



---

# GRADES 6-12 SOCIAL STUDIES

---

School Leader Quick Reference Guide



2017-2018

SYRACUSE CITY SCHOOL DISTRICT



## A Vision of a Social Studies Graduate

To ensure that our students are prepared to be active citizens in our democratic society, we must start with a vision of what we believe our students should know, be able to do, and be like when they graduate from our schools. Our students will empathize, analyze, and organize, in order to realize positive change in our community, our country, and the world. Graduates will be fully able to:



- Understand their own history and culture and the history and culture of others
- Value and respect the perspectives of others
- Examine the past to understand the present
- Investigate community and world issues analytically, thoroughly, and objectively
- Express informed opinions and perspectives confidently
- Participate actively in our social, political, and economic systems to achieve positive change
- Create innovative solutions to personal, community and world problems
- Take informed action to promote political, economic, and social justice



# Core Instructional Actions in Social Studies

The actions and associated “look fors” below provide anchors to guide and shape our work as we support students in achieving the objectives we set forth for them in our vision of a social studies graduate.

	Core Instructional Action 1: <b>Student Engagement &amp; Relevance</b>	Core Instructional Action 2: <b>Content Area Literacy</b>	Core Instructional Action 3: <b>Disciplinary Literacy</b>
<b>Purpose</b>	We aim to foster student engagement through inquiry, relevant content, and taking informed action.	We aim to engage students in analyzing sources and using evidence to create social studies claims and arguments.	We aim to support student development of specific social studies disciplinary practices.
<b>Action</b>	<b>We will create relevant learning experiences that promote student engagement, critical thinking, and students taking action to effect positive change.</b>	<b>We will create learning experiences that engage and support students in analyzing authentic sources to create and defend arguments.</b>	<b>We will create learning experiences that overtly integrate specific Social Studies Practices into instruction.</b>
<b>“Look Fors” in lesson planning and instruction</b>	<ul style="list-style-type: none"> <li>Plan lessons centered on <b>compelling and essential questions</b> in lesson plans. (1e)</li> <li>Use <b>compelling and essential questions</b> to drive class activities. (2b, 3a, 3b)</li> <li>Use <b>culturally relevant</b> examples and <b>current events</b> to fuel engagement and connect to student interest. (1a, 1b)</li> <li>Engage students in <b>collaborative work groups</b>. (1e, 3c)</li> <li>Create opportunities for <b>students to generate questions</b>. (3c)</li> <li>Use <b>higher order questioning</b> techniques. (3b)</li> <li>Ask students to <b>apply their knowledge and skills to current issues and situations</b>. (3a, 3c)</li> </ul>	<ul style="list-style-type: none"> <li>Use a <b>variety of high quality source(s)/text(s)</b> in class activities (maps, charts, audio/video, text, etc.). (1a, 1d)</li> <li>Engage students in the <b>analysis of authentic sources</b>. (1a, 1c)</li> <li>Employing district-wide <b>content-area literacy strategies and protocols</b>. (3c, 3e)</li> <li>Create activities that ask students to <b>draw meaning from documents and authentic sources</b>. (1e, 3c,)</li> <li>Ask students to create <b>social studies-based claims and arguments based on evidence</b>. (1c, 1f, 3d)</li> <li><b>Use rubrics</b> to assess and to guide <b>student self-assessment</b>. (1f, 3d)</li> </ul>	<ul style="list-style-type: none"> <li>Engage students in <b>complex instructional tasks</b> and student activities that <b>target specific social studies practices and skills</b>. (1a, 1c, 1e, 3a, 3c)</li> <li>Use and unpack <b>learning targets</b> that incorporate specific <b>social studies practices</b>. (1c, 3a)</li> <li><b>Assess students’ mastery of specific social studies practices</b> (skills) as well as social studies content. (1f, 3d)</li> </ul> <p>Social Studies Practices defined by NYS include: Gathering, Using, and Interpreting Evidence; Chronological Reasoning &amp; Causation; Comparison &amp; Contextualization; Geographic Reasoning; Economics and Economic Systems; Civic Participation</p>

These “Look Fors” are intended to be examples of practices aligned to our instructional priorities that should be seen as part of regular instruction in social studies classes. References to the Danielson rubric are made, but are not all-inclusive and are not intended as a replacement for supervision or evaluation purposes.

**SCSD LOOK FOR'S Correlated to the Danielson Framework for Teaching Components aligned with Social Studies Resources Used in Classrooms**

Domain 1: Planning and Preparation		Domain 3: Instruction	
Components 1A-1C	Components 1D-1F	3b:Using Questioning & Discussion Techniques	3c: Engaging Students in Learning
<p><b>1A Content Knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Are the lessons based on best practices in social studies?</li> <li>○ <b>Does the teacher build upon prior knowledge and relevant events within history?</b></li> <li>○ Are students active researchers like social scientists or are they passive and only listening?</li> <li>○ Other : _____</li> </ul> <p><b>Lessons Should include:</b></p> <ul style="list-style-type: none"> <li>○ <b>Inquiry design Model</b> (Compelling Questions)</li> <li>○ Analysis of Primary Sources</li> <li>○ Interactive Lecture</li> <li>○ <b>SS Strategies such as:</b> <ul style="list-style-type: none"> <li>✓ Visual Discovery</li> <li>✓ Social Studies Skill Builder</li> <li>✓ Experiential Exercise</li> <li>✓ Writing for Understanding</li> <li>✓ Response Groups (6-12)</li> <li>✓ Problem Solving Groupwork (6-12)</li> </ul> </li> <li>○ Higher Order Thinking (Bloom's/Costa's)</li> <li>○ Other : _____</li> </ul> <p><b>1B Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>○ Do the lessons in social studies reflect the student population?</li> <li>○ Are relevant cultural examples being conveyed?</li> <li>○ Does the teacher understand the needs to make modifications for students who struggle with social studies concepts?</li> </ul> <p><b>1C Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>○ Are the goals Age Level appropriate?</li> <li>○ Are the goals historically accurate?</li> <li>○ Can the goals be assessed?</li> <li>○ Other: _____</li> </ul>	<p><b>1D Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>○ Is the teacher aware of all the resources that are available for the lesson being taught? (i.e. <b>primary sources, different expository text, visual documentaries, Web 2.0 technologies, CCLS resources, web sites</b>)</li> <li>○ Other : _____</li> </ul> <p><b>1E Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>○ Are there a variety of resources being used within unit plans?</li> <li>○ Is there evidence of social studies and content literacy strategies within lesson plans?</li> <li>○ <b>Are there a variety of activities within lesson plans that support students being "historians" and taking an active role in daily lessons?</b></li> <li>○ Other : _____</li> </ul> <p><b>1F Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>○ Are there a variety of diverse formative assessments evident in planning?</li> <li>○ <b>Are there scoring rubrics for activities which are aligned to NYS Regents Standards and CCLS?</b></li> <li>○ Do students understand the high expectation for reading and writing in history?</li> <li>○ Other : _____</li> </ul>	<p><b>Quality of Questions May include:</b></p> <ul style="list-style-type: none"> <li>○ <b>Teacher structures questions at the higher levels (e.g. analysis, synthesis, evaluation)</b></li> <li>○ Teacher uses appropriate wait time between asking a questions and calling on a student (5-10 seconds)</li> <li>○ Teacher uses appropriate strategies to extend student thinking (e.g. survey, unpack thinking)</li> <li>○ Other : _____</li> </ul> <p><b>Discussion Techniques May include:</b></p> <ul style="list-style-type: none"> <li>○ Teacher invites students to respond to other students' comments</li> <li>○ Teacher aims for questioning/discuss-ion among students</li> <li>○ Teacher groups students for small group discussions</li> <li>○ Other : _____</li> </ul> <p><b>Student Participation May include:</b></p> <ul style="list-style-type: none"> <li>○ Interactive Notebooks</li> <li>○ Social Studies Skill Builder</li> <li>○ Experiential Exercise</li> <li>○ Writing for Understanding</li> <li>○ Response Groups (6-12)</li> <li>○ Problem Solving Groupwork (6-12)</li> <li>○ Historical Simulations/Debates/Drama</li> <li>○ <b>Reading Like A Historian (6-12)</b> Strategies(Students focus on the analysis of primary and secondary sources and utilize the strategies of sourcing, contextualization and corroboration)</li> <li>○ <b>Thinking Like A Historian</b> Strategies (Students focus on cause/effect, change and continuity, Turning Points, Using The Past, Through Their Eyes)</li> </ul>	<p><b>Activities &amp; Assessments May include:</b></p> <ul style="list-style-type: none"> <li>○ Teacher uses visual/auditory aids to complement lessons (e.g. graphic organizers, media clips)</li> <li>○ <b>Teacher asks students to make connections between their lives and content</b></li> <li>○ Teacher offers students a choice in differentiating assignments</li> <li>○ Teacher asks students to reflect on and share their questions/ideas on the lesson</li> <li>○ Other : _____</li> </ul> <p><b>Grouping Students May include:</b></p> <ul style="list-style-type: none"> <li>○ Teacher uses flexible grouping</li> <li>○ Teacher uses a variety of methods to form groups (e.g. random, clock partners, student choice)</li> <li>○ <b>Teacher shares student roles and responsibilities</b></li> <li>○ Other : _____</li> </ul> <p><b>Instructional Materials &amp; Resources May include:</b></p> <ul style="list-style-type: none"> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Core text and/or ancillaries</li> <li>○ <b>Engaging and relevant approved resources relevant to study</b></li> </ul> <p><b>Structure &amp; Pacing May include:</b></p> <ul style="list-style-type: none"> <li>○ Lesson has a clearly defined structure (warm up, guided practice, independent practice, closure) Pacing is appropriate and lesson flows</li> <li>○ Other : _____</li> </ul>

