



Department of  
**Education**

2015 Summer Training

# U.S. History

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## Participant Packet #1

Tennessee Department of Education | 2015 Summer Training





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# **Module 1**

# **Examining the Standards**



# Norms for Collaborative Work

- Keep students at the center
- Be present and engaged
- Monitor air time and share your voice
- Challenge with respect
- Stay solutions oriented
- Risk productive struggle
- Balance urgency and patience

# Module 1: Rationale

“Academic standards provide a common set of expectations toward which all students strive. They establish necessary knowledge and skills for students to succeed in post-secondary study or careers. The Tennessee Department of Education is committed to providing educators with resources and information to support student mastery of these standards.”

“After receiving feedback and insight from educators in Tennessee and reviewing national exemplars in social studies education and two sets of draft standards, the State Board of Education approved on second read the new social studies standards on July 26, 2013. These standards will begin in the 2014-15 school year.”

- Tennessee Department of Education Website

# Module 1: Goals

Participants will deepen their understanding of the new Tennessee Social Studies Standards by:

- Analyzing the standards for social studies to gain clarity on key shifts in social studies Instruction in Tennessee
- Identifying these shifts as moving away from “doing history” to “exploring history”
- Reflecting on experiences with the standards
- Locating embedded literacy standards in the Tennessee Social Studies Standards
- Integrating primary documents and supporting texts into classroom instruction and learning to help students to develop a historical reading lens

Course of Study

## **Examination of the Standards**

Questioning Strategies

Writing Like A Historian

Planning for the New Rigor

# Module 1: Session Activities

Participants will engage in the following activities:

- Looking at an overview of the two-day training
- Outlining the standards and tracing the flow from Kindergarten to high school
- Examining the standards
- Exploring strategies for teaching literacy through the standards
- Looking ahead to notice how modules two through four will answer questions raised during this module

# Tennessee Social Studies Training Sequence

<p><b>Summer 2013</b></p>	<ul style="list-style-type: none"> <li>• Text Complexity</li> <li>• Print Rich Environments</li> <li>• Accountable Talk</li> <li>• Increased Rigor</li> </ul>
<p><b>Summer 2014</b></p>	<ul style="list-style-type: none"> <li>• An Examination of the Standards</li> <li>• Strategies for Using Primary Sources</li> <li>• Analyzing Writing</li> <li>• A Review of Accountable Talk</li> </ul>
<p><b>Summer 2015</b></p>	<ul style="list-style-type: none"> <li>• A Deeper Examination of the Standards</li> <li>• Assessment Strategies</li> <li>• Questioning Strategies</li> <li>• Writing Strategies</li> <li>• Resources for Planning</li> </ul>

# Overview of the Standards

<p>Day 1 Module 1</p>	<p><b>Examination of the Standards</b></p> <ul style="list-style-type: none"> <li>• Outlining the standards</li> <li>• Review and examine the standards</li> <li>• Teaching literacy with primary sources and supporting texts</li> </ul>
<p>Day 1 Module 2</p>	<p><b>Analysis of Multiple Choice Assessment Items</b></p> <ul style="list-style-type: none"> <li>• Practice test and comparison</li> <li>• Verb descriptor analysis</li> <li>• Crafting quality questions</li> </ul>
<p>Day 2 Module 3</p>	<p><b>Writing With a Rubric</b></p> <ul style="list-style-type: none"> <li>• Close read of the released prompts</li> <li>• The importance of rubrics</li> <li>• Assessing student writing with a rubric</li> <li>• SRSD Writing</li> </ul>
<p>Day 2 Module 4</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Performance learning descriptors</li> <li>• Progress Guide</li> <li>• Resources for Civics, African-American History, Public Domain Sources, etc.</li> </ul>

# Outlining the Standards

The Tennessee State Board of Education approved the new state standards in Social Studies after an extensive writing, review, and revision process. The standards mark several key shifts in social studies education for Tennessee.

