Social Studies Leadership Network

November 20, 2014
Agenda

• Welcome and Introductions
• Agenda and outcomes
• NYS K-12 Social Studies Field Guide
• Processing the Instructional Shifts
• Focus on Inquiry
• Share, Question, Explore
• Next steps
Outcomes

We will:

• Understand the structure and the instructional shifts in the NYS K-12 Social Studies Field Guide

• Understand the idea of inquiry as presented in the Framework

• Have an opportunity to share information, ask questions, and explore resources
Welcome!

• Who is here?
• Please share your district, school and role
The Field Guide

A quick walkthrough:

• Introduction
• Three Instructional Shifts
• An Example “Unit”
• Analysis of the Unit
• Primary Sources
• Resources
NY Social Studies Framework
3 Instructional Shifts

• Focus on Conceptual Understanding.

• Foster Student Inquiry, Collaboration, and Informed Action.

• Integrate Content and Skills Purposefully.
Instructional Shift #1: Focus on Conceptual Understanding

From

- Facts
- Breadth of Topics
- Recall

To

- Concepts and Content Knowledge
- Depth within Topics
- Transfer and Connections
Instructional Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

From

Teacher as Disseminator

Students Learn Facts from Textbook

Students Retell Interpretations

To

Teacher as Facilitator of Investigation

Students Investigate the Social Sciences Using Multiple Sources

Students Construct Interpretations and Communicate Conclusions
Instructional Shift #3: Integrate Content and Skills Purposefully

<table>
<thead>
<tr>
<th>FROM A Social Studies Classroom Where...</th>
<th>TO A Social Studies Classroom Where...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students experience an additional nonfiction reading class or textbook focused instruction</td>
<td>Students learn to read, discuss, and write like social scientists</td>
</tr>
<tr>
<td>Students develop literacy skills and social studies practices separately</td>
<td>Students develop disciplinary literacy skills and social science practices in tandem</td>
</tr>
<tr>
<td>Students learn content knowledge</td>
<td>Students integrate and apply concepts, skills, and content knowledge</td>
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</tbody>
</table>
Processing the Shifts

Partners:

• Read starting on page 6.

• Read the introductory paragraph and Shift #1 on your own, highlighting key information.

• Take turns sharing and discussing highlighted items.

• Repeat for Shifts #2 and #3
Table Discussion: The Shifts

• Use the questions to guide your discussion of the instructional shifts
• Identify new thinking and questions that emerge from the conversation
• Be prepared to share
Focus on Inquiry

• What is Inquiry?
• What do we want students to do?
The Framework

Inquiry Arc of the C3 Framework)

Set of interlocking and mutually reinforcing ideas featuring four dimensions of informed inquiry in social studies:

1. Developing questions and planning inquiries
2. Applying disciplinary concepts and tools
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action
Advantages of Inquiry

- Helps students identify and refine “real” questions into learning projects;
- Provides students with opportunities to learn with more freedom while reinforcing the basic skills;
- Provides students with opportunities to utilize more varied learning styles;
- Incorporates interdisciplinary study;
- Encourages collaboration among students;
- Works with any age group and develops student research and questioning skills;
- Acknowledges students’ “funds of knowledge” (Chard 2004).

Inquiry vs. Coverage?
Stripling "Inquiry-Based Learning." Curriculum Connections through the Library
Resources to Check Out

• Stanford History Education Group
• Reading Like a Historian – Teaching Channel Video
• Odell Education Materials
• C3 Teachers Site
• Project Look Sharp
Getting Ready Events

- S. G. Grant - January 29, 4-6pm
- Greg Ahlquist – February 10, 4-6pm
- NYSCSS Conference – March 11-14, Syracuse University Sheraton
- Patricia Polan – April 16, 4-6pm
- Jay McTighe – May 14 and 15
- Registrations through OCM BOCES Social Studies page

- Also Project Look Sharp
  – January 22, 2015, 8:30-11:45
Curriculum Writing

Summer 2015
- 8th Grade!
- 5th - 7th grade next priority?

Summer 2016
- 9th & 10th Grade!
- 3-5 band
- K-2 band

Summer 2017
- US History!
- 12th grade?
SS Leadership Network

• Upcoming dates:
  – 12/18 - Rodax 8 large
  – 1/22 - Rodax 8 large
  – 2/25 - Rodax 8 large
  – 3/25 - Henry Large
  – 4/22 - Rodax 8 large
  – 5/20 - Rodax 8 large
  – 6/17 - Rodax 8 large

• Please register through My Learning Plan!
For Our Next Meeting

Exit Ticket

- Please write on an index card:
  - A topic you would like to see addressed
  - A question you still have
  - A resource you’d like to explore

Thank you!!

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