Domain 2: Classroom Environment		Notes:
<b>2b: Establishing a Culture for Learning</b>	<b>2d: Managing Student Behavior</b>	<p><b>Important Note:</b> This form is strictly to be used as a conversation piece for the practitioner and school building leader during informal observations and conversations pertaining to instruction. This form is not part of the formal observation process.</p>
<p><b>Importance of Content</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares the lesson’s learning goal and explains its importance</li> <li>○ Teacher’s voice inflection and body language <b>convey enthusiasm</b></li> <li>○ Teacher <b>shares relevant personal learning experiences</b></li> <li>○ Bulletin boards/displays are relevant to course content</li> <li>○ Other : _____</li> </ul> <p><b>Expectations for Learning &amp; Achievement</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares instructional outcomes/expectations with students</li> <li>○ Teacher sets high standards regarding completion of assignments, <b>such high standards may even be correlated with important role models in history instruction.</b></li> <li>○ Teacher attributes success to effort rather than ease of task or luck</li> <li>○ <b>Current student work is displayed and is aligned to New York State Social Studies Standards and CCLS for History/Social Sciences</b></li> <li>○ Other : _____</li> </ul> <p><b>Student Pride in Work</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher creates/maintains a safe risk-taking environment</li> <li>○ Other : _____</li> </ul>	<p><b>Expectations</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Rules or expectations are visible to all <b>students and may also be aligned with social studies themes such as (community, conflict, citizenship, turning points)</b></li> <li>○ Rules and reminders are stated positively</li> <li>○ Expectations are discussed as necessary</li> <li>○ Other: _____</li> </ul> <p><b>Monitoring of Student Behavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses proximity, spending time in all areas of the classroom</li> <li>○ Teacher uses nonverbal signals to communicate redirection</li> <li>○ Teacher uses eye contact to communicate redirection</li> <li>○ Other: _____</li> </ul> <p><b>Response to Student Misbehavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher proximity</li> <li>○ Nonverbal signals</li> <li>○ Respectful private verbal correction</li> <li>○ Teacher includes student input to stop or prevent undesirable behavior</li> <li>○ Other : _____</li> <li>○ No misbehavior observed</li> </ul>	

# Student Social Studies Practices

The New York State K-12 Social Studies Framework identifies six key areas of **Social Studies Practices**. These practices represent the social science and historical thinking skills that students should develop throughout their K-12 education to be prepared for civic participation, college, and careers. They include:

- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economic Systems
- Civic Participation

*New Visions for Public Schools* has taken the NYS Practices and distilled them into student friendly language that represents the kinds of actions that students should be regularly engaged in during social studies instruction. This is intended to provide a common language that can be used to teach, learn, and refine critical thinking skills needed to excel in social studies. (<https://curriculum.newvisions.org/social-studies>)



