

Return to Learn: Launching Instruction for Secondary Social Studies

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>.

Table of Contents

Questions to Consider While Planning for Instruction	2
Standards and Pacing	2
Effective Instructional Routines	3
Blended or Distance Learning	4
Classroom Assessment	8
Connections and Integration with Other Disciplines	9
Social and Emotional Well-Being	9
Equity and Inclusion	12
Safety Considerations: Physical Environment and Materials	16
Ongoing Support for Instruction	18
Contact Information	19

Introduction

This guidance is designed to support educators and school administrators as they plan for various instructional delivery models for the 2020-21 school year. It has never been so important to take time and plan to attend to the goals of supporting students’ academic growth, supporting students’ and educators’ social-emotional well-being, and creating a safe environment for all students and educators.

Teachers and schools should be responsive to their local context and student needs as they develop plans for the 2020-21 school year. Therefore, **please note that the guidance and resources provided in this document are not meant to be a directive or limitation**, but rather a tool. Additional guidance about the planning educators may undertake in preparation for this school year

Please note that the guidance and resources provided in this document are not meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop plans for the 2020-21 school year that are responsive to their local context and student needs.

can be found beginning on page 38 of the [Return to Learn Oklahoma: A Framework for Reopening Schools](#). To provide feedback or make suggestions or requests for future guidance, please consider [completing this survey](#).

Questions to Consider While Planning for Instruction

Educators face unique circumstances as they plan for the 2020-21 school year. In social studies, teachers should ensure previous grade-level work is connected to on-grade-level work throughout the school year, using a high-quality, standards-based curriculum. This section aims to provide general guidelines while also recognizing that local schools and districts have unique needs.

This document focuses on the **opportunities for learning**, rather than focusing on learning gaps, and asks educators and administrators to consider what social studies content students know and what dispositions they currently have.

Standards and Pacing

What content and disciplinary skills should instruction focus on this year?

A central goal of instruction—even in this time of disruption—is to ensure each student learns grade-level content and is ready to progress to the next grade. Given that some students may start the school year further behind than typical and that disruptions are likely, focusing students on the most important content will be essential. Achieving this goal requires each teacher to understand the essential knowledge and skills from the current and prior grades to ensure curriculum and instruction are focused and coherent.

- Use the resources provided in the [OKSocialStudies Frameworks](#) to fully understand the intent of grade-level standards, key concepts, and how content knowledge and social studies practices connect and progress across grade levels.
- Eliminate extraneous aspects of curriculum and instruction that are not closely aligned to the learning goals of the standards at grade-level without eliminating grade-level standards.
 - **Example:** Refrain from reteaching material from previous grades, elaborate on those concepts in the on-grade level material. Consider not teaching a favorite unit or favorite activity if it doesn't connect to the standards at your grade-level.
- Bundle or group standards or learning objectives and design lessons/units of instruction around the bundle. Bundling standards for the purpose of instruction can provide students with deeper connections across standards and reinforcement of standards throughout the year.

- **Example:** Incorporate social studies practices throughout the year to connect to communities and to make sense of current events rather than the use of memorization. Civics concepts can be incorporated into all the social studies content standards

Effective Instructional Routines

How will each student learn the content and disciplinary skills associated with this discipline, whether through in-person or distance learning?

The National Council for the Social Studies provides [a vision for powerful teaching and learning in social studies](#).¹ The C3 Framework encourages the development of social studies curriculums that support students in:

1. Developing questions and planning inquiries;
2. applying disciplinary concepts and tools;
3. evaluating sources and using evidence; and
4. communicating conclusions and taking informed action.

Each of these components represents skills that students will use in their roles as student, employee, and most importantly as informed and engaged citizens of the world.

A cycle of learning or routine for instruction that supports this goal and is based on the [Inquiry Arc](#) is provided below with strategies that support each phase in the cycle of learning.

Cycle of Learning Example for Social Studies	
Introduce an essential question that prompts student thinking.	Use questions like, “ Is self-determination a basic human right?”
Engage students in thinking about or discussing supporting questions .	<ul style="list-style-type: none"> ● Use SOAPS to analyze a source like - A Petition by Cherokee Women ● Use Sneak Peeks to analyze the Trail of Tears mural. ● Use the QFT strategy to analyze the assimilation photo.

¹ A Vision of Powerful Teaching and Learning of Social Studies, Social Education May/June 2016
<https://www.socialstudies.org/social-education/80/03/vision-powerful-teaching-and-learning-social-studies>

<p>Allow students to communicate what they have learned through discussion or a written task using evidence they have gathered from the sources to take action.</p>	<ul style="list-style-type: none"> • Students can participate in a Fishbowl discussion using their sources. • Students can participate in Cafe Conversations using their sources. • Students can create a RAFT.
<p>Provide students with an opportunity to reflect on their learning and demonstrate their current understanding.</p>	<ul style="list-style-type: none"> • Use Exit Tickets using a strategy such as “3-2-1” • Use Interactive Notebooking • Engage students in a Quick write

This cycle of learning typically happens in 1-2 class periods during school-based learning. In blended or distance learning, this cycle may need to be completed over multiple asynchronous (on students’ own time)/synchronous (common class time) experiences.

NOTE: For specific guidance related to Special Education and English Language Learner instruction, visit the [OSDE Office of Special Education](#) and [Office of English Language Learner websites](#).

Blended or Distance Learning

How can I adapt my instruction for blended or distance learning approaches?

Some schools are already planning to offer students opportunities to engage in blended or distance learning for a semester or the full school year. When planning for long-term blended or distance learning models, instructional planning considerations above should be leveraged. For districts using the in-person model, schools and teachers should consider developing week-long distance learning units that can be easily deployed if the need arises.

Effective instructional routines can be used in school-based and distance learning environments. Think about these key shifts in school-based and distance learning as you plan:

Key Shifts from In-Person to Distance Learning

In-Person Learning	Distance Learning
Learning happens in school with consistent access to resources and materials	Learning happens in a variety of physical environments with varied access to resources and materials
Explicit instruction, independent and/or group work, and one-on-one support during daily class periods	<p style="text-align: center;">Explicit instruction, independent and/or group work, and one-on-one support through flexible scheduling of asynchronous and synchronous learning</p> <p style="text-align: center;">Synchronous learning sessions may occur with full groups 2-3 times a week for 20-30 minutes, rather than daily, or through some other version of flexible scheduling.</p>
Evidence of ongoing student learning is readily visible or understood through discussions, student work, and other representations	Evidence of ongoing student learning is collected in intentional ways through digital tools such as email, Learning Management Systems, video recordings, etc.
Teacher and peer feedback through written feedback on student work, classroom discussions, and conferring	Teacher and peer feedback through comments in collaborative platforms, audio- or video-recorded feedback, using synchronous meeting opportunities to provide complex feedback in real-time
Daily interactions with students to understand student progress, struggles, and well-being	Intentionally designed check-ins to understand student progress, struggles and well-being

For general guidance on distance learning, reference the OSDE document [Social Studies Distance Learning 6-12](#). The following table highlights digital modifications that can be made to engage students in the cycle of learning for Social Studies showcased earlier.

Modifications for Analog or Digital Learning Experiences

Social Studies Cycle of Learning/ Inquiry Arc	Analog (No-Tech) Learning	Digital (Tech-Based) Learning
Introduce an essential question that prompts student thinking.	Ask the question - To what extent should a government take care of its people? Ask students to use the strategy Think, Write, Pair, Share to discuss answers for the essential question.	Post the question: “To what extent should a government take care of its people?” on your class Learning Management System (LMS), email to students, or place on a Google Jamboard . Ask students to type their answers and also ask students to comment on other responses. Think, Write, Pair, Share could also be used for students to pair on email or LMS platforms and the pair can share with the whole class.
Engage students in thinking about or discussing supporting questions .	Ask supporting questions: <ul style="list-style-type: none"> ● Was the New Deal a good deal? ● What conditions set the stage for the New Deal programs? ● What programs were needed? ● What were the positive/negative effects? Students could write initial thoughts about these questions in their interactive notebooks	Post the questions on your class LMS, on a discussion board, on Google Jamboard , or email students. Students can write their initial thoughts on a discussion board, virtual interactive notebooks, or Google Jamboard.
Provide time to explore, gather, and analyze evidence from sources to respond to the essential and supporting questions.	Use SOAPS , HAPPY , or OPTIC to examine the sources included in the lesson to give information about each question. Each student could work through each source or use a jigsaw strategy where student groups work together to answer one question and	Use SOAPS , HAPPY , or OPTIC to examine the sources included to give information about each question. Each student could work through each source posted on the class LMS or assigned student groups could work through one question together through Zoom breakout rooms, Google

Please note that the guidance and resources provided in this document are not meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop plans for the 2020-21 school year that are responsive to their local context and student needs.

p. 6

	then share the information found with the class.	Hangout , or through the class LMS. Groups would then share information in the whole Zoom room, LMS, or Google Slides or Google Document .
Allow students to communicate what they have learned through discussion or a written task using evidence they have gathered from the sources to take action.	Use the Fishbowl discussion for students to communicate claims supported with evidence from the sources. Have students take action by creating a RAFT . Develop arguments further by creating a campaign-style commercial putting forward a position on the role of government.	Use the Fishbowl discussion strategy on Zoom by creating breakout rooms and half the students in the breakout room are discussing and the other half are recording information and thinking of questions to ask. Place the RAFT instructions on class LMS or email to students and have students submit or email their writing. Students can submit their commercials by video or a storyboard.
Provide students with an opportunity to reflect on their learning and demonstrate their current understanding.	<ul style="list-style-type: none"> ● Exit Ticket using a strategy such as “3-2-1” ● Interactive notebook ● Quick write 	Ask students to submit a virtual exit ticket. Use this exit ticket to determine current understandings and drive future planning decisions. Students can reflect in a virtual interactive notebook.

Additional Considerations:

- Make artifacts of student thinking and learning visible. Consider digital notebooking strategies like [Google Jamboard](#), [Seesaw](#), or [Flipgrid](#) that allow students to create a digital record of their ideas and track how these ideas change over time. Interactive notebooks are a valuable tool and can be virtual.
- Design social studies experiences to include a variety of roles for family members and other learning partners. All individuals have experiences with social studies in the everyday world which should be considered as assets when designing distance learning. ICivics has a useful [toolkit for families](#).

Additional Instructional Tasks for Distance or Blended Learning:

- [Choice Boards](#) for Social Studies

- A teachers experience using [Interactive Notebooks](#)
- [Inquiry tasks](#) for social studies
- Example Classroom Set-Ups for Distance Learning [High School](#) | [Middle School Geography](#) | [8th Grade](#)

Launching Instruction with Digital Tools

For more guidance for effectively implementing virtual instruction, blended learning, or creating digital variations of instruction to enact social distancing, visit [Return to Learn: Launching Instruction with Digital Tools](#). The guidance is organized around the following principles to support all learners:

- select appropriate digital tools and implement with care,
- create clear and effective communication strategies,
- build and maintain community, and
- empower student choice.

Classroom Assessment

[How will students be provided opportunities to showcase their learning and for teachers to provide feedback to students on their learning?](#)

Social studies assessments include quick writes, student discussions, and exit tickets and can be incorporated throughout the cycle of learning or inquiry arc for students so teachers can determine the levels of support their students need. Providing students multiple opportunities to showcase their thinking throughout the cycle of learning or inquiry arc will allow teachers to better understand what students are capable of and support equitable approaches to assessment.

- **Example:** Listening to students discuss primary sources, analyzing student's evidence-based claims, and engaging with students in conversations about what they are learning are effective ways to determine what students know and where they may need extra support.

Connections and Integration with Other Disciplines

How can instruction support the integration and reinforcement of other content and disciplinary practices?

Effective instruction grounded in the [Oklahoma Academic Standards for Social Studies](#) provides natural opportunities for authentic development and integration of all disciplines. Collaboration among content area educators creates lessons rich in creativity, problem-solving, and diversity. **Intentional collaboration** with other teachers to plan integrated lessons or units could **reduce the overall assignment load placed on students** in a given week or over the course of the year. Here are a few examples of authentic integration between social studies and other disciplines:

- Students can develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.
- **Math:** Students can analyze, interpret, and compare economic data from multiple charts and graphs.
- **Science:** Students can evaluate how advancements in technology impact economic growth and standard of living.
- **ELA:**
 - Students can analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.
 - Students can evaluate authors' points of view, potential bias, and how authors can reach different conclusions regarding the same issue.
 - Students can compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument.
- **Technology:** Students can construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

Student Social-Emotional Learning and Educator Well-Being

How can instruction in this discipline support social-emotional learning for students?

Students will return to school this fall amid two profound crises: an unprecedented global pandemic and social upheaval as the nation reckons with its legacy of systemic racial oppression. For this

reason, as educators plan for a strong start to the 2020-21 school year, it will be critical to prioritize well-being and connection, which research shows are prerequisites to effective teaching and learning.

NOTE: Consider incorporating [sample teaching activities](#) provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to support core competencies of social-emotional learning for students this year.

Evidence-based approaches to social studies instruction and assessment showcased throughout the guidance document can also support social-emotional learning for students if students are provided opportunities to share and showcase their thinking through low-stakes or no-stakes settings. Here are a few specific suggestions for supporting student well-being and social-emotional learning in social studies for both in-person and distance learning.

- Establish Collaborative Norms and a [Supportive Learning Environment](#) at the beginning of the year.
- Provide students opportunities to engage in reading and writing that reflects their interests and surroundings.
- Provide students with the opportunity to revise their thinking based on newly acquired information to help them gain confidence and feel a sense of autonomy in their learning.
- Structure opportunities for students to engage in partner, small-group, and whole-group discussions through in-person and distance learning experiences.
- Provide authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their strengths and interests as it relates to mathematical tasks.
- Provide consistent check-in opportunities for students throughout the year.
- Be intentional about connecting social-emotional learning to subject-specific lessons.
 - Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation and explore conflict resolution skills connected.
 - Analyze the strategies, goals and impact of key movements to promote political, cultural, religious and social reform as a way to promote social awareness.
 - **For more examples of subject-specific connections** to social-emotional learning, go [here](#).

NOTE: Consider sharing these documents with families of students: [Self-Care for Parents and Caregivers](#) | [Guidance for Distance Learning Environment: Helpful Tips for Families](#) | [Family Guide to Positive Behavior in Distance Learning Environments](#).

What are ways to ensure regular self-care as an educator?

Before teachers can be expected to provide healthy and safe environments for students, it is important that they also take time to attend to their personal care and well-being. Doing a personal check-in using the questions below can be a good place to start.

- How am I taking care of my physical needs, including getting enough sleep, exercise, and nutrition?
- Do I have a routine? If so, which parts of the routine are working well, and which could be improved on? If not, how can I use a routine to reduce stress and encourage healthy behaviors?
- Do I have a sense of balance between work and other life demands? How can I take steps to “turn off” work and spend time doing other things that bring joy?
- Am I staying connected with friends and family? How do I need to make adjustments given current limitations?

Here are a few additional resources to support teacher well-being at this time:

- [Self-Care for Teachers and Educational Professionals](#)
- Free interactive sessions from [Pure Edge](#), to support self-care.
- [Social-Emotional Toolkit for Educators](#)

How can students experiencing chronic stress be supported?

Students are going to have a variety of reactions to the realities of 2020. Here are a few examples of how to create a safe space for students who may be experiencing chronic stress due to past and recent events:

- Leverage the [SEL Hacks](#) and [read this blog](#) showing how to create a safe, nurturing, relationship-based environment for students both in-person or through distance learning.
- Provide age-appropriate and factual information to students about COVID-19, but try to focus on how [adults are trying to keep them safe](#).
- Consider reactions students may have to the pandemic and ways to support them ([English](#) | [Spanish](#)).
- Consider the effect discussions about the pandemic may have on students who may have experienced the effects of COVID-19 and other diseases in family and acquaintances. Caution should be generously applied in any case where such context may create discomfort or harm for any students.
- Encourage students to verbalize their feelings. Helping them put their emotions into words can give them a sense of control in the situation.

- Help students build connections, with you and with each other. This may be more challenging given the need for social distancing or distance learning, but caring connections with others are more important than ever (see building classroom community resources above).
- Routine and predictability are important. If possible, try to communicate with students about any changes before they happen. Given potentially quick changes that may happen this year, explaining the changes as or after they happen can help students adjust as well.
- Explore [The National Child Traumatic Stress Network Resource Guide for Trauma-Informed School Strategies During Covid-19](#). This document gives deeper insight into Covid-19 related chronic stress and tangible strategies for teachers and administrators.

Equity and Inclusion

What curriculum choices and instructional practices support equity and access to quality instruction?

While the guidance provided throughout this document promotes equitable teaching and learning practices through research-based effective social studies instruction, it is important for educators to spend time reflecting on planning for and implementing strategies that support more equitable and inclusive learning environments for students in the 2020-21 school year. In addition to the equitable instructional practices referenced throughout the document, the chart below lists practices to keep in mind given the current realities of returning to school:

More Equitable Practices	Less Equitable Practices
Making sure that students and families have what they need to access instruction or communication, and shifting practices where necessary to ensure access for all.	Deciding on one form of instructional delivery or parent communication and sticking to only that.

Providing all students grade-level learning, regardless of their starting points. All students are capable of progressing to the next grade level this fall and mastering that content.	Never giving students access to on grade-level content because of the perceived deficits they entered this school year with or providing “over-remediation” instead of focusing on below-grade-level work only when it is necessary for a student to complete grade-level work. ²
Provide all students with materials and instruction that affirm their background and culture, including diverse texts.	Using materials and texts that only represent one point of view.
Foster a classroom environment where students feel empowered to speak up for themselves or others when they encounter hardships or unfairness.	Discourse among students is not encouraged.
Look at your walls. Is this an inclusive space? Can your students see themselves on your walls? Can your students be themselves in your classroom?	Walls are blank or only reflect one cultural point of view.

What are productive structures to organize students for instruction?

Decisions about how students will be organized for instruction will vary within schools and across school districts. These decisions will reflect beliefs about how and which students can and should learn social studies. To promote equitable access to high-quality education, we must have productive structures for organizing students.³

- Assign students to teachers using structures that ensure heterogeneous ability groups, being mindful of potential inequities, such as access to technology, as schools shift between in-school and out-of-school learning.
- Create strategically mixed groups of students with a variety of strengths within classes and have them collaborate to complete rich tasks in a variety of media, including digital and print.

² TNTP. (2020, April). *Learning Acceleration Guide*. TNTP. https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

³ NCTM/NCSM. (2020, June). *Moving Forward: Mathematics Learning in the Era of COVID-19*. NCSM. https://www.mathedleadership.org/docs/resources/NCTM_NCSM_Moving_Forward.pdf

- Ensure that highly qualified social studies teachers are in place for initial instruction and any intervention plans.

Teacher Self-Reflection

Equity-based teaching requires reflection, which involves not just reflecting on your pedagogy and your classroom norms, but also considering how you identify yourself and how others identify you. Before and during the school year, reflect on your own identity, positions, and beliefs in regards to biased and sorting-based routines.⁴ Consider examining your curriculum and instructional practices for inherent or implicit bias by exploring the following questions:

- Do I withhold certain instructional practices or content from certain groups of students based on assumptions or beliefs about their capacity, home-life, culture or some other factor assumed to make them less ready?
- Do my instructional practices invite in multiple voices and perspectives?
- Do I find time to provide individual attention to my students during instruction or assessment feedback loops?
- Do my assignments and tasks limit the curiosity, creativity and potential of students?
- Am I providing my knowledge rather than helping students develop their own?
- How might my curriculum and instruction perpetuate an education system that marginalizes certain students?

NOTE: Test your own implicit bias and learn about strategies for overcoming these biases using information provided through [Harvard University's Project Implicit](#).

Creating an Anti-Bias Classroom

Current events addressing systemic racism in our nation remind us to examine our own biases as educators and any bias in our curriculum and instruction. When we focus on creating a classroom focused on anti-bias education, we provide opportunities for students to use their lived experiences and interests to deepen their understanding of social studies.

When instruction models inclusivity, establish norms that honor all students voice, and curriculum is inclusive of multiple cultures and student experiences, students stop viewing difference in “others”

⁴ Chao, Gutierrez, Murray. *What Are Classroom Practices That Support Equity-Based Mathematics Teaching?* NCTM. <https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Classroom-Practices-That-Support-Equity-Based-Mathematics-Teaching/>

and begin to acknowledge that every person has emotions, ideas, motivations, experiences; they are not to be dismissed as less worthy or less deserving of respect. Curriculum and instruction can support efforts toward anti-bias education by:

- Bringing equitable, culturally-responsive teaching practices and professional learning opportunities to your classroom, school, and district.
- Focusing on the idea that all students can learn social studies and implement multiple types of assessments to measure students' understandings of social studies.
- Incorporating engagement strategies that maximize social studies discourse and student contributions while minimizing status issues in the classroom.
- Learn more about how to support equity and diversity in serving Oklahoma's students and educators with the OSDE's [Counseling Equity Resources](#).

Recognizing that [learners are diverse](#) provides an opportunity to enrich the curriculum and make it relevant to students. Students bring their individual voices and experiences to the tasks as they approach the content from multiple entry points. Multiple means of assessment honor academic strengths and motivate students to apply critical thinking to problems.

[Culturally responsive teaching](#)⁵ holds culture as central to learning, framing all aspects of their learning. [Culturally responsive pedagogy](#) addresses instruction, classroom culture, family and community engagement and teacher leadership that facilitate critical practices for anti-bias and social justice in education. Jennifer Gonzales, author and creator of the website Cult of Pedagogy, offered this guidance for teaching social justice in the article "[A Collection of Resources for Teaching Social Justice](#)":

- Make getting to know students a key component of any social justice teaching.
- Know that not all students feel the same way about issues.
- Familiarize yourself with the material before teaching.
- Keep your administrator in the loop.

With the right approach, classrooms can be welcoming spaces for students to test-drive their ideas and to see disagreement as an opportunity to learn, not as a form of conflict. Classrooms are ideal incubators for facilitating constructive dialogue on today's issues. [ICivics](#) has created a roadmap for teaching controversial issues that includes teacher guides and informational videos to prepare teachers.

⁵ The Education Alliance at Brown University, [Teaching Diverse Learners](#).

Safety Considerations: Physical Environment and Supplies

Educators planning for in-person, blended and distance learning instructional delivery models should **always defer to the safety guidelines provided by your school or district**. As the Covid-19 situation continuously develops, also consult the current [Oklahoma Department of Health \(OSDH\)](#) and [Center for Disease Control \(CDC\)](#) health and safety guidelines.

Collaboration, writing in notebooks, and class discussions are key components of social studies learning. Teachers may need to modify many normal instructional practices to prevent the spread of viruses and other disease-causing organisms. The following social studies safety considerations are not intended to replace a district's emergency or crisis safety plan and are not an exhaustive list of the health and safety needs to be considered.

Physical Learning Environment

- Desks and students should remain spaced at least 6 feet apart, to the extent possible, and face the same direction rather than students facing each other or working in physical groups. The spacing could also be encouraged through markings on tables and floor, and the placement of desks. The arrangement of the room should encourage discussion while maintaining social distance. Utilize digital tools and class discussions to maintain collaborative learning opportunities.
- Keep doors open or consider holding some classes outdoors or in larger spaces such as gymnasiums, auditoriums, vacant hallways, and cafeterias, if possible.
- Frequently wipe down high-touch surfaces such as desks, tables, chairs, door handles, and light switches.
- Where students typically wait in line, place tape markings to indicate social distancing.
- Educators are strongly encouraged to use assigned seating.

Classroom Materials

- Classrooms should reduce the use of shared items that may be difficult to clean. Items that must be shared, such as computers and tablets, should be cleaned between use. Provide methods for safe and sanitary disposal of used materials.
- Reduce the sharing of materials by encouraging students to bring their own items when feasible, such as pencils, markers, rulers, scissors, and glue. Remove unnecessary items that could need sterilizing.
- Keep each student's belongings separated from those of others and in individually labeled containers, cubbies or areas.

- Instead of turning in paper copies of assignments, consider taking a picture to view or having students submit student work digitally, allowing for closer examination and/or digital collaboration.
- Work with your administration and library media specialist(s) to determine safe protocols for students to check out physical books.
- Use digital resources and platforms when possible. If digital resources are unavailable, and students will be using documents they can't keep, consider placing paper copies in plastic page protectors, then wipe off the protectors after each use with a cleaning wipe or soap and water.
- When using artifacts, it might be best to take a picture and place that picture in a Learning Management System to allow for closer examination and collaboration digitally.

Additional Considerations

Learning relies on the interaction between students and teachers and among students to construct knowledge and skills. Teachers may need to modify the normal practices of having students work in pairs and small groups. Here are some considerations for maintaining those interactions while minimizing risk:

- Limit guests and visitors to the classroom while remaining mindful that parents and families play a vital role in their child's education; involve guest speakers through virtual means.
- Evaluate planned student activities for safety and student interactions, but also their value for engaging students in meaningful social studies thinking and learning. Consider alternatives that teach the same concepts and skills. Build in extra time for sanitizing activities.
- Include instruction that teaches the routines and procedures that students should use in the class and out-of-school. Consider the traffic flow when distributing materials and other movements. Minimize the number of students that need to move. Establish personal student practices such as wearing masks, washing hands, and sharing materials. Use signage that encourages the practices.
- Modify grouping practices. For Socratic circles and writing groups, arrange desks so students can remain at a proper six-foot distance. For group documents, use an electronic form instead of shared physical papers.

Ongoing Support for Instruction

OSDE will continue to provide ongoing support for instruction during the 2020-2021 academic year. Continue to check the [OSDE Social Studies Website](#) and [sign up for the Social Studies Newsletter](#) to see upcoming professional learning opportunities, office hours, and additional instructional resources.

Professional Learning Opportunities

- [EngageOK Sessions](#) - Access videos on various topics by going to the EngageOK website.
- [Tech Tuesday Recordings](#)- Learn about different education technology tools for instruction.
- [iCivics Remote Learning Toolkit](#) - Resources for remote learning.
- [Teaching American History.org](#) - free seminars
- [Gilder Lehrman](#) - Teacher seminars
- [Oklahoma Council for the Social Studies](#)
- [Kickstart Action Civics](#)

OSDE Hosted Virtual Meetings

Join OSDE staff and social studies teachers around the state for monthly professional learning opportunities during the 2020-21 school year.

Secondary Social Studies Virtual Meetings

- 1st Tuesday of the month, 4:00-5:00 p.m.
- Geography teachers meet every 2nd Tuesday of the month, 4:00-5:00 p.m.
- Zoom information will be communicated through the OKSocialStudies Newsletter. Subscribe [here!](#)

Social Media Connections

Facebook Communities	Twitter
<ul style="list-style-type: none"> • #OKSS • Oklahoma Council for the Social Studies • Oklahoma Council for History Education • Oklahoma Alliance for Geographic Education • OKeconed 	<ul style="list-style-type: none"> • @NCSSNetwork • @OKCSS • @OKCHE • @OKAGEEDUCATION • @OKECONEDU • @soongirl1967 • @oksde

State-Level Social Studies Organizations

- [Oklahoma Council for the Social Studies](#)
- [Oklahoma Council for History Education](#)
- [Oklahoma Alliance for Geographic Education](#)
- [Oklahoma Council on Economic Education](#)

Contact Information for OSDE Social Studies

Brenda Beymer-Chapman, Director of Social Studies Education, Brenda.Chapman@sde.ok.gov