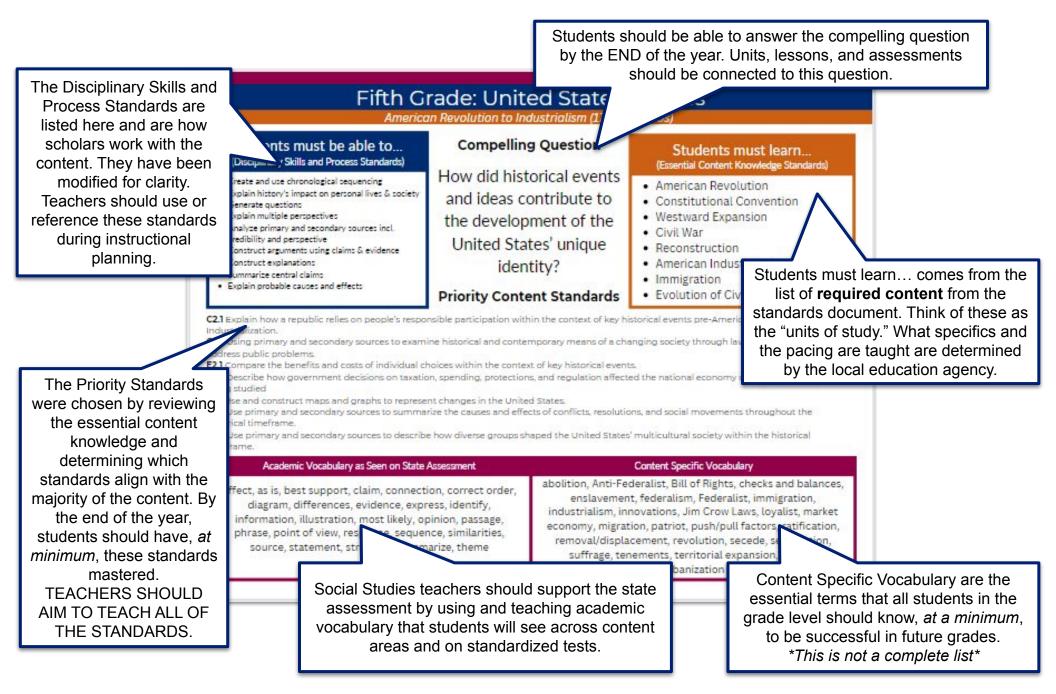


K-12 Social Studies Guidance Document Introduction



This resource was to designed to be given to any educator in a social studies class. It is meant to be a lesson building guide, choosing an element from each section to focus on. Read the box descriptors for more information.



These strategies are aligned with the **Disciplinary Skills and Processes Standards** (Students will be able to... on page one). Teachers can choose a piece of text, audio, visual primary, or secondary source and use these instructional strategies with the content being studied.

Skills and Instructional Strategies

Teacher's following this guide will also be supporting ELA standards. The standards listed here are the ELA standards (some modified to include social studies terms and connections) that align with the Disciplinary Skills and Processes Standards (page one)

Grade: United States S

Social Studies and **ELA Connections**

Use chronological sequencing Analyze Primary and Secondary sources to Human Timeline understand the text and make inferences about the Compare history to today Information presented in the text. (5.RI.1, 5.SP3.5) Here Now/There Then Generate questions Determine main ideas/central claims in a text/source Question Formulation Technique (QFT) and explain how the information in the text/source Explain multiple perspectives and connect to supports that main idea/claim. (5.RI.2, 5.SP3.3, the historical context 5.SP4.3) Discussion Diamond* Circle of Viewpoints Explain the relationships (cause and effect) or Determine the credibility of primary and Interactions between Individuals, events, Ideas or secondary sources concepts in a historical text/source (5.8I.3, 5.SP4.1) Historical Thinking Chart Analyze primary and secondary sources Compare and contrast the overall structure (e.g., Library of Congress Primary Source Analysis chronology, comparison, cause/effect, and problem/ CyberSandwich EduProtocol solution) of events, ideas, concepts, or information in Analyze and evaluate sources two or more texts. (S.RI.5, S.SP1.1) Historical Thinking Chart Analyze multiple accounts of the same event or topic, Summarize central claims noting important similarities and differences in the Summarizing strategies point of view they represent. (5.RI.6, 5.SP2.1) Construct arguments using claims and evidence What makes you say that? Draw on information from multiple print or digital Claim, Support, Question sources, demonstrating the ability to locate an Present explainations in print, oral, and digital answer to a question quickly or to solve a problem Mini-Report EduProtocol Remix efficiently, (5.RI.7, 5.SP3.3) Worst Preso Ever Explain how an author uses reasons and evidence to Explain causes and effects, main idea, and use support particular points in a text, identifying which reasons and evidence support which point(s). (5.RL8, · Connect, Extend, Challenge 8.SP4.2)

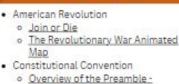
> Integrate Information from several texts on the same topic to write or speak about the subject knowledgeably, (5.RI.9, 5.SP3.7)

This is a guidance document. Please refer to your school/district policies when teaching curriculum. This is not Please visi //www.ared.gov/standards-practices/k-12standards/standards-social

DISCLAIMER: THIS DOCUMENT IS INTENDED TO PROVIDE GUIDANCE. Please refer to district plans and curriculum. ADE does not endorse or support any particular resource or curriculum. This is not meant to be a comprehensive or definitive document.

8 pARTS

evidence



Essential Sources

- Annotated
- Separation of Powers (PBS)
- · Bill of Rights
- Westward Expansion
 - Lewis and Clark Exhibition
 - Indian Boarding Schools Map of the United States Including
 - Western Territories
- Civil War
 - Timeline of the Civil War Proclamation of Emancipation
- Reconstruction
 - 13-15th Amendments
 - The Fifteenth Amendment Print
- American Industrialization
- ustrial Revolution Inventions Immigration o Immigrati Evolution of Discrit

Sources are aligned with priority standards as well as Students Must Learn...(page one) For elementary grades, teachers will find readings and built-out lesson plans while in the higher grades, we focused more on primary sources that students should be analyzing.

