The Doing Social Studies Series

6-12 Video Guide

The Doing Social Studies video series supports implementation of the 2011 Minnesota K-12 Academic Standards in Social Studies.

**Audience:** Social Studies classroom teachers, Instructional Coaches, District Curriculum Leaders, Social Studies Methods Instructors and Teacher Candidates

**Purpose:** This document offers guidance for viewing the videos and taking next steps in the process of implementing the 6-12 social studies standards.

**Highlights:**

- Features of the 2011 Minnesota Academic Standards for Social Studies
- Information about Minnesota’s Social Studies organizations
- Effective social studies instructional practices
- Specific examples of the inquiry process in grades 6-8

**Viewing:**

- Watch the Secondary Overview video;
- Watch the two instructional strategy videos;
- Grade 6-8 teachers, watch the Inquiry Process video.

**Framework:** The social studies anchor standards and benchmarks contain a combination of content, concepts and skills. In social studies, emphasizing concepts within the study of knowledge shifts the focus to higher level thinking.

- **Content**, or information bound by time or place, is likely to be addressed in one unit of study.
- **Concepts**, or big ideas such as culture, are intended to be revisited multiple times during the school year.
- **Disciplinary skills**, including civic discourse, economic reasoning, spatial thinking, and chronological thinking, require practice throughout middle and high school.
Guiding questions for individual reflection and/or group discussion (e.g. PLC):

- **Look** at the progression of benchmarks for a topic, concept, or skill for the grade/course below through the grade/course above your context(s). **Identify** overlaps and gaps as well as the depth and breadth of student learning at different levels. **Consider** ways to scaffold student thinking to support continuous learning.

- **Select** one of the three instructional strategies you and/or your team can enact to emphasize *concepts* in social studies. **Schedule** a time to discuss or investigate this strategy and explore accompanying resources on the Minnesota Center for Social Studies Education (CSSE) website. **Choose** a social studies concept to bring to life using this strategy.

- **Review** the inquiry-based resources on the CSSE website. **Choose** a lesson in which you will engage students with one of the specific skills embedded in the inquiry process (e.g. asking open-ended questions or considering multiple perspectives). **Align** disciplinary inquiry with your units to give students practice solving problems, making decisions, and investigating questions.

- **Consider** a project or student competition (e.g. Project Citizen or History Day) to engage your students with the entire inquiry process, particularly communicating with an audience beyond your classroom.

**Next Steps:**

Visit the Minnesota Center for Social Studies Education (CSSE) Website (http://www.mnccdse.org) for the following guidance and resources:

a. Curriculum Guides and Resource Lists

b. Information about effective social studies instructional practices
   i. Concept-based instruction
   ii. Inquiry-based instruction
   iii. Discussion strategies
   iv. Integration strategies

c. Links to Minnesota’s Social Studies organizations (bottom of each page)

d. Sign-up to receive the CSSE e-newsletter at mncsse.org.