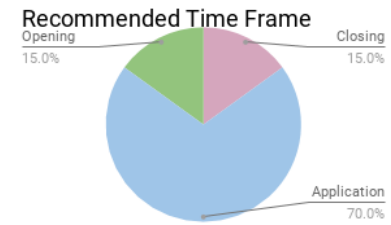


TLA Social Studies Instructional Framework



K-7 Social Studies block (45 minutes per day) at Three Lakes Academy

Must include each day:

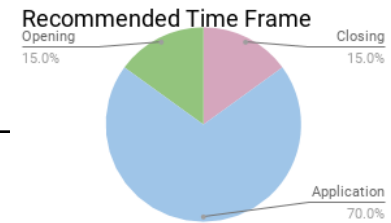
- inquiry
- mini-lesson
- informational reading
- group work
- conferencing
- assessment (formative or student self assessment at minimum)

Inquiry

Students use strategies and techniques modeled by teacher to research and explore issues/dilemmas related to social studies and current events.

What is the teacher doing?	What are the students doing?
Teacher promotes subject specific "talk" that facilitates the construction of meaning and develop important social understanding.	Students analyze, comment on, compare, and share their thinking about social studies through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding.
Teacher ensures that students become aware of the values, complexities, and dilemmas involved in an issue.	Students think critically and make value-based decisions about social issues.
Teacher ensures that instruction focuses on sustained examination of a few important topics rather than superficial coverage of many	Students show awareness and respect for opposing points of view and respect others positions.

TLA Social Studies Instructional Framework



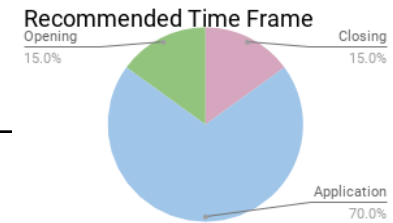
Teacher expects students to provide well-reasoned arguments rather than opinions voiced without adequate thought or commitment	Students provide well reasoned arguments orally and in writing.
	Students engage in reflective thinking and decision-making.

Mini-Lesson

Short, interactive, whole group direct instruction using a variety of resources, teaching specific skills and strategies that proficient informational readers use, where teachers model and students practice

What is the teacher doing?	What are the students doing?
Teacher provides skillful, instructional scaffolding with the gradual release model of instruction (I do, we do, you do) to ensure students are able to become independent and self-regulated learners	Students analyze, comment on, compare, and share their thinking about social studies through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding.
Teacher ensures that students become aware of the values, complexities, and dilemmas involved in an issue.	Students think critically and make value-based decisions about social issues.
Teacher ensures that instruction focuses on sustained examination of a few important topics rather than superficial coverage of many	Students show awareness and respect for opposing points of view and respect others positions.
Teacher promotes subject specific "talk" that facilitates the construction of meaning and develop important social understanding.	Students provide well reasoned arguments orally and in writing.
Teacher models and asks students to engage in reflective thinking	Students engage in reflective thinking and decision-making

TLA Social Studies Instructional Framework



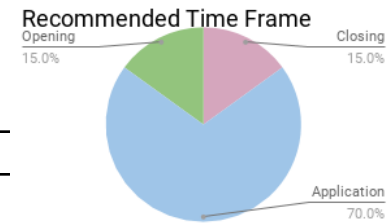
and decision-making as events unfold during instruction.	
Teacher guides students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.	Students develop new understanding through a process of active construction of knowledge.
Teacher models seriousness of purpose and a thoughtful approach to inquiry, and uses instructional strategies designed to elicit and support similar qualities from students.	Students engage in meaningful learning activities that focus on the most important ideas embedded in what they are learning.
Teacher expects students to provide well-reasoned arguments rather than opinions voiced without adequate thought or commitment	Students monitor their own learning through self-reflection and teacher feedback

Informational Reading

Students reading to self and others, using text to promote subject specific “talk,” recognize opposing points of view and provide well-reasoned arguments rather than opinions

What is the teacher doing?	What are the students doing?
Teacher provides skillful, instructional scaffolding with the gradual release model of instruction (I do, we do, you do) to ensure students are able to become independent and self-regulated learners	Students analyze, comment on, compare, and share their thinking about social studies through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding.
Teacher ensures that students become aware of the values, complexities, and dilemmas involved in an issue.	Students think critically and make value-based decisions about social issues.
Teacher ensures that instruction focuses on sustained examination of a few important topics rather than superficial coverage of many	Students show awareness and respect for opposing points of view and respect others positions.
Teacher promotes subject specific "talk" that facilitates the construction of meaning and develop important social understanding.	Students provide well reasoned arguments orally and in writing.

TLA Social Studies Instructional Framework

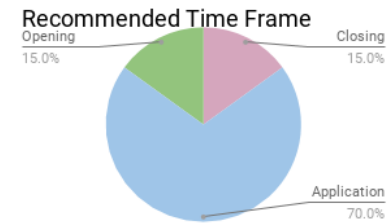


Group Work

Students assigned to groups based on interest, ability, or expected outcome of lesson

What is the teacher doing?	What are the students doing?
Teacher provides skillful, instructional scaffolding with the gradual release model of instruction (I do, we do, you do) to ensure students are able to become independent and self-regulated learners	Students analyze, comment on, compare, and share their thinking about social studies through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding.
Teacher ensures that students become aware of the values, complexities, and dilemmas involved in an issue.	Students think critically and make value-based decisions about social issues.
Teacher ensures that instruction focuses on sustained examination of a few important topics rather than superficial coverage of many	Students show awareness and respect for opposing points of view and respect others positions.
Teacher promotes subject specific "talk" that facilitates the construction of meaning and develop important social understanding.	Students provide well reasoned arguments orally and in writing.
Teacher models and asks students to engage in reflective thinking and decision-making as events unfold during instruction.	Students engage in reflective thinking and decision-making
Teacher guides students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.	Students develop new understanding through a process of active construction of knowledge.
Teacher models seriousness of purpose and a thoughtful approach to inquiry, and uses instructional strategies designed to elicit and support similar qualities from students.	Students engage in meaningful learning activities that focus on the most important ideas embedded in what they are learning.
Teacher expects students to provide well-reasoned arguments rather than opinions voiced without adequate thought or commitment	Students monitor their own learning through self-reflection and teacher feedback

TLA Social Studies Instructional Framework



Pre-Assessment, Post-Assessment, Formative Assessment

Communicating conclusions and taking informed action

What is the teacher doing?	What are the students doing?
Teacher provides skillful, instructional scaffolding with the gradual release model of instruction (I do, we do, you do) to ensure students are able to become independent and self-regulated learners	Students analyze, comment on, compare, and share their thinking about social studies through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding.
Teacher ensures that students become aware of the values, complexities, and dilemmas involved in an issue.	Students think critically and make value-based decisions about social issues.
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Teacher promotes subject specific "talk" that facilitates the construction of meaning and develop important social understanding.	Students provide well reasoned arguments orally and in writing.