

**College of Education**  
**Curriculum & Instruction Department**

ITP 560: Social Studies Methods: Teacher as Activist  
[Fall 2024, Hybrid format]

**Instructor/pronouns:**

**Phone:**

**Office:**

**Email:**

**Availability:**

**Course CRN(s):**

**Credits: 4 credits**

**Modality & [Course Meeting Schedule](#):** We will meet in-person for Sessions/Weeks: 1, 5, and 10. For all other weekly sessions, we will meet in Zoom at the scheduled time start.

**Course Location:**

<b>Weeks 1, 5, 10</b>	<b>In-person in [Location]</b>
<b>Weeks 2-4, 6-9, 11</b>	<b>Zoom [Link]</b>

**Course Catalog Description**

Centered in a culturally sustaining pedagogy framework, this course supports students to build knowledge, skills and dispositions for transformative social studies content methods, to integrate histories and knowledges of traditionally underrepresented groups, and to advocate in elementary schools. Through the study of integrated social studies disciplines, students understand and apply social studies education principles and instructional practices to provide elementary students powerful learning, skill development and critical thinking opportunities for informed civic engagement and action.

**Course Description**

This course considers bias and oppression in instruction of elementary social studies classes. We recognize that subjective social and structural systems frame our understanding. Prospective elementary educators will study persistent historical, social and political issues, conflicts and compromises in regard to power, inequity, and justice and their connection to current events and movements. Central topics include Black, Indigenous and Peoples of Color histories, the racial histories of Portland, as well as the Holocaust and other genocides. With an ethnic studies lens, these narratives are used to identify and

analyze the nature of systemic oppression in the pursuit of justice and equality in Oregon, the United States and the world.

Students will understand and apply instructional practices of social studies education to reduce bias, including methods in selecting and organizing inclusive materials and resources that reflect the classroom culture. Students will also engage in research-based instructional practices and unit planning to situate teaching resilience, learning, and assessment within the context of state and national standards. Develop dispositions and teaching abilities to provide powerful social studies learning and critical thinking opportunities for all learners-across races, ethnic groups, social classes, and genders.

### Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety web page](#) for information.

**COE Vision: Educators and counselors create a just and equitable world.**

COE Conceptual Framework	COE Disposition
<p><b>1. Diversity and Inclusiveness – Advocacy for Fairness and Respect.</b>  <b>1.1</b> Candidates work effectively with diverse populations.  <b>1.2</b> Candidates promote inclusive and therapeutic environments.</p>	<p><b>1. Advocacy for Fairness and Respect</b>  a) Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity</p>

	<p>b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication</p>
<p><b>2. Research based practices and professional standards – Professionalism.</b>  <b>2.1</b> Candidates critically analyze and implement research-based practices.  <b>2.2</b> Candidates demonstrate appropriate professional knowledge, skills, and dispositions.</p>	<p><b>2. Professionalism</b>  a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor.  b) Demonstrate honesty, trustworthiness, and maintain confidentiality.  c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity.  d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.  e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.</p>
<p><b>3. Impact on Learning and Development – Commitment to learning.</b>  <b>3.1</b> Candidates ensure that all learners and clients succeed.  <b>3.2</b> Candidates use technology to enhance learning and development.  <b>3.3</b> Candidates influence policy and provide leadership for organizations.</p>	<p><b>3. Commitment to Learning</b>  a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge;  b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor.</p>
<p><b>4. Evidenced-informed decision making – Reflection.</b>  <b>4.1</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions</p>	<p><b>4. Reflection</b>  a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.</p>

[Complete Professional Standards for the Program](#)

*Specific standards addressed in this course are linked in the table below.*

Course Learning Outcomes, Standards, and Assessments

Course Outcome	COE Conceptual Framework & Dispositions	TSPC and TESOL Standards	Assessment
<p>1. Students will be able to demonstrate knowledge of the National and State Standards, specific to Social Studies standards, SB 13 Tribal History/Shared History, SB 664 Holocaust and Other Genocides, and Ethnic Studies and Inclusive Education standards in planning student-centered, standards-based curriculum.</p>	<p><a href="#">CF2.1</a>, <a href="#">CF2.2</a>, <a href="#">T1.2</a>, <a href="#">T3.1</a>, <a href="#">DISP1a</a>, <a href="#">DISP1b</a></p>	<p><a href="#">MS5</a>, <a href="#">MS11</a>, <a href="#">INTASC2a</a>, <a href="#">INTASC2b</a>, <a href="#">AAQEP1a</a>, <a href="#">ESIE</a>, <a href="#">SB664</a>, <a href="#">SB13</a>, <a href="#">SJSJ8</a>, <a href="#">SJSJ7</a>, <a href="#">NCSS1</a>, <a href="#">NCSS2</a>, <a href="#">NCSS4</a></p>	<p>Unit Plan, Class Discussion and lecture</p>
<p>2. Students will be able to understand how personal identity, worldview, prior experience and media affect perceptions and expectations, and recognize how these may bias behaviors and interactions, as they relate to cultural, linguistic and institutional privileges attached to “whiteness” in the US</p>	<p><a href="#">CF2.2</a> <a href="#">T1.1</a>, <a href="#">T3.1</a>, <a href="#">T3.3</a>, <a href="#">DISP1a</a>, <a href="#">DISP1b</a>, <a href="#">DISP2e</a></p>	<p><a href="#">AAQEP1c</a>, <a href="#">SJSJ8</a>, <a href="#">SJSJ7</a>, <a href="#">SJSJ3</a>, <a href="#">SJSJ5</a>, <a href="#">NCSS5</a></p>	<p>Journal Reflection, Critical Case Analysis, Class Discussion and lecture</p>
<p>3. Students will be able to explain how current education and legislative policies affect cultural capital, including topics of leadership, education, language, social interactions, commerce, rights of citizens, the environment, and resource and income distribution.</p>	<p><a href="#">CF2.2</a>, <a href="#">CF3.1</a>, <a href="#">CF4.1</a>  <a href="#">T3.1</a></p>	<p><a href="#">AAQEP1a</a>, <a href="#">AAQEP1c</a>, <a href="#">SJSJ15</a>, <a href="#">NCSS5</a></p>	<p>Unit Plan, Critical Case Analysis, Journal Reflections, Class Discussion and lecture</p>

<p>4. Students will be able to research social studies content utilizing primary and secondary resources that focus on a modern social movement, event, issue, problem, or phenomenon. Identify characteristics, influences, causes, and both short- and long-term effects, to show a basic understanding of who is involved, what they are doing, and why it matters.</p>	<p><a href="#">CF2.1</a>, <a href="#">CF2.2</a>, <a href="#">T1.2</a>, <a href="#">T3.1</a></p>	<p><a href="#">MS5</a>, <a href="#">MS11</a>, <a href="#">INTASC2a</a>, <a href="#">INTASC2b</a>, <a href="#">AAQEP1a</a>, <a href="#">FER5.4</a>, <a href="#">NCSS1</a></p>	<p>Unit Plan, Community Assessment, In-Class activities and lecture</p>
<p>5. Students will be able to construct lesson and unit plans for students with differing worldviews and abilities utilizing an assortment of school curricula and outside resources, which will be analyzed to determine content and (overt and covert) messages.</p>	<p><a href="#">CF2.1</a>, <a href="#">CF2.2</a> <a href="#">CF3.1</a>, <a href="#">CF4.1</a> <a href="#">T1.2</a>, <a href="#">T3.1</a>, <a href="#">DISP1a</a>, <a href="#">DISP1b</a></p>	<p><a href="#">MS5</a>, <a href="#">MS11</a>, <a href="#">INTASC2a</a>, <a href="#">INTASC2b</a>, <a href="#">AAQEP1a</a>, <a href="#">AAQEP2b</a>, <a href="#">NCSS1</a>, <a href="#">NCSS2</a>, <a href="#">NCSS3</a>, <a href="#">NCSS4</a></p>	<p>Unit Plan, In-Class activities and lecture</p>
<p>6. Students will be able to promote elementary students' construction of connections within the social studies topics; between the social studies topics and other subjects; and between themselves and the world beyond the classroom.</p>	<p><a href="#">CF2.1</a> , <a href="#">CF3.1</a></p>	<p><a href="#">MS5</a>, <a href="#">INTASC2a</a>, <a href="#">INTASC2b</a>, <a href="#">AAQEP1a</a>, <a href="#">FER5.4</a>, <a href="#">NCSS1</a>, <a href="#">NCSS2</a>, <a href="#">NCSS4</a></p>	<p>Unit Plan, Critical Case Analysis, In-Class activities and lecture</p>
<p>7. Students will be able to synthesize existing theoretical and empirical scholarship and course concepts and apply their knowledge to long-range planning.</p>	<p><a href="#">CF2.2</a></p>	<p><a href="#">MS5</a>, <a href="#">INTASC2b</a></p>	<p>Social Studies Curriculum Map</p>

### Required Texts

Rodríguez N.N., & Swalwell, K. M. (2022). *Social studies for a better world: An anti-oppressive approach for elementary educators*. W. W. Norton & Company.

See below for additional assigned course readings available on Canvas or linked in the syllabus.

[National Council for Social Studies](#). (2013). Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3) framework for social studies state standards. *NCSS Bulletin 113*. Washington, DC: NCSS.

**COURSE SCHEDULE**

Session, Date & Modality	Enduring Questions & Topics	Read/Watch/Listen <i>BEFORE</i> Class Session	Assignments Due	Materials to Access <i>DURING</i> Class Session
<p><b>Week 1</b> <b>Face-to-Face</b></p>	<p>Introduction to Anti-Bias and Anti-Racist Education</p> <p>Local Knowledge</p> <p>ABAR Touchstones</p> <p>Community Agreements</p> <p>Overview of Social Studies disciplines</p> <p>PSU Resources</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>Naseem Rodriguez &amp; Swalwell Chapter 1</li> <li>Bell - <a href="#">Knowing Ourselves</a></li> </ul> <p>View: <a href="#">Every Kid Deserves a Champion</a></p>	<p><b>Participation Journal Reflection #1</b></p>	
<p><b>Week 2</b> <b>Online Synchronous</b></p>	<p>Interpretation Theory</p> <p>Perspectives / Worldviews</p> <p>What is equity and fairness</p> <p>Epistemology - What counts as knowledge</p>	<p>Read:</p> <ul style="list-style-type: none"> <li><a href="#">Powerful, Purposeful Pedagogy in Elementary School Social Studies</a></li> <li><a href="#">Moll and Gonzales - Funds of Knowledge</a></li> </ul> <p>View: <a href="#">Tested</a></p>	<p><b>Participation Journal Reflection #2</b></p>	
<p><b>Week 3</b> <b>Online Synchronous</b></p>	<p>Structural Foundations of education</p> <p>Cultural and Social Capital</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>Anyon: <a href="#">Social Class and Hidden Curriculum</a></li> </ul>	<p><b>Critical Case Analysis # 1</b> (in class)</p>	<p><b>Case studies:</b> <a href="#">linked here</a></p>

		<ul style="list-style-type: none"> <li>- Entwisle: <a href="#">Elementary School Organization</a></li> <li>- Introduction to <a href="#">the C3 framework</a> - pp. 12-21</li> </ul> <p>View: <a href="#">Teach Us All</a></p>		
<p><b>Week 4</b> <b>Online</b> <b>Synchronous</b></p>	<p>Connecting Theoretical Foundations to Social Studies Disciplines:</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Behavioral Sciences</li> </ul> <p>General Missteps in Elementary Social Studies: Normalization</p>	<p>Read: Naseem Rodriguez &amp; Swalwell Chapters 2 and 3</p> <p>C3 Framework:</p> <ul style="list-style-type: none"> <li>- DIMENSION 1. <i>Developing Questions and Planning Inquiries</i> - pp. 23-28</li> <li>- DIMENSION 2: <i>History</i> pp. 45-52</li> </ul>		
<p><b>Week 5</b> <b>Face-to-Face</b></p>	<p>Social Studies Disciplines:</p> <ul style="list-style-type: none"> <li>- Civics</li> <li>- Civic Engagement</li> </ul> <p>General Missteps in Elementary Social Studies: Idealization and Heroification</p>	<p>Read: Naseem Rodriguez &amp; Swalwell Chapters 4 and 5</p> <p>C3 Framework:</p> <ul style="list-style-type: none"> <li>- DIMENSION 2. <i>Civics</i> - pp. 29-34</li> </ul>	<p><b>Community Assessment</b></p> <p><b>Social Studies Lesson Research Plan</b></p>	
<p><b>Week 6</b> <b>Online</b> <b>Synchronous</b></p>	<p>Social Studies Disciplines:</p> <ul style="list-style-type: none"> <li>- Geography</li> </ul>	<p>Read: Naseem Rodriguez &amp; Swalwell Chapter 6</p>		



	General Missteps in Elementary Social Studies: Dramatization and Gamification	C3 Framework: - DIMENSION 2. <i>Geography</i> - pp. 40-44		
<b>Week 7</b> <b>Online</b> <b>Synchronous</b>	Social Studies Disciplines: - Economics	Read: <a href="#">Mezsaros &amp; Evans</a>  C3 Framework: - DIMENSION 2. <i>Economics</i> - pp. 35-39	<b>Critical Case Analysis</b> # 2 (in class)	<b>Case studies:</b> <a href="#">linked here</a>
<b>Week 8</b> <b>Online</b> <b>Synchronous</b>	Indigeneity and Education Colonization and Representation <a href="#">Tribal History / Shared History</a>	Read: <a href="#">Lomawaima - Unnatural History</a>  Skinner - <a href="#">Teaching through Traditions</a>  View: <a href="#">Our Spirits Don't Speak English</a>	<b>Participation Journal Reflection</b> # 3	
<b>Week 9</b> <b>Online</b> <b>Synchronous</b>	Building Better Curriculum for Transformative Change	Read: Naseem Rodriguez & Swalwell Chapter 7  C3 Framework: - DIMENSION 3. <i>Evaluating Sources and Using Evidence</i> pp. 53-58		

<p><b>Week 10</b> <b>Face-to-Face</b></p>	<p>Looking Ahead for Anti-Oppressive Teaching</p>	<p>Read: Naseem Rodriguez &amp; Swalwell Chapter 8</p> <p>C3 Framework: - DIMENSION 4: <i>Communicating Conclusions and Taking Informed Action</i> pp. 59-64</p>	<p><b>Social Studies Lesson Research Plan</b></p> <p><b>Promoting Underrepresented Histories + Racial Identities Unit Plan + Recording</b></p>	
<p><b>Finals Week</b> <b>Asynchronous</b></p>			<p>Online course evaluation</p>	

## Assignments and Grading

- To ensure equitable and assets-based assessment and grading, the following policies and practices are in place for this course.
  - Universal Design for Learning strategies guided course development, as evidenced by variety and choice in modes of expressing your learning.
  - Grading criteria will be provided for each assignment in the form of rubrics, score guides, or clear descriptive criteria.
  - In a teacher preparation program, dispositions and professionalism are represented in the standards for which you must demonstrate proficiency to qualify for licensure. We recognize that the concepts of appropriate dispositions and professionalism are rooted in whitestream values and norms. To mitigate the potential inequities arising from assessment of dispositions and professionalism, the criteria are spelled out explicitly and concretely.
  - If you earn a lower grade than you had hoped for when you submit a major assignment (e.g., XYZ specific assignments), you may take up the instructor's feedback to redo the assignment with the possibility of improving your grade.
  - To allow your final course grade to reflect your assets and proficiencies, rather than emphasize missing assignments or missing evidence of proficiency, the lowest possible grade on any assignment will be 50%.
  - The course is designed very intentionally to scaffold your learning. The content and assignments for each week prepare you for the content and assignments for the following week. You will get much more out of the course if you complete each assignment by the scheduled due date. However, we recognize that life circumstances can arise that make it very difficult to get an assignment in on time. If you are unable to complete an assignment by the scheduled due date, reach out to the instructor to request a different due date. (In weeks 9-11, it is very important to follow the scheduled due dates so that your course grade can be calculated and submitted to Banner on time.)

\*All assignments can be found on Canvas and you are expected to submit via Canvas unless otherwise noted below.

ASSIGNMENT	COLLABORATION	IN AND/OR OUT OF CLASS	RETRIEVAL SITE	SUBMISSION SITE	DUE DATE	POINTS
<b>Community Assessment</b>	INDIVIDUAL	OUT	CANVAS	Submit to Canvas Assignments	Week 5	15
<b>Critical Case Analyses</b>	GROUP	IN	CANVAS	Post to Canvas	Weeks 3 & 7	20


				Assignments during class		
<b>Participation Journal Reflections</b>	INDIVIDUAL	IN AND OUT	CANVAS	Submit to Canvas Assignments after class	Week 1, 2 & 8	15
<b>Promoting Underrepresented Histories + Racial Identities Unit Plan + Recording</b>	GROUP	IN AND OUT	GOOGLE FOLDER	Submit to Canvas Assignments & Discussion Board	Week 10	30
<b>Preparation, Engagement, and Upholding Community Expectations</b>	INDIVIDUAL	IN	N/A	NO SUBMISSION REQUIRED	ongoing	20
<b>Social Studies Lesson Research Plan</b>	INDIVIDUAL	OUT	GOOGLE FOLDER	IN CLASS PRESENTATION AND CANVAS	Week 10	25
<b>Social Studies Curriculum Map</b>	INDIVIDUAL	OUT	N/A	CANVAS + IN CLASS VIRTUAL GALLERY WALK	Week 7	25

## COURSE ASSIGNMENTS

### 1) Preparation, Engagement, and Upholding Community Expectations

You are expected to attend every class session, login on time, complete all readings prior to class, and actively engage in thoughtful and respectful dialogue with others. Given that most issues have more than one possible answer, we will develop and use a variety of participation and collaboration strategies. Knowledge construction and personal transformation are processes. As the term progresses, you will be expected to examine your pre-existing beliefs and opinions critically and to reconstruct your own conceptual framework based on the readings, experiential projects, and reflective practice. Participation and attendance demonstrate your professional ability to manage time and be prepared, two key elements in being an effective, culturally-sustaining educator.

**Evaluation Criteria:** This rubric will be used as a reflective tool for your grade:

 Preparation, Upholding Community Expectations, and Active Engagement and Listening R...

## 2) Community Assessment

Visit a social-minded, racial and ethnic identity-serving resource that is available to the community around your neighborhood elementary school that supports and uplifts an individual's identity and/or culture. Be it a reservation, mosque, ethnic or religious center, etc. to discover resources available to your students that helps them discover more about themselves in their community. This will help you utilize the community to teach effectively.

You will submit a two-page reflection paper on your experience to Canvas. Some questions to consider include: In what ways does this center support this community? What services do they provide? What did you learn about this community?

**Evaluation Criteria:** Rubric to be shared in Week 1 [<insert link>](#)

## 3) Critical Case Analysis -

Critical Analysis practice supports our work in being responsible for the readings/ engaging with colleagues/ contextualizing the content. These case reviews focus on enduring understanding and the big ideas in civics, economics, geography, history, to help understand and analyze the world. Use facts as building blocks for understanding trends, ideas, and principles, not stand-alone bits of memorized data. You have the opportunity to engage in disciplined inquiry, to construct your own knowledge through independent analysis, and to develop skills and understandings that have value beyond school. You will use your own frame of reference, and respect for the group's historical perspective. These case reviews embed geographic, economic, historical, and civics skills and concepts within a context.

Case reviews can be found [\(linked here\)](#) from Feinberg, W., & Soltis, J. F. (2009). *School and society*. Teachers College Press. Each case review will be conducted in class.

**Evaluation Criteria:** Rubric to be shared in Week 1 [<insert link>](#)

## 4) Participation Journal Reflections

This assignment provides students with contemplative exercises. Recognizing how and why we believe is an important approach to understanding our views. The Reflections demonstrate your interpretations and justifications. These reflections must be responsive to the weekly topic and content terminology to demonstrate your understanding of the concepts. Reflections **MUST include course text references to support your statements**. Without references you have given me your opinion. These responses combine your ideas/thoughts with the course material. You will lose points without text references.

The Participation Reflections are weekly responses to course readings and discussion submitted to Canvas after each class.

**Evaluation Criteria:** Rubric to be shared in Week 1 [<insert link>](#)

### 5) Promoting Underrepresented Histories + Racial Identities Unit Plan + Recording

The purpose of this assignment is to give you a collaborative opportunity to synthesize and apply your learning from the term with your learning about racial identity groups in Portland and social studies instruction and assessment. You will work with a team to design a unit plan around a topic, social issue, historical event/trend, and the related content standards. Your unit plan should include themes related to power, inequity, and justice and their connections to historical and current events and movements. Topics may include but are not limited to: cultural capital, including topics of leadership, education, language, social interactions, commerce, rights of citizens, the environment, and resource and income distribution.

You may choose from one of the following political / racial groups highlighted below:

- a) Native American experiences in Oregon  
Example: Grande Ronde tribe and tribal sovereignty
- b) Black experiences in Oregon and Racial History of Portland  
Example: Vanport flood, Black Exclusion Laws
- c) Holocaust and other Genocides experiences in Oregon  
Example: Japanese Internment camps
- d) LGBTQ+ experiences  
Example: Gay Rights March, Police raids
- e) Latinos in Oregon  
Example: Bracero programs + Deportation
- f) Chinese History  
Example: Oregon City Exclusion Laws

You Unit Plan will:

- Explicitly label instructional practices and content topics to avoid Rodríguez & Swalwell's missteps for anti-oppressive educators
- Utilize [resources from this list](#) to create a unit plan on one of the above topics:
- Use the Elementary Education suggested [Unit Plan Outline here](#).
- Include the relevant Oregon Department of Education standards [found here](#).
- Secondary examples can [be found here](#).

**Presentation:** As part of your final presentation, you will record a 15-20 minute video submitted to the Canvas Discussion Board summarizing your unit plan to include:

- unit plan topic
- explanation of social issue
- historical recount of the event/trend
- related content standards
- 1 practical activity or instructional method in your unit

- 1 misstep you targeted to avoid in your lesson

**Evaluation Criteria:** Rubric to be shared in Week 1 <insert link>

### Social Studies Lesson Research Plan.

The purpose of this assignment is to give you a teaching opportunity in social studies methods and content. You will choose one instructional method to research as well as to demonstrate teaching of a social studies topic to encourage your student to engage in civic engagement. The lesson plan may include a small project/learning activity to explore a community problem and promote civic virtues and democratic principles. Read [the C3 inquiry cycle/framework from NCSS](#) (pages 31-34) in planning your lesson plan content. If appropriate, highlight institutional racism in the civic institution.

Choose one of the following instructional practices below. Read about them utilizing resources [from this folder](#).

- Discussion-based learning
- Cooperative learning
- Inquiry-based learning
- Concept teaching

Your Lesson Plan + Research Findings paper will include

- The [Lesson Plan template](#)
- A 2-3-page written paper describing research of the efficacy of the instructional strategy and relevance or usefulness to Social Studies instruction in particular
- a References page using APA formatting. See the [Purdue Owl website](#) for current APA requirements:
- You will teach your lesson plan in person in Weeks 5 or 10 to model elementary instruction.

**Evaluation Criteria:** Rubric to be shared in Week 1 <insert link>

### Social Studies Curriculum Map

In this assignment, you will synthesize the numerous Social Studies-related Oregon standards for elementary students and apply them to long-term planning via a year-long curriculum map centered around but not limited to the core Social Studies disciplines presented this term. Traditionally, a curriculum map is broken down by month but can also be broken into unit chunks or themes. We will see both examples in class this term. Additionally, you will create a resource guide to collect and organize relevant resources by month, unit or theme. The curriculum map and resources will be shared in a virtual Gallery Walk during Week 7's class.

“Curriculum mapping plays a crucial role in addressing the overwhelming task that teachers face when considering the vast amount of content they need to deliver within a year. Being a

proficient teacher involves more than just transferring knowledge—it’s about engaging students, identifying and addressing gaps in understanding, tailoring teaching strategies to meet diverse learning styles[sic], and ensuring that all students’ needs are met. In addition, teachers and schools require a system to monitor effectiveness, provide constructive feedback, and maintain a record of the topics covered and those that need revisiting. This is the utility of a curriculum map—it serves as an indispensable tool in facilitating these tasks.” (Teach Simple)

In this assignment you will create:

1) [a curriculum map](#) for any elementary grade K-5 incorporating the following standards:

- [Oregon Social Studies standards](#)
- [Optional Social Studies standards](#)
- [Ethnic studies standards \(draft\)](#)
- [Tribal History/Shared History standards](#), if applicable
- [Holocaust and Genocide](#) themes

2) Resource Guide utilizing:

- curriculum materials
- books, read-alouds
- websites, blogs
- videos
- art

**Evaluation Criteria:** Rubric to be shared in Week 1 [<insert link>](#)

## Grading Scale

Grade	Percentage
A	93-100%
A-	91-92%
B+	89-90%
B	83-88%
B-	80-82%
	*GRADUATE: Less than 80 percent is below graduate standard and indicates unsatisfactory performance in the course. Graduate students must maintain a GPA of 3.0 or higher for satisfactory academic progress.
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%



