

Social Studies 2018 Standards

Social Studies Unit Planning

2018



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. **Every Student Graduates from High School and is Ready for College and Career**
3. Every Child Has Access to a High-Quality Early Childhood Program
4. **Every School Has Effective Teachers and Leaders**
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Goals

During this session, participants will –

- use the MS CCRS for Social Studies to plan instruction.
- discuss how the Reading Information (RI) standards work in conjunction with the social studies standards.
- integrate the use of text sets to enhance instruction.
- identify best practices for blending the social studies and reading standards.
- plan an instructional unit to use in the classroom.

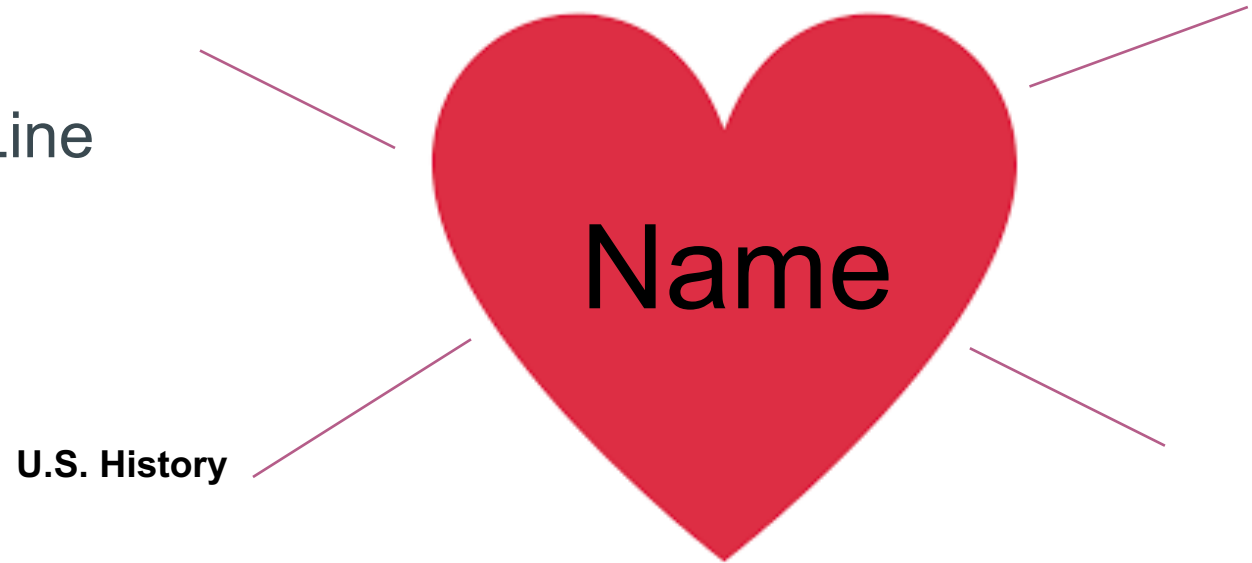
Session Norms

- Silence your cell phones.
- Do not hesitate to ask questions.
- Be willing to participate with your table group.



Welcome

- Identity Map
- Discussion Line



Unit Development

Key Points About Effective Planning & Instruction

Effective Planning and Instruction

- Anticipate areas of need based upon data from formative and summative assessments.
- Plan using the scaffolding document for the reading standards.
- Model and think-aloud in context.
 - Teacher model
 - Video of an expert model
 - Student model
- Allow time for consequence-free practice (individually or in partners or groups) while providing focused, immediate feedback. Think about your schedule and class time.
- Assign independent practice based upon what has been modeled and practiced.

CCRS Literacy in History Standards

- Overview of the CCRS scaffolding document (page 26)
- K-5 will focus on reading Informational text (page 29)
- 6-8 will focus on reading history/social studies (reading page 102, writing page 104)
- 9-10 will focus on reading history/social studies (reading page 126, writing page 128)
- 11-12 will focus on reading history/social studies (reading page 151, writing page 153)

What are all of these abbreviations?

