Louisiana Believes

Classroom Observation using the Updated Scope and Sequence

Supervisor/Principal Collaboration
February 2018

DEPARTMENT of EDUCATION

Objectives

- Explain the purpose and structure of the Social Studies updated scope and sequence document

- Provide teachers guidance in planning from the updated scope and sequence.

- Observe a social studies classroom, and give feedback rooted in the updated scope and sequence and Social Studies instructional shifts.

Social Studies Vision

To be productive members of society, students must be critical consumers of information. They:

- Use **sources** regularly to learn content.
- Make **connections** among people, events, and ideas across time and place.
- Express **informed opinions** supported by evidence from sources and outside knowledge.

Teachers must:

- Create instructional opportunities that delve deeply into **content**
- Guide students in developing and supporting **claims** about social studies concepts.

Agenda

- Structure and features of the Updated Scope and Sequence
- Providing support in planning from the Updated Scope and Sequence
- Observation/Feedback in the Social Studies Classroom

Components of the Updated Scope and Sequence

- **Overview Page**
- **Topic Page**
- **Instructional Tasks**

Sources

Louisiana STUDENT STANDARDS SOCIAL STUDIES
"A Date Which Will Live in Infamy"
DRAFT No. 1
December 7, 1941.
PROPOSED MESSAGE TO THE CONGRESS
Yesterday, December 7, 1941, a date which will live in infamy
the United States of America was suddenly and deliberately attacked
by naval and air forces of the Empire of Japan.
The United States was at the moment at peace with that nation and was
conversation with its Government and its Emperor looking
toward the maintenance of peace in the Pacific. Indeed, one hour after
Japanese air squadrons had commenced bombing in Oahu
the Japanese Ambassador to the United States and his colleague delivered
to the Secretary of State a formal reply to a recent Japanese message.
This reply stated that diplomatic negotiations
contained no threat or hint of
armed attack.
It will be recorded that the distance of
Hawaii from Japan makes it obvious that the attack was deliberately
planned many days ago. During the intervening time the Japanese Govern-
ment has deliberately sought to deceive the United States by false
statements and expressions of hope for continued peace.

World War II Allied/Axis
Click here for Conclusion and Sources
Individual countries
Click on America, Great Britain, Russia, Germany, Japan, or Italy to get started
Green- Allies before the attack on Pearl Harbor
Blue- Allies after the attack on Pearl Harbor
Black- Axis Powers
Red- Russia started Axis and switched to Allied
Gray- Neutral or not involved countries

KHANACADEMY
GERMANY
POLAND
FRANCE
CZECHOSLOVAKIA
AUSTRIA
HUNGARY
ROMANIA
SPAIN
YUGOSLAVIA
BULGARIA
TURKEY
Black Sea
YouTube
Khan Academy is the official practice partner for AP®.
1942 Tide turning in World War II in Europe
World War II in the Pacific in 1942
1943 Axis losing in Europe
Beginning of World War II
About
Transcript
An overview of the run up to and very beginnings of World War II.

How Would You Vote?
Lesson Plan
Ja
am 10. April

Types of Questions Used in Tasks

Compelling Questions/Questions to Guide Inquiry

- Was U.S. involvement in WWII inevitable?

Supporting Questions

- How did U.S. response to Japan's actions change over time?

Discussion Questions

- How does FDR use descriptive words to support his policy of isolationism?
- Why did so many people take an isolationist stance after WWI?

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Teacher Planning

Updated Scope and Sequence Observation Tool

- Access and review the lesson goals
- Look for evidence of purposeful planning
- Look for evidence of the instructional shifts during classroom observation.
- Review assignments and talk with students

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Observation/Feedback in the Social Studies Classroom: Think Aloud

Think Aloud Model for Observing a Lesson: Middle School Social Studies, *Crusades*

Unit Claim: What makes civilizations regress, and how do they renew themselves?

Key question for instructional task: What was the role of religion in Medieval Europe?

Supporting questions:

- How did the Crusades impact territories, borders, and nations?
- How did the Crusades impact religious practice in both the West and the East?

Observation/Feedback in the Social Studies Classroom: Participant Practice

Think Aloud Model for Observing a Lesson: Middle School Social Studies, *Greek Civilization*

Unit Claim: What factors make a civilization influential?

Key question for instructional task: How were the ideas of ancient Greece spread across vast territories?

Supporting questions:

- What would attract a group of humans to settle in this area?
- What aspects of Greece's climate zone are attractive for human settlement?
- What physical features would attract or repel human settlement?

Observation Reflection

- Using the observation tool, what evidence of the instructional shifts or purposeful planning do we see?
- Using the observation tool, what evidence of the instructional shifts or purposeful planning are missing?
- What feedback would you give this teacher to help him better reflect the shifts in his instruction?

Closing Reflections

- In thinking about implementing the updated scope and sequences, where do your social studies teachers need the most support?
- What structures already exist in your school(s) to provide support?
- How can you use the observation tool to provide feedback and increase teacher effectiveness?