# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

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| A.1. [Course or program](#1fob9te) | **New course: SED 314:** responsive Social Studies Teaching/Learning I |  |
| A.2. [Proposal type](#3dy6vkm) | **Course creation** |
| A.3. [Originator](#tyjcwt) | **Ellen Bigler** | [Home department](#1t3h5sf) **Educational Studies** |
| A.4. [Context and Rationale](#3znysh7)  | SED 314 is the fifth course in the pedagogical sequence of the education program leading to secondary social studies certification, and is taken after SED 302: *Teaching and Learning: Humanities in Communities.* SED 314, the first of two practicum courses taken exclusively by Social Studies and History Secondary Education majors, replaces two courses in the secondary education program, SED 411: *Content and Pedagogy in Secondary Social Studies Education* and SED 412: *Field Practicum in Secondary Social Studies Education.*  SED 411 and SED 412 were offered concurrently in fall of a student’s senior year; SED 314 and the subsequent SED 414 practicum II course are spread across an entire year, allowing a deeper understanding of content and pedagogical practices and more opportunities for practice in the field.SED 314, as the first of two practicum courses taken exclusively by Social Studies and History secondary education majors, introduces the candidate to the teaching of social studies and history at the secondary (grades 7-12) level. It is taken in the spring semester of a student’s junior year, one year prior to student teaching, and builds on the skills and practices learned in the prior pedagogical sequence. Like other courses in the educational sequence, there is a more explicit social justice stance. This greater emphasis responds to the Rhode Island Department of Education ‘s push for educational programs that produce more equitable outcomes among diverse groups of Rhode Island students; and to similar discipline-specific calls from the National Council for the Social Studies (the accrediting body), with their new C3 Framework focus on inquiry-based and culturally relevant social studies education. A series of questions are posed in the course, beginning with ”Why social studies?” Candidates initially examine the teaching of social studies/ history across time, to better understand the forces that have shaped social studies/ history education in our nation’s schools and the status of the social studies today. Increasing calls for critical and culturally relevant curricula and pedagogy are analyzed against the backdrop of growing national and global social, political and economic inequalities. Candidates are asked to situate themselves as social studies educators.What does critical and culturally relevant and responsive teaching look like in the social studies classroom and why is it called for? How do we merge theory and practice to meet the needs of students in our economically, racially, culturally, and linguistically diverse schools? How through the teaching of social studies do we build historical understandings and a sense of community within our classrooms, schools and communities while also building a larger national and global identity, at this time when the need to work together is becoming increasingly urgent? Candidates will research their student and community makeup toward learning how to create lessons designed to achieve learning goals tailored to their particular students’ needs and strengths, through processes of research, observation, and video analysis. How do we determine what content and skills to teach? How do we create meaningful connected lessons that engage students and are effective in achieving learning goals for all students? How do we draw upon the rich content knowledge our candidates possess in the fields of history and the social sciences? Candidates design a mini-unit utilizing backward design and essential questions to creating learning goals for mini unit. They then determine acceptable evidence of student learning, and finally plan learning experiences and instruction. As this practicum-based course includes a 30-hour clinical preparation component, students have multiple opportunities in the field to plan and implement several of these lessons based on concepts, approaches, and strategies explored in the classroom. Throughout their time in the field, candidates continue to exercise reflection skills honed in earlier courses. Upon successful completion of SED 314, teacher candidates will subsequently enroll in SED 414 (Practicum II), followed by their student teaching semester.  |
| A.5. [Student impact](#1y810tw) | Students in the secondary education programs take this course as part of the methods sequence, which is part of the overall redesign.  |
| A.6. [Impact on other programs](#4i7ojhp)  | This course will be required of all students in the Secondary Education-Social Studies and Secondary Education - History programs.  |
| A.7. [Resource impact](#2xcytpi) | [*Faculty PT & FT*](#1ci93xb):  | **FSEHD faculty will teach this course.** |
| [*Library*:](#3whwml4) | **None** |
| [*Technology*](#2bn6wsx) | **None** |
| [*Facilities*](#qsh70q): | **None** |
| A.8. [Semester effective](#30j0zll) | **Fall 2019** |  |  |

B. [NEW OR REVISED COURSES](#3as4poj)

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|  | New |  |
| B.1. [Course prefix and number](#1pxezwc)  | SED 314 |  |
| B.3. [Course title](#49x2ik5)  |  Responsive Social Studies Teaching/Learning I |  |
| B.4. [Course description](#2p2csry)  | Teacher candidates examine secondary social studies teaching and learning in public schools, and create and deliver age-appropriate culturally responsive social studies lessons. Three weeks or equivalent practicum field experience. |  |
| B.5. [Prerequisite(s)](#147n2zr) | Successful completion of SED 301, SED 302; Social Studies content GPA of 3.0. Concurrent or prior successful completion of GEOG 200 and GEOG 401 or permission of instructor. |  |
| B.6. [Offered](#3o7alnk) | Spring | |  |  |
| B.7. [Contact hours](#23ckvvd)  | **4** |  |
| B.8. [Credit hours](#ihv636) | **4**  |  |
| B.9. [Justify differences if any](https://docs.google.com/document/d/1_zJQxH0uG2sCFqQvkRObkMbuBxxvUOcvfcJ0QnEhw0c/edit#bookmark=id.2xcytpi) | 3 weeks or equivalent (per the new RIDE regulations) of level 3 clinical preparation will be in addition to the 4 hours of contact time.Definition of Level 3 clinical preparation: - Practicum. At this higher level phase, teacher candidates hone their skills in teaching small groups and whole classes of students under the guidance, support, and supervision of highly skilled educators. They learn how to collect, assess, and use data to inform instruction, know state and national standards and how to align them with their teaching, and begin to develop a repertoire of effective teaching strategies. They observe and actively collaborate with their cooperating teacher. They participate in designing the environment for independence, where each person is a valued member of a community of learners. |
| B.10. [Grading system](#32hioqz)  | **Letter grade |**  |  |
| B.11. [Instructional methods](#1hmsyys) | **| Lecture | Small group | Individual | Clinical Preparation**  |  |
| B.12.[Categories](#41mghml) | **Required for major; Required for Certification** |  |
| B.13. Is this an Honors course? | **NO** |  |
| B.14. [General Education](#2grqrue)N.B. Connections must include at least 50% Standard Classroom instruction. | **NO**  |  |
| B.15. [How will student performance be evaluated?](#vx1227) | **Attendance | Class participation | Field Observations | Presentations | Papers |** **Class Work | Projects | Teacher Candidate mini Work Sample: unit plan and RI-ICEE-aligned lessons** |  |

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| B.18**.** [**Course learning outcomes**](#z337ya)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#2jxsxqh)**, if relevant** | [**How will each outcome be measured**](#44sinio)**?** |
| Examine and explain shifting approaches to social studies/ history instruction across time. | FSEHD 2, 3RIPTS 6 | * Active class engagement: discussions, weekly reflections/blogs, journal posts
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| Situate themselves as social studies educators, reflecting on their own social locations, identities, and material conditions and their relevance for becoming effective educators.  | FSEHD 3, 4, 6RIPTS 1, 8, 10 | * Weekly reflections/ blogs
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| Actively contribute to building a positive and mutually supportive classroom community.  | FSEHD 5, 6RIPTS 7, 10 |  Participation; student-led facilitations |
| Examine relevant contextual factors in community and school settings and document how lesson design and delivery is responsive to said factors. | FSEHD 1, 2, 4, 5RIPTS 1, 5 | * Teacher Candidate Mini-Work Sample rubric for Contextual Factors
* Reflective notebook of all implemented lessons
* Lesson Plan reflections
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| Understand, articulate, and put into practice strategies that are research-based, and align NCSS Thematic Standards, the C3 Framework, Common Core, and GSE standards with their lessons for social studies instruction. | FSEHD 4RIPTS 1, 11 | * Active class engagement: discussions, weekly blogs or journal posts
* Clinical preparation/lessons (using the \*\*RI-ICEE)
* Reflective notebook of all implemented lessons
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| Develop critical thinking practices as the means for analyzing the middle school curriculum and classroom practices. | FSEHD 1, 2, 4RIPTS 1,2,5,8,9 |  Reflections/ blogs |
| Develop critical pedagogy techniques and practices for facilitating classroom engagement around a range of topics in the middle school curriculum. | FSEHD 1, 2, 4RIPTS 2,3, 4,5 9 |  Mock lessons; RI-ICEE-aligned lesson plan; written reflections; video analysis |
| Design instruction for a diverse group of students that utilizes UBD approach, identifies essential questions, and includes differentiation, scaffolding, the effective use of technology, and higher order thinking skills in such a way that *all* students including Emergent Bilinguals have opportunities to succeed.  | FSEHD 1, 2, 4RIPTS 2, 3, 4, 9 | * UBD Planning Template assignment
* Clinical preparation/lessons (using the \*\*RI-ICEE)
* Reflective notebook of all implemented lessons.
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| Plan a mini-unit overview and teach individual lessons that accurately address relevant social studies standards (e.g., GSEs, NCSS, CCSS).  | FSEHD 1, 2, 4RIPTS 2, 4 | * Student-led facilitations and workshops; RI-ICEE lesson plan template and RI-ICEE evaluation tool;
* Clinical preparation/lessons (using the \*\*RI-ICEE)
* Reflective notebook of all implemented lessons.
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\* the RI-ICEE is the required observation instrument used throughout the FSEHD and based on Rhode Island Professional Teaching Standards (RIPTS).

