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		08-856.	AP-4/7/09	App-4/28/09

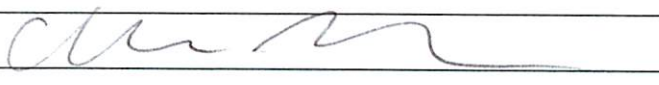


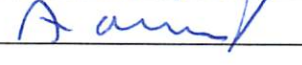
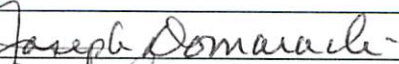
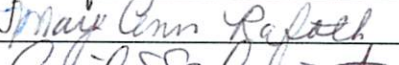
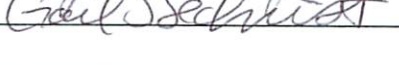
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Werner D. Lippert	Email Address lippert@iup.edu
Proposing Department/Unit History Department	Phone (724) 357-2284

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
	CHSS 342 Social Studies Teaching Lab
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Other	

<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
	8/11/08
Department Chair(s)	Date
	8/11/08
College Curriculum Committee Chair	Date
	12/10/08
College Dean	Date
	12/10/08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	Date
 TECC	3-25-09
	3-25-09
UWUCC Co-Chairs	Date
	4/14/09

* where applicable

Received

MAR 25 2009

Liberal Studies

SYLLABUS OF RECORD

I. Catalog Description

CHSS 342 Social Studies Teaching Lab

0 class hours

1 lab hour

Prerequisite: EDUC 242

1 credit

Co-requisite: concurrent with EDUC 342

(0c-1l-1cr)

A laboratory experience in which students are afforded the opportunity to explore and experiment with strategies and methodologies connected with teaching in the various disciplines of the Social Studies. This lab offers field based experience with public school students. The course allows students to build a repertoire of Social Studies teaching methodologies.

II. Course Outcomes:

1. Develop Social Studies lesson plan, utilizing varied approaches and methodologies available in Social Studies.
2. Incorporate these lessons into the electronic portfolio as artifacts under the NCSS "People, Places, and Environment" standard and an appropriate INTASC standard.
3. Conduct the developed lesson in front of an audience.
4. Design a learning activity for secondary school students.

III. Course Outline

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/Principle	Program Standards	Course Assessment Measuring Objective
1	Domain 1	1, 2, 3, 5, 7, 8 & 10	1, 2, 3, 5, 6, 8 & 10	Lesson Plan Teaching Presentations Learning Activity for Secondary Students
2	Domain 1 & 4	1, 2, 3, 5, 7, 8, 9 & 10	5	Lesson Plan
3	Domain 1, 2, & 3	1, 2, 3, 4, 5, 6, 7, 8 & 10	1, 3,	Lesson Plan Teaching Presentations Learning Activity for Secondary Students
4	Domain 1, 2, & 3	1, 2, 3, 4, 5, 6, 7, 8 & 10	1	Lesson Plan Teaching Presentations Learning Activity for Secondary Students

Week 1 (50 min) – Introduction of course goals and objectives. Review of INTASC, NCSS, and PDE standards. Focus on NCSS standard “People, Places, and Environment.”

Week 2 (50 min) – Discussion on teaching strategies and good teaching practices with emphasis on problem solving and critical thinking. Review of Gardner’s Multiple Intelligences.

Week 3 (50 min)– Brainstorming on activities for Secondary Student Presentation. Students might consider research, writing, speaking, debates, groups, questions, plays, simulations, technology, re-enactments, trials, or discussions. They might use maps, poems, paintings, songs, pictures, video clips, interdisciplinary materials, graphs, charts, primary sources, issues to address, or problems to solve. Students compose written instructions to secondary school group.

Week 4 (50 min) – Students come together in their groups, dividing their 45 minute lesson plan into individual assignments, addressing various Social Science disciplines within the topical umbrella of “culture.”

Week 5 (50 min) – Report on experience contacting the secondary students. Continue planning the 45 minute group lesson plan. Go over each individual’s mini-lesson; revise as needed.

Week 6 (50 min) – Collect group lesson plan. The contributions of each student will be explained and plans made to assist regional secondary students with their own research.

