

Date of request: 12-OCT-2019

CEHD 1040

Request ID: E-2019-TLES-88

College: E

Department: TLES

Initiator name: Lynn Nations Johnson

Initiator email: lynn.nations.johnson@wmich.edu

Proposed effective term: 202140

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course ED 4071

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

ED 4071

2. Proposed credit hours:

3

3. Proposed course title:

Teaching Grades preK-3: Social Studies 1

4. Proposed course prerequisites:

TBA

5. Proposed course corequisites:

TBA

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

TBA

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

B

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

TBA

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

none

12. Level restriction:

Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.

UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Teach Grades preK-3: Soc. St.1

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

We are proposing a new course called ED 4070 Grades preK-3 Social Studies.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This new course has been created in response to major changes in the certification standards and requirements published by the Michigan Department of Education (MDE). The new certification rules require that entry-level teachers be certified to teach for specific grade levels or grade bands, i.e. preK-3, 3-6, 6-9, and/or 9-12.

The Elementary Unit in TLES has determined that our undergraduate Elementary Program will prepare teacher candidates to be certified in two of the grade bands, i.e. preK-3 and 3-6, or one of these in combination with another specialty (i.e., Special Education or Early Childhood).

The Elementary Unit in TLES has determined that our undergraduate Elementary Program will prepare teacher candidates to be certified for two of the grade bands, i.e. preK-3 and 3-6, or one of these in combination with another specialty (i.e., Special Education or Early Childhood). This social studies methods and content course focused on teaching social studies to children in grades preK-3. The course was developed TLES faculty member(s) in collaboration with the faculty in Political Science, and Essence Williamson, a teacher with Kalamazoo Public Schools.

The MDE requires that each teacher candidate take methods courses that are focused on the specific grade band for which they are seeking certification. For example, if the teacher candidate wants to be certified to teach preK-3, they must take a methods courses focused on teaching language arts, math, science and social studies to children in preK-3. The same holds true for each of the grade bands. The new course is a required part of preparing teacher candidates to teach social studies for grade band preK-3

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

P.1. Learner-Centered Supports

a. Support the whole child through knowledge & understanding of young children's characteristics & needs, including multiple interrelated areas of child development & learning, learning processes, &

motivation to learn.

b. Demonstrate knowledge & understanding of the multiple influences on development & learning of the whole child, including but not limited to: cultural & linguistic context, economic conditions of families, social emotional needs, trauma, health status & disabilities, peer & adult relationships, children's individual & developmental variations, opportunities to play & learn, family & community characteristics, & the influence & impact of technology & the media.

c. Support children by using practices that engage & empower learners.

d. Demonstrate the ability to build meaningful learning environments & curriculum by focusing on children's characteristics, needs & interests; linking children's language, culture, & community to learning; using social interactions during routines & play-based experiences; incorporating technology & integrative approaches to content knowledge; & utilizing incidental teaching opportunities & informal experiences to build children's development in all areas.

e. Implement norms & routines and use classroom management strategies that support individual & group motivation & behavior among learners to generate active engagement in play & learning, self-motivation, & positive social interaction, & to create supportive & dynamic indoor & outdoor learning environments.

f. Utilize individual & group guidance and problem-solving techniques to develop positive & supportive relationships with children, encourage & teach positive social skills & interaction among children, promote positive strategies of conflict resolution, & develop personal self-regulation, motivation, & esteem.

h. Demonstrate knowledge & use of a variety of strategies, instructional accommodations, & adaptations of the learning environment including accommodation of instructional and assessment materials as appropriate to meet children's abilities or disabilities, home language, & culture to promote the full participation of all children, including those with special needs, in general education classrooms.

j. Demonstrate knowledge & use of a variety of strategies to promote full participation of English learners in classrooms (including literacy strategies).

k. Demonstrate an ability to manage & implement standards-based content instruction to support English learners in accessing the core curriculum as they learn language and academic content.

l. Demonstrate knowledge of & maintain currency in public policy issues & processes & the impact on the education of all children, including English learners & children with special needs.

n. Demonstrate understanding of & ability to use ongoing systematic observation, documentation, & screening tools, & other appropriate forms of formative and summative assessment tools, & approaches embedded in assessment related activities in curriculum & daily routines.

P.2. Ethics and Professional Growth

b. Demonstrate knowledge & application of legal & ethical guidelines & professional standards related to children & families.

c. Evaluate continually the effects of their professional & personal decisions and actions on learners, parents, & other professionals in the learning community.

d. Identify, analyze, & engage in ongoing professional learning opportunities that strengthen their instructional practice & use reflective practices to design, monitor, & adapt their instruction as a means for gauging their own professional growth.

P.3. Strategic Partnerships

b. Identify appropriate agencies & other resources in the larger community to support learners' learning & well-being.

c. Use variety of communication strategies that support & empower families & communities through respectful, reciprocal relationships.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This new course is not a response to assessment outcomes. It is a response to the new Michigan Standards for Teacher Preparation (2018).

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

This course has been developed in close coordination with CEHD, relevant departments within the College of Arts and Sciences, (specifically the Department of Mathematics), and K-12 school partners. This coordination has been a necessary part of the new program.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

These courses will be offered in place of the courses that are in the current program. The current program consists of 4 courses and the new program consists of 5 courses.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

The CEHD will be slotting all the new courses in the elementary education program to reduce course conflicts and speed time to degree.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

These new courses will replace courses in the current elementary education program. We already have a large student population enrolled in this program and we expect the enrollment to continue or even increase. This is because the new Elementary Education programs will be more efficient, reducing required credit hours required for each degree from 138-152 down to 122 or so. This will make WMU elementary education programs competitive with peers across the state.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Instructional resources will continue to be supported at the department level.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

New coursework in Teaching Grades preK-3: Social Studies I will replace the current coursework in this area, because current courses are not aligned to the Michigan Standards for Teacher Preparation (2018). The new Elementary Education program will be submitted to the MDE for review and approval in Fall semester 2020. In this same semester, the CEHD and departments housing related coursework will initiate contact with local community colleges to begin revision of existing transfer guides.

We anticipate utilizing existing pathways for revising transfer agreements, and especially to determine advising and teach-out plans for current majors and minors. MDE has determined that new programs (which are more efficient) can admit students as early as Fall 2021.

The current course focused on teaching social studies in the elementary school focuses on grades K-8. Given that the MDE grade bands require that students focus on preK-3 or 3-6, it is necessary that we revise our approach to teaching social studies in the elementary school. This is the course focused on preK-3. Two other courses will be focused on teaching social studies in elementary school grades 3-6.

O. Current catalog copy:

ED 4070 - Teaching Elementary Social Studies

This course is designed to help students understand the role of social studies in the elementary school; gain insight into important considerations in the selection of content, skills, and attitudes; and discover how to guide and assess the learning of children in this field. Planning social studies experiences and ways of working with individuals, groups, and the total class will be emphasized. Multicultural and non-sexist content and strategies will be emphasized. Program requires a grade of "CB" or better. May repeat course one time only.

Prerequisites & Corequisites: Prerequisites: ED 3090 or ED 3100 with a grade of "CB" in any prerequisite; and twelve (12) hours of social science courses.

P. Proposed catalog copy:

ED 4070 – Teaching Grades preK-3 Social Studies

This course is designed to assist teacher candidates to develop their facility with teaching young children grades preK-3 the key concepts of the foundational social studies disciplines—geography and history—as they relate to the lived experiences of young learners. Selected concepts from the allied social studies disciplines focused on building and living in community, civil interaction, and shaping relationships with others from diverse backgrounds—race, ethnicity, gender, social class, language diversity, and special needs—are emphasized. Fieldbased experiences in the local community will provide opportunity for teacher candidates to experience what it means to network with community to benefit children. Developing expertise with social studies research, lesson planning for whole group and small group learning, i.e. selecting content, curriculum design, making accommodations, pedagogical choices, assessment and purposeful technological integration, are an integral part of this course. The program requires a grade of “B” or better. May repeat course one time only.

