

# Secondary History/Social Studies Context for Learning Information

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## About the School Where You Are Teaching

1. In what type of school do you teach?

*The lessons featured in this submission were instructed in a secondary school, 11<sup>th</sup> grade classroom. The school district is considered to be rural with approximately 111 people per square mile. The district encompasses nearly 10 hamlets over a 98.80 square mile district and is located within the village of Greenwich. The total student population of the junior-senior high building is 520 students who have their lockers separated by grade level into wings that are organized by both grade level and content.*

*Greenwich Central School was recently recognized as a U.S. News Silver Star Award Winner for being a "BEST" school due to student performance on standardized math and ELA exams. Greenwich was ranked number 1521 nationally and number 120 in the state while also being recognized as the best school in the Capital Region when comparing student results from New York State Regents' exams.*

*An average of 86% of students have continued their education in 4 year, 2 year, or military/training schools over the past three years. 98% of graduating students earn a Regents' Diploma and an average of 55% of students earned an Advanced Regents' Diploma over the same span of years.*

*The district offers a wide variety of curriculum to its students including business, technology, art, music, language, and agricultural classes in conjunction to the core content areas of ELA, mathematics, social studies, and science. Eight advanced placement classes are offered to students that are interested in a more rigorous schedule and the language department offers a University in High School program through a nearby community college. Athletic opportunities for males and females are available during the fall, winter, and summer seasons at the varsity, junior-varsity, and modified levels.*

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

*The classroom setting has one teacher's aide during a single section that works closely with a student diagnosed with autism spectrum disorder. The student she is assigned to help possesses a high degree of academic functionality and their main difficulties are in regards to staying on task, performing to their potential, and at times, behaving appropriately in class.*

*26% of all students in the district are eligible for free or reduced lunch. The 7-12 building has a slightly higher ratio of eligible participants for free and reduced lunch at just over 29%. The median income of families (\$40,709) is below the New York State median (\$57,369) but well above the poverty line (\$19,530 for a family of three recognized by the United States Federal Government.*

*The 11<sup>th</sup> grade class welcomed three foreign exchange students this year. Two males - one from Austria and one from Denmark, as well as one female from Switzerland were enrolled in United States History and Government for the year. In the learning segments shown in the video clips, two foreign exchange students are present and actively engaged.*

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

*The cooperating teacher provided a curriculum outline on a visual calendar for the time I was instructing. In effort to maintain the pace set in previous years I successfully planned 27 lessons that reflected the teacher's outlined content. Each lesson upheld good practice and included an anticipatory activity, teacher-led instruction, guided practice, individual practice, an exit activity, and a variety of formal and informal assessments as well as a summative unit exam.*

*The class, United States History and Government, is guided by the New York State Standards and culminates in a Regents' Exam in June that currently must be passed by all students in order to graduate. The curriculum is also guided by Common Core ELA standards and the six New York State ELA Shifts that emphasize language development and the use of rigorous text.*

## **About the Class Featured in This Assessment**

1. What is the name of this course?

*The course featured in the following submission is titled United States History and Government.*

2. What is the length of the course?

*United States History and Government is a full year course requirement for junior level students that lasts from September through June, culminating in a State Regents' exam that is currently a graduation requirement in the district.*

3. What is the class schedule?

*The time of each class period varies in accordance to the district's bell schedule with an average of 42 minutes. No class period is more than 43 minutes or less than 41. The students shown in the submitted video clips are scheduled for 41 minutes per day. Each of the four sections meets each day classes are in session unless other academic obligations arise.*

4. Is there any ability grouping or tracking history/social studies? If so, please describe how it affects the class.

*Each section of United States History and Government is instructed within an inclusive setting. Students are not grouped in accordance to ability. Instructional materials and techniques may vary to differentiate content for students who require remedial material or for those that excel. During group or paired activities, the instructor would be conscious to create teams according to level for the most rigorous concepts or at times assign higher level students to lead groups.*

5. Identify any textbook or instructional program you primarily use for history/social studies instruction. If a textbook, please provide the title, publisher, and date of publication.

*Students are given a textbook and also receive a condensed note packet for each unit created by the cooperating teacher. The following citation is for the textbook.*

Appleby, J., Brinkley, A., Broussard, A., McPherson, J., and Ritchie, D. (2005). *The American Vision*. New York, New York: Glencoe/McGraw-Hill.

6. List other resources (e.g., electronic whiteboard, resource library in the classroom, online-resources) you use for history/social studies instruction in this class.

*The classroom is equipped with a SMART brand electronic whiteboard, includes one computer for teacher access, and a document camera that can be used to project images from print. The content of the curriculum was often instructed from the student teacher's self-created*

website using technology based platforms embedded directly onto webpages to increase student accessibility to material outside of the classroom. Lesson content was uploaded or supplemented on [www.ilovesocialstudies.com](http://www.ilovesocialstudies.com), a website owned and maintained by the student teacher.

In a survey conducted at the beginning of the student teaching experience, the instructor identified only 2 of 69 students who did not have internet access at home so hard copies of instructional materials posted online could be made available. All students in the district are provided with computer access through individual logins as well as wifi-connectivity for Smartphones and wireless devices.

## About the Students in the Class Featured in This Assessment

1. Grade level(s): 11<sup>th</sup> Grade

2. Number of

- Students in the class: 69 total students split into 4 sections (8, 15\*, 26, 20)
- Males: 50 Females: 19

\*The videotaped learning segments are from the section of 15 students that included 12 males and 4 females (2 foreign exchange students).

3. Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
504 Plan - Migraines	1	Notes when absent, preferential seating in front
504 Plan - ADHD	1	Preferential seating in front of classroom, communication to parents
IEP - Autism Spectrum Disorder	1	Preferential seating in front of classroom, copies of class notes, refocus prompts, word processor, 1.5 time on exams, rephrased directions, separate testing location, scribe
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Foreign Exchange Students (English Language Learner)	2	Dictionary use (not on Regents Exam) Language support - Oral and Written

\*The cooperating teacher provided the student teacher with access to student classroom modifications and testing modifications. Students with learning needs were consistently given their specified modifications and accommodations throughout the instructional time at the host district.

\*\*The chart displayed outlines the section of United States History and Government featured in the video clips. A total of 18 out of 70 students in the class receive modifications and/or accommodations through recognized IEPs and 504 plans.