

# Louisiana Believes

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## Using the Social Studies Distance Learning Packets

Webinar Recording: [Using the Social Studies Distance Learning Packets](#)

Webinar

Summer 2020

# Session Goals

Teachers will be prepared to...

- use packets in distance learning, hybrid, and in-class settings, and
- implement tasks from the scope and sequence in a distance learning setting.

# Social Studies Goals and Shifts

The purpose of social studies is to prepare students for civic life. Our goal is to graduate students who are

- knowledgeable about the world;
- able to express reasoned arguments; and
- equipped to take informed action.

To reach this goal, teachers must plan effectively so students

- learn content through the exploration of high-quality, complex sources;
- do the majority of thinking and speaking; and
- practice using evidence to support claims in a logical and critical way.

# What Are the Distance Learning Packets?

In an effort to provide standards-aligned content experiences and enable continuous learning in the event of school facility closures for the 2020-2021 school year, distance learning packets are being developed for each course in grades 3-8 and US History.

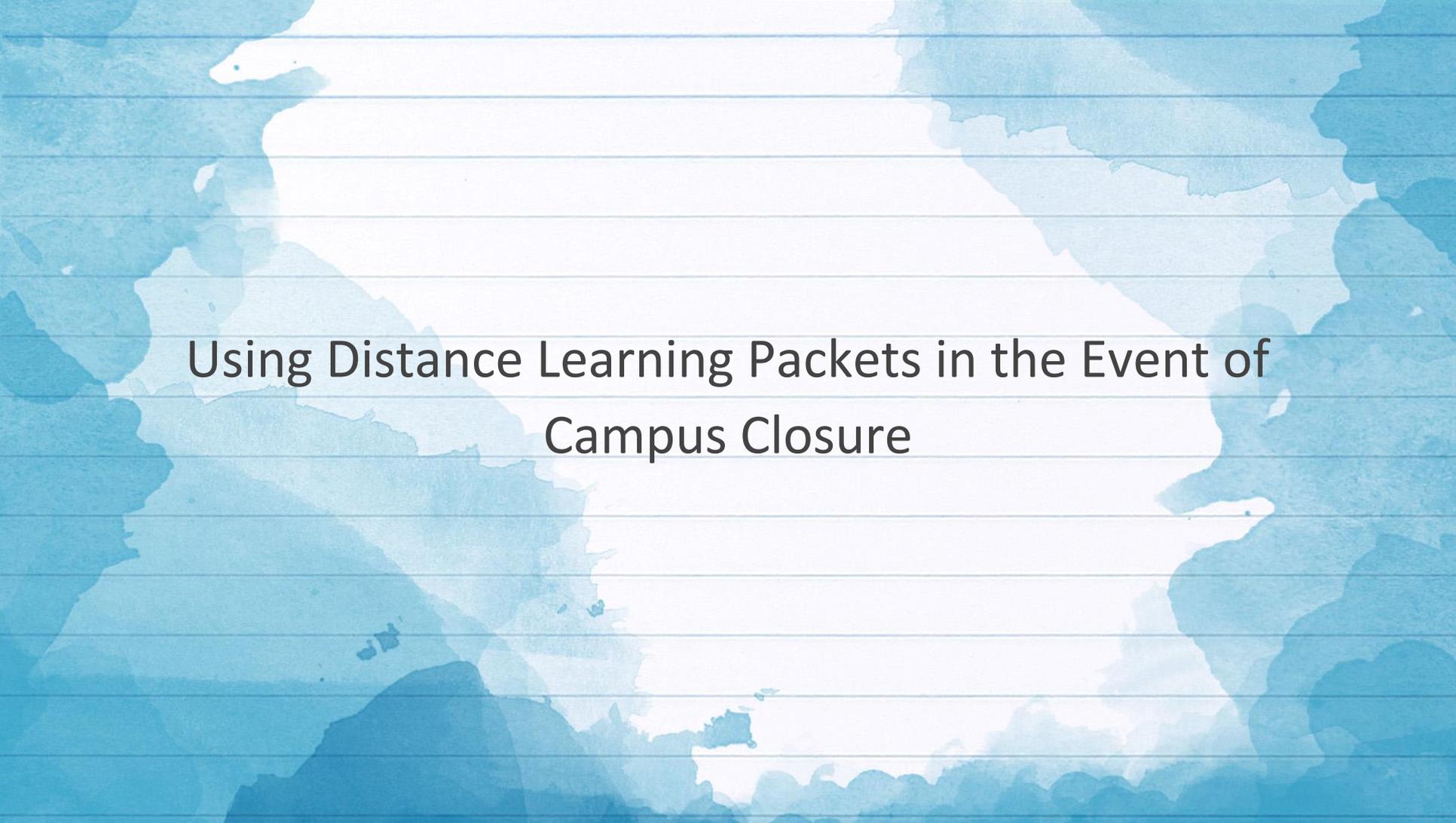
- The packets do not cover the entire content of the unit but instead focus on a key topic. Teachers can use the packets as a cornerstone to build materials for additional content coverage.
- The materials are designed to be low tech but can be adapted for schools using an online learning platform.
- Packets are currently available for units 1 & 2, and unit 3 packets will be released in November. The Department will evaluate the need for more distance learning support throughout the 2020-2021 school year.

