



Applying CCRS in Social Studies

Instructional strategies to engage students

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Goals for this session

- ▶ Plan to integrate inquiry and other best practices into lessons when you have limited time and instructional resources
- ▶ Participate in/try out activities that you can use with your students

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Shifts in instructional practice

- ▶ Turn and talk: how did you learn Social Studies as a student?
- ▶ How have the College and Career Readiness Standards changed the game when it comes to preparing students for success on the GED® and beyond?



Keys to success in Social Studies prep

- ▶ The GED® is focused on
 - ▶ Social Studies **reasoning**
 - ▶ Conceptual understanding (content)
 - ▶ **Procedural skill** and fluency
 - ▶ **Applying** social studies fundamentals in realistic situations
- ▶ Combination of
 - ▶ Social Studies practices
 - ▶ Content (Civics & Government, US History, Economics, Geography)



The Practices

- ▶ Drawing Conclusions and Making Inferences*
- ▶ Determining Central Ideas, Hypotheses and Conclusions*
- ▶ Analyzing Events and Ideas*
- ▶ Interpreting the Meaning of Symbols, Words and Phrases
- ▶ Analyzing Purpose and Point of View
- ▶ Integrating Content Presented in Different Ways
- ▶ Evaluating Reasoning and Evidence
- ▶ Analyzing Relationships Between Texts
- ▶ Reading and Interpreting Graphs, Charts and Other Data Representation
- ▶ Measuring the Center of a Statistical Dataset

*High Impact Indicators



Translating the Assessment Guide into instruction

- ▶ Many of the Social Studies assessment targets closely mirror the literacy skills from Language Arts
- ▶ Major focus on critical thinking skills (analyzing, interpreting) over recall of facts
- ▶ Must know
 - ▶ Close reading skills to access complex text
 - ▶ Key vocabulary
 - ▶ inquiry and questioning
 - ▶ Some practice working with data from maps, tables, graphs and charts



Primary Sources and Complex Text

- ▶ Many primary sources used in Social Studies are complex due to
 - ▶ Overall readability (Lexile, ATOS, CCR Level of Learning)
 - ▶ Structure (organization, text features, use of graphics)
 - ▶ Language clarity & conventions (sentence structure, vocabulary)
 - ▶ Knowledge demands
 - ▶ Purpose
- ▶ Look at this editorial written by Amanda Parsons about a Supreme Court ruling. How would your students do?
- ▶ What could you do to make the text more accessible?
- ▶ See “Understanding Primary Sources” frame by S. Schmidt, Appalachian State <http://abspd.appstate.edu/teaching-resources>



Strategies for improving access

- ▶ Be sure students have enough background/context: establish and communicate a purpose for reading (why are we reading this?)
- ▶ Pre-teach key vocabulary (Tier 2 and 3 words)
- ▶ Teach students a process for close reading
 - ▶ Careful and purposeful rereading of text (Fisher & Frey)
 - ▶ Student read independently and underline key ideas or make note of questions/confusions, summarize each paragraph or “chunk”-relate back to “why are we reading this?”
 - ▶ Check for understanding: teacher questioning, peer-to-peer discussion
 - ▶ Shared reading or read aloud for author’s “claims” or belief statements
 - ▶ Read one last time to determine what the author is doing: describing, illustrating, arguing, advocating
 - ▶ Engage students in completing text-dependent questions



Practice

- ▶ Re-visit Amanda Parson's editorial
- ▶ Why would you have students read this?
- ▶ Write two comprehension level questions: what is going on?
- ▶ Write a question about the author's overall purpose and connection to larger issues.
- ▶ Also see 2014 Social Studies Safari, Steve Schmidt (schmidts@appstate.edu)
<http://abspd.appstate.edu/teaching-resources>

Implementing College and Career Readiness Standards in Adult Education. LINCS,
<https://lincs.ed.gov/programs/ccr/ela>

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Tackling vocabulary

- ▶ Tier 2 words: descriptive vocabulary, more sophisticated words used in a broad context (“SAT” words)
- ▶ Tier 3 words: precision vocabulary, specific to a particular discipline
- ▶ Read this speech by Gerald Ford. Underline the Tier 2 words and circle the Tier 3 words



Growing students' vocabulary

- ▶ Use a visual thesaurus tool
 - ▶ <http://www.visualthesaurus.com/>
 - ▶ <https://www.vocabulary.com/lists/vocabgrabber>
- ▶ For important Tier 3/content vocabulary words, try a Marzano Square or other graphic organizer
- ▶ Variations
 - ▶ Own words definition
 - ▶ Example/non-example
 - ▶ Picture
 - ▶ Concept map
 - ▶ categories



Practice

- ▶ Create a vocabulary graphic for “Constitution”
- ▶ Be prepared to share with the group
- ▶ Also see Civics, History, Economics and Geography Assessment Target Cards found at 2014 GED® Social Studies Safari, Steve Schmidt (schmidts@appstate.edu) <http://abspd.appstate.edu/teaching-resources>
 - ▶ Tier 3 words and definitions for each section



Inquiry

- ▶ Inquiry plays a huge role in the NCSS National Curriculum Standards for Social Studies
- ▶ Inquiry involves
 - ▶ Questioning
 - ▶ Selecting sources and gathering information
 - ▶ Evaluating claims
 - ▶ Making claims and using evidence
 - ▶ Constructing, adapting and critiquing arguments and explanations
 - ▶ Analyzing problems
 - ▶ Taking action

John Lee and Kathy Swan, *Social Education* 77 (6), 2013



Model for conducting inquiry: IDM Blueprint™

- ▶ Generate a COMPELLING QUESTION
- ▶ Connect the question to standards
- ▶ Stage the question (background or create curiosity)
- ▶ Create SUPPORTING QUESTIONS (knowledge, definitions, insights to scaffold the compelling question)
- ▶ Create a PERFORMANCE TASK (activities)
- ▶ Identify FEATURED SOURCES (resources)
- ▶ SUMMATIVE assessment (response to compelling question using what they have learned)
- ▶ TAKE INFORMED ACTION (where appropriate)

C3 Teachers. Grant, Lee & Swan, 2014



Practice

- ▶ Take one of the compelling questions below and complete the IDM blueprint form
 - ▶ How did wars cement the role of the US as a world leader?
 - ▶ How did western expansion define and shape the character of the US?
 - ▶ How has the distribution of natural resources shaped cultures and politics?
 - ▶ What role should government play in the economy?
 - ▶ How does the Constitution embody the principles of democracy?



Questioning

- ▶ Three thinking abilities: divergent, convergent and metacognitive
- ▶ Question Formulation Technique (QFT)
 - ▶ Question focus: introduce a topic, generate interest
 - ▶ Rules
 - ▶ Produce questions
 - ▶ Categorize
 - ▶ Prioritize
 - ▶ Share, research, write

www.rightquestion.org

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Rules

- ▶ Ask as many questions as possible about the stimulus
- ▶ Do not stop to answer, judge or discuss
- ▶ Write down the question exactly as stated
- ▶ Change any statements or comments into questions

www.rightquestion.org

Try one

- ▶ Question focus
- ▶ What questions do you have about this picture from this political convention?





Visual literacy

- ▶ Students need to interpret maps, tables, graphs and charts and apply information extracted to questions or problems
- ▶ One way to provide practice is to create a themed Learning Station to have students interact with content presented in different formats
- ▶ Students can also benefit from using graphic organizers to collect and display information and translate complex or lengthy text into more accessible chunks



Map skills

- ▶ Assess students to be sure they know terminology related to maps
- ▶ Types of maps
 - ▶ Political
 - ▶ Physical/topographic
- ▶ Map elements
 - ▶ Compass
 - ▶ Scale
 - ▶ Legend/key
- ▶ Features
 - ▶ Latitude/longitude
 - ▶ Title
 - ▶ color

<http://geography.about.com/od/studygeography/a/mapparts.htm>

www.Education.about.com



Graphs, tables and charts

- ▶ Have students attend to
 - ▶ Title
 - ▶ Purpose of graphic
 - ▶ Information presented
 - ▶ Units
 - ▶ Relationship of data presented



Visual literacy: images

- ▶ Art work or photos can be valuable sources of information and are broadly accessible to students
- ▶ This site has a detailed bank of questions to help “unpack” a visual image: http://www.humanities.umd.edu/vislit/bank_content.php
- ▶ Components are
 - ▶ Form (color, line, space, shape)
 - ▶ Context (circumstances around the image, message)
 - ▶ Content (facts, figures, information)

<http://www.humanities.umd.edu/vislit/>



Putting it all together: Learning Stations

Slavery in America

- ▶ Photos <http://www.history.com/topics/black-history/slavery/pictures>
- ▶ Graphs <https://thesocietypages.org/socimages/2011/01/07/fascinating-database-about-the-trans-atlantic-slave-trade/>
- ▶ Maps <http://www.smithsonianmag.com/history/maps-reveal-slavery-expanded-across-united-states-180951452/?no-ist>
- ▶ Print-transcripts of debates pro/con slavery
<http://chnm.gmu.edu/exploring/19thcentury/debateoverslavery/assignment.php>
- ▶ Culminating activity
- ▶ How does a learning station provide learning opportunities for both content and practices?

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For your kinesthetic learners

- ▶ Skits
- ▶ Reader's Theatre
- ▶ From Steve Schmidt's 2014 GED® Social Studies Safari, <http://abspd.appstate.edu/teaching-resources>



Questions and feedback

- ▶ Please take a few minutes to provide feedback on this session:
<https://www.surveymonkey.com/r/ECAdultEd1516>
- ▶ For additional questions, contact
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