



## 2020-2021 School Year Social Studies Standards Work Plan

**Learning Goals:** Familiarize yourself with your grade level Social Studies Standards so that you can teach them in the 2020-21 school year

**Success Criteria:** Plan a Social Studies Unit for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> quarter.

Process for familiarizing yourself and feeling competent to teach your grade level Social Studies Standards:

1. Review the Social Studies Inquiry Arc 2018 Standards to help prepare you to shift your thinking about teaching Social Studies. (see below)
2. Review your grade level standards and supporting documents from the ADE New Social Studies website <https://www.azed.gov/standards-practices/k-12standards/standards-social-studies/>
  - Standards by Grade Band
  - Grade levels at a Glance (*Your grade level document will need to be in hand when viewing "Implementing the new History and SS standards Elem K-6" video*)
  - Implementation Resources
    - Understanding Anchor Standards
    - AZ History and S.S. Notable Shifts
    - Elementary SS Marginalization
3. View the videos listed below
  - Implementing the New History and SS Standards Elementary K-6 (Resources from this presentation are listed below.)  
<https://youtu.be/hAuP-4UNmY0>
  - Standards Overview  
<https://youtu.be/KpTEt2Hh9Hk>
  - K-2 Social Studies Standards Overview  
<https://www.youtube.com/watch?v=fMOHlLxLgW4&feature=youtu.be>
  - 3-5 Implementation Suggestions  
<https://youtu.be/xwj5V9OsPQI>
  - Inquiry Overview  
<https://youtu.be/MYjjZdZp6vY>
  - How to integrate SS & ELA  
<https://youtu.be/PYcw2W8AS7I>
4. Develop a Social Studies Unit of instruction to deliver during first quarter, by May 24, 2020.
5. Future expectation:
  - a. Develop a Social Studies Unit Quarter 2, 3, 4. Each Unit completion is to be, two weeks prior to the start of the quarter.
  - b. Deliver the developed Social Studies unit during the quarter (one unit per quarter)



## **Social Studies ~ Inquiry Arc**

Children and adolescents are naturally curious and - in their effort to understand the world around them - have a bottomless well of questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing.

The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

### **The Six Elements of the Inquiry Arc**

- **Inquiry Element 1:** Developing Compelling Questions Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2:** Constructing Supporting Questions Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3:** Gathering and Evaluating Sources Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4:** Developing Claims Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5:** Communicating Conclusions Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6:** Taking Informed Action To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

### **RESOURCES:**



British Museum

[https://blog.britishmuseum.org/how-to-explore-the-british-museum-from-home/?gclid=EAIaIQobChMIIm-iplLj36AIVJh6tBh1-DwAbEAAAYASAAEgKxUfD\\_BwE](https://blog.britishmuseum.org/how-to-explore-the-british-museum-from-home/?gclid=EAIaIQobChMIIm-iplLj36AIVJh6tBh1-DwAbEAAAYASAAEgKxUfD_BwE)

Notable Social Studies

<https://www.socialstudies.org/publications/notables>

National Endowment for Humanities

<https://www.neh.gov/>

C3Teachers

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

Smithsonian Learning Lab

<https://learninglab.si.edu/>

National Archives

[https://www.archivesfoundation.org/?utm\\_campaign=Google\\_Grant&utm\\_medium=ad&utm\\_source=google&utm\\_content=cpc&utm\\_term=general&gclid=EAIaIQobChMIpbLNorv36AIVhKDsCh1pdQYMEAAAYASAAEgJq4fD\\_BwE](https://www.archivesfoundation.org/?utm_campaign=Google_Grant&utm_medium=ad&utm_source=google&utm_content=cpc&utm_term=general&gclid=EAIaIQobChMIpbLNorv36AIVhKDsCh1pdQYMEAAAYASAAEgJq4fD_BwE)

Library of Congress teaching with Primary sources

<http://www.loc.gov/teachers/>

Econedlink

<https://www.econedlink.org/>

Brain Pop Jr.

<https://jr.brainpop.com/>

Newsela

[https://newsela.com/about/solutions/?utm\\_source=google&utm\\_medium=paid-search&utm\\_campaign=DMG-OA-2020-Q1-Monarch-DEG&utm\\_content=nonoffer&gclid=EAIaIQobChMIInI2Uobz36AIVSh-tBh2zhAccEAAAYASAAEgJSBfD\\_BwE](https://newsela.com/about/solutions/?utm_source=google&utm_medium=paid-search&utm_campaign=DMG-OA-2020-Q1-Monarch-DEG&utm_content=nonoffer&gclid=EAIaIQobChMIInI2Uobz36AIVSh-tBh2zhAccEAAAYASAAEgJSBfD_BwE)

Teaching History

<https://teachinghistory.org/teaching-materials>

DPLA Digital Public Library of America

<https://dp.la/>



Federal Reserve Ed. Org

<https://www.federalreserveeducation.org/>

Read Works.org

<https://www.readworks.org/>

Arizona Geographic Alliance

<https://geoalliance.asu.edu/>

Teaching Tolerance

[https://www.splcenter.org/teaching-tolerance?gclid=EA1aIQobChMI-bkmr336AIVnx6tBh1eIAJMEAAAYASAAEgKI6vD\\_BwE](https://www.splcenter.org/teaching-tolerance?gclid=EA1aIQobChMI-bkmr336AIVnx6tBh1eIAJMEAAAYASAAEgKI6vD_BwE)

PBS

<https://az.pbslearningmedia.org/>

Project Look Sharp

<http://www.nea.org/tools/lessons/62884.htm>