## Anatomy of the Standards

<b>8<sup>th</sup> Grade United States History and Geography</b>	Colonization of North America to Reconstruction and the American West
<b>High School United States History and Geography</b>	Post-Reconstruction to the Present

The standards for each grade level are grouped by era and/or geographical location. For example: Colonialism (1600-1750).

Primary Documents and Supporting Texts to Read are provided at the end of each era in the standards. Use of primary source documents is a critical component of the standards.

# Content Coding

Content Strand Code	Content Strand	Definition
C	Culture	Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.
E	Economics	Globalization of the economy, the explosion of population growth, technological changes, and international competition compel students to understand both personal and global production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.
G	Geography	Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.
H	History	History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
P	Government, Civics, and Politics	Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.
TN	Tennessee Connection	Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas.

- Tennessee Department of Education

# Tracing Themes in the Standards Across Grade Levels

Grade Level	Standard
High School United States	US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C. E. G. H.P.)
High School World	W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C.E.G.)
8 <sup>th</sup> Grade	8.47 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C. E. G. P.)
7 <sup>th</sup> Grade	7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C. E. G. H.P.)
6 <sup>th</sup> Grade	<p>6.6 Identify and explain the characteristics of civilizations, including: (C. E. G. H. P.)</p> <ul style="list-style-type: none"> <li>• The presence of geographic boundaries and political institutions</li> <li>• An economy that produces food surpluses</li> <li>• A concentration of population in distinct areas or cities</li> <li>• The existence of social classes</li> <li>• Developed systems of religion, learning, art, and architecture</li> <li>• A system of record keeping</li> <li>• Technology</li> </ul>
5 <sup>th</sup> Grade	5.1 Compare and contrast the myth of the Antebellum South to the realities of the region, including the harshness of slavery, increased immigration to urban areas, and the growth of railroads. (C. G. P.)
4 <sup>th</sup> Grade	4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C. G.)
3 <sup>rd</sup> Grade	3.13 Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills. (G.)
2 <sup>nd</sup> Grade	2.28 Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.
1 <sup>st</sup> Grade	1.21 Describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
Kindergarten	K.1 Describe familiar people, places, things, and events, with clarifying detail about a student's home, school, and community.

# Task Sheet: Examination and Review of the Standards

## Part I—Examine

With a partner discuss and record:

1. Browse through the standards for United States History and Geography.
2. Identify the key verbs in the standards.
3. Describe the key verbs in the standards.
4. What skills are students expected to demonstrate based on the standards?
5. How do these standards relate to other academic disciplines?

## Part II—Reflect

With a partner discuss and record your experience with the standards this past year:

- What was exciting about the standards?
- What was challenging about them? How did you respond to the parts that were challenging?
- What worked in your classroom?

## Part III—Whole Group Discussion

- What might you do differently this year to help students learn and utilize the skills necessary to be successful?
- What insights did you gain from engaging in this activity?
- What implications will the standards have on your instruction?

# Teaching Literacy with Primary Sources and Supporting Texts

Participant Packet #2 contains two primary source excerpts for use with Module 1. The first is an excerpt from the “Washington’s Farewell Address” from the 8<sup>th</sup> Grade Standards. The second is an excerpt from Franklin Roosevelt’s “First Inaugural Address” from the High School Standards.

Excerpt	Grade Level
<b>“Washington’s Farewell Address”</b>	8 <sup>th</sup> Grade
<b>Franklin Roosevelt’s “First Inaugural Address”</b>	High School

Read your assigned primary source. On your first read, read it from the viewpoint of a student. On your second read, read it from the viewpoint of a teacher beginning a unit on this text.

# Teaching Literacy with Primary Sources and Supporting Texts

## On your first read as a student:

1. On a scale of 1-10, how challenging was the read of your text?
2. What made it a challenging or easy read? (Justify with textual evidence by highlighting text.)
3. What vocabulary was challenging?
4. What other obstacles did you have in understanding this text?

## On your second read as a teacher:

1. How would you identify and teach the vocabulary?
2. How would you help students understand the texts?
3. What standard(s) does this text help teach/support?
4. How would you use this text to teach this/these standard(s)?
5. What complimentary texts or other stimuli (cartoons, articles, maps, etc.) might you use along with this one?
6. In terms of unit planning, how would you sequence the unit with this text?
7. How would utilizing this text in the classroom relate to other academic disciplines?



