

## Content Time-Out

1. Introduce Backwards Design (partial answer to Tom's question, the other part will come out through 3rs material). (Foundations students remind me to do a quick time out now)

2. Essential Questions Review

### 1. What is social studies?

Session 1 dealt with how the CORE requires you to teach social studies as all encompassing history, skills, and global connections.

Session 2: Definitions of the social science, interpretations, and civics. Application of content in social science assignment.

Several sessions: Discussion and using primary sources to discuss how students might interpret social studies within a social studies classroom.

### 2. How is social studies taught so as to be inclusive of all students and families?

Session 2: Student interpretation acknowledged within the social studies.

Session 3: A strong lesson plan that properly checks for understanding, allows for scaffolding and discusses differentiation.

Session 4: Using primary sources to allow students to bring in their past experiences (funds of knowledge).

Session 5/6: A curriculum that is inclusive of all regardless of conscience. A curriculum that is as free from bias as possible.

### 3. What resources can be used to best teach social studies?

Session 1: The CORE curriculum

Session 3: A good lesson plan.

Session 4: Primary sources. Dozens of examples cited and a web-site with hundreds of examples.

Session 2 and 4: The best way to teach social studies is to let the students be social scientists.

Session 5/6: 3rs and anti-bias curriculum guides. The Golden Rule.

#### 4. What does “doing” social studies look like.

Session 2: Students in a homework assignment interpreted the social sciences.

Session 3/4: Students in session 2 and ongoing designed a “doing” social studies lesson. A lesson was modeled as well as having students be social scientists through artifacts.

Session 3 and 4: Students acted as social studies when working with primary sources.

Future Session: Demonstrating and discussing civil/civic lessons.

Future Session: Geographic skills and geographic instruction.

Ongoing: Teacher modeling of **teaching civilly**.

A) Trying to teach with respect

B) Acknowledging students rights to disagree, ask questions, and dictate some course content.

C) Allowing students to be responsible for part of their own grade.

Reflecting on their responsibility to classroom and teacher.

Ongoing: Students working as historians when compiling an oral history exam.

#### **Based on what I have been teaching you, how would I probably assess what you have been “taught.”**

1. Plan on having scenarios given to you with:

A. Lesson Plans (all steps, recognizing a good from a poor lesson plan, creating a good lesson plan)

B. Primary Sources (differences, how to use, how students might interpret, where to find, when to include problematic issues and how to deal with them)

C. Civics and anti-bias issues (teacher-student, student to student, and teacher/student to parent, all to curriculum, Holiday issues, 3rs issues)

D. Student behavior and responses in classroom. (What to do, how to engage, how to best)

E. Social science differentiations

2. Most probably you will have to:

A. Work or discuss interpretations from a social science and civics framework.

B. Somehow allow the primary sources to speak for themselves