F <60%

### University and Course Policies

*Note to reviewers: We have intentionally left the boilerplate version of University and Course Policies from the COE Syllabus Template in our syllabi so that the instructors teaching each course can see clearly which policies are mandatory and which they may modify or delete if they choose.*

<p><b>Additional Student Supports</b> [Highly recommended]</p>	<p>Completing a COE program is demanding and likely to challenge students in many ways. Students may face other external stressors, foreseen or unforeseen, that can pose additional challenges. We encourage students to be proactive in monitoring and advocating for their own health, well-being and supports as they go through this program. Click here to access a <a href="#">List of Resources and Supports</a> available to students.</p>
<p><b>Attendance and Tardiness</b> [Highly recommended]</p>	<p>Consider including guidelines that facilitate student learning and their continuous improvement. An explicitly stated policy helps to avoid future problems. Understand that many students are working professionals and/or have family responsibilities and must find a balance between those demands and the rigor of COE coursework.</p> <p><b>Face-to-Face Example:</b> Participation is a critical component of this course, and students are expected to attend all classes. If an absence is unavoidable, it is the student’s responsibility to contact the instructor. It is also the student’s responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.</p> <p>Zooming into class may not always be an option and is left to the instructor’s discretion. For COVID, we follow the guidelines listed on the <a href="#">PSU COVID Response page</a>. For illnesses, students must do ____, instructor will do _____. More than _____ absences will affect your final grade.</p> <p><b>Tardiness Example:</b> Students are expected to make every attempt to be in class on time and to honor the importance of making good use of class time.</p> <p><b>Online Course Example:</b> Participation is a critical component of this course and students are expected to engage in all online activities,</p>

	<p>which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. Attendance during synchronous class meetings is mandatory. If there is an extenuating circumstance and a student is unable to attend a live webinar, they must contact the professor before the class begins. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. Students are expected to make every attempt to login to online webinars on time and to honor the importance of making good use of class time.</p>
<p><b>Classroom Demeanor and Courtesy</b> [Highly recommended]</p>	<p><b>Example language:</b> Because students may not share the same opinions and/or ideas on different topics on this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.</p> <p>All students must abide by the <a href="#">PSU's Student Conduct Code</a> or the <a href="#">COE's Academic Performance Guidelines</a>.</p>
<p><b>Late Assignments</b> [Recommended]</p>	<p>Consider including guidelines that facilitate student learning and their continuous improvement. An explicitly stated policy helps to avoid future problems. Understand that many students are working professionals and/or have family responsibilities and must find a balance between those demands and the rigor of COE coursework.</p> <p>Statement Examples: 1) All work is due during class on the dates assigned. Anything turned in after that time is late, and grade points will be deducted. 2) Due dates on the syllabus are provided as strongly suggested guidelines to keep students on schedule for facilitating learning and completing course requirements by the end of the term. If students need to turn in work later than the due date inform the instructor by the due date.</p>
<p><b>Academic Integrity</b></p>	<p><b>Academic integrity</b> is a cornerstone of any meaningful education and a</p>

<p>[Required]</p>	<p>reflection of each student’s maturity and integrity. The <a href="#">Code of Student Conduct</a>, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. <i>Please ask if you have questions about whether collaboration is appropriate for any given assignment.</i></p>
<p><b>FERPA (in PK-12 Settings)</b> [Required for K-12 content courses]</p>	<p>Federal FERPA <a href="#">guidelines</a>* apply in PK-12 settings where Teacher, Counselor, and Administrator Candidates learn about students’ academic and personal history and use this information to improve their practice. It is important for candidates to maintain the privacy of the educational records of their PK-12 students and to limit sharing student personal identifiers to only those persons who have a legitimate educational interest.</p>
<p><b>FERPA (in university settings)</b> [Required]</p>	<p><a href="#">PSU FERPA guidelines</a> require that non-directory information about students be kept confidential unless the student provides signed consent. Student work must be directly returned to each student (either face to face or via electronic or US mail). If students want a hard copy of their work returned after the end of a course, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
<p><b>Incomplete Policy</b> [Required]</p>	<p>The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.</p> <p>Eligibility Criteria</p> <ol style="list-style-type: none"> <li>1. Required satisfactory course completion.</li> <li>2. Reasonable justification for the request.</li> <li>3. Incomplete grade is not a substitute for a poor grade.</li> <li>4. Written agreement. (See <a href="#">Incomplete Contract</a>)</li> <li>5. Resolving the Incomplete.</li> </ol> <p>For more details, see the <a href="#">full PSU Incomplete Policy</a>.</p>

