

**The ELD-NEPF Connection:**  
**Aligning the Nevada ELD and NEPF Instructional Practice**  
**Standards Frameworks**  
Secondary Science



## Introduction

### Purpose of this Resource

The purpose of the Nevada English Language Development (ELD) Standards Framework and Nevada Educator Performance Framework (NEPF) Instructional Practice Standards Connections documents is to provide clarity about the alignment between these two frameworks and guidance about high-leverage, evidence-based instructional practices that are particularly effective for English learner (EL) students. When the ELD and NEPF Instructional Practice Standards Frameworks are used concurrently, teachers implement effective instruction that promotes EL students' equitable access to intellectually rich, grade-level, and standards-based content instruction.

The Nevada ELD Standards Framework articulates specific, research-based instructional practices that promote EL students' simultaneous development of language, content knowledge, and content disciplinary practices. The ELD Standards Framework Guidance Documents specify the connections between the ELD Standards and the content disciplinary practices of English language arts, mathematics, science, and social studies. The ELD Standards Framework Guidance Documents can be accessed at [https://doe.nv.gov/English\\_Language\\_Learners\(ELL\)/ELD\\_Standards\\_Framework\\_and\\_Instructional\\_Guidance\\_Documents/](https://doe.nv.gov/English_Language_Learners(ELL)/ELD_Standards_Framework_and_Instructional_Guidance_Documents/)

The NEPF identifies effective instructional practices that support all students to meet academic achievement targets and performance expectations. The NEPF promotes five research-based, high-leverage instructional principles of effective teaching:

**Standard 1:** New learning is connected to prior learning and experiences.

**Standard 2:** Learning tasks have high cognitive demand for diverse learners.

**Standard 3:** Students engage in meaning-making through discourse and other strategies.

**Standard 4:** Students engage in metacognitive activity to increase understanding of and responsibility for their own learning.

**Standard 5:** Assessment is integrated into instruction.

Certain practices promoted in the ELD-NEPF Connections documents may also be beneficial for students who are not identified as EL students; however, this document focuses explicitly on effective instruction for EL students. The goal of providing these resources is to support educators in understanding how the following overarching practices can result in EL students' higher academic achievement:

- a. Providing students opportunities to interpret and express language in a variety of contexts and in all content areas,
- b. Providing students opportunities to collaborate on disciplinary tasks and in disciplinary practices/learning while using academic/content language meaningfully, and
- c. Using formative assessment processes to drive instruction.

These EL-focused practices are aligned with the NEPF Standards and Indicators.

## How to Use This Resource

This ELD-NEPF Instructional Practice Standards Framework Connections document offers concrete guidance to educators on effective instructional practices for EL students. It provides a visual overview of the alignment between the NEPF and the ELD Standards Framework in the areas of interpreting, expressing, collaborating, and engaging in formative assessment practices in the content areas. Recommended practices and classroom examples in action illustrate high-quality instruction for EL students that align with each NEPF standard and associated indicators.

This resource should be used in conjunction with the NEPF Rubrics, Tools, and Protocols, and the ELD Standards Framework Guidance Documents to inform the implementation of instructional practices, conversations between educators and evaluators, and areas for professional growth. Educators can use this resource to identify high-quality instructional practices they can implement to ensure their EL students' learning needs are being addressed. Educators may also use this resource to deepen their understanding of how NEPF Standards and Indicators align with practices that support EL students. It is important to note that this resource is not intended to be an all-inclusive list of practices to support EL students; it serves to initiate and support conversations about effective practices.

## ELD Guiding Principles

The education of EL students is a shared responsibility by all educators. Five ELD guiding principles articulate the fundamental norms, behaviors, and values shared by effective educators of EL students and that frame instructional decision-making. These guiding principles, along with the NEPF Instructional Practice Standards, frame the recommended practices in this resource.

**Guiding Principle 1:** Teachers recognize and value EL students' assets: home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translanguaging abilities. Teachers leverage these assets to accelerate learning in English language development and content proficiency.

**Guiding Principle 2:** Teachers provide robust, grade-level, and content standards-based instruction to EL students with intentional scaffolding designed to support their content understandings, language development, and analytical thinking.

**Guiding Principle 3:** Teachers provide frequent opportunities for EL students to engage in extended discourse through multiple modalities, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.

**Guiding Principle 4:** Teachers provide opportunities for English learners to develop metacognitive, metalinguistic, and metacultural awareness and to use this knowledge to develop autonomy and monitor their progress in content, language, and socio-emotional learning.

**Guiding Principle 5:** Teachers align assessment practices with content and language learning goals; teachers use formative assessment practices during instruction to support English learners' content and English language learning.

**ELD-NEPF Standards Framework Connection Reviewers**

The Nevada Department of Education is thankful to staff from the Region 15 Comprehensive Center for their assistance in the development of the ELD-NEPF Connections documents and expresses deep gratitude the following contributors and reviewers who generously shared their time and expertise.

<b>Contributors and Reviewers</b>	<b>Position Title</b>	<b>Organization</b>
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**ELD-NEPF Alignment At-a-glance**

The following table shows the alignment between the ELD Standards Framework Practices and the NEPF Instructional Practice Standards and Indicators. The dots in the table represent the ELD Standards Framework Practices.

**ELD Standards Framework Practices for Supporting the Development of Language Across the Content Areas**

- Interpreting Language
- Expressing Language
- Collaborating in the Language of the Content
- Formative Assessment

**Teacher Instructional Practice Standards and Indicators**

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
<b>Indicator 1 ●</b> Teacher activates all students' initial understandings of new concepts and skills	<b>Indicator 1 ●</b> Tasks purposefully employ all students' cognitive abilities and skills	<b>Indicator 1 ●●</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<b>Indicator 1 ●●</b> Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	<b>Indicator 1 ●●●</b> Teacher plans on-going learning opportunities based on evidence of all students' current learning status
<b>Indicator 2 ●</b> Teacher makes connections explicit between previous learning and new concepts and skills for all students	<b>Indicator 2 ●●●</b> Tasks place appropriate demands on each student	<b>Indicator 2 ●</b> Teacher provides opportunities for all students to create and interpret multiple representations	<b>Indicator 2 ●</b> Teacher structures opportunities for self-monitored learning for all students	<b>Indicator 2 ●●●</b> Teacher aligns assessment opportunities with learning goals and performance criteria
<b>Indicator 3 ●</b> Teacher makes clear the purpose and relevance of new learning for all students	<b>Indicator 3 ●●</b> Tasks progressively develop all students' cognitive abilities and skills	<b>Indicator 3 ●</b> Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<b>Indicator 3 ●●</b> Teacher supports all students to take actions based on the students' own self-monitoring processes	<b>Indicator 3 ●●●●</b> Teacher structures opportunities to generate evidence of learning during the lesson of all students
<b>Indicator 4 ●</b> Teacher provides all students opportunities to build on or challenge initial understandings	<b>Indicator 4 ●●●</b> Tasks operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	<b>Indicator 4 ●●</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		<b>Indicator 4 ●●●●</b> Teacher adapts actions based on evidence generated in the lesson for all students

<p><b>Standard 1: New learning is connected to prior learning and experience</b></p>	<p><b>ELD Guiding Principle 1: Teachers recognize and value EL students’ assets: home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translanguageing abilities; teachers leverage these assets to accelerate English language development and content proficiency.</b></p>
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<p><b>NEPF Standards and Indicators with Guiding Questions</b></p>	<p><b>ELD Recommended Practices</b></p>	<p><b>Examples in Action</b></p>
<p><b>Indicator 1</b>  <b>Teacher activates all students’ initial understandings of new concepts and skills</b>  <i>How can I modify my instruction to activate and accommodate English learners’ initial understanding of new concepts and skills?</i></p> <p><b>Indicator 2</b>  <b>Teacher makes connections explicit between previous learning and new concepts and skill for all students</b>  <i>How can I correct any misconceptions or misunderstandings that English learners may have?</i></p> <p><i>How does the skill/concept that I am teaching connect to previous learning?</i></p>	<ul style="list-style-type: none"> <li>• Build background in key language and concepts that other students are expected to have gained through prior learning and experience (1.1, 1.2)</li> <li>• Provide language frames to develop questions and responses (1.4)</li> <li>• Include a learning partner of the same L1, but at a higher English language performance level (1.4)</li> <li>• Use sensory supports, graphic supports, interactive supports, and include L1 as appropriate (1.1)</li> <li>• Emphasize cognates when appropriate (1.1, 1.2)</li> </ul> <p><i>Additional practices</i></p> <ul style="list-style-type: none"> <li>• Consider students’ thoughts and guide the students to recognize and understand any misconceptions/ misunderstandings they hold (1.4)</li> </ul>	<p><b>Video Title:</b> <a href="#">Reading and Thinking Like a Scientist-Day 1</a>  <b>Tag:</b> 6:46 (All)  <b>Grade:</b> 8  <b>NEPF Connection:</b> IP 1.2, 1.4  <b>Identified Practices:</b> Teacher has students work in groups to co-construct meaning of complex vocabulary. Teacher prompts students to make connections between a conductor on a train and the vocabulary term conductor. Teacher provides scaffold graphic organizer/note catcher based on students’ needs</p> <p><b>Video Title:</b> <a href="#">ESL MCU: Access to Clean Water</a>  <b>Tag:</b> 6:39 (All)  <b>Grade:</b> 7  <b>NEPF Connection:</b> IP 1.1, 1.3  <b>Identified Practices:</b> Teacher connects lesson from social studies to science ESL classroom. Teacher facilitates warm-up to activate</p>

