LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. Action Date:	UWUCC Action-Date:	Senate
		09-23F	AP-10/13/09	App-12/1/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Kelli Paquette	Email Address kpaquett@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 724-357-4734

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)**
   - __X__ New Course
   - _____ Course Prefix Change
   - _____ Course Deletion
   - _____ Course Revision
   - _____ Course Number and/or Title Change
   - _____ Catalog Description Change

Current Course prefix, number and full title	_Proposed_ course prefix, number and full title, if changing
	MIDL 311 - Social Studies Instruction and Assessment in Grades 4-8

2. **Additional Course Designations: check if appropriate**
   - _____ This course is also proposed as a Liberal Studies Course.
   - _____ This course is also proposed as an Honors College Course.
   - _____ Other: (e.g., Women's Studies, Pan-African)

3. **Program Proposals**
   - _____ New Degree Program
   - _____ Catalog Description Change
   - _____ Program Title Change
   - _____ Program Revision
   - _____ Other
   - _____ New Minor Program
   - _____ New Track

Current program name	_Proposed_ program name, if changing
	Middle Level Education for Grades 4-8

4. **Approvals**

		Date
Department Curriculum Committee Chair(s)	_Mary Ann Hanbel_	7-22-09
Department Chair(s)	_Jennifer V. Rotigel_	7-15-09
College Curriculum Committee Chair	_Joseph Domaracki_ TECL	7-22-09
College Dean	_Mary Ann Rafoth_	7-24-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	_Gail Sechrist_	10/15/09

* where applicable

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

MIDL 112 - Social Studies Instruction and Assessment in Grades 4-8   3c-0l-3cr

Prerequisite: Junior Status 57+ credits

Presents an overview of social studies methods instruction in the middle school classroom. This course includes the study of objectives, trends, patterns and principles of organization, and techniques of instruction as it relates to social studies content areas: Geography, Pennsylvania History, United States and World History, Economics, and Civics and Government. Instruction will include assessment strategies for diverse middle school learners in inclusive classroom settings.

II. Course Outcomes

Upon successful completion of this course, the student will:

1. Learn how to develop interesting, challenging, and stimulating lessons and units that go beyond the basal text in specific social studies content areas: Geography, Pennsylvania History, United States and World history, Economics, and Civics and Government. *(PDE: IE1 IE2, IE10, IF1; NMSA: 3,5)*

2. Develop learning objectives that enhance skills in problem solving, judgment, analysis, and synthesis and employ effective, evidenced-based teaching instructional strategies, methods, and techniques to meet the needs of diverse learners, including English Language Learners (ELL). *(PDE: IA1, IB2, IE11; NMSA: 3,5)*

3. Organize and facilitate cooperative learning groups which meet students' multiple learning styles, academic abilities, and interest levels in order to investigate issues related to the social studies. *(PDE: IA6, IC4, IE3; NMSA: 1, 3, 4, 5)*

4. Assess student learning using various evaluative techniques, i.e., performance-based assessments, traditional testing, teacher observation of student participation for diverse learners, including ELLs, in grades 4-8. *(PDE: IB5, IF7,IF8, IG1; NMSA: 3, 5)*

5. Focus on the concept of cognitive psychology and its relationship to student learning and how various types of technology can enhance the teaching of social studies content information. *(PDE: IA4, IC4, IF1, IF8, IF9; NMSA: 1, 2, 3, 5, 7)*

6. Create and teach a social studies unit in a diverse middle school classroom that integrates technology. *(PDE: IA7, IE1, IF1, IF2, IF8, IB6; NMSA:1, 2,*

Social Studies Instruction and Assessment for Grades 4-8: Student Outcomes Matrix

College Conceptual Framework (Danielson)	PDE 4-8 Guidelines/ Competencies	Course Outcome	NMSA Standards	Course Assessment Measuring Objective*
Planning and Preparation; Instruction; Classroom Environment; Professional Responsibilities	IE1, IE2, IE10, IF1	1	3, 5	**Social Studies Unit Plan;** Web quest; In-Class Assignments
Planning and Preparation	IA1, IB2, IE11	2	3, 5	**Social Studies Unit Plan;** Web quest; Examination
Instruction	IA6, IC4, IE3	3	1, 3, 4, 5	**Social Studies Unit Plan;** Quick writes; In-Class Assignments
Instruction	IB5, IF7, IF8, IG1	4	3, 5	**Social Studies Unit Plan;** Character Role Play; Assessment Activities
Planning and Preparation; Instruction	IA4, IC4, IF8, IF9,	5	1, 2, 3, 5, 7	**Social Studies Unit Plan**
Planning and Preparation; Instruction; Classroom Environment; Professional Responsibilities	IA7, IE1, IF1, IF2, IF8, IB6	6	1, 2, 3, 5, 7	**Social Studies Unit Plan;** Web quest

*NCATE Common Project: Social Studies Unit.

