
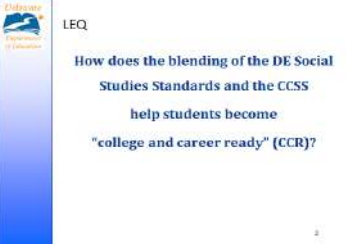






### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	Title	Introduce the session by discussing the importance of the CCSS in History/ Social Studies	<ul style="list-style-type: none"> <li>• Prepare a Facilitator PowerPoint and a participant PowerPoint. Answers are shown on facilitator's</li> </ul>	Whole
	LEQ	The CCSS does not tell you what to teach. You have your state standards that are state specific content. The CCSS states how students should acquire the content.	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole
	Agenda	Go through each item quickly	<ul style="list-style-type: none"> <li>• PPT for note- taking</li> </ul>	Whole



## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Making the Declaration of Independence Come Alive</b> Grades 9-10, History, Independence  <a href="https://www.teachingchannel.org/videos/teaching-declaration-of-independence">https://www.teachingchannel.org/videos/teaching-declaration-of-independence</a></p> 	<p>Video Teaching Channel</p>	<p>Why this activity? Activating Strategy to get the participants thinking about the strategies used to teach in their classroom as compared to the instructional strategies used in the video.</p> <p>Pose the following questions:</p> <ul style="list-style-type: none"> <li>As you watch the video think and write about How instruction in the video is similar to instruction in your classroom</li> <li>How instruction in the video different</li> </ul> <p>Show video, then have the participants discuss the similarities and differences with a partner then with the group.</p> <p>Lesson Objective: Connect the Declaration of Independence to the American identity Length 9 min</p> <p>Questions to Consider</p> <p>Why is the break up letter an effective way to engage students?</p> <p>What strategies do Ms. Katznelson and Mr. David use to support students in constructing their own knowledge?</p> <p>How are the four themes developed throughout the lesson?</p> <p>Social Studies Coalition comments: The</p>	<ul style="list-style-type: none"> <li>Copy of CCSS</li> <li>How this is similar to their classroom instruction and how this is different? (jot answers/notes on ppt notes)</li> <li>PPT for note-taking</li> </ul>	<p>Whole</p>

### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>revised US History curriculum (8<sup>th</sup> and 11<sup>th</sup> grade) and World History (grade 12) rely heavily on primary source analysis and evaluation. This video shows students interacting with the text in a social studies class.</p>		
 <p><b>The Three Big Shifts for Social Studies, Science and Technical Subjects:</b></p> <ul style="list-style-type: none"> <li>• Building knowledge through content-rich nonfiction</li> <li>• Reading, writing, and speaking grounded in evidence from text</li> <li>• Regular practice with complex texts and their academic vocabulary</li> </ul>		<p>Did you see these in the video?</p> <p>Bullet 1: Have the students read the text closely: more than once to increase understanding</p> <p>Bullet 2: Students need to go beyond reading the text by writing and speaking about what they read. Their opinions/arguments should be grounded in the evidence from the text.</p> <p>Bullet 3: Students need to have practice reading and making sense of Primary sources ..</p>		Pairs/Group

## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>Let's start out with an overview and structure of the CCSS.</p>		<p>Group</p>
	<p>Background CCSS</p>	<p>Highlight the most important points: The <b>Common Core State Standards Initiative (CCSSI)</b> is a state-led effort coordinated by two groups:</p> <ul style="list-style-type: none"> <li>• <b>National Governors Association (NGA)</b></li> <li>• <b>Council of Chief State School Officers (CCSSO).</b></li> </ul> <p>In short, Achieve brought together business and political concerns in a non-profit organization to design new academic standards. They began with five states in a project to develop the <a href="#">American Diploma Project (ADP)</a>.</p> <p>Here's the basis of what eventually became the Common Core Standards Initiative. They developed a series of rigorous standards that presented the skills and knowledge that should be exemplified by every student given a high school</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole</p>



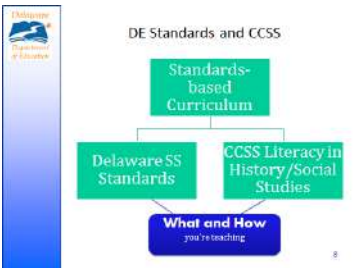
### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>diploma.</p> <p>Right from the start, business and political men have been involved in the ADP efforts. Former Co-Chairs of Achieve, Inc. include Louis V. Gerstner, former CEO of IBM, Craig Barrett, former CEO of Intel, and several state governors.</p> <p>Forty-five of the fifty states in the United States are members of the initiative, with the states of <a href="#">Texas</a>, <a href="#">Virginia</a>, <a href="#">Alaska</a>, and <a href="#">Nebraska</a> not adopting the initiative at a state level.<sup>[8]</sup> <a href="#">Minnesota</a> has adopted the English Language Arts standards but not the Mathematics standards.</p> <p>The District of Columbia, the U.S. Virgin Islands, Guam, the Northern Mariana Islands, and the American Samoa Islands have also adopted the standards. Puerto Rico has not adopted the standards.</p> <p>Nation’s governors and corporate leaders (Gates, Craig Barrett of Intel, Lious Gerstner of IBM) founded Achieve, Inc. in 1996. Achieve brought together business and political concerns in a non-profit, bipartisan organization to design new academic standards. They began with five states in a project to develop the <a href="#">American</a></p>		

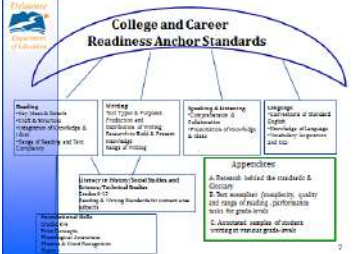
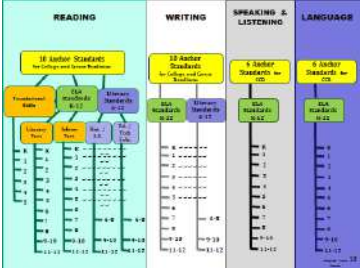
### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p><a href="#">Diploma Project</a> (ADP).            A report titled, "Ready or Not: Creating a High School Diploma That Counts," from 2004 found that both employers and colleges are demanding more of high school graduates than in the past. According to Achieve, Inc., "current high-school exit expectations fall well short of [employer and college] demands. The report explains that the major problem currently facing the American school system is that high school graduates were not provided with the skills and knowledge they needed to succeed. "While students and their parents may still believe that the diploma reflects adequate preparation for the intellectual demands of adult life, in reality it falls far short of this common-sense goal." (page 1). The report continues that the diploma itself lost its value because graduates could not compete successfully beyond high school, and that the solution to this problem is a common set of rigorous standards.            In 2009 the National Governors Association hired <a href="#">David Coleman</a> and Student Achievement to write curriculum</p>		

### Discipline Specific Literacy: History/ Social Studies


TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>standards in the areas of literacy and mathematics instruction. Announced on June 1, 2009,<sup>[6]</sup> the initiative's stated purpose is to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them."<sup>[7]</sup> Additionally, "The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers," which will place American students in a position in which they can compete in a global economy.<sup>[7]</sup></p>		
	DE SS/CCSS	<p>Parallel for a reason. They are on even playing field. They are just as important. <i>It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.</i></p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole

## Discipline Specific Literacy: History/ Social Studies



TOPIC : Module 3: Discipline Specific Literacy	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	Umbrella Chart	<p>Clarify that there are only 2 CCSS only ELA and Math. <b>Give them a copy of this to refer to.</b></p> <p><b>Clarify</b> for participants that there are only two sets of Common Core State Standards: one for mathematics and one for English language arts and literacy in the content areas. There are no CCSS for science or history <u>content</u>.</p> <p><b>Note</b> that in the elementary grades, the same set of standards apply to English language arts and the content areas, whereas at the secondary level, a separate set of standards specific to the content areas are included.</p>	<ul style="list-style-type: none"> <li>Copy of Umbrella Chart for Participants (hard to see on PPT)</li> </ul>	Whole
	Parallel Background	<p>Roadmap from Kansas</p> <p><b>Show</b> the slide and point out that the subheadings and numbering system are parallel throughout all the elementary grades, secondary English Language Arts and content area grade bands.</p> <p><b>For instance, the facilitator might say,</b> "Here's a graphic representation of the Reading strand. It shows the parallel organization that extends through the grades and through the subjects, based on</p>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole




### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>the CCRs. When we look closely, we see exactly the same subheadings and numbering system in the strands as in the CCRs.</p> <p>Reading CCR #5, for instance, is about examining the structure of texts. So, we would expect to find grade-level standards at kindergarten, first grade, second grade, etc. right up through 11-12<sup>th</sup> grade – in the content areas as well as English Language Arts – that create a steady progression of increasingly complex levels of structural analysis.</p> <p>Let’s take a look at a sampling of these grade-specific standards at a couple of grade levels.”</p>		
 <p>Coding of Standards</p> <ul style="list-style-type: none"> <li>• Individual grade band-specific standards are identified by their: <ul style="list-style-type: none"> <li>- strand,</li> <li>- grade band, and</li> <li>- number</li> </ul> </li> <li>• RH.9-10.3 <ul style="list-style-type: none"> <li>- Reading for Literacy in History/Social Studies</li> <li>- Grade band 9-10</li> <li>- Standard 3.</li> </ul> </li> </ul> <p style="text-align: right;">11</p>	Coding of Standards	Explain the coding using the example at the bottom of the slide		Whole


## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p style="text-align: center;"><b>Literacy and the CCSS Social Studies Standards</b></p>				
 <p style="text-align: center;">Vertical Articulation: <b>CMCS STANDARD ONE: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy (government).</b></p> <ul style="list-style-type: none"> <li>• <b>Civics Standard One 9-12:</b> Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.</li> <li>• <b>Civics Standard One 6-8:</b> Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</li> <li>• <b>Civics Standard One 4-5:</b> Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.</li> <li>• <b>Civics Standard One K-3:</b> Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.</li> </ul>	<p><b>Vertical Articulation DE SS</b></p>	<p>This is specific to Delaware’s SS Standards. This is the content you are teaching and teaching well. Notice that the standards build from grade band to grade band.</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole</p>

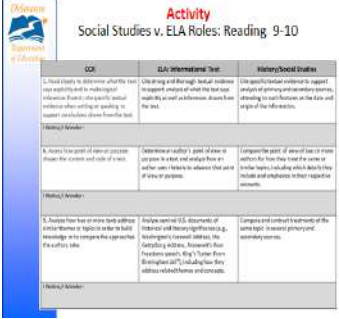
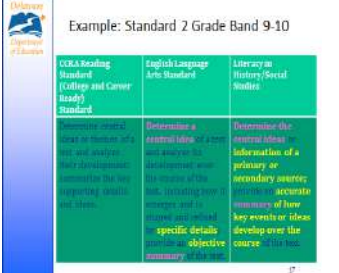
## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Vertical Articulation: Reading (CR.8): Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text ... relate to each other and the whole.</p> <ul style="list-style-type: none"> <li>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</li> <li>RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> <li>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>RI.K.5: Identify the front cover, back cover, and title page of a book.</li> </ul>	<p>Vertical Articulation Literacy CCSS</p>	<p><b>Highlight how the standards are similar CCSS</b></p> <p><b>Possible activity-Handout: CCSS Standards without grade level coding</b></p> <p><b>Sort these before showing this slide.</b></p> <p><b>Show</b> the specific examples from Reading Informational Text of how “back-mapping” creates parallel standards at each grade level. They describe what students need to know and be able to do at each grade level/band in order to reach the College and Career Readiness level by the end of 12<sup>th</sup> grade. (Note that these four levels have been selected as examples, and that parallel standards exist at each of the other grades —1, 2, 3, 5, 6, 7, 8, and 11-12.)</p> <p><b>Point out</b> that it is important to note that, from one grade level to the next, each “step up” in the task description is matched by a “step up” in the level of text difficulty.</p> <p><b>For instance, the facilitator might say,</b> “Here we have four examples of grade-specific standards from Reading Informational Text that build in complexity. The result of this ‘back-mapping’ strategy</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• (optional)Activity: Sort standards in order of grade level bands to see vertical articulation</li> </ul>	<p>Partner/Small Group</p>

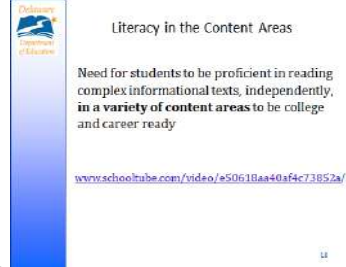
## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>is a series of parallel standards at each grade level or band and in each content area that describes a steady learning progression from kindergarten to graduation. They describe what all students need to know and be able to do in order to be ready for the next level without remediation. It is important to remember that in Reading, each ‘step up’ in the task difficulty is matched by a ‘step up’ in the level of text difficulty. So, at each grade level, all students are expected to perform increasingly more advanced tasks (in this case, analyses) with increasingly more challenging texts.</p>		
 <p><b>VERTICAL ARTICULATION</b> CCSS ELA-Literacy: CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> <li>▶ <b>CCSS ELA-Literacy: RH.11-12.6</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>▶ <b>CCSS ELA-Literacy: RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>▶ <b>CCSS ELA-Literacy: RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> </ul> <p style="text-align: right; font-size: small;">15</p>		<p><b>Notice how this Reading History Standard changes from grade band to grade band. Read and discuss with a partner.</b></p>		<p>Partner/Whole Group</p>




## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS												
 <p><b>Activity</b> Social Studies v. ELA Roles: Reading 9-10</p> <table border="1" data-bbox="136 511 430 738"> <thead> <tr> <th>ICE</th> <th>ELA Informational Text</th> <th>History/Social Studies</th> </tr> </thead> <tbody> <tr> <td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td> <td>1. Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td> <td>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.</td> </tr> <tr> <td>2. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.</td> <td>2. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.</td> <td>2. Compare the point of view of two or more authors to how they treat the same or similar topics, including which ideas they include and emphasize in their reporting on the events.</td> </tr> <tr> <td>3. Analyze how two or more texts address similar issues or topics in order to build knowledge or to compare the approaches to the subject.</td> <td>3. Analyze several U.S. documents of historical and literary significance, including the Declaration of Independence, the Constitution, and the Emancipation Proclamation, and analyze their individual forms and contexts.</td> <td>3. Compare and contrast to judgments of the same topic in several generations of secondary sources.</td> </tr> </tbody> </table>	ICE	ELA Informational Text	History/Social Studies	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.	2. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.	2. Compare the point of view of two or more authors to how they treat the same or similar topics, including which ideas they include and emphasize in their reporting on the events.	3. Analyze how two or more texts address similar issues or topics in order to build knowledge or to compare the approaches to the subject.	3. Analyze several U.S. documents of historical and literary significance, including the Declaration of Independence, the Constitution, and the Emancipation Proclamation, and analyze their individual forms and contexts.	3. Compare and contrast to judgments of the same topic in several generations of secondary sources.	<p>Social Studies v. ELA Roles: Reading 9 - 10</p>	<p>Show them example on the next slide. Why this activity? To experience how the ELA standards are similar to the History/Social Studies standards. However they are SPECIFIC to Social Studies and History</p> <p>Handout: Participants may choose the grade band they would like for this activity (6-8, 9-10, 11-12)</p> <p>Participants compare ELA Informational Text and History/Social Studies standards 1,6, and 9.</p> <p>Suggest that they use 2 different color highlighters to find</p> <ul style="list-style-type: none"> <li>the wording that is similar (One Color)</li> <li>The wording that is specific to ELA or SS (another color)</li> </ul>	<ul style="list-style-type: none"> <li>Handout: give participants choice of 6-8,9-10, 11-12 grade bands.</li> <li>Activity “I notice I wonder”</li> <li>Highlight words that are the same and words that are different</li> </ul>	<p>Partner/Small Group</p>
ICE	ELA Informational Text	History/Social Studies														
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 <p>Example: Standard 2 Grade Band 9-10</p> <table border="1" data-bbox="136 1185 430 1396"> <thead> <tr> <th>ELA Reading Standard (College and Career Ready) Standard</th> <th>English Language Arts Standard</th> <th>Literacy in History/Social Studies</th> </tr> </thead> <tbody> <tr> <td>1. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.</td> <td>1. Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td> <td>1. Determine the central ideas or information of a primary or secondary source; analyze how these ideas or information are developed over the course of the text.</td> </tr> </tbody> </table>	ELA Reading Standard (College and Career Ready) Standard	English Language Arts Standard	Literacy in History/Social Studies	1. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.	1. Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1. Determine the central ideas or information of a primary or secondary source; analyze how these ideas or information are developed over the course of the text.		<p>Same: Determine a central idea and summarize</p> <p>Differences: Information of a primary or secondary source is added to history/ social studies</p> <p>Key events or ideas in SS</p>		<p>Partners/Whole Group</p>						
ELA Reading Standard (College and Career Ready) Standard	English Language Arts Standard	Literacy in History/Social Studies														
1. Analyze how main ideas and supporting details are developed and related to the topic and the issue or problem at hand.	1. Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1. Determine the central ideas or information of a primary or secondary source; analyze how these ideas or information are developed over the course of the text.														



### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	<p>David Coleman Video</p>	<p>Why this video? David Coleman is one of the authors of the CCSS. He explains how the ELA Standards apply -- and require mastery -- across several disciplines (History/Social Studies, Science, and Technical Subjects)</p> <ul style="list-style-type: none"> <li>• In-depth discussion of Madison and Federalist Paper 51</li> </ul> <p>While viewing the video, think about an AHA and or OH NO moments. Write them on post its and place on chart paper. Discuss the participants' responses. This video is about: How ELA Standards apply -- and require mastery -- across several disciplines (History/Social Studies, Science, and Technical Subjects)</p>	<ul style="list-style-type: none"> <li>• Post Its for Ahas and Oh Nos</li> </ul>	<p>Individual/Whole Group</p>

## Discipline Specific Literacy: History/ Social Studies




TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Literacy in the Content Areas</p> <p>Need for students to be proficient in reading complex informational texts, independently, in a variety of content areas to be college and career ready</p> <p><a href="http://www.schooltube.com/video/e50618aa40af4c73852a/">www.schooltube.com/video/e50618aa40af4c73852a/</a></p>	NAEP	This is shared responsibility across disciplines-not just ELA.		Whole
 <p>Smarter Balanced Performance Tasks</p>				Whole
 <p>The value of Literacy in Social Studies</p> <ul style="list-style-type: none"> <li>discipline-specific vocabulary</li> <li>unique text structures</li> <li>critical analysis and evidence</li> <li>deeper, complex habits of mind</li> <li>develop informational/technical writing skills</li> <li>authenticity, relevance, real life application</li> </ul>	Value of Literacy in Social Studies	<p><b>Participants will look at a Smarter Balanced performance task to find how the criteria listed this slide is embedded.</b></p> <p><i>From standards doc:</i></p> <p><i>Reading is critical to building knowledge in <b>history/social studies</b> as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of</i></p>		Whole

## Discipline Specific Literacy: History/ Social Studies

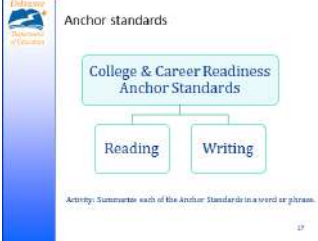

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p><i>evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts</i></p>		
	<p>Where is Criteria Embedded?</p>	<p>Participants dig into SBAC performance tasks to search for where these criteria are embedded            HAND OUT: "Scavenger Hunt: Smarter Balanced Performance Task"            Scavenger Hunt:            Find examples of how each of the criteria listed on the slide is embedded.            Participants can choose either the Grade 8 or Grade 10 sample performance task.            SBAC Participatory budgeting Grade 10            SBAC Internal Right of Luxury Grade 8</p>	<ul style="list-style-type: none"> <li>• <b>Scavenger Hunt:</b> SBAC Performance Tasks 8<sup>th</sup> and 10<sup>th</sup>. Participants can choose</li> <li>• Share out</li> </ul>	<p>Partner/Small Group</p>
	<p>Quote about Content</p>	<p>Read quote and discuss with your partner the implications.</p>		<p>Whole</p>





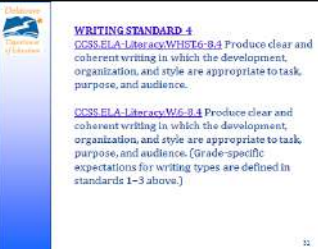
### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	Activity Political Cartoon	Participants read SBAC Political Cartoons grade 10 Performance Task and discuss the question on this slide and record their thoughts on chart paper. Chart paper 10 minutes to go through w partner 10 minutes to share and write their list then share with the group Compare contrast what other pairs have listed	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Political Cartoon performance task</li> </ul>	Partner/Small Group
	Think Ink Share Activity	Think Ink Share Smarter Balanced examples MS and HS In pairs, think ink share then discuss with whole group.		Partner/Small Group
				

## Discipline Specific Literacy: History/ Social Studies



TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Anchor standards</p> <p>College &amp; Career Readiness Anchor Standards</p> <p>Reading Writing</p> <p>Activity: Summarize each of the Anchor Standards in a word or phrase.</p>		<p>Why this activity? When planning lessons, this is an easy way to find what standards you are teaching. Once you know what anchor standard, you can look at the grade specific standard.</p> <p>Name the Standards activity (10 minutes)</p> <p>2 Hand outs:</p> <ul style="list-style-type: none"> <li>Name the Standards in One Word/Phrase Reading</li> <li>Name the Standards in One Word/Phrase Writing</li> </ul> <p>GO TO NEXT SLIDE before they begin working</p> <p><b>To save time, an option may be to divide the groups so that they do not have to do all 10 reading and 6 writing standards. Have each group share their standard(s) and one word summary.</b></p>	<ul style="list-style-type: none"> <li>Omit if they had Shift Training</li> <li>Name the Standards Handouts Reading/Writing</li> <li>This activity can be scaffolded for the participants by giving them the one word summarizers cut apart so that they can match each word to the standard rather than them having to think of each summarizing word.</li> </ul>	Whole/Pairs
 <p>Anchor Standard 1 Reading</p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>One Word Summary: Evidence</p>	Anchor Standard Reading	Model the first standard with the group before they work in pairs to summarize each anchor standard for reading and writing.		Partner/Small Group

## Discipline Specific Literacy: History/ Social Studies




TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Reading Anchor Standards Summary</p> <ul style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Analyze how main ideas and supporting details are developed in the text and how style and language contribute to an author's meaning and purpose.</li> <li>3. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> <li>4. Compare and contrast texts, media, and formats, using the same or different media and formats to present information.</li> <li>5. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> <li>6. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> <li>7. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> <li>8. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> <li>9. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> <li>10. Analyze the main ideas and supporting details presented in diverse media and formats, including digital media, visual media, and quantitative data.</li> </ul>	Answers Reading	<p>Have the participants go through each answer and compare them to their responses.</p> <p>Ask them to discuss how the Anchor Standards should influence their planning for Social Studies instruction.</p>	<ul style="list-style-type: none"> <li>• Paper copies for each participant</li> </ul>	Partner/Small Group
 <p>CCSS Writing</p> <ul style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence.</li> <li>2. Write informative/explanatory texts in which they introduce a topic, explain ideas and issues, analyze a topic or issue, and make connections to larger issues and perspectives.</li> <li>3. Write narratives to relate experiences and events, using descriptive details, clear event sequences, and dialogue to engage an audience and illustrate experiences and perspectives.</li> <li>4. Write research papers in which they present claims, analyze relevant evidence, and use appropriate style and formatting.</li> <li>5. Write informative/explanatory texts in which they introduce a topic, explain ideas and issues, analyze a topic or issue, and make connections to larger issues and perspectives.</li> <li>6. Write narratives to relate experiences and events, using descriptive details, clear event sequences, and dialogue to engage an audience and illustrate experiences and perspectives.</li> <li>7. Write research papers in which they present claims, analyze relevant evidence, and use appropriate style and formatting.</li> <li>8. Write informative/explanatory texts in which they introduce a topic, explain ideas and issues, analyze a topic or issue, and make connections to larger issues and perspectives.</li> <li>9. Write narratives to relate experiences and events, using descriptive details, clear event sequences, and dialogue to engage an audience and illustrate experiences and perspectives.</li> <li>10. Write research papers in which they present claims, analyze relevant evidence, and use appropriate style and formatting.</li> </ul>	Answers Writing	<p>9 of 10 standards are the same</p> <p>Narrative writing is only omission in SS</p> <p>So what does this say about Social Studies' role in writing instruction?</p> <p>p/t same level of writing expected</p>	<ul style="list-style-type: none"> <li>• Paper copies for each participants</li> </ul>	Partner/small group
 <p><b>WRITING STANDARD 4</b>  <a href="#">CCSS.ELA.Literacy.WHST.6-8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA.Literacy.W.6-8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	Writing Standard ELA/Social Studies	Look at the similarities		Pairs/Whole Group





### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	<p>Integration of Rich Texts in Social Studies</p>	<p>Handout: Integration of Rich Texts in Social Studies Self-Assessment            Participants think about the texts that they use during instruction and what they have the students do with the texts.            Place to start w text            Primary/secondary            Primary Source: Document or object created during time of study/time period            Examples-Declaration of Independence, Gettysburg Address, Diary of Anne Frank            Secondary Source: Interprets and analyzes primary source, removed one or more steps from the event            Examples: Textbooks, publications, commentaries</p>	<ul style="list-style-type: none"> <li>Handout: Self-Assessment</li> </ul>	<p>Whole</p>
				

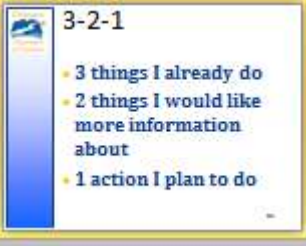
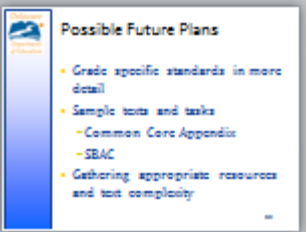
## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Article: Five Strategies to Infuse CCSS with Social Studies Instruction</b> By Dr. Kristen Swanson</p>		<p>If time allows give pairs one strategy to read and then share with the group</p>	<ul style="list-style-type: none"> <li>Copies of article</li> </ul>	
 <p>Social Studies Resources</p> <ul style="list-style-type: none"> <li><a href="http://docsteach.org/">http://docsteach.org/</a> Ready-to-use tools for teaching documents in the classroom and thousands of primary source documents selected from the national archives.</li> <li><a href="http://sheg.stanford.edu/rjh">http://sheg.stanford.edu/rjh</a> Lesson plans developed by Stanford University Professors on how to approach historical primary and secondary sources from as professional historians do.</li> </ul>		<p>Describe each website Click on websites that interest the participants Ask them if they use any other websites or resources not mentioned.</p>		Whole
 <p>Resources Continued</p> <ul style="list-style-type: none"> <li><a href="http://learning.blogs.nytimes.com">http://learning.blogs.nytimes.com</a> Lesson plans for using current and past New York Times articles in the classroom. Teachers can also search for past lessons and topics.</li> <li><a href="https://www.georgiastandards.org/Common-Core/Pages/CCGPS_Literacy.aspx">https://www.georgiastandards.org/Common-Core/Pages/CCGPS_Literacy.aspx</a> Link to Georgia's resources for Literacy in History/Social Studies, Science, and Technical Subjects.</li> </ul>				

## Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Resources Continued</p> <ul style="list-style-type: none"> <li>• <a href="https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-wisconsin-social-studies/critical-texts/social-studies-fiction-non-fiction-suggestions">https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-wisconsin-social-studies/critical-texts/social-studies-fiction-non-fiction-suggestions</a></li> </ul> <p>Social Studies Fiction &amp; Informational Text Suggestions</p>				
 <p><b>Reading Like a Historian: Overview</b> A Reading Like a Historian Lesson In Action</p> <p><a href="https://www.teschlogchannel.org/videos/reading-like-a-historian-curriculum">https://www.teschlogchannel.org/videos/reading-like-a-historian-curriculum</a></p> <p>What do students have to say about Reading Like a Historian Curriculum? Lesson Plans</p> <p><a href="http://shesg.stanford.edu/rh">http://shesg.stanford.edu/rh</a></p>		<p>Use the first video to wrap up. Lesson Objective: Develop critical thinking skills while engaging in historical inquiry Length 10 min</p> <p>Questions to Consider</p> <ul style="list-style-type: none"> <li>• How does using an inquiry approach increase engagement?</li> <li>• Professor Wineburg says this curriculum "turns history into a series of questions instead of a series of answers." What effect does this have?</li> <li>• How can students apply their "historian skills" to other contexts?</li> </ul> <p>The second link (optional) shows students talking about their experiences in a Reading Like a Historian Classroom</p> <p><i>The second video shows students talking about how Reading Like a</i></p>		Whole

### Discipline Specific Literacy: History/ Social Studies

TOPIC : <b>Module 3: Discipline Specific Literacy</b>	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p><i>Historian courses are different and authentic learning takes place. Use if time allows.</i></p>		
 <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• 3 things I already do</li> <li>• 2 things I would like more information about</li> <li>• 1 action I plan to do</li> </ul>	Future Plans 3-2-1	<p><b>Action Steps</b> Have participants complete this on Post It notes. Collect these as the participants leave.</p>	<ul style="list-style-type: none"> <li>• 3-2-1</li> <li>• 3 already do</li> <li>• 2 would like more info about</li> <li>• 1 action –I will do</li> </ul>	Whole/Individual
 <p><b>Possible Future Plans</b></p> <ul style="list-style-type: none"> <li>• Grade specific standards in more detail</li> <li>• Sample tests and tasks               <ul style="list-style-type: none"> <li>- Common Core Appendix</li> <li>- SBAC</li> </ul> </li> <li>• Gathering appropriate resources and test complexity</li> </ul>		<p>This could be addressed if time allows or suggest that they have discussions during PLC's.</p>		