

PSU Graduate School of Education
Preparing professionals to meet our diverse communities' lifelong educational needs.

Beginning Secondary Methods: Social Studies
CRN CI 519-002 CRN 10855 Thursday 4:00-6:30 ED 302
Course Syllabus for Fall, 2013

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Class Wiki: <http://www.psu13ssmethods.wikispaces.com>

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Mon and Thurs 12:00-2:00 by appointment

The GTEP Secretary, Mark Wallace can be reached at mwal@pdx.edu My mailing address is PO Box 751, Graduate School of Education 608A, Portland, OR 97207. Please call or email me directly to schedule an appointment.





Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructors. Students with conditions affecting their abilities will be referred to the Disability Resource Center (503 725-4150, TTY or Relay 503 725-4178) to document their disability. That office will provide appropriate support and services as needed. I will work with you to arrange the supports you may need in this class.

Catalogue Description

Issues and methods in selecting and organizing materials including digital resources for instruction in middle level and high school social studies education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards.

Graduate School of Education Conceptual Framework

Prepare teacher candidates to provide leadership in:

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
Diversity and inclusiveness–Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	Research-based practices and professional standards–Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	Impact on learning and development–Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	Evidence-informed decision making–Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

Class Format

Class sessions will be varied and may include lecture, discussions, DVD and/or special presentations, cooperative learning groups, reflective writing, guest speakers, field trips and Web 2.0 technology tools.

Essential Questions

- What does it mean to teach for understanding in social studies using authentic instruction and assessment?
- How can I develop technology enriched learning activities to meet the diverse needs and interests of students and engage them in active citizenship?

Course Texts and Materials **Note: texts will be used for BOTH CI 519 and CI 548 this year**

National Council for Social Studies. *Social Education* (Subscription for pre-service teachers)

McTighe, J. & Wiggins, G. (2013) *Essential questions: Opening doors to student understanding*. Alexandria, VA: Association for Supervision and Curriculum Development.

Additional materials on my instructor wiki: <http://www.gtpdx.wikispaces.com> and class wiki: <http://www.psu13ssmethods.wikispaces.com>

Recommended: National Council for Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment. Bulletin 111*. Washington, D.C.: NCSS.

Course Objectives, Standards, and Assessment

Course Objectives	GSE Conceptual Framework	TSPC Standards	Assessment
Become familiar with and critique current secondary social studies curricular reforms and standards upheld by the professional social studies education community	2.1, 2.2	(2a) Content Knowledge INTASC 4a, 4j, 4n, 4o	lesson and assessment analysis
Develop dispositions and teaching abilities to provide powerful social studies learning and critical thinking opportunities for all learners-across races, ethnic groups, social classes, genders.	1.1, 1.2, 3.1	(2b) Application of Content INTASC 5h, 5m (3c) Instructional Strategies INTASC 8f, 8k	microteaching and unit plan lessons
Promote K-12 students' construction of connections within the social studies; between the social studies and other subjects; and between themselves and the world beyond the classroom.	2.2, 3.1	(2b) Application of Content INTASC 5i, 5j, 5p, 5q	unit plan lessons
Design and select social studies tasks which take into account students' backgrounds and experience, which engage those students' interests and intellect, and which consider social studies standards (national and state), authentic instruction and assessment practices.	1.1, 1.2, 2.1, 2.2, 4.1	(2a) Content Knowledge INTASC 4f (3a) Assessment INTASC 6b, 6e, 6k, 6r (3b) Planning for Instruction INTASC 7a, 7b, 7g (3c) Instructional Strategies INTASC 8l	unit plan lessons with differentiation strategies and appropriate assessment
Investigate and critique the use of new technologies in social studies instruction, including Web 2.0	3.2	(2b) Application of Content INTASC 5c, 5l (3b) Planning for Instruction: INTASC 7k	technology analysis and unit plan lesson

		(3c) Instructional Strategies INTASC 8n	
Participate in Lesson Study, professional networks and conferences to develop content knowledge and skills in social sciences	2.2	TSPC 4a INTASC 9a	Lesson Study MicroTeaching Conference or workshop attendance and reflection

Teaching Standards and Practices Commission (TSPC) Teaching Standards addressed in this course:

(2a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC* Standard #4]

(2b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues. INTASC #5)

(3a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(3b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(3c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

***Interstate Teacher Assessment Support Consortium:**

[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

Evaluation It is very important to establish habits of punctuality and stay on top of your multiple responsibilities. All work is due on the established due dates unless prior arrangement is made with the instructor. Late assignments will receive a deduction of 10% or more per week.

