SOCIAL STUDIES
STANDARDS-BASED CLASSROOM
INSTRUCTIONAL FRAMEWORK

Teacher:
- Introduces standard(s), learning target(s), and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

Student:
- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

PERVASIVE LESSON
PRACTICES
Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:
- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:
- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:
- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices, and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

WORK SESSION
Teacher:
- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides individual and small group instruction based on data
- Maintains classroom environment conducive to productivity and engagement

Student:
- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events
- Completes conceptually rich performance tasks, research and guided practice

TRANSITION TO WORK SESSION
Teacher:
- Provides guided student practice
- Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures
- Introduces organizing tools
- Reviews learning targets, success criteria, and expectations for work session

Student:
- Engages in guided practice
- Participates in conversations with teacher and peers using language of the standards
- Organizes work session materials and tools
- Asks clarifying questions

OPENING
Teacher:
- Introduces standard(s), learning target(s), and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

Student:
- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

CLOSING
Teacher:
- Facilitates student-led summary sessions
- Formatively Assess student understanding
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:
- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria