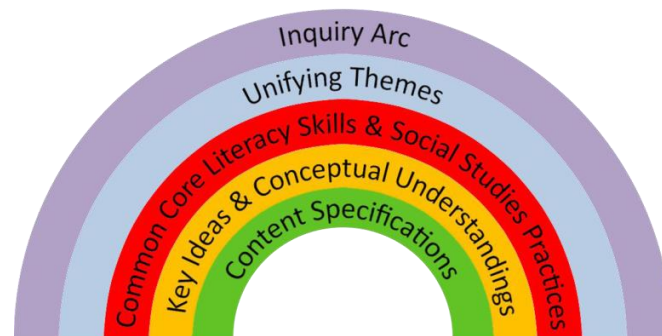


Aligning Elementary Instruction to the NYS K-12 Social Studies Framework

Pelham Public Schools



We All Have Issues ...



1. What is an issue or event that has impacted your life in the last two weeks?
2. What is one question that kids ask about the world around them in your grade?



Timing is everything...



Is every issue a social studies issue?



Agenda



- I. What have we accomplished? What is so different about Social Studies instruction now?
- II. What is Inquiry-Based Social Studies Instruction?
- III. Where do we go from here?

21st Century Social Studies



Individual Development and Cultural Identity (Theme)

- ◆ 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community. (Key idea)
- ◆ 1.1a Families are a basic unit of all societies, and different people define family differently (Conc. Understanding)
 - ◆ Students will listen to stories about different families and will identify characteristics that are the same and different. (Content)

The New Social Studies Paradigm



- ◆ In content-rich subjects, it has traditionally been “facts first, thinking later”

... and it hasn't worked.


* * * * *

- ◆ Through an **Inquiry Arc**, we now start with “thinking with a purpose”

... answering a compelling question.

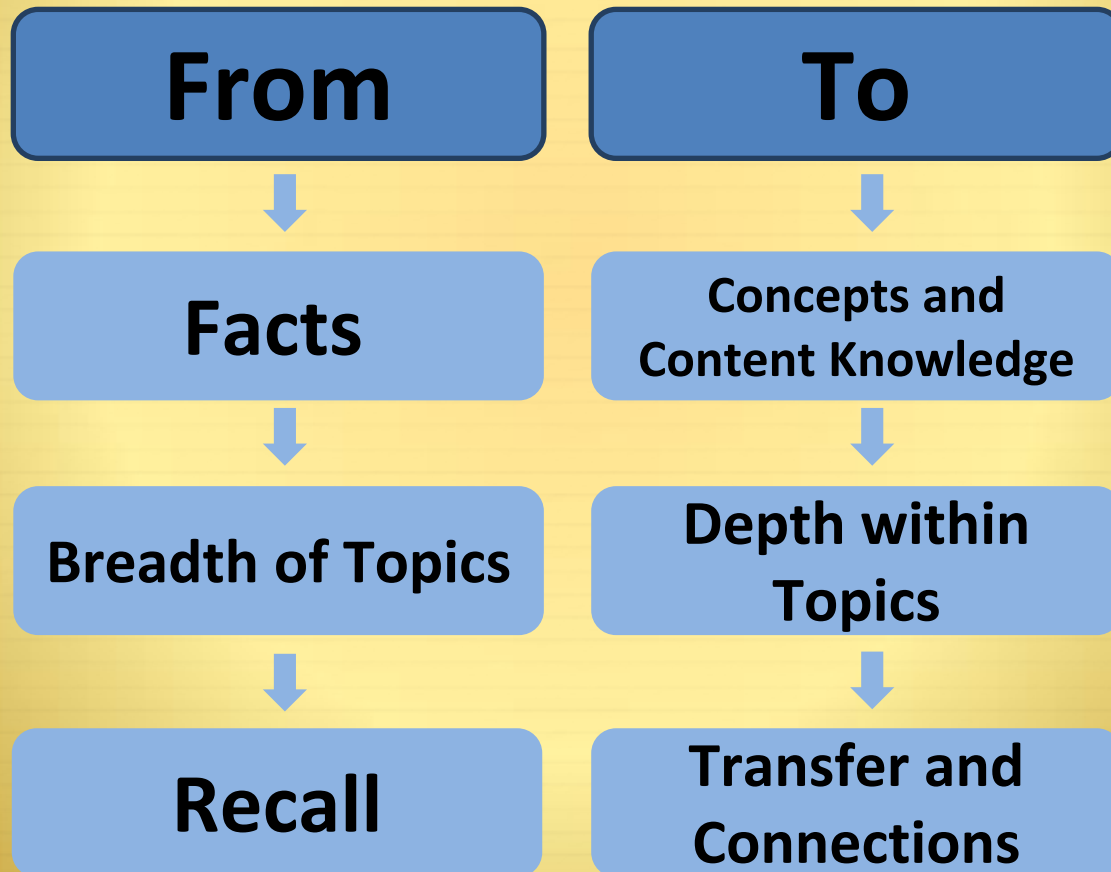
NYS Social Studies Framework

3 Instructional Shifts



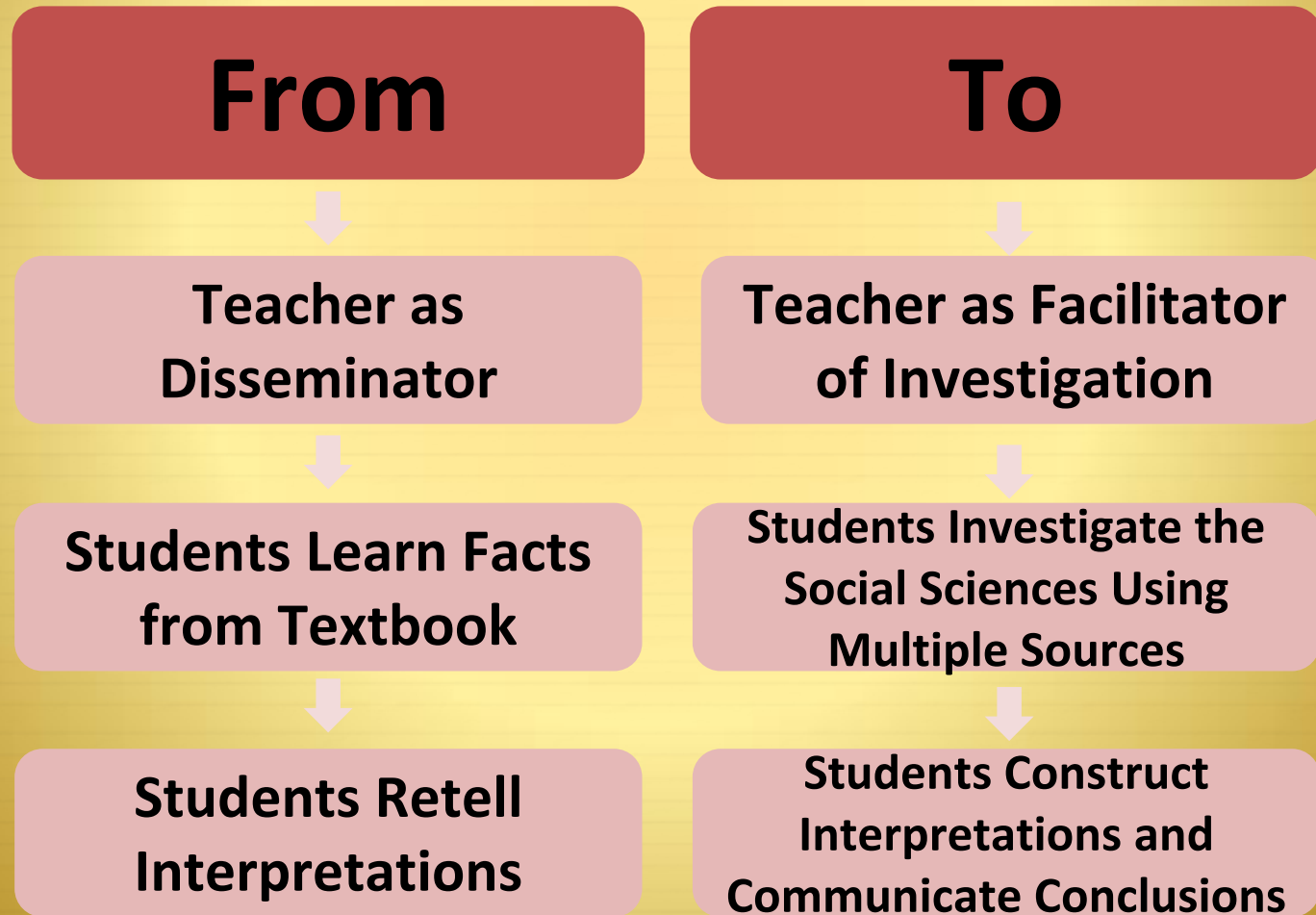
1. Focus on Conceptual Understanding.
2. Foster Student Inquiry, Collaboration, and Informed Action.
3. Integrate Content and Skills Purposefully.

