

## **The *Doing Social Studies* Series**

### K-5 Video Guide

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

**Audience:** Elementary Education Community, including schools and families

**Purpose:** This document offers guidance for viewing the videos and taking next steps to implement the K-5 social studies standards.

**Highlights:**

- New features of the 2011 Minnesota Academic Standards for Social Studies
- Effective social studies instructional practices
- Grade level strategies and activities
- Information about Minnesota’s Social Studies organizations

**Viewing:**

- ✓ first, view the K-5 Summary Overview;
- ✓ next, view the grade level video(s) for your context;
- ✓ then, view the videos that precede and follow your grade level(s).

**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 and 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 elementary school.

**Note:** Any specific titles offered in the videos are intended to be **examples** of a type of text that may be used (e.g. an ABC book). There are no specific texts required to implement the social studies standards.

**Integration:** The grade-level benchmarks may be combined *within* and *across* disciplines. For example, a unit on decision-making may include both civic and economic standards. Integrating social studies with English Language Arts, Science, Math or the Arts offers a powerful way to engage students. Using complex texts such as charts, maps, and documents helps develop literacy and thinking skills in social studies contexts.

**Guiding questions for individual reflection and/or group discussion** (e.g. PLC/COP):

- **Select** an instructional shift or strategy you and/or your team can apply to emphasize *inquiry* in social studies. **Identify** a time to explore this idea along with its accompanying resources. **Choose** a unit in which you will engage students with the inquiry process to solve a problem, make a decision, or investigate a question related to social studies.
- **Select** one instructional shift or strategy you and/or your team can apply to intentionally integrate social studies *concepts* into your classroom. **Identify** a concept to start with. **Choose** an activity (e.g. sort) your students can do to think deeply about big ideas.
- **Choose** one of the social studies disciplines. **Look** at the progression of benchmarks from the grade below through the grade above your context. **Consider** ways to scaffold student thinking around these skills and/or concepts to support continuous learning.

**Next Steps:**

1. Visit the [Minnesota Center for Social Studies Education](http://csse.mnhs.org) (CSSE) website – csse.mnhs.org – for the following guidance and resources:
  - a. Grade level **Curriculum Guides** and **Resource Lists**
  - b. Information about effective social studies instructional practices
    - i. Concept-based instruction
    - ii. Inquiry-based instruction
    - iii. Integration strategies.
  - c. Videos to show students including *Social Studies Career* videos
  - d. Links to Minnesota’s Social Studies organizations
  - e. Sign-up to receive the CSSE e-newsletter
2. View Minnesota’s Early Learning Standards ([Early Childhood Indicators of Progress](#)) to see how early childhood programs support children’s continuous process of learning.