1. Central Focus

   a. Describe the central focus and purpose of the content you will teach in the learning segment.

   [The central focus of this learning segment is the rise and development of ancient civilizations and how these civilizations were primarily influenced by the geography of river valleys. These complex societies shared a number of defining political, social, economic, and cultural characteristics. The lesson segment is focused primarily on ancient Egypt in a series of lessons that explore and analyze the features, characteristics, and contributions of that civilization. Ancient Egypt is the model civilization that will receive a deeper treatment than other civilizations that follow.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address

      - facts and concepts
      - inquiry, interpretation, or analysis skills
      - building and supporting arguments or conclusions

   [The introductory lesson in this learning segment will start with two pictures that students are asked first to observe and then to contrast. The two pictures are: (1) a nomadic, primitive man dressed in animal skins, wielding a crude club and, (2) a group of well-groomed and outfitted ancient Egyptian men. A discussion with the class will ensue, prompted by the question, "What do you observe?" This exercise sets the stage for inquiry, interpretation, and analysis skills and bridges the previous lesson about primitive mankind to the lesson at hand. Students achieve the first objective—students will be able to observe and then contrast uncivilized and civilized man—after visual observations. Students are then led to theorize as to why civilized man looked the way he did, using their observations as evidence. The question will be how did each man spend his time? This will lead to the concept of saving food—an agricultural surplus—that launches the presentation on the establishment of civilizations.

   The focus of the presentation in lesson one is to gather facts and to provide a graphic structure in which to approach ancient civilizations. The learning objectives operationalize NYS standard 9.1 (Development of Civilization) by presenting facts through a visual and explicit presentation. The accompanying graphic organizer format facilitates the recording and discussion of these facts as the lesson objective states: students will be able to discuss basic features of a civilization by completing a graphic organizer chart. This also serves the purpose of linking the features of a civilization conceptually in a visual and logical format. The approach of concept mapping makes NYS standard 9.1 explicit throughout the four lessons of this learning segment when ancient Egypt is used as the focus.

   This part of the lesson focuses on the features that are common to the development of ancient civilizations. The stated objective is that students will be able to discuss basic features of a civilization by completing a graphic organizer chart. These features are cities, government, religion, job specialization, social classes, art/architecture, public works, and writing/education. As these categories are rolled out to the students, questions are asked and discussions ensue that seek to search students’ current experiences for connections to the material being shown. The small city in which the students reside will become a source of inquiry and interpretation for
these features of a civilization in which the students begin to see the commonality of structure between the ancient world and their own observations about the structures around them. This activation of schema will become the building blocks of cognition (Rumelhart 1982). From there, the lesson transitions to a cooperative activity in which small groups of students establish their own civilization on a deserted island by establishing leadership, job specialization, and priorities. The stated objective is that students will be able to work collaboratively to apply the features of a civilization within an activity. This activity meets the standard CCSS 9-10.SL.1b and builds on the previous discussion as students apply concepts and interpret/analyze these concepts as they collaborate to confront a novel situation together. Lastly, the lesson is closed with a colorful illustration that displays many bustling civilized activities that students are asked to identify as features of a civilization. This visual-oriented exercise functions as a formative assessment that gauges whether students can interpret and apply the concepts learned during the lesson. Students will be asked about their conclusions and asked to support it with evidence learned from the lesson.

The learning segment proceeds to the second lesson where students will use the conceptual framework established in the first lesson with the concept organizer. Students use inquiry and interpretation skills to immerse themselves in Ancient Egypt by connecting that civilization to art, architecture, and customs they see in the world today. The first lesson objective—students will be able to understand the importance of geography, especially the Nile River, and its impact on ancient Egypt—starts with climate data and map work. Students will fill out a map of Ancient Egypt marking significant geographic features. This information provides the framework in which the impact of geography can be assessed. Additionally, climate data in chart form allows the student to analyze quantitative data and integrate it into physical features, gaining a better picture of the environment of Ancient Egypt (CCSS 9-10.RH.7) as well as examining basic data in graphical form. The lesson proceeds to the features of Ancient Egypt where students gather key facts by filling out the graphic organizer while discussion points make comparisons and connections to students’ observations about the community in which they live. Homework for this lesson builds vocabulary and checks for interpretation of the vocabulary, ensuring students place vocabulary in a context that enriches understanding (CCSS 9-10.RH.4).

Lesson 3 proceeds to the accomplishments of the Ancient Egyptians. Student objectives will be achieved through compiling information by viewing slides and supplementing this information through group research. Students will perform an inquiry of their chosen area and share it with the class based on the evidence they have gathered (CCSS 9-10.WHST.9). Additionally, a written homework assignment provides a document-based formative assessment that will determine whether students can support arguments and conclusions based on what they have learned (CCSS 9-10.WHST.4).

Lesson 4 is a class activity that introduces students to ancient hieroglyphics and applies that language to daily activities experienced by Ancient Egyptians. Students are given the opportunity to interpret and apply pictograms. This activity will allow students to gain a better understanding of how the structure and emphasis on symbols explained daily life and rituals (CCSS 9-10.RH.5). Analyzing this ancient language will give students exposure to, and interaction with, a defining feature of Ancient Egypt.

- Explain how your plans build on each other to help students make connections between facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.

[The plans build on each other in the framework established in lesson number one. The graphic organizer displays interconnected boxes that enumerate the features of a civilization--cities, government, religion, job specialization, social classes, art/architecture, public works, and writing/education. In lesson two, Ancient Egypt is surveyed for those same categories along with]
a discussion of that civilization’s unique geographical features. Students will be able to process
the features of the Ancient Egyptian civilization because they have the knowledge and structure
in which to digest the content on Egypt. The concepts established in lesson one--through
discussion and connections to the surrounding urban environs--are now applied to the
information about Ancient Egypt. In lesson two, students are analyzing and interpreting this new
information in the graphic framework established in lesson one. Following that, lessons three
and four take a deeper look into accomplishments of the ancient Egyptians and the ancient art
of hieroglyphics. The graphic organizer provides visually connected boxes that provide
scaffolding as students categorize and see how accomplishments, and writing fit into--and are
related to--the totality of features. Lesson three functions as a survey on Egyptian
accomplishments as students use inquiry skills to connect specific areas (math/astronomy,
medicine, architecture, arts/literature) to the world today. The graphic organizer designed for
this group work will collect facts, call for a written summary, and enable discussing and
interpreting examples and influences in the world today.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with
respect to the central focus of the learning segment.

| Consider the variety of learners in your class who may require different strategies/support |
| (e.g., students with IEPs or 504 plans, English language learners, struggling readers, |
| underperforming students or those with gaps in academic knowledge, and/or gifted |
| students). |

| a. Prior academic learning and prerequisite skills related to the central focus—Cite |
| evidence of what students know, what they can do, and what they are still learning |
| to do. |

[The pre-test attempted to gauge the extent of content knowledge among students as well as
writing and document based (DBQ) analysis skills – all skills required by a NYS Regents
examination. Overall, the pretest results indicated that students had more than a passing
familiarity with the content, correctly answering 60% of the sample questions. More concerning,
however, was the performance in answering two DBQs. Performance was better on the visually
oriented DBQ and less so on the textually-rich DBQ. This indicates that reading comprehension
will need focus throughout the lessons. Most concerning was the performance on the short
response question. A simplified writing competency scale was devised to summarize this
performance. This scale was from 0-2 with 0 denoting no skill, 1 denoting developing skill, and 2
denoting competent skill. The class average was calculated at 0.8 with only three students
exhibiting competent writing skills. This will be a challenge to develop writing skills to build and
support arguments. The students are still learning to write paragraphs that build on each other
that support a premise.

The student survey provided the richest source of information in which to approach the class
and assess how they will process information and how they will interact with the content. After
reading the surveys and categorizing the information, a variety of trends emerged. First, it was
recognized that a variety of learning styles were represented in this class (Gardner, 1993). It is
also recognized that children today are primarily visual learners and overlap into two or more
styles. Upon additional analysis, it was noted that the frequency of both visual/non-verbal
learners and tactile/kinesthetic learners was 62%. Visual/verbal learners were 33%.
Interpersonal intelligences were at 38% while intrapersonal was at 33%. The two students who
have 504 accommodations for ADHD are exclusively visual learners who have expressed a
disdain for reading and writing in their student survey. It is important to keep them focused with
activities that leverage visual opportunities into verbal experiences. This approach could help
the entire class. For example, document-based questions that focus on visual primary sources could strengthen the linkage between visual and verbal. This was evident in the pre-test where students did better on the visually oriented DBQs that depicted a mural of an Egyptian battle scene. Struggling readers will need reinforcement of the coding strategy that was rolled out at the beginning of the school year and is used for every text-based assignment.]

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[The surrounding urban environs provides rich material to discuss the features of a civilization. These discussion points included art, architecture, religious systems, local government, job specialization, and public works. It is predicted that this will prove to be critical to the students as they apply the reality of their everyday lives in their home city to analyze an ancient civilization. Additionally, student survey data was categorized into actionable pedagogical approaches. This information included hobbies, reading/study habits, dreams, friendships, academic esteem, opinions on school, and feelings about home. Student interests, learning styles, and student affect has informed the delivery of the central focus. Throughout the learning segment, I can reference student interests in the sports they like, the teams they are fans of, the clubs they participate in, their favorite subjects, their hobbies, their career aspirations, their entertainment preferences, and their priorities.]

3. Supporting Students’ History/Social Studies Learning

Respond to prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

[My understanding of my students’ prior academic learning, learning styles, and experiences led me to put together lessons with extensive visual and kinesthetic components. Learning activities are designed for movement and discovery to and from groups with frequent transitions and extensive participation. Another component of the student survey touched on student affect—their feelings about themselves, others, and the world around them. Knowledge of this information provides opportunities to customize instruction based on individual student interests and needs. I thought it critical that I, too, share the same survey with the students that they shared with me. I will explain that I am part of their group, albeit the leader or tribal elder, and am just like them in many ways. I will further explain that I am a student (and always will be) and continue to learn as they learn and am very happy to be part of their experience. I will share things that I enjoy doing as well as items about my personal history and family. The reality of teaching as a social process includes the teacher as a central member of the group and the teacher must genuinely express that membership. Relationship building is not in a separate category from effective teaching; it is a key part of the social dynamic of teaching and must permeate a teaching practice. Well-functioning groups begin with the most mature member of the group who becomes responsible for the conduct and interactions in the classroom (Dewey, 1963). More recent research has indicated that teacher behaviors are more critical in diverse environments where the teacher is teaching students who are culturally diverse and in working with students who underachieve (Delpit, 1982). My goal is to create a supportive environment. It is hoped that in this supportive environment, students will exhibit characteristics of affective
taxonomy. Specifically, if there is a supportive and risk-free environment students may progress from the affective categories of receiving and responding to valuing (Krathwohl, Bloom, & Masia, 1964). Ultimately, in this milieu of valuing, learners learn best when they are driven to teach themselves.

The pre-test results indicate that students will need many opportunities to interact with text. The roll-out of the school-wide program “Comprehension at the Core” and accompanying text coding cards will be used extensively when students are reading passages and working through document based questions. These coding symbols have their roots in the cognitive literacy strategy of text annotation (Pressley, 2006). Students will be required to use the codes and annotate every time they perform a reading comprehension activity. In lessons one and three, students will be in collaborative groups interacting with each other around a text and summarizing their findings and discussing connections to the world today. This is one of the nine effective instructional strategies (Marzano, 2001).

Lessons one and two use graphic organizers that accompany a presentation of visually captivating slides interspersed with video. In this way, content is being presented in multiple ways to the variety of learners to achieve learning goals for all. In lesson one, the graphic organizer establishes a frame of reference for the students as they approach new material. The features of a civilization graphic concept organizer will be used in some form for every civilization the students discover during the units on ancient and classical civilizations. Additionally, this scaffold ensures that students capture key information for their notes that can be used for studying and essay writing. Also, students will simultaneously view, take notes, and discuss presented slides. This interactive, hybrid approach between teacher-centered and student-centered learning will help keep students engaged. Additionally, the material is presented in chunk-like fashion allowing processing and discussion of discrete units of information. These chunks are the building blocks of the conceptual graphic organizer. In lesson three, the jigsaw exercise is an inquiry-based approach where each group regulates individual contributions as each group adds to the information of the entire class (VanSickle, 1994). This approach caters to the interpersonal component in the class (38% of students). The research on inquiry-based learning has the teacher in the role of facilitator as students seek information in a systematic manner, scaffolded by an explicit organizer. It is hoped that students become more self-directed and self-regulated to perform research and to construct knowledge within their social group. Critics of social constructivist theory point out the drawbacks to this approach. I will be mindful of the tendencies for individuals to dominate groups and the occurrence of content misunderstandings when groups mediate their own knowledge (Nuthall, 2002). During group work, I will be actively observing group discussions for content misconceptions.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[Instructional strategies and supports are appropriate for the whole class. The scaffolding provided by the graphic organizers ensure that students capture key information for their notes that can be used for studying and essay writing. Also, students will simultaneously view, take notes, and discuss presented slides. This interactive approach and hybrid between teacher-centered and student-centered learning will help keep students engaged. Additionally, the material is presented in chunk-like fashion allowing processing and discussion of discrete units of information. These chunks are the building blocks of the conceptual graphic organizer. This
strategy helps keep the ADHD students on task and the struggling readers visually engaged while processing information. As each component of the concept organizer is completed in lessons two and three, teacher-led convergent questioning as to how they are related will take place in the class. It is hoped that this type of questioning will set the stage for further questioning that will introduce students to divergent thinking (Wilen, 1982). Additionally, the transition from convergent questioning to divergent questioning will have the benefit of potentially increasing the cognitive levels of the students. It is recognized that all students will not progress at the same rate but will need scaffolding to be on par with their peers. It is essential that students are informally assessed with questioning and are challenged appropriately. It is to be expected that Bloom’s (1956) cognitive levels will be achieved at different rates. Some students may be comfortable in the analysis and evaluative levels where others may need to progress from the understanding and application levels. Awareness of and focus on each student’s zone of proximal development will enable me to meet students at their current levels and provide challenge to propel their cognitive levels forward (Vygotsky, 1978).

The three elements of Universal Design for Learning (UDL)—representation, engagement, and expression are present throughout the four lessons. My aim is make content delivery represented to the variety of learners in the classroom. For example, in lesson one visual learners benefit from the videos and slides, interpersonal learners benefit from group work, and verbal learners benefit while interacting with text. In lesson two, map and graph interpretation engage the visual learner while drawing on the board allows kinesthetic expression. I will increase engagement with learners by knowing the students (via student survey) and creating a comfortable, open environment. Additionally, the four lessons allow students to express themselves. Students draw maps, write answers to DBQs, answer questions, create personalized hieroglyphics, speak and present, use technology, and work in focused learning groups. This is supplemented by situationally specific techniques that keep the two ADHD students on task. These techniques are refocusing and redirecting those students when appropriate.

c. Describe key misconceptions within your central focus and how you will address them.

[Key misconceptions may center on what is the driving feature that leads to the development of the Ancient Egyptian civilization. The lessons have many visually intensive components, including videos on pyramids and pharaohs as well as activities on accomplishments and hieroglyphics. However, the key feature centers on the physical characteristics of the Nile River valley. Students may respond to what they believe is more entertaining and lend false credence to that without grasping foundational concepts and facts. The concept map in lesson two has key physical features at the top of the sheet. It must be made explicit that these features drive the remaining features of the Ancient Egyptian civilization. The emphasis on these superordinate concepts (i.e., river valley, fertile soil, agricultural surplus) must be pointed out and verified for completeness on each students’ concept organizer. This approach encourages long-term recall of key concepts and related words (Vaughn et al., 2009). During review of lesson two, prior to lesson three, this will be emphasized. Also, students may be confused as to how the features are interrelated. The lines on the concept organizer that connect features must be explained and once those particular chunks are completed, the class will be questioned and discuss how those categories are related. The writing box on the graphic organizer is separate from the others and this will need to be examined and discussed. Writing is explored more deeply in lesson four, hieroglyphics: decoding an ancient language.

The misconceptions can be further addressed by using a comprehension canopy (Swanson & Wanzek, 2013). This strategy activates previous student content knowledge as well as their real world experiences. This is designed to access and build background knowledge before a lesson and during review after a lesson. If students have misconceptions about content, this is the opportunity to clarify and build student knowledge. This building of accurate
background knowledge will be supplemented by viewing the slides of the Nile River and the surrounding fertile soil during review of this key concept.

4. Supporting History/Social Studies Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify one language function essential for students to learn the history/social studies content within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Compare/contrast</th>
<th>Construct</th>
<th>Describe</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine</td>
<td>Identify</td>
<td>Interpret</td>
<td>Justify</td>
<td>Locate</td>
</tr>
</tbody>
</table>

(The specific language function that is essential to students is to analyze. This is the function where students use language to identify relationships and patterns. For example, students will use this function and learn content by recording individual features of a civilization (parts of a whole) and examining the interrelationships between them. Subsequent lessons tie back to the concept graphic organizer and it becomes a key tool for students during assessments.)

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

(The learning task for lesson two is performing a “do now” formative assessment concerning social classes in Ancient Egypt. This learning task provides students with a formative assessment to discuss, analyze, and categorize the various social classes. This graphic organizer combines a word bank, simulated questions, and an Egyptian pyramid that allows a visual analysis of social classes by showing their hierarchical relationship. After I model the first simulation, students will look at their graphic organizers from the lesson and the provided word bank as they work through the “do now” questions. The entire class will participate in going over the “do now” exercise, where misconceptions can be cleared up through class discussion. Students will correct their social class pyramid, if necessary, and make it part of their notes.)

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- **Vocabulary/symbols**
- **Plus** at least one of the following:
  - Discourse
  - Syntax

(The written vocabulary homework from lesson one aids in understanding the “do now” exercise and all of lesson two. This formative assessment directs students to find various definitions and it checks for understanding of that definition by placing it in the context of Ancient Egypt. These content-specific vocabulary words include pharaoh, dynasty, mummification, artisan, and
papyrus. This vocabulary builder will help increase background knowledge for the social class “do now” exercise as well as subsequent lessons. It also expands each vocabulary word by requiring how, what, and why questions concerning each particular word. This extends the vocabulary exercise into written discourse and it becomes a useful tool to communicate content. Additionally, students engage in discourse answering the questions and discussing the social class “do now” exercise as a whole class. During this exercise it is my expectation that students will use their worksheet to discuss with the class their analyses of the questions and why they categorized the information the way they did.]

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary/symbols, discourse, or syntax).

[The key instructional support is the vocabulary builder for Ancient Egypt. This homework will be reviewed prior to the lesson to increase background knowledge and engage students in not only describing words--but analyzing them--in a larger context. In the prior lesson, students were introduced to features of a civilization and obtained vocabulary applicable to all civilizations. They also analyzed establishing their own civilization in a group exercise, introducing spoken discourse among peers and then sharing their analyses with the entire class. This was mediated by my questions that were designed to extend and connect their experiences to the other groups in the class and to their urban environment.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how the planned formal and informal assessments provide direct evidence of how students learn and use facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon throughout the learning segment.

