Social Science in the 6-8 Classroom

Katie Elvidge-Social Science Content Specialist
How would you rate your knowledge of the new standards?

- Using the signs around the room please place yourself in the area that best describes how you’d rate your current knowledge of and comfort with the new social science standards.

- Please share with us, why did you place yourself there? What experience do you have currently with the IL Social Science Standards?
Objectives

- Standards Overview
- Inquiry in the Social Sciences
- Classroom Inquiry Examples
- Available Resources
Social Science Standards Overview
Before we start...

- Standards are not forcing you to change the content
- Rather, they *are* asking you to change the way you think about students’ roles in social science classes
  - want students to take more active role in learning process
  - asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond
- Inquiry goes hand in hand with content - they work together to shape future citizens who can think about and solve issues.
What goals do we have for our students in the future?

- Provide students the skills they need to be functional citizens
- Students take ownership of learning to truly understand material
  - Engage them in the curriculum
- Intensified focus on understanding the *why* things happened and the *impact* of those events
  - Less focus on memorization of dates/names
  - Focus on key skills and concepts
Components of Standards

Standards are divided into two portions that work in tandem - Inquiry Skills and Disciplinary Concepts

- Inquiry skills are the method in which you accomplish your disciplinary concepts
  - Divided into 3 main areas that mirror the dimensions of the C3 Framework:
    - Developing Questions and Planning Inquiries
    - Evaluating Sources and Using Evidence
    - Communicating Conclusions and Taking Informed Action
  - Inquiry Skills are the methods and dispositions that students need to develop in order to be equipped to meet the challenges of college, career, and civic life in the 21st century.

- Disciplinary Concepts are divided into 4 categories: Civics, Geography, Economics, and History
  - Do not focus on memorization of facts or dates but rather work towards an understanding of more complex concepts.
  - Emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action.
  - Specific content should be determined locally and reflect the state mandates

**The Inquiry Skills should guide how students learn about the Disciplinary Concepts.**
Illinois Learning Standards for Social Science - 6-8

**Middle School Complexity Levels, Grades 6-8:** The middle school standards are banded by levels of complexity rather than grade levels. Because most social science classrooms are composed of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards.

<table>
<thead>
<tr>
<th>Inquiry Skills</th>
<th>Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing Essential Questions</td>
<td>Constructing Essential Questions</td>
</tr>
<tr>
<td>Develop an Inquiry Plan</td>
<td>Develop an Inquiry Plan</td>
</tr>
<tr>
<td>Evaluate and Refine Hypotheses</td>
<td>Evaluate and Refine Hypotheses</td>
</tr>
<tr>
<td>Gather and Evaluate Sources</td>
<td>Gather and Evaluate Sources</td>
</tr>
<tr>
<td>Use Evidence Reasonably</td>
<td>Use Evidence Reasonably</td>
</tr>
<tr>
<td>Communicate and Share Findings</td>
<td>Communicate and Share Findings</td>
</tr>
<tr>
<td>Make Connections</td>
<td>Make Connections</td>
</tr>
<tr>
<td>Reflect and Improve</td>
<td>Reflect and Improve</td>
</tr>
</tbody>
</table>

The components of the inquiry skills, when used together, form an inquiry arc that should guide learning in the classroom.

These are the skills students should use...

...to understand these concepts.
## Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>- based on themes and aligned to the disciplinary concepts.</td>
<td>- banded by levels of complexity rather than grade levels</td>
<td>- organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)</td>
</tr>
<tr>
<td>- The themes are:</td>
<td>- most classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards</td>
<td>- cross-curricular integration encouraged</td>
</tr>
<tr>
<td>- Kindergarten: My Social World</td>
<td>- Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school</td>
<td>- provide overarching themes of what students should know and be able to do at the conclusion of the required high school social science courses</td>
</tr>
<tr>
<td>- First Grade: Living, Learning, and Working Together</td>
<td></td>
<td>- standards provide a baseline, not a ceiling, for what all students should know and be able to do</td>
</tr>
<tr>
<td>- Second Grade: Families, Neighborhoods, and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Third Grade: Communities Near and Far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fifth Grade: Our Nation, Our World</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Inquiry in the Social Sciences
What is Inquiry?

- Inquiry-based learning is a complex process where students attempt to convert information into useful knowledge.
  - They do this by...
    - asking questions
    - finding resources to gather information to answer questions
    - interpreting the information
    - reporting the findings
    - reflecting upon their thinking
Why Inquiry?

- **Benefits for Students**
  - More engaging for kids
  - Makes learning more meaningful and impactful for students
    - Will help kids internalize what’s being taught rather than memorizing content

- **Benefits for Teachers**
  - Helps develop cohesive units with multiple skills and/or concepts integrated
    - Focus on the big ideas rather than details
  - Engaging students positively impacts classroom management issues

- **In the standards**
  - Social Science - Inquiry Skills Standards
  - Science - Science and Engineering Practices
  - ELA - Weave together ELA strands of standards
  - Math - Math Practice Standards (1, 3)
**Why Inquiry?**

- Aligns to Danielson
- Components in Domains 1, 2, & 3 can all be addressed with the use of inquiry in the classroom

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### Charlotte Danielson’s FRAMEWORK FOR TEACHING

<table>
<thead>
<tr>
<th>DOMAIN 1: Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
</tr>
<tr>
<td>1b Demonstrating Knowledge of Students</td>
</tr>
<tr>
<td>1c Setting Instructional Outcomes</td>
</tr>
<tr>
<td>1d Demonstrating Knowledge of Resources</td>
</tr>
<tr>
<td>1e Designing Coherent Instruction</td>
</tr>
<tr>
<td>1f Designing Student Assessments</td>
</tr>
</tbody>
</table>

- **DOMAIN 2: The Classroom Environment**
  - 2a Creating an Environment of Respect and Rapport
  - 2b Establishing a Culture for Learning
  - 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

- **DOMAIN 3: Instruction**
  - 3a Communicating With Students
  - 3b Using Questioning and Discussion Techniques
  - 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction

- **DOMAIN 4: Professional Responsibilities**
  - 4a Reflecting on Teaching
  - 4b Maintaining Accurate Records
  - 4c Communicating with Families
  - 4d Participating in a Professional Community
  - 4e Growing and Developing Professionally
  - 4f Showing Professionalism

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Welcome to the Illinois State Board of Education. This document highlights the importance of inquiry in education, aligning with Danielson's Framework. Inquiry can address various domains, enhancing the classroom environment and instructional strategies.
Inquiry Process

- 5 stages to guide students through the inquiry process in the classroom
  - Engage and Ask
  - Think Critically
  - Draw Conclusions
  - Communicate Findings
  - Reflect

- All stages are emphasizing things **students** should be doing in the classroom!

Adapted from Minnesota Department of Education [http://www.mnscse.org/](http://www.mnscse.org/)
Classroom Inquiry Examples
During this unit, students will discover how the founding documents provide a platform for our nation to constantly evolve to become “more perfect”.

How do we obtain a more perfect union?

- What is a more perfect union and where did the idea come from?
- Why was the Articles of Confederation considered a weak form of government?
- How were the needs and desires of the people (then and now) addressed in the Constitution?
<table>
<thead>
<tr>
<th>A more perfect union</th>
<th>A more perfect union</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td><strong>3rd</strong></td>
</tr>
<tr>
<td><strong>General Union</strong></td>
<td><strong>General Union</strong></td>
</tr>
<tr>
<td>What is a union?</td>
<td>What is a union?</td>
</tr>
<tr>
<td>Who and when formed our original union?</td>
<td>What union are we part of? What type?</td>
</tr>
<tr>
<td>Why did we form a union?</td>
<td>Who is in charge of our union?</td>
</tr>
<tr>
<td><strong>Changes in Union</strong></td>
<td><strong>Changes in Union</strong></td>
</tr>
<tr>
<td>How is our union different now than it was before?</td>
<td>Where does this phrase come from?</td>
</tr>
<tr>
<td>What conflicts have caused us to change our union?</td>
<td>Who said it?</td>
</tr>
<tr>
<td>What has changing our union caused?</td>
<td>What does a more perfect union mean?</td>
</tr>
<tr>
<td></td>
<td>Who decides if it's a more perfect union?</td>
</tr>
<tr>
<td></td>
<td>Were there conflicts in our union to make it imperfect?</td>
</tr>
<tr>
<td></td>
<td>Who influenced changes in the union?</td>
</tr>
<tr>
<td></td>
<td>How has our union changed throughout history?</td>
</tr>
<tr>
<td></td>
<td>How will these changes impact our union?</td>
</tr>
</tbody>
</table>
Preamble

Everyone in America working together to keep making our country better seek fairness. Give people the rights they deserve and give justice to all. And ensure peace for everyone. Plus give people protection every day. And make sure people have health, safety, morality, and peace. Protect the good things (privileges) of freedom for the people of the world.

VERSION OF THE PREAMBLE

Everyone in America working together to make our country always better. Publish the law and order system of justice. Make sure of peace and harmony. Provide defense for many people in our country. Give welfare to the common people. To keep safe our dreams of freedom for us and future generations. We invest and publish this system of advances and fundamentals, for our country the U.S.A.
During this unit, students will discover why the United States fought for independence and how the Founding Documents addressed the issues brought about by the Revolutionary War. Students will also explore the impact the Revolutionary War had on World history.