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 3</b>  <b>Teacher makes clear the purpose and relevance of new learning for all students</b>  <i>How will I help English learners understand the purpose of the new learning and give relevance for all students?</i></p> <p><i>How will I capitalize on English learners' strengths and interests in fostering motivation for learning and high achievement?</i></p> <p><b>Indicator 4</b>  <b>Teacher provides all students opportunities to build on or challenge initial understandings</b>  <i>What strategies or methods can I employ to build upon or challenge English learners' initial understandings?</i></p>	<ul style="list-style-type: none"> <li>• Explicitly discuss the relationship between prior knowledge and what will be learned that day (1.2)</li> <li>• Demonstrate the relevance of the subject by connecting to the real-world to give students a meaningful framework for academic and personal connection (1.2)</li> <li>• Incorporate student discussions that activate their prior knowledge on the topic using structures (e.g., Think-Write-Pair-Share, metacognitive journal entries, anticipation guides) (1.4)</li> </ul>	<p>students' prior knowledge/experience on fact versus opinion. Teacher utilizes social language to give students access to the materials.</p>

\*Video titles are hyperlinked; a digital version of this document with active hyperlinks is available on the NDE website.

<b>Standard 2: Learning tasks have high cognitive demand for diverse learners</b>	<b>ELD Guiding Principle 2: Teachers provide robust, grade-level, and content standards-based instruction to EL students with intentional scaffolding designed to support their content understandings, language development, and analytical thinking.</b>
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NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 1</b>  <b>Tasks purposefully employ all students’ cognitive abilities and skills</b>  <i>How do I challenge and support English learners across the language proficiency levels to employ their cognitive abilities?</i></p> <p><b>Indicator 2</b>  <b>Tasks place appropriate demands on each student</b>  <i>How do the tasks place appropriate content and language demands on English learners?</i></p> <p><b>Indicator 3</b>  <b>Tasks purposefully develop all students’ cognitive abilities and skills</b>  <i>Am I including scaffolded tasks to demonstrate the language development progress of English learners?</i></p> <p><b>Indicator 4</b>  <b>Teacher operates with a deep belief that all children can achieve regardless of</b></p>	<ul style="list-style-type: none"> <li>• Provide illustrated glossaries/labeled illustrations of key technical vocabulary (2.1)</li> <li>• Provide graphic organizers, transition word banks, and a list of more sophisticated academic language (2.1)</li> <li>• Provide academic sentence/paragraph starters in the various language structures used in the lesson (e.g., explain, compare, and justify) (2.4)</li> <li>• Provide students with a note catcher and instruct students to work with a partner to identify point of view and supporting evidence (2.2)</li> <li>• Provide adequate wait time for students to process the language and content (2.4)</li> <li>• Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups and break down complex text by making explicit the language</li> </ul>	<p><b>Video Title:</b> <a href="#">Reading/Thinking as a Scientist Day 1</a>  <b>Tag:</b> 6:46 (All)  <b>Grade:</b> 8  <b>NEPF Connection:</b> IP 2.1, 2.2  <b>Identified Practices:</b> Teacher provides embedded supports such as vocabulary section and sentence starters within graphic organizer. Teacher utilizes the CAT-P (connection, ask a question, translate, and predict) classroom strategy.</p> <p><b>Video Title:</b> <a href="#">ESL MCU: Access to Clean Water</a>  <b>Tag:</b> 2:21–2:56 (Clip)  <b>Grade:</b> 7  <b>NEPF Connection:</b> IP 2.4  <b>Identified Practices:</b> Teacher recognizes that students may not have the language to demonstrate understanding yet. Teacher leverages students’ higher-order thinking skills.</p>



NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>race, perceived ability, and socioeconomic status</b>  <i>How do I demonstrate through my actions that I believe my English learners can learn?</i></p>	<p>needed (sentence starters or phrases) to construct high-leverage language functions, e.g. describe, explain, compare and clarify (2.3)</p>	

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<b>Standard 3: Students engage in meaning-making through discourse and other strategies</b>	<b>ELD Guiding Principle 3: Teachers provide frequent opportunities for EL students to engage in extended discourse through multiple modalities, including oral, written, visual, and kinesthetic modes of communication focused on developing students’ content understandings, language, and analytical thinking</b>
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NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 1</b>  <b>Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</b>  <i>How does my planning foster participation and language practice through intentional grouping strategies to provide opportunities for extended productive discourse?</i></p> <p><b>Indicator 2</b>  <b>Teacher provides opportunities for all students to create and interpret multiple representations</b>  <i>What scaffolds have I included to differentiate the level of support needed for English learners during conversations, both orally and in writing?</i></p>	<ul style="list-style-type: none"> <li>• Provide dialogue structures (e.g., dyads, triads, small group, learning circles, Socratic seminar, partner of the same L1 but at a higher English language performance level) (3.1)</li> <li>• Provide tools (e.g., a formulaic discussion protocol, cloze or scripted discussion frames, clarifying bookmarks, vocabulary development models) (3.2)</li> <li>• Provide adequate time for students to process the language and the content (3.3)</li> <li>• Provide content information in L1 (e.g. partners, dictionaries, videos, web sites) (3.2)</li> <li>• Allow time for students to write ideas and then share with a partner or small group (e.g., rehearse the language, listen to the ideas of others, ask questions, provide feedback) (3.2)</li> </ul>	<p><b>Video Title:</b> <a href="#">Literacy in Physics: Reading a Primary Source</a>  <b>Tag:</b> 6:00 (All)  <b>Grades:</b> 9–12  <b>NEPF Connection:</b> IP 1.4, 3.1, 3.2, 3.3, 3.4  <b>Identified Practices:</b> Teacher has students learn about and use primary science source materials. Teacher has students read a scientific research article to use it as a model to write their own research paper.</p> <p><b>Video Title:</b> <a href="#">ESL MCU: Access to Clean Water</a>  <b>Tag:</b> 3:00–4:40 (Clip); 6:39 (All)  <b>Grade:</b> 7  <b>NEPF Connection:</b> IP 3.2, 3.3  <b>Identified Practices:</b> Teacher has students participate in a partner discussion about fact versus fiction. Teacher utilizes student whiteboards to make learning visible. Teacher has students use images and words to produce their own facts and opinions.</p>

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 3</b>  <b>Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</b>  <i>How have I established routines that allow English learners to make connections and recognize relationships?</i></p> <p><b>Indicator 4</b>  <b>Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</b>  <i>How do I intentionally plan for maximizing the available instructional space that enables collaboration, participation, and an overall positive experience for English learners?</i></p>		<p><b>Video Title:</b> <a href="#">Reading/Thinking as a Scientist-Day 2</a>  <b>Tag:</b> 3:42–4:48 (Clip); 6:36 (All)  <b>Grade:</b> 8  <b>NEPF Connection:</b> IP 4.1, 4.3  <b>Identified Practices:</b> Teacher has students work in small groups to make meaning of the content by categorizing and prioritizing at least two pieces of information within each category. Teacher explains benefits of small group work—safe environment, hear information from peers, make connections among categories.</p>

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<b>Standard 4: Students engage in metacognitive activity to increase understanding of and responsibility for their own learning</b>	<b>ELD Guiding Principle 4: Teachers provide opportunities for EL students to develop metacognitive, metalinguistic, and metacultural awareness and to use this knowledge to develop autonomy and monitor their progress in content, language, and socio-emotional learning.</b>
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NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 1</b>  <b>Teacher and all students understand what students are learning, why they are learning it and how they will know if they have learned it</b>  <i>How are English learners communicating the learning goals, performance criteria/student success criteria, and the purpose of the lesson?</i></p> <p><b>Indicator 2</b>  <b>Teacher structures opportunities for self-monitored learning for all students</b>  <i>In what ways have I provided opportunities for student self-monitoring and self-reflection during instruction?</i></p> <p><b>Indicator 3</b>  <b>Teacher supports all student to take actions based on the students' own self-monitoring processes</b></p>	<ul style="list-style-type: none"> <li>• Generate questions for students to engage in the key uses of academic language (recount, explain, argue, discuss) (4.2)</li> <li>• Increase the explicitness of instruction to focus on language functions (e.g., clarify, justify, compare) (4.1)</li> <li>• Explain the student success criteria, that enables students to interpret and make meaning of the content, as well as demonstrate their learning of the language and content (4.1)</li> <li>• Provide exemplars of tasks (e.g., writing specific to the purpose, research methods or presentations from the research) (4.1)</li> <li>• Provide structures for students to edit and revise their writing (e.g., shared writing, partners, teacher conferencing) (4.1)</li> </ul>	<p><b>Video Title:</b> <a href="#">Reading/Thinking as a Scientist-Day 2</a>  <b>Tag:</b> 6:36 (All)  <b>Grade:</b> 8  <b>NEPF Connection:</b> IP 4.1, 4.3  <b>Identified Practices:</b> Teacher has students use “Content Categorization” to categorize and prioritize information. Teacher has students add to their notes based on information that they deemed a priority for each category.</p> <p><b>Video Title:</b> <a href="#">San Marcos HS Integrated ELD</a>  <b>Tag:</b> 0:00–6:12 (Clip); 1:24–2:44 (Clip); 2:49–3:28 (Clip)  <b>Grades:</b> 9–12  <b>NEPF Connection:</b> IP 4.1  <b>Identified Practices:</b> Teacher unpacks learning objective, language objectives, and success skills and shares with the students. Teacher and students discuss why they are engaging in a Socratic seminar. Teacher provides students</p>

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><i>What actions can teachers take for English learners to show that they have completely mastered the learning tasks?</i></p>	<ul style="list-style-type: none"> <li>• Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings (4.1)</li> <li>• Provide structures (e.g., partners, small groups, technical support) for students to develop their own learning (4.2)</li> </ul>	<p>with Socratic seminar sentence frames at various levels to use as a resource.</p>

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<b>Standard 5: Assessment is integrated into instruction</b>	<b>ELD Guiding Principle 5: Teachers align assessment practices with content and language learning goals; teachers use formative assessment practices during instruction to support EL students’ content and language learning.</b>
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NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 1</b>  <b>Teacher plans ongoing learning opportunities based on evidence of all students’ current learning status</b>  <i>How will I adapt instruction and future lessons addressing the linguistic and cultural differences in my classroom?</i></p> <p><b>Indicator 2</b>  <b>Teacher aligns assessment opportunities with learning goals and performance criteria</b>  <i>How does my assessment align with student learning goals and performance criteria?</i></p> <p><b>Indicator 3</b>  <b>Teacher structures opportunities to generate evidence of learning during the lesson of all students</b>  <i>How am I addressing the components of the English language development in this lesson plan or unit to generate evidence that all students are learning?</i></p>	<ul style="list-style-type: none"> <li>• Provide language supports for students to process and produce language (5.1, 5.3)</li> <li>• Incorporate opportunities for students to demonstrate their learning of the language and content (5.2)</li> <li>• Provide structures for students to practice working collaboratively in whole group, small groups, or partners (5.3)</li> <li>• Provide opportunities for students to be able to use language to interpret/make meaning of the content at different proficiency levels (5.4)</li> </ul>	<p><b>Video Title:</b> <a href="#">Reading/Thinking as a Scientist-Day 2</a>  <b>Tag:</b> 6:36 (All)  <b>Grade:</b> 8  <b>NEPF Connection:</b> IP 5.1, 5.3  <b>Identified Practices:</b> Teacher uses pre-assessment to determine opportunities for growth based on previous day’s reading. Teacher uses of online platform (i.e. Socrative) to have real-time data for analysis. Teacher shares data with students to make decisions on next steps. Teacher has students work collaboratively to strengthen opportunities for growth.</p> <p><b>Video Title:</b> <a href="#">San Marcos HS Integrated ELD</a>  <b>Tag:</b> 0:00–6:12 (Clip)  <b>Grades:</b> 9–12  <b>NEPF Connection:</b> IP 5.1, 5.2, 5.3  <b>Identified Practices:</b> Teacher purposefully plans around standard by utilizing learning objective, language objectives, and success skills, and teacher shares with students.</p>

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p><b>Indicator 4</b>  <b>Teacher adapts actions based on evidence generated in the lesson for all students</b>  <i>How am I adapting my actions and lesson plans to measure student growth and progress toward language and content goals?</i></p>		<p>Teacher has students co-construct a group Claim Evidence Reasoning (CER) prior to completing an individual CER. Teacher gives students the opportunity to utilize newly gained knowledge during a Socratic seminar.</p> <p><b>Video Title:</b> <a href="#">Supporting ELLs Through Project-Based Learning</a>  <b>Tag:</b> 3:00 (All)  <b>Grades:</b> 9–12  <b>NEPF Connection:</b> IP 3.1, 3.2, 3.3, 3.4  <b>Identified Practices:</b> Teacher discusses how students will create CERs, individually and in groups ,and will participate in a Socratic seminar. Teacher has students debrief the Cuban Missile Crisis and helps them make connections between science and social studies.</p>

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