

# Mount Vernon City School District



## **Eleventh Grade Social Studies Curriculum Guide**

September 2018-June 2019 School Year



**THIS HANDBOOK IS FOR THE IMPLEMENTATION OF THE  
ELEVENTH GRADE CURRICULUM IN  
MOUNT VERNON CITY SCHOOL DISTRICT.**



# Philosophy:

The New York State [K-12 Social Studies Framework](#) is designed to prepare students for College, Careers, and Civic life (C3) with courses that are rigorous and aligned to New York State Learning Standards, both [Common Core](#) and [Social Studies](#) (see also, [updated Social Studies Curriculum & Instruction](#)). It incorporates the New York State Common Core Learning Standards and recommends the use of the [C3 Inquiry Arc](#) as instructional methodology. Social Studies practices are identified, as well as the key ideas, conceptual understandings, and content specifications.

A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community. (NYC DOE, 2014)

While knowledge of content is very important, it is equally important to engage our students in historical thinking and literacy skills so they can make sense of the world around them. Students should be engaged and challenged to think like historians, raise questions, think critically, consider many perspectives and gather evidence in support of their interpretations as they draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills will serve them well as participating citizens of a democracy. (NYC DOE, 2014) This guide attempts to address those goals.

# What's new?

The 2018-19 school year will bring a few long-awaited changes that you've been asking for:

- New Materials and a Blended Learning Model:
  - Beginning in the 2018-19 school year, the Mount Vernon City School District secondary social studies courses (grades 7-11) will be using the Houghton Mifflin Harcourt (HMH) Social Studies suite of materials and resources that will lend themselves to a blended learning model.
  - [Blended learning](#) is a formal education program in which a student learns, at least in part, through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.
  - This fits nicely with Common Core Shift 2 – Knowledge in the Disciplines – where students build knowledge about the world through TEXT rather than the teacher activities. This notion of student-centered learning is also supported by the “Distinguished” column in the Danielson Rubric (2011), part of the MVCSD APPR.
- Teachers with Smartboard Technology in their classroom are expected to implement the prescribed curriculum in both print and digital forms. For the 2018-19 academic year, the Mount Vernon City School District blended model approach has the following components:
  - Core material in print and digital formats.
  - Assessments administered in print and digitally.
  - Lessons delivery including print instruction, interactive lesson features, and movies or sound clips provided by the materials online.
  - Students will be given digital access codes for online library and core text access
- The same reading and writing skills will be taught in the SS and ELA classrooms so that our students will learn the same methods of comprehension and application in at least two of their classes.
- Common Assessments will be created by SS teachers so that we can all get a snapshot of what our students know, what they are able to do, and what we might have to re-teach.
- Classroom protocols and graphic organizers are included in this curriculum guide for your use and feedback.

- You will be asked to include “[Inquiry Design Model](#)” inquiries to foster students’ critical thinking, research and writing proficiencies.
- This guide will include a timeline to help guide you through the curriculum in an efficient manner. It will also enable students who transfer from school to school continue their learning with a minimum of lost time and redundancy.
- There will be special emphasis on helping students with disabilities (SWD) and whose first language is not English (ENL – English as a New Language).

## **Acknowledgements**

Social Studies teams have been actively participating in building- and district-level PLC work to articulate content, resources, and teaching techniques designed to enhance student learning. This is an ongoing process, and 2018-19 will be an especially auspicious opportunity to further refine our work.

The new New York Social Studies Framework, the C3 Framework, and NYS Common Core Standards have formed the basis for decisions regarding the articulation of this plan with special emphasis on the development of critical thinking ability and problem solving skills.

This handbook is a “living document” that will evolve as our teachers, students and administrators explore the new Social Studies world. Many teachers in all of our secondary schools have contributed to the development on this guide, and special thanks go to the following people who have given their time, energy and wisdom for the benefit of our students and our District. Thank you all.

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## ***New York State Learning Standards for Social Studies***

The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the Social Studies framework. Each Key Idea is derived from and/or aligned to one of these standards as the primary standard. In many cases, a Key Idea represents more than one standard.

### ***Standard 1: History of the United States and New York***

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### ***Standard 2: World History***

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### ***Standard 3: Geography***

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

### ***Standard 4: Economics***

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

### ***Standard 5: Civics, Citizenship, and Government***

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

# Social Studies Practices:

*These practices are common to all secondary Social Studies courses.*

## **A. Gathering, Interpreting, and Using Evidence**

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

## **B. Chronological Reasoning and Causation**

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodization's favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

## **C. Comparison and Contextualization**

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

#### **D. Geographic Reasoning**

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

#### **E. Economics and Economics Systems**

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.



## **F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

# Classroom Expectations:

In addition to the expectations below, here are some comments from NYSED DTSDE reviews to help guide our practices as we move forward.

- **Lessons should be STARDARDS-based.** *Write out* the entire Standard and use that as a lesson's learning target.
- Target only one or two standards/lesson. For example:  
Learning Target: **I can** cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (The "I can" statement is intended to give the student ownership for learning the targeted information or skill.)
- Plan differentiation **based on data**. How will you plan for differentiating your lesson for **SWD? ELL?** High-flyers? Consider Lexile levels of your learners and your materials. Plan groups purposefully for student collaboration. Why are these students grouped together? Scaffold. Model.
- **Remember Marzano's 4 questions:**
  - What do we want our students to learn? (Learning Target)
  - How can we tell when they've learned it? (Assessment of learning)
  - What will we do when they haven't learned it? (Differentiation; Data Driven Instruction)
  - What will we do when they already know it? ([Differentiation](#))
- **Have high expectations** and have the students do most of the work in learning. TEACH students to be learners, don't just lecture. Have some fun!
- **Include Reading, Writing, Listening and Speaking across the curriculum.** When a student speaks at a volume too low for all to hear, have the student restate his point louder and/or call upon someone else to paraphrase and/or restate student's point for all to hear and consider..
- Use NYS rubrics as often as possible; create student-created rubrics when not.
- Collect data on common assessments to use to inform instruction.
- Format assessments to mirror NYSED-type questions. MC, DBQ, short answer, extended responses.
- Teach skills to help students learn to learn. (See also, "Reader's Checklist" information below to help your students understand what they're reading.)
- Use tools to engage students & share with your colleagues (reciprocal teaching, etc.)
- **Students** should set SMART learning and growth goals for the year. Post them, review them, revisit them.
- **Students** should be doing most of the work. The days of talk & chalk are long over, and we should strive to have our classrooms be "Distinguished" according to the [Danielson Framework](#) (on ELA & SS 365 sites).

## **Word Walls:**

Each classroom will contain an interactive updated word wall. **The word must be updated with the change of unit.** The Word Wall should be used as a center for learning and increasing students' academic vocabulary.

## **Bulletin Boards:**

Each classroom will contain updated Social Studies Bulletin Boards. Bulletin Boards must reflect the student work from the current unit and include standards and rubric. Students' work may take a variety of forms. Student work may include writing samples, graphic organizers, projects, vocabulary graffiti, and other displays of student learning. Assessments should not be placed on the bulletin board.

## **Materials:**

All students must be issued a password and ID to be able to access the online materials from HMH books in class and the printed Spanish version for ENL students. Classroom sets of texts have been ordered. Old books will be collected in an organized way according to school instructions. Students should **NOT** take home textbooks because everything is available online.

## **Reading Comprehension:**

Reading comprehension is an integral part of teaching and understanding Social Studies curriculum; therefore, teachers need to be sure to understand and utilize pre-, during- and post-reading strategies such as the following:

<b><u>Reader's Checklist</u></b>
----------------------------------

### **Strategies Good Readers Use**

- Access prior knowledge
- **Set a purpose** for reading
- Create mental images to visualize vague descriptions
- Ask questions
- Define words in context
- Look back; reread confusing parts
- Predict; change predictions

- Think aloud to make sure of understanding
- Make analogies
- Apply new materials into personal experience
- Think about opinions, attitudes, reactions
- Summarize
- Take notes; use AVID comprehension skills.

### **Strategies for Helping Students to Think *Before* Reading**

- Present several short passages from different sources and ask students to determine the issue, problem or theme common to all.
- Ask students to brainstorm prior knowledge about the author, setting or historical period of the work to be read.
- After reading aloud the opening paragraphs of a new work, have students generate questions to be answered by their own reading.
- Distribute worksheets containing brief passages from the new work. Ask students to predict context, events, outcomes or other related themes as appropriate.
- Prior to the reading of a longer work, discuss a poem or newspaper clipping on a similar theme.
- After previewing, but before assigning a new work, ask students to respond to the question, “Why do you think this (event, culture, cause-effect...) is part of the curriculum?”

### **Strategies for Helping Students to Think *After* Reading**

- Have students rewrite an opinion piece or editorial to support or repudiate the reading.
- Ask students to compare an event in the past with a current, similar event, supporting the comparison with references to the descriptions in the text.
- Have students generate personal associations by completing the phrase “This passage reminds me of...”
- Assign a dialogue between any two characters to take place some years after the story ends.
- Ask students to complete the following statement: “If I were teaching this topic, I would want my students to...”

### **Strategies for Helping Students to Think about Their Reading Process**

- For pre-reading discussion ask, “How will you go about reading this assignment?”
- During class discussions, ask frequently, “How did you get that answer? What particular words or sentences helped inform your answer?”
- Ask frequently, “What made this passage difficult to understand? What were your strategies for overcoming those difficulties?”
- Direct students to record words or groups of words that particularly captured their attention or interest.

## **Assessment:**

This year, teachers will make a concerted effort to collaborate to renew teacher-made common assessments. Each assessment should assess students' acquisition of information and skills taught in the current unit. Spiraling of year-to-date content and skills will be assessed quarterly. The assessments should transition to the new Regents-Style questions with stimulus-based multiple-choice questions, DBQ short answer questions and the extended essay questions.

Hands-on and [project-based learning](#) are important. By using hands-on learning, educators are fostering the 21st century skills that students need to be successful: critical thinking, communication, collaboration, and creativity. Hands-on activities encourage a lifelong love of learning and motivate students to explore and discover new things (Bass, et al.) **This can be accomplished by assigning one [Inquiry Design Model \(IDM\) inquiry](#) in May and June.**

As students complete each research component, they should demonstrate their reading, writing, listening and speaking skills by producing, based on their research, a written product and a class presentation.

## High School Year at a Glance

	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>Grade 9</b> <b>Global 1</b>	<ul style="list-style-type: none"> <li>• 9.1 The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.</li> <li>• 9.2 Classical Societies, 600 B.C.E. – ca. 900 C.E.</li> <li>• 9.3 An Age of Expanding Connections, ca. 500 – ca. 1500</li> <li>• 9.4 RISE OF TRANSREGIONAL TRADE NETWORKS</li> </ul>	<ul style="list-style-type: none"> <li>• 9.5 POLITICAL POWERS AND ACHIEVEMENTS</li> <li>• 9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT</li> </ul>	<ul style="list-style-type: none"> <li>• 9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600</li> <li>• 9.8 Global Interactions, ca. 1400 – 1750</li> </ul>	<ul style="list-style-type: none"> <li>• 9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA</li> <li>• 9.10 INTERACTIONS AND DISRUPTIONS</li> </ul>
<b>Grade 10</b> <b>Global 2</b>	<ul style="list-style-type: none"> <li>• 10.1 THE WORLD in 1750</li> <li>• 10.2 ENLIGHTENMENT, REVOLUTION, AND NATIONALISM</li> <li>• 10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION</li> </ul>	<ul style="list-style-type: none"> <li>• 10.4 IMPERIALISM</li> <li>• 10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945):</li> <li>• 10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR)</li> </ul>	<ul style="list-style-type: none"> <li>• 10.7 DECOLONIZATION AND NATIONALISM (1900–2000)</li> <li>• 10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION</li> </ul>	<ul style="list-style-type: none"> <li>• 10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT</li> <li>• 10.10 (1990–PRESENT) HUMAN RIGHTS VIOLATIONS</li> </ul>

<p><b>Grade 11</b> <b>US History &amp; Government</b></p>	<ul style="list-style-type: none"> <li>• 11.1 COLONIAL FOUNDATIONS (1607- 1763)</li> <li>• 11.2 CONSTITUTIONAL FOUNDATIONS (1763 - 1824)</li> <li>• 11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 - 1865):</li> </ul>	<ul style="list-style-type: none"> <li>• 11.4 POST-CIVIL WAR ERA (1865 - 1900)</li> <li>• 11.5 INDUSTRIALIZATION AND URBANIZATION (1870 - 1920)</li> <li>• 11.6 THE RISE OF AMERICAN POWER (1890 - 1920)</li> </ul>	<ul style="list-style-type: none"> <li>• 11.7 PROSPERITY AND DEPRESSION (1920 - 1939)</li> <li>• 11.8. WORLD WAR II (1935 - 1945)</li> <li>• 11.9 COLD WAR (1945 - 1990)</li> </ul>	<ul style="list-style-type: none"> <li>• 11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 - present)</li> <li>• 11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 - present)</li> </ul>
<p><b>Grade 12</b> <b>Participation in Government</b></p>	<ul style="list-style-type: none"> <li>• 12.G1 FOUNDATIONS of AMERICAN DEMOCRACY.</li> <li>• 12.G2 CIVIL RIGHTS and CIVIL LIBERTIES</li> <li>• 12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP</li> </ul>	<ul style="list-style-type: none"> <li>• 12.G4 POLITICAL AND CIVIC PARTICIPATION</li> <li>• 12.G5 PUBLIC POLICY: All levels of government</li> </ul>		
<p><b>Grade 12</b> <b>Economics</b></p>			<ul style="list-style-type: none"> <li>• 12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY</li> <li>• 12. E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS</li> </ul>	<ul style="list-style-type: none"> <li>• 12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY</li> <li>• 12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY</li> </ul>

## **Grade 11 – COMMON CORE STANDARDS**

As we've learned and discussed, teaching social studies is more than just imparting facts. The new SS frameworks, curricula, and instruction integrate literacy components formerly thought to be the purview of only the English teacher. The new paradigm compels us to teach skills that help students make sense of the world around them by making sense of what they're reading.

