Seventh Grade
Social Studies Curriculum Guide
September 2017-June 2018 School Year

THIS HANDBOOK IS A GUIDE FOR THE IMPLEMENTATION OF THE SEVENTH GRADE SOCIAL STUDIES CURRICULUM IN MOUNT VERNON CITY SCHOOL DISTRICT
Mount Vernon City School District

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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. 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 2017-18 school year will emphasize four (4) major literacy goals:

1. More student engagement
2. More student collaboration
3. More active reading by students
4. Increased volume of student writing

Additionally,

- New Materials and a Blended Learning Model:
  - This is our second year using the Houghton Mifflin Harcourt (HMH) Social Studies suite of materials and resources that will lend themselves to a blended learning model. This is our first year with the new materials – copyright 2018.
  - 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 2017-2018 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” (IDM) 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). For your information, NYSED is phasing in the new Global Regents exam this year and the new US History Regents exam next year. Here is some information on the transition.
Acknowledgements

Social Studies teachers were instrumental in choosing Houghton Mifflin Harcourt (HMH) materials over other vendors, and 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 2017-18 will be an especially auspicious opportunity to refine our work further.

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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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. COVER</td>
<td>1</td>
</tr>
<tr>
<td>II. MVCSD BOARD OF EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>III. PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>IV. WHAT'S NEW?</td>
<td>4</td>
</tr>
<tr>
<td>V. ACKNOWLEDGEMENTS</td>
<td>6</td>
</tr>
<tr>
<td>VI. TABLE OF CONTENTS</td>
<td>7</td>
</tr>
<tr>
<td>VII. SOCIAL STUDIES STANDARDS</td>
<td>8</td>
</tr>
<tr>
<td>VIII. SOCIAL STUDIES PRACTICES</td>
<td>9</td>
</tr>
<tr>
<td>IX. CLASSROOM EXPECTATIONS</td>
<td>12</td>
</tr>
<tr>
<td>X. CURRICULUM AT A GLANCE</td>
<td>17</td>
</tr>
<tr>
<td>XI. COMMON CORE STANDARDS</td>
<td>18</td>
</tr>
<tr>
<td>XII. GRADE 7 CURRICULUM CALENDAR</td>
<td>22</td>
</tr>
<tr>
<td>XIII. THINKING MAPS</td>
<td>36</td>
</tr>
<tr>
<td>XIV. IDM – INQUIRY DESIGN MODELS</td>
<td>39</td>
</tr>
<tr>
<td>XV. GRAPHIC ORGANIZERS, APPENDIX A</td>
<td>43</td>
</tr>
<tr>
<td>XVI. LEARNING PROTOCOLS APPENDIX B</td>
<td>60</td>
</tr>
<tr>
<td>XVII. READING STRATEGIES &amp; RESOURCES, APPENDIX C</td>
<td>68</td>
</tr>
<tr>
<td>XVIII. TEACHING STRATEGIES, APPENDIX D</td>
<td>80</td>
</tr>
<tr>
<td>XIX. ELL &amp; SWD SUPPLEMENTS, APPENDIX E</td>
<td>87</td>
</tr>
<tr>
<td>XX. QUESTIONING FOR HIGHER ORDER THINKING, APPENDIX F</td>
<td>93</td>
</tr>
<tr>
<td>XXI. RUBRICS, APPENDIX G</td>
<td>99</td>
</tr>
<tr>
<td>XXII. GRADING POLICY, IMPORTANT DATES, APPENDIX H</td>
<td>103</td>
</tr>
</tbody>
</table>
**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.
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 STANDARDS-based.** Write out the entire Standard and use that as a lesson’s learning target using “I can…” language.
- Target only one or two standards per 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 and 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, multi-media, research, collaboration, 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 materials for 2017-18 are NEW! This includes print media and online platform. 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:

**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 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** *(metacognition)*

• 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 opportunities for students to collaborate and discover. 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 per quarter.

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.
1st Quarter
Essential Question: How did colonial development impact Native Americans?

7.1 NATIVE AMERICANS:
- The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

7.2 COLONIAL DEVELOPMENTS:
- European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

2nd Quarter
Essential Question: How did the dispute over British taxes lead to the American Revolution and constitution?

7.3 AMERICAN INDEPENDENCE:
- Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION:
- The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.

7.5 THE CONSTITUTION IN PRACTICE:
- The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.

3rd Quarter
Essential Question: What were the social & economic factors that led to the fulfillment of Manifest Destiny?

7.6 WESTWARD EXPANSION:
- Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

7.7 REFORM MOVEMENTS:
- Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.

4th Quarter
Essential Question: What were the causes and long term effects of the Civil War?

