

## Essential Components for Instruction (C-2)

**DIRECTIONS:** With your support provider, discuss and record information to ensure all essential components for instruction are considered when designing your lesson series.

- 8 Clear Education Specialist candidates in non-traditional educational settings consider the areas of need as identified in the Individual Transition Plan or the Individual Family Service Plan.

Participating Teacher: David Cummings	Support Provider: Jennifer Burns
Content Area: Social Studies U.S. History  Grade/Period: 11 <sup>th</sup> Grade	Beginning Date:   Ending Date:
<b>COMMON CORE AND OR CONTENT STANDARDS</b>	
<p>What Common Core State Standards and/or Content Standards will be addressed in this lesson series? <i>(This may be addressed through Assessment Claims, Target-Standards Bundle language, SBAC)</i></p> <p><b>11.8 Students analyze the economic boom and social transformation of post–World War II America.</b></p> <p>11.8.1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.</p> <p>11.8.3. Examine Truman’s labor policy and congressional reaction to it.</p> <p>11.8.4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.</p> <p>11.8.5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</p> <p>11.8.6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</p> <p>11.8.7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p> <p>11.8.8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p> <p>What are the ELD Standards that are integrated into this lesson series?</p> <p>Students will focus on the following sections of the ELD Standards for Grade 11: Part I: Interacting in Meaningful Ways</p> <ul style="list-style-type: none"> <li>A. Collaborative             <ul style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</li> </ul> </li> <li>B. Interpretive             <ul style="list-style-type: none"> <li>2. Listening actively to spoken English in a range of social and academic contexts</li> </ul> </li> </ul>	
<b>ASSESSMENT FOR LEARNING</b>	
<p>Describe the planned entry-level assessment that will be used to measure the skills necessary for mastery of the standard(s).</p> <p>The entry-level assessment will be a fill-in-the-blank 20 question vocabulary quiz, which also includes a wordbank. The questions were created based on the important concepts covering the unit of study, and with the background knowledge that they should have on this material, they should be able to answer correctly a handful of the questions by narrowing down the choices. For example, a lot of students were able to answer correctly the following two questions: Beginning in the years immediately after the war, and ending more than a decade later; the _____ (baby boom) saw birth rates in the US start to decline</p>	

after 1957. Furthermore, if students used deductive reasoning, they could figure out the answer to the question pertaining to Julius and Ethel Rosenberg, because it's the only question that involves people as an answer, the question states: \_\_\_\_\_ were American citizens who spied for the Soviet Union...

I almost feel as if some students give up when they don't recognize certain words. I will look to increase student motivation by employing the use of vocabulary learning games.

#### FOUR ATTRIBUTES OF FORMATIVE ASSESSMENT (SBAC)

Clarify the intended learning targets with learner friendly language and success criteria which will indicate measurable growth.

Students will be able to explain using key vocabulary, the conflicts brought about by the Cold War. Students will practice using Kahoot and Charades to study.

Students will be able to pass the post-test assessment (the same as the pre-test), with a score of 80% or above.

Students will be able to analyze and explain 1950s Propaganda as utilized by the advertising industry.

Students will be able to compare and contrast using a double-bubble thinking map, the 1920s and the 1950s post-war societies.

Describe some of the ways (e.g., teacher tools, self-assessment, peer assessment, etc.) you will elicit evidence throughout the lesson series. Include where and how you will take opportunities to *interpret evidence* and *act on evidence* in order to adjust instruction.

I will use both formal and informal methods to check for/ elicit evidence throughout the lesson series. This will include think-pair-share opportunities, cold-calling/socratic questioning, Kahoot and Charades learning game practice, classroom discussions and small group collaboration. I will be utilizing the double-bubble thinking map to compare and contrast the post-war cultures of the 1920s and the 1950s.

#### ASSESSMENT OF LEARNING

Describe the summative assessment that will be used to measure the skills necessary for mastery of the standard(s).

Students will be given the same fill-in-the-blank vocabulary quiz at the end of the unit. I expect all students to score above 80% on the 20 question quiz. In addition to taking the pre-test over again, students will present evidence of their learning by submitting their group 1950s advertisement television commercials showcasing an understanding of the 1950s Consumer Culture. They will also take a formal 40 question multiple choice exam, after which students can choose to come in and complete test corrections to improve their scores.

Select the *item type(s)* that will be used to assess student learning:

Selected Response      Constructed Response      Computer Adaptive Testing (CAT)      Performance Task  
X

#### ESSENTIAL QUESTIONS

Developing essential questions helps students transfer knowledge and learning within disciplines. Essential questions should be:

- Timeless or important
- Universal in nature
- Elemental or foundation inquiries within a discipline
- Vital or necessary to personal understanding

Develop an essential question(s) that will guide the focus of your unit.

How can I utilize Kahoot and Charades to improve vocabulary retention and mastery?

How can I use thinking maps to increase my student's evaluative and analytical skills?

### Essential Components for Instruction (C-2) continued

## RELEVANCE

How will students apply the learning to real world situations?

This question made me think a lot, and while I constantly bring up and answer questions on more relevant material, I always make an effort to relate topics to modern day and show how it connects. One example, was that I had my students watch a short documentary on the 1920s Scopes Monkey Trial. I followed that up with a question and answer discussion session to clarify things from the document. This takes place directly before I make them watch a short clip of the Bill Nye and Ken Ham Creation Science vs Science 2014 Debate. This is just one example, but I thought to myself that I could be doing more. I've been introduced to and am exploring the upcoming C3 Framework for social science instruction within the classroom that the state of California is soon to adopt, and I've centered part of my inquiry around the C3 Essential Question idea and the aforementioned attributes:

"Students will be able to analyze and explain 1950s Propaganda as utilized by the advertising industry. Students will be able to compare and contrast using a double-bubble thinking map, the 1920s and the 1950s post-war societies."

To go further, I plan to pose a question for discussion, asking students to brainstorm and perhaps, utilizing a thinking map such as the double-bubble, explore possible connections behind Consumer propaganda from the 1950s and today.

How will other subjects or subject matter be integrated in this lesson series?

Within this lesson series, the use of film and editing software will be utilized by my students when creating their television advertisement group project. Additionally, language arts components will be incorporated, as students continue to work on and finish up their written DBQ response essays to the question of Why did Japan Attack Pearl Harbor.

## TECHNOLOGY

During this lesson series, how will students interact with technology to enhance and/or publish their understanding of the content?

Not only will students be creating YouTube 1950s advertisement commercials and uploading them to the classroom message board: <http://www.rooseveltcpush.com/50s-culture-on-tv-project.html#/news/>, but students will make use of the classroom website not only to complete assignments, but submit them as well. One of the technological aspects I've adopted into my classroom is the use of the website Padlet, where students can fulfill each unit their vocabulary requirement. Students have the option to create 45 flash cards, or they can create and add in pictures to a set of digital flash cards. Students complete their padelt and then turn in their work/link to a Google Forms Link on my website:

[https://docs.google.com/forms/d/1t1RN9g7c\\_Hcrk1zMNSu1J9aoqqAeBYy7A3kUfbwv37k/viewform?c=0&w=1](https://docs.google.com/forms/d/1t1RN9g7c_Hcrk1zMNSu1J9aoqqAeBYy7A3kUfbwv37k/viewform?c=0&w=1)

Students are encouraged to take notes at home, as both the PowerPoints and the guided lecture notes are already provided on the classroom website. Lastly, I will be incorporating the use of Kahoot and Charades as vocabulary review games, having students partner up or get into small groups to practice/play their vocabulary words.

As the teacher, I will provide my students with the content via my student website, while using a projector to display text and other visual aids such as photographs, cartoons, and video clips throughout the lesson series.

## DISCUSSION QUESTIONS

What materials will you consider for this lesson series?

School Computer/Wifi  
Personalized Weebly classroom website  
Projector  
Charades App (students download)  
Kahoot website/App  
Guided Lecture Notes  
iMovie App (or any other recording medium w/ editing software)  
Textbook  
Classroom Research computers

How will you incorporate your Action Research (IIP) into this lesson series?

In what ways might the learning goals be communicated to the students and families?

How might you collaborate with resource specialists, paraeducators, and other personnel?

## DISCUSSION QUESTIONS

What materials will you consider for this lesson series?

School Computer/Wifi  
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Projector  
Charades App (students download)  
Kahoot website/App  
Guided Lecture Notes  
Double Bubble Maps  
iMovie App (or any other recording medium w/ editing software)  
Textbook  
Classroom Research computers

**How will you incorporate your Action Research (IIP) into this lesson series?**

I will incorporate Kahoot/Charades as study tools shortly into the unit. I will have my students get familiar with these games and practice the key terms. I will go over the content and my students will use guided lecture notes to write down and define content. Between learning the content and practicing with the material, they will perform better on the pre-test at the end of the unit, as this will increase their accuracy and understanding of the information.

In what ways might the learning goals be communicated to the students and families?

Students will be introduced to the big ideas before each individual lesson. As per the syllabus, my contact information, website and the daily agenda are all public, and parents are made aware of this which can be verified by their signatures on the course syllabus I require my students to return to me at the start of the course. At the beginning of each unit, I hand out the entire homework packet and the students put it together. We then go over the important information and assessment dates, the two reading quizzes, and the day of the unit exam, which is when the homework packet is due.

How might you collaborate with resource specialists, paraeducators, and other personnel?

I will email and discuss with the resource specialists what accommodations I could provide further to assist my students. I will discuss with them when my students are not doing their homework, not showing up to test correction opportunities, not bringing their textbooks to the open book reading quizzes, etc. I've worked with one case carrier, and he has even dropped by my classroom to check-in on our student and to ensure that he was on task and on pace to complete his homework packet.

Based on structures for supporting English language acquisition, how might you support English learners?

Between peer collaboration, guided lecture notes, double bubble thinking maps, vocabulary review games, and visual aids my students will be asked to utilize at least one, and hopefully more, learning technique(s) that are designed to increase their comprehension and retention of course content.