

Common Assignment

Candidates create a resource packet reflecting their examination of each of the content strands within the discipline of social studies as outlined by NCSS. This packet includes a description of:

1. resources that could be used in teaching each of the various strands of the New York State Learning Standards or Ontario Expectations. Two of the resources are specifically designated as instructional technology and a text. All other resources may be individually identified by the candidate.
2. an activity that incorporates each resource and fosters active inquiry, critical thinking, and supportive interactions among the students.
3. an assessment of student knowledge and skill within each strand as a result of participating in the activities and utilizing the resources.
4. a common misconception or difficulty students typically have in each content strand and how the candidate might accommodate/support students who have this misconception or difficulty.

Special Methods Content Area Resource Packet

Knowledge of Subject Matter:				
	Program Standards	Unsatisfactory	Satisfactory	Exceptional
465.a	<p>Culture and Cultural Diversity The candidate demonstrates knowledge and skill in culture and cultural diversity by planning learning experiences that are meaningful to the learners. (NCSS 1.1)</p>	<p>The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.</p>	<p>The planned activity displays solid knowledge of culture and cultural identity. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.</p>	<p>The planned activity displays extensive knowledge of culture and cultural diversity and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.</p>
465.b	<p>Time, Continuity, and Change The candidate demonstrates knowledge and skill in time, continuity and change by planning learning experiences that are meaningful to the learners. (NCSS 1.2)</p>	<p>The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.</p>	<p>The planned activity displays solid knowledge time, continuity and change. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.</p>	<p>The planned activity displays extensive knowledge of time, continuity and change and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.</p>
465.c	<p>People, Places, and Environments The candidate demonstrates knowledge and skill in people, places and environments by planning learning experiences that are meaningful to the learners. (NCSS 1.3)</p>	<p>The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.</p>	<p>The planned activity displays solid knowledge of people, places, and environments. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.</p>	<p>The planned activity displays extensive knowledge of people, places, and environments and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.</p>
465.d	<p>Individual Development and Identity The candidate demonstrates knowledge and skill in individual development and identity by planning learning experiences that are meaningful to the learners. (NCSS 1.4)</p>	<p>The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.</p>	<p>The planned activity displays solid knowledge of individual development and identity. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.</p>	<p>The planned activity displays extensive knowledge of individual development and identity and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and</p>

				explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
465.e	<p>Individuals, Groups, and Institutions</p> <p>The candidate demonstrates knowledge and skill in individuals, groups and institutions by planning learning experiences that are meaningful to the learners. (NCSS 1.5)</p>	The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.	The planned activity displays solid knowledge of individuals, groups and institutions. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.	The planned activity displays extensive knowledge of individuals, groups and institutions and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
465.f	<p>Power, Authority, and Governance</p> <p>The candidate demonstrates knowledge and skill in power, authority and governance by planning learning experiences that are meaningful to the learners. (NCSS 1.6)</p>	The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.	The planned activity displays solid knowledge of power, authority and governance. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.	The planned activity displays extensive knowledge of power, authority and governance and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
465.g	<p>Production, Distribution, and Consumption</p> <p>The candidate demonstrates knowledge and skill in production, distribution and consumption by planning learning experiences that are meaningful to the learners. (NCSS 1.7)</p>	The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.	The planned activity displays solid knowledge of production, distribution and consumption. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.	The planned activity displays extensive knowledge of production, distribution and consumption and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
465.h	<p>Science, Technology, and Society</p> <p>The candidate demonstrates knowledge and skill in science, technology, and society by planning learning experiences that are meaningful to the learners. (NCSS 1.8)</p>	The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.	The planned activity displays solid knowledge of science, technology, and society. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.	The planned activity displays extensive knowledge of in science, technology, and society and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables

				students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
465.i	Global Connections The candidate demonstrates knowledge and skill in global connections by planning learning experiences that are meaningful to the learners. (NCSS 1.9)	The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.	The planned activity displays solid knowledge of global connections. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.	The planned activity displays extensive knowledge of global connections and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
465.j	Civic Ideals and Practices The candidate demonstrates knowledge and skill in civic ideals and practices by planning learning experiences that are meaningful to the learners. (NCSS 1.10)	The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. Assessment strategies lack congruence with the performance indicators.	The planned activity displays solid knowledge of civic ideals and practices. The activity aligns to Ontario Expectations/NY Standards' performance indicators. A planned assessment is congruent with the Ontario Expectations/ NY State Performance indicators.	The planned activity displays extensive knowledge of civic ideals and practices, and demonstrates knowledge and use of the field's tools of inquiry. The activity aligns to Ontario Expectations/NY Standards' performance indicators. The activity enables students to deeply analyze, compare, and explore common misconceptions within the field. Planned assessments are congruent with the Ontario Expectations/ NY State Performance indicators.
Instructional Strategies for Diverse Learners				
465.k	Instructional Strategies Candidate possesses a repertoire of evidence-based instructional strategies to differentiate instruction for diverse learners.	Modifications reflect a misunderstanding of instructional strategies for diverse learners or are missing.	Differentiated instructional strategies are described that promote positive learning environments.	Differentiated instructional strategies are described that promote positive learning environments. The evidence base to support these strategies is documented.
Communication and Technology				
465.l	Communication and Technology Candidate uses effective communication techniques to foster active inquiry and critical thinking in the classroom. (NCSS 1.8)	The resources identified by the candidate (including technology and text) do not foster active inquiry, critical thinking, collaboration or supportive interactions in the classroom.	The resources identified by the candidate (including technology and text) foster active inquiry, critical thinking, collaboration and/or supportive interactions in the classroom.	The resources identified by the candidate (including technology and text) foster active inquiry, critical thinking, collaboration and supportive interactions in the classroom.
General Program Expectations				
465.m	Disposition The candidate exhibits enthusiasm about instructional content.	The candidate's work does not exhibit enthusiasm toward the content area.	The candidate's selected resources and planned activities illustrate enthusiasm toward the content area.	The candidate's selected resources and planned activities illustrate enthusiasm toward the content area and will similarly inspire student.

465.n	Writing Conventions The submission follows standard writing conventions using appropriate grammar, spelling, and syntax. The current APA style is accurately used including in citations and references when appropriate.	Standard writing conventions are not followed causing the reader difficulty in understanding the candidate's plan. APA style is not used or there are numerous errors in its application.	Writing standards are followed but may contain 1-2 errors but they do not impede the readers' understanding of the lessons. References are included but minor APA errors are made.	Standard writing conventions are used with no errors. APA is accurately used and citations are correct.
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Based on Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va.: Association for Supervision and Curriculum Development.