

## 6-12 HISTORY & SOCIAL SCIENCE INSTRUCTIONAL MODELS

### LEARNER-CENTERED MODEL

*Continuously affirm the value of the academic, emotional, and physical needs of the student and share pathways (including appropriate contacts) to support the student's overall well-being and continued success. When designing learning experiences, consider the potential emotional impact of requiring students to focus on historical or current trauma. Be mindful of intended and unintended outcomes. Create space for students to make choices that fit their personal needs, homes, and community contexts.*

#### SUGGESTED STRATEGIES

- Be available to support students and share contact information with stakeholders:
- Office hours (via video conferencing, email, or telephone)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [VDOE Special Education](#), [VDOE Gifted Education](#), [VDOE English Language Learners](#)
- Collaborate with colleagues for interdisciplinary learning and decreased student workload.
- Scaffold student learning into manageable tasks that allow student voice and choice, enhance historical thinking skills ([HSS Skills Progression Chart](#)), promote literacy integration ([Reading Skills Progression Chart](#)), and cross-curricular opportunities ([Writing Skills Progression Chart](#)).
- Provide consistent, timely feedback to students:
  - Contact through a division approved method (video conferencing, calls, emails, Remind, etc..)
  - Collaborative platforms (Google Classroom, [Padlet](#), [Flipgrid](#), etc.)
  - Adjust student product options to reflect accessibility for all students while maintaining equivalent rigor and outcomes.

#### RESOURCES

- [University of Virginia Youth Leadership Initiative](#)
- [Encyclopedia Virginia](#)
- [National Archives](#), [Library of Congress](#)
- [6-12 Online Resources](#) - additional resources

#### SAMPLE WEEK-LONG AGENDA

##### Monday-Tuesday

- Students are asked to identify an issue or problem they would like the government or fellow citizens to address; OR students are asked to develop a research question about American history or world history that spans the time periods / civilizations remaining in the course.
- Students set and document goals for their learning to allow for ongoing self-assessment, peer and teacher feedback, and reflection.
- Students are provided a wide variety of credible online information resources to assist with selecting their issue or question (Library of Virginia, Virginia Museum of History & Culture, Virginia Museum of Fine Arts, Smithsonian Learning Lab). Students are invited to utilize assets in their homes as sources, whether or not they have access to online sources (multi-generational family interviews, family records, television programming, books, newspapers).

##### Wednesday

- Students share their chosen issue or question and explain why it is important to them in an online forum where they receive teacher and peer feedback either synchronously (Google Meet, Zoom, etc.) or asynchronously (via a blog, Padlet, Flipgrid, phone calls, etc.).

##### Thursday-Friday

- Students begin work on a grade-level and content-area specific scaffolded research framework (accessed online or printed materials) and submit it to their teacher and/or peers for feedback. Students should routinely reflect on their progress toward their learning goals.

Following initial feedback and opportunity for reflection, students continue to conduct additional guided research on this issue or question, exploring multiple perspectives and receiving regular teacher and peer feedback. Students can create authentic products of choice to demonstrate learning and make meaningful contributions to the world. Authentic assessments may include final products such as letters to elected officials, bills for consideration in the General Assembly, podcasts for the [NPR Podcast Challenge](#), or poems for the [Pulitzer Center's Fighting Words poetry contest](#) (Consult any local division regulations before requiring students to participate in contests.)



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## 6-12 HISTORY & SOCIAL SCIENCE INSTRUCTIONAL MODELS

Adapting with limited or no technology access:

- Textbooks, mailed packets, books, newspapers, and network news broadcasts can be utilized instead of web-based resources.
- Teacher check-ins can occur through e-mail or telephone if students have limited or no internet access. If e-mail or telephone options are not available, a feedback arrangement that best fits the need of the student and the resources of the division should be determined.
- Students can conduct interviews of friends, relatives, others over the phone or in person (when appropriate) in the absence of web-based resources in order to gain multiple perspectives.



## 6-12 HISTORY & SOCIAL SCIENCE INSTRUCTIONAL MODELS

### TEACHER-CENTERED MODEL

*Continuously affirm the value of the academic, emotional, and physical needs of the student and share pathways (including appropriate contacts) to support the student's overall well-being and continued success. When designing learning experiences, consider the potential emotional impact of requiring students to focus on historical or current trauma. Be mindful of intended and unintended outcomes. Create space for students to make choices that fit their personal needs, homes, and community contexts.*

#### SUGGESTED STRATEGIES

- share contact information with stakeholders:
- Office hours (via video conferencing, email, or telephone)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [VDOE Special Education](#), [VDOE Gifted Education](#), [VDOE English Language Learners](#)
- Model exemplars and provide a series of clear questions to assist students with the analysis of primary documents, charts and graphs in order to enhance understanding of how these prompts support the Essential Question.
- Scaffold student learning into manageable tasks that allow student voice and choice while enhancing Historical thinking skills [HSS Skills Progression Chart](#), promoting literacy integration, [Reading Skills Progression Chart](#), and cross-curricular opportunities [Writing Skills Progression Chart](#).
- Provide consistent and timely feedback to students:
  - Video Conferencing ([Google Meet](#), [Zoom](#), etc.)
  - Contact through a division approved method ( video conferencing, calls, emails, Remind, etc..)
  - Collaborative platforms (Google, [Padlet](#), [Flipgrid](#), etc.)
  - Adjust student product options to reflect the technology accessibility of all students while maintaining equivalent rigor and outcomes.

#### SAMPLE WEEK-LONG AGENDA

Performance-Based Learning Example

##### Monday:

- Activation of previous knowledge.
- Introduction of Essential Question and content.
- Provide students with all needed materials to explore the EQ, construct a claim, gather evidence, and develop a reasoned response in defense of the claim.
- Provide scaffolds through targeted questions and grade-level appropriate analysis strategies.

##### Tuesday:

- Students analyze and synthesize a series of documents that may focus on a variety of skills to answer an essential question. Students develop a claim; employ evidence which may include varying perspectives and arguments, and provide reasoning to justify their claim.

##### Wednesday:

- Provide feedback as students work through tasks linked to the final product.
- Determine which skills pose the greatest amount of difficulty and focus on those when assisting students.
- Conference with students to provide feedback on drafts of their claims and check accuracy of factual evidence in support of their claims.

##### Thursday:

- Challenge students to consider counterpoints and multiple perspectives related to the EQ and their claim.
- Conference with students to provide feedback on drafts of their claims, check accuracy of factual evidence and offer additional support as needed.

##### Friday:

- Students submit the finished product.
- Students reflect on the learning experience as it relates to their intellectual growth and their proficiency level working with skills.



## 6-12 HISTORY & SOCIAL SCIENCE INSTRUCTIONAL MODELS

### RESOURCES

#### *Web-Based:*

- [Library of Congress](#)
- [Encyclopedia Virginia](#)
- [Khan Academy](#)
- [Stanford History Education](#)
- [6-12 Online Resources](#) - additional resources

#### *Other:*

- oral histories
- maps
- memorabilia
- newspapers

#### *Teacher reflection:*

- the intended and unintended outcomes of the learning experience;
- the skills which students demonstrated mastery or proficiency as well as the skills which continue to be challenging;
- what changes should be made on future learning experiences to provide variety in the targeted skills selected as well as the final product assigned.
- the types of final products that could be assigned including, but not limited to, essays, poems, song, blogs, oral presentations, visuals (artwork, posters, PowerPoint presentations),

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## 6-12 HISTORY & SOCIAL SCIENCE INSTRUCTIONAL MODELS

### HYBRID MODEL

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- Provide consistent and timely feedback to students:
  - Video Conferencing ([Google Meet](#), [Zoom](#), etc.)
  - Contact through a division approved method (video conferencing, calls, emails, Remind, etc..)
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#### SAMPLE WEEK-LONG AGENDA

##### Monday:

- Introduction to the weekly agenda and project overview- Essential Question(s), learning goals, essential knowledge and skills for the specific standards/content.
- Instructional delivery of new content or a continuation of a topic using a variety of platforms ([Google Meet](#), [Zoom](#), videos, articles, text, etc.).
- Provide students with all needed materials and share research opportunities to continue exploration and activation of learning

##### Tuesday-Wednesday:

- Allow opportunities for students to collaborate with peers and engage in exploring a task/discovery activity for the week's content that may be presented/incorporated into a community/global context. (Google, [Padlet](#), [Flipgrid](#), phone, email, etc.)
- Students analyze and synthesize a series of documents (curated by the teacher or student) that focuses on a variety of skills to answer an essential question.
- Students develop a claim; employ evidence which may include varying perspectives and arguments, and provide reasoning to justify their claim
- Provide feedback as students work through tasks linked to the final product and determine which skills pose the greatest amount of difficulty and focus on those when assisting students.
- Conference with students to provide feedback on drafts of their claims and check accuracy of factual evidence in support of their claims.

##### Thursday:

- Challenge students to consider counterpoints and multiple perspectives related to the EQ and their claim.
- Conference with students to provide feedback on drafts of their claims, check accuracy of factual evidence and offer additional support as needed.



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### RESOURCES

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#### *Other:*

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- maps
- memorabilia
- newspapers

#### *Friday:*

Teacher-directed reflections are based on the essential questions(s) and should include areas of success and areas needed for growth.

- Students will continue to work on projects and complete any assignments.
- Students reflect on work accomplished and set goals for the next week. Reflections can be based on conceptual and/or personal growth achieved

(Note: One group of activities per essential question may take more than one week for content mastery)

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