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

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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.

**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 antiracist, social justice 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://www.alabamaachieves.org/wp-content/uploads/2021/03/2010-Alabama-Social-Studies-Course-of-Study.pdf)
* [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**

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.*

|  |  |
| --- | --- |
| **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 | Professional Learning Community Portfolio |

\*Denotes a CIEP Key Assessment.

Social Studies Journal (10 points)

Students will complete journal entries focused on their understanding, learning, and practicing of social studies concepts. Social Studies Journal #1 focuses on connecting to the social studies disciplines. If needed, additional social studies journals will be added to check for reading comprehension of assigned texts.

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.

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 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.

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. 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)

Professional Learning Community (PLC) Portfolio (50 points)

Students will work in four-person professional learning communities (PLC) throughout the course to prepare for teaching at Beulah Elementary School’s Enrichment Camp. As a way to prepare, students will create a PLC Portfolio with the following items: 1) Strategy Chart, 2) Beulah Community Map, 3) Inquiry Topic Background Research, 4) Practitioner Article Reflection, and 5) C3 Inquiry Outline. Dr. Demoiny will provide detailed directions for each portfolio item in the assignment directions.

Field Placement Lesson Plans & Commentary (100 points)

Students will be assigned one week to teach at Beulah Elementary School during their Enrichment Camp. (Please review the professionalism expectations and guidelines in the Lab Manual). During the field placement, students will develop a C3 inquiry week-long unit that aligns to Alabama state social studies standards, NCSS themes, and/or C3 conceptual standards. While planning the inquiry, students will complete Commentary #1, and 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)

Peer Observation (20 points)

Throughout the Beulah Enrichment Camp, students will observe in camp stations. During observation weeks, students will complete an observation form noting active instructional strategies and identifying opportunities for social studies integration. Additionally, students will complete one peer observation during their assigned teaching week.

Class Participation Assignments (14 points)

During class, you will participate in learning activities in-person and possibly online. Learning depends on our active engagement; therefore, you 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. Demoiny has students begin a learning task in class and it continues outside of class. In some cases, Dr. Demoiny 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 your field placement would result in the failing of CTEE 4010. Dr. Demoiny will provide 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. Demoiny follows common rounding of final grade protocols. If there is a final grade with .50 or higher, Dr. Demoiny will round up to the next whole number. If a final grade is .49 or lower, Dr. Demoiny 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. Demoiny! 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. Demoiny 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 received, Dr. Demoiny is willing to meet with them in order to discuss their learning, understanding, and effort.

**Technology**

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 Dr. Demoiny 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 for Class (if necessary)

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. Although not what we may choose, Zoom participation will often take place in our homes. It may feel intrusive that we are seeing each other’s private living spaces. I encourage you to use a virtual background if you desire. Additionally, at times, the WIFI connection is weak. In this situation, please send a private chat message to Dr. Demoiny saying that you may need to turn off your video because of the connection. Similar to in-person classes, students should avoid using text messaging and social media during Zoom sessions. Additionally, students are not allowed to join a Zoom session while driving or riding as a passenger in a car.

**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/PolicyonClassAttendance.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. **Students must provide appropriate documentation to the instructor the day the student returns to class**.

The summer semester is time intensive, with multiple class sessions taking place within one meeting period. **One unexcused class or field placement absence will result in the lowering of a letter grade on the final grade.** At a second 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 and field placement at the start time. Three tardies will equal one unexcused absence.

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. 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, 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.*