## Text Complexity Analysis of

\_\_\_\_\_ (title)

by \_\_\_\_\_ (author)

Recommended Complexity Band:

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning [Literary Text] or purpose [Informational Text].)

**Text Structure:** (Briefly describe the structure, organization, and other features of the text.)

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

### Text Description:

Briefly describe the text:

### Quantitative Description:

**Complexity Band Level** (provide range):

**Lexile or Other Quantitative Measure of the Text:**

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

**Major Instructional Areas of Focus (3-4 curriculum standards) for this Text:**

**Differentiation/Supports for Students:**

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

## What's Next?

Questions You May Have	Answers
How do I help my students answer the new multiple choice questions?	In Module 2, we will learn to address and write rigorous multiple-choice questions.
How do I help my students answer the new extended response questions and write like historians?	In Module 3 we will learn to use the state's rubric to evaluate through written assessment and in Module 4 we will learn to teach writing like historians.
How do I plan for the year and pace my instruction to include all of the standards?	In Module 4 we will learn about some strategies and resources to help with planning and pacing.

## Module 1: Takeaways

1. The standards have an intentional flow from elementary school through high school.
2. The standards set high expectations for student learning.
3. The increased use of primary documents and supporting texts requires teacher supports to help students successfully apply the texts to the era of study.
4. A high level of expectations requires higher-level assessments, which we will learn about in upcoming modules.

**What will you share with colleagues about the Tennessee Social Studies Standards and their implications on our instruction?**

# Module 1: Reflections

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?
2. What one thing will you do differently based on your understanding of this module's content and the rigor of the standards?
3. What do you want to learn more about in order to implement the learning in your practice?
4. What questions do you still have? (Please leave questions on the Needs/Gots Chart on the wall.)



# **Module2**

# **Questioning Strategies**



## **Module 2: Rationale**

The new assessment for Tennessee social studies will require new teaching strategies to help students develop the skills that they need in order to be successful. Students must be able to adequately interpret a variety of stimuli and use them to draw conclusions based on their prior historical knowledge and their ability to think as a historian.

## Module 2: Goals

Participants will deepen their understanding of using multiple choice questioning strategies in conjunction with primary sources, political cartoons, maps, charts, timelines, photos, and other historical stimuli by:

- Viewing sample assessment questions through the lens of a student, as well as a teacher, to analyze necessary skills for successful completion
- Linking sample questions to appropriate Tennessee state standards
- Noting verb descriptors in specific Tennessee state standards and comparing them to the question asked
- Creating rigorous stimuli-based multiple choice questions
- Collaborating about characteristics of effective questioning

Course of Study  
Examination of the Standards  
**Questioning Strategies**  
Writing Like A Historian  
Planning for the New Rigor

## Module 2: Session Activities

Participants will engage in the following activities:

- Participating in a practice test of the grade level of their choice
- Comparing questions from the practice test to the state standards
- Analyzing verb descriptors of the standards and comparing how they relate to the practice test questions
- Crafting quality stimuli-based multiple choice questions from the standards
- Participating in a gallery walk of quality stimuli-based questions

# Task Sheet: Practice Test

## Part I—Practice Test Taking

- Take the selected practice test questions for a grade level of your choice.
- Circle the answers in your Participant Packet #2.
- What do you notice about the questions you read?
  
- What do you wonder about the questions you read?

## Part II—Reflect on your experience

- What types of questions were the most challenging?
  
- How can you prepare students for these types of questions?

## Part III—Whole Group Discussion

- What insights did you gain from engaging in this activity?
  
- Were there any “ah-ha moments” as you encountered the practice test items?
  
- What implications will these types of questions have on your instruction?



# Linking the Questions to the Standards

## Part I—The Standards

- Continue to use the questions from the last activity.
- In Participant Packet #2, find the grade level standards that match those questions.
- Find the standard that most closely aligns with each question.

## Part II—Verb Descriptors

- What verbs were used in the standards?
- How did those verbs relate to the question that was asked? (See verb descriptor chart)
- Were there any questions that were difficult to link to a standard? If so, how did you link them?

## Part III—Group Discussion

- What value does this activity have?
- How can understanding the relationship between the standards and the questions help shape instruction?
- Were there any “ah-ha moments” in this activity?

Key Words in Prompt	Tasks	Writing Strategy
Explain, Discuss, Explore	Make an event, a process, a problem, or a relationship clear and understandable. Include Examples and Reasons	Explanation
Identify, Show, Tell About, What is/are	Explain the distinguishing characteristics of a subject or the meaning of a term	Classification (Identification/Description/Definition)
Compare, contrast, discuss similarities and differences	Show likenesses and differences. Support your points with details and examples.	Classification (Comparison and Contrast)
Analyze, who, causes and effects, examine, show how, explain why, in what way(s)	Show causes and effects or break a subject down into its parts, showing how they function and relate to the whole. Use facts and examples.	Analysis
Trace, summarize, outline	Give a condensed description of an issue, and event, or a sequence of events. Omit minor details	Summary
Evaluate, pros and cons, in your opinion, in your judgment	Present your judgment on an issue, an event, or a historical or political figure. State your criteria, and evaluate the subject on the basis of each.	Synthesis
Interpret	Consider the significance of a subject in the context of your total knowledge, and explain it in your own words.	Interpretation

# Writing Rigorous Stimuli-Based Multiple Choice Question – Part 1

## Part I—Text-Based Primary Source Questions

- Select a primary source from the materials in Participant Packet #2.
- As a group, craft two text-based questions about the primary source that you chose.
- Cite the source.

## Part II—Graphic-Based Primary Source Questions

- Select a political cartoon, map, chart, timeline, or other visual stimuli.
- As a group, craft two questions based on the stimuli and/or content knowledge.
- Cite the source.

## Part III—Charting

- Chart both sets of questions.

## Part IV—Gallery Walk and revisions

- Using sticky notes, suggest revisions and give feedback about other groups' questions.
- Once everyone has circulated, groups will revise their questions.

# Writing Rigorous Stimuli-Based Multiple Choice Questions – Part 2

## Part I—Text-Based Primary Source Questions

- Pick a primary source from the public domain list provided.
- As a group, craft two text-based questions about the primary source that you chose.
- Be sure to list the source.

## Part II—Graphic-Based Primary Source Questions

- Pick a political cartoon, map, chart, timeline, or other visual stimuli.
- As a group, craft two question based on the stimuli and/or content knowledge.
- Be sure to list the source.

## Part III—Charting

- Chart both sets of questions.
- If possible, write the link to your sources on the chart.

## Part IV—Gallery Walk and Revisions

- Using sticky notes, suggest revisions and make feedback about other groups' questions.
- Once everyone has circulated, groups will revise their questions.

## Part V—Reflection

- What did you gain from this activity?
- How was this different from formulating other types of questions?
- How will you apply this activity in your classroom?
- What revisions did you make based on feedback?

## Module 2: Takeaways

1. The new Tennessee assessment for social studies contains a much higher level of rigor for the multiple choice items.
2. The multiple choice items on the new Tennessee assessment are almost exclusively text-based or other stimulus-based.
3. Our students must become familiar with these types of questions and must be able to read and interpret like a historian.
4. In order for our students to be successful, educators must practice asking these types of questions.

**What will you share with colleagues about rigorous multiple choice questions and their implications for our instruction?**





# **Module 3**

# **Writing Like A Historian**



## Module 3: Rationale

“Rubrics are ... teaching tools that support student learning and the development of sophisticated thinking skills. When used correctly, they serve the purposes of learning as well as of evaluation and accountability.....rubrics blur the distinction between instruction and assessment.”

- Andrade, H. (2000). Using rubrics to promote thinking and learning.  
Educational Leadership, 5(5), 13-18.