# How the Distance Learning Packets Support Goals and Shifts

- Text sets build students' knowledge.
- Formative performance tasks support students in building claims; summative performance tasks ask students to make claims.
- Students use sources to learn content and write responses.

# Agenda

- I. Opening: overview of goals and purpose
- II. Using distance learning packets in the event of campus closure
- III. Using distance learning packets in a hybrid setting
- IV. Using distance learning packets in a classroom setting
- V. Transitioning the scope and sequence tasks to an online setting
- VI. Closing and next steps

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# Using Distance Learning Packets in the Event of Campus Closure

# Campus Closure Setting

## Option #1: Low tech or no tech

1. Determine daily or weekly packet assignments.
  - a. What lessons will students complete by the time you check-in with them?
  - b. Which questions should students prepare a written response for, and which questions should they prepare to discuss?
  
2. Use phone calls effectively.
  - a. Schedule phone calls to check for understanding and discuss student responses.
  - b. Schedule phone calls to provide feedback on assessments.
  - c. Phone calls may be used for shared reading or read aloud for sources (when necessary).

# Campus Closure Setting

## Option #2: High-tech, online learning

1. Determine asynchronous work assignments (what is done independently).
  - a. What sources and questions should students read and respond to independently?
  - b. Which questions should students prepare to discuss in a digital setting?
  - c. Use online platforms to collect formative and summative tasks.
  
2. Determine synchronous work assignments (what is done online together).
  - a. Facilitate whole group or small group discussions on predetermined questions.
  - b. Model as needed.

# Campus Closure Example

Setting the Context			
Lesson	Sources		
	<p><b>Source A:</b> "Civilization" by Cristian Violatti</p> <p><b>Source B:</b> "Inca Civilization" by Mark Cartwright</p> <p><b>Source C:</b> "Four Quarters of Inca Empire Map"</p> <p><b>Source D:</b> "Inca Empire Territory Map 1438 – 1533"</p>		
Supporting Question 1		Supporting Question 2	
Why were roads important to the Inca Empire?		In what ways were Inca agriculture and trade unique?	
Formative Performance Task		Formative Performance Task	
Explain two ways roads were important to the Inca Empire.		Explain how goods were produced and distributed in the Inca Empire.	
Lesson	Sources	Lesson	Sources
2	<p><b>Source E:</b> "Inca Road and Chaquis"</p> <p><b>Source F:</b> Map of Inca Road Network</p>		<p><b>Source I:</b> "Inca Food and Agriculture" by</p> <p><b>Source J:</b> Image Bank: Andean Terrace Farming</p>

