# 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 414:** responsive Social Studies teaching/Learning II |  |
| 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 414 is the sixth course in the pedagogical sequence of the education program leading to secondary social studies certification, and is taken after SED 314: *Rethinking Social Studies Teaching/ Learning I.* The two practicums, offered over the course of two semesters, allow for a deeper understanding of content and pedagogical practices with more opportunities for practice in the field. 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. Effective social studies instruction places inquiry at the center of classroom learning. The interdisciplinary nature of the field, along with the possibilities for integration of the arts and humanities, provide candidates a rich set of disciplinary resources. SED 414 prepares candidates to draw upon their extensive content knowledge base and develop inquiry-based units and lessons to be taught in their secondary classroom settings. Social studies candidates practice creating unit overviews and lessons that lead to enduring historical understandings and that build the critical thinking, problem solving, and participatory skills essential to preparing students to take their place as informed citizens. Critical thinking skills are applied in a range of contexts, such as evaluating and critiquing media and “expert” claims in the public sphere. Candidates develop strategies to assess student learning, and at the conclusion of the unit determine whether all students were able to learn the content and skills required; if not, they propose ways to address unequal outcomes. Throughout, the emphasis is on designing units, lessons and activities that are responsive to our students, and that ultimately provide them the understandings, skills, and vision to engage for change in their own schools, communities, and beyond. This practicum-style course will involve a 30-hour clinical preparation component in which students will plan and implement a mini-unit and lessons based on concepts, approaches, and strategies explored in class. |
| 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 social studies and history/social studies 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 414 |  |
| B.3. [Course title](#49x2ik5)  | responsive social studies teaching/Learning II |  |
| B.4. [Course description](#2p2csry)  | Emphasis in SED 414 is on inquiry and project-based learning, assessment, critical thinking skills, and culturally responsive curricula and pedagogy in secondary classrooms. Three weeks or equivalent practicum field experience.  |  |
| B.5. [Prerequisite(s)](#147n2zr) | **SED 314** |  |
| B.6. [Offered](#3o7alnk) | **Fall |**  |  |
| 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**](#2jxsxqh)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#44sinio)**, if relevant** | [**How will each outcome be measured**](#1ksv4uv)**?** |
| Analyze the significance of students’ lived experiences and implications for effective social studies teaching.  | FSEHD 3, 4, 6RIPTS 1, 8, 10 | Written reflections, observations |
| Actively contribute to building a positive and mutually supportive classroom community. | FSEHD 5, 6RIPTS 7, 10 | Participation; student-led facilitations |
| Assess the role of social studies instruction (both content and pedagogy) in creating and fostering a sense of community within our classrooms; in building student understanding of US and world history and its relationship to current societal inequalities; and in empowering students to exercise their constitutional rights in school and beyond. | FSEHD 1, 2, 3, 4, 5RIPTS 1,3, 4, 5 | Class discussion; written reflections; lesson plans. |
| Create and implement an inquiry-based mini-unit that fosters active engagement of all students, hones critical thinking skills, and incorporates scaffolding and differentiation so as to allow all students to succeed.  | FSEHD 1, 2, 3, 4RIPTS 1, 3, 4, 5 | Class presentations. Teacher Candidate Mini-Work Sample and rubric. RI-ICEE-aligned lesson plan |
| Develop critical pedagogy techniques and practices for facilitating classroom dialogue around a range of topics. | FSEHD 1, 2, 4RIPTS 2,3, 4,5 9 | Mock lessons; TCmWS; RI-ICEE-aligned lesson plan |
| Create appropriate and effective learning goals and objectives for a specific, culturally diverse group of students. | FSEHD 1, 2, 4RIPTS 2, 3, 4,5 | TCmWS; RI-ICEE-aligned lesson plan |
| Design an appropriate and effective assessment plan for a specific, culturally diverse group of students so that all students have opportunities to succeed. | FSEHD 1, 2, 4RIPTS 2, 3, 4, 9 | TCmWS |
| Utilize technology effectively in planning and implementation of lesson plans and help students to critically examine the impact of technology in their lives. | FSEHD 1, 2, 4RIPTS 2, 4 | Student-led facilitations and workshops; TCmWS. |

\* the RI-ICEE is the required observation instrument used throughout the FSEHD and based on Rhode Island Professional Teaching Standards (RIPTS).

\*TCmWS stands for the Teacher Candidate mini Work Sample, a summative assessment that involves designing an entire unit plan including individual lessons and assessments.

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| B.19. [**Topical outline**](#3j2qqm3)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Project-based Learning in the Social Studies Classroom
2. Rationale
3. Video analysis of teaching using a project-based approach
4. Essential questions and unit design
5. Structuring learning activities: Why inquiry-based learning?
6. Exploring strategies that foster active student engagement and promote deeper understanding of content material (e.g., Socratic seminars, Fishbowl, History Alive, and other interactive and collaborative learning and questioning strategies)
7. Using a range of assessment strategies to measure student learning (authentic, informal, formal, etc.)
8. Developing Historical Thinking Skills in the Secondary Social Studies Classroom
9. Rationale
10. Knowing your students: Culturally relevant choices in design process
11. Online access to primary documents
12. Integrating reading strategies to investigate historical questions, including sourcing, contextualizing, corroborating, close reading
13. Authentic assessment

 III. Civics Education for the 21st Century1. Current status of civics education in Rhode Island schools and the USA and compared to other democratic nations
2. Rationale and strategies for critical civics education
3. Analyzing online resources (e.g., iCivics, developed by Sandra Day O’Connor, Civics Online Reasoning on the Stanford History Education Group site)
4. Integrating civics education into the social studies classroom when not a stand-alone
5. Advocating for curriculum change in schools and at the state level – students and teachers

 IV. Fostering Media-wise Literacy: Applying Critical Thinking Skills to Online Sites 1. The omnipresence of online media in students’ lives
2. Helping students evaluate quality online sites
3. Learning to “talk back” to online media sites

 V. Applying Classroom Learning in the Field: The Teacher Candidate Mini-Work Sample (FSEHD  unit requirement)1. Contextual Factors
2. Unit Plan overview and Lessons
3. Teaching and reflecting
4. Assessing learning and reflecting on future directions

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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 Deans |  |  |
| Earl Simson | FAS Dean |  |  |