## Module 3: Goals

Participants will deepen their understanding of historical writing guided by a rubric through:

- Discussing the importance of a rubric
- Reviewing the sample extended response items for your grade band
- Analyzing and comparing student writing with the state rubric
- Connecting and applying the rubric to self and peer analysis and reflection

### Course of Study

Examination of the Standards

Questioning Strategies

**Writing Like A Historian**

Planning for the New Rigor

## Module 3: Session Activities

Participants will engage in the following activities:

- Close read of Tennessee's Social Studies Extended Response Prompts
- Discussion of the importance of rubrics
- Assessment of student writing using the Tennessee Extended Response Rubric
- Utilization of tools to assist students in their writing

## Reflection on Modules 1 and 2: Reading Comprehension Exercises

1. Recall the strategies teachers may use to develop a historical reading lens with their students.
2. Examine the shift from DOING history to EXPLORING history.
3. Explain the importance of students using textual evidence to wrestle with interpretive questions.
4. List positive aspects of this student-centered, active pedagogical shift.

# Task Sheet: Tennessee's Extended Responses

## Part I—Examine

With a partner complete the tasks below:

1. Read through ONE of the new Extended Response questions for U.S. History and Geography.
2. Pull apart the prompt.
  - What is the main idea/topic?
  - What VERBS are used in the question?
  - What type of writing is required of the student?

## Part II—Reflect on the stimuli

With a partner:

- Think about and discuss what skills students will need to master this task.
- What instructional strategies could you use to help students learn and utilize reading, writing, and analytical skills necessary to be successful?

## Part III—Whole Group Discussion

- What insights did you gain from this activity?
- What implications will extended writing have on your instruction?

# Purposes of Rubrics

They help teachers	They help students
<p>Rubrics provide an equitable, consistent method to assess student work by:</p> <ol style="list-style-type: none"> <li>1. Clarifying grading guidelines to evaluate student writing/work</li> <li>2. Predetermining distinct criteria for tasks</li> <li>3. Defining performance levels demarcated within the rubric</li> <li>4. Delineating gradations range from high to low</li> <li>5. Examining the product in pieces and as a whole</li> </ol> <p>*Can be used for formative and summative assessments</p>	<p>Rubrics clarify the teacher's expectations for students' work by:</p> <ol style="list-style-type: none"> <li>1. Serving as a framework to guide students' work               <ol style="list-style-type: none"> <li>a. clarifies the teacher's expectations</li> <li>b. explains components of the assignment</li> </ol> </li> <li>2. Recognizing how their grade was determined by the teacher</li> <li>3. Better understanding of a teacher's feedback               <ol style="list-style-type: none"> <li>a. areas of strength</li> <li>b. ways to improve</li> </ol> </li> <li>4. Teaching students how to write/create historical works               <ol style="list-style-type: none"> <li>a. deepens historic analysis</li> <li>b. sharpens writing skills to mimic a historian</li> </ol> </li> </ol>
<p>Other ways rubrics help teachers and students:</p>	

# Task Sheet: Examining Student Writing with a Rubric

## Part I—Examination

- Read through the students' responses and assign a numeric score using the Tennessee Social Studies Response Rubric.
- Highlight in different colors indicating obvious strengths and weaknesses within student document.

## Part II—Discussion

- With your table/group, compare numeric scores for each piece.
- Decide on ONE number for each student writing.

## Part III—Whole Group

Chart the students' work collectively. Devise a QUICK instruction plan to strengthen students' work using sample pieces.

- What evidence can you draw from these student samples about your students' capabilities?
  
- Where do students still need refinement?
  
- What strategies can you use to help bridge deficits and improve student writing?