Week 7–10 (50 min) - College student mentoring of Secondary Students. College students will discuss and develop strategies to guide secondary students in the development of their projects and presentations. After the course instructor approves these projects, he/she will forward them to the cooperating teacher in the secondary setting. This cooperating teacher will then disseminate the projects to the appropriate students in his/her class and ensure their implementation. Status reports, questions, and further instructions between IUP students and the secondary students will be communicated strictly via the course instructor and the cooperating teacher.

Week 11 (50 min) – Practice Run on Student Presentation. Demonstrate entire 45 minute lesson. Suggestions for improvements will be given.

Week 12 (varies according to availability – but at least 50 min)– **STUDENT PRESENTATION DAY** – Meetings between Secondary Students and IUP students will be arranged in which IUP students teach their lessons and then view the outcome of the secondary student projects they have designed and facilitated throughout the semester.

Week 13 (50 min)– Discussion of Student Presentation Day Experience. Make suggestions for improvements for next semester.

Week 14 (50 min)– Collection and discussion of electronic portfolios. Group discussion on Social Studies Methodologies.

IV. Evaluation Methods

The final grade will be determined as follows:

30% College Student Teaching Presentation on Presentation day. This will be based on the quality of instruction, interaction with the students, and teaching proficiency.

30% Learning activity for Secondary Students. This item will be based on the quality and design of the learning activity.

40% Lesson Plan and its application into the electronic portfolio as artifacts under the NCSS "People, Places, and Environment" standard and an appropriate INTASC standard.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

The attendance policy falls within the guidelines set forth by the University.

VII. Required textbooks, supplemental books and readings

Ball, A. F. "Incorporating Ethnographic-Based Techniques to Enhance Assessments of Culturally Diverse Students," *Educational Assessment*, Summer 1993, 1 (3), pp. 255-281.

Casey Jakubowski, "Teaching Geography to Special Needs Students," *Social Science Docket*, Winter/Spring 2007, 7 (1), 75-76.

Tom V. Savage, "Assessment and Quality," *The Social Studies*, Sep/Oct 2003, 94 (5), pp. 201-206.

Kenneth Vogler, "Where does social studies fit in a high-stakes testing environment?" *The Social Studies*, Sept-Oct 2003, 94 (5), pp. 207-212.

A Few Possible WEB sites for lesson plans:

The National Council for the Social Studies – <http://www.ncss.org/lessons/>

National Geographic – <http://www.nationalgeographic.com/xpeditions/lessons/matrix.html>

World Geography – <http://www.mrdonn.org/geography.html>

The Center for Teaching History with Technology – <http://thwt.org/historylessonplans2.html>

"History is Fun" – <http://www.historyisfun.org/Curriculum-Materials.htm>

Dr. Marty Levine, Calif. State University at Northridge – <http://www.csun.edu/~hcedu013/>

About.com: Secondary Education –

http://712educators.about.com/od/lessonsss/Social_Studies_Lesson_Plans.htm

In addition, the EDUC 242/342 Pre-Student Teaching Handbook will be utilized.

VIII. Special resource requirements

None.

IX. Bibliography

Brown, Clara Lee, "Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners," *The Social Studies*, September/October 2007, 98 (1), pp. 185-88.

Gordon, Mordechai, "Between Constructivism and Connectedness," *Journal of Teacher Education*, September/October 2008, 59 (4), pp. 322-331.

Hess, Diana E., "Discussion in Social Studies: Is it Worth the Trouble?" *Social Education*, Mar 2004, 68 (2), pp. 151-155.

Smith, Stacie Nicole, "Teaching for Civic Participation with Negotiation Role Plays," *Social Education*, Apr 2004, 68 (3), pp. 194-197.

VanSledright, Bruce A., "What does it mean to read history? Fertile ground for cross-disciplinary collaborations?" *Reading Research Quarterly*, Jul-Sep 2004, 39 (2), pp. 342-346.

Wiersma, Ashley, "A Study of the Teaching Methods of High School History Teachers," *The Social Studies*, May/June 2008, 9 (3), pp. 111-116.

Wong, Harry K. & Rosemary T., *The First Days of School: How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, 2004.

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is a required methodology course for students in the Bachelor of Science in Education – Social Studies Education. This course is not intended to be a Liberal Studies course.
- A2. This course does not require changes in any other course in the department. A program revision of the Bachelor of Science in Education –Social Studies Education/ History Concentration will include this course among the required methodology courses.
- A3. This course has emerged out of the recognized need of further methodological instruction before the students teach in the secondary school setting.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Course comparisons with other institutions prove difficult due to the unique nature of secondary licensure programs. However, when comparing the overall instruction in Social Studies-specific educational courses, it is clear that our program allots less instructional time for content-based instruction. Similar programs offer two 3-credit courses to address Teaching and Methods for Social Studies. One the books we only offer one 3-credit course (EDUC 455). Such institutions are, among others:
- Slippery Rock University offers two 3-credit courses (SEFE 319 - Teaching of Social Studies in Secondary Schools and SEFE 329 - Methods of Instruction in Secondary Content Areas).
 - The University of Pittsburgh offers two 3-credit courses (IL 2262 – Curriculum in Social Studies Ed and IL 2263 – Instruction in Social Studies Ed).
 - Shippensburg University offers two 3-credit courses (EDU412 Teaching of Social Studies I and EDU413 Teaching of Social Studies II).

In the SSED program, we sought to compensate for this by including more content-based instruction alongside in-classroom teaching experience in the two one-credit field experience courses, EDUC 242 and 342. By including CHSS 342, we would be able address the content-based instruction in EDUC 342 and address the hands-on teaching in CHSS 342.

- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.

C. Implementation

- C1. No new faculty member is required to teach this course. The instructor of EDUC 242/ 342 will also teach this lab. As the instructor of EDUCS 242/342 traditionally ended up one credit under-load, the addition of CHSS 342 will only result in an at-load status for the instructor. This course will be counted as zero preparation and one hour of equated workload.
- C2. Other resources:
- Current space allocations are adequate to offer this course. For student presentation day additional rooms will be needed. These are readily available in the HUB.
 - No special equipment is needed for this course.
 - No laboratory supplies are necessary for this course.
 - Library holdings are adequate.
 - The Department budget is sufficient to defray some of the expenses associated with hosting secondary students at IUP. Judging from past experiences at hosting secondary students, the secondary school provided transportation and teacher supervision of secondary students, while on campus. The only expense incurred was the costs associated with a meal at Foster Hall.
- C3. No grant funds are necessary.
- C4. This course will be offered every semester.
- C5. Due to the interwoven nature of EDUC 342 and CHSS 342, every student enrolled in the Social Studies section of EDUC 342 will also be required to take CHSS 342 at the same time. No additional sections of CHSS 342, to be taken independently from EDUC 342, will be offered. This also eliminates the need for clearances for students as they already need to have met the clearances requirements for EDUC 342.
- C6. The maximum number of students per class correlates with the maximum number for EDUC 342.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

D. Miscellaneous

It should be noted that cooperation between the Greater Johnstown School District (High and Middle School) is already in existence. Every semester, secondary students from Johnstown visit with our EDUC 342 classes to do a presentation that they have prepared while IUP students then have the opportunity to teach a lesson of their own. This cooperation has been very well received on both sides and CHSS 342 is our attempt at formalizing and intensifying this relationship (partially as an incorporation of suggestions voiced by the cooperating secondary school). Our students benefit immensely from the hands-on experience they gain but also in being confronted with an urban school population, an otherwise rarity in secondary teacher education at IUP.

IUP students would engage secondary students in two ways: a) through the development and presentation of a class session to secondary students and b) through the development and facilitation of a project that the secondary students would develop. On both levels, CHSS 342 offers IUP students the opportunity to engage secondary students and experiment with instructional formats while being supervised by the University Professor. Since communication between IUP students and secondary students would be supervised by the instructor and high school teacher, IUP students can gain experience in directing cooperative learning activities in an environment that still insulates them from potential pitfalls.