

RCK12 Social Studies  
Middle and High School  
Instructional Expectations Manual



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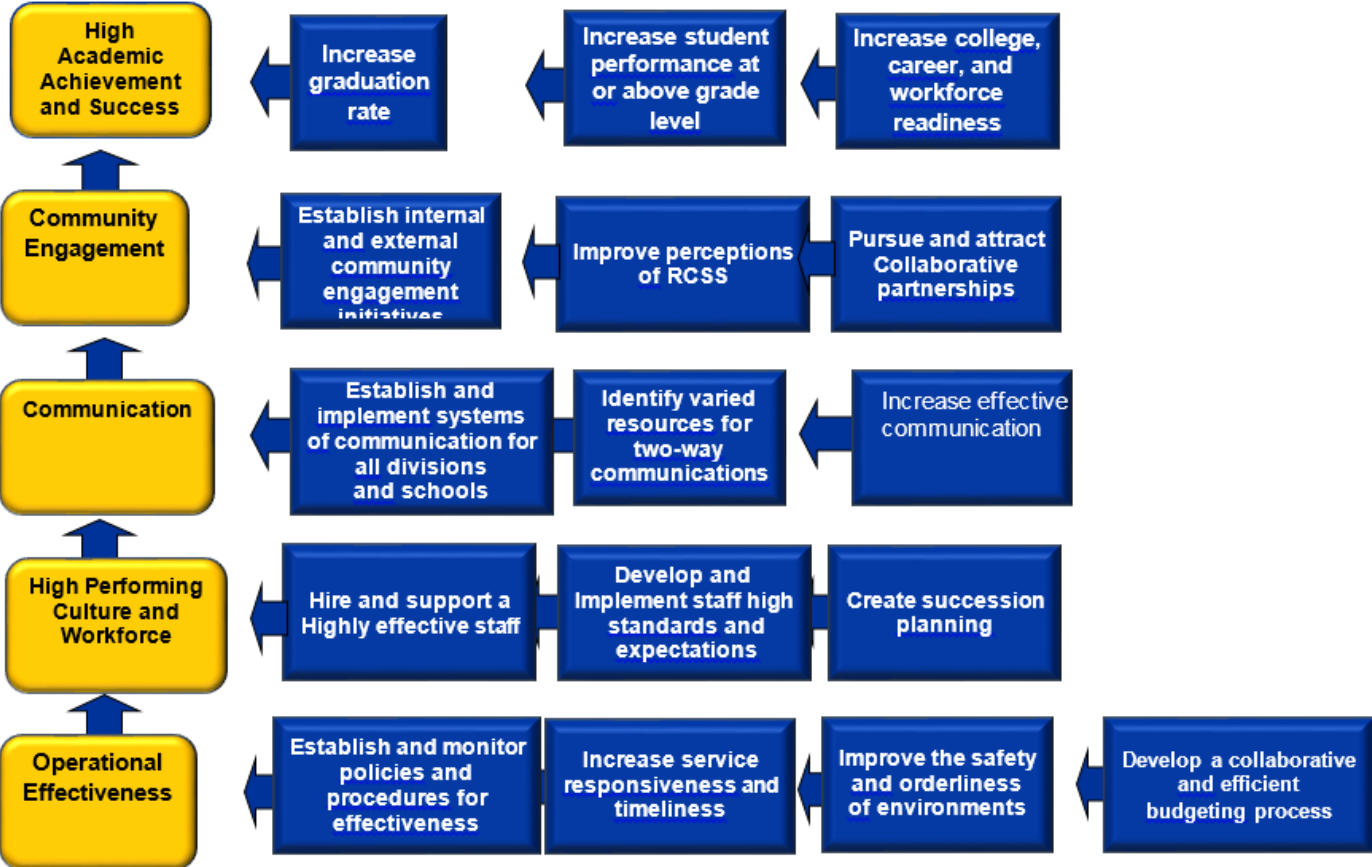
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# RCSS Strategy Map



# RCSS Mission, Vision, and Belief Statements



## Mission:

*Building a world-class school system through education, collaboration and innovation.*