This summer, several middle school teachers attended the AVID (Achieving Via Individual Determination) Institute in Philadelphia where they learned strategic reading comprehension techniques that they will bring into their classrooms to help students understand what they're reading. They will also support their colleagues in providing the same techniques and supports that they've learned. Further, the same techniques will be taught in the English classroom so that the students are hearing the same approaches to comprehension in at least two of their classes.

### **Reading Standards (CC) for Literacy in History/Social Studies**

#### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **Craft and Structure**

4. Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the points of view of two or more authors in their treatments of the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **Integration of Knowledge and Ideas**

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.



8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### **Range of Reading and Level of Text Complexity**

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

## **Writing Standards for Literacy in History/Social Studies**

### **Text Types and Purposes**

1. Write arguments focused on discipline-specific content.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening Standards**

### **Comprehension and Collaboration**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
  - e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

# Grade 11: United States History & Government

## Unifying Themes aligned to Key Ideas

		Key Ideas	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.9	11.10	11.11
Themes													
1	Individual Development and Cultural Identity (ID)					•			•			•	
2	Development, Movement, and Interaction of Cultures (MOV)		•										
3	Time, Continuity, and Change (TCC)		•	•	•	•	•		•	•	•	•	•
4	Geography, Humans, and the Environment (GEO)		•		•		•	•					
5	Development and Transformation of Social Structures (SOC)						•	•	•			•	
6	Power, Authority, and Governance (GOV)		•	•	•			•		•	•	•	•
7	Civic Ideals and Practices (CIV)			•		•	•		•	•		•	•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•	•	•	•		•			•	•	
9	Science, Technology, and Innovation (TECH)				•		•			•			•
10	Global Connections and Exchange (EXCH)		•										•

Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

**Please make sure you regularly comment on the content alignment/resources used in the new HMH suite of materials. Place your comments in the SS 365 site.**

***11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.***

**(Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)**

11.1 a Contact between Native American groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.

- Students will trace European contact with Native Americans, including the Dutch, the English, the French and the Spanish.
- Students will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.

11.1 b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.

- Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems.
- Students will examine the factors influencing variations in colonial social structures and labor systems.
- Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the

South, and the development of slavery as a racial institution.

11.1c Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.

- Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience.
- Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in New Netherland.

***11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)***

11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government.

- Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.

- Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long-term impacts.
- Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.

11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the

## Constitution.

- Students will examine the weaknesses and successes of government under the Articles of Confederation.
- Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.
- Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.
- Students will examine the key points of debate expressed in the *Federalist Papers* and the *Antifederalist Papers*, focusing on the protection of individual rights and the proper size for a republic.
- Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.

11.2d Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.

- Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address.
- Students will examine Hamilton's economic plan, the debate surrounding the plan, and its impacts on the development of political parties.
- Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800, and the Electoral College and the Supreme Court in 2000.
- Students will examine Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*, and analyze how these decisions strengthened the powers of the federal government.

**11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.**

**(Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)**

11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth.

- Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism.
- Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.
- Students will examine Jackson's presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in the case of *Worcester v. Georgia* (1832), including the controversy concerning the Indian Removal Act and its implementation.

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis.
- Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (*The Liberator*), Frederick Douglass (*The Autobiography of Frederick Douglass* and *The North Star*), and Harriet Beecher Stowe (*Uncle Tom's Cabin*).
- Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the *Dred Scott* decision, and John Brown's raid.

11.3c Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

- Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation



facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war.

- Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation.
- Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term effects.

-----END FIRST QUARTER-----

-----BEGIN SECOND QUARTER-----

**11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.**

**(Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)**

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.

- Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
- Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and *Plessy v. Ferguson* (1896).
- Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen’s Bureau, the creation of educational institutions, and political participation.
- Students will examine the impacts of the election of 1876 and the compromise of 1877 on African Americans.

11.4b The 14th and 15th amendments failed to address the rights of women.

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony.

11.4c Federal policies regarding westward expansion had positive

effects on the national economy but negative consequences for Native Americans.

- Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion.
- Students will examine the effect of federal policies on Native Americans on the Great Plains, including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School).

11.4d Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.

- Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900.
- Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

***11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)***

11.5a New technologies and economic models created rapid industrial growth and transformed the United States.

- Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication.
- Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

11.5b Rapid industrialization and urbanization created significant

challenges and societal problems that were addressed by a variety of reform efforts.

- Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.
- Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions.
- Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
- Students will trace reform efforts by individuals and the consequences of those efforts, including:
  - Jane Addams and Hull House
  - Jacob Riis' *How the Other Half Lives*
  - New York Governor Theodore Roosevelt and the Tenement Reform Commission
  - Upton Sinclair's *The Jungle* and the Meat Inspection Act
  - Margaret Sanger and birth control
  - Ida Tarbell's *The History of the Standard Oil Company*
  - Ida Wells and her writings about lynching of African Americans
  - Booker T. Washington's contributions to education, including the creation of Tuskegee Institute
  - W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917)

**11.6 THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.**

**(Standards: 1, 2, 3, 4: Themes: GEO, SOC, GOV, ECO)**

11.6a In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world.

- Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii.
- Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions.
- Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines.
- Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary.

11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.

- Students will investigate the reasons for President Wilson's shift from neutrality to involvement in World War I.
- Students will examine Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations.
- Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.

11.6c World War I had important social, political, and economic effects on American society.

- Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.

- Students will investigate the causes and effects of the Great Migration on American society.
- Students will examine the Supreme Court decision concerning civil liberties in *Schenck v. United States* (1919).
- Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

-----END SECOND QUARTER/FIRST SEMESTER-----

-----BEGIN THIRD QUARTER-----

**11.7 PROSPERITY AND DEPRESSION (1920 – 1939):** *The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.*

**(Standards: 1, 4; Themes: ID, TCC, SOC, CIV)**

11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.

- Students will examine the cultural trends associated with the Roaring Twenties, including women’s efforts at self-expression and their changing roles.
- Students will examine the impact of Prohibition on American society.
- Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s.
- Students will examine the reasons for the resurgence of the Ku Klux Klan.
- Students will examine the key issues related to the Scopes trial.

11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.

- Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.
- Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.

11.7c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.

- Students will examine the reasons for economic prosperity during the 1920s.
- Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.
- Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression.
- Students will examine the human and environmental causes of the Dust Bowl and its effects.
- Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court- packing effort.

**11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.  
(Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)**

11.8a As situations overseas deteriorated, President Roosevelt’s leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war.

- Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including “cash and carry” and Lend-Lease.
- Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.
- Students will examine the impact of the Japanese attack on Pearl Harbor.
- Students will examine President Roosevelt’s leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance.
- Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

11.8b United States entry into World War II had a significant impact on American society.

- Students will examine United States mobilization efforts and wartime production, and their effects on unemployment rates.
- Students will examine the reasons for President Roosevelt’s executive

order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in *Korematsu v. United States* (1944).

- Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

11.8c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future.

- Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.
- Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials.
- Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

**11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War, which influenced foreign and domestic policy for more than 40 years.**

**(Standards: 1, 2, 3; Themes: TCC, GOV, ECON)**

11.9a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

- Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War.
- Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.
- Students will examine domestic concerns about the spread of communism and the rise of McCarthyism.
- Students will examine the consequences of Truman's decision to fight a limited war in defense of South Korea.
- Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting in

- Vietnam.
- Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair.
  - Students will examine the congressional effort to limit presidential power through the War Powers Act.

11.9b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.

- Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race.
- Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.
- Students will examine the policy of détente and its effect on the nuclear arms race.

11.9c American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.

- Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.

11.9d A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.

- Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

-----**END THIRD QUARTER**-----



-----BEGIN FOURTH QUARTER-----

**11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)**

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

- Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
- Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.
- Students will examine judicial actions and legislative achievements during the movement, such as *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States* (1964) and the Voting Rights Act of 1965.
- Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

- Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:
  - Modern women’s movement (e.g., *The Feminine Mystique* [1963], National Organization for Women, Equal Pay Act and Title IX, *Roe v. Wade*)
  - Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)
  - Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)
  - People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with

- Disabilities Act [1990] )
- Rights of the accused (e.g., *Mapp v. Ohio* [1961], *Gideon v. Wainwright* [1963], *Miranda v. Arizona* [1966])
- Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration reform)
- Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)
- Environment (e.g., *Silent Spring* [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan’s policy)
- Student rights (e.g., *Engel v. Vitale* [1962], *Tinker v. Des Moines School District* [1969], *New Jersey v. TLO* [1985])
- Students will thoroughly investigate at least one of the efforts above.

11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.
- Students will examine the causes of the financial panic of 2008 and the federal government’s response to the Great Recession.
- Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

### **11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present)**

***The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.***

**(Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)**

11.11 a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.

- Students will examine the decision of President George H. W. Bush to oppose Iraq’s invasion of Kuwait. Students will evaluate the positive

and negative consequences of the Persian Gulf War.

- Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.

11.11b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies.

- Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war.
- Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.

11.11c Globalization and advances in technology have affected the United States economy and society.

- Students will examine the positive and negative consequences of globalization in relation to the United States economy.
- Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.
- Students will examine the economic relationship and the strategic rivalry between the United States and China.

-----END QUARTER 4 -----

**THANK YOU FOR ALL YOU DO! HAVE A GREAT SUMMER!**

## **Thinking Maps**

**Thinking Maps are not exactly like traditional graphic organizers.** With Thinking Maps, students are encouraged to think critically about a topic and create and organize their ideas in a free and unrestricted manner. Thinking maps are not intended to be photocopied and used as fill-ins. This limits a learner's thinking process and confines their ideas into a restricted space. **See your Thinking Maps trainer in your school for more information.**

There are eight diagram types that are intended to correspond with eight different fundamental thinking processes. They are supposed to provide a common visual language to information structure, often employed when students take notes.

Thinking Maps are visual tools for learning, and include eight visual patterns each linked to a specific cognitive process. Teachers may apply Thinking Maps in all content areas and all grade levels. The eight map types are:

[Circle Map](#)

used for defining in context

[Bubble Map](#)

used for describing with adjectives

[Flow Map](#)

used for sequencing and ordering events

[Brace Map](#)

used for identifying part/whole relationships

[Tree Map](#)

used for classifying or grouping

[Double Bubble Map](#)

used for comparing and contrasting

[Multi-flow map](#)

used for analyzing causes and effects

[Bridge map](#)

used for illustrating analogies

By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Teachers and students, therefore, independently apply thinking skills for their own learning while also having a common visual language for cooperative learning. By having a rich language of visual maps based on thinking processes, learners are no longer confused by poorly organized brainstorming webs or an endless array of static graphic organizers. They are enabled to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks. (Wikipedia 2016)

*See: Graphic Organizer appendix for other charts.*

Click [here](#) for 11<sup>th</sup> grade Inquiry Design Models

Inquiry Design Model (IDM)—At a Glance™		
<b>Compelling Question</b>	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students <i>and</i> the curriculum and content with which students might have little experience. <i>Example: Was the American Revolution revolutionary?</i>	
<b>Standards and Practices</b>	The key standard (1-2) that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</i>	
<b>Staging the Question</b>	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <i>Example: Discuss the question of how much change must occur for something to be considered revolutionary.</i>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. <i>Example: What were the political changes that resulted from the American Revolution?</i>		
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.</i>		

Featured Sources	Featured Sources	Featured Sources
<p>Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. <i>Example: Abigail Adams letter to John Adams (1776).</i></p>		
<p>Summative Performance Task</p>	<p><b>Argument</b></p>	<p>Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i></p>
	<p><b>Extension</b></p>	<p>An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i></p>
<p>Taking Informed Action</p>	<p>The three activities described in this space represent a logic that asks students to a) <i>understand</i> the issues evident from the inquiry in a larger and/or current context, b) <i>assess</i> the relevance and impact of the issues, and c) <i>act</i> in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i></p>	



## Inquiry Design Model (IDM) Blueprint™

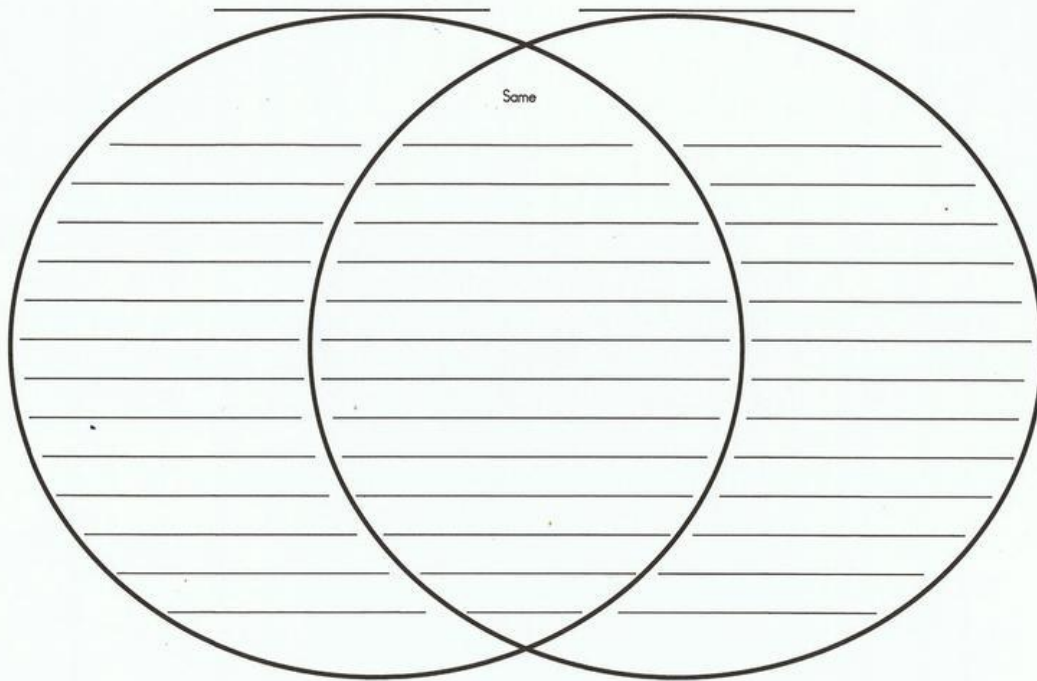
<b>Compelling Question</b>		
Standards and Practices		
Staging the Question		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
Summative Performance Task	<b>Argument</b>	
	<b>Extension</b>	
Taking Informed Action		

# Appendix A

## Graphic Organizers

Name: \_\_\_\_\_

Venn Diagram



Super Teacher Worksheets - <http://www.superteacherworksheets.com>



## Both Sides Matrix

Title: \_\_\_\_\_

Use this matrix to compare two positions. State each position as clearly as you can. Explain the support for each position as well as who supports each position.

<b>Position 1</b>	<b>Position 2</b>
<b>State Position 1</b>	<b>State Position 2</b>
<b>Support for Position 1</b>	<b>Support for Position 2</b>
<b>Supporters of Position 1</b>	<b>Supporters of Position 2</b>

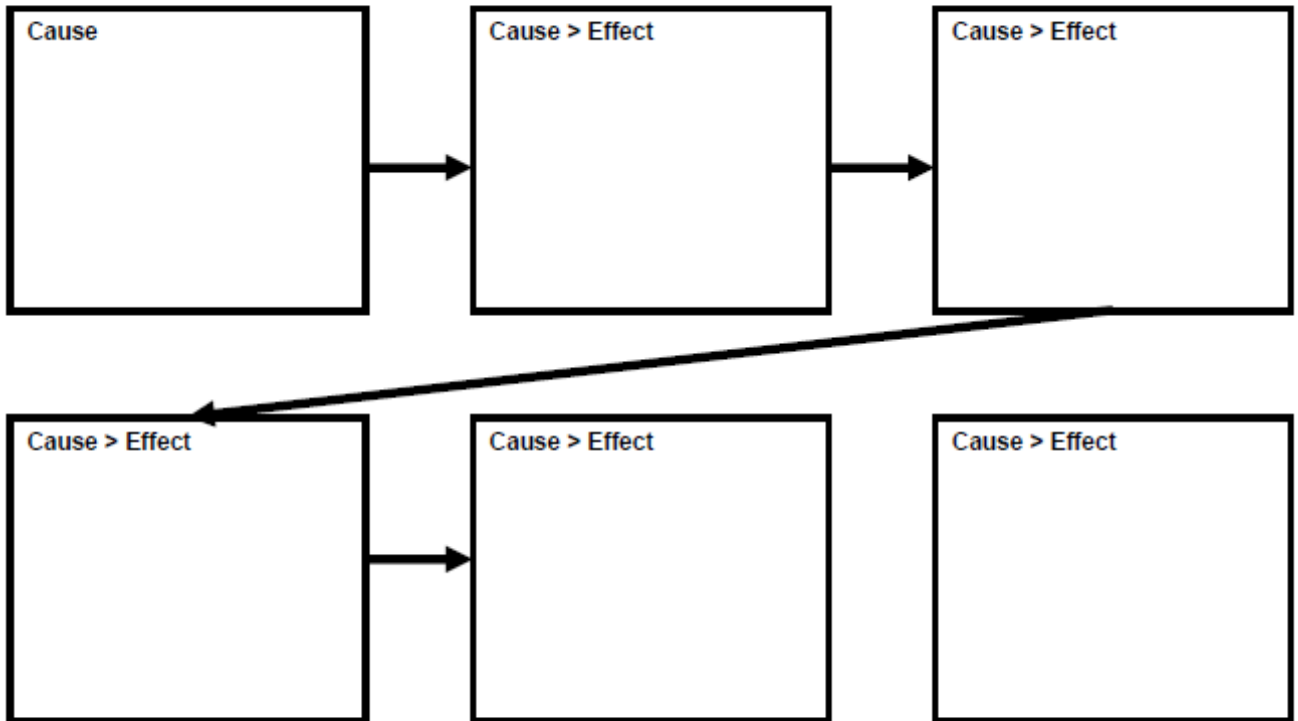
Student name: \_\_\_\_\_  
Class: \_\_\_\_\_

Teacher Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Cause-and-Effect Chain**

**Title:** \_\_\_\_\_

1. Write the first cause in the first cause box.
2. Write what happened in the second box. This now becomes the cause of the next effect and so on.
3. Add more boxes if you need them.



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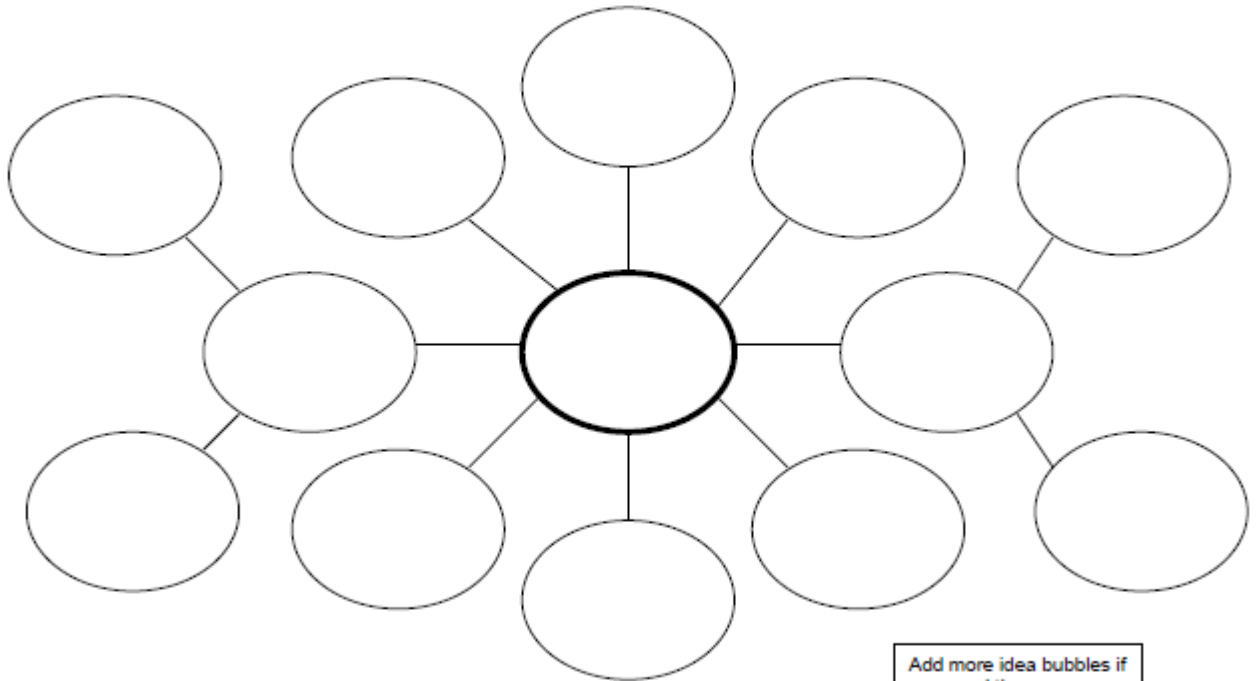
Student name: \_\_\_\_\_  
Class: \_\_\_\_\_

Teacher Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Cluster

Title: \_\_\_\_\_

Use this cluster to collect your ideas. Write the most important idea in the center of the cluster. Add details and example in the other "bubbles."

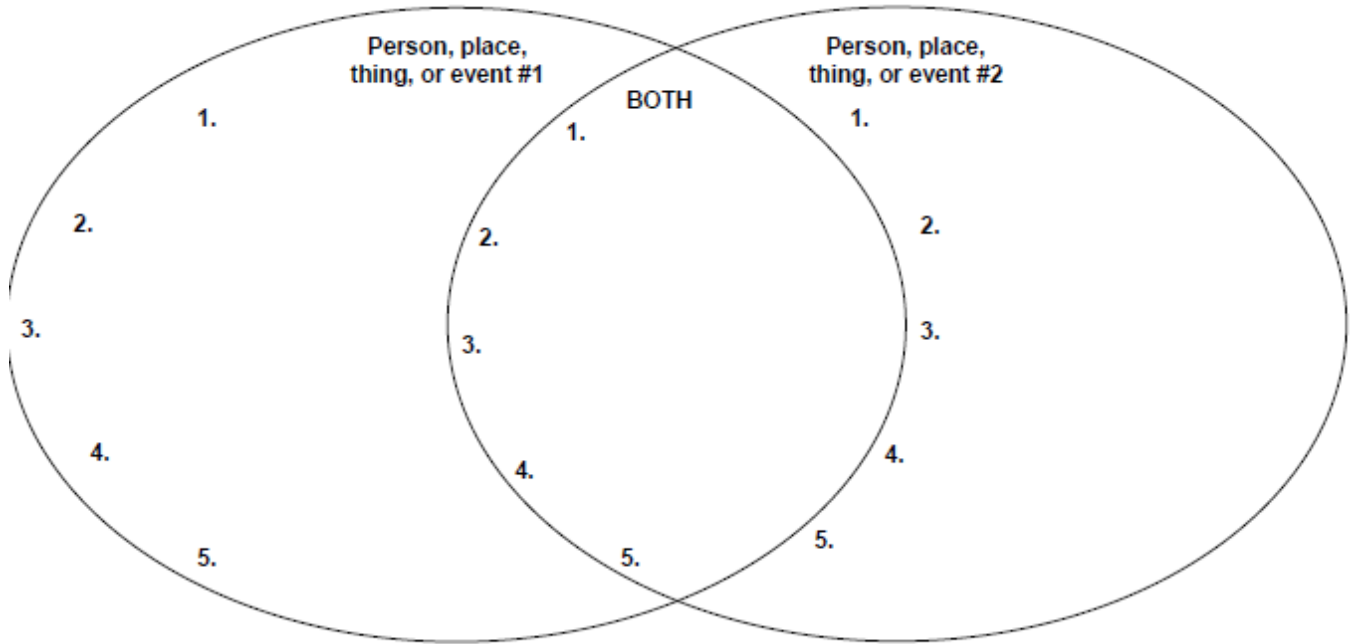


Add more idea bubbles if you need them.

**Compare and Contrast with a Venn Diagram**

**Title:** \_\_\_\_\_

Use this Venn diagram to compare and contrast two persons, places, things, or events. Add information about how they are the same in the middle of the diagram. Add information about how each is unique in the outside parts of the diagram.



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## Comparison Chart

Title: \_\_\_\_\_

Use this matrix to compare and contrast two persons, places, things, or events. Add information about how they are the alike in one column and how they are different in the other column

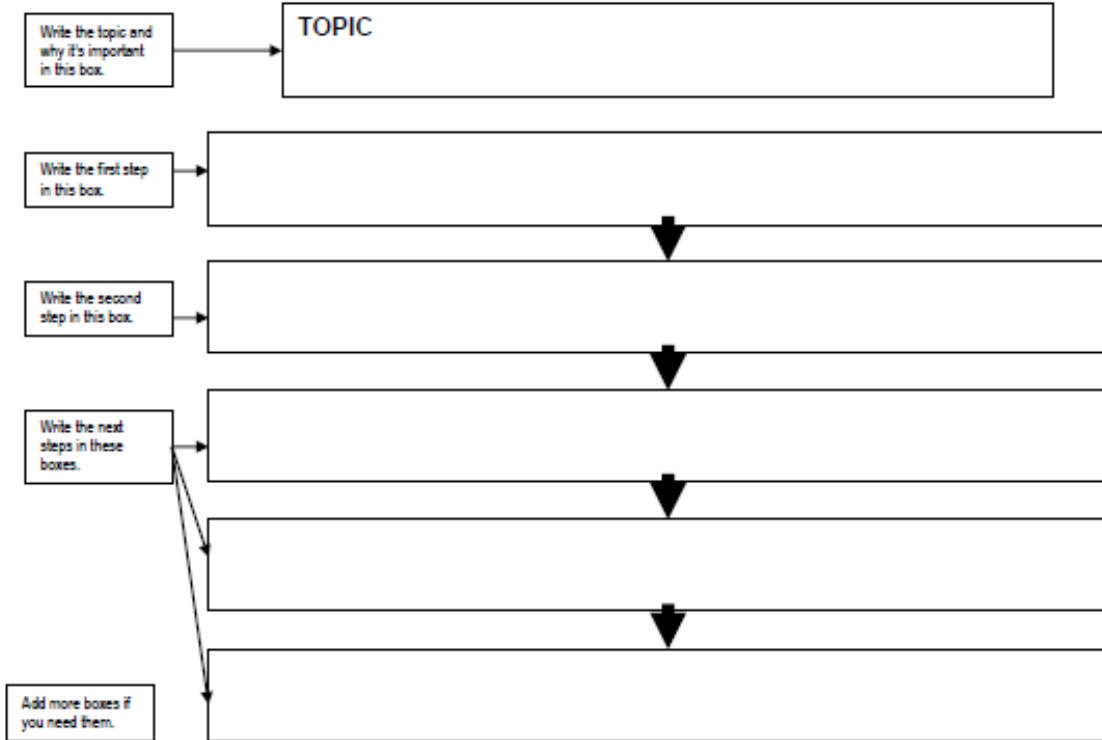
Similarities	Differences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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# Flow Chart

Title: \_\_\_\_\_

Use this chart to plan how to do a task.



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## Four-Square Graphic Organizer

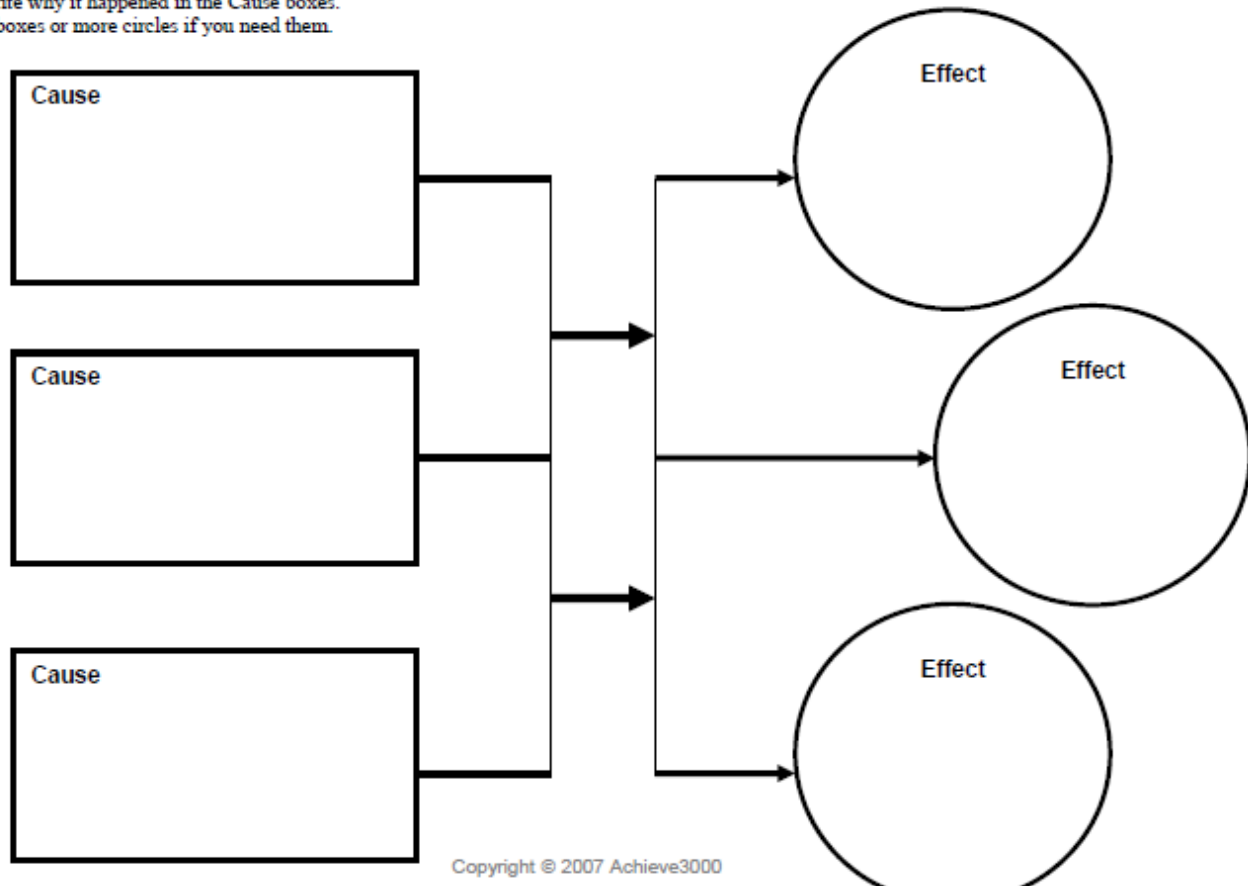
<p>The first key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>
<p>Topic Sentence:</p>	
<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p>Conclusion</p>

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

## Multiple Causes, Multiple Effects

Title: \_\_\_\_\_

1. Write what happens in the Effect circles.
  2. Write why it happened in the Cause boxes.
- Add more boxes or more circles if you need them.





Observe-Question-Infer

What do you OBSERVE?	What QUESTIONS do you have?	What INFERENCES can you make?

# Paragraph Writing Graphic Organizer

Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:

**Debate Topic:** \_\_\_\_\_

**Our Team's Arguments:**







- 1.
- 2.
- 3.
- 4.
- 5.

<b>If They Say:</b>	<b>Then We Say:</b>
1.	
2.	
3.	
4.	

## Problem Solution

Title: \_\_\_\_\_

Problem (or issue or roadblock):

	Solution # 1	Solution # 2	Solution # 3
ACTION			
RESULT			

Solution # \_\_\_\_ is (my/our) first choice because:

## Problem/Solution Chart

Title: \_\_\_\_\_

Use this chart to explain a problem(s) and its solutions(s). Also write down how you know the solution has worked or will work in the Justification column.

Problem(s)	Solution(s)	Justification
Identify sections in the news article that explain the problem.	Identify sections in the news article that explain the solution.	Identify sections in the article that explain how the solution has worked or will work.

## Sequence-of-Events Chart

**Title:** \_\_\_\_\_

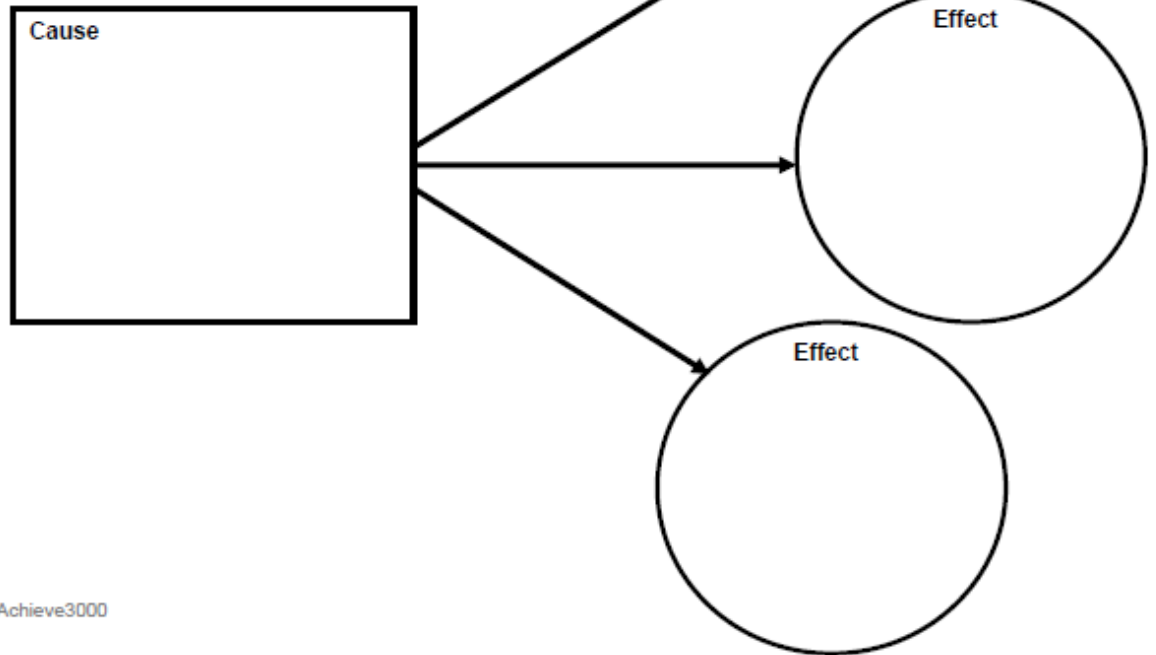
Use this chart to put events in chronological sequence. Start by writing the first event in the first box. Include as much information as you can about when it occurred. Add boxes if needed.

<b>First Event</b>
↓
↓
↓
↓
↓

## Single Cause, Multiple Effects

Title: \_\_\_\_\_

1. Write what happened in the Effect circles.
2. Write what caused it in the Cause box.
3. Add extra Effect circles if you need them



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Jigsaw Recording Form

Name \_\_\_\_\_

Article Title: Presenter:	Main Ideas	Questions I have
Article Title: Presenter:	Main Ideas	Questions I have
Article Title: Presenter:	Main Ideas	Questions I have
Article Title: Presenter:	Main ideas	Questions I have
Article Title: Presenter:	Main Ideas	Questions I have

Kettle Falls 5-12



**Appendix B**  
**Learning Protocols**



## Admit and Exit Tickets Protocol

**Purpose:** At the end of class, students write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day. Alternatively, have students turn-in such a response at the start of the next day—either based on the learning from the day before or the previous night’s homework. These quick writes can be used to assess students’ knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps students to focus as they enter the classroom or solidifies learning before they leave.

**Procedure:**

- For 2–3 minutes at the end of class (or the start of the next one) have students jot responses to the reading or lesson on 3 x 5 note cards.
- Keep the response options simple—“One thing you learned and one question you have.” If you have taught particular thinking strategies—connecting, summarizing, inferring—ask students to use them.
- A variation is known as 3-2-1: Have students write three of something, two of something, then one of something. For example, students might explain three things they learned, two areas in which they are confused, and one thing about which they’d like to know more or one way the topic can be applied. The criteria for listing items are up to the needs of the teacher and the lesson, but it’s important to make the category for three items easier than the category for listing one item.
- Don’t let the cards become a grading burden. Glance over them for a quick assessment and to help you with planning for next learning needs. These are simply quick writes, not final drafts.
- After studying the “deck” you might pick-out a few typical/unique/thought-provoking cards to spark discussion.
- Cards could be typed up (maybe nameless) to share with the whole group to help with summarizing, synthesizing, or looking for important ideas. It is a good idea to let students know ahead of time as they may put more effort into the write-up. When typing, go ahead and edit for spelling and grammar.

## Carousel Brainstorm Protocol

### **Purpose**

The purpose of using the carousel brainstorm process is to allow participants to share their ideas and build a common vision or vocabulary; the facilitator can use this process to assess group knowledge or readiness around a variety of issues.

### **Process**

- Before your group gathers, identify several questions or issues related to your topic, perhaps drawn from a reading that you will share later.
- Post your questions or issues on poster paper.
- Divide your group into smaller teams to match the number of questions you have created.
- Give a different color of marker to each team, and have each team start at a particular question.
- At each question, participants should brainstorm responses or points they want to make about the posted question.
- After a couple of minutes at each question, signal the teams to move to the next question, until all teams have responded to all questions.
- You can conclude the activity having each team highlight and report key points at their initial question, or by having participants star the most important points and discussing those.
- If it is appropriate for your topic, distribute a related reading and discuss, using the common vocabulary you have built through this process.

## Fist-to-Five

To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by holding up a fist for 0 - indicating lack of agreement, readiness, or confidence, and 1-5 fingers for higher levels of agreement, readiness, or confidence or agreement. (Teachers can specify what each level represents based on the context. For example: 0=Not ready; need immediate support; 1-2=Struggling; need support as soon as possible; 3-On my way; need no support right now. 4= Ready to write; 5= Ready to write and highly motivated.)

*Also see: Questioning Strategies to Engage All Learners*



## EXPEDITIONARY LEARNING

### Skills to have in place:

- *Eye contact:* Practice when greeting others in Circle/Crew.
- *Speaking voice:* Practice using poems and choral reading – something FUN!

### Hosted Gallery Walk Protocol “The Gallery Jigsaw”

#### **Purpose:**

This strategy offers participants an opportunity to share information with others in a gallery walk type setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and the teaching.

#### **Procedure:**

1. Divide participants into groups – size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.
2. Assign each group a specific segment of your topic (example: legislative branch of government, role of a worker bee, or transportation on the river).
3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: Government, Insects, Importance of our River).
4. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have them create a visual representation that each person in the group will use to teach others in the class.
5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.
6. Post the work around the room or in the hallway.
7. Regroup participants so each new group has at least one member from the previously established groups.
8. Give specific directions at which poster each group will start and what the rotation will look like.
9. The speaker at each poster is the person(s) who participated in the creation of the poster.
10. When all groups have visited each poster, debrief.

#### **Debrief:**

What was your biggest “a-ha” during the tour?

How was your learning enhanced by this method?

What role did collaboration play in your success?

Why was the individual responsibility component so important?

## Questioning Strategies to Engage All Learners

### Purpose

In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies. In addition, teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of high-order thinking skills. For more on developing strategic, focused and higher order thinking questions, see *Strategic Questioning*. See also *Total Participation Techniques* (citation here) for a variety of approaches to engaging all learners.

### Building a Culture of Total Participation

1. Clarify with students the importance of everyone doing the thinking, learning and reflecting throughout each stage of every lesson.
2. Model how a variety of questioning strategies will be used in the classroom, reminding students that they can say “please come back to me” if they need more think time or are unsure and want to build on the ideas of their peers. However, be sure to let them know you will *always* come back to them.
3. Ensure you and your students have the materials needed, such as cold call cards or sticks, white-boards, dry-erase markers, poster board, computers/other technology, pencils, etc.
4. Practice questioning strategies with students. Repeat over several classes or as necessary until various strategies become routine.
5. Make think-time a regular routine. This means structuring thinking time of about 3 seconds after a question is posed in various ways:
  - a. During student responses—give students at least three seconds to articulate their responses
  - b. Before sharing, students pause to illustrate a response to a question
  - c. In response to questions, students synthesize their thinking with individual or group headlines: short, compelling phrases that capture their thinking like a news headline
  - d. Teachers ask recap questions and students review and add to their notes
  - e. Students stop and track their own questions during learning activities or after a question is posed
  - f. Students pose questions to each other and respond to teacher questions in chalk talks and written conversations with a peer or small group

### Strategies

#### Cold Call

- Name the question before identifying students to answer it
- Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards
- Scaffold the questions from simple to increasingly complex, probing for deeper explanations
- Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student’s been called on, he or she is part of the continued conversation and class thinking

### **No Opt Out**

- Require all students to correctly answer questions posed to them
- Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses

### **Think or Ink-Pair-Share**

- Students are given a short and specific timeframe (1-2 minutes) to **think** or **ink** (write) freely to briefly process their understanding/opinion of a text selection, discussion question or topic.
- Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each).
- Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

### **Turn and Talk**

When prompted, students turn to a shoulder buddy or neighbor and in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their discussions with the class.

### **Go-around**

When a one- or two-word answer can reveal student thinking, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

### **Whiteboards**

Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.

### **Hot Seat**

The teacher places key questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

### **Fist-to-Five or Thumb-Ometer**

To show degree of agreement or commonalities in ideas, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

### **Human Bar Graph**

Identify a range of answers to a question or prompt as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their answer to the question(s) posed.

### **Four Corners**

Students form four groups (vary the number based on your purpose) based on commonalities in their responses to a question posed. In those groups students discuss their thinking and one student shares their ideas with the class. Students in other groups/corners may move to that corner if they change their thinking based on what they hear.

## Word Walls

A word wall in your classroom is a powerful instructional tool to strengthen content vocabulary. A word wall is an organized collection of words displayed on a wall or other space in the classroom. Display the word wall where both you and students can see and use it. It can be part of the main word wall in the classroom or displayed separately in the science center.

Word walls have been extensively used for spelling and reading vocabulary, but word walls can also provide a place for students to review and learn important content words. Though there are no set rules for word walls, we recommend that the words be written on large index cards, strips of paper, or tag board so that they can be used for activities throughout a series of lessons. We also recommend that not many words be put up on the wall at one time. During class, teachers can use the word wall to review and make connections for students.

A word wall will support student learning if both teacher and students are actively engaged in using it. A “just putting a word on the wall” approach does not aid student learning.

If at all possible, place a photograph or a clear plastic bag with the object inside next to the words on the word wall. This allows your students, particularly your English Language Learners, another connection to the word.

### Creating the Word Wall

- Use index cards or strips of cardstock that are large enough to be read easily from a distance.
- Have students neatly print vocabulary words onto the card. You may encourage students to create illustrations for each word. It is important that each word is defined.
- Designate a spot in the classroom for the word wall and reserve a spot for new vocabulary words.

### Some Word Wall Activities

- Categorize and Classify: Have students classify the terms.
- Compare and Contrast: Create categories to compare and contrast.
- Concept Map: Use the words to create a concept map.
- Conceptual Model: Use the words to construct a conceptual model that represents student thinking and/or scientific phenomenon.
- Create descriptions: Use the words to describe concepts.
- Challenge the students to use all of the words on a short answer quiz.
- Label Diagrams: Use the words on the wall to label student diagrams and illustrations.

Adapted from “Incorporating Literacy to Increase Conceptual Understanding”  
[http://www.kendallhunt.com/uploads/2/Tracks\\_Handbook\\_Literacy\\_Info.pdf](http://www.kendallhunt.com/uploads/2/Tracks_Handbook_Literacy_Info.pdf) - December, 2010



## Appendix C

### Reading Strategies & Resources



# **A Good Reader's Checklist**

## **Strategies Good Readers Use**

- Access prior knowledge
- Set a purpose for reading
- Create mental images to visualize vague descriptions
- Ask questions
- Define words in context
- Look back; reread confusing parts
- Predict; change predictions
- Think aloud to make sure of understanding
- Make analogies
- Apply new materials into personal experience
- Think about opinions, attitudes, reactions
- Summarize
- Take notes; use mapping

## **Strategies for Helping Students to Think *Before* Reading**

- Present several short passages from different sources and ask students to determine the problem or theme common to all.
- Ask students to brainstorm prior knowledge about the author, setting or historical period of the work to be read.
- After reading aloud the opening paragraphs of a new work, have students generate questions regarding the characters, plot, and theme or setting to be answered by their own reading.
- Distribute worksheets containing brief passages from the new work. Ask students to predict setting, author's style or story line as appropriate.
- Prior to the reading of a longer work, discuss a poem or newspaper clipping on a similar theme.
- After previewing, but before assigning a new work, ask students to respond to the questions "Why do you think this (novel, play, poem) is part of the curriculum?"

## **Strategies for Helping Students to Think *After* Reading**

- Have students rewrite a passage from the reading in another author's style.
- Ask students to compare a character in the story to a real person, supporting the comparison with references to the story.
- Have students generate personal associations by completing the phrase "This passage reminds me of..."
- Assign a dialogue between any two characters to take place some years after the story ends.
- Ask students to complete the following statement: "If I were teaching this novel (Story, play poem), I would want my students to..."

## **Strategies for Helping Students to Think About Their Reading Process**

- For pre-reading discussion ask, "How will you go about reading this assignment?"
- During class discussions, ask frequently, "How did you get that answer? What particular words or sentences helped clue your answer?"
- Ask frequently, "What made this passage difficult to understand? What were your strategies for overcoming those difficulties?"
- Direct students to record words or groups of words that particularly captured their attention.

# Close Reading

Close Reading is like an open framework to which teachers can apply specific skills directly from the Common Core Standards. For instance, students might “close read” one paragraph for the explicit purpose of analyzing how the author’s choice of words establish a theme or tone.

Close Reading of text is not only, or even primarily, an English language arts strategy. It can be an effective strategy for deepening content knowledge and learning to read like an expert in all academic disciplines.

## Attributes of Close Reading

- Selection of a brief, high quality, complex text
  - Teacher uses quantitative data, qualitative data and knowledge about the reader/task
  - Text complexity rubrics
- Individual reading of the text
  - Text coding
  - Structured note-taking
  - Re-reading
- Group reading aloud
  - Teacher reading to whole class
  - Whole class read out loud
  - Small groups read the text out loud
  - Pairs read the text out loud to each other
- Text-based questions: Teacher to student; Student to student
  - Literal
  - Inferential
  - Analytical
- Discussion that focuses on discrete elements of the text
  - Main idea
  - Author’s purpose
  - Tone
  - Vocabulary
  - Structure—e.g., compare/contrast, chronological, cause/effect, problem/solution, etc.
  - Type: Informational, narrative, argumentative
- Discussion among students
  - Reciprocal Teaching
  - Anticipation Guides
  - Socratic Seminar
  - Probable Passages
  - Pairs Summarization
  - Questioning
- Writing about the text
  - Constructed response about one of the discrete elements of the text
  - Summarizing the text
  - Analyzing a claim; making a claim
  - Other

## **Three Important Steps in completing an Effective Close Read**

### **Step 1 (First Reading) (Literal level).**

#### **Read the Text for Information and Understanding**

Text is main source at this stage-students should find meaning directly/explicitly in text.

- Read for *who, what, When and where*.
- What is the text about? (central idea)
- Who is being described?
- What is being addressed/discussed?
- Who is the narrator? What is the setting?

#### **Strategies**

- Examine *difficult vocabulary* in context/ dictionary/ word analysis.
- *Paraphrase sections of challenging text/* chunk lines and paragraphs.
- *Historical/ Social context* , when was text written?
- Make inferences- what can I infer about text based on the content?

### **Step 2 (Second reading) Read the Text for Interpretation**

(Reading between the lines) Analysis (Depth of Knowledge- Level 3)

This is the level at which students should start to examine at the relationship/ transaction between writer and text.

What is the author doing in the text and what devices does he use to make his point? (Author's Purpose)

#### **A. In Informational Non-Fiction Text**

- What is the organization structure of this text? How does the writer use the structure/ text features to enhance his central point?
- How do sections of a text fit into the larger issues?
- How does the author structure the argument- is he bias or logical? Fair? What are the devices he uses?
- What evidence supports the writer's position

## **B. In a Literary Text**

- Where is the inciting action? How is this used to impact plot?
- The writer's use of setting? How does setting impact or delineate character?
- The writer's use of specific details for specific effect - climax of a literal text?
- Is the writer trying to be ambiguous or subtle?
- How does the writer craft his appeals to the reader's senses? - sensory details. How do the images relate to the rest of the text?- advance plot?  
Narrative Voice/Tone/ Imagery/ figurative language
- Does the writer use irony?
- What is the speaker's attitude to what he is discussing?
- Are there any Biblical, cultural, historical, etc allusions?
- What is revealed about the writer?
- What is the function of the narrative itself in the scheme of written works?

### **Strategies**

Analyzing

Interpreting

Looking for patterns

Comparing/ contrasting

Finding Problem/ Solution

### **Step 3 Depth of Knowledge Level 4**

At this stage student will practice making connection beyond text.

## Instructional Model for Reading Tasks

The following outlines an instructional model for developing, implementing, and supporting skill-based reading instruction.

### Selecting a Text and Defining a Reading Purpose

- 
- |   |   |   |   |                                  |   |   |
|---|---|---|---|----------------------------------|---|---|
| Develop a content-based and skill-based learning outcome. | ▶ | Purposefully select a text that can be used to teach specific academic literacy skills. | ▶ | Establish a purpose for reading. | ▶ | Craft a prompt to help communicate the purpose for reading. |
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### Establishing the Learning Environment

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|-------------------------------------|---|---|---|---|---|---|
| Set the context for the assignment. | ▶ | Encourage students as they engage in rigorous academic course work. | ▶ | Maintain high expectations for reading and writing exercises. | ▶ | Increase opportunities for students to discuss texts. |
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### Preparing for the Reading

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|---|---|---|---|-------------------------|---|---|
| Engage students in prereading activities. | ▶ | Study the author's personal, professional, and/or academic experiences. | ▶ | Review important words. | ▶ | Examine the historical and rhetorical contexts. |
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### Selecting Active Reading Strategies

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|--------------------|---|------------------|---|--|
| Rereading the text | ▶ | Marking the Text | ▶ | <ul style="list-style-type: none"><li>• Pausing to Connect Ideas Within a Text</li><li>• Writing in the Margins</li><li>• Charting the Text</li><li>• Summarizing the Text</li></ul> |
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### Supporting and Assessing the Reading Task

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|---|---|---|---|--|---|--|
| Teach specific reading strategies that help students understand the text. | ▶ | Model active reading strategies using an overhead projector or document camera. | ▶ | Assign group work as part of the reading activities. | ▶ | Assess students' ability to actively read and comprehend the text. |
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# Marking the Text: *Social Science*

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indention and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** key terms, cited authors, and other essential words or numbers.

You might circle...

- key concepts
- lesson-based content vocabulary
- concept-based vocabulary
- words that signal relationships (e.g. *This led to...* or *As a result...*)
- names of people
- names of historical events
- dates
- numbers

• _____
• _____
• _____

3. **Underline** the author's claims and other information relevant to the reading purpose.

While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- central claims
- evidence
- details relating to a theology, philosophy, or ideology
- facts about a person, place, thing, or idea
- descriptions of a person, place, thing, or idea
- cause and effect relationships

• _____
• _____
• _____

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the primary or secondary source.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids.
- Review your notes for key concepts.
- Preview chapter or unit reviews.

*Note: If you are not working with consumables, consider photocopying sections of a text that are essential to writing assignments, course content, exams, or other class activities.*



## Marking the Text: *Non-fiction* (Argument)

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① When reading a word problem that is only one paragraph, number each sentence.

② For longer word problems, start with 1 and count by fives (1, 5, 10).

2. **Circle** key terms, cited authors, and other essential words or numbers.

In order to identify a key term, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original or unique way
- a central concept or idea
- relevant to one's reading purpose

3. **Underline** the author's claims and other information relevant to the reading purpose.

A claim is an arguable statement or assertion made by the author. Data, facts, or other backing should support an author's assertion.<sup>1</sup> Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end).
- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text.
- Often, an author will make several claims throughout his or her argument.
- An author may signal his or her claim, letting you know that this is his or her position.

Ultimately, what you underline and circle will depend on your reading purpose. In addition to marking key terms and claims, you might be asked to mark other essential information such as the author's evidence, descriptions, stylistic elements, or language in the text that provides some insight into the author's values and beliefs.

<sup>1</sup>Toulmin, S. The uses of argument. (2003). U.S.A.: Cambridge University Press. (Original work published 1958)

## Marking the Text: *Additional Ways to Isolate Key Information*

As students learn how to read and mark texts with greater proficiency, they will develop the need to expand their thinking about what to mark and how to mark it. As reading and writing assignments become more sophisticated, they will need to read a text for various purposes. The three original marks—numbering, circling, and underlining—may not offer enough flexibility for students who are reading for various purposes. For this reason, students should learn a few additional markings that will help them differentiate between one type of information and another. There are three new marks to consider:

**[Bracket]** information when underlining has been used for another purpose.

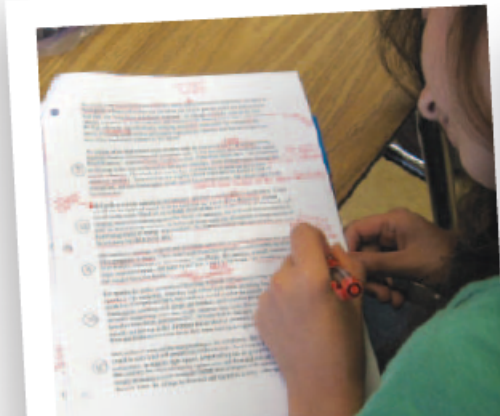
Students should use brackets to isolate relevant information that has not already been underlined. In fictional texts, students might underline descriptions of characters and bracket figurative language. While reading arguments, students might underline claims and bracket evidence. And in science, students might underline definitions and bracket data.

**Write labels in the margins** | claim

Writing labels in the margins is a strategy used by readers who mark the text and write in the margins. Labels are often double underlined so that they stand out from other marginalia (i.e. notes, comments, analysis, or drawings). When writing labels in the margins, draw a vertical line along the edge of the text in order to isolate the section of text being labeled. Readers will also use labels when charting the macrostructure of the text or when keeping track of shifts—places in the text where the author takes readers in a new direction or presents a new focus.

**Box words** when circling has been used for another purpose.

Sometimes readers need to keep track of two different types of words or ideas. For example, a reader might choose to circle key terms and keep track of an author's use of descriptive language. Having two distinct marks will make it easier to reference the material later.



## Example Text-Dependent Questions

- What can you infer from the text features in this reading?
- Summarize the key ideas.
- Provide an accurate account of the key ideas that have developed in this text.
- What is the cause and effect in the text?
- What key supporting details did the author cite?
- What are the two main ideas of this text?
- Explain the procedure described in the text.
- What kind of text is this?
- How does the author feel about the topic?
- Describe data used in the text.
- Identify the evidence the author provides to support his/her claim.
- Evaluate how the author uses evidence to support his/her claim.
- What information is given?

## Sentence Frames for Text-Dependent Questions

- What evidence supports \_\_\_\_\_?
- What key details help support the main idea of \_\_\_\_\_?
- Identify what causes produced the event \_\_\_\_\_.
- Compare and contrast \_\_\_\_\_.
- Explain how \_\_\_\_\_ and \_\_\_\_\_ interact in the text.
- What events did the author include to show the reader \_\_\_\_\_?
- Describe the connection between \_\_\_\_\_.
- What does [word or phrase from the text] mean/imply/help you infer?
- What does \_\_\_\_\_ represent in the text?
- How does the [word or phrase from the text] change in meaning in the text?
- Explain the meaning of [content-specific word].
- How does the author use the text structure to analyze \_\_\_\_\_?
- How did the graphics help you understand the text about \_\_\_\_\_?
- Which diagrams, tables, graphs, illustration, and text are used to describe \_\_\_\_\_?
- Explain how the author uses evidence to support the main idea of \_\_\_\_\_.
- What is the author's point of view on the topic of \_\_\_\_\_? What in the text lead you to believe this?
- How is \_\_\_\_\_ in paragraphs \_\_ and \_\_ similar to the same idea in paragraphs \_\_ and \_\_?
- Which key sentences, paragraphs, or excerpts of the text contribute to your knowledge base of \_\_\_\_\_?
- Explain the concept of \_\_\_\_\_.
- Describe in your own words what \_\_\_\_\_ means.
- Illustrate how \_\_\_\_\_ works.

# Instructional Model for Reading Tasks

The following outlines an instructional model for developing, implementing, and supporting skill-based reading instruction.

## Selecting a Text and Defining a Reading Purpose

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- |   |   |   |   |                                  |   |   |
|---|---|---|---|----------------------------------|---|---|
| Develop a content-based and skill-based learning outcome. | ▶ | Purposefully select a text that can be used to teach specific academic literacy skills. | ▶ | Establish a purpose for reading. | ▶ | Craft a prompt to help communicate the purpose for reading. |
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## Establishing the Learning Environment

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- |                                     |   |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|---|
| Set the context for the assignment. | ▶ | Encourage students as they engage in rigorous academic course work. | ▶ | Maintain high expectations for reading and writing exercises. | ▶ | Increase opportunities for students to discuss texts. |
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## Preparing for the Reading

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- |   |   |   |   |                         |   |   |
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| Engage students in prereading activities. | ▶ | Study the author's personal, professional, and/or academic experiences. | ▶ | Review important words. | ▶ | Examine the historical and rhetorical contexts. |
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## Selecting Active Reading Strategies

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| Rereading the text | ▶ | Marking the Text | ▶ | <ul style="list-style-type: none"><li>• Pausing to Connect Ideas Within a Text</li><li>• Writing in the Margins</li><li>• Charting the Text</li><li>• Summarizing the Text</li></ul> |
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## Supporting and Assessing the Reading Task

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- |   |   |   |   |  |   |  |
|---|---|---|---|--|---|--|
| Teach specific reading strategies that help students understand the text. | ▶ | Model active reading strategies using an overhead projector or document camera. | ▶ | Assign group work as part of the reading activities. | ▶ | Assess students' ability to actively read and comprehend the text. |
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**Appendix D**  
**Teaching Strategies**



## Lesson Planning and Teaching discoveries from DTSDE visits, 2015

1. Lessons should be STARDARDS-based. Write out the Standard(s) and use that as a lesson's goal.

For example:

Learning Target: **I can** evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

2. Plan differentiation based on data. How will you plan for differentiating your lesson for SWD? ELL? High-flyers? Consider Lexile levels of your learners and your materials. Scaffold.

3. Remember Marzano's 4 questions:

- i. What do we want our students to learn? (Learning Target)
- ii. How can we tell when they've learned it? (Assessment of learning)
- iii. What will we do when they haven't learned it? (Formative assessment; DDI)
- iv. What will we do when they already know it? (Differentiation)

4. Have high expectations and have the students do most of the work in learning. TEACH, don't just lecture. Have some fun!

5. Include Reading, Writing, Listening and Speaking across the curriculum. When a student speaks at a volume too low for all to hear, have the student restate his point louder and/or call upon someone else to paraphrase and/or restate student's point for all to hear and consider.

6. Use NYS rubrics as often as possible.

7. Collect data on common assessments to use to inform instruction.

8. Format assessments to mirror NYSED-type questions. MC, short answer, extended response.

9. Plan groups purposefully for student collaboration. Why are these students grouped together?

10. Teach skills to help students learn to learn. (see Appendices)

11. Use tools to engage students & share with your colleagues (reciprocal teaching, etc.)

12. Students should set SMART learning and growth goals for the year. Post them, review them, revisit them.

# MVCSD Skills Development

## A Good Reader's Checklist

*(Thanks to MVCSD's Reading Teachers for their input)*

### Strategies Good Readers Use

- Access prior knowledge
- Set a purpose for reading
- Create mental images to visualize vague descriptions
- Ask questions
- Define words in context
- Look back; reread confusing parts
- Predict; change predictions
- Think aloud to make sure of understanding
- Make analogies
- Apply new materials into personal experience
- Think about opinions, attitudes, reactions
- Summarize
- Take notes; use mapping

### Strategies for Helping Students to Think *Before* Reading

- Present several short passages from different sources and ask students to determine the problem or theme common to all.
- Ask students to brainstorm prior knowledge about the author, setting or historical period of the work to be read.
- After reading aloud the opening paragraphs of a new work, have students generate questions regarding the characters, plot, and theme or setting to be answered by their own reading.
- Distribute worksheets containing brief passages from the new work. Ask students to predict setting, author's style or story line as appropriate.
- Prior to the reading of a longer work, discuss a poem or newspaper clipping on a similar theme.
- After previewing, but before assigning a new work, ask students to respond to the questions "Why do you think this (novel, play, poem) is part of the curriculum?"

### Strategies for Helping Students to Think *After* Reading



- Have students rewrite a passage from the reading in another author’s style.
- Ask students to compare a character in the story to a real person, supporting the comparison with references to the story.
- Have students generate personal associations by completing the phrase “This passage reminds me of...”
- Assign a dialogue between any two characters to take place some years after the story ends.
- Ask students to complete the following statement: “If I were teaching this novel (Story, play poem), I would want my students to...”

**Strategies for Helping Students to Think About Their Reading Process**

- For pre-reading discussion ask, “How will you go about reading this assignment?”
- During class discussions, ask frequently, “How did you get that answer? What particular words or sentences helped clue your answer?”
- Ask frequently, “What made this passage difficult to understand? What were your strategies for overcoming those difficulties?”
- Direct students to record words or groups of words which particularly captured their attention.

*Lessons should always address 4 questions:*

1. What do we want students to know?
2. How will we know when they know it?
3. What do we do when they don't get it?
4. What do we do when they already know it?

<b>Standard(s)</b>	
<b>Skills(s)</b>	
<b>Vocabulary</b>	
<b>Materials</b>	
<b>Learning Target</b>	
<b>Opening</b> <i>Set a time: 10 minutes?</i>	
<b>Work Time</b> <i>Activities. Also timed. 25 minutes?</i>	
<b>Closing/Assessment</b> <i>5-10 minutes?</i>	
<b>Homework</b>	

<b>Standard(s)</b>	<i>Example: R.I.9.1. = Reading Informational Text, grade 9, standard 1: Read what text says &amp; cite evidence...</i>
<b>Skills(s)</b>	<i>Skills verbs: summarize, determine, cite, analyze, support, make inferences, reflect, build, compare, write, highlight, annotate...</i>
<b>Vocabulary</b>	<p><i>Direct Instruction?</i>  <i>Planned Incidental Instruction/discovery?</i></p> <p><i>Tier 2 words: High frequency words that cross curricula. Examples: justify, explain, expand, predict, summarize, maintain...</i></p> <p><i>Tier 3 words: Domain-specific words. Examples: isotope, tectonic plates, mitosis, etc.</i></p>
<b>Materials</b>	<i>Graphic Organizers? Texts? Displays?</i>
<b>Learning Target</b>	<p><i>There's the BIG IDEA (Freedom) and the HOW the student will get it (close reading of paired passages).</i></p> <p><i>I Can...(puts the responsibility on student for learning).</i></p> <p><i>We defined RIGOR as teaching to the skill and making sure that the student <u>understands</u> it.</i></p>
<b>Opening</b> <i>Set a time: 10 minutes?</i>	<i>Why are we doing this? Students have a thirst for relevance.</i>
<b>Work Time</b> <i>Activities. Also timed. 25 minutes?</i>	<i>What are the students doing? Reading? Discussing? Writing?</i>
<b>Closing/Assessment</b> <i>5-10 minutes?</i>	<p><i>Formative or summative, but always diagnostic.</i></p> <p><i>What did they learn? How did they get it? What do I need to reteach?</i></p> <p><i>Use exit tickets, other protocols...</i></p>
<b>Homework</b>	<p><i>An extension of the lesson/thinking</i></p> <p><i>Work from classroom library</i></p> <p><i>Extended practice; extended learning.</i></p>



## Application to Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities —students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)<sup>1</sup> which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)<sup>2</sup> —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

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<sup>1</sup> According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.

<sup>2</sup> UDL is defined as “a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains

- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

## References

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).

Thompson, Sandra J., Amanda B. Morse, Michael Sharpe, and Sharon Hall. "Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities," 2<sup>nd</sup> Edition. Council for Chief State School Officers, 2005  
<http://www.ccsso.org/content/pdfs/AccommodationsManual.pdf> . (Accessed January, 29, 2010).

## **Application of Common Core State Standards for English Language Learners**

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

### **English Language Arts**

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;

- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

### **Mathematics**

ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves much more than vocabulary lessons. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English*.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics.

Overall, research suggests that:

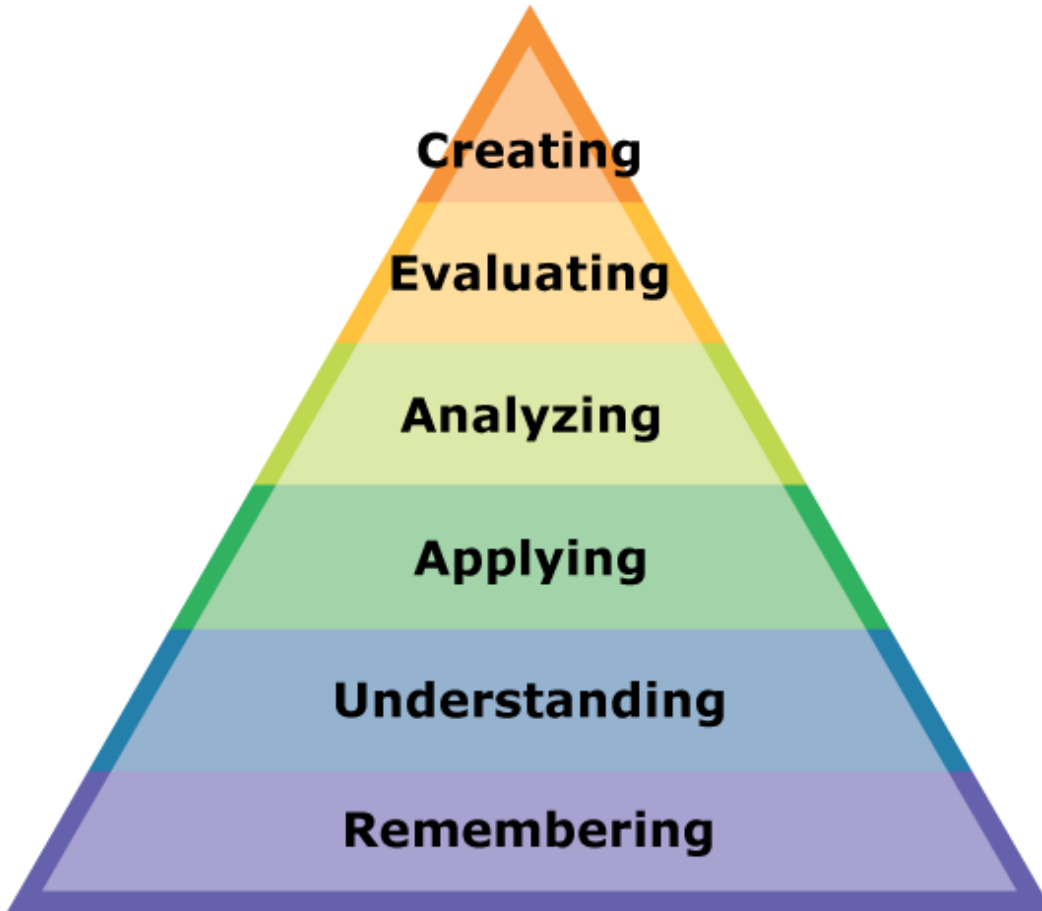
- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student’s language proficiency is sufficient for understanding the text of the word problem;
- Instruction should ensure that students understand the text of word problems before they attempt to solve them;
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that



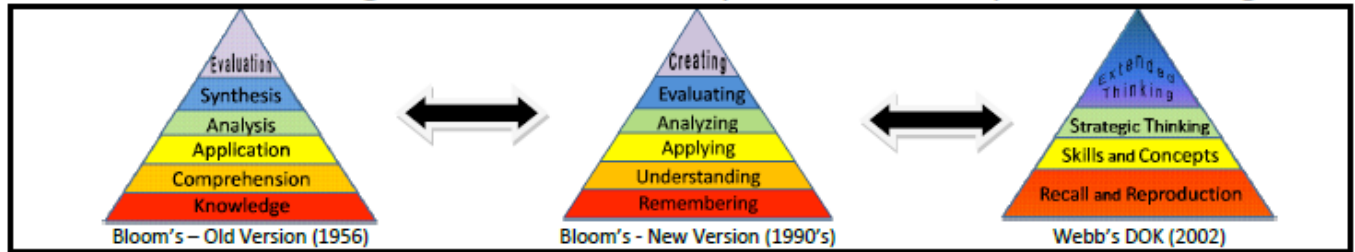
- students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and
- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

## **Appendix F**

### **Questioning For Higher Order Thinking**



## Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



*Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.*

Bloom's Taxonomy	Revised Bloom's Taxonomy
<b>Knowledge</b> <i>Recall appropriate information.</i>	<b>Remembering</b>
<b>Comprehension</b> <i>Grasp the meaning of material.</i>	<b>Understanding</b>
<b>Application</b> <i>Use learned material in new and concrete situations.</i>	<b>Applying</b>
<b>Analysis</b> <i>Break down material into component parts so that its organizational structure may be understood.</i>	<b>Analyzing</b>
<b>Synthesis</b> <i>Put parts together to form a new whole.</i>	<b>Evaluating</b>
<b>Evaluation</b> <i>Judge value of material for a given purpose.</i>	<b>Creating</b> (Previously Synthesis) <i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs
<b>Recall and Reproduction</b> <i>Correlates to Bloom's 2 Lowest Levels</i> <i>Recall a fact, information, or procedure.</i>
arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why
<b>Skill/Concept</b> <i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i>
apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues
<b>Strategic Thinking</b> <i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i>
apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems
<b>Extended Thinking</b> <i>Correlates to Bloom's 2 Highest Levels</i> <i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i>
analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Debbie Perkins, 2008

# Question Types and Strategies



Use this document to determine the type of question and the strategy needed to find the correct answer. Below are strategies you should use for any question type:

- Read the questions before starting the passage.
- When it's time to answer the question, read all answer options carefully.
- Use the process of elimination.

*Please note that this list includes the most frequently used question types that appear in many Achieve3000 Featured Lessons. You may not see all of these at your grade level. Additional variations of these stems will occur in many lessons.*

Question Types That Help You Understand and Interpret Information					
Question Types	<p><b>Main Idea</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• What is this article mainly about?</li> <li>• The best alternate headline for this article would be...</li> </ul>	<p><b>Summarization</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Which of these is most important to include in a summary of this article?</li> <li>• Which is the best summary of the news story?</li> </ul>	<p><b>Supporting Evidence</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Which sentence from the text best shows that...?</li> <li>• Which statement best supports the idea that...?</li> </ul>	<p><b>Fact and Opinion</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Which of these is an opinion?</li> <li>• Which of these is a statement of fact?</li> </ul>	
Question Strategies	<p>To answer the questions above, you should use these strategies:</p> <p><b>Main Idea and Summarization:</b></p> <ul style="list-style-type: none"> <li>• Look at each paragraph and identify topic sentences to help you figure out the main idea.</li> <li>• In your own words, state the main idea of the news story.</li> <li>• Find evidence in the news story or paragraph that supports your main idea statement.</li> <li>• Make sure you aren't looking at small or specific details.</li> <li>• Consider what the author hopes you and other readers will think or do after reading the news story or paragraph.</li> </ul> <p><b>Supporting Evidence and Fact and Opinion:</b></p> <ul style="list-style-type: none"> <li>• Review the text for facts, details, or quotes used to strengthen a claim, support an argument, or reach a conclusion.</li> </ul>				

Question Types That Help You Find the Answer				
Question Types	<p><b>Sequencing</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Which of these had not yet happened when this article was written?</li> <li>• Which must have happened first? [last] [second] [third]</li> </ul>	<p><b>Compare and Contrast</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• In what ways are ____ and ____ similar/different?</li> <li>• Which sentence best describes a similarity between...?</li> </ul>	<p><b>Cause and Effect</b> These questions often look like this:</p> <ul style="list-style-type: none"> <li>• What is the cause and effect relationship that takes place in the article?</li> <li>• According to the article, why did...?</li> </ul>	
Question Strategies	<p>To answer the questions above, you should use these strategies:</p> <p>Refer back to the article and find the answer to the question:</p> <ul style="list-style-type: none"> <li>• Use process of elimination.</li> <li>• Use <i>Refer to Article</i> to find where the idea in the question is either stated or can be inferred from the story text.</li> <li>• Look for transition words such as <i>first, then, last, meanwhile, in contrast, since, and as a result.</i></li> </ul>			

## Question Types and Strategies *cont.*

Question Types That Help You Think About What You Already Know	
Question Types	<p><b>Word or Phrase Meaning</b></p> <p>These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Which word means almost the same as...?</li> <li>• Which is the closest synonym/antonym to...?</li> <li>• Which means the opposite of...?</li> <li>• Which two words from the article are the closest antonyms?</li> </ul> <p><b>Reference Sources</b></p> <p>These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Suppose that Paul wants to find out about _____. He would find most of his information _____.</li> <li>• This article would be most useful as a source for a student research project on _____.</li> </ul>
Question Strategies	<p>To answer the questions above, you should use these strategies:</p> <p><b>Word or Phrase Meaning:</b></p> <ul style="list-style-type: none"> <li>• Refer back to the article and check the word definition and how the word is used in the news story.</li> <li>• Look for clues within the sentence or in sentences surrounding the word to figure out its meaning.</li> <li>• In the question, plug each answer choice into the sentence and read to see if it makes sense.</li> </ul> <p><b>Reference Sources:</b></p> <ul style="list-style-type: none"> <li>• Think about how you use different reference sources (e.g., dictionary, encyclopedia, websites).</li> <li>• Think about topic categories (e.g., health, business, sports).</li> <li>• Think about the best way to use the information to inform or communicate with others.</li> </ul>

Question Types That Help You Cite Evidence and Details from the Text			
Question Types	<p><b>Drawing Conclusions</b></p> <p>These questions often look like this:</p> <ul style="list-style-type: none"> <li>• Which of these statements is contrary to the ideas presented in this article?</li> <li>• Which question is not answered by the article?</li> <li>• The news article says all of the following except _____.</li> <li>• This article is placed in a category of news called "Science Scene [or other category]." In which other category would this article fit best?</li> </ul>	<p><b>Prediction</b></p> <p>These questions often look like this:</p> <ul style="list-style-type: none"> <li>• The reader can predict that...</li> <li>• Which is most likely to happen next?</li> </ul>	<p><b>Inferences</b></p> <p>These questions often look like this:</p> <ul style="list-style-type: none"> <li>• The reader can tell from the story that...</li> <li>• The reader can infer from the article that...</li> </ul>
Question Strategies	<p>To answer the questions above, you should use these strategies:</p> <p><b>Drawing Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Gather information from different parts of the article.</li> <li>• Think about what you already know and use information from the article to help you find an answer that is not specifically listed in the text.</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>• Use information from the text (including title, headings, photos, and diagrams) and personal experiences to anticipate what will happen next.</li> </ul> <p><b>Inferences:</b></p> <ul style="list-style-type: none"> <li>• Use background knowledge, personal experience, and information from the text to determine meaning that is not directly stated.</li> </ul>		

To learn more about Achieve3000 and its proven solutions, call **888-968-6822** or visit **achieve3000.com**

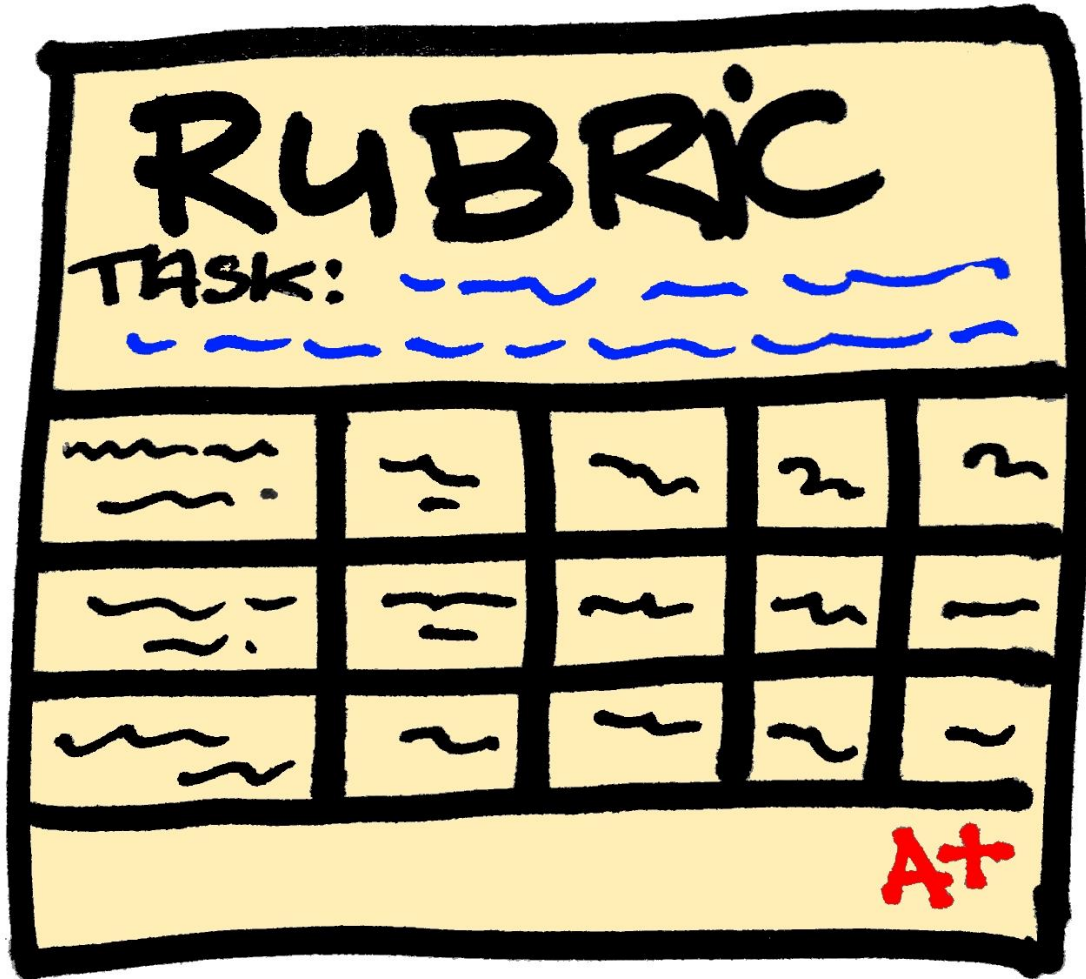


<p><b>Questions for Remembering</b></p> <p>What happened after...?  How many...?  What is...?  Who was it that...?  Can you name...?  Find the meaning of...  Describe what happened after...  Who spoke to...?  Which is true or false...?</p>	<p><b>Questions for Understanding</b></p> <p>Can you write in your own words?  How would you explain...?  Can you write a brief outline...?  What do you think could have happened next...?  Whom do you think...?  What was the main idea...?  Can you clarify...?  Can you illustrate...?  Does everyone act in the way that ... does?</p>
<p><b>Questions for Applying</b></p> <p>Do you know of another instance where...?  Can you group by characteristics such as...?  Which factors would you change if...?  What questions would you ask of...?  From the information given, can you develop a set of instructions about...?  Transfer the new character to a new setting.  Why is ... significant?  Do you know another situation where ...?  What factors would you change if ...?</p>	<p><b>Question for Analyzing</b></p> <p>Which events could not have happened?  If ...happened, what might the ending have been?  How is...similar to...?  What do you see as other possible outcomes?  Why did...changes occur?  Can you explain what must have happened when...?  What are some of the problems of...?  Can you distinguish between...?  What were some of the motives behind..?  What was the turning point?  What was the problem with...?  Select parts of the story that were funniest, saddest, happiest, most unbelievable.  Compare and/or contrast two of the main characters.  Differentiate fact from opinion.  What evidence can you list for ...?  Classify ... according to ....</p>

<b>Questions for Evaluating</b>	<b>Questions for Creating</b>
<p>Is there a better solution to...?</p> <p>Judge the value of...</p> <p>What do you think about...?</p> <p>Can you defend your position about...?</p> <p>Do you think...is a good or bad thing?</p> <p>How would you have handled...?</p> <p>What changes to.....would you recommend?</p> <p>Do you believe...?</p> <p>How would you feel if. ...?</p> <p>How effective are. ...?</p> <p>What are the consequences..?</p> <p>What influence will....have on our lives?</p> <p>What are the pros and cons of....?</p> <p>Why is ....of value?</p> <p>What are the alternatives?</p> <p>Who will gain &amp; who will lose?</p> <p>Do you agree with ...?</p> <p>Write a recommendation for ....</p> <p>Prioritize ....</p> <p>What criteria would you use to assess ...?</p> <p>Judge whether or not the character should have acted the way he/she did.</p>	<p>How can you design a.....to.....?</p> <p>What is a possible solution to...?</p> <p>If you had access to all resources, how would you deal with...?</p> <p>How could you devise your own way to.....?</p> <p>What would happen if ...?</p> <p>How many ways can you...?</p> <p>Can you create new and unusual uses for...?</p> <p>Can you develop a proposal that would...?</p>

# Appendix G

## Rubrics





## EVIDENCE-BASED WRITING RUBRIC

	HIGH PROFICIENCY	BASIC PROFICIENCY	APPROACHING PROFICIENCY	NOT PROFICIENT
CONTENT AND ANALYSIS	<ul style="list-style-type: none"> <li>Contains a clear, compelling claim.</li> <li>Claim demonstrates insightful comprehension and valid precise inferences.</li> <li>Overall analysis follows logically from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Contains a clear claim.</li> <li>Claim demonstrates sufficient comprehension and valid basic inferences.</li> <li>Overall analysis follows logically from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Contains a claim, but it is not fully articulated.</li> <li>Claim demonstrates basic literal comprehension and significant misinterpretation.</li> <li>Major points of textual analysis are missing or irrelevant to accomplish purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Contains a minimal claim that is not beyond correct literal repetition.</li> <li>Minimal inferential analysis serving no clear purpose.</li> </ul>
COMMAND OF EVIDENCE	<ul style="list-style-type: none"> <li>Central claim is well-supported by textual evidence.</li> <li>Use of relevant evidence is sustained throughout the entire analysis.</li> <li>The core reasoning follows from evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Central claim is well-supported by textual evidence.</li> <li>Use of relevant evidence is generally sustained with some gaps.</li> <li>The core reasoning follows from evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Central claim is only partially supported by textual evidence.</li> <li>Analysis is occasionally supported with significant gaps or misinterpretation.</li> <li>The core reasoning is tangential or invalid with respect to the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.</li> </ul>
COHERENCE AND ORGANIZATION	<ul style="list-style-type: none"> <li>The organization strengthens the exposition. The introduction establishes context; the organizational strategies are appropriate for the content and purpose.</li> <li>There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.</li> </ul>	<ul style="list-style-type: none"> <li>The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose.</li> <li>The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; the organizational strategy is unclear and impedes exposition.</li> <li>Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.</li> </ul>	<ul style="list-style-type: none"> <li>There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear.</li> <li>Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.</li> </ul>
CONTROL OF LANGUAGE AND GRAMMAR	<ul style="list-style-type: none"> <li>Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas.</li> <li>Successful and consistent stylistic choices have been made that serve the writing purpose.</li> <li>Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity.</li> <li>There is some evidence of stylistic choices that serve the purpose of the essay.</li> <li>Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas.</li> <li>There are few or no attempts to develop an appropriate style.</li> <li>Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas.</li> <li>Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.</li> </ul>

## DBQ Essay Rubric

CATEGORY	SCORE				
	1	2	3	4	5
<b>Thesis</b>	Minimally develops some aspects of task	Minimally develops all aspects of the task with little depth or develops most aspects of the task in some depth	Develops all aspects of the task with little depth or develops most aspects of the task in some depth	Develops all aspects of the task but may do so somewhat unevenly	Thoroughly develops all aspects of the task evenly and in depth
<b>Analytical or Descriptive</b>	Is descriptive; may lack understanding, application or analysis	Is primarily descriptive, may include faulty, weak or isolated application or analysis	Is more descriptive than analytical (applies, may analyze, evaluates, and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)	Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
<b>Use of Documents</b>	Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents	Incorporates limited relevant information from the document or consists primarily of relevant information copied from the documents	Incorporates relevant information from some of the documents	Incorporates relevant information from at least xxx documents	Incorporates relevant information from at least xxx documents
<b>Outside Information</b>	Presents no relevant outside information	Presents little or no relevant outside information	Incorporates limited relevant outside information	Incorporates relevant outside information	Incorporates substantial relevant outside information
<b>Introduction/ Conclusion</b>	Includes few relevant facts, examples or details; may include inaccuracies	Includes few relevant facts, examples, and details; may include some inaccuracies	Incorporates some relevant facts, examples and details; may include some minor inaccuracies	Supports the theme with relevant facts, examples and details	Richly supports the theme with relevant facts, examples and details
<b>Organization</b>	May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme

## Thematic Essay Rubric

CATEGORY	SCORE				
	1	2	3	4	5
<b>Thesis</b>	Minimally develops some aspects of task	Minimally develops all aspects of the task with little depth or develops most aspects of the task in some depth	Develops all aspects of the task with little depth or develops most aspects of the task in some depth	Develops all aspects of the task but may do so somewhat unevenly	Thoroughly develops all aspects of the task evenly and in depth
<b>Analytical or Descriptive</b>	Is descriptive; may lack understanding, application or analysis	Is primarily descriptive, may include faulty, weak or isolated application or analysis	Is more descriptive than analytical (applies, may analyze, evaluates, and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)	Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
<b>Introduction/ Conclusion</b>	Includes few relevant facts, examples or details; may include inaccuracies	Includes few relevant facts, examples, and details; may include some inaccuracies	Incorporates some relevant facts, examples and details; may include some minor inaccuracies	Supports the theme with relevant facts, examples and details	Richly supports the theme with relevant facts, examples and details
<b>Organization</b>	May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme

## Appendix H

### Grading Policy and Important Dates

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**“No, I can’t explain my D in math. That class teaches us about numbers, not letters!”**

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Mount Vernon City School District  
Secondary Social Studies Department

## Secondary Social Studies Grading Policy

Secondary Social Studies courses are made up of different components that are assigned the following percentages to add up to a final grade.

*Note to students: Grades are not “given” to you by your teacher; grades are “earned” by the work you do.*

### Components of Overall Grade

**25% - Tests & quizzes** (Mid-, End-of-unit, and teacher-created assessments)

**20% - Projects, Book Reports, etc.**

**20% - Homework**

**20% - Class participation\***

**15% - Notebook and/or Journals**

\* Class participation will play a significant part in the determination of your grade. Class participation will include the following: attendance, punctuality to class, contributions to the instructional process, effort, contributions during small group activities, and attentiveness in class.

### Important Notice

As per MVCSD Board Resolution 06-71, the Parent Notification Policy states “Parent(s)/guardian(s) or adult students are to be notified, in writing, at any time during a grading period when it is apparent that the student may fail or is performing unsatisfactorily in any course or grade level. Parent(s)/guardian(s) are also to be notified, in writing, at any time during the grading period when it becomes evident that the student’s conduct or effort grades are unsatisfactory.”

## Marking periods & IPR dates chart

<b>MARKING PERIOD</b>	<b>MARKING PERIOD BEGINS</b>	<b>INTERIM PROGRESS REPORTS</b>	<b>MARKING PERIOD ENDS</b>	<b>DURATION OF INSTRUCTION</b>
<b>MP 1</b>	September 6, 2016	October 7, 2016	November 10, 2016	10 weeks – 44 Days
<b>MP 2</b>	November 14, 2016	December 16, 2016	January 27, 2017	10 weeks – 46 Days
<b>MP 3</b>	January 30, 2017	March 10, 2017	April 21, 2017	10 weeks – 49 Days
<b>MP 4</b>	April 24, 2017	May 19, 2017	June 23, 2017	9 weeks – 43 Days