

P-12 Social Studies Instructional Model



Purpose:

- To establish equitable instructional practices that connect the resources, standards, and assessments to accelerate student learning.
- APS Instructional Models provide content instruction that is differentiated by language proficiency levels in order to teach students the academic language necessary to engage in grade level standards.

Equitable Social Studies instruction is grounded in...				
Elements of Instruction ¹	Developing questions and planning inquiries	Applying the tools and concepts of civics, economics, geography and history	Evaluating sources and using evidence	Communicating conclusions and taking informed action
Best Practices	<p>Teachers both provide higher level questions for students to answer as well as guiding students towards asking their own questions.</p> <p>Students ask and answer questions that have no obvious answer.</p>	<p>Teachers demonstrate and students apply skills related to the various disciplines of social studies, such as:</p> <ul style="list-style-type: none"> • distinguishing fact from opinion • identifying cause and effect of historical events • analyzing the interdependence of people and places • creating timelines <p>Students think and research about both historical and current events.</p> <p>Students grapple with major concepts in social studies, (i.e. change or supply and demand).</p> <p>Teachers monitor student use of notebooking strategies to record and monitor their thinking.</p>	<p>Teachers provide multiple sources of complex text and support students by chunking text when necessary.</p> <p>Teachers model strategies for document and source analysis.</p> <p>Teachers model and monitor student use of reading strategies such as:</p> <ul style="list-style-type: none"> • reciprocal teaching • close reading* <p>Teachers provide source documents so that students can resolve conflicting views they encounter.</p>	<p>Teachers create opportunities for students to participate in various forms of discourse, such as:</p> <ul style="list-style-type: none"> • Debate* • Socratic seminar* • Whole and small group discussion • Student led presentations and discussion <p>Teachers present a variety of writing to learn strategies* for students to use.</p> <p>Students present their findings in a variety of forms, both written and verbal.</p> <p>Teachers create opportunities for students to participate in their communities in appropriate ways.</p>
	<p>Throughout all four elements of instruction:</p> <ul style="list-style-type: none"> • Teachers model and demonstrate* elements of the inquiry process. • Teachers provide academic language support through word study using strategies such as: word parts; context clues; and tier 2 and 3 vocabulary instruction². • Students practice and use academic language in the classroom. 			
Core Resources	<ul style="list-style-type: none"> • District adopted textbooks: K-5, 6-8, 9-12 • The DBQ Project Document Based Questions and Mini-Q's and supporting documents (i.e. document analysis sheets, bucketing, text impressions, etc.) (6-12) 			

¹ Adapted from the [C3 Framework](#), from the National Council for the Social Studies

² Beck, I.L., McKeown, M.G., & Kucan, L.(2002). *Bringing words to life*. New York, NY: The Guilford Press.

* Also present on literacy instructional models

Supplemental Resources	<ul style="list-style-type: none"> • Constructing Meaning supports: sentence frames and stems, dialectical journals, says-means-matters, summary template • Marzano's six-step process for teaching vocabulary (K-12) • Fisher and Frey's five essential steps for teaching academic vocabulary (7-12)* • 4th grade supplemental materials to be adopted 2014-2015 		
Assessments	<ul style="list-style-type: none"> • Teacher created formative and summative assessments using the teaching/learning cycle. • Publisher created assessments from district adopted materials. • CMAS Social Studies in 4th, 7th, and 12th grades. 		
Implementation Phases			
The best practices implemented by teachers at each phase are foundational and build on each other to produce rigorous and relevant instruction at each phase.			
	Phase I	Phase II (...and)	Phase III (...and)
Disciplinary skills	<ul style="list-style-type: none"> • Model source analysis, including using the DBQ Project materials (6-12) • Model social studies disciplinary skills and concepts • Range of questions based on DOK 	<ul style="list-style-type: none"> • Student developed inquiries • Student activities and research include current events 	<ul style="list-style-type: none"> • Guide students towards taking appropriate, informed action (i.e. writing letters to government officials or researching and presenting on a local community issue)
Content literacy	<ul style="list-style-type: none"> • Content reading and writing to learn strategies* • Student discourse* • Wide variety of texts for analysis and synthesis 	<ul style="list-style-type: none"> • Word study strategies to develop academic language (i.e. Constructing Meaning) • Content literacy strategies such as: <ul style="list-style-type: none"> ○ close reading* ○ reciprocal teaching* 	<ul style="list-style-type: none"> • Incorporate a wide variety of methods of student communication, such as presentations and debate • Social studies notebooking • Differentiated pieces of text for students
Teacher's College Writing Units of Study (K-5)*	<ul style="list-style-type: none"> • Implement existing social studies-based Units of Study • Incorporate social studies into the informative genre 	<ul style="list-style-type: none"> • Teachers develop social studies-based Units of Study • Incorporate social studies into the opinion genre 	<ul style="list-style-type: none"> • Further develop interdisciplinary Units of Study • Incorporate social studies into the narrative genre
Assessment	<ul style="list-style-type: none"> • Teachers create formative and summative assessments aligned with CMAS and DOK to measure student growth 	<ul style="list-style-type: none"> • Teachers regularly use formative and summative assessments to plan for instruction 	<ul style="list-style-type: none"> • Teachers use formative and summative assessments to drive instruction every day
Professional Reading	<ul style="list-style-type: none"> • Subjects Matter, Daniels and Zemelman • Text-Dependent Questions: Pathways to Close and Critical Reading, Fisher and Frey (K-5 or 6-12)* 	<ul style="list-style-type: none"> • Word Wise and Content Rich, Fisher and Frey (7-12)* 	<ul style="list-style-type: none"> • Visible Learning for Teachers, John Hattie

*Also present on literacy instructional models