## New Visions for Public Schools Social Studies Practices

 <p><b>Sourcing:</b> The act of analyzing evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</p>	 <p><b>Annotating:</b> The act of using symbols and notes to deconstruct a source.</p>
 <p><b>Close Reading:</b> The act of reading a source to identify the structure and meaning of an author’s argument.</p>	 <p><b>Contextualizing:</b> The act of describing the geographic, economic, political, and historical circumstances of an event on a local, regional, and global scale.</p>
 <p><b>Comparing:</b> The act of examining two or more things to identify similarities and differences.</p>	 <p><b>Categorizing:</b> The act of placing similar events, people, or places into groups and identifying what they have in common.</p>
 <p><b>Corroborating:</b> The act of comparing pieces of evidence to see where they agree or disagree.</p>	 <p><b>Connecting Cause &amp; Effect:</b> The act of identifying and explaining the long and short term causes and effects of a historical event.</p>
 <p><b>Identifying Patterns:</b> The act of recognizing and interpreting similarities in events across time periods and regions.</p>	 <p><b>Predicting:</b> The act of applying prior knowledge about historical patterns to understand other time periods.</p>
 <p><b>Constructing Arguments:</b> The act of creating meaningful and persuasive understandings of the past by using relevant evidence from primary and secondary sources and drawing connections to the present.</p>	 <p><b>Taking Informed Action:</b> The act of applying historical knowledge to change the world in which we live.</p>
 <p><b>Thinking Like a Geographer:</b> The act of analyzing an event by considering how environments affect human activities and how human activities affect physical environments.</p>	 <p><b>Thinking Like an Economist:</b> The act of analyzing an event in terms of resources, scarcity, supply, demand, and markets.</p>

**Common Core State Standards For Social Studies Instruction**  
(Unpacked and Developed for Practitioner Use)

<b>Reading Standards</b>	<b>Writing Standards</b>
<p><b>R1:</b> Cite textual evidence to support conclusions</p> <p><b>R2:</b> Determine central ideas; provide accurate summary</p> <p><b>R3:</b> Analyze events and ideas and causality</p> <p><b>R4:</b> Determine meanings, including use of key terms</p> <p><b>R5:</b> Analyze how text is structured, and how portions contribute to whole</p> <p><b>R6:</b> Compare viewpoints; assess reasoning/evidence; assess how point of view shapes content</p> <p><b>R7:</b> Use of multiple sources (primary and secondary)</p> <p><b>R8:</b> Evaluate author’s premises/claims/evidence; challenge with other information</p> <p><b>R9:</b> Integrate information from multiple sources, compare approaches</p> <p><b>R10:</b> Read and comprehend texts independently and proficiently</p>	<p><b>W1:</b> Write arguments to support claims in an analysis of substantive topics or texts using valid or relevant and sufficient evidence</p> <p><b>W2:</b> Write informative/explanatory texts clearly/accurately; effectively select, organize, and analyze content</p> <p><b>W3:</b> Write narratives</p> <p><b>W4:</b> Produce clear and coherent writing</p> <p><b>W5:</b> Planning, revising, editing, rewriting</p> <p><b>W6:</b> Use technology to produce and publish writing and collaborate with others</p> <p><b>W7:</b> Conduct short and sustained research</p> <p><b>W8:</b> Use/assess multiple sources; avoid plagiarism; use proper format for citation</p> <p><b>W9:</b> Use evidence from literary/informational text to analyze, reflect and research (multiple resources)</p> <p><b>W10:</b> Write Routinely</p>
<b>Speaking and Listening</b>	<b>Language</b>
<p><b>SL1:</b> Work together civilly and democratically</p> <p><b>SL2:</b> Respond to and evaluate ideas and perspectives</p> <p><b>SL3:</b> Use multiple sources to evaluate credibility</p> <p><b>SL4:</b> Evaluate speaker’s point of view and evidence</p> <p><b>SL5:</b> Present findings and evidence</p> <p><b>SL6:</b> Use digital media and to enhance understanding and present alternative perspectives</p>	<p><b>L1:</b> Demonstrate command of standard English</p> <p><b>L2:</b> Understand how language works in different contexts</p> <p><b>L3:</b> Understand how language functions in different contexts, make effective style choices</p> <p><b>L4:</b> Determine/Clarify meaning of unknown words/phrases using context, analyzing word parts, and consulting</p> <p><b>L5:</b> Demonstrate understanding of figurative language</p> <p><b>L6:</b> Use academic and domain specific language, at college and career levels</p>

Links Regarding Planning & Designing of Instruction:	New Global Regents Information & Links:
<ul style="list-style-type: none"> <li>• <a href="#">2017-2018 Social Studies Dept. Update Presentation</a></li> <li>• <a href="#">2017-2018 Middle School Social Studies Frameworks</a></li> <li>• <a href="#">2017-2018 High School Social Studies Frameworks</a></li> <li>• <a href="#">NYSED DOCUMENTS REGARDING SOCIAL STUDIES</a></li> <li>• <a href="#">Social Studies Instruction &amp; Danielson Rubric Tied to Specific Teaching Tools</a></li> <li>• <a href="#">Reading Like A Historian Materials</a></li> <li>• <a href="#">Common Roadmap Analysis Tools</a></li> <li>• <a href="#">Grade 12 Issues to Action Curriculum</a></li> <li>• <a href="#">Grade 9 PL Resources for Modules 1 &amp; 2</a></li> <li>• <a href="#">Rubrics</a></li> <li>• <a href="#">Taking Informed Action</a></li> <li>• <a href="#">Personalized Learning in the Social Studies Classroom</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Frequently Asked Questions Regarding the Transition Timeline for the Regents Examination in Global History and Geography</a></li> <li>• <a href="#">SCSD Transition &amp; Implementation Timeline</a></li> <li>• <a href="#">Part I Stimulus Based Multiple Choice Questions Video NYSED</a></li> <li>• <a href="#">Tools for Understanding part II Constructed Response Questions</a></li> <li>• <a href="#">Part II Teacher Made CRQ's during June 20<sup>th</sup> Summer Institute</a></li> <li>• <a href="#">Part III Enduring Issues Tools</a></li> <li>• <a href="#">Part III Enduring Issues NYSED Presentation</a></li> </ul>

SOCIAL STUDIES DIGITAL RESOURCES THAT ARE SUPPORTED BY THE DISTRICT		
Name of Resource	Description	Grade Level
<a href="#">TCI The Ancient World</a>	Teacher Curriculum Institute Comprehensive Textbook and Curriculum for Grade 6 Social Studies. Text and digital resources are provided for instruction. Personalized Learning resources are available for purchase.	6
<a href="#">TCI American History Through Modern Times</a>	Teacher Curriculum Institute Comprehensive Textbook and Curriculum for Grade 7-8 Social Studies. Text and digital resources are provided for instruction. Personalized Learning resources are available for every student.	7-8
<a href="#">TCI Civics Alive</a>	Teacher Curriculum Institute Comprehensive Textbook and Curriculum for Grade 12 Social Studies. Text and digital resources are provided for instruction. Personalized Learning resources are available for every student.	12
<a href="#">Issues to Action Curriculum</a>	Free Curriculum supporting Taking Informed Action Initiatives. Lesson Plans support self - ownership of learning and Personalized Learning. Curriculum is also completely aligned to ELA Common Core Standards	12
<a href="#">Reading Like A Historian</a>	Curriculum supporting Literacy instruction in social studies. Curriculum is adaptable and is provided in social studies in Grades 6-11.	6-11
<a href="#">Active Classroom</a>	Comprehensive Digital Resources for Personalized Learning in Social Studies	9-12

Professional Development Provided by Social Studies Office			
Offering	Description	Type	Duration
Reading, Thinking & Writing Like A Historian	This is the major comprehensive PD course that every secondary social studies teacher must take. The course includes various books of study, task simulation and task production for instruction as aligned to the Reading Like A Historian Curriculum, Personalized Learning and Danielson rubric.	Book Study and Product Based PD	30 Hours
Planning Power Session	These sessions are exclusively offered at individual schools to social studies teachers at the request of the building leader and teachers. The focus topic/planning sessions addresses specific content in social studies as aligned to larger school/district initiatives and assessment data.	Group Collaboration Sessions and Planning	6 Hours
School Focus Topic		Informational & Applied Structure	45 Minutes
Supervisor's Book Club	Content Specific reading and product task aligned to culturally responsiveness.	Book Study & Product Based PD	30 Hours