[Throughout the segment, formal and informal assessments were used. In lesson one, two assessments were used. The exit slip functioned as an informal assessment, designed to apply and reinforce the inquiry skills and features of a civilization (concepts) students learned during the group exercise. The homework for that lesson, the vocabulary builder for Ancient Egypt, is a formal assessment and will be graded for accuracy and completeness. This formative assessment in graphic form has students finding definitions from their textbook. Additionally, it takes these facts and checks for understanding by placing it in a context by asking how, what, and why questions for each definition. This takes each word and directs students to interpret, gaining foundational practice to build and support arguments for later assignments.

Lesson two contains three assessments. There is a map exercise that places Ancient Egypt in the context of geography. Students will need to find and interpret data. Map skills were taught in previous learning segments and a quick review will be modeled prior to the exercise. Students will be reminded of legends, scale, absolute location, and relative location. Students will analyze Ancient Egyptian geography by discussing each key geographical feature. The “do now” exercise provides an informal assessment of social classes as students use previous knowledge to answer descriptive social class questions. Following the questions is a pyramid that symbolizes the hierarchical nature of social classes. Students are using the facts they have learned to build this symbolic picture of the social classes in Ancient Egypt. There is a significant amount of information in lesson two. An exit slip will be used to assess whether
students grasp the two most important concepts from the lesson and why they are important. This exit slip gives a forum for students to support the concepts they have learned with evidence and will show me how effective I was in emphasizing those key concepts.

The homework for lesson three is a formal assessment that will be graded with a rubric. This homework will provide a tool to assess a variety of emerging skills. This assessment is a reading comprehension and writing exercise where students will use their annotation and coding skills. It also draws on the knowledge base of the lesson. Additionally, students will need to build and support brief arguments. This will also provide an assessment of overall writing skills but the main purpose is to assess how well students support their argument with facts from the lesson and given text.

Lesson 4 is designed to be a hands-on, engaging activity catering to the visual and artistic learner. This class activity is a formal assessment where students perform an exercise with pictograms that represent ideas and apply them to a series of symbols to tell a brief story. These stories provide insight into the daily lives of the Ancient Egyptians. Engaging in this process gives students exposure to using a tool of archaeologists—deciphering and applying codes and symbols to gain understanding.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[The planned assessments are compatible with the Universal Design for Learning (UDL). Providing multiple means of representation, engagement, and expression within the assessments provides opportunities for success not only for the struggling reader and ADHD student, but for all learners who exhibit their unique learning style expressed in their student survey. Specifically, the assessments offer flexibility in expression that students may have a preference for. The vocabulary builder homework from lesson one helps in the breakdown of vocabulary words and ties them to concepts. This will help struggling readers interact with textual content more closely. The map exercise during lesson two is visually focused and students can get up and draw features on the master map that is projected on the board, providing physical movement to break up the exercise. This helps the high energy, active learner and will be engaging for the ADHD students. The social class “do now” worksheet contains a graphical representation that captures key information, useful for struggling readers and all learners who prefer a graphic note system. Most of the assessments use the visual strengths of the students to bridge their non-verbal tendencies into spoken or written expression. This is apparent in the assessment concerning the hieroglyphic activity in lesson four. This symbolic discourse structure challenges students to bridge this divide by engaging in verbally deciphering pictures and then writing what they mean. Modeling this process is key to students who struggle with making these translations. The DBQ homework from lesson three will be formally assessed. All students will be required to use: (1) their concept organizer notes and (2) the coding card annotation system to complete this assessment (this is part of the rubric). I will be provided with a potential link to improving student outcomes by looking at their use of codes and annotations. The design of this assessment will provide the best chances of success for all students.]