7.8 A NATION DIVIDED:
- Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states’ rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

Special thanks to the Benjamin Turner Middle School Social Studies team for their creation of this summary plan.
As we’ve learned and discussed, teaching social studies is more than just imparting facts. The new SS frameworks, curricula, and instructional approaches integrate literacy components formerly thought to be the purview of the English teacher alone. **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. STUDENTS SHOULD KNOW THESE STANDARDS.**

Over the past year, many subject-area teachers have learned strategic reading comprehension techniques that they will bring into their classrooms to help students understand what they’re reading. Teachers should also support their colleagues in providing the same techniques and supports that they’ve learned to increase comprehension. 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, Science and Technical Subjects

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.
Social Studies 7 CURRICULUM PACING GUIDE

Grade 7: History of the United States and New York State I

The following seventh grade social studies standards are from the framework outlined by the New York State Education Department. Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight (8) Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. As a guide to prioritizing topics in the pacing guide, the curriculum team has highlighted the following standards highlighted in green to be emphasized. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.

PROJECT + FIELD TRIP IDEAS

The links below are activities, projects, and field trip ideas that you can use to enhance your students' learning experience. PLEASE REVIEW THESE OPTIONS BEFORE YOU BEGIN YOUR UNIT. Many of these activities require prior knowledge and planning on your part to be most effective.

**Think-Tac-Toe:** This is an activity that engages students in multiple assessments that vary in rigor and cognitive ability. The activity centers around a reading about the Haudesaunee (Iroquois) and the changing culture around their Longhouses.

**Red Hawk Native American Arts Council:** A troupe of Native American educators and dancers who have programs to visit schools and educate through dance, shared exhibits, and more. In this link is the contact information and activity ideas for you to consider.

**7.1 NATIVE AMERICANS**: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO)

7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures. Consider field trip to teepee city.

**HMH: 2018 MODULES 1 AND 2**

1. Students will examine theories of human settlement of the Americas.
2. Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.

3. Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development. Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

**HMH: 2018: Map of Native American Culture Areas**

**On-Line Interactive Map Migrations of Early Peoples**

**On-Line Interactive Visuals: Carousel A Mammoth Kill**

**On-Line Analyze Videos: CORN**

7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)

7.2a Social, economic, and scientific improvements helped European nations launch an Age Exploration.

1. Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.

2. Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership. Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee. *For this document, the term “Native Americans” is used with the understanding that it could say “American Indians.” Grades K-8 Page 92

1. Students will investigate other Native American societies found in their
locality and their interactions with European groups.

2. Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

1. Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.

2. Students will examine the economic, social, and political characteristics of each colonial region.

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long lasting.

1. Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.

2. Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.

3. Students will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.

7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

1. Students will describe the conditions of the Middle Passage.

2. Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.

3. Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.
4. Within the context of New York State history, students will distinguish between indentured servitude and slavery.

Common Assessment # 1

END QUARTER 1 FOR MIDDLE SCHOOLS – November 9, 2017
7.3 **AMERICAN INDEPENDENCE**: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

Although all state standards are important, the following standards highlighted in green should be emphasized:

### PROJECT + FIELD TRIP IDEAS

*The links below are activities, projects, and field trip ideas that you can use to enhance your students' learning experience. PLEASE REVIEW THESE OPTIONS BEFORE YOU BEGIN YOUR UNIT. Many of these activities require prior knowledge and planning on your part to be most effective.*

| **Iroquois Influence on the US Constitution:** | In 1988, the US Congress passed a resolution acknowledging the contributions of the Iroquois Confederacy on the US Constitution. Use this activity to explore that connection.
| **Federalist vs Anti-Federalist:** | As our nation transitioned from the Articles of Confederation to the US Constitution, there were hopes and fears on both sides. Have your students take a stance for OR against the US Constitution. |

#### 7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

1. Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.

2. Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.

3. **Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.**

4. **Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.**

#### 7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

1. **Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.**

2. **Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and**
the Coercive Acts, and colonial responses to those actions.

3. Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.

4. Students will compare the proportions of loyalists and patriots in different regions of the New York colony.

5. Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

1. Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s *Common Sense* had on colonial leaders in their debates on independence.

2. Students will examine the Declaration of Independence and the arguments for independence stated within it.

7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

1. Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.

2. Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.

3. Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)

Although all the state standards are important and should be considered, the following standards highlighted in green from 7.4 should be emphasized:
7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

1. Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.

7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

1. Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.

2. Students will examine how key issues were resolved during the Constitutional Convention, including:

   - state representation in Congress (Great Compromise or bicameral legislature)
   - the balance of power between the federal and state governments (establishment of the system of federalism)
   - the prevention of parts of government becoming too powerful (the establishment of the three branches)
   - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)

3. Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.

7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social
changes. The New York State Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)

Although all the state standards are important and should be considered, the following standards highlighted in green from 7.5 should be emphasized:

7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

1. Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

1. Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.

2. Students will examine how checks and balances work by tracing how a bill becomes a law.

3. Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.

1. Students will examine the process for amending the constitution.

2. Students will examine the evolution of the unwritten constitution, such as Washington’s creation of the presidential cabinet and the development of political parties.

3. Students will examine the changes to the New York State Constitution and how they were made during the 19th century.

7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

1. Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution.
2. Students will examine the Monroe Doctrine and its effects on foreign policy.

Common Assessment # 2

END QUARTER 2 – January 26, 2018
7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)

Although all the state standards are important and should be considered, the following standards highlighted in green from 7.6 should be emphasized:

**PROJECT + FIELD TRIP IDEAS**

The links below are activities, projects, and field trip ideas that you can use to enhance your students’ learning experience. **PLEASE REVIEW THESE OPTIONS BEFORE YOU BEGIN YOUR UNIT.** Many of these activities require prior knowledge and planning on your part to be most effective.

| **Harriet Tubman vs. Andrew Jackson:** US Treasury announced that they planned to replace Jackson on the $20 bill with Tubman and the internet went crazy! This activity requires students to research the two and decide for themselves. |
| **"Birth of a Nation" Movie Trip:** Even though the movie is no longer in circulation, you can still arrange to see the film in an AMC theatre. This movie about the Nat Turner Rebellion is a captivating of getting students to talk about slave resistance. There are several activities for you to choose from. |
| **Reenacting the Trail of Tears:** Created by the National Park Service, this activity gets students to act out and reflect on the causes and effects of the Trail of Tears. |
| **Effects of the Trail of Tears:** This lesson plan was created by Middle State Tennessee University. It is full of primary documents. Even if you are not interested in the lesson, please check out the visual and text based primary documents. |

7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.

7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

1. Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6c Westward expansion provided opportunities for some groups while harming others.

1. Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.

2. Students will examine the growth of suffrage for white men during Andrew Jackson’s administration.

3. Students will examine the conditions faced on the Trail of Tears by the
Cherokee and the effect that the removal had on their people and culture.

4. Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.

5. Students will examine the ways westward movement affected the lives of women and African Americans.

6. Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)

Although all the state standards are important and should be considered, the following standards highlighted in green from 7.7 should be emphasized:

7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.

1. Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

2. Students will examine ways in which enslaved Africans organized and resisted their conditions.

3. Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.

4. Students will examine the effects of Uncle Tom’s Cabin on the public perception of slavery.

5. Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.

6. Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in United States v. The Amistad (1841).
7.7c Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.

1. Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.

2. Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.

1. Students will trace the Anti-Rent movement in New York State.

**Quarterly Exam 3**

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**END QUARTER 3 – April 20, 2018**

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states’ rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

Although all the state standards are important and should be considered, the following standards highlighted in green from 7.8 should be emphasized:

**PROJECT + FIELD TRIP IDEAS**

The links below are activities, projects, and field trip ideas that you can use to enhance your students’ learning experience. **PLEASE REVIEW THESE OPTIONS BEFORE YOU BEGIN YOUR UNIT.** Many of these activities require prior knowledge and planning on your part to be most effective.

- **Deciding to Secede:** The decision for Southern states to secede, though motivated by slavery, lead to a series of complex choices on how to separate and survive a war. Students get to analyze some of those choices themselves through this activity.

- **NYC Draft Riots:** This activity challenges students to analyze primary sources + information IN SILENCE. This might be a good activity to do BEFORE teaching the riots.

7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states’ rights advocates and supporters of a strong federal government.

1. Students will examine regional economic differences as they related to
industrialization.

7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

1. Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.

2. Students will examine growing sectional tensions, including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party.

7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

1. Students will examine both long- and short-term causes of the Civil War.

2. Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.

3. Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.

7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

1. Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.

2. Students will examine the goals and content of Lincoln’s Emancipation Proclamation and the Gettysburg Address.

3. Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.

4. Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.

5. Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.
7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

1. Students will examine the roles of women, civilians, and free African Americans during the Civil War.

2. Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia. Students will explain how events of the Civil War led to the establishment of federal supremacy.

Common Assessment 4 – Final exam

END QUARTER 4 – June 22, 2018

51 specific 7th grade standards have been emphasized in green.

This is equivalent to 102 instructional days if it averages out to two days of instructional time per standard.
Thinking Maps

Thinking Maps are not exactly like traditional graphic organizers. With Thinking Maps, students are encouraged to think critically about a topic, 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.

Eight diagram types 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.
7th Grade Social Studies Inquiry Design Models

Pilgrims and Wampanoag
http://www.c3teachers.org/inquiries/pilgrims-and-wampanoag/

American Revolution
http://www.c3teachers.org/inquiries/american-revolution/

Great Compromise
http://www.c3teachers.org/inquiries/great-compromise/

Western Migration
http://www.c3teachers.org/inquiries/westward-migration/

Uncle Tom's Cabin
http://www.c3teachers.org/inquiries/utc/

Women's Rights
http://www.c3teachers.org/inquiries/womens-rights/

8th Grade Social Studies Inquiry Design Models

American Expansion
http://www.c3teachers.org/inquiries/american-expansion/

Gilded Age
http://www.c3teachers.org/inquiries/gilded-age/

Japanese American Internment
http://www.c3teachers.org/inquiries/internment/

New Deal
http://www.c3teachers.org/inquiries/new-deal/

Patriotism
http://www.c3teachers.org/inquiries/patriotism/

Suburbs
http://www.c3teachers.org/inquiries/suburbs/
### Inquiry Design Model (IDM)—At a Glance™

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Standards and Practices</th>
<th>Staging the Question</th>
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<td>Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and content with which students might have little experience. <strong>Example:</strong> <em>Was the American Revolution revolutionary?</em></td>
<td>The key standard (1-2) that is the foundation for the inquiry. <strong>Example:</strong> <em>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</em></td>
<td>Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <strong>Example:</strong> <em>Discuss the question of how much change must occur for something to be considered revolutionary.</em></td>
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<td>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. <strong>Example:</strong> <em>What were the political changes that resulted from the American Revolution?</em></td>
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<td>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. <strong>Example:</strong> <em>Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the</em></td>
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American Revolution.

### Featured Sources

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. *Example: Abigail Adams letter to John Adams (1776).*

### Summative Performance Task

#### Argument

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. *Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.*

#### Extension

An extension activity offers an optional task that might be used in place of the Summative Performance Task. *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.*

### Taking Informed Action

The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. *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.*

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Grant, Lee, and Swan, 2014
### Inquiry Design Model (IDM) Blueprint™

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<tr>
<th>Compelling Question</th>
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**Featured Sources**

**Summative Performance Task**

**Argument**

**Extension**

**Taking Informed Action**
Appendix A

Graphic Organizers
## 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.

<table>
<thead>
<tr>
<th>Position 1</th>
<th>Position 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Position 1</strong></td>
<td><strong>State Position 2</strong></td>
</tr>
<tr>
<td><strong>Support for Position 1</strong></td>
<td><strong>Support for Position 2</strong></td>
</tr>
<tr>
<td><strong>Supporters of Position 1</strong></td>
<td><strong>Supporters of Position 2</strong></td>
</tr>
</tbody>
</table>
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.
Cluster

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.

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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.

Person, place, thing, or event #1

1.
2.
3.
4.
5.

Person, place, thing, or event #2

1.
2.
3.
4.
5.

BOTH

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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.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

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Flow Chart

Title: ________________________________

Use this chart to plan how to do a task.

Write the topic and why it's important in this box.

TOPIC

Write the first step in this box.

Write the second step in this box.

Write the next steps in these boxes.

Add more boxes if you need them.

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## Four-Square Graphic Organizer

<table>
<thead>
<tr>
<th>The first key idea/event:</th>
<th>Another key idea/event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>Details</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
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<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

**Topic Sentence:**

<table>
<thead>
<tr>
<th>Another key idea/event:</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
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<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

Multiple Causes, Multiple Effects

Title:_____________________

2. Write why it happened in the Cause boxes.
Add more boxes or more circles if you need them.

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Observe-Question-Infer

<table>
<thead>
<tr>
<th>What do you OBSERVE?</th>
<th>What QUESTIONS do you have?</th>
<th>What INFERENCES can you make?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paragraph Writing Graphic Organizer

Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:
**Debate Topic:**


**Our Team’s Arguments:**
1. 
2. 
3. 
4. 
5. 

<table>
<thead>
<tr>
<th>If They Say:</th>
<th>Then We Say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Problem Solution

Title: ____________________________

Problem (or issue or roadblock):

Solution # 1  Solution # 2  Solution # 3

ACTION

RESULT

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

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## 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.

<table>
<thead>
<tr>
<th>Problem(s)</th>
<th>Solution(s)</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify sections in the news article that explain the problem.</td>
<td>Identify sections in the news article that explain the solution.</td>
<td>Identify sections in the article that explain how the solution has worked or will work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*SS 7 Curriculum Guide.docx*
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.
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

Copyright © 2007 Achieve3000
<table>
<thead>
<tr>
<th>Article Title: Presenter:</th>
<th>Main Ideas</th>
<th>Questions I have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
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
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?

Skills to have in place:
- **Eye contact:** Practice when greeting others in Circle/Crew.
- **Speaking voice:** Practice using poems and choral reading – something FUN!
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”
Appendix C

Reading Strategies & Resources

12 Reading Strategies

- Main Idea
- Fact and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Summarizing
- Comparing and Contrasting
- Figurative Language
- Making Predictions
- Identifying Author's Purpose
- Fact and Opinion
- Drawing Conclusions and Making Inferences
- Word Meaning in Context
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

<table>
<thead>
<tr>
<th>Develop a content-based and skill-based learning outcome.</th>
<th>Purposefully select a text that can be used to teach specific academic literacy skills.</th>
<th>Establish a purpose for reading.</th>
<th>Craft a prompt to help communicate the purpose for reading.</th>
</tr>
</thead>
</table>

### Establishing the Learning Environment

<table>
<thead>
<tr>
<th>Set the context for the assignment.</th>
<th>Encourage students as they engage in rigorous academic course work.</th>
<th>Maintain high expectations for reading and writing exercises.</th>
<th>Increase opportunities for students to discuss texts.</th>
</tr>
</thead>
</table>

### Preparing for the Reading

<table>
<thead>
<tr>
<th>Engage students in prereading activities.</th>
<th>Study the author’s personal, professional, and/or academic experiences.</th>
<th>Review important words.</th>
<th>Examine the historical and rhetorical contexts.</th>
</tr>
</thead>
</table>

### Selecting Active Reading Strategies

- Rereading the text
- Marking the Text
- Pausing to Connect Ideas Within a Text
- Writing in the Margins
- Charting the Text
- Summarizing the Text

### Supporting and Assessing the Reading Task

| 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. |
Marking the Text: Social Science

This Strategy has three distinct marks:

1. **Number the paragraphs.**
   - 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 indentation and circle the number; write it small enough so that you have room to write in the margin.
   - 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. ① 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.

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-underscored 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
- 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.

Establishing the Learning Environment
- 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.

Preparing for the Reading
- Engage students in prereading activities.
- Study the author's personal, professional, and/or academic experiences.
- Review important words.
- Examine the historical and rhetorical contexts.

Selecting Active Reading Strategies
- Rereading the text
- Marking the Text
- Pausing to Connect Ideas Within a Text
- Writing in the Margins
- Charting the Text
- Summarizing the Text

Supporting and Assessing the Reading Task
- 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.
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.


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.


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 that 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?

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### Standard(s)

| Example: R.I.9.1. = Reading Informational Text, grade 9, standard 1: Read what text says & cite evidence... |

### Skills(s)

| Skills verbs: summarize, determine, cite, analyze, support, make inferences, reflect, build, compare, write, highlight, annotate... |

### Vocabulary

| Direct Instruction? Planned Incidental Instruction/discovery? |
| Tier 2 words: High frequency words that cross curricula. Examples: justify, explain, expand, predict, summarize, maintain... |
| Tier 3 words: Domain-specific words. Examples: isotope, tectonic plates, mitosis, etc. |

### Materials

| Graphic Organizers? Texts? Displays? |

### Learning Target

| There’s the BIG IDEA (Freedom) and the HOW the student will get it (close reading of paired passages). |
| I Can... (puts the responsibility on student for learning). |
| We defined RIGOR as teaching to the skill and making sure that the student understands it. |

### Opening

| Set a time: 10 minutes? |
| Why are we doing this? Students have a thirst for relevance. |

### Work Time

| Activities. Also timed. 25 minutes? |
| What are the students doing? Reading? Discussing? Writing? |

### Closing/Assessment

| 5-10 minutes? |
| Formative or summative, but always diagnostic. What did they learn? How did they get it? What do I need to reteach? Use exit tickets, other protocols... |

### Homework

| An extension of the lesson/thinking Work from classroom library Extended practice; extended learning. |
Appendix E

Supplements for

Students with Disabilities

&

English Language Learners
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)\(^1\) 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)\(^2\) — which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

\(^1\) According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child

\(^2\) 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).


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

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
Levels of Thinking in Bloom’s Taxonomy and Webb’s Depth of Knowledge

Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Remembering</th>
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<tbody>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
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<td>Application</td>
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<td>Evaluating</td>
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<tr>
<td>Evaluation</td>
<td>Creating</td>
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</table>

Bloom’s – Old Version (1956)

- Evaluation
- Synthesis
- Analysis
- Comprehension
- Application
- Knowledge

Bloom’s – New Version (1990’s)

- Creating
- Synthesizing
- Applying
- Analyzing
- Understanding
- Remembering

Webb’s DOK (2002)

- Strategic Thinking
- Recalling and Reproducing
- Skills and Concepts

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 redefined as understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom’s changed position in the revised version.

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**

*Some verbs could be classified at different levels depending on application.*

**Recall and Reproduction** Correlates to Bloom’s 2 Lowest Levels

- Recall a fact, information, or procedure.
- Correlates to Bloom’s Knowledge and Comprehension levels.

**Skill/Concept**

- Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.
- Correlates to Bloom’s Application and Analysis levels.

**Strategic Thinking**

- Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.
- Correlates to Bloom’s Synthesis and Evaluation levels.

- Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. Requires a time horizon.
- Correlates to Bloom’s Understanding and Remembering levels.

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.

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### Question Types That Help You Understand and Interpret Information

<table>
<thead>
<tr>
<th>Question Types</th>
<th>Main Idea</th>
<th>Summarization</th>
<th>Supporting Evidence</th>
<th>Fact and Opinion</th>
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<td>These questions often look like this:</td>
<td>These questions often look like this:</td>
<td>These questions often look like this:</td>
<td>These questions often look like this:</td>
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<tr>
<td><em>What is this article mainly about?</em></td>
<td><em>Which of these is most important to include in a summary of this article?</em></td>
<td><em>Which sentence from the text best shows that...?</em></td>
<td><em>Which of these is an opinion?</em></td>
<td><em>Which of these is a statement of fact?</em></td>
</tr>
<tr>
<td><em>The best alternate headline for this article would be...</em></td>
<td><em>Which is the best summary of the news story?</em></td>
<td><em>Which statement best supports the idea that...?</em></td>
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To answer the questions above, you should use these strategies:

#### Main Idea and Summarization:

- Look at each paragraph and identify topic sentences to help you figure out the main idea.
- In your own words, state the main idea of the news story.
- Find evidence in the news story or paragraph that supports your main idea statement.
- Make sure you aren’t looking at small or specific details.
- Consider what the author hopes you and other readers will think or do after reading the news story or paragraph.

#### Supporting Evidence and Fact and Opinion:

- Review the text for facts, details, or quotes used to strengthen a claim, support an argument, or reach a conclusion.

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### Question Types That Help You Find the Answer

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<thead>
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<th>Cause and Effect</th>
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<td><strong>These questions often look like this:</strong></td>
<td><strong>These questions often look like this:</strong></td>
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<tr>
<td><em>Which of these had not yet happened when this article was written?</em></td>
<td><em>In what ways are _____ and _____ similar/different?</em></td>
<td><em>What is the cause and effect relationship that takes place in the article?</em></td>
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<tr>
<td><em>Which must have happened first? [last] [second] [third]</em></td>
<td><em>Which sentence best describes a similarity between...?</em></td>
<td><em>According to the article, why did...?</em></td>
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To answer the questions above, you should use these strategies:

- Refer back to the article and find the answer to the question:
- Use process of elimination.
- Use Refer to Article to find where the idea in the question is either stated or can be inferred from the story text.
- Look for transition words such as first, then, last, meanwhile, in contrast, since, and as a result.
## Question Types and Strategies cont.

### Question Types That Help You Think About What You Already Know

<table>
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<td>These questions often look like this:</td>
<td>These questions often look like this:</td>
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<tr>
<td></td>
<td>• Which word means almost the same as...?</td>
<td>• Suppose that Paul wants to find out about ... He would find most of his information ...</td>
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<td></td>
<td>• Which is the closest synonym/antonym to...?</td>
<td>• This article would be most useful as a source for a student research project on ...</td>
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<tr>
<td></td>
<td>• Which means the opposite of...?</td>
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<td></td>
<td>• Which two words from the article are the closest antonyms?</td>
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To answer the questions above, you should use these strategies:

**Word or Phrase Meaning:**
- Refer back to the article and check the word definition and how the word is used in the news story.
- Look for clues within the sentence or in sentences surrounding the word to figure out its meaning.
- In the question, plug each answer choice into the sentence and read to see if it makes sense.

**Reference Sources:**
- Think about how you use different reference sources (e.g., dictionary, encyclopedia, websites).
- Think about topic categories (e.g., health, business, sports).
- Think about the best way to use the information to inform or communicate with others.

### Question Types That Help You Cite Evidence and Details from the Text

<table>
<thead>
<tr>
<th>Question Types</th>
<th>Drawing Conclusions</th>
<th>Prediction</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These questions often look like this:</td>
<td>These questions often look like this:</td>
<td>These questions often look like this:</td>
</tr>
<tr>
<td></td>
<td>• Which of these statements is contrary to the ideas presented in this article?</td>
<td>• The reader can predict that...</td>
<td>• The reader can infer from the article that...</td>
</tr>
<tr>
<td></td>
<td>• Which question is not answered by the article?</td>
<td>• Which is most likely to happen next?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The news article says all of the following except...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This article is placed in a category of news called “Science Scene [or other category].” In which other category would this article fit best?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To answer the questions above, you should use these strategies:

**Drawing Conclusions:**
- Gather information from different parts of the article.
- 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.

**Prediction:**
- Use information from the text (including title, headings, photos, and diagrams) and personal experiences to anticipate what will happen next.

**Inferences:**
- Use background knowledge, personal experience, and information from the text to determine meaning that is not directly stated.
<table>
<thead>
<tr>
<th>Questions for Remembering</th>
<th>Questions for Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened after...?</td>
<td>Can you write in your own words?</td>
</tr>
<tr>
<td>How many...?</td>
<td>How would you explain...?</td>
</tr>
<tr>
<td>What is...?</td>
<td>Can you write a brief outline...?</td>
</tr>
<tr>
<td>Who was it that...?</td>
<td>What do you think could have happened next...?</td>
</tr>
<tr>
<td>Can you name...?</td>
<td>Whom do you think...?</td>
</tr>
<tr>
<td>Find the meaning of...</td>
<td>What was the main idea...?</td>
</tr>
<tr>
<td>Describe what happened after...</td>
<td>Can you clarify...?</td>
</tr>
<tr>
<td>Who spoke to...?</td>
<td>Can you illustrate...?</td>
</tr>
<tr>
<td>Which is true or false...?</td>
<td>Does everyone act in the way that ... does?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions for Applying</th>
<th>Question for Analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know of another instance where...?</td>
<td>Which events could not have happened?</td>
</tr>
<tr>
<td>Can you group by characteristics such as...?</td>
<td>If ...happened, what might the ending have been?</td>
</tr>
<tr>
<td>Which factors would you change if...?</td>
<td>How is...similar to...?</td>
</tr>
<tr>
<td>What questions would you ask of...?</td>
<td>What do you see as other possible outcomes?</td>
</tr>
<tr>
<td>From the information given, can you develop a set of instructions about...?</td>
<td>Why did...changes occur?</td>
</tr>
<tr>
<td>Transfer the new character to a new setting.</td>
<td>Can you explain what must have happened when...?</td>
</tr>
<tr>
<td>Why is ... significant?</td>
<td>What are some of the problems of...?</td>
</tr>
<tr>
<td>Do you know another situation where ...?</td>
<td>Can you distinguish between...?</td>
</tr>
<tr>
<td>What factors would you change if ...?</td>
<td>What were some of the motives behind..?</td>
</tr>
<tr>
<td></td>
<td>What was the turning point?</td>
</tr>
<tr>
<td></td>
<td>What was the problem with...?</td>
</tr>
<tr>
<td></td>
<td>Select parts of the story that were funniest, saddest, happiest, most</td>
</tr>
<tr>
<td></td>
<td>unbelievable.</td>
</tr>
<tr>
<td></td>
<td>Compare and/or contrast two of the main characters.</td>
</tr>
<tr>
<td></td>
<td>Differentiate fact from opinion.</td>
</tr>
<tr>
<td></td>
<td>What evidence can you list for ...?</td>
</tr>
<tr>
<td></td>
<td>Classify ... according to ....</td>
</tr>
<tr>
<td>Questions for Evaluating</td>
<td>Questions for Creating</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Is there a better solution to...?</td>
<td>How can you design a.....to .....?</td>
</tr>
<tr>
<td>Judge the value of...</td>
<td>What is a possible solution to...?</td>
</tr>
<tr>
<td>What do you think about...?</td>
<td>If you had access to all resources, how would you deal with...?</td>
</tr>
<tr>
<td>Can you defend your position about...?</td>
<td>How could you devise your own way to.....?</td>
</tr>
<tr>
<td>Do you think...is a good or bad thing?</td>
<td>What would happen if ...?</td>
</tr>
<tr>
<td>How would you have handled...?</td>
<td>How many ways can you...?</td>
</tr>
<tr>
<td>What changes to.....would you recommend?</td>
<td>Can you create new and unusual uses for...?</td>
</tr>
<tr>
<td>Do you believe...?</td>
<td>Can you develop a proposal that would...?</td>
</tr>
<tr>
<td>How would you feel if. ..?</td>
<td></td>
</tr>
<tr>
<td>How effective are...?</td>
<td></td>
</tr>
<tr>
<td>What are the consequences..?</td>
<td></td>
</tr>
<tr>
<td>What influence will....have on our lives?</td>
<td></td>
</tr>
<tr>
<td>What are the pros and cons of....?</td>
<td></td>
</tr>
<tr>
<td>Why is ...of value?</td>
<td></td>
</tr>
<tr>
<td>What are the alternatives?</td>
<td></td>
</tr>
<tr>
<td>Who will gain &amp; who will lose?</td>
<td></td>
</tr>
<tr>
<td>Do you agree with ...?</td>
<td></td>
</tr>
<tr>
<td>Write a recommendation for ....</td>
<td></td>
</tr>
<tr>
<td>Prioritize ....</td>
<td></td>
</tr>
<tr>
<td>What criteria would you use to assess ...?</td>
<td></td>
</tr>
<tr>
<td>Judge whether the character should have acted the way he/she did.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G

