

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.mncsse.org)
(<http://www.mncsse.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.