

Secondary Social Studies Professional Development Look-Fors  
*Practices that should be evident in the classroom after participation at Professional  
 Development (PD) Session*

PD Title: Intro to HS US History EOCA and LAFS

The purpose of this six-hour workshop is to introduce the High School US History End of Course Assessment (EOCA) to high school US history teachers in order to help them better prepare their students to be successful on the US EOCA. This workshop will focus on strategies and best practices that teachers can implement as they prepare their students for the US History EOCA. Teachers will be able to identify and create higher order cognitive complexity questions using Webb’s Depth of Knowledge chart. Participants will also learn strategies to analyze documents, both visual and text-based. Teachers will learn how to implement strategies that support the Florida State Standards while preparing students for the HS U.S. History EOCA. This activity is only open to current HS US History teachers.

Course Objectives:

- Participants will be able to analyze the components of the U.S. History Item Specifications book.
- Participants will examine how to use the U.S. History Item Specifications booklet to plan and drive classroom instruction.
- Participants will be able to use the U.S. History Item Specifications booklet to design EOCA type assessments.

Teacher	<ul style="list-style-type: none"> <li>• Uses the US History Item Specifications booklet to identify critical content and design standards based instruction</li> <li>• Builds in time for practicing content-specific skills such as analyzing charts/graphs, maps, visuals, and historical documents</li> <li>• Incorporates diverse primary and secondary sources</li> <li>• Provides multiple exposures to content-specific and academic vocabulary</li> <li>• Formatively assesses students understanding through DOK 2 and 3 EOCA type questions based on the US History Item Specifications booklet</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Applies reading and vocabulary strategies when analyzing historical documents</li> <li>• Appropriately incorporates content-specific vocabulary into writing assignments and class discussions</li> <li>• Uses analysis strategies such as WAVES and APPARTS when appropriate</li> <li>• Describes relationships between events in different historical eras</li> <li>• Evaluates history’s relevance to their lives</li> </ul>