<p><b>Inclement Weather</b> [Required, use appropriate statement per course delivery format, hybrid would use both statements]</p>	<p>On Campus Courses: Inclement weather conditions may require University closure, late opening, canceled events, or reduced operations. Portland's weather forecasts and road conditions are constantly monitored to ensure the safety of students, faculty, and staff.</p> <p>Closure announcements and updates are posted on <a href="http://www.pdx.edu">www.pdx.edu</a>. Notification may be sent via PSU ALERT depending upon the severity of the weather. Classes are canceled when the University is closed and instructors may arrange makeup classes. Exams are postponed if the university closes during Finals Week.</p> <p><b>Recommended statement for online courses:</b> Since learning modules are offered online, course content is available to students 24/7 and on-campus attendance is not required. Online course activities, including synchronous webinars, will not be cancelled for inclement weather, even when PSU campus is closed. Cancellation of live webinars or meetings due to inclement weather is determined by the course instructor only. Students are responsible for contacting the instructor as soon as possible in case of major power outages.</p>
<p><b>LGBTQIA+ Resolution</b> [Required]</p>	<p>As part of its commitment to social justice and human dignity, the COE demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences.</p>
<p><b>Mandatory Health Insurance Policy</b> [Required]</p>	<p>All students taking five or more credit hours per term (1 credit hour per term for international students) are required to have comprehensive medical insurance coverage. A student who does not have health insurance, or does not meet the criteria for the waiver application, will automatically be enrolled in the <a href="#">PSU Student Health Insurance Plan</a> and the student account is charged. The deadline to submit the waiver application is posted for each term. See the <a href="#">PSU Student Health Insurance Plan webpage</a> for more information.</p> <p><b>Optional Statement for RDT Programs:</b> PSU provides students taking 5 or credits (1 credit for international students) with the mandatory PSU Student Health Insurance Plan. While PSU provides mandatory health insurance for eligible students it is IMPORTANT to note that this course is considered a Restricted Differential Tuition (RDT) type of course and therefore does not count toward the 5 credits necessary to be both eligible for and required to purchase the health insurance option. See</p>

	<p>the <a href="#">PSU Student Health Insurance Plan webpage</a> for more information.</p>
<p><b>Title IX Reporting Obligations</b> [Required]</p>	<p>Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU’s Title IX Coordinator, the <a href="#">Office of Equity and Compliance</a> or the <a href="#">Dean of Student Life</a> and cannot keep information confidential. Students may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503.725.5672, book online at <a href="#">psuwrc.youcanbook.me</a>, or contact another confidential employee found on the <a href="#">Sexual Misconduct Response webpage</a>. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module <a href="#">Creating a Safe Campus</a></p>
<p><b>Student Food Security</b> [Recommended]</p>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at <a href="mailto:foodhelp@pdx.edu">foodhelp@pdx.edu</a>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.</p>

<p><b>Recording Technology Notice</b></p> <p>[Recommended]</p>	<p>We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the <a href="#">Acceptable Use Policy</a> and PSU's <a href="#">Student Code of Conduct</a>. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. <b>You may not share recordings outside of this course. Doing so may result in disciplinary action.</b></p>
<p><b>GoReact</b></p> <p>[Required by Program]</p>	<p>GoReact is a tool that the COE is using for virtual supervision. The purpose of the recording is for candidate reflection and for candidates to receive feedback on student teaching/practicum. The classroom recording should not be shared outside of the GoReact Platform. Recordings should not be retained for any other purpose than edTPA, provided there is an approved edTPA parent permission. All use of GoReact must be in compliance with FERPA and must comply with GoReact's Acceptable Use Policy: <a href="https://get.goreact.com/acceptable/">https://get.goreact.com/acceptable/</a>.</p>
<p><b>PSU Scholarships &amp; Student Resources</b></p> <p>[Recommended]</p>	<p>This <a href="#">link</a> contains information for students about available resources and scholarships at PSU including financial, academic, and personal resources.</p>