Course Inventory Management

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4. ED Comm ungrad
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8. Banner

Viewing: **CTEE 4010 : Curriculum: Social Science**

Last edit: 02/05/14 4:43 pm

Changes proposed by: MCCORTM

Catalog Pages referencing this course
- College of Education
- Curriculum and Teaching
- Elementary Education - CTEE

Programs referencing this course
- CEEB-BS: BS Elementary Education

Submitter:
- User ID: KOERPTR
- Phone: 4-6794

Change Type
- Description
- Schedule Type/Credit

Proposing College/School:
- College of Education

Department:
- Curriculum & Teaching

Effective Term:
- Fall 2014

Subject Code:
- Elementary Education (CTEE)

Course Number:
- 4010

Quoting from the Auburn University Credit Hour Policy found at https://sites.auburn.edu/admin/universitypolicies/Policies/CreditHourPolicy.pdf,

"Auburn University defines one credit hour as the unit of work that includes no less than one 50 minute period of classroom or direct faculty instruction and completion of assignments that typically requires 2 to 2.5 hours of out-of-class student work each week for approximately fifteen weeks for one semester (or the equivalent amount of work over a different amount of time). Auburn University expects that for each credit hour awarded, an appropriately prepared student will complete an average of 3-3.5 hours of academic work per week over the length of a 15 week semester. The same general expectation of student work exists for credits awarded for practica, internships, activity courses, laboratory experiences, and distance learning courses, although there will be variations to accommodate differences among academic disciplines."
The currently approved course, CTEE 4010, is listed as a 2 credit hour lecture and 1 credit hour lab. In the past, students completed a required 3-clock hour block in a K-6 classroom one day per week which met the guidelines stated in the AU Credit hour policy (3 - 3.5 hours per week). However, recent changes have prompted the Elementary Education faculty to request an increase in the lab credit hour from 1 credit hour to a total of 2 credit hours.

The rationale for this change is prompted by our accreditation professional organization, the National Council for Accreditation of Teacher Education (NCATE). NCATE is the professional accreditation of schools, colleges and departments of education. The College of Education is accredited by NCATE. In November of 2010, NCATE produced a report entitled, "Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers" (NCATE, 2010) which described 10 Design Principles for the re-design and implementation of clinically based teacher preparation programs. Citing the report, "The core experience in teacher preparation is clinical practice. All candidates should have intensive embedded clinical school experiences that are structured, staffed, and financed to support candidate learning and student achievement."

After the report was issued, the Elementary program began to evaluate how well the program was meeting the new guidelines. We questioned whether

3 hours per week in the school truly reflected the spirit of the report and concluded that a 3 hour isolated experience does not holistically reflect what goes on throughout the day in an elementary classroom. It offered limited opportunities to observe and practice teaching the concepts and modes of inquiry in the social sciences. Nor did we believe the 3 hours per week meet the definition of "intensive clinical school experiences".

Therefore, we revised the required lab hours from 3 clock hours to 7-8 clock hours (one full school day) per week for each of the methods courses (CTEE 4010: Social Sciences, CTEE 4020: Language Arts, CTEE 4030: Science, and CTEE 4040: Mathematics). Consequently, the lab hours more than doubled what had been previously required. We began the pilot of the increased hours beginning Fall 2011. Therefore, our students completed in a field-based lab placement a total of 350 clock hours over two semesters prior to their semester long internship. The increased hours allowed our students to: (a) take courses wrapped around increased field-based lab hours in diverse K-6 school settings (b) integrate clinical preparation throughout every facet of the elementary education program; (c) have extended opportunities to learn in an interactive professional community; and (d) develop a base of knowledge and a broad range of teaching practices.

Through assessment data collected each semester beginning Fall 2011 (surveys from cooperating teachers and the assessment of our students professionalism and teaching practices at the end of each lab placement) indicated that the increased lab hours has had a positive impact on the professionalism and the level of expertise our students.

Based on this data, and the fact that our current credit hour structure does not follow the AU Credit Hour Policy state cited above, this request is needful at this time to authentically reflect the lab hours the students are required to complete.
Course Title: Curriculum: Social Science
Abbreviated Title: Curriculum Social Science

<table>
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<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<tr>
<td>Lecture</td>
<td>30</td>
<td>Per Term</td>
<td>2</td>
<td>25</td>
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<tr>
<td>Field Experience</td>
<td>105</td>
<td>Per Term</td>
<td>2</td>
<td>25</td>
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</tbody>
</table>

Can the course be repeated? No
Total Credit Hours: 4

Grading Type: Standard Grades

Prerequisites:

Prerequisite Courses:

Corequisites: CTEE 4020 - Curriculum: Language Arts

Restrictions:

Admission to Teacher Education

Other Restrictions:
Restriction: only allow major CEEB (BS Elementary Education)

Course Description: Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of social sciences for elementary learners.

May Count Either:

Affected Program(s):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>B.S. Elementary Education</td>
<td>Requirement</td>
</tr>
</tbody>
</table>

Overlapping or Duplication of Other Units' Offerings: No

Resources

Not Applicable.

Course Objectives/Outcomes

1. know and understand the major concepts and modes of inquiry from the academic fields of the social sciences that address: (a) culture; (b) time, continuity, and change; (c) people, places, and environment; (d) individual development and identity; (d) individuals, groups,
and institutions; (e) power, governance, and authority; (f) production, distribution, and consumption; (g) science, technology, and society; and (h) global connections. (AQTS 1.A 1, B. 1; 4.A. 3) (ACEI 2.4)

2. demonstrate in-depth knowledge and understanding of how the major concepts and themes of social studies are integrated across academic fields (AQTS 1.A v, 1.B. iii) (ACEI 2.4)

3. plan and implement engaging learning experiences based on the Alabama Course of Study for Social Studies and the National Council for the Social Studies standards in which K - 6 students are challenged to research, analyze, and evaluate real world situations and are able to demonstrate their competence (AQTS 1. A. ii, iii, iv, v; B. ii, iii; 2.A. v, vi, vii) (ACEI 2.4)

4. use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world in a clinically based lab placement (AQTS 4.A. iii, iv, v) (ACEI 2.4)

5. be able to help K-6 students read, write, listen, discuss, speak, and research to build background knowledge; examine a variety of sources; acquire and manipulate data; analyze points of view; formulate well-supported oral and written arguments, policies, and positions; construct new knowledge and apply knowledge in new settings in a clinically based lab placement (AQTS 2.D. i, ii, vi, vii, ix, x; 3.A v, vi, vii) (ACEI 2.4)

6. plan and implement a variety of assessments in order to monitor K-6 student learning and progress (AQTS 2.E.i, ii, v, vii, viii, ix, x, xi)

7. demonstrate an understanding of the teaching professional codes of ethical conduct (AQTS 5.E. i, ii, iii, iv F.i, ii, iii, iv) (ACEI 5.1)

8. reflect on their own teaching practices and consult with other professionals in order to grow professionally (AQTS 5.B iv, v, vi, vii) (ACEI 5.1)

9. use clinical based lab placement's observation and practice of teaching and learning as a basis for experimenting with, reflecting on, and revising professional practice (AQTS 2.D. v, vi, vii, viii, ix, x) (ACEI 5.1)

Is this course considered University Core?  No

Course Content Outline

Week 1  What is the study of the social sciences?  
Course Overview/Lab Expectations
Week 2  Culture Using Children's Literature [Assignment 1 Due]
Week 3  Time, Continuity, and Change [Assignment 3]
Week 4  People, Places, and Environment
Week 5  Individual Development and Identity [Assignment 2 Due]
Week 6  Individuals, Groups, and Institutions
Week 7  Power, Governance, and Authority [Assignment 3]
Week 8  Production, Distribution, and Consumption
Week 9  Science, Technology, and Society
Week 10  Global Connections
Week 11  Multi-perspectives of the Past
Week 12  Integration of the Social Studies [Assignment 3]
Week 13  Planning and Assessing Student Learning Outcomes
Week 14  Field Trip to Alabama Department of Archives and History
Week 15  Final Teaching Artifact Presentations [Assignment 5]  
Final Lab Documentation [Assignments 6 & 7]  

* Class meet 1 hour 50 minute blocks per week  
**Lab time 7-8 hours per week (based on school start and end time)  

Assignment 1: Powerful Social Studies Teaching Reflection (SLO 8)  
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.  

Assignment 2: Primary Source Teaching Packet (SLO 5)  
One goal of elementary social studies teaching is to teach students to “do” history. During 
this assignment you will locate primary source materials appropriate for an elementary 
classroom and design a whole class, social studies lesson that promotes “doing” history and 
higher order thinking.  

Assignments 3: Reading Quizzes (SLO 1 & 2)  
You will be required to complete 3 unannounced, in-class reading quizzes. These quizzes will 
be given at the beginning of the class period. Tardy students will not be permitted to 
make-up quizzes.  

Assignments 4: Notable Trade Book Lesson Plan (SLO 1 & 2)  
Implementing high-quality children's literature is an important component of effective 
elementary social studies teaching. In this assignment, students 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.  

Assignment 5: Teaching Artifact (SLO 3, 4 5, & 6)  
Reflective practice is a hallmark of a successful teacher. This includes careful reflection during 
planning, implementation, after teaching, and analysis of student work. During this 
assignment students will create a teaching artifact based on the primary source teaching 
packet that they will teach in their clinical lab placement.  

Assignment 6: Professionalism (SLO 7 & 8)  
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 7: Clinical Based Lab Placement (SLO 3, 4, 5, 6, 7, 8, 9)  
Students will have a clinical based lab placement in a K-6 classroom. 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. The lesson plans must be approved by your cooperating teacher one week prior 
   to teaching of the lesson.  
C. Develop an assessment for the lessons and use them with the students.  
D. Assist the cooperating teacher in the classroom as directed.
E. Demonstrate professionalism as described in the Alabama Code of Ethics, Alabama Quality Teaching Standard 5: Professionalism, and the Association of Childhood Education International Standard 5.1, 5.2

F. Complete no less than one day per week (7 - 8 hrs) full semester.

<table>
<thead>
<tr>
<th>Points Earned/Grade Earned</th>
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<tbody>
<tr>
<td>225-250 = A</td>
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<tr>
<td>200-224 = B</td>
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<tr>
<td>175-199 = C</td>
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<tr>
<td>150-174 = D</td>
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<tr>
<td>0-149 = F</td>
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</table>

Rubric and Grading Scale

- Assignment 1: Powerful Social Studies Teaching Reflection (15 pts)
- Assignment 2: Primary Source Teaching Packet (35 pts)
- Assignment 3: Reading Quizzes (3 quizzes @ 5 pts each for a total of 15 pts)
- Assignment 4: Notable Trade Book Lesson Plan (25 pts)
- Assignment 5: Teaching Artifact (60 pts)
- Assignment 6: Professionalism (10 pts)
- Assignment 7: Lab Placement (90 pts)

Attachments

Course reviewer comments