Rubrics
## Evidence-Based Writing Rubric

<table>
<thead>
<tr>
<th>High Proficiency</th>
<th>Basic Proficiency</th>
<th>Approaching Proficiency</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td><strong>Content and Analysis</strong></td>
<td><strong>Content and Analysis</strong></td>
<td><strong>Content and Analysis</strong></td>
</tr>
<tr>
<td>Contains a clear, compelling claim.</td>
<td>Contains a clear claim.</td>
<td>Contains a claim, but it is not fully articulated.</td>
<td>Contains a minimal claim that is not beyond correct literal repetition.</td>
</tr>
<tr>
<td>Claim demonstrates insightful comprehension and valid precise inferences.</td>
<td>Claim demonstrates sufficient comprehension and valid basic inferences.</td>
<td>Claim demonstrates basic literal comprehension and significant misinterpretation.</td>
<td>Minimal inferential analysis serving no clear purpose.</td>
</tr>
<tr>
<td>Overall analysis follows logically from the text.</td>
<td>Overall analysis follows logically from the text.</td>
<td>Major points of textual analysis are missing or irrelevant to accomplish purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Command of Evidence</strong></td>
<td><strong>Command of Evidence</strong></td>
<td><strong>Command of Evidence</strong></td>
<td><strong>Command of Evidence</strong></td>
</tr>
<tr>
<td>Central claim is well-supported by textual evidence.</td>
<td>Central claim is well-supported by textual evidence.</td>
<td>Central claim is only partially supported by textual evidence.</td>
<td>Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.</td>
</tr>
<tr>
<td>Use of relevant evidence is sustained throughout the entire analysis.</td>
<td>Use of relevant evidence is generally sustained with some gaps.</td>
<td>Analysis is occasionally supported with significant gaps or misinterpretation.</td>
<td></td>
</tr>
<tr>
<td>The core reasoning follows from evidence.</td>
<td>The core reasoning follows from evidence.</td>
<td>The core reasoning is tangential or invalid with respect to the evidence.</td>
<td></td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong></td>
<td><strong>Coherence and Organization</strong></td>
<td><strong>Coherence and Organization</strong></td>
<td><strong>Coherence and Organization</strong></td>
</tr>
<tr>
<td>The organization strengthens the exposition. The introduction establishes context, the organizational strategies are appropriate for the content and purpose.</td>
<td>The organization supports the exposition. The introduction establishes the context, the organizational strategies are appropriate for the content and purpose.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrases; effective transitions, sentence variety, and consistent formatting.</td>
<td>The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.</td>
<td>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 repetitious and fail to develop ideas from one to the next.</td>
<td>Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.</td>
</tr>
<tr>
<td><strong>Control of Language and Grammar</strong></td>
<td><strong>Control of Language and Grammar</strong></td>
<td><strong>Control of Language and Grammar</strong></td>
<td><strong>Control of Language and Grammar</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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 diction.</td>
<td>Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas.</td>
<td>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.</td>
</tr>
<tr>
<td>Successful and consistent stylistic choices have been made that serve the writing purpose.</td>
<td>There is some evidence of stylistic choices that serve the purpose of the essay.</td>
<td>Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.</td>
<td>Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.</td>
</tr>
<tr>
<td>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.</td>
<td>Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors do not disrupt readability, but may slightly reduce the force of the writing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*SS 7 Curriculum Guide.docx* 100
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE 1</th>
<th>SCORE 2</th>
<th>SCORE 3</th>
<th>SCORE 4</th>
<th>SCORE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Minimally develops some aspects of task</td>
<td>Minimally develops all aspects of the task with little depth or develops most aspects of the task in some depth</td>
<td>Develops all aspects of the task with little depth or develops most aspects of the task in some depth</td>
<td>Develops all aspects of the task but may do so somewhat unevenly</td>
<td>Thoroughly develops all aspects of the task evenly and in depth</td>
</tr>
<tr>
<td>Analytical or Descriptive</td>
<td>Is descriptive; may lack understanding, application or analysis</td>
<td>Is primarily descriptive, may include faulty, weak or isolated application or analysis</td>
<td>Is more descriptive than analytical (applies, may analyze, evaluates, and/or creates information)</td>
<td>Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)</td>
<td>Is more analytical than descriptive (analyzes, evaluates, and/or creates information)</td>
</tr>
<tr>
<td>Use of Documents</td>
<td>Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents</td>
<td>Incorporates limited relevant information from the document or consists primarily of relevant information copied from the documents</td>
<td>Incorporates relevant information from some of the documents</td>
<td>Incorporates relevant information from at least xxx documents</td>
<td>Incorporates relevant information from at least xxx documents</td>
</tr>
<tr>
<td>Outside Information</td>
<td>Presents no relevant outside information</td>
<td>Presents little or no relevant outside information</td>
<td>Incorporates limited relevant outside information</td>
<td>Incorporates relevant outside information</td>
<td>Incorporates substantial relevant outside information</td>
</tr>
<tr>
<td>Introduction/Conclusion</td>
<td>Includes few relevant facts, examples or details; may include inaccuracies</td>
<td>Includes few relevant facts, examples, and details; may include some inaccuracies</td>
<td>Incorporates some relevant facts, examples and details; may include some minor inaccuracies</td>
<td>Supports the theme with relevant facts, examples and details</td>
<td>Richly supports the theme with relevant facts, examples and details</td>
</tr>
<tr>
<td>Organization</td>
<td>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</td>
<td>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</td>
<td>Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme</td>
<td>Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme</td>
<td>Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>SCORE 1</td>
<td>SCORE 2</td>
<td>SCORE 3</td>
<td>SCORE 4</td>
<td>SCORE 5</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
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<tr>
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<td>Incorporates some relevant facts, examples and details; may include some minor inaccuracies</td>
<td>Supports the theme with relevant facts, examples and details</td>
<td>Richly supports the theme with relevant facts, examples and details</td>
</tr>
<tr>
<td>Organization</td>
<td>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</td>
<td>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</td>
<td>Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme</td>
<td>Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme</td>
<td>Demonstrates a logical and clear plan of organization, includes an introduction and a conclusion that are beyond a restatement of the theme</td>
</tr>
</tbody>
</table>
Appendix H

Grading Policy and Important Dates

“No, I can’t explain my D in math. That class teaches us about numbers, not letters!”
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 2017-18

<table>
<thead>
<tr>
<th>MARKING PERIOD</th>
<th>MARKING PERIOD BEGINS</th>
<th>INTERIM PROGRESS REPORTS</th>
<th>MARKING PERIOD ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP 1</td>
<td>September 7, 2017</td>
<td>October 13, 2017</td>
<td>November 9, 2017</td>
</tr>
<tr>
<td>MP 2</td>
<td>November 13, 2017</td>
<td>December 15, 2017</td>
<td>January 26, 2018</td>
</tr>
<tr>
<td>MP 3</td>
<td>January 29, 2018</td>
<td>March 9, 2018</td>
<td>April 20, 2018</td>
</tr>
<tr>
<td>MP 4</td>
<td>April 23, 2018</td>
<td>May 18, 2018</td>
<td>June 22, 2018</td>
</tr>
</tbody>
</table>

*Secondary IPR and Report Card Windows will open the Tuesday before the end of the grading period and close the Tuesday after the IPR/Marking Period Ends. The 4th Marking Period Report Card Window will open on Friday, June 1st, additional information will be sent out regarding the submission of Marking Period 4 and Regents grades.*