

Look Fors in Grades 9–11 Social Studies

Look for	Description
Program and Lesson Components	<p>To implement lessons, use of Planning and Pacing Guides and:</p> <p>Grade 9—Geography Alive! materials</p> <p>Grade 10, United States History—History Alive! Pursuing American Ideals materials</p> <p>Grade 11, Civics—Foundations of Democracy, We the People: The Citizen and the Constitution, Project Citizen, and Choices materials</p> <ul style="list-style-type: none"> • Teacher Role <ul style="list-style-type: none"> ○ Teacher employs spiral questions that lead students to discovery of information (Level 1: Gathering Evidence, Level 2: Interpreting Evidence, Level 3: Forming Hypotheses). ○ Teacher acts as facilitator, not lecturer. ○ Teacher forms multiple ability groups and uses multiple intelligence teaching strategies. ○ Teacher differentiates notebook assignments to meet student needs (adding extra scaffolding or support or providing extension assignments). • Student Role <ul style="list-style-type: none"> ○ Students engage in “on-task talk” (use of models such as response groups, Think-Pair-Share, and cooperative groups). ○ Students work effectively in groups of two and three and move quickly and easily into different group formations. ○ Students complete preview assignments, reading notes, and processing assignments.
Classroom Environment	<p>Arrangement</p> <ul style="list-style-type: none"> • Designed for both large and small group instruction <p>Displays</p> <ul style="list-style-type: none"> • Current student work • Big ideas posters (grades 9–10) • Big ideas (grade 11: Purpose of Government, Rights, Higher Law, Roles, Responsibilities, Elections, Foreign Policy, International Relationships, Civic Participation, Public Policy) <p>Tools</p> <ul style="list-style-type: none"> • Interactive student notebooks, wall and desk maps, student atlases (grade 9) • Supplemental lessons from Planning and Pacing Guide (grades 9–10) • For the Record, Choices, Jackdaws, Making Freedom: March on Till Victory, Document Based Questions in American History, Major Problems in Mexican American History, Twentieth Century United States History, Beyond Manifest Destiny: America Enters the Age of Imperialism (grade 10)
Program Assessment Opportunities	<p>Written</p> <ul style="list-style-type: none"> • Interactive student notebooks, mapping labs, processing assignments, end-of-unit and end-of-course assessments (grade 9) • Daily assignments, end-of-unit assessments (grades 10–11) <p>Observational</p> <ul style="list-style-type: none"> • Group work, class discussions, student presentations