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| B.19. [**Topical outline**](#3j2qqm3)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Social Studies/ History Teaching in our Public Schools**

A. Critique traditional approaches to the teaching of history/ social studies 1. Assess reasons for the shifting approaches and current conflicts in the US (e.g., National History Standards, ethnic studies debates in the Southwest etc.)
2. Examine rationale for the NCSS Standards changes that now incorporate “culturally relevant and responsive pedagogy” and an emphasis on inquiry-based teaching
3. Address RI state standards that drive social studies education in the state (e.g., CCSS, [GSEs](http://www.ride.ri.gov/instructionassessment/civicssocialstudies.aspx))
4. Articulate their own evolving teaching philosophy, documenting how it addresses concerns that undergird the 2017 NCSS Social Studies Standards and C3 Framework
5. **Toward Building Community in our Social Studies Classrooms**
6. Understanding our students and their communities (incorporating research and analysis of Contextual Factors data)
7. The importance of community in the Social Studies classroom and schools
8. Recognizing students’ “funds of knowledge” and teaching to their cultural and linguistic strengths
9. Addressing the needs of Emergent Bilinguals in our classrooms (TESL course #1 taught parallel to this course)
10. Fostering a global perspective in an increasingly interconnected world
11. **Student Engagement and Classroom Discourses and Practices**
12. The changing role of the social studies educator“
13. Whose Stories? Lies My Teacher Told Me” (James Loewen)
14. Constructing knowledge: Pedagogies of empowerment
15. Teaching controversial issues
16. Questioning strategies/ writing strategies
17. **Teaching and Learning in a Diverse Classroom**
18. Operationalizing an inquiry-based, project-based critical thinking approach in the social studies classroom (C3 Framework and Understanding by Design)
19. The role of “essential questions” in establishing learning goals
20. Determining acceptable evidence of learning: assessment strategies
21. Designing small group and whole class activities toward achieving learning goals
22. Scaffolding and differentiating social studies instruction
23. Utilizing technology for teaching and student exploration
24. Integrating assessment practices (informal, formal, authentic etc.)
25. **The Field Experience**
26. Observation protocols
27. Research contextual factors, school and community (part of the TCMWS)
28. Develop a mini-unit overview framed by an “essential question” and reflecting aspects of the C3 Framework
29. Develop, teach and critique individual lessons using videotaping and observations of peers, Field Instructor, and College Supervisor
30. Assessing student learning
31. Moving beyond “classroom management” prescriptions
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_3fwokq0) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Julie Horwitz or Gerri August | FSEHD Co-Deans |  |  |
| Earl Simson | FAS Dean |  |  |