

PPAT® Assessment

Library of Examples – Social Science

Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 3, Textbox 3.1.1

- What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?
- What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- What are some difficulties students might encounter with the content? How will you address the difficulties?

Example 1: Met/Exceeded Standards Level

- To guide my lesson planning process, I implemented the social learning theory originated by Albert Bandura. The social learning approach states that individuals acquire knowledge from one another through observation and modeling. This lesson applies Bandura's social learning theory by challenging students to observe content presented to them, imitate their acquired knowledge through discussion, and model their acquired knowledge through an interactive learning activity. The students will retain content of the Enlightenment Era during an interactive note-taking presentation, imitate knowledge by participating in a teacher guided discussion that reviews the content just presented, and model their learning by creating an Enlightenment "Mind Map" graphic organizer in a group structured learning activity.
- Three specific learning goals were identified for this lesson plan on the Enlightenment Era. First, students will be able to identify influential philosophes of the Enlightenment Era and analyze their respective contributions. Second, students will be able to analyze the

influence of Enlightenment literature and its effect on numerous European governments. Third, students will be able to effectively model the causes, courses, and effects of the Enlightenment Era. Missouri Teacher Standard 2.5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs is identified in this lesson. I am aware of the prior learning instruction that the students experienced in the previous lesson regarding the philosophical ideas of Thomas Hobbes and John Locke that initiated the Enlightenment Era. Specialty Area Standard 2.4: A Range of Primary Sources, Literature, and Other Media to Explore Citizenship in Other Times and Places is identified in this lesson, as students will analyze a primary source reading written by Voltaire, an Enlightenment philosopher. National Council for the Social Studies Thematic Standard 8: Science, Technology, and Society is identified in this lesson, as students will examine the Enlightenment's influence on all three elements.

- c. The content focus of this lesson plan is the Enlightenment Era that took place in Europe in the 17th and 18th centuries, a time in which philosophy, science, and politics evolved in a dramatic fashion. This lesson is focused on the Enlightenment movement defined by the increasing belief in the power of logic and human reasoning that challenged traditional government and religious institutions in Europe. Related content that students will have encountered in the two previous lessons will support learning by examining pre-existing conditions of European society, specifically the absolute authority of the Church and State, and by introducing newly founded philosophical ideas that instigated the Enlightenment. This prior knowledge will provide students with a foundation of the historical events and personalities that contributed to the Enlightenment Era.
- d. The Enlightenment "Mind Map" learning activity featured in this lesson challenges students to illustratively model their knowledge of the causes, courses, and effects of the philosophical movement in a graphic organizer format. However, it will be difficult for most students to grasp the activity's instructions and guidelines because a lot of the assignment is open to interpretation, challenging students to use their creativity and innovation to complete the activity effectively. I have created my own simplified Enlightenment "Mind Map" for student reference and guidance that provides an example of an illustration for one cause, one course, and one effect of the Enlightenment. This modeling will ensure student understanding of the instructions and requirements of the assignment.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals thorough?

Example 2: Did Not Meet/Partially Met Standards Level

- a. This lesson plan is a step by step plan of the entire lesson covering the causes of WW1. It shows all aspects of the lesson including standards, objectives, assessments, lesson structure, instructional strategies, and learning activities. This is important because it keeps things organized. It is quite helpful to the teacher because it forced the teacher to

be organized and prepared for class. It is helpful to the students because the lesson goes more smoothly when the teacher is prepared. Albert Bandura's Social Cognitive Theory (SCT) guides this planning process. SCT says that parts of a person's knowledge can be learned directly from observing others. There are five basic concepts found in Bandura's theory: observational learning, reproduction, self-efficacy, emotional coping, and self-regulatory capability. This theory makes use of lectures and visual tools, such as charts or demonstrations, to help facilitate memorization for learning. I will use this by having students follow my model of note-taking skills, watching a video, and then implementing the skill by filling in a graphic organizer over new information from the video.

- b. I identified two learning goals for this lesson: Soc.9-12.3b.M.1 Analyze Wars and Soc.9-12.6.O.1 Cultural Conflict. These standards guide the planned learning activities by focusing on analyzing why the war began and what caused the environment of high tension that was conducive to starting the war.
- c. The content focus of this lesson is causes of WW1. Previously learned content that supports student learning of this lesson include prior knowledge of some of the main terms, such as militarism, imperialism, and nationalism, which were learned in the previous unit.
- d. Students may have difficulty remembering which countries belonged to which side during WW1. I plan on addressing these difficulties through the use of guided notes, which will provide a quick and easy reference to the information. I will also address this issue through repetition and effective questioning.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals uneven?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.