III. Course Outline

WEEK	TOPIC	ASSIGNMENT
Week One	• Introductions • Review of Syllabus and Course Requirements, including social studies units (chapter 10 information) • Major Goals of Social Studies Instruction • Why is Social Studies Important?	• Read Chapter 1-*Dynamic Social Studies: The Subject You Will Teach* • Skim Chapter 10-*Managing Instruction: Planning Lessons and Units*

Week Two	• Diversity in the Classroom • What is Multicultural Education? Teaching in Culturally Diverse Settings • Characteristics of Culturally Responsive Teaching • Educating Children with Special Needs, including English Language Learners (1.5 hrs.) • Contributions, Additive, Transformative, and Social Action Approaches	• Read Chapter 2-*Diversity in the Classroom: The Children You Will Teach*
Week Three	• What is Integrated Learning? Integrative Learning Materials and Activities for Diverse Classrooms of Learners including Inclusion and ELLs (1.5 hrs.) • Going Beyond the Ordinary • Newspapers in the Classroom • Web Quests	• Read Chapter 3-*Integrated Teaching: Connecting Learning to the Real World* • Web Quests Due
Week Four	• Pennsylvania History • United States History • World History • Investigating Historical Artifacts • Historical Narratives • Historical Chronology	• Read Chapter 4-*Young Historians: Learning to Unlock the Past* • Review History Standards • *Field trip to the Indiana County Historical Museum
Week Five	• Geography: Exploring the People-Place Connection • Teacher-/Guided Discovery • Map Instruction • Tools	• Read Chapter 5-*Young Geographers: Exploring the People-Place Connection* • Review Geography Standards • Research and Role-Play (1/2 of students)
Week Six	• Political Science: Civics, Government, Economics • Democratic Learning • Civic Responsibilities • Dispositions and Virtues	• Read Chapter 6-*Young Political Scientists: Citizens in Action* • Review Civics, Government, and Economics Standards • Research and Role-Play (1/2 of students)
Week Seven	• What is Constructivism and How Do We Assess Its Effectiveness? • Exploration, Concept/Skill Development, and Concept/Skill Application Phases, including All Learners (ELLs and Special Needs).	• Read Chapter 7-*The Learning Cycle: Teacher Scaffold Social* Constructivism
Week Eight	• Understanding and Applying Collaborative and Cooperative Learning Techniques in the Classroom • Assessment of Group Work	• Read Chapter 8-*Collaborative and Cooperative Learning: Student-Assisted Constructivism*
Week Nine	• Assessment of Inquiry and Problem Solving • Computer Lab Research Activity – cemetery	• Read Chapter 9-*Inquiry and Problem Solving: Cognitive*

	findings	*Constructivism in Action* • *Field trip to the Oakland Cemetery
Week Ten	• Managing Instruction: Planning Lessons and Units • Review of planning, instruction, and assessment; Sharing of unit designs	• Re-read Chapter 10-*Managing Instruction: Planning Lessons and Units* • Social Studies Units Due
	FINAL - Examination: Course Content	

Weeks Eleven through Fifteen – Students will be teaching their social studies units in a middle school classroom of diverse learners.

IV.   Evaluation Methods

1. **Final Examination**: A final examination will be comprised of true/false, multiple choice items, and short essay answers which assess material from the textbook and content of class sessions.

2. **Social Studies Unit**: Develop a social studies unit plan for a ten-day period on a topic provided to you by your cooperating teacher. The lesson plans and unit development must follow the IUP format and the lessons will be taught to a diverse group of learners in a middle school setting. At least one lesson should incorporate technology and will include formal, informal, formative and/or summative assessments as appropriate. An introductory activity and a culminating experience should also be included. A rubric for the unit plan will be provided.

3. **Web Quest**: Select a social studies topic specific to a particular grade level in accordance with the Pennsylvania standards. Research the Internet and find various web sites which will provide content information for students. Be sure to include helpful sites for English Language Learners. Design a web quest which promotes higher-level thinking skills.

