In Task 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy includes four scenarios. You will complete each scenario. Use the chart below for an overview of each scenario along with what contextual information you will be given and what you will be asked to do. Detailed directions for Task 1 can be found in the Candidate Handbook.

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<th>Task 1: Content-Specific and Developmentally Appropriate Pedagogy</th>
<th>Scenario 1: Developmentally Appropriate Pedagogy</th>
<th>Scenario 2: Assessment Practices</th>
<th>Scenario 3: Adaptation of Content-Specific Pedagogy for English Learners</th>
<th>Scenario 4: Adaptation of Content-Specific Pedagogy for Students with Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Subject: History/Social Science</td>
<td>Content Area: History/Social Science</td>
<td>Content Area: History/Social Science</td>
<td>Content Area: History/Social Science</td>
<td>Content Area: History/Social Science</td>
</tr>
<tr>
<td>Subject Matter: US History and Geography</td>
<td>Subject Matter: World History, Culture, and Geography</td>
<td>Subject Matter: World History, Culture, and Geography</td>
<td>Subject Matter: World History, Culture, and Geography</td>
<td></td>
</tr>
<tr>
<td>What is given</td>
<td>Elements of a Learning Experience in a Unit</td>
<td>Elements of a Learning Experience in a Unit</td>
<td>Elements of a Learning Experience for 2 Days in a Unit</td>
<td>Elements of a Learning Experience for 3 Days in a Unit</td>
</tr>
<tr>
<td>Class Description</td>
<td>Teacher’s Dilemma</td>
<td>Outline of Plans for Days 1 and 2</td>
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</tr>
<tr>
<td>Developmental Needs of the Students in Grades 9-12</td>
<td>Assessment Plan</td>
<td>Student Work Samples (written and oral transcript)</td>
<td>Student Description (Special Needs)</td>
<td></td>
</tr>
<tr>
<td>You are asked.....</td>
<td>... to describe one or more combinations of instructional strategies and student activities that address both the US history and geography learning goals and all of the developmental needs of the students.</td>
<td>... to analyze the assessment plan given.</td>
<td>... to identify two specific learning needs of the student.</td>
<td>... to identify a strategy or activity that could be challenging to the student.</td>
</tr>
<tr>
<td></td>
<td>... to include an explanation of your plan and why it is appropriate.</td>
<td>... how the additional assessment can be incorporated into the assessment plan to address the teacher’s dilemma and improve the assessment plan overall.</td>
<td>... to identify a strategy or activity that could be challenging to the student.</td>
<td>... to explain why the strategy or activity could be challenging for the student.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>... to suggest an adaptation to make the content accessible to the student.</td>
<td>... to suggest an adaptation to the plan to make the content accessible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>... to explain why your adaptation would be effective.</td>
<td>... to explain how the adaptation would be effective.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>... to select an assessment strategy, given the student’s language abilities and content area, and give a rationale for why it is appropriate.</td>
<td>... to select an assessment strategy, given the student’s learning needs and content area, and give a rationale for why it is appropriate.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>... to describe the next steps you would take to facilitate this student’s English language development.</td>
<td></td>
</tr>
</tbody>
</table>
Scenario 1: High School United States History and Geography - Developmentally Appropriate Pedagogy

Directions:
Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

CONTEXTUAL INFORMATION for SCENARIO 1:

Elements of a Learning Experience in a Unit

Grade: High School   Content Area: History/Social Science   Subject Matter: United States History and Geography

Time Period for the Learning Experience: Two 45-minute sessions in two consecutive days

State-adopted Academic Content Standards for Students
United States History and Geography
11.8 Students analyze the economic boom and social transformation of post-World War II America
11.8.f – Discuss the diverse environmental regions of North America, their relationship to particular forms of economic life, and the origins and prospects of environmental problems in those regions

Learning Goals for the Learning Experience
Students will be able to do the following with a focus on solutions:
• discuss the diverse environmental regions of North America in post-World War II America
• read and interpret maps of the regions of North America
• read and interpret diagrams, graphs, charts, and/or tables of the local economies of the environmental regions
• describe the environmental problems in those regions

Instructional Resources Available
Map of North America, diagrams, graphs, charts, and tables of the local economies of diverse environmental regions in North America, marking pens, poster paper, United States History and Geography textbook, and supplemental books of post-World War II America
Class Description

Students are in a high school United States history and geography class. They particularly need to have opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment and like to socialize with each other. Most of the students are active in after-school activities, including sports, clubs, tutoring, and jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

Developmental Needs of the Students in Grades 9-12

1) understand connections between the lesson content and life outside of school
2) develop advanced thinking and problem-solving skills
3) develop socially and handle the intense social peer pressure to conform while maintaining individuality

PROMPTS for SCENARIO 1:

Directions: (Type your response in the boxes provided below prompt 1 and in the space directly below prompt 2.) Review the contextual information for this scenario and use the information to respond to the following:

1) Think about a lesson you might use with these students that addresses both the United States history and geography learning goals and the developmental needs of the students that are listed above. What combination of instructional strategies and student activities would you include in the lesson? Describe one or more combinations of instructional strategies and student activities that address both the United States history and geography learning goals and all of the developmental needs of the students. You may either describe one comprehensive strategy/activity or two or three separate strategy/activity combinations.

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during instruction.

Your description of the instructional strategies and the student activities should refer to and include what instructional resources would be used and how they would be used. Remember to choose strategies and activities based on the United States history and geography learning goals.
2) Use your knowledge of history-social science pedagogy and adolescent (9-12) development to explain why your instructional strategies and student activities:
   a) are appropriate for this high school class,
   b) address the developmental needs of these students, and
   c) help these students make progress toward achieving these state-adopted academic content standards for students in history-social science that are addressed in this unit.

END OF SCENARIO 1
Scenario 2: High School World History, Culture, and Geography - Assessment Practices

Directions:
Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

CONTEXTUAL INFORMATION for SCENARIO 2:

<table>
<thead>
<tr>
<th>Elements of a Learning Experience in a Unit</th>
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</thead>
<tbody>
<tr>
<td>Grade: High School</td>
</tr>
<tr>
<td>Content Area: History/Social Science</td>
</tr>
<tr>
<td>Subject Matter: World History, Culture, and Geography</td>
</tr>
</tbody>
</table>

Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students
World History, Culture, and Geography: The Modern World
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty.

Learning Goals for Whole Unit
Students will be able to do the following:
- recognize the significance of a Greek philosopher’s belief in reason and natural law
- identify the major ideas of Locke, Rousseau, Bolivar, and Jefferson
- analyze the major ideas of Locke, Rousseau, Bolivar, and Jefferson and discuss their effects on the democratic revolutions of England, the United States, France and Latin America
- identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the U.S. Bill of Rights
- understand the American Revolution, its spread to other parts of the world, and its significance to other nations
Teacher’s Dilemma

I am not pleased with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher’s guide. The information that I got from those assessments was minimal, but I’m just not getting a handle on what they really know and understand, their misconceptions, what they learned during instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.
### Assessment Plan
Unit on World History, Culture, and Geography

<table>
<thead>
<tr>
<th>When</th>
<th>Goals Assessed</th>
<th>Type</th>
<th>Purpose</th>
<th>Implementation</th>
<th>Feedback Strategies</th>
<th>Informing Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Recognize the significance of Greek philosopher’s belief in reason and natural law</td>
<td>Formal, diagnostic test from curriculum guide; multiple choice; formative</td>
<td>Assess previous knowledge and skills</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Tell students of scores and inform students of correct and incorrect items</td>
<td>To determine what needs to be reviewed and where to begin teaching</td>
</tr>
<tr>
<td>Day 6</td>
<td>Identify the major ideas of Locke, Rousseau, Boliver, and Jefferson</td>
<td>Formal quiz from the textbook; multiple choice; formative</td>
<td>Assess acquired concepts and skills</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Inform students of correct and incorrect items</td>
<td>To determine who has learned the material presented</td>
</tr>
<tr>
<td>Day 11</td>
<td>Identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the U.S. Bill of Rights</td>
<td>Formal quiz from the textbook; multiple choice; formative</td>
<td>Assess acquired concepts and skills</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Inform students of correct and incorrect items</td>
<td>To determine who has learned the material presented</td>
</tr>
<tr>
<td>Day 15</td>
<td>Identify the major ideas of Locke, Rousseau, Boliver, and Jefferson</td>
<td>Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative</td>
<td>Assess acquired knowledge and skills from instructional unit</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Inform students of correct and incorrect items</td>
<td>To determine the achievement level of each student towards the goals</td>
</tr>
</tbody>
</table>
PROMPTS for SCENARIO 2:

Directions: (Type your response in the space directly below prompts 1 and 3 and in the boxes provided below prompt 2.) Review the contextual information for this scenario and use the information to respond to the following:

1) Analyze the given assessment plan.
   a) Identify one strength in the plan and explain why it is a strength in relation to the learning goals of this world history, culture, and geography unit.
   b) Identify one weakness in the plan and explain why it is a weakness in relation to the learning goals of this world history, culture, and geography unit.

Note: Refer to this additional assessment when responding to prompts 2 and 3.

<table>
<thead>
<tr>
<th>Additional Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast the major ideas of Locke, Rousseau, Bolivar, and Jefferson and the philosophy of natural rights and natural law on which the democratic revolutions were based.</td>
</tr>
<tr>
<td>2. Analyze the effects of the major ideas of the above philosophers on the democratic revolutions of England, the United States, France, and Latin America.</td>
</tr>
</tbody>
</table>

2) Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher’s assessment plan. Explain to the teacher how it might be used to improve the plan by answering the following questions:
   a) When in the plan would you use this assessment?
   b) What goals would be assessed by this assessment?
   c) What type of assessment would it be?
   d) What would be the purpose of the assessment?
   e) How would you implement the assessment?
   f) What feedback strategies would you use?
   g) How would the results of the assessment inform history-social science instruction?

<table>
<thead>
<tr>
<th>When</th>
<th>Goals Assessed</th>
<th>Type</th>
<th>Purpose</th>
<th>Implementation</th>
<th>Feedback Strategies</th>
<th>Informing Instruction</th>
</tr>
</thead>
</table>


3) Explain how using the additional assessment as you described in prompt 2 improves the teacher’s assessment plan and addresses the teacher’s dilemma of needing more information about what the students really know and understand, their misconceptions, and their progress toward achieving the learning goals in world history, culture, and geography.

END OF SCENARIO 2
Scenario 3: High School World History, Culture, and Geography - Adaptation of Content-Specific Pedagogy for English Learners

**Directions:**
Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

**CONTEXTUAL INFORMATION for SCENARIO 3:**

<table>
<thead>
<tr>
<th>Elements of a Learning Experience for 2 Days in a Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade:</strong> High School</td>
</tr>
<tr>
<td><strong>Time Period for Whole Unit:</strong> 3 weeks</td>
</tr>
</tbody>
</table>

**State-adopted Academic Content Standards for Students**
World History, Culture, and Geography: The Modern World
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States

**Learning Goals for Whole Unit**
Students will be able to do the following:

- understand the major changes that the mechanization of production wrought in England’s economy, politics, society, culture, and physical environment
- examine critical responses such as the development of labor unions, the emergence of socialist thought, the Romantic impulse in art and literature, and the social criticism of Charles Dickens
- be aware of successful social reforms such as the abolition of slavery

**Relationship to Preceding and Subsequent Learning Experiences**
The Industrial Revolution will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the school year.
### Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

#### Instructional Strategies

On Day 1, lead a discussion about the term “Romanticism” - characteristics, examples, and influence on art and literature. Write student ideas on the board. Have students independently read the poem, “The New Jerusalem,” by William Blake. Then present the following questions: “What characteristics about this poem would help to classify it as Romantic, and, based on the poem, what do you think are the poet’s thoughts and feelings about the Industrial Revolution?” Have students write three or four paragraphs to explain their answer to classmates.

On Day 2, allow students to complete written response. Have students practice with a partner orally summarizing their written work. Then have them individually share their oral summaries with the whole class and receive feedback.

#### Student Activities

Participate in discussion about “Romanticism.” Read the poem, “The New Jerusalem,” by Blake. Listen to and carefully consider the questions. Write three or four paragraphs to address the questions.

Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary to whole class. Provide feedback to other students.

#### Progress Monitoring

Teacher will use class discussions, responses to questions and scenarios, group mock interviews, and research reports to determine level of learning.

Students will receive written and oral comments from the teacher and oral feedback from peers.
Student Description (English Learner)

Elena is a 15-year-old 10th grader. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish literature. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate an overall score in the Early Intermediate range, and she has been identified as an English learner. (Listening and Speaking = 240, Early Intermediate level. Reading = 121.25, Early Intermediate level. Writing = 120, Early Intermediate level.)

