Observing Social Studies Updated Scope and Sequence

- **Access and review the lesson goals**.
    - Use a smartphone or tablet to pull up the task from the updated scope and sequence on the K-12 Social Studies Resources page.
    - Review the unit claims and connections to the unit claim on the topic overview and the description on the task overview to determine what students are supposed to accomplish in the task.
    - Review key questions for the instructional task on the unit topic page, including compelling and supporting questions in the instructional process.
- **Look for evidence of purposeful planning**.
    - Examples of evidence:
        - The teacher has printed and annotated the task/instructional process.
        - The teacher has marked sections or lines of task source(s) with sticky notes or written annotations. Students have copies of sources or access to sources.
        - There is an organization system for unit materials, both the classroom materials (e.g., sources, highlighters, sticky notes) and individual student materials (e.g., handouts)
        - The unit claim question, and the compelling and supporting questions for the instructional task are posted in the classroom.
        - Teacher questions and activities move students beyond simple recall and connect learning to the Key Themes.
        - Students can reference or explain what they are expected to know and do by the end of the unit.
        - Students move between various groups quickly and purposefully, and they complete work in their various groups with minimal teacher interaction.
- **Look for evidence of the instructional shifts during classroom observation:**
    - Follow along with the steps of the task to observe evidence of instructional flow. Teacher and students should be moving through these experiences:

- Students should be interacting with sources (text, map, charts, tables, cartoons, pictures, audio, videos) and actively discussing the information learned through the sources
- Teachers should be asking the questions provided in the instructional task to guide students in making connections and building a deeper understanding
- Students should be developing and expressing claims (in writing or orally) throughout the instructional process
- Make note of any major changes to the task and follow up with the teacher to learn why those changes were made. Discuss how the changes should support student learning and the shifts in social studies. For example: using read aloud with a complex source, using an additional source, adding a discussion to check for understanding.

- **Review the assignments.**
  - Look through students' folders/notebooks and the teacher's gradebook for social studies assignments from the scope and sequence tasks (e.g., annotated sources, graphic organizers, extended responses scored with correct rubric, written paragraph responses, discussion trackers).