When utilizing the Starter Kit resources, consider the needs of your school or district. Start where your teachers’ greatest needs exist. Keep building on knowledge by moving through the resources to the right.
Title: Optional Social Science Professional Development and Implementation of Resources Guide

Intended Audiences: Administrators, curriculum coordinators, teacher-leaders, and classroom teachers

Description: The plan below is a suggested guide that will assist schools and districts as they work to implement the new Illinois Social Science Learning Standards in K-12 classrooms. Each component of professional development includes the intended outcome for the four topics listed below as well as suggested activities and resources (linked in blue) that can support implementation. All resources can be found on the IL Social Science in Action webpage (www.ilsocialscienceinaction.org).

1. Social Science Standards Overview
   Intended Outcome: Educators will gain foundational knowledge about the Social Science Learning Standards as they apply to various grade levels.
   a. Start discussion of new standards by asking educators to do a KWL (Know, Want to Know, and Learned) to guide professional development (PD) progression.
      i. Participants can write on sticky notes or have a whole-group brainstorm
      ii. Be sure to clear up any misconceptions located under “Know” as PD progresses
      iii. Use the “Want to Know” category to guide which modules are targeted
   b. Provide background information, vision, format, and connections and differences with C3 Framework for all participants.
      i. Foundational information is recommended for all teachers
      ii. Use the Illinois Social Science Learning Standards: Background and Overview Webinar (located with Starter Kit Resources online and found here: http://bit.ly/2jcjEYb)
   c. K-5 educators and/or those who have self-contained classrooms have different needs than departmentalized classrooms.
      i. Provide information on the unique nature of elementary classrooms and the incorporation of social science standards into other content areas using the Social Science in the K-5 Classroom Webinar (located with Starter Kit Resources online and found here: http://bit.ly/2jBEseM).

2. Breakdown/Deep Dive with Standards
   Intended Outcome: Educators will gain a deeper understanding of the Learning Standards and the classroom shifts behind them. Additionally, they will examine existing curriculum and resources to determine where standards are being met to the full rigor required and where opportunities for growth exist.
   a. Read narrative on the K-12 Social Science standards from the full standards packet. Then grade-specific standards handouts can be utilized for activities that follow and for closer examination of standards. (All standards can be found on ISBE’s website here: https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx)
i. Facilitate a discussion of the goals and or vision of the standards as well as any questions that arise from reading preliminary information.

   i. Have participants read the shifts document independently. Partner discussion can be utilized to solidify thinking.
   ii. Participants can work on completing the Processing the Shifts documents in partners or small groups before sharing with the group.
   iii. Facilitate a full group discussion of the information that has been completed on the Processing the Shifts document (perhaps consolidate information on one large/electronic copy for a helpful visual?).

c. Use the Keep It, Tweak It, Delete It: Analysis of Current Social Science Curriculum to read grade level standards handout and establish a baseline of what is already being addressed.
   i. Participants should list current units or lessons being taught in social science and then read the standards for their grade level marking where standards are fully met. activities need to have an increase in rigor, or where opportunities for additional standards exist.
   ii. Identify areas where the rigor of activities could be increased to enable activities to fully meet demands of standards.
   iii. Examine where opportunities exist for additional standards to be included by tweaking the lesson or unit.
   iv. Encourage participants to complete the chart thoughtfully and honestly to establish an accurate baseline. Opportunities for true growth only exist with thoughtful and honest assessment of what’s currently being done!