Written Response to: “What is your favorite family day?”

A Special Family Celebration

A special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city. We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.
PROMPTS for SCENARIO 3:

Directions:  (Type your response in the space directly below each prompt.) Review the contextual information for this scenario and use the information to respond to the following:

1) Identify two specific learning needs the student has as an English learner, based on the student description and the responses.

2a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.

2b) Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.

3a) Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.

3b) Explain how your adaptation would be effective for the student in making progress toward:
   a) the learning goal(s) of the lesson
   b) English language development

In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.

4a) Which progress monitoring assessment from the outline of plans would you choose to monitor this student’s progress toward achieving the learning goal(s) in world history, culture, and geography?

4b) Give a rationale for your choice of progress monitoring assessment. Use your knowledge of history-social science content in this unit, history-social science pedagogy, and this student’s English language abilities in your rationale.

5) Based on what you learned about this student’s English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.

END OF SCENARIO 3
Scenario 4: High School World History, Culture, and Geography - Adaptation of Content-Specific Pedagogy for Students with Special Needs

Directions:
Read the contextual information below for this scenario. Analyze the information and incorporate it into your responses to the prompts.

CONTEXTUAL INFORMATION for SCENARIO 4:

<table>
<thead>
<tr>
<th>Grade: High School</th>
<th>Content Area: History/Social Science</th>
<th>Subject Matter: World History, Culture, and Geography</th>
</tr>
</thead>
</table>

Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students
World History, Culture, and Geography: The Modern World
10.8 Students analyze the causes and consequences of the Second World War.
10.9 Students analyze the international developments in the post-World War II world.

Learning Goals for Whole Unit
Students will be able to do the following:
- distinguish valid arguments from fallacious arguments in historical interpretations
- evaluate major debates among historians concerning alternative interpretations
- construct and test hypotheses about U.S. entry into the war by collecting, evaluating and employing information from multiple primary and secondary sources; and apply it in oral and written presentations

Relationship to Preceding and Subsequent Learning Experiences
World War II will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the school year.
Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies
Read textbook passages about political leaders, their actions, and debates about their actions (vary between independent silent and oral reading to whole class). Lead whole-class discussion about the concepts in the passages. Have students respond in writing to the questions in the textbook. Reading of textbook and discussion will take most of Day 3.
Do a mock interview at the end of Day 3 using a script from the activity workbook. The interview is with a political leader that challenges the leader’s actions and decisions as example for students. Lead class analysis of interview and discussion.
On Day 4, students work in small groups to create their own interviews with other political leaders. They present to class and receive feedback from others.
On Day 5, have students read in their textbook letters written by an American soldier in Europe and by a woman in US who went to work in a factory. Each author gives his or her interpretation of the war and how it changed his or her life. Discuss the letters with a partner. Have individual students select a role from the list of societal roles during the war and write their own letters. Have students “send” letter to a classmate for review.

Student Activities
In class, read textbook, take notes, analyze debates, and participate in class discussion about concepts presented. For homework, complete written responses to questions in textbook. Listen to mock interview, take notes, and participate in class analysis and discussion. Work in a group to create own interview that challenges some of a selected leader’s actions. Perform interview for whole class. Provide feedback to other groups. Do in class.
Read letters in class. For homework, based on the role they chose, write a letter describing how the war has affected their life. In class, read a letter written by another classmate and analyze for historical understanding and accuracy.

Progress Monitoring
The teacher will use class discussions, responses to questions, group mock interviews, and letters to monitor student progress.
Students will receive written and oral comments from the teacher and other students.
Student Description
Alex is a 15-year-old boy in the 10th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 7th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

PROMPTS for SCENARIO 4:

Directions: (Type your response in the space directly below each prompt.) Review the contextual information for this scenario and use the information to respond to the following:

1a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student’s learning disability.

1b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

1c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student in history-social science.

1d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

2a) Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student’s other learning needs.

2b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

2c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student in history-social science.

2d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.
3a) What progress monitoring assessment would you choose to obtain evidence of the student’s progress toward a learning goal(s) in world history, culture, and geography?

3b) Give a rationale for your choice of assessment. Use your knowledge of history-social science content in this unit, history-social science pedagogy, and this student’s learning needs in your rationale.

END OF SCENARIO 4