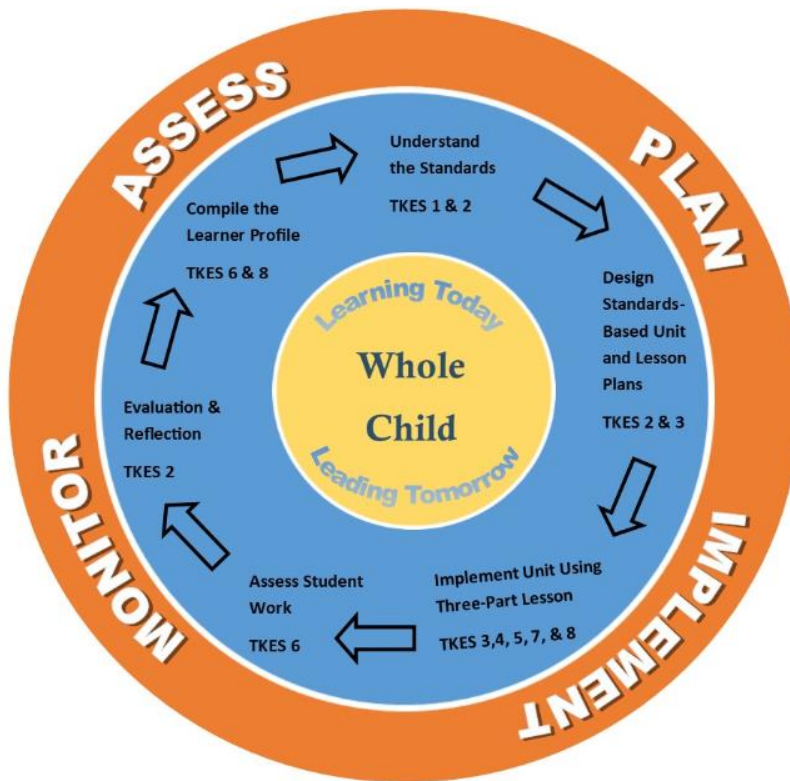
## Vision:

*RCSS will create a world-class, globally competitive school system where all students will graduate and are college/career ready.*

## Belief Statements:

- Every person has the right to a quality education
- Education is the shared responsibility of the individual, home, school and community
- Every person can learn
- Respect and acceptance are essential for learning and personal development
- A safe, healthy and orderly environment is essential to learning
- Communication is the key to understanding among people
- Excellence cannot be compromised

# RCK12 Instructional Framework



## PLAN

### Understand the Standards (TKES Standard 1 & 2)

- Review Learning Targets and Success Criteria for each Unit
- Identify Key Vocabulary

### Compile Learner/Class Profiles (TKES Standards 6 and 8)

- Set Learning Goals for each Student
- Adjust/Differentiate Instruction based on Quantile Data from iReady

### Design Standards-Based Units and Lessons (TKES Standards 2 and 3)

- Review District Developed Standards-Based Units
- Review and/or Develop Pre and Post Assessments for the Unit based on the Learning Targets

## IMPLEMENT

### Implement Unit (TKES Standards 3, 4, 5, 7, 8)

- Teach Three-Part Lesson that includes the 5Es and Formative Assessment
- Provide interventions for Struggling Students
- Enrich Students Who Have Met Standards

## ASSESS

### Assess Student Work (TKES Standard 6)

- Analyze Student Work to Identify Strengths and Gaps
- Provide Feedback

## MONITOR

### Evaluation and Reflection (TKES Standard 2)

- Revisit Student Goals and Make Adjustments According to Student Assessment Data
- Identify Interventions for Struggling Students
- Identify Students Who Have Met Standards and Need Enrichment

# Tier 1

# Instructional Expectations

## RCK12 Inquiry Based Social Studies

The Richmond County School System’s Social Studies Department provides an aligned, standards-based, curriculum that includes Curriculum Maps, Unit Pacing Guides, Teacher Notes, Teacher Content Tutorial Videos, Instructional Activity Tutorial Videos, Social Studies Labs, Unit Lesson Plans, Informal Progress Checks and Virtual Specialist Professional Learning Communities. This context provides the necessary perspective to create a structure of inquiry based learning experiences that will support students to become College & Career Ready and active citizens in a global society. The RCK12 Social Studies Curriculum addresses the following key components.



1. **Inquiry Based Learning:** Inquiry based learning requires students to use critical thinking skills to access multiple sources of information. Students use those sources to build content knowledge and conceptual understanding while continuing to develop literacy skills and social studies practices.
2. **Skills & Practices:** Social Studies Skills are identified on the skills matrices. Map & Globe and Informational Processing Skills are introduced in a given year and developed and mastered over time; and once mastered, they must continue to be refined throughout the student’s academic career. The Georgia Standards of Excellence provide the content that is taught. Connecting Themes and Understandings are used to provide a “bridge” from the content to real-life experiences.
3. **Literacy:** Literacy in the social studies classroom includes the processes that are embedded in daily social studies instruction that enhances students’ ability to read, write, and think about social studies concepts. Critical literacy skills are used to demonstrate their level of understanding. Social Studies and literacy integration work together to support student learning.

# RCK12 Inquiry Based Social Studies “Look-Fors”

\*The chart below identifies teacher and student behaviors. The goal is to provide a student centered learning environment that allows the teacher to serve as a facilitator.

