Secondary History/Social Studies Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom

About the School Where You Are Teaching

1. In what type of school do you teach?
   - Middle school:
   - High school:
   - Other (please describe):
   - Urban:
   - Suburban:
   - Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

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.

About the Class Featured in This Assessment

1. What is the name of this course?

2. What is the length of the course?
   - One semester:
   - One year
   - Other (please describe):

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

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

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.

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

1. Grade level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):

2. Number of
   - students in the class _____
   - males _____ females _____

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. The first two rows have been completed in italics as examples. Use as many rows as you need.

   Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.
   - English language learners
   - Gifted students needing greater support or challenge
   - Students with Individualized Education Programs (IEPs) or 504 plans
   - Struggling readers
   - Underperforming students or those with gaps in academic knowledge

<table>
<thead>
<tr>
<th>Learning Needs Category</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, and/or Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Learning disability</td>
<td>2</td>
<td>Close monitoring, copy of PowerPoint notes and follow up</td>
</tr>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Provide oral explanations for directions and simplified text for word problems</td>
</tr>
</tbody>
</table>