Instructional Shift #1: Focus on Conceptual Understanding



Instructional Shift #2:

Foster Student Inquiry, Collaboration, and Informed Action



Instructional Shift #3: Integrate Content and Skills Purposefully

FROM a Social Studies Classroom Where...	TO a Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook focused instruction	Students learn to read, discuss, and write like social scientists
Students develop literacy skills and social studies practices separately	Students develop disciplinary literacy skills and social science practices in tandem
Students learn content knowledge in isolation	Students integrate and apply concepts, skills, and content knowledge

COLLEGE CAREER & CIVIC LIFE FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS



Published by the National Council for the Social Studies in September 2013, this work was reviewed and elements of it were added to the NYS K-12 Framework.

C3 Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action

Please try one inquiry exercise or unit this year.



Compelling Questions



1. Intellectually Meaty (Rigorous)

- Reflects an enduring issue, concern, or debate in the field.
- Demands the use of multiple disciplinary lenses and perspectives.

2. Kid Friendly (Relevant to Students)

- Reflects a quality or condition that we know children care about.
- Honors and respects children's intellectual efforts.

******* Set up the opening and summative task for an inquiry.**

What Do Kids Really Care About?

Compelling ... or Not So Compelling?

- ◆ Where are we?
- ◆ What were the causes of the Industrial Revolution?
- ◆ Why is Albany the capital of New York?
- ◆ Can Canada and the US be friends forever?
- ◆ Who won the Cold War?
- ◆ Who are our community helpers?
- ◆ What's the deal with hair?

Try Your Own Compelling Question



- ✓ Choose a grade level and Key Idea from the Framework
- ✓ Develop a Compelling Question

K – Page 15

1 – Page 22

2 – Page 31

3 – Page 40

4 – Page 51

5 – Page 72



New York C3 Hub

The New York Social Studies Resource Toolkit



Inquiry
resources
that you
have:

- C3
website
- NYSED
Engage
website
- PNW
BOCES

<http://www.c3teachers.org/newyork/>

[http://www.c3teachers.org/inquiries/
call-for-change/](http://www.c3teachers.org/inquiries/call-for-change/)

The NY Toolkit Project

Part I: Conceptual Foundations of the Inquiry Design Model (IDM)

1. Inquiry begins with a question.
2. Inquiry topics and outcomes should be grounded in standards.
3. Content knowledge *and* disciplinary skills are integrated within an investigation.
4. Students are active learners within an inquiry.
5. The purpose of assessment is for learning.
6. Disciplinary sources are the building blocks of inquiry.
7. Students need opportunities to practice citizenship.
8. Social Studies shares in the responsibility for literacy.
9. Inquiries cannot be all inclusive.
10. Inquiries are best mediated by skilled teachers.

Part II: Grade-Level Inquiries

84 Inquiries (14 Annotated)

IDM Inquiry Templates

Description of the IDM Blueprint


Part III: Professional Learning Resources

IDM Power Point Presentations

IDM Workshop Handouts

IDM in Practice: Video Vignettes

Why “Inquiries” Over “Units”...



- Inquiries are *not* fully-developed content units or modules.
- Inquiries enable pedagogical coherence.
- An inquiry need not necessarily cover an entire Key Idea.
- A Key Idea (e.g., Native Americans in New York) may necessitate several inquiries.
- Teacher expertise is key.

A Blueprint to Inquiry

Questions

- Compelling
- Supporting

Tasks

- Staging
- Formative
- Summative
- Additional

Sources

- Spark curiosity
- Build knowledge
- Evidence

Inquiry Design Model (IDM) Blueprint		
Compelling Question		
Key Idea and Practices		
Staging the Question		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	
	Extension	
Taking Informed Action		

Toolkit Element	Purpose
Compelling question	Frames the unit of study
Staging the compelling question	Builds student interest
Supporting questions	Develop the key content
Formative performance tasks	Demonstrate emergent understandings
Featured sources	Provide opportunities to generate curiosity, build knowledge, and construct arguments
Summative performance task	Demonstrates evidence-based arguments
Extension activities	Provide options to the summative task
Taking informed action exercise	Offers opportunities for civic engagement

Toolkit Assessments



- ◆ Summative Performance Tasks
- ◆ Formative Performance Tasks
- ◆ Taking Informed Action

Summative Performance Task



Write an argument that addresses the Compelling Question using specific claims and relevant evidence from historical sources while acknowledging competing views.

Try Your Own Summative Task



- ✓ Craft an argument-based Summative Performance Task around your Compelling Question.

Social Studies Practices



1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation

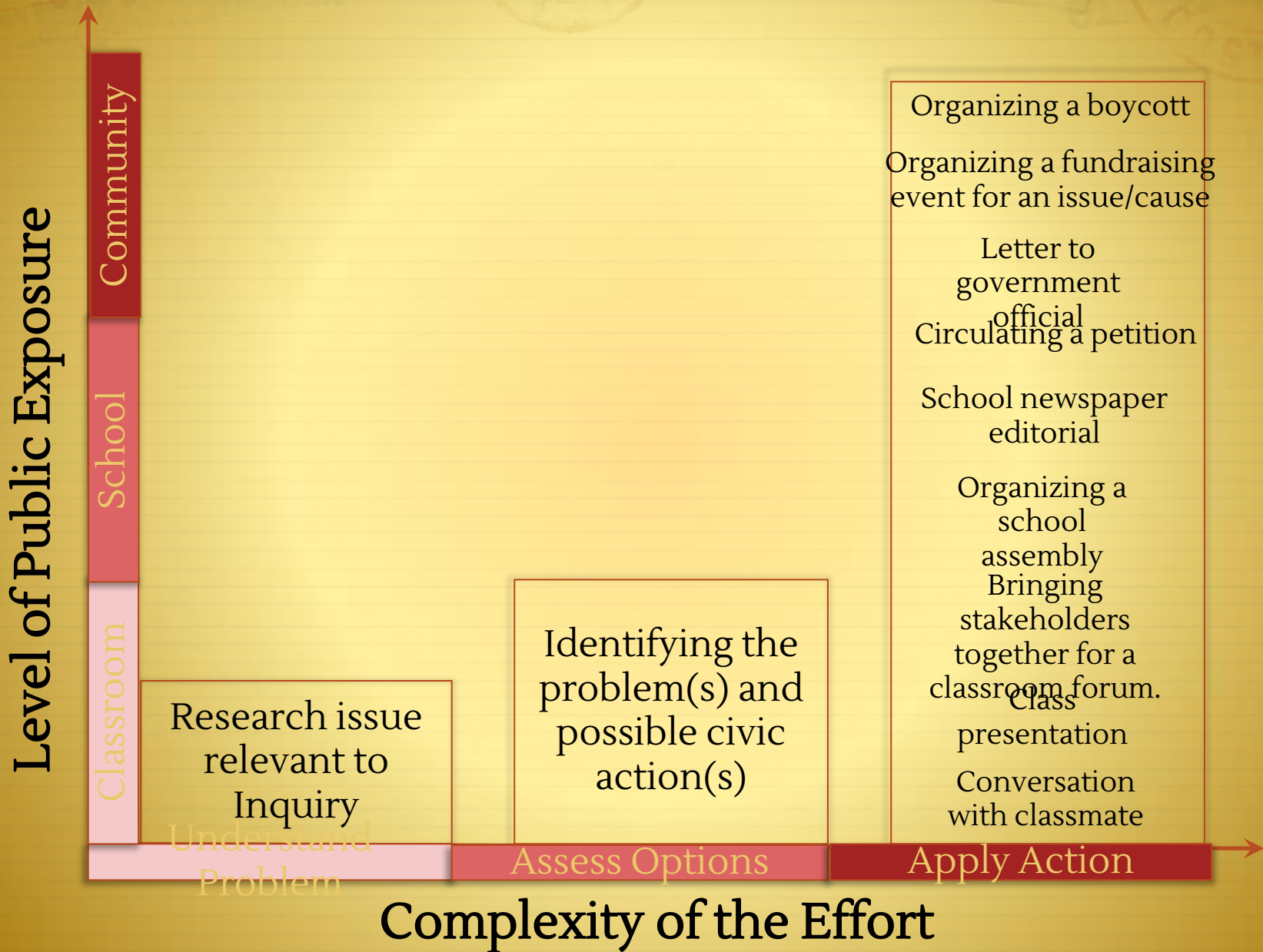


Taking Informed Action



- ◆ Understand the problem
- ◆ Assess options for action
- ◆ Apply and take action

What action can look like



CQ: Does where you live matter?



- ◆ **Understand:** Brainstorm a list of opportunities and constraints in area neighborhoods and community.
- ◆ **Assess:** Discuss how individuals and communities can turn constraints into opportunities.
- ◆ **Act:** Arrange for a local official to visit the class to review the class conclusions and discuss possible community actions.

Take Your Own Informed Action



- ✓ Construct a sequence of Taking Informed Action activities that enable students to show that they can:
 - ✓ Understand (an issue relevant to the inquiry)
 - ✓ Assess (options to address that issue)
 - ✓ Act (apply one or more of the options)