6 - 12 SOCIAL SCIENCE INSTRUCTIONAL MODEL

LEARNER-CENTERED MODEL

OVERVIEW: This model focuses on student voice, choice, flexibility, as well as deeper approaches to learning such as inquiry, engineering design process, project-based learning, and design thinking. Students may focus on processing moods, emotions, feelings, and current events using physical activity and creative thinking.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful topics that build towards learning goals.

Prior to selecting a meaningful topic to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the Social Science Standards and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

Continuously affirm the value of the academic, emotional, and physical needs of the student and share pathways (including appropriate contacts) to support the student's overall well-being and continued success. When designing learning experiences, consider the potential emotional impact of requiring students to focus on historical or current trauma. Be mindful of intended and unintended outcomes. Create space for students to make choices that fit their personal needs, homes, and community contexts.

SUGGESTED STRATEGIES

The learner-centered pathway allows for higher levels of inquiry and student autonomy as they build conceptual understanding and work individually and/or collaboratively to complete research, projects or other activities. Students may need guidance on project planning and guidance on time and task allocation.

- Distance Learning for All: Care, Connection, Continuity (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) ODE Special Education, ODE TAG, ODE English Learners (page 18)
- Be available to support students and share contact information with stakeholders: "Office hours" (via video conferencing, email, or telephone)

SAMPLE WEEKLY SCHEDULE

(Maximum social science instruction is 2.5 hours/week.)

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

Monday:
- The teacher introduces activities that build background knowledge and set the stage for developing the driving/ essential questions, parameters and desired outcomes of the project as well as standards and content to be covered.
- Students brainstorm ideas and construct a timeline for the completion of tasks and the project.

Tuesday-Thursday:
- Students complete a variety of practice activities that can be incorporated into a final project as well as stand-alone activities for demonstrating comprehension of skills that are required for completion of the project.
- Students work towards the completion of the project independently or collaboratively in teams.

Friday:
- Students engage in small group/individual student-teacher meetings to discuss progress and goals.
- Students reflect on new learning and progress towards goals. This could include a self-assessment, peer assessment, rubric review of work, exit ticket, or submission of work for review and/or grading.

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- Collaborate with colleagues for interdisciplinary learning and decreased student workload.
- Scaffold student learning into manageable tasks that allow student voice and choice, enhance historical thinking skills, promote literacy integration, and cross-curricular opportunities.
- Integrate opportunities for formative assessment and student feedback:
  - Contact through a division approved method (video conferencing, calls, emails, etc.)
  - Collaborative platforms (Google Classroom, Padlet, Flipgrid, Canvas, etc.)
  - Adjust student product options to reflect accessibility for all students while maintaining rigor and outcomes.

Resources

- 6-8 Online Social Science Resources -Oregon Open Learning
- 9-12 Online Social Science Resources - Oregon Open Learning
- Oregon Open Learning - additional resources

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TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specifically to the standards. Instruction takes the form of direct instruction, then demonstration of skills or concepts in a mode directed by the teacher. Skills and concepts covered using this model could then be used flexibly in a student-centered approach.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful topics that build towards learning goals.

Prior to selecting a meaningful topic to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the Social Science Standards and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

Continuously affirm the value of the academic, emotional, and physical needs of the student and share pathways (including appropriate contacts) to support the student's overall well-being and continued success. When designing learning experiences, consider the potential emotional impact of requiring students to focus on historical or current trauma. Be mindful of intended and unintended outcomes. Create space for students to make choices that fit their personal needs, homes, and community contexts.

SUGGESTED STRATEGIES

The teacher-centered pathway uses confirmation and structured inquiry as students apply content to assigned coursework. The role of the teacher in this pathway is to provide direct support for students to explore a variety of topics. Students create work products that are shared largely between themselves and their respective teachers.

- Distance Learning for All: Care, Connection, Continuity (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) ODE Special Education, ODE TAG, ODE English Learners (page 18)
- Share contact information with stakeholders: Office hours (via video conferencing, email, or telephone)
- Model exemplars and provide a series of clear questions to assist students with the analysis of

SAMPLE WEEKLY SCHEDULE

(Maximum social science instruction is 2.5 hours/week.)

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

Monday:
- Activation of previous knowledge.
- Introduction of Essential Question and content.
- Provide students with all needed materials to explore the EQ, construct a claim, gather evidence, and develop a reasoned response in defense of the claim.
- Provide scaffolds through targeted questions and grade-level appropriate analysis strategies.

Tuesday:
- Students analyze and synthesize a series of documents that may focus on a variety of skills to answer an essential question. Students develop a claim; employ evidence which may include varying perspectives and arguments, and provide reasoning to justify their claim.

Wednesday:
- Provide feedback as students work through tasks linked to the final product.
- Determine which skills pose the greatest amount of difficulty and focus on those when assisting students.
- Conference with students to provide feedback on drafts of their claims and check accuracy of factual evidence in support of their claims.

Thursday:
- Challenge students to consider counterpoints and multiple perspectives related to the EQ and their claim.
- Conference with students to provide feedback on drafts of

primary documents, charts and graphs in order to enhance understanding of how these prompts support the Essential Question(s).
- Scaffold student learning into manageable tasks that allow student voice and choice, enhance historical thinking skills, promote literacy integration, and cross-curricular opportunities.
- Integrate opportunities for formative assessment and student feedback:
  - Contact through a division approved method (video conferencing, calls, emails, etc..)
  - Collaborative platforms (Google Meet, Padlet, Flipgrid, etc.)
  - Adjust student product options to reflect accessibility for all students while maintaining rigor and outcomes.

RESOURCES
Web-Based:
- 6-8 Online Social Science Resources -Oregon Open Learning
- 9-12 Online Social Science Resources - Oregon Open Learning
- Oregon Open Learning - additional resources
- Library of Congress

Other:
- oral histories
- maps
- memorabilia
- newspapers

their claims, check accuracy of factual evidence and offer additional support as needed.

Friday:
- Students submit the finished product.
- Students reflect on the learning experience as it relates to their intellectual growth and their proficiency level working with skills.

Teacher reflection:
- The intended and unintended outcomes of the learning experience;
- The skills which students demonstrated mastery or proficiency as well as the skills which continue to be challenging;
- What changes should be made on future learning experiences to provide variety in the targeted skills selected as well as the final product assigned.
- The types of final products that could be assigned including, but not limited to, essays, poems, song, blogs, oral presentations, visuals (artwork, posters, PowerPoint presentations),

Adapting with limited or no technology access:
- Textbooks, hardcopy materials and packets, books, newspapers, and network news broadcasts can be utilized instead of web-based resources.
- Teacher check-ins can occur through e-mail or telephone if students have limited or no internet access. If e-mail or telephone options are not available, a feedback arrangement that best fits the need of the student and the resources of the division should be determined.
- Students can conduct interviews of friends, relatives, others over the phone or in person (when appropriate) in the absence of web-based resources in order to gain multiple perspectives.

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HYBRID MODEL

OVERVIEW: This model is a happy medium between the two approaches above. Instruction in this pathway may take the form of menus, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful topics that build towards learning goals.

Prior to selecting a meaningful topic to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the Social Science Standards and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

Continuously affirm the value of the academic, emotional, and physical needs of the student and share pathways (including appropriate contacts) to support the student's overall well-being and continued success. When designing learning experiences, consider the potential emotional impact of requiring students to focus on historical or current trauma. Be mindful of intended and unintended outcomes. Create space for students to make choices that fit their personal needs, homes, and community contexts.

SUGGESTED STRATEGIES

The hybrid pathway allows for a balance between student and teacher-centered learning approaches of instruction and employs different levels of inquiry as appropriate. This pathway provides a foundation of support provided by the teacher with opportunities for students to explore topics in the completion of individual and/or group projects and other learning opportunities. Students may need guidance on project planning and guidance on timelines and task allocation.

- Distance Learning for All: Care, Connection, Continuity (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) ODE Special Education, ODE TAG, ODE English Learners (page 18)
- Be available to support students and share contact

SAMPLE WEEKLY SCHEDULE

(Maximum social science instruction is 2.5 hours/week.)

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

Monday:
- Introduction to the weekly agenda and project overview- Essential Question(s), learning goals, essential knowledge and skills for the specific standards/content.
- Instructional delivery of new content or a continuation of a topic using a variety of platforms (Google Meet, Zoom, videos, articles, text, etc.).
- Provide students with all needed materials and share research opportunities to continue exploration and activation of learning

Tuesday-Wednesday:
- Allow opportunities for students to collaborate with peers and engage in exploring a task/discovery activity for the week's content that may be presented/incorporated into a community/global context. (Google, Padlet, Flipgrid, phone, email, etc.)
- Students analyze and synthesize a series of documents (curated by the teacher or student) that focuses on a variety of skills to answer an essential question.
- Students develop a claim; employ evidence which may include varying perspectives and arguments, and provide reasoning to justify their claim
- Provide feedback as students work through tasks linked to the final product and determine which skills pose the greatest amount of difficulty and focus on those when assisting students.
- Conference with students to provide feedback on drafts

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information with stakeholders: Office hours (via video conferencing, email, or telephone)
- Scaffold student learning into manageable tasks that allow student voice and choice while enhancing Historical thinking skills HSS Skills Progression Chart, promoting literacy integration, Reading Skills Progression Chart, and cross-curricular opportunities Writing Skills Progression Chart.
- Integrate opportunities for formative assessment and student feedback:
  o Contact through a division approved method (video conferencing, calls, emails, etc..)
  o Collaborative platforms (Google Meet, Padlet, Flipgrid, etc.)
  o Adjust student product options to reflect accessibility for all students while maintaining rigor and outcomes.

RESOURCES
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- Library of Congress

Other:
- oral histories
- maps
- memorabilia
- newspapers

of their claims and check accuracy of factual evidence in support of their claims.

Thursday:
- Challenge students to consider counterpoints and multiple perspectives related to the EQ and their claim.
- Conference with students to provide feedback on drafts of their claims, check accuracy of factual evidence and offer additional support as needed.

Friday:
Teacher-directed reflections are based on the essential questions(s) and should include areas of success and areas needed for growth.

- Students will continue to work on projects and complete any assignments.
- Students reflect on work accomplished and set goals for the next week. Reflections can be based on conceptual and/or personal growth achieved

(Note: One group of activities per essential question may take more than one week for content mastery)

Adapting with limited or no technology access:
- Textbooks, hardcopy materials and packets, books, newspapers, and network news broadcasts can be utilized instead of web-based resources.
- Teacher check-ins can occur through e-mail or telephone if students have limited or no internet access. If e-mail or telephone options are not available, a feedback arrangement that best fits the need of the student and the resources of the division should be determined.

Students can conduct interviews of friends, relatives, others over the phone or in person (when appropriate) in the absence of web-based resources in order to gain multiple perspectives.