Pre-requisites—TBA

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 14-OCT-2019

Department approver: Regena Nelson

Chair comment:

Date: 14-OCT-2019

ED 4071 Teaching Grades preK-3: Social Studies 1

Semester

Class Days and Times

Class Breaks:

Holidays:

Important Course & Professor Contact Information

Course Credits: 3 Credits

Course CRN:

Course Time:

Room 4130 Sangren Hall

Professor:

Professor's Office:

Professor's E-mail:

Office Hours: Hours

(see person at the front desk in 4121 Sangren and they will let me know you have arrived) or BY APPOINTMENT

Information about Elementary Education Program: wmich.edu/teaching

To Take This Course: 1) You must be accepted into the UPPER PROFESSIONAL LEVEL.

2) You must have completed the course prerequisites listed below with a "B" grade or better.

To Intern Teach: 1) You must complete each professional level course with a "B" or better (Note: ED4070 is a professional level course). 2) You must have a minimum 3.0 average GPA in your professional level courses. PLEASE NOTE: You are allowed to repeat this course only one time if you perform below standard.

Course Prerequisites: TBA

Required Books: Order on-line/by phone as listed below. PAY CLOSE ATTENTION to the copyright dates, edition #s, & ISBNs to be sure that you purchase the correct book & edition of the books:

Book 1 soft cover

Doing History: Investigating with Children in Elementary and Middle School

Author: Keith C. Barton and Linda Levstik **ISBN:** 0805850724

Publisher: Laurence Erlbaum Associates, New York **Copyright:** 2015 **Edition:** 5th **Note:** E-Book and Book Rental are available

Book 2 soft cover

National Geographic Student World Atlas

Publisher: National Geographic

Edition: 4th

ISBN: 978-1-4263-1775-0

Book 3 soft cover—copies loaned to you by the department

Curriculum Standards for Social Studies

Publisher: NCSS Bulletin 111

On-line Course Material Items: *Available on-line through E-Reserve (available as of)*

Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings

Authors: Jeff Zwiers and Marie Crawford

Publisher: Stenhouse Publishers: Portland, Maine **Copyright:** 2011. Edition: 1st

Chapters 1-2

Tools of the Mind: The Vygotskian Approach to Early Childhood Education

Authors: Elena Bodrova and Deborah J. Leong

Publisher: Merrill Publishers: Englewood Cliffs, New Jersey **Copyright:** 1996. Edition: 1st

Chapters 1, 2 & 9

Student Conduct, Concerns and Needs

Please feel free to contact me regarding concerns that you have with this course. It is important for you to know that there are other people you can meet with on this campus whose sole responsibility is to serve the needs of students who have particular needs. I have listed several below:

Student Rights—University Ombud's. If you are concerned about the way that you are treated in any of your courses, the violation of your rights as a student, and or the way you are evaluated on your learning, you can contact the University Ombud's office to discuss the matter and to seek representation and/or arbitration. (387-5300)

Psycho-emotional Well-being. If you are concerned about your psychological/emotional state and feel the need to initiate counseling, you can contact the Sindecuse Health Center and request to meet with a counselor. I have had a number of students tell me that they received thoughtful care from their counselor at Sindecuse: 387-3290 . Also, Women's Resources and Services located in A328 Ellsworth Hall, 387-2995

Students with Special Needs. Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc) or other special needs who needs to arrange reasonable accommodations must contact the professor and the appropriate Disabilities Services office (387-4411 or 387-2116) at the beginning of the semester.

Academic Integrity. You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog (pp. 75-91) that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. To review these policies, go online to wmich.edu, click on 'C', scroll to catalog, undergraduate and go to the pages 75-101.

Student Services. Student Services available on this campus are addressed in the undergraduate catalog on pages 92-103. Go to wmich.edu, click on 'C', scroll to catalog, undergraduate and go to the pages 92-103.

CEHD Diversity Statement. The College of Education as well as I maintain a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

Human Rights Statement. It is a fundamental policy of Western Michigan University and my policy as well not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in educational programs, admissions, employment, promotions, salaries, and social activities. Through its example and teaching, Western Michigan University strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

WMU Student Code: Appendix D: President's Statement on Racial and Ethnic Harmony.

Western Michigan University is firmly committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty, and staff of many races and ethnic backgrounds live and work closely together day by day. This racial and ethnic mix brings richness and diversity to the cultural, intellectual, and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it. All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty, and staff to diverse backgrounds and origins. In this environment there is no room for derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti, or the like. Most members of the campus community need not be reminded of the institutional position in this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

- If you have concerns related to race and ethnicity, you can contact: Division of Multicultural Affairs, 387-4420, located in A210-212 Elsworth Hall

Education Program Goals/Outcomes Addressed

"The Teacher Education Program is based on preparing teachers who are reflective practitioners (Zeichner & Liston, 1987). Reflective practitioners seek to solve problems through inquiry about practical situations. The inquirer shapes experiences by continually probing for better ways to solve problems within given situations of practice (Schön, 1983)." Given this program focus, this Education 4070 course is designed to assist you, as a teacher candidate, to become more knowledgeable, reflective and proactive about the learners in your classroom, the content of your instruction, and the social contexts in which you teach. Through the process of critical inquiry your reflections about these aspects of your teaching and the implications each has for you as a teacher candidate should be clarified and strengthened.

Program Goals Addressed in This Course

Teacher education at Western Michigan University is guided by 5 principles, child/student advocacy, literacy, activism, self-development, and socially grounded learning. These mean, in turn, that teachers should:

- serve as advocates for young children;
- develop and promote abilities and skills necessary for effective perception, reflection and communication;
- actively engage in social and political changes that improve their schools, their profession, and their society;
- model learning as a life-long process through reflective practice;
- support cooperative, diverse classroom communities to ensure that young student learning occurs naturally in both formal and informal contexts.

Course Description

"This course is designed to help teacher candidates to understand the role of social studies in grades preK-3 in the elementary school; gain insight into important considerations in the selection of content, skills, and attitudes; and discover how to guide and assess the learning of young children in this field. Planning social studies experiences and ways of working with young children as individuals, in small groups, and in the total class community will be a key element of this class. Developing increased responsiveness to young children and their families from diverse backgrounds (race, ethnicity, class, gender and language) will be a key element as well."

--Undergraduate Catalog, WMU

Course Objectives

This course has three major objectives:

- 1) To prepare teacher candidates with a basic understanding of the social studies disciplines and their relationship to elementary education grades preK-3. Special emphasis will be given to assisting young children to developing a basic conception of what these social studies disciplines are: history (people's lives before now, before today, yesterday and long ago), geography (the five basic themes of geography), political science (the social units and interactions within and among families, neighborhoods and communities), and economics (key concepts such as production, consumption and distribution of goods and services).
- 2) Students should leave this class with a general knowledge of the main themes and importance of each social studies discipline and begin to appreciate the necessity of making connections between elementary education and their own higher learning, between the cultures of school, family cultures, and the broader cultures of society-at-large.
- 3) To provide teacher candidates with the opportunity to enhance their basic understanding of the different forms of cultural education and how they relate to school, society, family and the individual child. Cultural diversity in the classroom is a fact. If we are serious about giving all children the opportunity to learn and flourish, then it behooves us to consider how our own biases and cultural backgrounds and those of our students factor into learning and achievement.

General Course Outcomes

With these broad goals in mind, this course will focus on the following outcomes.

- Professional Conduct: The teacher candidate combines the knowledge, skills, and dispositions necessary for effective teaching, learning, and leadership and commits to the idea that learning how to teach is a lifelong process.

- Understanding Learners: The teacher candidate studies and uses a developmental, student-centered approach that nurtures the whole person.
- Diversity in the School Environment: The teacher candidate creates cooperative communities of learning within classrooms and demonstrates culturally responsive practice.
- Teaching Practice: The teacher candidate demonstrates best practices in planning to teach and in teaching to assure student learning.
- Assessment: The teacher candidate analyzes and sets appropriate goals and utilizes various methods of assessment.
- Resources: The teacher candidate develops a detailed awareness of the community resources available to teachers who serve young children

Major Topics of Course

Teachers need to be committed to guide young children in ways which challenge their search for realism about the world, which encourage their awareness of the interdependence of the world's peoples, and which give them confidence and hope in a fast-changing society. Teachers must become proficient in teaching young children the intellectual, social, study, and group work skills necessary for making decisions and solving problems. To this end, we will focus on:

- The Social Studies (Defining, Overview, Goals/Outcomes)
- History as foundational to social studies
- Geography as a foundation discipline to social studies
- Economics & Political Science (Government/Civics) as allied disciplines in social studies
- Anthropology, Culture, Cultural Diversity, and Cultural Responsiveness
- Being a reflective person/teacher
- Facilitating academic conversations/dialogic teaching
- Selected Perspectives & Theories of Child Development, Teaching & Learning
- Planning for Instruction—Curriculum & Pedagogy in elementary social & cultural studies
- Assessment Strategies in elementary social & cultural studies

Content Specific Course Outcomes

The course is designed to assist you to do the following:

1. Develop a conceptual understanding of the social sciences, social studies, multiculturalism & global education.
2. Increase knowledge base regarding the social science disciplines, social studies teaching strategies, & social studies resources
3. Develop enhanced social, historical, geographical, political science, & economic perspectives.
4. Develop an enhanced anthropological, multicultural & multiethnic perspective.
5. Engage in self-analysis particularly focused on your development as a social & cultural being.
6. Increase understanding regarding human development & cognition, specifically as it is related to the ability to conceptualize about the cognitive skills of others & of yourself as well as orchestrate and engage in effective social interaction one-on-one, in small groups & with the whole group.
7. Improve human interaction skills—Academic Conversation skills, teaching skills as well as those relating to basic social & intellectual interaction with young children, academic peers & colleagues.
8. Develop your understanding about the elements of building a cohesive, democratic classroom community
9. Demonstrate the knowledge, attitudes and skills necessary for effective school & social participation as individuals & as members of groups, & to develop these participation attitudes & skills in others.
10. Demonstrate competency in planning for individuals, groups & total class learning.

11. Gather cultural, historical & geographic data about one social studies topic & organize that information into a set of detailed notes & relevant materials.
12. Demonstrate the ability to select appropriate valuing experiences consistent with growth needs as well as the intellectual, social-emotional development of young children.
13. Conceptualize and design a set of social studies lessons that uses the social studies data and materials as a foundation that are described in 10-12 above.

Modes of Instruction

Simulations	Lectures	Demonstration	Individual Interviews	Self-observation & Assessment
Question Asking	Inquiry	Presentation	Problem Solving	Peer Observation&Assessment
Academic Conversations	Community Building	Dialogic Teaching	Independent Research	Oral and Written Reflection

Methods of Evaluation/Grading Formula

Expectations for Class Sessions

Class Sessions- - This course will be held ___ times this semester. It is designed to actively engage class members. The shared class sessions will be invaluable to maintain a sense of continuity, community, and group solidarity. In addition, this course is one of your PROFESSIONAL LEVEL courses, therefore your involvement and attendance should reflect your professional commitment and ethic. With this in mind, the following **attendance policy** has been designed:

1. If it is necessary to miss a class session, notify me directly—**FIRST** by email **and** **SECOND** either in the session preceding your absence **or** the session following your absence. At that time I will determine if your absence is excused or unexcused. Excused absences include illness, family illness, or personal emergency. If you are involved in a group project at the time, I expect you will also notify the group members you are working with.
2. If **more than 2 session** is to be missed, and you know it at this time, I recommend you drop the class. If you miss 3 sessions, your grade will be dropped a full grade (A becomes a B, B becomes a C, etc.). If you miss more than 4 you will receive an E in the course. In addition, a Professional Concerns Conference Record Form will be prepared and filed with the dean's office.
PLEASE NOTE: I recognize that there can be *extenuating circumstances*. If you have circumstances arise that are beyond your control, please talk with me to make special arrangements in your case.
3. **Tardiness is discouraged.** It is not a part of a strong professional commitment and ethic. If you are persistently tardy(more than twice), we will need to meet to discuss how you intend to change your choice of arrival time or the possibility of dropping the course. In addition, a Professional Concerns Conference Record Form will be prepared and filed with the department chair and the dean's office.

Reading

To prepare for class discussions and participation, it is necessary to read the assigned material on schedule. Throughout the course you will be asked to regularly

demonstrate your understanding of what you read through reading reflections and class discussions.. It is important that you come prepared for each class session.

Note Taking

You are expected to keep a set of notes related to the content of class discussion, to review the notes for your own learning, and to include these notes in your portfolio.

Course Requirements & Assignment Descriptions

Area 1: Professional Conduct (10 pts)—The expectation is that you will conduct yourself in class as a professional person. This includes, but is not limited to:

- arriving on time, limited absences, being prepared for class,
- actively engaging in thoughtful discussion about the content for each day's class,
- listening to others, respecting the person who “has the floor” during discussion,
- respecting every person in the class in every type of class activity,
- refraining from vulgarity
- dressing modestly (professional clothes are not required, but you need to be aware of the image you portray—we'll discuss this in class)
- limiting your use of electronic devices to what is directly related to the content of the course.

Area 2: Reading and Reading Quizzes (20 pts)—Due

You will have reading due for most classes. You will be quizzed at the beginning of most classes on the reading that is due. Your engagement with and understanding of the reading assignments will be assessed through your reading quizzes and your involvement in class discussion.

Area 3: Building a Four Generation Family Tree (20 pts)—Due

You will have the opportunity to create a four generation family tree. This can be drawn, created digitally or in another format that works for you. You will have the opportunity to work with familysearch.com if you need assistance with identifying the names of your family members, their relationship to each other, their birth and death dates and places of birth.

Area 4: Curriculum Research & Development Project

PART 1—Social Studies Research Documentation and Bibliographies (25 points possible). Due _____ to the E-learning Drop Box

Research Documentation

You will be working in a collaborative group for this project, but you will be graded individually. The group will be formed around a common theme and will be designed to provide support for the individuals in the group.

Suggested themes include *Knowing Myself, Knowing My Family, Getting to Know My Neighborhood, Building Friendships, Getting to Know My School, Getting to Know My Community, Learning About Diverse Cultural Groups*

You will each be responsible for gathering a coherent set of documents on your chosen topic, studying them, documenting your study, and reporting your study to the class periodically. When you report to the class, the class members will be taking notes on the content of your presentation, so it will be important to be clear, well organized, and prepared to answer any questions the class members have about what you have presented.

Curriculum Research and Development Project Part 1 cont.

You will need to make certain you have a copy of your documentation on disk or on line once you hand them to me so that you are able to work with your notes as you prepare Part 2 of the project. You may use the note taking format you wish. Your notes must be typed or word processed. You may also include articles that have been highlighted with marginal notes as evidence of your research (this can be done by hand or electronically). Whichever approach you take to document your research, it must be clearly organized and easily accessible for you to use in the preparation of your lesson plans for Part 2. There is no minimum or maximum given, but you must gather enough detailed information that you each will be able to create 5 hours of lessons that have depth to them, both in terms of background information for the teacher as well as developmentally appropriate lesson content for the age group you will design your lessons for. We will decide on the age group (preK-3) in class during Week 2.

Along with the documentation of your research, you will need to prepare 2 bibliographies as follow:

Research Source Bibliography

In addition to your notes, you will need to carefully gather the bibliographic information which documents your historical/cultural research. This documentation will need to be handed in with your notes: You will need to prepare a bibliography of sources (textual, computer software, World Wide Web, visual, audio, etc.) that you used for your notes and which you anticipate using for your lessons. I am requiring that each person identify and use a minimum of 5 bibliographic sources for your research. Only one of the five may be an encyclopedic source. I encourage you to collect bibliographic information not only from written sources, but for computer software, films, audio recordings, and other media sources as well. Note: If you have website sources, make certain that you are selective about the website. Some websites are much more substantive and well-researched than others.

Children's Literature Bibliography

You will also need to hand in an annotated bibliography of children's literature which focuses on your topic. The annotations need only be a short paragraph in length (75-100 words). These bibliographies should then be developed further if needed and turned in with your lessons again. I am requiring that **each person** in class provide annotated bibliographic data for a **minimum of 5** children's books suitable for young children (fiction and/or nonfiction) which are related to your research topic.

Note on Grading: Part 1 will be graded with a rubric that will be made available on E-learning. Use the rubric as a guide for grading expectations. ***This assignment should be submitted electronically via e-learning.***

PART 2 Curriculum Research & Development Project—Lesson Plans & Support Documents (25 points)—Due _____ to E-learning Dropbox

I have outlined on the following pages the basic structure of the process we will go through as you develop the curriculum:

Once you have completed your research and have it organized into notes, then you are to begin to create a set of social studies lessons that is created from your notes. Each person is to create a lesson or set of lessons that will take approximately 5 hours to teach. **Note:** *When your lesson plans and preface materials are handed in, your research notes and bibliographies should be handed in a second time as an Appendix to your plans*

Here is an outline of the three sections Part 2 should include:

Section 1. Preface Materials (To be created by the entire group)

Your lessons should be **prefaced by a table of contents, an overview, a justification, a set of comprehensive set of lesson goals, and a daily planner.** These materials, along with the lessons you create, should all be in line with the state core curriculum and the social studies standards from NCSS. Your bibliography of source materials and annotated children's literature bibliography should conclude your unit. Note: Your cooperative group is allowed to develop these preface materials together if you would like, or you can develop them individually. I will be providing some class time for their development, so the group or individual approach will be possible.

The **table of contents** should serve as a guide to the reader and should list all of the major sections of your document from the preface materials thru the appendices. The **overview** is intended as an introduction to the lessons. The **justification** is intended as a clarification of the purposes and importance of the lesson set for the grade range you have identified. Each of these sections should be approximately 200-250 words in length.

Your **goals** should be general and should cover a wide range of domains of learning/intelligence, e.g. linguistic, logical/mathematical, kinesthetic, interpersonal, etc. as well as providing for diverse forms of representation, e.g. textual, visual, performance, musical. The number of goals you choose to include is entirely up to you and/or your group, but I encourage you to make each goal clear and focused. The

goals will serve as your guide through your lesson creation, as you return to the goals regularly to inquire of yourselves regarding the accomplishment of the goals with the lessons you have designed. The NCSS standards and the Michigan Social Studies GLCEs should be explicitly cross referenced or linked to your goals.

You will need to include a listing of the **NCSS Performance Expectations** and **Michigan Grade Level Content Expectations (GLCEs)** that are a part of the curriculum that you develop. Write Performance Expectations out in full by letter, number, and description. Note: 1) A copy of the NCSS Standards will be loaned to you for use in this course.. 2) The coursepack on e-reserve includes a copy of the Michigan Social Studies GLCEs.

The **daily planner** appears like the eight day calendar below. Fill the planner out for the number of days that your lessons will cover. List the title of the lessons day by day. Place the planner at the front of your lesson plans.
Curriculum Research and Development Project Part 2 cont.

My Family and Me Daily Planner

Mon-Tues	Wed-Thurs	Fri-Mon	Tues-Wed
Lesson 1	Lesson 2	Lesson 3	Lesson 4
Who am I?	My Family & Me	Building My Family Tree	Sharing My Family Tree

Section 2. You need to:

- 1) Identify an age or grade range for your lessons to focus on
- 2) Begin to identify lesson topics and ideas as well as
- 3) a sensible sequence for the topics to be covered. Identify every topic that you think should be covered. Each of you will then choose five hours worth of topics to create lessons for.

Note: You are required to include some form of multi-media application in your set of lessons. You might include computer software, video, audio, photography, data projector use, visual art, and many other possibilities.

Lesson Elements: As you create the lessons you need to keep in mind the developmental level of the students you will be working with. Your lessons should include the following (see lesson plan template for further detail and guidance):

- Title
- Age/developmental level(s)
- Materials needed
- Your goal(s), the NCSS Performance Expectation(s) & Michigan Social Studies GLCE(s) that are addressed in the lesson
- Instructional Objectives (What do you want the children to be able to understand, do and/or think about effectively when they are done with the lesson main ideas (facts and concepts to be taught in the lesson) AND how will they show you they understand, are able to do, and/or think about the topic, task, skill, etc.
- Assessment Methods (How will you identify if the children have learned to do and think what you had planned for them to be able to when you designed the lesson? How will they show you what they have learned?). This should

include a detailed description of the assessment process and/or document as well as a copy of any written assessment materials you intend to use, if there are any.

- Lesson Content Introduction (this section is written as a narrative. Here you will prepare a narrative about the content of the lesson that is drawn from your research notes. The narrative should be written in such a way that it will serve as a thoughtful reading for your students to read silently or out loud as a way of introducing them to the to the topic of the lesson.
- Lesson Procedures (this is a detailed, step-by-step listing of the process you intend to take your students through.
- High Leverage Practices should be integrated into the lesson procedures.
- Accommodations. These include cultural, special needs, gifted/talented, academic accommodations (in this section you will describe accommodations

Curriculum Research and Development Project Part 2 cont.

for the diversity of students you struggle with in your classroom—those who are in the middle range, those who struggle, those who are ahead of the grade. In your classroom, the diversity of student needs will vary from year-to-year.

Note: As you create your lessons, remember to return to the original plans you made for lesson sequence and determine if the sequence should be changed. The sequence of your lessons will enhance the clarity and organization of your unit. Also remember to revisit your lesson goals again and again. Don't forget what your purposes are as you proceed (Note: A template for your lesson plans is provided at the end of the syllabus).

Section 3. Appendices--Attach your graded research documents and bibliographies at the back of the set of materials as Appendices.

Note on grading: Part 2 will be graded with a rubric will be made available on E-learning. Use the rubric as a guide to understanding the expectations for this assignment.

Submission: Part 2 of your Curriculum Research and Development project should be submitted electronically via e-learning

Assignment Weighting

<u>Assignment Area</u>	<u>Due Date</u>	<u>Points</u>
Area 1—Participation		10
Area 2—Quizzes		20
Area 3—Building a Four Generation Family Tree		20
Area 4—Project—Part 1 Curriculum R& D Project		25
Part 2 Curriculum R&D Project		25

Late Assignments Policy

No late assignments will be allowed unless you have an extreme circumstance such as illness for yourself or in your family (a doctor's receipt/note will be required) and have arranged for the late assignment with me directly. Note: See attendance policy on page 5 also.

Grading Scale

A.....100 - 94	BA.....93-90	B.....89-84	CB.....83-80
C.....79 -74	DC.....73 -70	D.....69-64	E.....Below 63

Selected Resources for Your Use with Your R&D Assignment

Rethinkingschools.org

Teachertube.com

Michigan.gov

Others Web Sites & URLs added by class members during the term:

