Date of request: 25-NOV-2019
Request ID: E-2019-TLES-144
College: E
Department: TLES
Initiator name: Tracy DeMars
Initiator email: tracy.demars@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 4502
New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:
ED 4502

2. Proposed credit hours:
4

3. Proposed course title:
Pre-internship 2: Upper Elementary Focus

4. Proposed course prerequisites:

5. Proposed course corequisites:
None
6. Proposed course prerequisites that may be taken concurrently (before or at the same time): None

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: This course is part of a newly proposed program. The major and minor codes will be applied when the program is approved.

10. Classification restrictions: Include

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

12. Level restriction: Include

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: Upper EL Pre-Internship

17. Is this course repeatable for credit? No

18. Is this course mandatory credit/no credit? No

19. Select class type: Supervision or Practicum
20. How many contact hours per week for this course?
10

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 propose a new field-based course for Elementary Education program candidates.

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 clinical experience course is the fifth of five field-based courses designed to provide students with the experiences appropriate to Elementary Education and which will lead to the completion of the 600 mandated field experiences hours set by the Michigan Department of Education.

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.
  • The teacher candidate will combine the knowledge, skills, and dispositions necessary for effective observation, teaching, and reflection about what they observe in the clinical setting.
  • The teacher candidate will write a demographic analysis of their classroom, school and community.
  • English Language Arts
  • The teacher candidate will conduct upper elementary content and curriculum research in English language arts along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.
The teacher candidate will prepare two English language arts lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e., math, science or social studies and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.

The teacher candidate will teach the English language arts lessons in an upper elementary classroom setting.

The teacher candidate will write a thoughtful reflection on their teaching opportunities, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and the assessment cycle.

The teacher candidate will catalog his/her teaching artifacts according to InTASC standards in a portfolio. The candidate will also write reflective paragraphs for each artifact explaining how the artifact demonstrates that the teacher candidate has met the standard.

Mathematics

The teacher candidate will conduct upper elementary content and curriculum research in mathematics along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.

The teacher candidate will prepare two mathematics lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e. English Language Arts, science or social studies and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.

The teacher candidate will teach the mathematics lessons in an upper elementary classroom setting.

The teacher candidate will write a thoughtful reflection on their teaching opportunities, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and the assessment cycle.

The teacher candidate will catalog his/her teaching artifacts according to InTASC standards in a portfolio. The candidate will also write reflective paragraphs for each artifact explaining how the artifact demonstrates that the teacher candidate has met the standard.

Science

The teacher candidate will conduct upper elementary content and curriculum research in science along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.

The teacher candidate will prepare two science lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e. math, English Language Arts or social studies and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.

The teacher candidate will teach the science lessons in an upper elementary classroom setting.

For continuation see syllabus.

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

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 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.
At the moment, the Elementary Education program has only one pre-internship, which students take the semester prior to their Internship. The new program will have a sequence of 5 field-based courses prior to the students' Internships so that students can reach the State's required number of field hours.

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?
Market Demand—Currently there are 300 students enrolled in our elementary education program. With the reduction in credit hours for the elementary program, we anticipate that students interest will increase because our new program will have a comparable number of credit hours to the other teacher education programs in the State of Michigan (currently the elementary program has 15-20 credit hours more than the other teacher education programs).

Student Audience—The student audience for this program are students who have a professional goal to teach elementary school.

Other Factors—The new elementary program will allow for students to complete their program of study 1-2 semesters sooner because of the reduction in credit hours.

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 both the department and College level in the Office of Clinical Experiences. (see letter from university library)
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.

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.

O. Current catalog copy:
This is a new course. No current catalog copy exists.

P. Proposed catalog copy:
ED 4502 Pre-internship 2: Upper Elementary Focus is the fifth clinical course and the pre-internship for the Upper Elementary grade band certification. The course is designed to engage teacher candidates in developing an even deeper awareness of the four core content areas (English language arts, science, math, and social studies) and is specifically designed to assist teacher candidates in four areas:
1) Continuing to develop abilities to engage in Upper Elementary classroom community, equity and relationship building;
2) Learning to plan for and teach English language arts, mathematics, science and social studies in an upper elementary classroom setting;
3) Learning to plan for and integrate the allied disciplines (integrated creative arts, health, nutrition, technology, social justice and physical education);
4) Learning to teach English language arts, mathematics, science and social studies with the allied disciplines (integrated creative arts, health, nutrition, technology and physical education);
5) Learning to engage in thoughtful self-observation at the conclusion of each lesson that they teach with an eye single to improving their practice for the lessons yet to be taught.

Pre-requisites include Education 2500 Human Development, Education 2900 K-8 Teaching as a Profession, ED2002 Elementary Teaching Lab ~ Introduction to Classrooms (or equivalencies), ED3002 Integrated Clinical Lab: Early Elementary, ED3003: Integrated Clinical Lab: Upper Elementary, and ED 4501: Pre-Internship I: Early Elementary Focus.
Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 25-NOV-2019

Department approver: Regena Nelson

Chair comment:

Date: 26-NOV-2019
ED 4502 Pre-internship 2: Upper Elementary Focus
Semester
Class Days and Times
Class Breaks:

| Holidays: |

Important Course & Professor Contact Information

<table>
<thead>
<tr>
<th>Course Credits:</th>
<th>4 Credits</th>
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<tr>
<td>Course CRN:</td>
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<td>Course Time:</td>
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<tr>
<td>Room</td>
<td>Sangren Hall</td>
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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

Pre-requisites—Education 2500 Human Development, Education 2900 K-8 Teaching as a Profession, ED2002 Elementary Teaching Lab ~ Introduction to Classrooms (or equivalencies), ED3002 Integrated Clinical Lab: Early Elementary, ED3003: Integrated Clinical Lab: Upper Elementary, ED 4501: Pre-Internship I: Early Elementary Focus

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 in the section entitled Honor Code (pp. 85-92); this pertains 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 85-92.
**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 2002 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 clinically based and is the pre-internship for the Upper Elementary course sequence. The course is designed to engage teacher candidates in developing an even deeper awareness of the four core content areas (English language arts, science, math and social studies) and is specifically designed to assist teacher candidates in five areas:

1. Continuing to develop abilities to engage in an upper elementary classroom community, equity and relationship building;
2. Learning to plan for and teach English language arts, mathematics, science and social studies in an upper elementary classroom setting;
3. Learning to plan for and integrate the allied disciplines (integrated creative arts, health, nutrition and physical education);
4. Learning to teach English language arts, mathematics, science and social studies with the allied disciplines (integrated creative arts, health, nutrition and physical education);
5. Learning to engage in thoughtful self-observation at the conclusion of each lesson that they teach with an eye to improving their practice for the lessons yet to be taught.

**Course Objectives**

- The teacher candidate will combine the knowledge, skills, and dispositions necessary for effective observation, teaching, and reflection about what they observe in the clinical setting.
- The teacher candidate will write a demographic analysis of their classroom, school and community.

**English Language Arts**

- The teacher candidate will conduct upper elementary content and curriculum research in English language arts along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.
  - The teacher candidate will prepare two English language arts lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e. math, science or social studies and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.
  - The teacher candidate will teach the English language arts lessons in an upper elementary classroom setting.
  - The teacher candidate will write a thoughtful reflection on their teaching opportunities, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and the assessment cycle.
  - The teacher candidate will catalog his/her teaching artifacts according to InTASC standards in a portfolio. The candidate will also write reflective paragraphs for each artifact explaining how the artifact demonstrates that the teacher candidate has met the standard.

**Mathematics**

The teacher candidate will conduct upper elementary content and curriculum research in mathematics along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.
The teacher candidate will prepare two mathematics lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e. English Language Arts, science or social studies and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.

The teacher candidate will teach the mathematics lessons in an upper elementary classroom setting.

The teacher candidate will write a thoughtful reflection on their teaching opportunities, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and the assessment cycle.

The teacher candidate will catalog his/her teaching artifacts according to InTASC standards in a portfolio. The candidate will also write reflective paragraphs for each artifact explaining how the artifact demonstrates that the teacher candidate has met the standard.

Science

The teacher candidate will conduct upper elementary content and curriculum research in science along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.

The teacher candidate will prepare two science lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e. math, English Language Arts or social studies and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.

The teacher candidate will teach the science lessons in an upper elementary classroom setting.

The teacher candidate will write a thoughtful reflection on their teaching opportunities, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and the assessment cycle.

The teacher candidate will catalog his/her teaching artifacts according to InTASC standards in a portfolio. The candidate will also write reflective paragraphs for each artifact explaining how the artifact demonstrates that the teacher candidate has met the standard.

Social Studies

The teacher candidate will conduct upper elementary content and curriculum research in Social Studies along with the allied disciplines that are being integrated, (integrated creative arts, health, nutrition, technology, social justice and physical education) focused on an upper elementary classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.

The teacher candidate will prepare two Social Studies lessons for an upper elementary classroom setting, with at least one integrated core discipline, i.e. math, science or English Language Arts, and one integrated allied discipline, i.e., integrated creative arts, health, nutrition, technology, social justice and physical education.

The teacher candidate will teach the Social Studies lessons in an upper elementary classroom setting.

The teacher candidate will write a thoughtful reflection on their teaching opportunities, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and the assessment cycle.

The teacher candidate will catalog his/her teaching artifacts according to InTASC standards in a portfolio. The candidate will also write reflective paragraphs for each artifact explaining how the artifact demonstrates that the teacher candidate has met the standard.
• The teacher candidate will continue revision on their philosophy of teaching statement, focusing on upper elementary instructional settings and curricula.

MDE Standards for the Preparation of Upper Elementary Education Teachers (Grades 3-6)

Literacy

L.2. Culturally responsive practices in literacy

Well-prepared beginning teachers of literacy will be able to:

a. Understand the importance of the learners’ use of their first or home language(s) and dialect(s) and development of additional languages and literacies, and design instruction that builds upon learners’ use of their first or home language(s).

b. Select instructional materials that value and reflect the multidimensionality of diversity represented in society and learners.

c. Critically analyze texts with learners for social and cultural biases by analyzing language and visual representations in print and digital texts and media to identify themes and patterns that perpetuate gender, social class, and racial/ethnic stereotypes.

d. Engage learners in creation and use of visual representations of thinking and learning (e.g., anchor charts; graphic organizers; personal artifacts, such as learning/response journals; visible thinking routines.

e. Provide specific, constructive feedback targeting learners’ most critical needs during the process of reading, writing, speaking, listening, viewing, and visually representing.

f. Identify reasonable goals and expectations for learners that align with their literacy and academic development.

g. Select texts that provide useful material, especially to back up an argument, for rich instruction and discussion, and analyze texts to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances.

h. Select texts of varying complexity that align with instructional purposes (e.g., independent practice, study of author’s craft and structure, integration of knowledge and ideas).

L.3. Literacy Curriculum Design and Assessment

Well-prepared beginning teachers of literacy will be able to:

a. Design or adapt and implement literacy curricula that support literacy learning for whole class, small groups, and individual learners in reading, writing, and other forms of communication, including all constructs of literacy.

b. Observe and describe the impact of language on learners’ social and academic development and developing identities as readers and writers, and planning and implementing instruction accordingly.

c. Identify and value learners’ multiple ways of communicating, in- and out-of- school discourses, and variations in language expression, and leveraging these to provide appropriate literacy instructional practices and social development of individual learners.

d. Demonstrate knowledge and understanding of state standards and competencies applicable to literacy learning in grades 3-6.

Mathematics

M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children’s mathematics learning
M.2. Plan mathematics lessons and sequences of lessons

M.3. Use formative and summative mathematics assessments to gauge children’s learning and to make instructional decisions.

M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics.

M.5. Unpack mathematical content and identify mathematical competence for whole numbers and operations.

S.1. Scientific Phenomena
Well-prepared beginning teachers of science are able to:

a. Articulate the role of scientific phenomena in three-dimensional science teaching and learning.

b. Identify, evaluate, and use productive scientific phenomena for learners’ science learning including everyday noticings of the world (for example, a puddle disappearing over time).

S.3. Engaging Learners in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework
Well-prepared beginning teachers of science are able to:

a. Articulate the nature and importance of life, earth and physical science disciplinary core ideas consistent with the Michigan Science Standards.

b. Identify grade appropriate elements of the disciplinary core ideas within instructional materials.

S.4. Engaging Learners in Developing and Using Crosscutting Concepts as Identified in the Framework
Well-prepared beginning teachers of science are able to:

a. Articulate the nature of the crosscutting concepts and relate them to 3D learning (giving priority to patterns, cause and effect, systems and systems models, scale, proportion and quantity, and energy and matter) and identify them within instructional materials.

b. Integrate crosscutting concepts in lessons, curricula and assessments.

S.5. Selecting and modifying instructional materials for 3D learning
Well-prepared beginning teachers of science are able to:

a. Select and modify instructional materials to create learning environments that engage learners in using the disciplinary core ideas, science and engineering practices and crosscutting concepts to explore, describe, and explain phenomena.

b. Articulate and incorporate connections between science and other discipline areas (e.g., engagement in measurement, analysis and the cross-cutting concept of patterns within science learning; writing to explain science understanding).

S.6  Learners’ scientific sense-making
Well-prepared beginning teachers of science are able to:
a. Articulate how learners make sense of scientific phenomena, ideas, experiences and data and what scientific sense-making looks like in individuals (e.g., speaking, writing, visually representing, enacting) and whole class interactions (e.g., speaking and listening).
b. Identify instances of sense-making and elicit learner ideas, in individual, small group, and whole class interactions that embrace the complexity and iterative nature of sense-making and move beyond indicating whether the ideas are correct vs. incorrect, accurate vs. misconceptions.

**S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning**

Well-prepared beginning teachers of science are able to:

a. Articulate research-based pedagogical strategies that support learners’ sense-making in grade level and culturally appropriate ways including leveraging learners’ prior experiences and knowledge, varying activity structures, talk and group work for science. For example, they should be expected to elicit learners thinking, cultural and community connections, and curiosity when making sense of phenomena.
b. Choose, modify and/or design lessons and lesson sequences and/or assessments to create learning environments that provide opportunities for iterative learners’ sense-making and explanation building through classroom talk, written words, diagrams and/or movement.
c. Create an inclusive linguistic culture that leverages individual interactions, small group work and whole group talk strategies for eliciting learner ideas and engaging learners in sense-making through 3D learning (e.g., partner talk, asking for clarification, asking for evidence and reasoning, asking for others to agree/disagree and asking for contributions to build on one another).

**SS.1. Civic Engagement**

Well-prepared beginning teachers of elementary social studies will know and demonstrate an understanding of how to teach:

a. The responsibility of public discourse, decision making, and citizen involvement through developing skills for participating in community issues by using representational tools and data to interpret, analyze, and create structured discourse which communicates reasoned positions relative to public issues;
b. Organizational skills for clearly stating a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions; and
C. Communication skills to generate a reasoned position on a public issue in order to act constructively to further the public good.

**SS.2. History**

Well-prepared beginning teachers of elementary social studies will know and demonstrate an understanding of how to teach:

a. History as an organizing framework for developing a sense of time and chronology using events from personal experiences and expanding into the events of larger communities and countries;
b. Historical thinking that consists of understanding and evaluating change and continuity over time, and make appropriate use of historical evidence in answering questions and developing arguments about the past.
   C. Historical thinking to understand the past in the local community, Michigan, and the United States, as detailed in Michigan 3-6 content standards for social studies for the appropriate grade level bands.
SS.3. Geography

Well-prepared beginning teachers of elementary social studies will know and demonstrate an understanding of how to teach:

a. Geography as an organizing framework to identify and interpret geographic environment using representational tools, spatial perspective, and concepts that explain human needs and wants and their relationship to their environment;
b. Geographic reasoning that consists of using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations.
c. Geographic reasoning to understand the geography of the local community, Michigan, the United States, and the world, as detailed in Michigan 3-6 content standards for social studies for the appropriate grade level bands.

SS.4. Civics and Government

Well-prepared beginning teachers of elementary social studies will know and demonstrate an understanding of how to teach:

a. Civics and Government as an organizing framework for understanding productive civic engagement, the development of individual rights and societal structures, and relationships between these dynamic forces.
b. Civic reasoning that consists of conceptual foundations of governments, applying civic virtues and principles of American constitutional democracy, explaining important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
c. Civic reasoning to understand the government and political processes at the local, state, federal, and global levels as detailed in Michigan 3-6 content standards for social studies for the appropriate grade level bands.

SS.5. Economics

Well-prepared beginning teachers of elementary social studies will know and demonstrate an understanding of how to teach:

a. Economics as an organizing framework for study of the interaction of individual wants, goods, services, and the resulting exchanges in a structured society;
b. Economic way of thinking to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy (e.g. all choice involves cost, individuals make economic choices, people respond to incentives in predictable ways, individuals participate in economic systems, all decisions have consequences which lie in the future, trade and labor create wealth);
c. Economic way of thinking to understand economic activities as detailed in Michigan 3-6 content standards for social studies for the appropriate grade level bands.