

**San Antonio Independent School District
Elementary and Secondary Social Studies Framework**

Establishing Routines

Before instruction begins, the teacher needs to have in place rules, procedures, and routines that ensure student success in learning. Established rules and routines provide for an efficient use of time as students process social studies information and practice social studies skills. Appropriate room arrangement and readily accessible materials for the lesson also facilitate the learning process.

Engaging Students (5-10 minutes)

The teacher must actively engage students in the classroom and be a facilitator of learning rather than the sole dispenser of knowledge. Instruction begins with a sponge or warm-up activity designed to review previous learning, an activity to activate prior knowledge on new material, or an inquiry question about an idea, issue, or artifact.

Exploring and Practicing (15-30 minutes)

Social studies lessons are planned, designed for active student engagement, and based on the district scope and sequence. High expectations for learning are clearly and often communicated to students. Social studies concepts, content, skills, and processes are presented in a variety of formats that engage students in the learning process and higher levels of thinking. The teacher provides students with opportunities to discuss open-ended, higher order thinking questions and express and respect diverse points of view. Lessons utilize a variety of instruction groupings such as whole group, small group, partners, and individual work as determined by student needs and incorporates varied and appropriate resources that develop student understanding of the content vocabulary, concepts, and relationships. The lessons are relevant, include hands-on experiences, and keep students engaged the entire class period by expecting students to collect social studies data, ask questions, analyze information on a social studies issue, reflect on the data and issue, draw conclusions or make generalizations, and communicate their understanding to others.

Explaining and Clarifying (10-15 minutes)

After concepts and critical questions are presented, students will have the opportunity to apply concepts and skills in a problem-solving, decision-making, or inquiry situation. The teacher uses a variety of questioning strategies that help to explain and clarify concepts, issues, and skills. The teacher provides students with opportunities to justify and/or explain their reasoning and understanding, and their explanations and clarifications should lead to conclusions and generalizations. Lessons include appropriate modifications for needs of special population students (G/T, Bilingual/ESL, Special Education, etc.) Alternative strategies and methods are used to assist students who need extra coaching or assistance in understanding the social studies content, skills, or processes that are introduced, reinforced, or applied.

Making Connections (5-10 minutes)

Once students have grasped a concept and can demonstrate understanding, the teacher guides them in the application of social studies content or skills in other social studies areas and to other subjects and disciplines, as applicable. Connections between the past and contemporary situations should be made as well as connections among the different social studies disciplines and to other content areas.

Evaluating and Assessing (10-50 minutes)

The instruments of assessment should be varied and appropriate to the activities. Assessments include a variety of methods (oral discussion, student presentations, essays and written reports, tests and quizzes, oral or written reflections, products) that allow teachers and students to examine student understanding and measure performance based on social studies standards.