MS CCRS Standards for English Language Arts	Abbreviation	Grades
Reading Informational Text	RI	K-12
Reading in History/Social Studies	RH	6-12
Writing	W	K-5
Writing in History/Social Studies, Science and Technical Subjects	RWST	11-12

Scaffolding Document

Eighth Grade			
CCR.R.1: Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text			
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Desired Student Performance		
	A A student should know (Prerequisite Knowledge)	B A student should understand (Conceptual Understanding)	C A student should be able to do (Evidence of Knowledge)
	<ul style="list-style-type: none"> How to focus closely and critically on content in an informational text. How to form a thorough understanding or analysis of what they are reading and for selecting key evidence for use in writing or speaking. How to refer directly to details and examples in a text and/or quote accurately from a text when explaining what a text is about. How to refer directly to details and examples in a text and/or quote accurately from a text when drawing inferences from a text. What it means to draw inferences from a text. How to ask and answer questions to demonstrate understanding of a text. 	<ul style="list-style-type: none"> An analysis is a close examination of the components or structure of a text. That authors purposely include specific details and/or examples in informational texts and/or omit specific details and/or examples from informational texts to prompt students to ask and answer questions about the text. That some evidence presented in a text is stronger than other evidences presented. How to determine which piece of evidence from the text provides the strongest support for an analysis of the text. 	<ul style="list-style-type: none"> Closely read and analyze an informational text to comprehend what the author says explicitly and to discover the layers of meaning that are often embedded within complex informational texts. Conduct self-checks to ensure comprehension of an informational text, persevere through difficult sections, examine unfamiliar words or phrases and attempt to uncover the meaning of unknown words. Cite evidence from the text in the form of specific details or examples to support an analysis of what the text says explicitly. Cite evidence from the text in the form of specific details or examples to support an

Exemplar Units

Exemplar Units

Where can you locate Exemplar Units?

- Engage New York <https://www.engageny.org/english-language-arts>
- Louisiana Believes
<https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>
- Mississippi Exemplar Units and Lessons
<http://www.mde.k12.ms.us/ESE/mississippi-exemplar-units-and-lessons> (first edition)

Discuss

Discuss with your table team how you can use these, and other units to help you during planning for units, lessons, or other activities.

Standards and Skills

Not Text and Test

Steps to Developing an Instructional Unit

Unit Development: Step 1

- Locate unit planning template, Handout 1. While you work, keep track of your ideas on the template.
- Determine what social studies standard you plan to use.

Sample- 3rd grade

Social Studies-CI.3.2

Demonstrate knowledge of community and local government.

Lesson Plan Template

Grade Level	Unit Title	Duration
11	Imperialism	__ days
Mississippi College- and Career-Readiness Standards for Social Studies		Unit Overview and Essential Questions
<p data-bbox="562 441 900 470" style="text-align: center;"><u>Social Studies Standards</u></p> <p data-bbox="42 481 388 511">Focus: Imperialism/WWI</p> <p data-bbox="42 521 1350 594">Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</p> <p data-bbox="600 645 861 674" style="text-align: center;"><u>Reading Standards</u></p>		<p data-bbox="1447 441 1582 470">Summary</p> <p data-bbox="1447 645 1731 674">Essential Questions:</p>

Unit Development: Step 2

Analyze the Reading for Information standards to determine which additional standards naturally fit with the focus Social Studies standard. [Scaffolding Document](#)


-Helpful Hint: Look through the [MAAP Blueprint](#) and the [SATP](#) to see what reading standards are heavily tested.

1. Lessons are aligned to standards and represent a coherent sequence of learning

Lessons:

4

Include student learning outcomes and instructional activities that

- are fully aligned to current Mississippi College and Career Ready Standards or Framework
 - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
-  reflect collaboration with other school staff within and across disciplines to enrich learning

Sample- 3rd grade

Social Studies-CI.3.2

Demonstrate knowledge of community and local government.

ELA-RI. 3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

ELA-RI. 3.5

Use text features and search tools “e.g., key words, sidebars, hyperlinks” to locate information revealed to a given topic efficiently.

Lesson Plan Template

Grade Level	Unit Title	Duration
11	Imperialism	___ days
Mississippi College- and Career-Readiness Standards for Social Studies		Unit Overview and Essential Questions
<p data-bbox="550 358 871 380" style="text-align: center;"><u>Social Studies Standards</u></p> <p data-bbox="59 405 386 426">Focus: Imperialism/WWI</p> <p data-bbox="59 448 1321 500">Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</p> <p data-bbox="508 558 915 590" style="text-align: center;"><u>Reading Standards</u></p> <p data-bbox="59 623 1329 801">RH.11-12.2 Determine the central ideas and information of a primary or secondary source; provide and accurate summary that makes clear the relationship among the key details and ideas.</p> <p data-bbox="59 838 1234 918">RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in</p>		<p data-bbox="1387 358 1514 380">Summary</p> <p data-bbox="1387 590 1657 612">Essential Questions:</p>



Unit Development: Step 3

Choose an anchor text that will enable you to teach the focus standard.

- You start with an idea of an anchor/extended text and build your theme/topic and other texts around that text, or you may start with a theme/topic and build all of your texts around that theme/topic.
- It helps to create a goal in your mind. Think about what you want the students to accomplish.

What are Text Sets?

- Text sets are a collection of related texts organized around a topic or line of inquiry.
- Text sets are built around an anchor/extended text, which is a rich, complex grade-level text.
- The number of texts in a set can vary depending upon purpose and resource availability around a given topic.
- What is important is that the texts within the set are connected meaningfully to each other and deepen student understanding of the anchor text.
- You can include non-print items in the text set as well.

Text Sets


Strong Text Sets –

- build students' knowledge and include a range of texts in diverse media formats and lengths with focused and purposeful connections.
- increase in text complexity within and across sets to support student achievement of the grade- level-complexity demands of the MS CCRS.
- contain accurate and authentic texts worthy of study.

Where to Find Text Sets?

www.Newsela.com and www.readworks.org

Quantitative Tools: www.lexile.com



The screenshot shows the Lexile Framework for Reading website. At the top, there is a navigation bar with links for 'About Us', 'For Researchers', and 'You are viewing: Lexile.com'. Below this are buttons for 'My Account', 'Register', and 'Site Search'. The main header features the Lexile logo and the text 'LEXILE FRAMEWORK FOR READING Matching Readers with Texts'. Two large red arrows are overlaid on the page: one points to the 'My Account' button, and the other points to the 'Find Just Right Books' section under 'For Educators'.

For Parents & Students
Lexile measures help your child grow and improve his or her reading skills.
[LEARN MORE](#)

For Educators
Lexile measures help personalize instruction, monitor growth and predict future success.
[LEARN MORE](#)

Find Just Right Books
Want to find books that match your child's Lexile measure and interests?
[FIND BOOKS USING "FIND A BOOK"](#)

Look up a Book
Interested in the reading level of a book?
[USE OUR QUICK BOOK SEARCH](#)

Monitor Growth
Is your child on track to graduate college- and career-ready?
[FIND OUT WITH OUR GROWTH PLANNER](#)

Find Just Right Books
Want to build reading lists that match your students' Lexile measures and interests?
[FIND BOOKS USING "FIND A BOOK"](#)

Look up a Book
Interested in the reading level of a book?
[USE OUR QUICK BOOK SEARCH](#)

Analyze Text
Get an estimate for the Lexile text measure of a piece of text.
[ACCESS THE LEXILE ANALYZER®](#)

Lexile Levels

Text Complexity Grade Band in CCSS	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations	Typical Reader Lexile Scores 25 th -27 th Percentiles
K-1	N/A	N/A	Up to 300
2-3	450-725	450-790	140-700
4-5	645-845	770-980	445-910
6-8	860-1010	955-1155	665-1100
9-10	960-1115	1080-1305	855-1195
11-12	1070-1220	1215-1355	940-1210

Example: www.Newsela.com

Sample Elementary Text Set

- 1 Informational (anchor/extended text): *Everyone Counts*, Elissa Grodin

1-2 Short literature texts:

“A Courtroom in the Classroom” (Readworks)

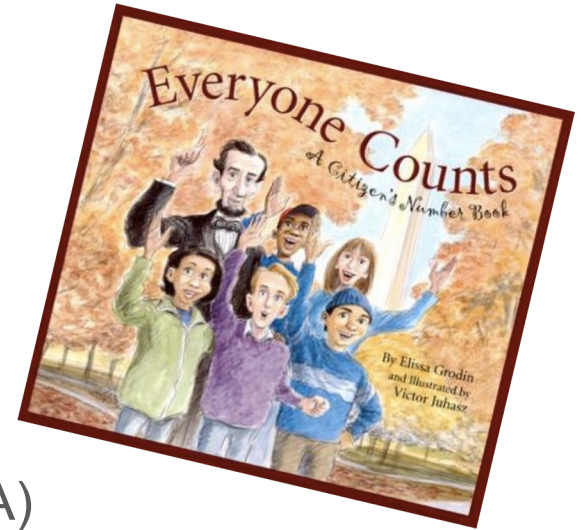
“The Circus Comes to Town” (Readworks)

2-3 Informational texts:

“The Job of the President” (NEWSELA)

“Our System of Checks and Balances” (NEWSELA)

“The Powers of State and Local Government” (NEWSELA)



Sample 11th Grade Text Set

Text Set

Anchor Text: U.S. History Reconstruction to Present (Prentice Hall) Chapter 9 and 10

Complementary Texts

Literary Texts

Essays by Mark Twain <https://www.loc.gov/rr/hispanic/1898/twain.html><https://www.loc.gov/rr/hispanic/1898/twain.html>

Informational Texts

- “The United States Looking Outwards,” Alfred Thayer Mahan, 1890:
<http://www.mtholyoke.edu/acad/intrel/protected/alfred.htm>
- Albert Beveridge, The March of the Flag, 1899: <http://www.fordham.edu/halsall/mod/1898beveridge.html>
- “Manifest Destiny” Carl Schurz, October 1893:
[http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field\(DOCID+@lit\(ABK4014-0087-82\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ncps:@field(DOCID+@lit(ABK4014-0087-82)))
- William Jennings Bryan, “The Paralyzing Influence of Imperialism,” 1900 <http://www.mtholyoke.edu/acad/intrel/bryan.htm>
- <https://eds.illustrativemathematics.org/curriculum-unit/birth-american-empire>

Non-print Texts

- 6 April 1901. “Columbia's Easter bonnet / Ehrhart after sketch by Dalrymple. [Courtesy of Wikipedia.](#)
- Grant Hamilton, “Uncle Sam Watches over Cuba and the Philippines,” *HERB: Resources for Teachers*, accessed June 18, 2018, <https://herb.ashp.cuny.edu/items/show/626>.
- Imperialism Cartoons - www.midwayisd.org/cms/lib/TX01000662/Centricity/.../Imperialism%20Cartoons
variety of imperialism cartoon

Questions to Ask about Text Sets

Use the following refining questions when creating text sets:

1. Will the text interest students or does it provide opportunities for building stamina and perseverance?
2. Is the text content age-appropriate?
3. Does the text offer multiple opportunities for students to meet the expectations of various MS CCRS?
4. Is the text authentic and high quality? Does it contain accurate and meaningful information and content?
5. Does the text represent or include diverse perspectives from different cultures?
6. Is the text available electronically in the library, or for purchasing?

Assessment: Step 4

- Assessment should evaluate students' understanding of the objectives/essential questions.



Performance Based Assessment

With your partners, research and identify the different types of government through out history, such as dictatorship, monarchy, aristocracy, representative democracy and direct democracy in America. Compare and contrast the way of life in one of those governments with government life today (H.3.1, RI.3.3, W.3.2a, W.3.2b, W.3.7, W.3.8). Choose three of the following topics to compare and contrast:

- **Education**
- **Punishment for crimes**
- **Recreation (what people did for fun)**
- **Jobs**

Compile this information in one of the product choices (on the next slide).

Sample Research Project

Product choices:

- Podcast
- Recorded News Show
- Visual Art/Representation (with an explanation supported by research)
- PowerPoint Presentation
- Letter/Email to a Friend

Extension Ideas to Show the Effectiveness of Research

Instead of creating a research paper that is separate from the culminating writing task, design the research project so that it enhances the culminating writing task. In other words, take the research they have done and combine it in their culminating writing task after they have drafted an essay with their text set texts.

Sample Research Project

Performance/Culminating Task

Students will conduct research on an unsung hero who made great contributions to the Civil Rights Movement. Through researching multiple sources, they will gather information about this person's life. Students will then write a narrative poem about their chosen figure and present it to the class during a Poetry Out Loud Performance. Each poem must contain the following elements:

- At least 12 lines
- Follows a rhyme scheme specified by the student
- One example of figurative language

Standard(s) Assessed: RI.5.9, W.5.3, W.5.7, SL.5.4


Document Based Question (DBQ)

- Essay or response that is constructed by students using their knowledge combined with the support of several provided sources.

Cross Town Companion

- Find a partner that teaches the SAME grade level.
- Share what you have planned so far.
- Give suggestions or ideas to your partner for there unit.
- Go back to your seat and make notes or edits to your unit.

Unit Development: Step 5



Vocabulary Instruction

Choosing Words to Teach

Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.
Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.
Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.
Examples: come, see, happy, table

www.blog.maketaketeach.com

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

Unit Development:

Intentional Instruction

- exposure to words through direct, explicit instruction
- fewer words, deeper knowledge
- instruction in word learning strategies
- prioritized vocabulary instruction (emphasis on tier 2 words)

Incidental Learning

- indirect exposure to words
- most words learned this way
- independent use of word learning strategies
- exposure to all “tiers”

Example

1. Describe causes of the Spanish-American War, including yellow journalism, the sinking of the battleship USS Maine, and economic interest in Cuba.
2. Identify the role of the Rough Riders on the iconic status of President Theodore Roosevelt.

Example

Intentional Vocabulary	Incidental Vocabulary
<ul style="list-style-type: none">Spanish American War	<ul style="list-style-type: none">Describe
<ul style="list-style-type: none">USS Maine	<ul style="list-style-type: none">Economic
<ul style="list-style-type: none">Yellow Journalism	<ul style="list-style-type: none">Cuba
<ul style="list-style-type: none">Rough Riders	<ul style="list-style-type: none">Identify
	<ul style="list-style-type: none">Role
Tier 3	<ul style="list-style-type: none">Iconic
	<ul style="list-style-type: none">President

Tier 2

Unit Development: Vocabulary

Choose vocabulary words based upon what your students would need.

- List essential vocabulary from the standard, objectives, and the text set.
- Create a T-Chart (shown on previous slide) in order to categorize vocabulary words as incidental or intentional.

Think-Ink-Pair-Share

With your partner, discuss any vocabulary strategies you use in the classroom.

Sample View

Vocabulary

Academic/Incidental Vocabulary:

- Describe
- Economic
- Cuba
- Identify
- Role
- Iconic
- President

Direct Instruction/Intentional Vocabulary:

- Spanish American War
- USS Maine
- Yellow Journalism |
- Rough Riders

Unit Development: Step 6

Close Reading and Text-Dependent Questions

- Choose the most complex texts or parts of an anchor text through which to scaffold students with close reading strategies and text-dependent questions.
- You will model close reading strategies and how to answer text-dependent questions with a chosen text, but students will practice with the feedback and discussion of you and their peers and practice individually with new texts.
- Find the provided guide for how to create text-dependent questions.

Close Reading Example: Imperialism

- Conduct three reads of the text: independent read, expert read, and close read.
- During the close read, ask students questions aligned to the focus Reading standard and the additional standards.

Note: Vocabulary questions can ALWAYS be asked during a close read.

- As the text is read, ask students to look at individual paragraphs of the text to analyze what they mean and determine their significance to the development and meaning of the text.

<https://newsela.com/read/lib-social-darwinism-affects-america/id/30088/>

Text Dependent Question Example

How did Christian teachings drive the concept behind Social Darwinism? Cite evidence from the text.

Share the wealth

Some Americans combined their Christian beliefs with Social Darwinism. Andrew Carnegie and John Rockefeller were famous businessmen and millionaires. Carnegie became rich in the steel business, and Rockefeller got rich selling oil. Both agreed that the most successful people were the ones with the right skills. But they also believed that Christian teachings demanded that they share their money. Carnegie described this idea as the "Gospel of Wealth." He felt rich people had a duty to spend money to help others. Carnegie and Rockefeller became philanthropists. Philanthropists are wealthy citizens who donate large amounts of money to help others.

Activity

As a group...

1. Using the imperialism article, create four text dependent questions.
2. Write your text dependent questions on chart paper and hang them around the room.
3. Participate in a carousel to provide feedback to each group.

Cross Town Companion

Find another cross town companion and share your unit with them. Get their feedback and make notes to edit later.



MISSISSIPPI
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EDUCATION

Ensuring a bright *future* for every child

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