**Look Fors Social Studies K-5**

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| **Skills/Knowledge** |
| **C2/3b****C4/1c****C1,C4/3c,1e****C4/1d,1e****C3/1b****C3/1b** | **Teacher…** | **Students…** |
| * involves all students in discussions
* uses a variety of questioning strategies to develop critical thinking
* introduces the unit Big Idea, compelling and supporting questions, lesson objectives and thinking skills
* introduces lesson to activate thinking and make connections
* integrates technology to explore and deepen understanding
* celebrates student learning
* promote meaning personal connections
 | * actively engage in discussions that builds and demonstrates different perspectives and points of view
* when asked, students are able to share compelling questions and thinking skills

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| **Application: 35 minutes** |
| **C6/1f****C1,C6/2b, 3d****C3/1b****C3/3e****C2/3b****C6/3d****C3/1b** | **Teacher…** | **Students…** |
| * prompts students to demonstrate understanding
* allows students to ask questions, inquire, find evidence to support thinking and use resources
* assigns learning tasks to individual and/or groups of students
* observes students working independently and in groups – intervening to coach, encourage, and celebrate
* asks questions to activate student thinking
* makes note of different perspectives and points of view
* works with students individually and/or in small groups
 | * record thinking in a variety of ways, such as journal prompts, graphic organizers, charts, writing pieces
* works independently, in pairs, or small groups to complete learning task
* apply skills from concept development
* use resources for inquiry and understanding
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| **Closure/Assessment: 10 minutes** |
| **C4/1c****C6/3d****C2,C3/3b, 3e****C2/3b****C4/1a****C3/1b****C1/3c****C4/1e** | **Teacher…** | **Students…**  |
| * re-states learning objective and thinking skill
* asks students to summarize their learning
* listens to student discussions for examples to share
* guides students in conversations
* asks questions to prompt student reflection
* addresses student perspectives and points of views
* might select specific student work to share
* assess and monitor student learning and make instructional decisions for the next lesson(s)
 | * work with classmates
* share their thinking
* answer questions about their work and the work of others
* discuss, show written evidence, take action
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|  | **Classroom Environment**  |
|  | **Teacher…** | **Students…** |
| **C5/2e****C5/2e****C5/2a****C7/4c** | * compelling and supporting questions, charts, and resources are visible and accessible to students
* classroom set-up promotes sharing and discussion
* behavior norms promote different perspectives and points of view
* unit overviews and student learning are shared with families
 | * show respect for different perspectives and points of view
* ask questions to gain understanding
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