3. Inquiry-Based Learning in Social Studies

   **Intended Outcome:** Educators will understand the strategy of Inquiry-Based Learning, how inquiry is connected to the Learning Standards, and explore examples and resources to support the use of inquiry in the classroom.

      i. Webinar provides information on incorporating the Inquiry Skills portion of the standards in the classroom, connections to other areas (C3 and literacy), addresses frequent questions or concerns surrounding the inquiry skills, and shares resources to support Inquiry-Based Learning.

   b. Examine the connection between inquiry in the social science and in other subject areas.
      i. ELA Connection – thoroughly read and/or study of Social Science Standards with Literacy Connections document which is a grade specific resource to show correlation of literacy standards and inquiry skills portion of social science standards.
      ii. Discuss briefly inquiry connection in NGSS and other subject areas as guided by participants.

   c. Discuss how Inquiry Skills can be used to scaffold the planning of a unit of inquiry as the Inquiry Skills highlight the process of inquiry.
i. “Developing Questions and Planning Inquiries” – the skills in this portion help students set the stage and make a plan for a future inquiry.

ii. “Evaluating Sources and Using Evidence” – these skills involve using a variety of resources to begin researching the essential and/or supporting questions previously developed.

iii. “Communicating Conclusions and Taking Informed Action” – the final portion of the Inquiry Skills emphasize students communicating their learning with others and taking action based upon their learning.
   - Inquiry Skills Culminating Activity Sample Ideas document provides a discussion point about how this final component of the Inquiry Skills can be addressed within the classroom.

d. Provide participants time to use the resources on the IL Classrooms in Action Social Science webpage to further explore inquiry-based learning (http://www.ilclassroomsinaction.org/social-science.html).
   - Specifically, utilize headings on webpage and resource descriptions to guide participants to an area of inquiry that targets their needs as an educator.
   - A variety of resources are available including sample inquiry units, blogs/articles, videos of inquiry, and strategies to support inquiry.
   - Exploration can be self-guided by educators or a more structured activity scaffolded by PD provider (for example, by providing a scavenger hunt of website items educators should explore).

4. Unit/Lesson Trial in Classroom

   **Intended Outcome:** Educators will pilot one or several forms of inquiry-based learning with students in the classroom. After engaging students in an inquiry, educators will reflect upon the inquiry in order to guide future inquiries and curriculum decisions in the classroom.

   a. Several options exist for educators to select an existing inquiry-based lesson/unit to try in the classroom:
      - i. Select Sample Resources from outside Illinois (either to use as published or to modify)
         - C3teachers/EngageNY lessons
         - iCivics
         - Discovery Education
         - Other sources for resources located on IL Classrooms in Action webpage
      - ii. Modify their existing resources
         - Make necessary changes to ensure they are inquiry-based and aligned to the standards
         - Use the Key Instructional Shifts and the Learning Standards to guide modifications

   b. Educators can also create a new lesson/unit to try in the classroom (perhaps using a template such as the IDM from C3 if needed or a format of their own creation). Some critical steps in this process are as follows:
      - i. Start with a theme or essential question
      - ii. Note any direct teaching of background knowledge needed before they can start on inquiry (minimize this! In an inquiry unit, only the bare essentials needed for learning should be directly taught to students. Inquiry emphasizes students learning information through their exploration of information.)
iii. List and/or gather resources students should use to support inquiry – with guiding questions for resources or activities to support exploration
   - Are there existing activities or lessons you could adapt to the new plan?
   - What new activities/resources may be needed?

iv. Develop a culminating activity/project to allow students to communicate conclusions and take informed action
   - Are there existing activities that can be adapted to fit this purpose?
   - What new activities are needed to meet this purpose?

c. Prior to utilizing a lesson/unit in the classroom the Illinois Quality Review Rubric for Social Studies Lessons & Units can be used to evaluate the quality level of resources selected or created. In addition to overall quality, the rubric can identify areas of strength and weakness within a resource.
   i. Upon first use of this rubric, time will need to be spent reading and understanding the overall use of the rubric as well as the various categories and indicators on the rubric.

d. After educators have tried a unit or lesson in the classroom, reflection upon the process and student learning is imperative to guide future professional development and curriculum planning.
   i. Utilize the Inquiry Reflection document to provide a guided reflection opportunity
      - Emphasize honest feedback upon positives and negatives from the lesson/unit – what worked, what didn’t work?
      - Note changes for future units or curriculum planning.