**AGENDA FOR SESSION 2 | “INCORPORATING CORE SS PRACTICES”**

**November 28, 2016**

OASD Social Studies Curriculum Review Process

Facilitator: Melissa Gibson, Marquette University

**Session 2 Goals:** [1] Continue developing a shared understanding of core social studies practices; [2] Analyze our social studies teaching in relation to core social studies practices; and [3] identify appropriate next steps in our teaching in order to move toward inquiry and authentic intellectual work.

9:45-9:55 (Re)Introductions | whole group

9:55-10:30 Using Artifacts to Share Our Teaching | mixed-grade partners

10:30-10:50 Introducing the C3 Framework | school-based teams

10:50-11:35 Moving Toward Inquiry & Authentic SS Work | grade-level teams

11:35-11:45 Closing | whole group

**Resources:** - NCSS C3 Framework

- C3 Teachers Inquiry Design Model

- Essential Questions Readings by McTighe & Wiggins, Lattimer, and Jorgenson

- Marquette University, “Core Social Studies Practices”

- Handout: “Moving Toward Inquiry & Authentic Social Studies Work”

**Next Steps:** - Incorporate some level of essential question practices into your social studies teaching

- Make self-selected moves towards inquiry and authentic social studies work

- Gather artifacts of your moves towards inquiry and authentic social studies work

- K4 volunteers for initial observations

- Optional: Winter break reading?

*All resources & session materials are available at http://www.melissaleighgibson.com/ss-curriculum-review.html*

**Conversation Protocol for Sharing Learning Artifacts**

*You will be telling the story of teaching and learning in your classroom through an artifact of student work. Your partner’s job is to push you to make evidence-backed claims about your teaching and students’ learning. Whenever you make a claim about teaching or learning in your classroom, your partner should ask you for the evidence!*

**[1] Describe the artifact:** What is it? In what context was it created? How does it fit into the larger arc of your class?

**[2] Describe student learning as represented by the artifact:** What did students learn? How do you know?

**[3] Describe the teacher’s role:** What instruction led to this artifact? What did you do as the teacher to get students to the point of being able to produce this work? What was your role throughout the learning and doing practice?

**[4] Analyze the why, what, and how of your practice:** Where do teaching and learning in your class fit in relation to the SS frameworks introduced in Session 1?

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| **WHY: The Purposes of SS** | **WHAT: 10 Themes of SS** | **HOW: Core SS Practices** |
| Democratic Training  Cultural Literacy  Social Justice & Social Change  Academic Preparation  Life Skills  Inquiry & Historical Thinking  Global Citizenship in a Changing World  Knowledge for Knowledge’s Sake | Culture  Time, Continuity, & Change  People, Places, & Environments  Individual Development & Identity  Individuals, Groups, & Institutions  Power, Authority, & Governance  Production, Distribution, & Consumption  Science, Technology, & Society  Global Connections  Civic Ideals & Practices | Planning for Instruction  Essential Questions/Enduring Understandings  Cultural & Community Relevance  Meeting Student Needs  Authentic Assessment  Student-Centered Inquiry  Multiple Forms of Communication  Social Scientific Thinking  Historical Thinking  Critiquing Dominant Narratives  Inclusive Classroom Community |

**C3 FRAMEWORK | 4 DIMESIONS OF THE INQUIRY ARC**





**MOVING TOWARD INQUIRY & AUTHENTIC SOCIAL STUDIES WORK**

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| --- | --- | --- | --- |
|  | **If you want to take**  **BABY STEPS, try:** | **If you want to take BIGGER STRIDES, try:** | **If you want to**  **SPRINT, try:** |
| **ESSENTIAL**  **QUESTIONS**  **& ENDURING UNDERSTANDINGS** | Framing individual lessons in terms of topical essential questions,and then using your lesson closing to answer the question with students. | Asking an overarching essential question that connects to several lessons in an upcoming unit. | Building your next unit around an overarching essential question,with topical and supporting questions for each lesson (possibly co-developed with students). |
| **CULTURAL & COMMUNITY RELEVANCE** | Using your lesson openings and/or closings to make connections between your official curriculum and relevant, age-appropriate current events and social issues. | Inserting a lesson into an upcoming unit that is focused on a current event or issue that is relevant to your students. | Building an upcoming unit that is place-based, going out into your community to ask questions, study content, and/or take action. |
| **AUTHENTIC ASSESSMENT** | Replacing an upcoming test or quiz with a non-traditional writing assignment (e.g., RAFT writing). | Redesigning a unit’s assessment so that it is an authentic performance task, something that real people do in the real world (e.g., write a newspaper article). | Designing a unit to build towards students’ authentic communication and public action in the world (e.g., creating and curating a museum exhibit). |
| **STUDENT-CENTERED**  **INQUIRY** | Centering a lesson around core inquiry skills (e.g., how to ask a Big Question) instead of content or reading skills | Flipping an existing lesson from front-loading content to having students discover information in response to an overarching question. | Using the C3 Inquiry Arc templates to design an upcoming unit. |
| **HISTORICAL THINKING** | Incorporating sources beyond the textbook/pre-packaged curriculum materials (e.g., artifacts, traces & accounts, news articles, images, children’s literature). | Asking open historical questions to guide instruction rather than presenting content as a finished story (e.g., What happened to the settlers of Jamestown?). | Engaging in historiography with students by having them analyze how history is told (e.g., Critical Historian’s Essential Questions). |
| **SOCIAL SCIENTIFIC THINKING** | Teaching explicitly about one of the social sciences in an upcoming lesson. | Redesigning an upcoming lesson to examine content from the perspective of two or more social sciences. | Having students conduct original social science research (e.g., ethnography, survey, case study, randomized controls) in order to address the guiding questions and themes within a unit. |
| **INCLUSIVE CLASSROOM COMMUNITY** | Inviting a guest speaker from the community to teach about how they use social studies in their job or daily life. | Allowing students to investigate and peer teach the content in an upcoming lesson or unit. | Co-designing a unit, inquiry project, or performance task with students, such as through a process of pitching and modifying or by allowing for student-directed inquiry. |