4. **Research and Role-Play**: Role-play an important person related to the social studies content area. As the role is assumed, tell the audience about the person as though you were the person. Use a variety of resources: non-fiction texts, anthologies, biographies, encyclopedias, the Internet, etc. From the research, synthesize the information. Provide the biographical data, as well as the reason the person is famous. An evaluative checklist will be provided.

5. **Participation/In-Class Assignments**: The overall course grade will reflect active participation and completion of in-class assignments. As the textbook is read, one will see the benefits associated with collaboration and student-centered instruction. This course is intended to model the same type of collaboration that is encouraged for pre-service teachers to use with future students. Many of the projects will be completed as a group. Some projects may last longer than one class and require preparation or materials be brought to the class session(s). It is essential that group members work as a team, divide responsibilities equally, and be held accountable for their

participation. In-class assignments are impossible to make up. Quick writes and quizzes may be given related to the assigned reading for the class session.

V.   Grading Scale

Assignment	Weighted Percentage of Grade	Grading Scale: Final grades will be determined as follows:	
Final Exam	25%	93-100%	A
Social Studies Unit Plan	25%	83-92%	B
Web Quest	25%	73-82%	C
Research and Role-Play Social Studies Person	10%	65-72%	D
		64% & below	F
Participation/Completion of In-Class Assignments	15%	Incomplete	I

VI.   Attendance Policy
The course attendance policy is consistent with the university policy.

VII.   Required Textbook

Maxim, G. W. (2010). *Dynamic social studies for constructivist classrooms.* New York: Prentice Hall.

VIII. Special Course Requirements
None

IX. Bibliography
(* denotes diverse learners, including ELLs)

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Internet Resources

http://www.pde.state.pa.us/

http://www.reading.org

http://school.discoveryeducation.com/lessonplans/k-5.html#

http://www.smithsonian.kids.us/index.html

http://www.socialstudies.org/

http://www.travelpod.com/traveler-iq#challenges

http://www.travelpod.com/traveler-iq

Course Analysis Questionnaire

MIDL 311 Social Studies Instruction and Assessment

Section A: Details of the Course

A1 This course is one of the Professional Core courses for the Middle Level Grade4-8 certification program. All students in this course should be seeking certification as a middle level teacher. This course is designed as a methodology course for pre-service teachers who are seeking certification in Middle Level Education Grades 4-8.

A2 This is a newly-developed course to satisfy the PDE requirements for middle level teachers.

A3 MIDL 311 has never been offered on campus prior to date.

A4 This is not a dual-level course.

A5 MIDL 311 is a three-credit course that cannot be taken for variable credit.

A6 Other higher education institutions in Pennsylvania may be offering a similar social studies methodology course to meet the Pennsylvania Department of Education requirements for teacher certification. This course is unique to this program.

A7 The Pennsylvania Department of Education is changing the requirements for teacher certification. This course would prepare teachers to assist learners in grades 4-8 with acquiring social studies content and conceptualization.

Section B: Interdisciplinary Implications

B1 This course will be delivered by instructors from the Professional Studies in Education Department.

B2 This course does not conflict with any other social studies methodology course offered by any other department. This course is for Middle Level Teachers in grades 4-8.

B3 MIDL 311will not be cross-listed with any other department. The course will only be taken by undergraduate students pursuing a teaching certification in Middle Level Grades 4-8.

Section C: Implementation

C1 Faculty resources to teach this course are adequate.

C2 No other resources would be needed to teach this course.

C3 There are no grant resources allocated for MIDL 311.

C4 It is possible for at least one section of this course to be offered each semester.

C5 Two sections of the course may be offered in one semester if one section is delivered at an off-campus site.

C6 It is anticipated that there would be 15-20 students in one section of the course. For simulations, role-playing, and other interactive teaching strategies in social studies, twenty is an ideal number.

C7 There is no professional society that limits the enrollment in this course.

C8 MIDL 311 is not a distance-education course.

Section D: Miscellaneous

This course is one of eight methodology courses from the Middle Level Professional Core. These courses are:

MIDL 112 Instructional Theory and Planning for Middle Level

MIDL 215 Adolescent Development, and Classroom Management

MIDL 221 Literature for the Middle Grades

MIDL 222 Reading Instruction and Assessment in Grades 4-8

MIDL 425 Language Arts Instruction and Assessment in Grades 4-8

MIDL 312 Science Instruction and Assessment in Grades 4-8

MIDL 311 Social Studies Instruction and Assessment in Grades 4-8

MATH 413 Methods of Teaching Mathematics at the Middle Level