## First check-in with students:

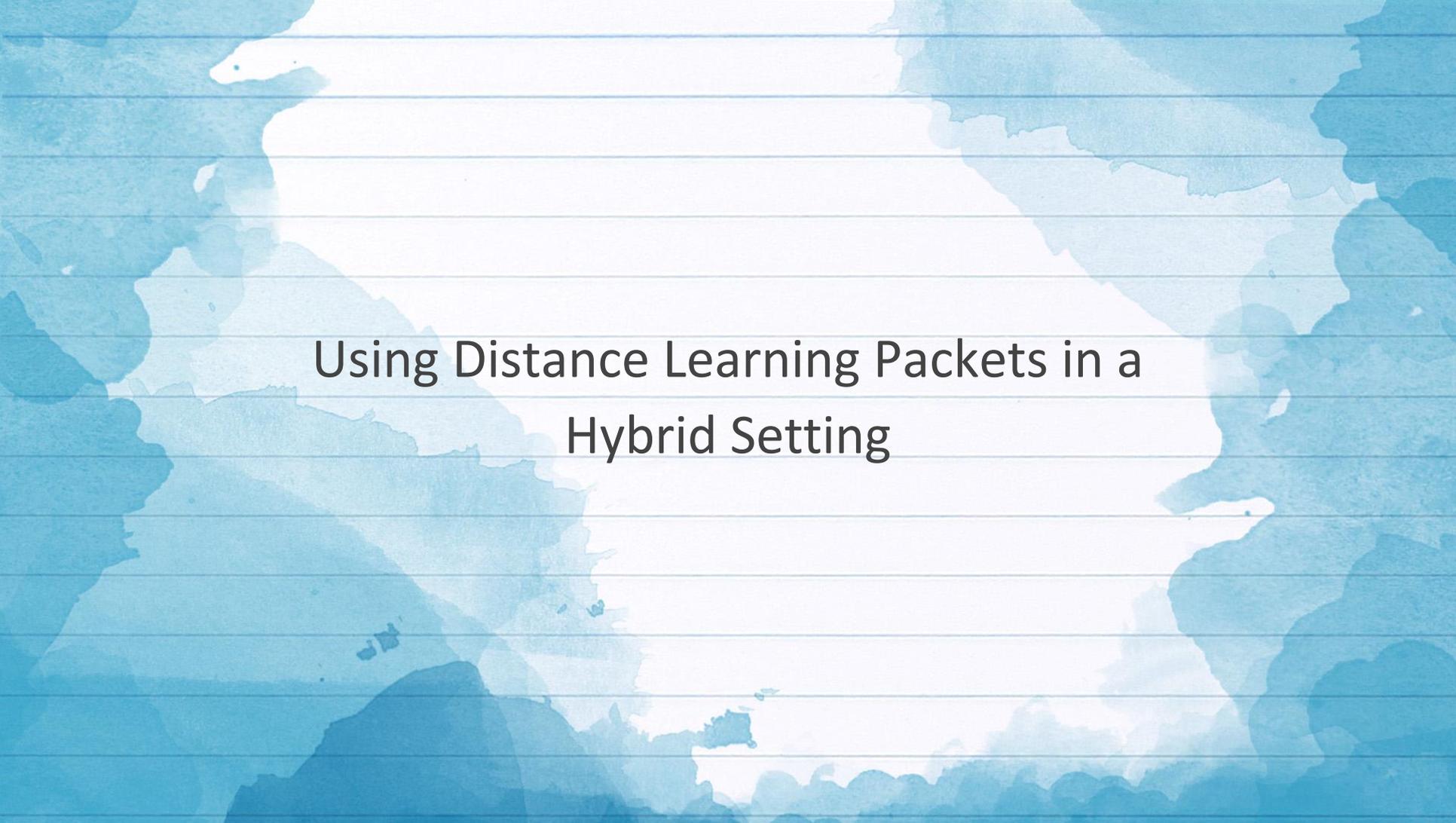
*Asynchronous work:* Read and study all sources from Lesson 1 and answer guiding questions.

*Synchronous work:* Discuss "after you read" questions as a group. Break down the framing question for the packet and the first supporting question. Share independent work assignments for next check-in.

## Next check-in with students:

*Asynchronous work:* Read and study all sources from Lessons 2 and 3 and answer guiding questions.

*Synchronous work:* Discuss "after you read" questions, and discuss supporting question #1. Prepare students for first formative performance task.

