Code # ED51 (2014) REV

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

MLED 4032

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Methods and Materials for Teaching Social Studies

Methods Materials for Tch SS

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

Yes, this course will be dual listed with MLED 5032 for our Masters of Arts in Teaching Degree Program. Course to be developed with the revision of the MAT program to bring it into compliance with Arkansas Department of Education licensure changes.

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Exam selected issues in social studies and apply best practice strategies for developing social studies lessons, which are developmentally appropriate.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Prerequisites, Admission to the Teacher Education Program, MLED 3043, MLED 3053, MATH 2113, MATH 2123, Co-requisite: MLED 4109, MLED 4042, One of the following specialty courses: MLED 4002, MLED 4012, MLED 4022. Fall.

b. Why?

Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year

New program begins Fall 2015, first time this course offered is Fall 2016

12. Is this course in support of a new program? No

If yes, what program?

13. Does this course replace a course being deleted? yes

If yes, what course?

MLED 4013

Has this course number been used in the past? **NO**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? **NO**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Rationale**:

This course is designed for teaching candidates preparing to teach middle school social studies, 4-8. We will explore issues basic to social studies and help students develop theories about learning in the social studies. The purpose of this course and its field experience component is to assist middle level teacher candidates to prepare for their internship. This preparation is accomplished with classroom discussions, presentations, readings, projects, as well as reflections and experiences in a local classroom under the mentorship of a clinical supervisor.

**Goals:**

1)Interact with a range of curricular materials and techniques for teaching social studies in alternate ways.

2)Identify and apply disciplinary based concepts , relationships, and themes as outlined in state and national curriculum frameworks in order to conceptualize develop, implement, and assess substantive experiences for learners.

3)Further students’ understanding of how to engage diverse learners in social studies content.

4)Conceptualize social studies instruction that is socially and culturally responsive and responsible.

5)Explore what informs peoples’ assumptions about culture, history, place, identity, society, and what relationships these assumptions have in regard to teaching and impacting students and their learning, and to developing curriculum.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department’s goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

**This course supports the Arkansas Department of Education’s competencies for middle level education.**

**Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards**

Diversity

Communication Skills

Curriculum

Subject Matter

Teaching Models

Assessment

**Specifically, the course will address the following Association of Middle Level Education Standards**

Standard 2: Middle Level Curriculum

Element a: Subject Matter Content Knowledge

Element b: Middle Level Student Standards

Element c: Interdisciplinary Nature of Knowledge

Standard 4: Middle Level Instruction and Assessment

Element a: Content Pedagogy

Element b: Middle Level Instructional Strategies

Element c: Middle Level Assessment and Data-informed Instruction

Element d: Young Adolescent Motivation

**Specifically, the course will address the following InTASC Standards**

The Learner and Learning

Standard 2: Learning Differences

Standard 3: Learning Environments

Content

Standard 4: Content Knowledge

Standard 5: Application of Content

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

c. Student population served.

Middle Level Education candidates

d. Rationale for the level of the course (lower, upper, or graduate).

This course is taken during the same semester as the MLED 4109 Teaching Internship in order to facilitate integration of the methods and materials of teaching math with actual classroom teaching.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week 1 & 2**: Why Do We Teach Social Studies?

This introductory session addresses two fundamental questions, Why do we teach social studies? and How can we bring social studies concepts to life for students? What is the knowledge base of social studies? Because teaching social studies entails creating effective citizens, teachers need strategies to help students understand its relevance in their lives.

**Week 3 &4: NCSS** Standards 6-8

Lessons from grade 6–8 classrooms illustrate how the National Council of Social Studies (NCSS) curriculum standards and 10 themes of social studies can be integrated into the middle school curriculum. Middle school teachers explore a number of expectations and outcomes in their lessons and build on the fundamentals established in the elementary grades. Themes of civics, political science, and history begin to take on more meaning as the content in these lessons connects to students’ lives.   
**Week 5 & 6:** Primary Sources  
Examining primary sources and artifacts from the past gives students the chance not only to study history but to become historians and anthropologists themselves.  
**Week 7:** Planning for Social Studies Learning  
How to Develop a Unit: The Design  
Teaching and Learning Strategies  
Students Perceptions of Social Studies  
Variety in Teaching  
**Week 8 -13:** Internship I (students in the field)  
On days students are back in class during the field:  
Teaching Models and Instructional Strategies  
**Week 14 &15:** Social Studies and Curriculum Integration  
Population Connection.   
Teaching Values, Character Education, and Moral Development.  
Making and Interpreting Maps (maps and globes)  
Social Studies and Literacy  
Social studies and Current Events

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1) Two Tests, Mid term and end of term.

2)Oral Histories

3) Analyzing and creating political cartoons.

4)Watching Annengburg videos on Standards/Themes of Social Studies. Answering questions that go along with videos.

5) Lesson plans which include themes of social studies and use technology as part of the lesson.

6) Participate in activities presented in class.

7) in cooperative learning groups, student will create a continent map utilizing the map legend/key to interpret physical features, major areas of population, parts of a map i.e. compass, key, major economic activities, and seat of government etc…

8) Arkansas Unite Design: When given an Arkansas State Map students will create activities to use in social studies classrooms.

9) Article reviews.

10) Social Studies Webquest assignment.

11) Constitution Day activities.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Students will be in a school-based internship throughout the semester rehearsing some of the strategies learned in the course; they will come back to campus occasionally for instruction and the instructor may also visit them at their field sites

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

The primary goal is to prepare middle level education candidates to teach social studies in grades 4-8. .

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Teaching and Learning, Elementary Social Studies. Arthur K . Ellis, 9th edition, 2010. Allyn and Bacon.

**ISBN-13:**9780137039494

b. Number of pages of reading required per week: 50

c. Number of pages of writing required over the course of the semester: will vary according to subject being discussed.

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Develop appropriate social studies lesson plans for mid-level students.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will practice developing appropriate lesson plans.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will develop social studies lesson plans for early adolescent students, which will be graded by the instructor using a rubric.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**~~MLED 4013. Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades~~** ~~Methods course using language arts as an integrating factor in social stud­ies content. Application of integrated teaching activities required. Three clock hours of fieldwork required. Prerequisites, Admission to the Teacher Education Program, MLED 3002, MLED 3003, MLED 3004, Pre- or corequisite, MLED 3073. Fall.~~

MLED 4032 Methods and Materials for Teaching Social Studies

Exam selected issues in social studies and apply best practice strategies for developing social studies lessons, which are developmentally appropriate. Prerequisites, Admission to the Teacher Education Program, MLED 3043, MLED 3053, MATH 2113, MATH 2123, Co-requisite: MLED 4109, MLED 4042, One of the following specialty courses: MLED 4002, MLED 4012, MLED 4022. Fall.

Page 435