

Creating a Spark & Kicking it Up a Notch

Essential Standards for Social Studies



NC NTSP 2016 Fall Institute

Creating a Spark – Essential Standards for SS



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How's It Going?



Using the following scale, where would you place yourself for the below questions?

1-----2-----3-----4-----5

- 1) I am comfortable with the Essential Standards.
- 2) My school/district provides me with the resources needed to implement the standards.
- 3) I enjoy teaching my curriculum.
- 4) I am comfortable with backward design.

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Backward Design

Wiggins, G. & McTighe, J.



- requires a change in our thinking and planning

Stage 1. Identify Desired Results

[Concept vs. Topic](#)

Standards –

http://www.livebinders.com/play/play_or_edit?id=112587

<http://www.ncpublicschools.org/acre/standards/new-standards/>

Example - 7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.

Stage 2. Determine Acceptable Evidence of Learning

Example - Share ideas via "write and toss"

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Backward Design II



Stage 3. Design Learning Experiences & Instruction

- Lesson and Activity

Example -

Technique 1 - <http://www.eyewitnesstohistory.com/plague.htm>

Technique 2 - Simulation and Video - Process

- Formative Assessment

Example - Share ideas via "think, pair, share"



Keep in Mind



- Literacy in Social Studies

<http://www.corestandards.Literacy/RH/introduction>

- Webb's Depth of Knowledge



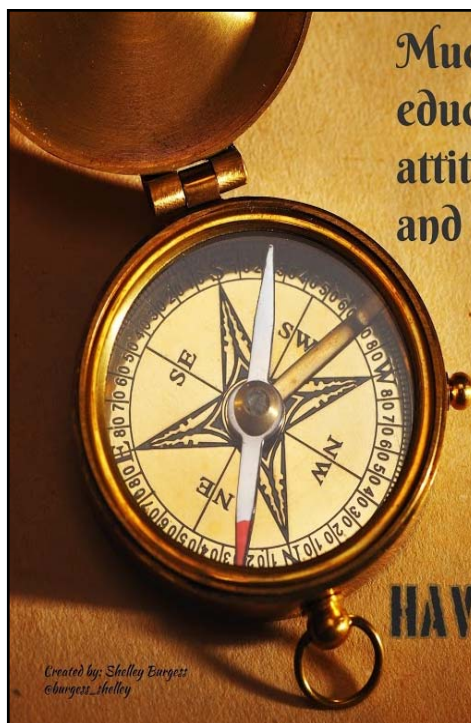
- [Revised Bloom's](#)





DESCRIBE A LESSON THAT HAS GONE WELL IN YOUR CLASSROOM. HOW DO YOU KNOW IT WENT WELL?

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Much of your success as an educator has to do with your attitude towards teaching and towards kids.

The rest is based on your willingness to relentlessly search for what engages students in the classroom, and then...

HAVING THE GUTS TO DO IT

Created by: Shelley Burgess
@burgess_shelley

**DAVE BURGESS - TEACH LIKE A PIRATE
@BURGESSDAVE**

SIMULATIONS



- CLASS ACTIVITY
 - INDUSTRIAL REVOLUTION
 - SPREAD OF DISEASES
- VIRTUAL
 - [EVOKE](#)
 - [WESTWARD TRAIL](#)

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DEBATES



- THEORIES/SYSTEMS
- MULTIPLE PERSPECTIVES
- LIVING SUMMARY



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STORY TELLING



- JOURNAL
- VOCABULARY STORY CREATION
- PLANE CRASH



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PLANE CRASH EXAMPLE



Your plane crashes near

_____.

Describe where you are. What do you see? How is the climate? What's the vegetation? What do you need in order to survive?

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MUSIC & MOVEMENT



- BACKGROUND MUSIC TO LETTER
- THEME SONGS
- CREATE A SONG/RAP
- DANCE
 - CONTINENT DANCE EXAMPLE



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GAMES



- BINGO
- CHARADES
- Pictionary
- KAHOOT
- [CLASS TOOLS](#)



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Putting It All Together



Create a lesson in level or content groups, based on...

AH1.H.4 - Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

1. Identify Desired Results
Essential Understandings/Questions
2. Determine Acceptable Evidence of Learning
Summative Assessment
3. Design Learning Experiences & Instruction
Lesson, Activity, Formative Assessment

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THE 3 Ws



- WHAT?
- SO WHAT?
- NOW WHAT?

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