

Understanding the Framework for Teaching with the Literacy Common Core Shifts in Social Studies

| <i>FfT</i> Component | Examples (specific evidence) from the Unit Overview | Relevant Language in <i>FfT</i> |
|---------------------------------|---|--|
| 1b | | |
| 1c | <ul style="list-style-type: none"> • Essential Question: To what extent was the Civil Rights Movement effective in securing equal rights for African Americans? • Culminating task: write an argumentative essay in which you make a case for which leader of the Civil Rights Movement made the strongest argument to promote racial equality. Consider each leader's use of claims, counterclaims, reasons, evidence and methods when making your determination and cite examples and support from the texts. | From Effective: <ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning and suggest viable methods of assessment. |
| 1e | <ul style="list-style-type: none"> • Texts are primary documents (speeches from MLK, Malcolm X, LBJ) | From Effective: <ul style="list-style-type: none"> • The learning activities...represent a significant cognitive challenge |
| 1f | <ul style="list-style-type: none"> • Culminating Task: writing an argumentative essay in which you... | From Developing: <ul style="list-style-type: none"> • Assessment criteria and standards have been developed but they are not clear |

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| <i>FfT</i> Component | Examples (specific evidence) from the Lesson Plan | Relevant Language in <i>FfT</i> |
|-------------------------|--|---|
| 1b | <ul style="list-style-type: none"> • ELL accommodations are planned in activities 1,2,3 and homework • Emerging English Language learners will receive the reading in their native language and copy of reading with higher level academic language defined • ELLs will receive fewer quotes to analyze, allowing more time for understanding • Students grouped according to Unit 10 test score, native language and NYSELAT level | <p>From Effective:</p> <ul style="list-style-type: none"> • The teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. |
| 1c | <ul style="list-style-type: none"> • Essential Question: To what extent was the Civil Rights Movement effective in securing equal rights for Africa Americans? • Activity 1: Modeling and CFU annotating text. • Activity 2: Whole class review of two quotes. Will ask one student to volunteer to identify the speaker. • Activity 3: Discussion of which activist had the best strategy. • Adaptations: ELLs create Venn Diagram using specific examples from the text • Assessment: “was the argument of Malcolm X on acquiring civil rights more compelling than the argument of Martin Luther King Jr.?” | <p>From Effective:</p> <ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning and suggest viable methods of assessment. • Outcomes...are differentiated, in whatever way is needed, for different groups of students [ELLs] <p>From Developing:</p> <ul style="list-style-type: none"> • Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. |
| 1e | <ul style="list-style-type: none"> • Warm up: MLK’s views on civil rights • Activity 1: Malcolm X’s views, annotation task while reading passaged, ELL adaptation is reading in native language • Activity 2: Examine quotes from MLK and Malcolm X, ELLs work with fewer quotes and partners • Activity 3: discussion of student opinions, ELLs with G.O. • Assessment: well-constructed paragraph based on class discussion | <p>From Highly Effective:</p> <ul style="list-style-type: none"> • The sequence of learning activities follows a coherent sequence • Is designed to engaged students in high-level cognitive activity <p>From Effective:</p> <ul style="list-style-type: none"> • Differentiation for different groups of students and varied use of instructional groups |
| 1f | <ul style="list-style-type: none"> • Teacher will circulate the room and support ELLs • Students will be assessed on a “well-constructed” paragraph • Students will be assessed on contributions to class discussion and completed questions | <p>From Developing:</p> <ul style="list-style-type: none"> • Assessment criteria and standards have been developed but they are not clear • The teacher’s approach to using formative assessment is rudimentary |