Incompletes will be considered only if you have conferred with your instructor about your special circumstances prior to exam week and you have met the eligibility criteria for an incomplete. You are responsible for ensuring that all assignments are turned in by Thursday December 12.

Criteria for Assessment-Class Projects and Written Work

1. Clarity, conciseness, and completeness.
 - You address assignment/ activity guidelines and expectations.
 - Your thesis and main points are clear, well-organized, and well-supported with examples, descriptive details, explanations, and evidence from readings or observations.
2. Insightful reflection about and critique of topic/situations.
3. Authenticity and conviction. Your own voice, experience, and expertise come through!
4. Effective and appropriate use of language conventions to communicate with audience/reader.

5. Professional and ethical use of source material. You include in-text citations for quoted material and a complete list of references at the end of your project.

Assignments/Expectations Due This Term

CLASS PARTICIPATION

(15%)

My expectation is that you come to class on time prepared to participate fully, support one another as a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. I expect students to attend every class during this session. In case of an emergency, you should contact Dr. Thieman PRIOR to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement with the issues and readings discussed in class, and professional demeanor. Participation credit also includes field study experiences. **Unexcused absences and excessive tardies will negatively affect your grade.**

ATTEND A PROFESSIONAL SOCIAL STUDIES CONFERENCE Due Oct 10 (10%)

Attend the Oregon Council for Social Studies Fall conference (or equivalent) on **Saturday October 5** at Concordia University. Conference registration link is: <http://oregonsocialstudies.org> Register as a STUDENT MEMBER. Write a 1 page summary of the session(s) that you found most interesting and explain how what you learned will affect your teaching practice. Upload your reflection within a week of attending the conference to your personal page on the social studies wiki: <http://www.psu13ssmethods>

READING RESPONSES: Due Oct 10 and 24

(10%)

Read/review McTighe and Wiggins *Essential Questions: Opening Doors to Student Understanding* ch. 1 and 2. Upload your response to your personal page on the social studies wiki:

1. Choose a social studies unit topic and develop an Essential Question (for practice) that meets the criteria on pp 3 and 5-7. This could be the topic for the mini-unit project for CI519.
2. How do overarching essential questions and topical essential questions differ?
3. How does the EQ you wrote for question 1 provide transparency for students and encourage/model metacognition?

Read McTighe and Wiggins ch. 3. Upload your response to your personal page on the social studies wiki:

1. Review the EQ you wrote for practice in previous assignment. Revise if necessary to fit the topic for the Mini-Unit. Create a chart which shows the EQ, the relevant curriculum standards, key concept(s) or understandings, and the related topical question. As you do this you may revise your EQ again.

LESSON MICROTEACHING Due Oct. 17, 24, 31; Nov 7, 14; Dec 5

(10%)

With a partner collaboratively plan and present to the class a sample lesson/teaching strategy that exemplifies authentic instruction. Make clear in an introductory oral statement the students for whom this lesson is designed, which national and/or state standards this lesson addresses, and the lesson objective(s). Complete the GTEP Lesson Plan Template and post it to your personal page on the social studies wiki Plan on a 25 minute demonstration which engages your classmates as you would involve your students in middle/high school. This will probably only be a portion of the more fully developed lesson plan you hand in. Actively teach the lesson, don't just talk about it. Both members of the team should share equally in the presentation. This lesson does NOT need to fit within the mini unit you are individually developing. This will be an introduction to the Lesson Study method we will integrate into CI 519 and CI 548

LESSON ANALYSES

Lesson Analysis 1 (2 pages) **Due Oct. 17** **(5%)**

Summarize a social studies lesson you observe at your practicum site OR find a social studies lesson plan online in *Social Education archives* (Reference issue publication year, month, and pages) Then analyze the extent to which the lesson did or did not address *Common Core State Standards (Oregon) for Literacy in History/Social Studies*. Specifically reference the principles as you analyze specific examples from the lesson. How might you revise the lesson?

