be assigned a field placement with a classroom at Auburn’s STEM camp. They will have a week dedicated to each of the following: instructional planning, student and peer observations, and teaching. During the field placement, students will co-teach integrated STEM lessons for a week. Throughout the week, students will integrate social studies into the weekly units. Students will submit two social studies integrated lesson plans to Dr. Demoiny, along with a structured reflection. Dr. Demoiny will observe one of the lessons taught. (Course Goal Alignment: 1, 2, 4, 5, 6, 7)

Counter-narrative Resource Website (75 points)

Students will choose one chapter from the Takaki text. They will compare the content from Takaki’s text to an elementary social studies textbook. Then, they will research and identify primary sources and children’s literature that could be used to teach the counter-narrative of the topic. The students will create a website that teachers could use to access resources for teaching the counter-narrative. The website will include a brief summary of the counter-narrative event or person, primary sources, children’s literature, and document-based or critical literacy questions. (Course Goal Alignment: 2, 3, 6)

Class Participation Assignments (15 points)

As a future professional, students should reflect professional work in this course. Class participation includes: attendance, preparedness, and active and thoughtful participation during class. Participation points are earned through professionalism and thoughtful completion of in-class tasks, including participation in literature circles. (Course Goal Alignment: ALL)

**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

If students have a concern with a specific grade received, Dr. Demoiny is willing to meet with them in order to discuss their learning, understanding, and effort.

**Attendance**

Attendance is required at each class meeting and each day of STEM camp. Excused absences, as defined in the *Student Policy E-handbook* <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

Students must provide appropriate documentation to the instructor the day the student returns to class. Attendance is always important, especially within a summer course. An unexcused absence will result in the lowering of a letter grade and having a conference with the elementary education faculty. The student should contact the instructor as soon as he/she is able to discuss absences. As a teacher, arriving to work on time is essential. It is important for you to arrive to class and camp on time. Two tardies will equal an unexcused absence. If you leave class or camp early for a reason other than illness, death in your family, or emergency discussed with Dr. Demoiny, it will count as a tardy.

**Technology in the Classroom**

Students are expected to keep all cell phones off during class time. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** If you have children or someone in your care, please communicate with Dr. Demoiny about keeping your phone on silent. While students may use an iPad, laptop or similar device for viewing course materials and completing in-class assignments, students should not use the devices for social media or Internet surfing during class. If this becomes an issue, a student may be asked to leave the class for the day and/or lose class professionalism points.

**Academic Integrity**

The University Student Academic Honesty Code on the University Policies site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) 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. 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).

**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: [www.auburn.edu/titleix](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. Additionally, course topics and/or readings may be modified based on the needs of the class. If this occurs, an addendum to this syllabus and/or course assignments will replace the original materials.

**Course Calendar**

*\*This is a tentative calendar that may be modified by the instructor.*

| **Date** | **Topic** | **Readings** | **Items Due** |
| --- | --- | --- | --- |
| 5/17 | NCSS Themes, Standards, Counter-narratives, & Heroification | Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. New York, NY: Seven Stories Press. (Introduction & Ch. 1)  Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong*. New York, NY: Touchstone. (Ch. 1)  **Choose one:**  Aldridge, D. P. (2006). The limits of master narratives in history textbooks: An analysis of representations of Martin Luther King, Jr. *Teachers College Record, 108*(4), 662-686.  Woodson, A. N. (2016). We’re just ordinary people: Messianic master narratives and black youths’ civic agency. *Theory & Research in Social Education, 44*(2), 184-211. |  |
| 5/21 | Counter-narratives  Disciplinary Skill: Timelines  Technology: Pictograph | Takaki (Ch. 2 & 3) | Social Studies Integration Journal #1 |
| 5/22 | C3 Framework  Disciplinary Skill: Primary Source Analysis | Takaki (Ch. 6)  National Council for the Social Studies (2013). *The college, career, and civil life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: NCSS  READ: pp. 1-21  Levstik, L. S., & Barton, K. C. (2001). *Doing history: Investigating with children in elementary and middle schools* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. READ: Ch. 2, pp. 9-18 |  |
| 5/23 | Teaching Controversy  Disciplinary Skill: Controversial Issues Discussions | Hess, D. Discussions that drive democracy. *Educational Leadership, 69*(1), 69-73.  Salas, K.D. (2004). How to teach controversial content and not get fired. In Dawson, Salas, Tenorio, Walters & Weiss (Eds.), *The New Teacher* (pp. 127-132)  **Choose two:**  Ladson-Billings, G. (2007). Once upon a time when patriotism was what you did. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America’s schools* (pp. 13-20). New York, NY: Teachers College Press.  Westheimer, J. (2009). *Should social studies be patriotic? Social Education, 73*(7), 316-320.  Johnson, B. (2014, June 23). *How to teach patriotism and respect.* Retrieved from <https://www.edutopia.org/blog/how-to-teach-patriotism-and-respect-ben-johnson> |  |
| 5/24 | Social Studies Integration, Critical Literacy | Takaki (Ch. 7)  Hinde, E. R. (2005). Revisiting curriculum integration: A fresh look at an old idea. *The Social Studies, 96*(3), 105-111.  Demoiny, S. B., & Ferraras-Stone, J. (2018). Critical literacy in elementary social studies: Juxtaposing historical master and counter narratives in picture books. *The Social Studies.* |  |
| 5/25 | Geography  Disciplinary Skills: Map-making, Reading maps | Takaki (Ch. 8)  Parker, W. C., & Beck, T. A. (2017). *Social studies in elementary education* (15th ed.). Boston, MA: Pearson. READ: pp. 117-122 // Ch. 5 (for your resource) | Inquiry Lesson Plan |
| 6/12 | Economics | Takaki (Ch. 10)  Parker, W. C., & Beck, T. A. (2017). *Social studies in elementary education* (15th ed.). Boston, MA: Pearson. READ: pp. 124-129  Meszaros, B. T., & Evans, S. (2010). It’s never too early. Why economics education in the elementary classroom. *Social Studies and the Young Learner, 22*(3), 4-7. |  |
| 6/14 | Civics | Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269. READ: pp. 237-243. |  |
| 6/18 | TBD | Takaki (Ch. 14) |  |
| 6/20 | TBD |  | Practitioner Article Response |
| 6/22 | Reflection of Growth |  |  |
| 6/29 | No Class |  | Social Studies Integration Journal #2 |
| 7/9 | No Class |  | Counter-narrative Resource |

\*\*STEM Camp lesson plans are due at the Monday following your teaching week.