



SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

Instructional Framework



Time will vary based on lesson focus and student needs

Social Studies Best Practices

Social Studies prepares students to become **responsible, productive citizens** through a standards-based, inquiry-driven educational experience in a responsive learning environment.

Standards-Based Instruction

The Georgia K-12 Social Studies Standards are designed to provide **foundational knowledge and skills** for all students to develop proficiency in Social Studies disciplines including history, geography, government/civics, and economics.

The standards drive instruction and represent the required minimum taught for each grade/course. The standards focus on connecting themes and enduring understandings which build from kindergarten through high school.

Inquiry-Based Instruction

The goal of Social Studies instruction is for students to engage with the content through **hands-on, student-centered, inquiry-based** activities in each lesson. To do so, teachers should utilize the four dimensions of inquiry-based instruction: **questioning, disciplinary thinking, evaluating sources, and communicating.**

Learning Environment

The Social Studies classroom should be a safe learning environment conducive to student engagement, productivity, and growth, that fosters **responsible contributions to the community.**

Engage with Questioning

Teacher

- Introduce the essential/compelling question, learning targets, and success criteria
- Generate student interest with supporting questions, wonderings, and connections to prior knowledge
- Activate curiosity with a hook activity and/or make connections to the world around us

Student

- Question how the world works, how things interconnect, varying points of view, and why things matter
- Ask questions to clarify the lesson goals (the why, what, and how of learning)
- Make connections between classroom learning and their personal knowledge and experiences

Introducing Disciplinary Tools

Teacher

- Introduce and model thinking of the core social studies disciplines: history, geography, government/civics, and economics
- Introduce and model the skills, tools, and processes needed for civic and civil discourse, source analysis, and student-centered activities

Student

- Understand and practice how to think like a historian, geographer, political scientist, economist
- Understand and practice using skills, tools, and processes needed for success

Evaluating Sources & Using Evidence

Teacher

- Select sources that are aligned to the standards, from multiple perspectives, and in different formats/modes adapted to meet student needs
- Guide independent/group work by:
 - monitoring student progress
 - providing appropriate support for civic and civil discourse, source analysis, and other student-centered activities
 - give descriptive feedback related to the content/skills required for the task

Student

- Use appropriate tools for examining a source
- Show thinking while/through Speaking, Writing, Illustrating, Reading, and/or Listening (SWIRL)
- Make observations and ask questions while analyzing sources to find patterns, trends, and relationships
- Identify connections between sources in different formats and from varying perspectives
- Evaluate the relevance of a source
- Collect information to support claims and form conclusions

Communicating & Creating

Teacher

- Provide opportunities for students to show growth and mastery of content and skill standards
- Clarify misconceptions
- Celebrate progress and identify areas for growth using descriptive feedback
- Provide an opportunity for students to reflect on the relevance and context of the learning

Student

- Communicate learning through Speaking, Writing, and/or Illustrating using an appropriate format
- Justify and critique claims, reasoning, and conclusions (both their own and others') with evidence
- Demonstrate respectful, collaborative interactions and responsibly contribute to their classroom communities
- Explore how the learning could impact local, regional, and global communities