Lesson Analysis 24) (2 pages) **Due Oct. 24** **(5%)**

Observe a social studies lesson and summarize it OR find a social studies lesson plan online in *Social Education archives* (Reference issue publication year, month, and pages). Analyze the lesson, commenting on the degree to which the lesson did or did not exemplify authentic instruction (using the PASS and Newmann's components of authentic instruction). How might you modify the lesson to incorporate more elements of authentic instruction?

Assessment Analysis (2 pages) **Due Oct. 31** **(5%)**

Choose a performance assessment task for which you can obtain a copy from your classroom teacher or online in *Social Education archives* (Reference issue publication year, month, and pages). Attach the assessment task to your paper. Analyze the extent to which the assessment did or did not exemplify authentic assessment (using the PASS and Newmann's components of authentic assessment and student performance). How might you modify the assessment to incorporate more elements of authentic assessment?

***Social Education* articles on technology** in NCSS archives online **Due Nov. 14** **(5%)**

Read the article selected in a previous class and write a one page analysis. How is this technology used as a “tool for learning”? Discuss the article and the technology with your mentor teacher in your practicum. How might you incorporate this technology into your teaching? What are the challenges and needed supports for you to do this successfully?

FINAL PROJECT: MINI UNIT **Due Dec. 12** **(35%)**

The goal of the final project is for you to create a **FOUR** lesson mini-unit will which will be useful to you, which appropriately incorporates elements of national and state standards, and demonstrates your understanding of authentic instruction and assessment. The project should incorporate new applications of technology as well as literacy and differentiation strategies. This mini unit should include ALL the revisions of previous draft work submitted on the due dates. (If you are in Gayle’s CI 513 class these should be **different** lessons than those you developed for CI 513 but can be the same mini unit topic).

The Mini-Unit plan should include:

- ❑ Topic and Course within which this unit fits **(draft due Oct. 10)**
 - ❑ Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners **(draft due Oct. 17)**
 - ❑ Unit Curriculum Framing Questions **(draft due Oct. 17)**
 - ❑ Common Core Standards for Literacy in History/Social Studies and ODE social studies standards which apply **(draft due Oct. 17)**
 - ❑ Unit concept map **(draft due Oct. 31)**
 - ❑ Unit Goals and objectives **(with lesson plans)**
 - ❑ Four lessons plans that carry out the unit goals **(draft lessons due Nov. 7, Nov. 21, Nov. 28, Dec 5)**
- Written plan for each lesson is well developed and clearly lays out objectives, procedures, materials, activities, and assessment. Lesson plans and mini- unit take into account students' backgrounds and experiences. Lesson plans demonstrate authentic instruction and literacy strategies. At least one lesson should incorporate technology.

- ❑ Performance assessment which clearly relates to your stated goals and objectives and which demonstrates an authentic assessment strategy including scoring criteria . Recommended: webquest or simulation **(draft due Nov. 14)**

Note: You will submit drafts of your unit plan throughout the term. The grade will be based on the final revision you turn in and will be scored with a rubric. It is very important that you submit the drafts on the expected dates for feedback. **Submitting the drafts on time is 5% of the course grade.** Submit ALL elements of the mini unit, and be sure you have made revisions incorporating feedback from the drafts.

Course Policies

Classroom Demeanor and Courtesy

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because candidates may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. Candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

Diversity

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Teacher candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. Teacher candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

Attendance

Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected make every attempt to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor before the absence by email, text, or phone call. It is also the candidate's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that candidates identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

Grading Scale

A	94-100 points
A-	91-93 points
B+	89-90 points
B	84-88 point

B- 80-83 points

[Less than 80 points is below-graduate standard and indicates unsatisfactory performance in the course. Courses graded 'C' or below may not be used to satisfy Masters degree requirements.]

C 70-79 points

D 60-69 points

F <60 points

Late Assignments

All work is due at the start of class on the dates assigned. Please be diligent about turning work in on time. If you are having difficulties that prevent you from turning something in on time, **it is the candidate's responsibility to contact the instructor about it prior to the due date.**

Incompletes (per PSU Bulletin, 2012-2013, p.63-64):

A student may be assigned a mark of 'Incomplete' by an instructor when all of the following four criteria apply:

- Quality of work in the course up to that point is C- level or above.
- Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an 'I'. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
- Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student*. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.
- The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding.

*GTEP requires a teacher candidate and instructor to jointly complete and sign a "[Criteria and Guidelines for Assigning an Incomplete Grade](#)" form.

Academic Integrity and Student Conduct

Proscribed Conduct by Portland State University (Per PSU Student Conduct Code #577-031-0136). (See http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf for the Student Conduct Code.)

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

Weather Conditions

If you are concerned about unsafe road conditions, please use your best judgment. Listen to the radio or check the PSU website (www.pdx.edu) for university closings.

Date	Topics	Assignments Due Beginning of Class
10/3	Powerful Social Studies Teaching & Curriculum <ul style="list-style-type: none"> ▪ Introduction & review syllabus ▪ NCSS Principles of Powerful Learning and C3 Framework for Social Studies ▪ Discuss Common Core State Standards/Social Studies & ODE standards ▪ Intel Seeing Reason ▪ NCSS subscription & materials; OCSS conference registration ▪ Partners meet to begin planning lesson for micro-teach activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Review social studies curriculum standards online http://www.ode.state.or.us/search/page/?id=1802 <input type="checkbox"/> Review Common Core Standards for ELA/Literacy in Social Studies online at http://www.ode.state.or.us/search/page/?id=3350 <input type="checkbox"/> Print a copy or download to your iPad and bring to class pdf for grades 6-8, 9-10, 11-12. Be prepared to participate in jigsaw discussion. <input type="checkbox"/> Download free Intel Visual Ranking app for iPad:
10/10	Social Studies Unit Planning <ul style="list-style-type: none"> ▪ Lesson Demonstration: Great Depression ▪ Connection of EQ, Curriculum Standards, Unit Goals, Objectives ▪ Concept Maps ▪ Elements of Lesson Design & Rubric including goals and objectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose topic and course for Mini Unit Upload to social studies wiki <input type="checkbox"/> Read McTighe & Wiggins ch 1 & 2. Reading response directions on syllabus p. 4 Upload to social studies wiki <input type="checkbox"/> Conference Reflection Paper see directions on syllabus p. 4 Upload to social studies wiki
10/17	Authentic Instruction <ul style="list-style-type: none"> ▪ Lesson ideas related to NCSS Curriculum Standards ▪ PASS criteria Authentic Instruction Analyze instruction in teaching vignettes ▪ Developing Lesson: Learning Goals & Objectives related to Curriculum Standards ▪ Lesson Study: MICRO TEACH 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Analysis 1 of curriculum standards taught in lesson (see syllabus p. 5) Upload to social studies wiki <input type="checkbox"/> Mini Unit Draft Upload to social studies wiki --Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners --Curriculum Framing Questions --Oregon standards and Common Core standards which apply to CFQ's
10/24	Effective Instructional Strategies for Social Studies Classrooms <ul style="list-style-type: none"> ▪ Simulations ▪ Project-Based Learning ▪ Digital Tools ▪ Lesson Study: MICRO TEACH 	<ul style="list-style-type: none"> <input type="checkbox"/> McTighe and Wiggins ch. 3. Reading response directions on syllabus p. 4. Upload to social studies wiki <input type="checkbox"/> Lesson Analysis 2 of authentic instruction used in lesson (see syllabus p. 5) Upload to social studies wiki
10/31	Authentic Assessment <ul style="list-style-type: none"> ▪ PASS criteria of authentic assessment ▪ Analyze assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze Performance Assessment (see syllabus p. 5) Upload to social studies wiki <input type="checkbox"/> Mini Unit Concept Map showing relationships

	<ul style="list-style-type: none"> ▪ Evaluate concept map & CFQs with partner ▪ Lesson Study: MICRO TEACH 	of CFQ's, standards, lesson topics Upload to social studies wiki Upload to social studies wiki
11/7	Literacy Strategies in Social Studies <ul style="list-style-type: none"> ▪ Literacy Strategies ▪ Lesson Study: MICRO TEACH 	<input type="checkbox"/> Draft lesson plan 1 for mini unit that incorporates authentic instructional strategies Upload to social studies wiki
11/14	Technology applications in social studies <ul style="list-style-type: none"> ▪ Demo: Promoting Inquiry (webquests) ▪ Share technology applications ▪ Lesson Study: MICRO TEACH 	<input type="checkbox"/> Draft assessment plan for mini unit that incorporates principles of authentic assessment Upload to social studies wiki <input type="checkbox"/> Read <i>Social Education</i> articles on digital tools for students. (see syllabus p. 5) Upload to social studies wiki
11/21	Guest Speaker: Choices Program	<input type="checkbox"/> Draft lesson plan 2 for mini unit that incorporates literacy strategies. Upload the lesson plan to social studies wiki
11/28	NO CLASS Thanksgiving	<input type="checkbox"/> Draft lesson plan 3 for mini unit that incorporates digital tools for student learning. Upload the lesson plan to social studies wiki
12/5	Differentiation Strategies <ul style="list-style-type: none"> ▪ Review social studies specific differentiation strategies and strategies from SPED 514 ▪ Share lesson plans with partner ▪ Lesson Study: MICRO TEACH 	<input type="checkbox"/> Draft lesson plan 4 for mini unit that incorporates differentiation strategies for diverse learners. Upload the lesson plan to social studies wiki
12/12	<ul style="list-style-type: none"> ▪ Presentation of Mini Units Prepare a 20 minute presentation about your mini unit. Share a highlight of the plan or a specific teaching strategy and engage your audience ▪ Course Evaluations 	<input type="checkbox"/> Final Mini Unit (See syllabus p. 5 for details.)

CI 519 Unit Scoring Guide

Student	Unit Topic:		
Rating Indicator	Unsatisfactory	Emerging	Proficient
Concept Map Shows Aligned CFQs, Standards, Topics	Concept map is missing or is not clearly linked to the Essential and Unit Questions, Curriculum Standards and lesson topics	Concept map linkages between Essential and Unit questions, Curriculum Standards and lesson topics needs some clarification	Concept map clearly communicates Essential Question, Unit questions, Curriculum Standards and lesson topics
Alignment of CFQs with Learning Goals & Objectives	Few lessons have clear learning objectives. Few lessons, learning activities are explicitly linked to CFQ's, unit goals, & standards	Most lessons have clearly articulated objectives and are linked to, CFQ's, unit goals and curriculum standards	All lessons have clearly articulated objectives and are explicitly linked to CFQs, unit goals and curriculum standards.
Lesson Plan Components	Lessons are poorly developed and many of the components are missing	Lessons are complete, but some procedures may be unclear, or lessons are missing some components	Lessons are well developed and include specific procedures, teacher created materials, detailed activities, assessment--show what the teacher and students are doing
Teaching Procedures	The lessons within the unit are not logically organized. There is little variety of instructional strategies	Lessons have some logical organization with some variety in activities and resources, though not extensive.	Lessons are logically organized. Variety of activities, assignments, and/or resources make a clear contribution to learning.
Higher order thinking	No evidence of higher order thinking. Students do not compare, contrast, predict, or make hypotheses, set goals, or reflect on learning	There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding	Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and/or reflect on learning
Disciplinary knowledge & skills	Emphasis is on coverage rather than indepth understanding. Students do not use tools or processes of discipline	Students are beginning to use tools/processes of subject matter. Some topics studied in depth	Students use tools and processes of social scientists. Lessons focus on in depth understanding of core content
Oral/written communication	Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing	Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments	Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication
Connection to real world	No connection to real world problems or students' lives	Some connection of subject or activities to real world problems and/or students' lives	Students work on real world tasks, problem solve, share with audience
Assessments	Minimal assessment of content or skills and little relation to EQ. Students do not construct or organize information. Superficial selected response	Some assessments relate to the EQ and require higher order thinking and use of content and skills. Information is organized with some written or oral communication.	Assessment requires in-depth knowledge, application of skills, higher order thinking, related to EQ. Information is clearly organized with substantial written/oral communication
	Directions & scoring criteria may be poorly written and/or unclear.	Directions, procedures, and scoring criteria are clear	Directions are clearly written with specific scoring criteria Rubrics are used appropriately.
Use of Technology	Technology is inappropriately used OR not used.	Teacher uses technology to support instruction & learning	Students use technology to collaborate and/or communicate
Attention to Literacy	The unit does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills.	The unit includes literacy skills appropriate to students' needs or attempts to integrate literacy with content	
Class Context Accommodations	Minimal student class context and/or minimal accommodations	Specific strategies detailed in lesson plans based on class context	