# Extended Response Rubric U.S. History

Score	Social Studies Content	Literacy in Social Studies
4	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis.</li> <li>• Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Addresses all aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support all facets of the response.</li> <li>• Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May include minor content errors that do not reflect a misunderstanding of primary social studies concepts.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims directly related to the question.</li> <li>• Introduces the topic or claim with accuracy and clarity.</li> <li>• Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Creates cohesion and clarity of relationships among ideas and concepts.</li> <li>• Utilizes appropriate social studies terminology to inform about or explain the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that follows from and is supported by the information or explanation presented.</li> <li>• May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.</li> </ul>
3	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanation and analysis.</li> <li>• Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection referenced in the question.</li> <li>• Addresses many aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support some facets of the response.</li> <li>• Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions.</li> <li>• May include content errors that indicate a minor misunderstanding of primary social studies concepts.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims generally related to the question.</li> <li>• Introduces the topic or claim with adequate clarity.</li> <li>• Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples.</li> <li>• Identifies relationships among ideas and concepts.</li> <li>• Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that offers some support for the information or explanation presented.</li> <li>• Produces information generally appropriate for the task, purpose, and audience.</li> <li>• May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.</li> </ul>

2	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity.</li> <li>• Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Addresses few aspects of the question.</li> <li>• Cites little evidence from the stimulus (or stimuli) to support the response.</li> <li>• Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims partially related to the question.</li> <li>• Introduces the topic or claim, but with limited clarity.</li> <li>• Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples.</li> <li>• Describes some of the relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Establishes an objective tone, but introduces some unsupported conjectures.</li> <li>• Provides a conclusion with little support for the information or explanation presented.</li> <li>• Produces some information inappropriate to the task, purpose, or audience.</li> <li>• May contain errors in grammar and mechanics that partially detract from overall comprehensibility.</li> </ul>
1	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity.</li> <li>• Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• May address some of the elements of the question, but the conclusions are inadequate or inaccurate.</li> <li>• Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May contain many content errors, flaws in reasoning, or misuse of social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims unrelated to the question.</li> <li>• Fails to introduce the topic or claim or introduction lacks clarity.</li> <li>• Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples.</li> <li>• Fails to describe relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.</li> <li>• Fails to provide a conclusion that contains support for the information or explanation presented.</li> <li>• Produces information inappropriate to the task, purpose, or audience.</li> <li>• Contains errors in grammar and mechanics that detract from overall comprehensibility.</li> </ul>

# Students' Use of Rubrics for Self or Peer-Assessment

To recap, the purpose of students using rubrics are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Deleting numeric scores and substituting them with YES and NO responses makes assessing easier and less confusing for students.

# Self/Peer-Assessment Social Studies Rubric

<p><i>Dissecting the prompt:</i></p> <p><i>What is the main idea/topic to be explored?</i></p> <p><i>What VERBS are used in the question?</i></p>			
<b>Expectations of Student(s)</b>	<b>Yes! Clearly evident. An example of this is....</b>	<b>Sort of.... Has started this and could be improve by.....</b>	<b>Not Yet. I would suggest....</b>
Addresses all aspects of the question			
Cites evidence from the text			
Demonstrates a deep understanding of history			
Understands the history of this time period			
<b>Written Expressions in Social Studies</b>			
Makes statements directly related to the question			
Introduces the topic/claim with accuracy and clarity			
Uses facts, definitions, concrete details, quotations, and/or other information to answer the question			
Ideas are clearly written			
Uses social studies vocabulary and/or terms			
Is objective/remains impartial to text			
Writes a conclusion that is supported by facts from the stimulus/stimuli			
Grammar rules are followed			

# Task Sheet: SRSD – Writing

## Part I— Think SRSD

SRSD Overview. (n.d.). Retrieved March 20, 2015, from <http://www.thinksrsd.com/srsd-overview/>

“The process approach to writing places the learner and the learner’s needs at the center of interactive learning among teachers and students. Learning is seen as a socially situated activity enhanced in functional and meaningful literacy contexts. Emphasis is placed on creating a community of learners who:

- share and help each other,
- make personal choices about what they read and write,
- take ownership of and responsibility for their learning,
- see writing as a process and a first draft as just that,
- take risks in their reading and writing,
- collaborate in evaluating their efforts and progress.

Students write for real audiences and for real purposes, and are given opportunities for extended writing. Writing conferences, peer collaboration, mini-lessons, modeling, sharing, and classroom dialogue are all essential components.”

