

# Teaching and Learning – General Recommendations for Remote Instruction

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## General information for all social studies teachers

Links to downloadable/shareable PDFs of the adopted textbooks are:

- [07 Foundations of Social Studies](#)
- [08 US History 1](#)
- [09 Geography](#)
- [10 World History](#)
- [US History 2 - 11th grade](#) (online access) [Mobile App for Pearson](#)
- [12 US Government](#)

Note that the PDFs CANNOT be posted on the internet through your website. You can share them only with your students.

[Newsela](#) is a wonderful tool for delivering content in the form of short articles with students. The company has opened this resource up for free until the end of the year for all teachers. I highly suggest that you create an account and become familiar with this tool.

For direct instruction, two tools are simple and invaluable:

- [Screencast O Matic](#)
- [Explain Everything](#)

These apps allow you to record and share a presentation (slides, images, text, and your voice). An mp.4 file is created by the app which you can share via email, Canvas, Teams, OneNote, etc. If you aren't familiar with one or both of these, take some time to learn to use them. They will be great resources for you as you personalize instruction in the future.

These two weeks are a good opportunity for:

- Practice and review of previously learned material.
- Vocabulary building
- Writing: summarizing, responding to, or otherwise analyzing readings
- Researching a student-chosen topic from a teacher-created list

## Digital Experience: Advanced

If you and your students are comfortable with technology, the recommendation is that you continue to utilize [Canvas](#) as your learning management system (or Summit LMS for Farmington HS), as it is already widely used in Davis School District. Organize your lessons into [modules](#); one module for each week of remote learning. Plan for each module to consist of approximately 100 minutes\* of coursework.

Take advantage of the power of Microsoft Teams or [Zoom](#) to allow you hold meetings with your students.

You will likely have time to learn to use many more tools during these weeks. I suggest you try [Writable](#). The district has a license for this and you can access it using Clever.

## Digital Experience: Intermediate

Microsoft Teams is your new best friend. Increase your familiarity and ability to use the Classroom Notebook function to deliver content, receive assignments, and provide feedback to students.

Asynchronous "discussions" can be held using Posts: Teacher-initiated threads to which students add comments.

Remember to keep the student workload to approximately 100 minutes\* per week.

Take the opportunity during these weeks to add elements from Advanced (above) to your repertoire of instructional skills.

### Digital Experience: Novice

OneDrive can be an effective tool for delivering instruction, receiving student work, and giving feedback remotely. If your experience-level with digital technologies for collaboration are limited to this tool, here is what I suggest:

1. Create a folder for each class period. Share access to that folder via email with students in that class.
2. Within the folder create clearly labeled sub-folders with titles such as: **Learning plan for March 16-20** and **Learning plan for March 23-27**.
3. Within those folders create additional sub-folders with titles such as: **Assignments 1-3, Student Work Uploads**, etc.
4. Email general feedback about participation and your willingness to assist any student having problems accessing information or using OneDrive.

Remember to keep the student workload to approximately 100 minutes\* per week.

### Social Studies Mini-Unit: COVID 19 and Plagues Through History

I have collected some articles, videos, and assignments that could be used to conduct a “mini-unit” on COVID-19 and plagues through history. It is designed to cover exactly the 5 days you need to prepare for. There is a short plan detailing one possible way to use them with students.

LINK TO RESOURCES:[https://livedsdmail-my.sharepoint.com/:f/g/personal/chall\\_dsdmail\\_net/Ek\\_20b79maZDtIEx1qAXPBgB\\_gz6gMRMvkwDWLsAbQWE4A?e=siog3s](https://livedsdmail-my.sharepoint.com/:f/g/personal/chall_dsdmail_net/Ek_20b79maZDtIEx1qAXPBgB_gz6gMRMvkwDWLsAbQWE4A?e=siog3s)

I have provided the assignments in both MS Word and PDF formats. Feel free to edit. Also provided are PDF versions of the articles and mp.4 files of the videos that you can upload. These resources could be shared in any of the three methods/experience levels outlined above.

I would encourage departments to think about possibly adding this mini-unit at all three levels at your school. Encourage students to work WITH their siblings on the assignments. The discussions they might have as they collaborate could be enlightening for them and would certainly promote social-emotional learning in the family.

Note that the video for Activity 4 contains brief usage of the following terms: sexually-transmitted disease, French sex-workers. I have provided an alternative which you’ll find in the folder. Preview ALL material before use to ensure it’s appropriateness for your school community.

\*We have been instructed to plan for 40 minutes per day of instruction. Over a two-week period a student would attend class exactly 5 times. This should constitute 200 minutes of total coursework.