STUDENT BEHAVIORS		
Inquiry Based Learning	Skills and Practices	Literacy
<ul style="list-style-type: none"> <li>• Asks relevant questions</li> <li>• Analyzes artifacts and documents</li> <li>• Plans inquiries</li> <li>• Constructs arguments</li> <li>• Identifies possible solutions</li> <li>• Researches historical concepts</li> <li>• Makes real-world connections</li> <li>• Creates products based on new learning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses geographic tools (i.e. digital and printed maps, globes) to describe location and other geographic characteristics of a place</li> <li>• Integrates Informational Processing Skills</li> <li>• Promotes civic engagement</li> <li>• Investigates connecting themes</li> <li>• Compares perspectives of people of the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Draws evidence from informational texts</li> <li>• Constructs narratives of historical events</li> <li>• Determines central ideas from primary or secondary sources</li> <li>• Reads a variety of informational texts</li> <li>• Communicates conclusions using various formats (speaking, writing, listening, reading)</li> </ul>
TEACHER BEHAVIORS		
<ul style="list-style-type: none"> <li>• Acts as a facilitator</li> <li>• Access prior knowledge and creates interest</li> <li>• Asks compelling questions to guide the students’ thinking</li> <li>• Encourages collaborative learning</li> <li>• Provides time for students to think and reflect</li> <li>• Encourages students to assess their own learning</li> <li>• Observes student behaviors as they explore and apply new concepts and skills</li> <li>• Encourages students to use content vocabulary as they articulate their level of understanding</li> </ul>		



# RCK12 Inquiry Based Social Studies Classroom Expectations

Integration: Content, Artifact/Document Analysis, Map & Globe Skills and Informational Processing Skills

<b>Opening</b> <i>(Engage)</i>	<b>Work Period</b> <i>(Explore, Explain, Extend)</i>	<b>Closing</b> <i>(Evaluate)</i>
Whole group Document/artifact analysis Real world connections Vocabulary acquisition Questioning techniques to “hook” students Activate prior knowledge	Small Group or Independent Debates Document analysis Examining Concepts Collaborative Structures Graphic Organizers Socratic Seminar Philosophical Chairs Apply new learning or similar situations-across the disciplines Targeted feedback to students	Whole group or Independent Formally or informally assesses students Provides targeted feedback to students Questioning techniques that check for understanding Quick Writes Reflection Logs

# RCK12 Inquiry Based Social Studies Instructional Toolbox



## What to do when supports are needed with...

\*Descriptions of each strategy are included in the RCK12 Social Studies Curriculum

<p style="text-align: center;"><b>Comprehension of Content</b></p> <ul style="list-style-type: none"> <li>• Storyboarding a Textbook or Visual</li> <li>• Anticipation Guide</li> <li>• Questioning the Author</li> <li>• Read, Write, Speak, and Listen</li> <li>• Think Aloud With Text</li> <li>• Quotation Mingle</li> <li>• Conversation Questions</li> <li>• Gallery Walk</li> <li>• Carousel Brainstorming</li> <li>• Document/Artifact Analysis</li> <li>• Social Studies Matrices</li> </ul>	<p style="text-align: center;"><b>Written Expression</b></p> <ul style="list-style-type: none"> <li>• Journal (Dialectical, Metacognition, Problem Solution, Reflective)</li> <li>• Interviews</li> <li>• Original Commentary</li> <li>• Editorial</li> <li>• Letter of Concern (Governmental Official)</li> <li>• Viewpoint/Perspective</li> <li>• Primary Source Rewrite</li> <li>• Document Based Essay</li> <li>• Poetry</li> <li>• Sensory Writing</li> <li>• RAFT</li> </ul>
<p style="text-align: center;"><b>Oral Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Performance Assessment Tasks</li> <li>• Oral Essay</li> <li>• Meeting of the Minds</li> <li>• Reader's Theatre</li> <li>• Research a Topic, Then make a Documentary</li> <li>• Tableau</li> <li>• Historic Character</li> <li>• Hot Seat</li> </ul>	<p style="text-align: center;"><b>Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Questioning Strategies</li> <li>• Think-Pair-Share</li> <li>• Fish Bowl Discussion/Inner Outer Circle Discussions</li> <li>• Four Corners</li> <li>• History Debate</li> <li>• Discussions from Different Perspectives</li> <li>• Socratic Seminar</li> <li>• Philosophical Chairs</li> <li>• Jigsaw</li> </ul>
<p style="text-align: center;"><b>Organizational Skills</b></p> <ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• Graphic Organizers (descriptive, compare/contrast, supporting idea, cause/effect, classification, sequence, analogy, annotated timeline, describing a historical event)</li> </ul>	