Technology in the History and Social Science Common Core Classroom

All of our professional development series workshops are designed to be enhanced with relevant technology and media. Throughout the sessions, participants will be exposed to such techniques as online polling, questioning through mobile devices, as well as engaging video clips. In addition, long term culminating activities that include student-made documentaries and media presentations will also be explored.

Cognitive Apprenticeship

A key feature of our workshop series is the modeling and academic engagement that we seek to inspire among all of our participants. It is our belief that innovation, which these professional development experiences aim to foster, must first be internalized by the teacher. In doing so, students will learn how to listen, speak, read, and write at a caliber that will lead to academic excellence.

ISIC COMMON CORE COLLABORATIVE

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http://achieve.lausd.net/Page/4385

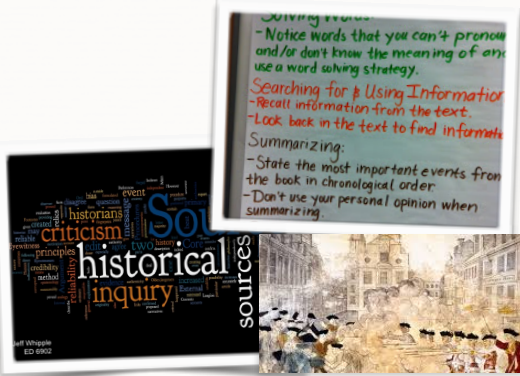## HISTORY & SOCIAL SCIENCE MENU OF SERVICES

The History and Social Science Menu of Services presents a structured and research-based approach to professional development that will enhance instruction as well as build engagement and critical thinking skills among students.

Close Reading in the History & Social Studies Classroom

The first session of this series is **Using Text Complexity to Guide Instructional Decisions in HSS.** During this workshop, participants will learn the factors that constitute text complexity and why it is essential to be thoughtful and purposeful about the readings and supports that are selected for instruction. In **Using Tiered Vocabulary to Differentiate Instruction in HSS** participants will gain an understanding of the three tiers of vocabulary and their relevance to effective instruction. The third option is **Creating and Using Text Dependent Questions in HSS.** This workshop will build upon foundational understandings of Text Dependent Questions and guide attendees through how this strategy would function in class. The final session, **Close Reading Strategies for Visuals in HSS**, will guide participants through the process of exploring visual thinking strategies that will allow their students to meet the demands of the Common Core Standards.

The implementation of each of these workshops function best when supported by proper practice and feedback from an instructional coach or PLC before moving on to other PDs in the series. It is recommended that participation in these sessions be spread out over several weeks to allow for more effective long-term cohesion and reflection of the concepts and strategies.

WRITING IN HISTORY & SOCIAL SCIENCE

Participants of the **Expository Writing** session will learn strategies that support writing based on questions rooted in primary sources. Those attending the **Argumentative Writing** workshop will deconstruct a performance task from a model unit to learn how to incorporate the Writing Standards.

Writing is a critical piece of students' academic growth.

Students will see writing as a powerful human tradition.

DISCUSSION IN HISTORY & SOCIAL SCIENCE

Questioning Techniques in HSS will deepen participants' understanding of how inquiry techniques can be a powerful source of engagement and analysis. **Facilitating Productive Classroom Discourse** will expose participants to effective strategies aimed at deepening the level of student voice. **Structured Academic Controversy** will present a framework for student critical deliberation.
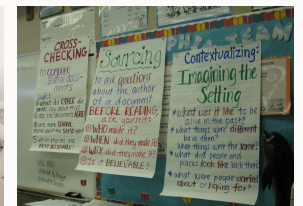

Student discourse opens the door to deep inquiry.

Classroom discourse must be linked to real issues.

READING IN HISTORY & SOCIAL SCIENCE

The **Sourcing** session will focus on how this strategy is integral to how historians analyze primary and secondary sources. The **Contextualization** session is designed to reveal the critical thinking that is essential to how history experts analyze complex texts and visuals. **Corroborating Using Multiple Sources** will exhibit the role that numerous readings can play in deciphering various perspectives.

Effective reading habits must be guided and modeled.

A community of readers requires explicit strategies.