- Harris, Schmidt & Graham, 1997, reprinted at: <http://www.lonline.org/article/6207/>

## Self-Regulated Strategy Development’s Stages and Tasks

### **Stage 1:** *Activate and Develop Background Knowledge*

- Build enthusiasm for genre
- Develop background knowledge (and pre-skills)
- Read and discuss models
- Teach genre vocabulary

### **Stage 2:** *Discuss It*

- Teach strategy (mnemonics)
- Map out models with graphic organizers
- Review and repair poor models, together then alone
- Establish benefits of strategy use
- Explore when / where to use strategy (generalization)

**Stage 3: Model It**

- Introduce self-talk
- Introduce focused model think alouds
- Students personalize and record self-statements
- Introduce collaborative writes
- Practice self and peer scoring with scales
- Begin graphing
- Introduce goal setting

**Stage 4: Memorize It**

- Internalize strategy via mnemonics
- Internalize personalized self-statements

**Stage 5: Collaborative Practice**

- Continue collaborative writing experiences
- Support students' strategy use, fading support when ready
- Support self-regulation, fading support when ready
- Provide feedback on writing and self-regulation
- Fade prompting strategy use and self-regulation

**Stage 6: Independent Use**

- Students use strategies and self-regulate independently
- Fade overt self-instruction to covert ("in your head")
- Ensure transfer and buy in to strategies and self-regulation

**Questions to Consider**

1. To what extent is this different from the way you currently teach writing?
2. In what ways do you think SRSD will be beneficial in teaching writing in a social studies class?

With a partner discuss your answers and be prepared to share out.

## **POW TREE+C**

**P**= Pull apart the prompt

What am I being asked to do?

What should I write about?

Turn the prompt into a question that can be answered

**O**= Organize

Label paragraphs with main ideas

Highlight what is important

**W**= Write

Where do I start? Look back at the "O"

**T**= Topic/Thesis

What is my claim?

**R**= Three supporting reasons from the text/history

Why did I make this claim?

**E**= Evidence

How can I prove it with evidence from the text?

**E**= Ending

Did I wrap it up tightly?

**+C**= Counter claim – What do others say?

How would I respond to what others think?

# Task Sheet: POW TREE+C

## Part 1—Individual

- Read the prompt you worked with in this module.
- Use the POW TREE+C strategy as if you were going to answer the prompt. Fill in the graphic organizer with the information from the prompt.

## POW TREE+C GRAPHIC ORGANIZER

<b>P</b>	What am I being asked to do? Turn the prompt into a question.
<b>O</b>	Did I label the main ideas and highlight what is important?
<b>W</b>	Where do I start?
<b>T</b>	Thesis – What is my claim?
<b>R</b>	Why did I make this claim? 3 reasons
<b>E</b>	What text evidence can I use?
<b>E</b>	How am I going to end my response?
<b>+C</b>	How will I handle a counterclaim?



## POW + TIDE

**P**= Pull apart the prompt

What am I being asked to do?

What should I write about?

Turn the prompt into a question that can be answered

**O**= Organize

Label paragraphs with main ideas

Highlight what is important

**W**= Write

Wrap up your essay with a conclusion that summarizes your main point

**T**= Topic sentence

**I** = Important evidence

Use evidence based terms

Cite your sources

Include at least one piece of evidence in each body paragraph

**D**= Detailed examination

Analyze the evidence you have provided

**E**= End

## Module 3: Takeaways

- Students must possess a variety of skills to write like a historian.
- The Tennessee Extended Response Rubric lists many elements of quality historical writing.
- Rubrics support quality writing in a variety of ways.
- POW TREE +C and SRSD writing provide research proven strategies for helping students write like historians.

**What will you share with colleagues about writing like a historian and its implications for our instruction?**



## Module 3: Reflections

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?
2. What one thing will you do differently based on your understanding of this module's content and the rigor of the standards?
3. What do you want to learn more about in order to implement the learning in your practice?
4. What questions do you still have? (Please leave questions on the Needs/Gots Chart on the wall.)



# **Module 4**

# **Planning for the New**

# **Rigor**





## Module 4: Rationale

“Rigor may mean rethinking the kinds of instruction you are providing and the kinds of responses you are asking of your students.”

-Dr. Linda Wallinger  
Assistant Superintendent for Instruction Virginia  
Department of Education



## Module 4: Goals

Participants will deepen their understanding of planning by:

- Analyzing the Performance Level Descriptors
- Reviewing the Process Guide
- Addressing resources made available by the Tennessee Department of Education

Course of Study

Examination of the Standards

Questioning Strategies

Writing Like A Historian

**Planning for the New Rigor**



## **Module 4: Session Activities**

Participants will engage in the following activities:

- An analysis of Performance Level Descriptors
- A discussion of how the Process Guide can help facilitate professional planning at the school level
- An overview of state legislation that effect the social studies classroom and resources that have been provided to meet these expectations

# Task Sheet: Performance Level Descriptors

In spring 2014, Tennessee educators in grades 3-8 and U.S. History drafted Performance Level Descriptors (PLDs) to broadly describe the content knowledge, skills, and practices students performing at a given level should be able to demonstrate at each particular grade level.

These PLDs will serve as the basis for standard setting following the first operational administration.

## Part I — Partner

1. Go to Performance Level Descriptors in Participant Packet #2.
2. With a partner choose an era.
  - What differences do you notice between the different levels?
  - What similarities do you notice between the different levels?
  - Take one standard from your chosen era and chart how you will move students from below basic to basic and from proficient to advanced. Partners need to be prepared to share with the group.

## Part II— Whole Group Discussion



# Task Sheet: Process Guide for Instructional Planning

## Part I—Whole Group

- Read the Process Guide in Participant Packet #2

## Part II—Individual

Reflect by answering the following questions:

- How can you and the team at your school use this process guide with your planning?
- What step do you think you need to focus the most on and why?

## Part III—Whole Group Discussion

- What are your takeaways from the process guide?

# Civics Legislation and Project Based Learning

In 2012 the Tennessee General Assembly passed the following law:

## **T.C.A. 49-6-1028**

1. Beginning with the 2012-2013 school year, in conjunction with the social studies curriculum, all \*LEAs shall implement a project-based assessment in civics at least once in grades 4-8 and at least once in grades 9-12. The assessments shall be developed by the LEA and designed to measure the civics learning objectives contained in the social studies curriculum and to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United States constitutions.
2. The Department of Education may seek the assistance of appropriate outside entities, including the Tennessee Center for Civic Learning and Engagement, to assist it with the implementation of any necessary professional development on the use of project based assessments of civics learning.
3. For the purposes of this section, "project-based" means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.
4. LEAs shall submit verification of implementation of this section to the Department of Education.

\*LEA = local education agency



# Tennessee Code

2010 Tennessee Code

Title 49-Education

Chapter 6-Elementary and Secondary Education

Part 10-Curriculum Generally

49-6-1006-Black History and Culture.

## **49-6-1006. Black history and culture.**

**(a)** The course of instruction in all public schools should include, at some appropriate grade level or levels, as determined by the local board of education, courses and content designed to educate children in black history and culture and the contribution of black people to the history and development of this country and of the world. The general assembly finds that the goal of curriculum shall include the history, heritage, culture, experience and ultimate destiny of all social, ethnic, gender and national groups and individuals, and that such are represented as interdependent, interactive and complementary. The state board of education shall include multicultural diversity when developing frameworks and curricula to be taught at appropriate grade levels kindergarten through grade twelve (K-12).

**(b)** The commissioner of education shall annually advise all school district boards of education of this section.

**(c)** The study materials used in the course of instruction authorized by this section shall follow the state board of education's guidelines concerning pornography.

[Acts 1972, ch. 799, §§ 1-3; 1974, ch. 654, § 117; T.C.A., § 49-1927; Acts 1992, ch. 535, § 54.]



## Module 4: Takeaways

1. In what ways can you use the PLDs to help your students move to the next grading category?
2. How does the Process Guide help with your planning?

**What will you share with your colleagues about resources and planning for the school year?**





Department of Education May 2015; Publication Authorization No. 331001; 1570 copies.  
This public document was promulgated at a cost of \$8.10 per copy.