- What is the difference between a revolution and a rebellion and what would cause someone to revolt/rebel?
- How were the causes of the Revolutionary War addressed in our Founding Documents?
- Why was the American Revolution an important event in world history?
During this unit, students will discover the different types of expansion and how expansion often creates or leads to conflict.

How does Expansion Lead to Conflict?

- What is expansion and its consequences?
- How did technology impact economic expansion?
- How was expansion justified?
What causes the territories to change?

How did they decide who owns the land?

What factors helped the country (colonies) to expand?

Why did the Indian territory shrink?

Did we have a war with Spain?

How many different regions took part in claiming territory?

How did the Indians (Native Americans) react to the expansion?

What does this have to do with a more perfect union?

What is a territory?
The American Civil War

How did the events of the Civil War and Reconstruction have a lasting impact on current events?

Why did sectional differences create tensions that led to war?

What social, political, and economic issues tended to divide Americans in the period prior to the Civil War?

How did western expansion cause the North and South to confront the issue of slavery?

How do nations recover from war?
Available Resources
Newly-Released Illinois-Specific Resources

- Illinois Social Science in Action website
  - [http://www.ilsocialscienceinaction.org/](http://www.ilsocialscienceinaction.org/) (is also linked from IL Classrooms in Action)

- Resources:
  - **Illinois Resources** - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  - **Resource Website** - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
Newly-Released Illinois-Specific Resources

- Social Science Implementation Guide
  - Provides both Classroom and District level characteristics
  - Indicators for Full, Partial, and Beginning Implementation
  - Resources to support various characteristics

Classroom Implementation Considerations of Illinois Learning Standards for Social Science

<table>
<thead>
<tr>
<th>Resource Documents</th>
<th>Classroom Implementation Considerations of Illinois Learning Standards for Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher has read, understood, and bases their instruction on the Illinois learning standards for social sciences. Teachers also consider their understanding to the college, career, and civic life framework (CS) and additional supporting resources.</td>
<td>The teacher is familiar with the Illinois learning standards for social science for their grade level, but not familiar with how their place fits in the big picture, or does not understand the goals and architecture of the standards.</td>
</tr>
</tbody>
</table>

- **Inquiry-Centered Classroom**
  - The classroom reflects the understanding that inquiry should be at the center of classroom instruction. The teacher understands that the inquiry standards reflect a set of interlocking and mutually supportive ideas which frame the way students acquire social science content knowledge.
  - The classroom reflects the idea that inquiry should be at the center of classroom instruction. The teacher has a basic understanding of inquiry but only sometimes uses the inquiry standards to frame the way students acquire social science content knowledge.

- **Questioning Drives Inquiry**
  - The teacher often allows students, both individually and collaboratively, to construct essential and supporting questions that act as a stimulus and sustain an inquiry. Students understand the relevance and importance of the questions under investigation and that these understandings have throughout the inquiry experience.
  - The teacher often allows students, both individually and collaboratively, to construct essential and supporting questions that act as a stimulus and sustain an inquiry. Students understand the relevance and importance of the questions under investigation.

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Newly-Released Illinois-Specific Resources

- Social Science Needs Assessment
  - Provides a way to help gauge the level of knowledge staff members have regarding the Illinois Learning Standards for Social Science
  - Space to rate progress and provide reflections/evidence/comments
  - Aligns to the Implementation Guide
  - Includes resources to support implementation at the end of document

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Progress</th>
<th>Reflections/Evidence/Comments on Implementation Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge</td>
<td>Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric</td>
<td>Not Yet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the format and structure of the Social Science Standards, including the relationship that should exist between the [skill 1] and [skill 2].</td>
<td>Yearly</td>
<td>Mostly</td>
</tr>
<tr>
<td></td>
<td>I understand the Social Science Standards and their progression from each grade that increase in rigor.</td>
<td>Monthly</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>I know the history of, and rationale for, the development of the Illinois Learning Standards for Social Science found in the narrative of the K-12 Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td>I understand the four core disciplines found in the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that the Illinois Learning Standards for Social Science are for all students and organize course sequence and content with the diversity of student groups in mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have reviewed the alignment of all instructional materials to the appropriate grade-level of the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have utilized the Standards to check for coherence between my own grade/course and the grades/courses before and after to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Newly-Released Illinois-Specific Resources

- Danielson Correlation for Full Social Science Implementation
- Classroom implementation characteristics simplified and sorted by alignment to Danielson Framework
- Implementation “cheat sheet”

Danielson Correlation of Full Social Science Implementation Components for Classrooms

<table>
<thead>
<tr>
<th>Charlotte Danielson Framework for Teaching</th>
<th>Classroom Indicators for Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>• The teacher has met, understood, and taught their instruction as in the Illinois Learning Standards for Social Science.</td>
</tr>
<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td>• The teacher understands the characteristics of the course disciplines.</td>
</tr>
<tr>
<td>1b Demonstrating Knowledge of Students</td>
<td>• The teacher understands that the inquiry standards reflect a set of interrelated and mutually supportive ideas which frame the way students acquire social science content knowledge.</td>
</tr>
<tr>
<td>1c Setting Instructional Outcomes</td>
<td>• Teachers are thoughtful in selecting appropriate and relevant content to help students support inquiries and build the disciplinary skills and conceptual knowledge found within the standards.</td>
</tr>
<tr>
<td>1d Demonstrating Knowledge of Resources</td>
<td>• Students are given tangible spaces in curriculum to consider, debate, and plan for action-oriented experiences.</td>
</tr>
<tr>
<td>1e Designing Coherent Instruction</td>
<td>• Frequent connections are made to relevant content throughout specific Illinois Learning Standards for Language Arts (K-5) and for Library in History/Social Studies (K-12).</td>
</tr>
<tr>
<td>1f Designing Student Assessments</td>
<td>• The teacher understands that in social science, students need opportunities to practice citizenship in the same way that they practice historical thinking, economic decision-making, or geographic reasoning.</td>
</tr>
</tbody>
</table>

| Domain 2: The Classroom Environment     | • The teacher engages in a safe and welcoming classroom environment that promotes interaction, communication, collaboration, and intellectual risk-taking. |
| 2a Creating an Environment of Respect and Support | • The classroom reflects the understanding that inquiry should be at the center of classroom instruction. |
| 2b Establishing a Culture for Learning  | • Students understand the relevance and importance of the question under investigation. |
| 2c Managing Classroom Procedures        | • It is evident to the students that they are developing disciplinary literacy as they build the disciplinary skills and conceptual knowledge found within the standards. |
| 2d Managing Student Behavior            | • It is apparent that skills, particularly those in the discipline, exist for the purpose of supporting students being able to develop content knowledge independently. |
| 2e Organizing Physical Space            | • The classroom reflects that peer collaboration is hard wired into the inquiry skills and the importance of peer collaboration as a normal part of civic life is clear. |

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Newly-Released Illinois-Specific Resources

- Inquiry Graphics K-12
  - Intention is to support teachers with the goal of engaging students in the inquiry process
  - Statements include suggested steps for each stage of the inquiry process

Social Science Inquiry Process

- **ENGAGE and ASK**
  - How will I engage my students in the topic and prompt them to ask questions?
  - Determine the enduring understandings about the topic being studied.
  - Engage your students with the topic by grabbing their interest with a hook connected to the enduring understandings.
  - Allow students to generate questions based upon the topic and hook.
  - Determine what questions will be essential to achieving the enduring understandings. (Student generated or teacher determined)
  - With students, determine what other information is needed in order to fully answer the question.

- **THINK CRITICALLY**
  - How will students access and analyze information about this topic?
  - Have students think about where they can find answers to the questions posed about the topic.
  - Gather and organize multiple primary and secondary sources.
  - Ensure that sources used expose students to different perspectives and viewpoints about the topic.
  - Students should use sources to collect, analyze, and interpret data.
  - Ensure students are analyzing sources for credibility, bias, and perspective in order to identify gaps in the research.

- **COMMUNICATE FINDINGS**
  - How will students demonstrate what they have learned and take action on that learning?
  - Determine how students will apply what they have learned and share their findings with others.
  - Explore appropriate audiences for students to present conclusions.
  - Determine if there is an opportunity for students to take action and influence others to make more informed decisions.
  - Have students develop strategies to persuade others, including policy makers when applicable.
  - Prepare students to defend their analysis against alternative

- **DRAW CONCLUSIONS**
  - How will students synthesize ideas to answer the questions posed based on sources used?
  - Students should engage in open discussion to answer the questions posed while respecting diverse perspectives.
  - Engage students in evaluating possible courses of action and their consequences.
  - Students should make and justify an informed decision or choose and/or design an action plan supported by evidence from sources.
  - Have students evaluate the consequences of a decision or choice.
  - Allow students to make revisions based on feedback and further study.

- **REFLECT**
  - How will students reflect on what they have learned and how their new knowledge will impact them in the future?

Adapted from Minnesota Department of Education [http://www.mnops.org/](http://www.mnops.org/)
Newly-Released Illinois-Specific Resources

- Standards Glossary
  - This glossary defines and provides examples of key concepts and terms used in the Illinois Learning Standards for Social Science.
  - The definitions and examples are intended to encourage a broad exchange of ideas about social science content.
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Please provide some brief feedback: