**TOLLESON UNION HIGH SCHOOL DISTRICT**

**PROFESSIONAL DEVELOPMENT FACILITATION GUIDE**



**PD Title**

**September 13, 2017**

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**Overview**

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| **PD Title:** | Focusing on standards and writing in the social studies classroom | **Time Frame:** |  |
| **Description:** | Multiple perspectives: Primary Source Activity | | |
| **Audience:** | TUHSD Social Studies Teachers | **# of Participants:** |  |
| **Facilitator(s):** | Kati Laubscher, Diane Woodman | **Location:** |  |

Stage 1: Desired Results

*What goals, professional development standards, and desired understandings will shape this event?*

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| **Established Goal(s)** | **Transfer** | | | |
| Learning Objectives: “The teachers will guide students to be able to write their opinions using evidence to back up their statements.  Content Standards  S1-C4-PO1b: Assess the economic, political, and social reasons for the American Revolution: colonists’ reaction to British policy ideas expressed in the Declaration of Independence.  ACCRS Standard  L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general or specialized reference materials as appropriate.  CCSS Standards  11-12.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  11-12.RH. Determine the central ideas or information of a primary or secondary source; provide and accurate summary that makes clear the relationships among the key details and ideas.  11-12.RH.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  11-2.WHST.1: Write arguments focused on discipline-specific content. b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. | *Participants will be able to independently use their learning to…*   * Use/create relevant, authentic writing tasks that are aligned to the standards and content for the course. | | | |
| **Meaning** | | | |
| **Enduring Understandings**  *Participants will understand that…*   * Primary source analysis of different perspectives is a key to understanding historic events. * Employing analysis and writing activities throughout the curriculum provides students with practice for needed skills. * Students become more effective communicators when they practice these skills. | | **Essential Questions**  *Participants will continue to consider…*   * What sorts of primary sources will be most effective in their classrooms. * What is the best way scaffold analysis and writing activities in the classroom. | |
| **Acquisition of Knowledge & Skill / Development of Mindset** | | | |
| **Knowledge**  *Participants will know…*   * How to create analysis and writing tasks aligned to standards. | **Skill**  *Participants will be able to…*   * Choose effective source documents. * Model how to analyze source documents. | | **Mindset**  *Participants will develop the mindset that…*   * Analysis and writing activities throughout the curriculum give students the needed skills to think critically. |

Stage 2: Acceptable Evidence

*What evidence will show the participants understand the content?*

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| **Evaluation Criteria** | *Students will show their learning by…* |
| * TO: List 3 lesson topics where you will employ the strategies you learned today. * Optional: Send us a lesson you create using these strategies. | **PERFORMANCE TASK(S)**   * Reflection for yourself: How would you alter the lesson activity presented in this PD to fit your personal teaching style? (3 sentences) |
| **OTHER EVIDENCE**   * PLC reports – How and when are these strategies being implemented in PLC designed assessments? * Smart Goals – Are these strategies written into SMART goals? * Student Samples from CFA’s | |
| **SELF-ASSESSMENT & REFLECTION**: *How will participants reflect upon their progress, set goals, and engage in self-assessment of their work?*  See performance task above. | |

Stage 3: Learning Plan

*What sequence of content and learning activities will guide participants toward reaching the goals of this event?*

**Consider and identify/label the WHERETO design elements.**

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| **CONTENT**  **Knowledge Objective Skill Objective Mindset Objective** | **METHODS** | **RESOURCES** |
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Content

Knowledge: TTW Use/create relevant, authentic writing tasks that are aligned to the standards and content for the course.

Skill: TTW choose appropriate sources for analysis and model that analysis for students.

Mindset: TTW employ these activities to build critical thinking skills in students.

Methods

Using a sample lesson activity about the Boston Massacre, this PD will focus on the following steps:

* Choosing/modifying appropriate sources
* Providing a framework for student analysis of individual documents
* Identifying claims/counterclaims between the sources
* Written explanation of the event, citing evidence from their source analysis

Resources

* Ppt presentation & handouts
* Student lesson materials
* Video links for Boston Massacre
* Resource list for finding appropriate sources

Notes

**Differentiation**

* Modifications for SPED/ELL learners
* Cross-curricular sources (Employing math/science concepts & sources)

Include places where activities are planned to address teachers from different content areas, grade levels, experience levels, etc.