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# Using Distance Learning Packets in a Hybrid Setting

# Hybrid Setting

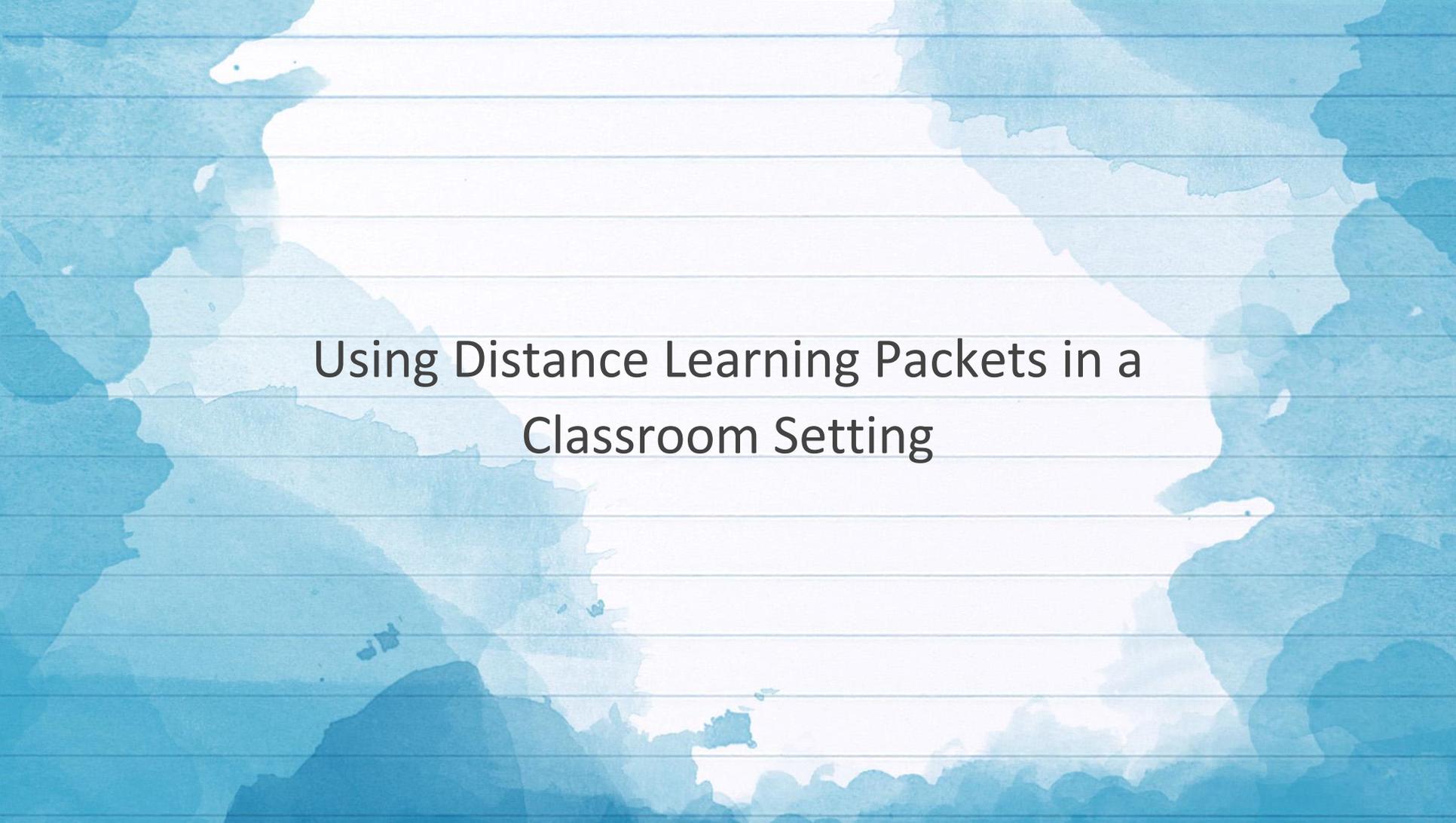
1. At-home days:
  - a. Read and study assigned sources.
  - b. Answer guiding questions in writing.
  - c. Prepare answers for questions flagged for class discussion.
  
2. At-school days:
  - a. Check understanding of sources.
  - b. Conduct class discussions on previously identified questions (after you read).
  - c. Consider saving more challenging sources for in-class reading.
  - d. Consider pulling in additional sources such as videos (from scope and sequence or digital extensions)
  - e. Add variety to formative and summative assessments (i.e., consider substituting some writing for philosophical chairs discussions or purposeful projects).

# Hybrid Example

Lesson 4 – In what ways were Inca agriculture and trade unique?	
<b>Student Directions</b>	First, read <a href="#">Source I</a> and complete the guiding questions in the right-hand column. Second, study the images in <a href="#">Source J</a> and complete the after you read questions at the end of this lesson.
<b>Featured Sources</b>	<a href="#">Source I</a> : “Inca Food and Agriculture” by Mark Cartwright <a href="#">Source J</a> : Images of Inca Terrace Farming
<b>Optional Digital Extensions</b>	<a href="#">Video: Masters of the Clouds: Terrace Farming</a> <a href="#">Lesson: Inca Terrace Aqueducts</a>

**Assignment for at-home day:** Read Lesson 4 sources and complete guiding questions in writing. Prepare answers for “after you read” questions for in-class discussion.

**In-class learning:** Briefly review sources, view videos to build more knowledge, and conduct class discussion on the after you read questions from Lesson 4.



# Using Distance Learning Packets in a Classroom Setting

# Classroom Setting

If school is entirely in-person, the distance learning packets are not needed. However, if preferred, they may be used *instead of* other curricular materials. Adjustments should be made to enable discussion and group work.

Suggested adjustments:

- Change the way some of the text is read by including jigsaws, partner reading, etc.
- Add class discussions.
- Substitute some assessments for collaborative work, such as a philosophical chairs debate or a purposeful project.

# Teaching the Remaining Unit Content

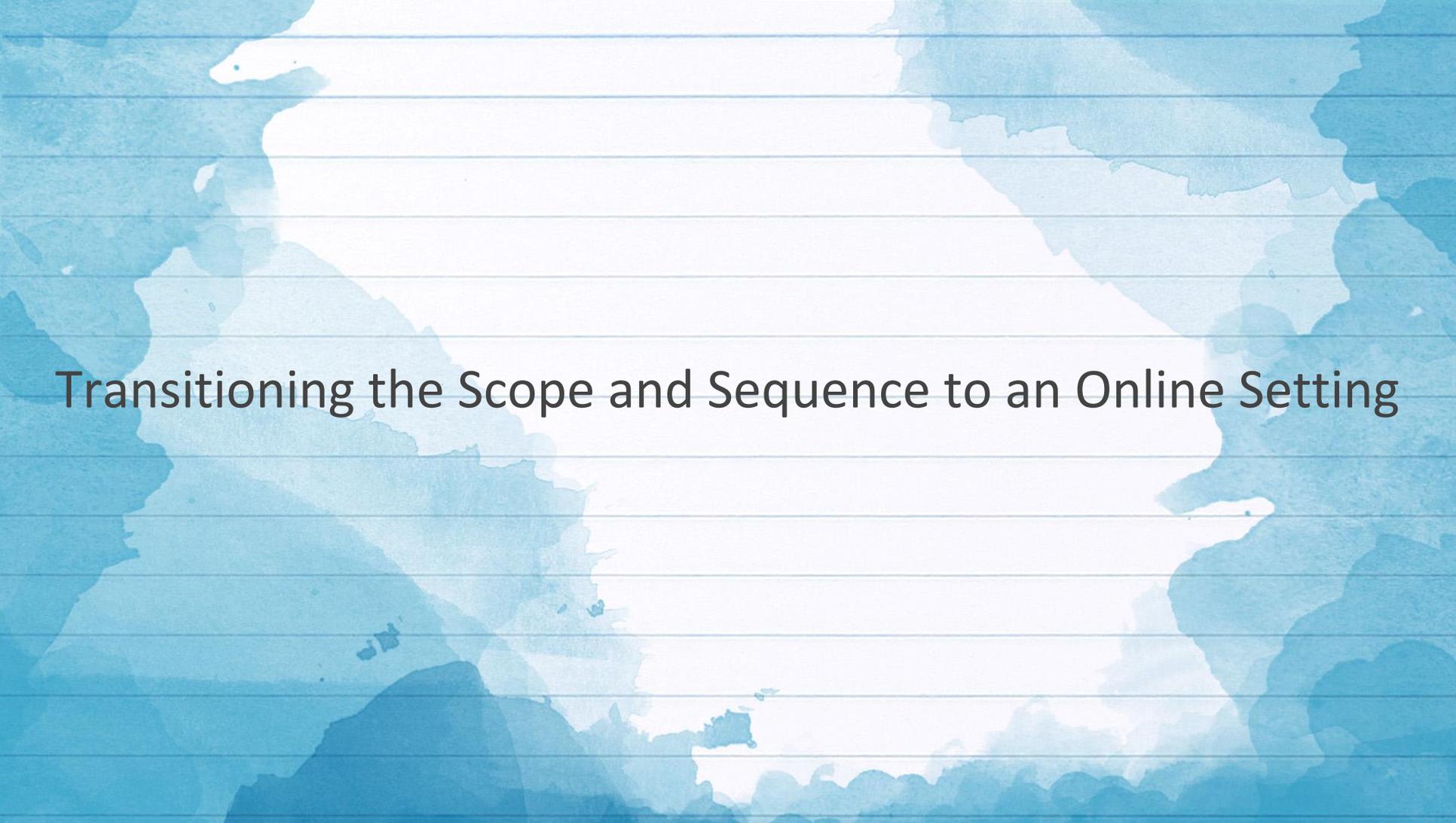
**Teaching in a classroom setting 5 days a week?** Teach as you normally would.

**Teaching in a hybrid or distance-learning setting?**

- Create a distance learning packet to cover the rest of the unit content.

**OR**

- Transition the scope and sequence to an online setting (*if technology is not a constraint*).



# Transitioning the Scope and Sequence to an Online Setting

# Scope and Sequence in an Online Setting

Planning to use the scope and sequences for distance learning in an online setting requires three steps:

1. **Pre-lesson work:** What asynchronous learning will students do in preparation for synchronous learning?
2. **Synchronous learning:** How will students interact with the content during an online learning session?
3. **Post-lesson work:** What does assessment or follow-up work look like after synchronous learning?

*In a high-tech setting, the goal is to simulate cooperative learning to the greatest extent possible.*

# Scope and Sequence in an Online Setting

**Pre-work for synchronous learning:** *What happens before the online learning session?*

1. Provide instructions for reading and interacting with sources.
  - Jigsaws and shared reading: Simplify and turn into independent reading or (ideally) use an online grouping strategy via breakout rooms and chat features.
  - For the most complex texts, consider adding scaffolding questions and vocabulary support, similar to what is included in the distance learning packets.
2. If internet access is not guaranteed, prioritize sources to streamline content.
  - Provide students with required vs. recommended reading to focus pre-work.
3. Assign pre-work questions.
  - Determine which questions students should respond to in writing and which questions students should prepare to discuss.
  - Consider the use of discussion boards on online platforms as a way for students to answer questions and respond to peers.

*\*Be mindful when sharing links for copyrighted sources.*

# Scope and Sequence in an Online Setting

## **Synchronous Learning:** *What happens during the online learning session?*

- To maximize discussion quality, prepare students in advance for what questions will be discussed.
- Review online learning norms (muting, participation, etc.).
- Use breakout rooms for small-group work.
- Use the chat feature for questions and responses.

# Scope and Sequence in an Online Setting

## **Post-lesson work:** *What happens after the online learning session?*

- Independent post-lesson work: Is there additional reading students should complete?
- Group post-lesson work: Is there a project students will complete collaboratively? (upper grades)
- Assessment: Are there assignments students should complete?
  - Worksheets or graphic organizers
  - Written responses: CR or ER
  - Purposeful projects: group or individual

*Thank you for all you do for the students of Louisiana,  
especially in these challenging times. The work of  
educators is valuable beyond measure.*

Questions?

Please contact [ClassroomSupportToolbox@la.gov](mailto:ClassroomSupportToolbox@la.gov).