

## Analyzing Teaching and Learning Using Multiple Lenses

The video cites the following CCLS standards:

RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

S&L.5.1

**1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

f. Use their experience and their knowledge of language logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

The following Content Standards from the 2005 New York State Department of Education are covered in this video:

The lesson takes place in California but its topic closely aligns to the New York State Social Studies Learning Standard 1 (see below):

**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.

**Key Idea 1:** The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

**Key Idea 2:** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

**Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

**Key Idea 4:** The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.