



CANTON PUBLIC SCHOOLS

Canton, Connecticut

Social Studies

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Demographics

- Suburban
- DRG C
- 4 schools (1 elem, 1 intermed, 1 MS, 1 HS)
- 1550 students
- SAT - 1125
- Smarter Balanced
 - 2018 - ELA: 74% Level 3+
 - 2018 - Math: 67% Level 3+



1. Equity
 2. Social Emotional
 3. Prioritization of Standards
- ★ Inquiry



District: KISS-it

1. TIER 1: Get kids online!
 - a. Reintroduce class norms/expectations
 - b. Ongoing PD - teachers training teachers
2. TIER 2
 - a. Assessments, PPTs
3. TIER 3
 - a. School-wide business - Ex. NEASC



1) EQUITY

- Internet Access @ home → “the digital divide”
 - Google Classroom District
 - FERPA process, [CT Learn Platform](#)
 - For teachers: software request [form](#)
 - WIFI - Strength of signal
 - Student survey: 99% access
 - District IT Department
 - Ticket system
 - Process to acquire wifi in homes
 - Process for equipment repair - Drop off/pick up
- Parent support @ home
 - Clarification - Google Meets
- Attendance
 - Sync & Async blend
- Assessment
 - P/F vs. traditional
- Time



2) SOCIAL / EMOTIONAL

- **Teachers**

- Gradual Opening
- Ongoing: Check-ins, CHAT/Advisory groups
- Spirit Week, Car Parade
- PE - Weekly newsletter: health and wellness
- MS Community Day ([Doc](#))
- Flex Days
- Student Collaboration

- **Guidance/Social Work/Case Managers**

- Weekly Updates via Google Forms
- Caseloads - Individual conferences
 - All Seniors, then Juniors
 - Spec Ed developed “Indiv. Learning Plans” to outline how IEPs will be met

- **Administration**

- Sports team video
- District survey to parents in week 2
- Superintendent’s videos



3) PRIORITIZATION OF STANDARDS

Grade 6*	Geography	World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world) <ul style="list-style-type: none">• Middle America and the Caribbean• South America• Western Europe• Eastern Europe
Grade 7*	Geography	World Regional Studies: the East (includes geography, selected points of history, and current events/culture) <ul style="list-style-type: none">• Sub-Saharan Africa• The Middle East and North Africa• Subcontinental Asia• East Asia

- 7th Grade Example – Geography Lens
 - Migration → “Analyze the reasons for migration” [p. 80] [GEO -6-7.3, 6-7.7, 6-7.8]
 - South America
 - ~~Model UN~~ → [DBQ](#) Border Wall
 - CQ: “How does where we live affect how we live?” [p. 75]
 - [Dem 1](#) – plan inquiry – Identify problems facing the region [INQ 6-8.1, .2, .3]
 - [Dem 2](#) – apply concepts/tools – Study history [HIST 6-8.1]
 - [Dem 3](#) – Eval sources/use evidence [INQ 6-8.5, 6, 7, .8, .9]
 - SCIM-CA & HAPP DBQ docs
 - [Dem 4](#) – Communicate/informed Action [INQ 6-8.10-11, .13-.14]
 - DBQ Online – Small chat groups within one class
- **BIGGEST LOSERS: [INQ 6-8.15, 16, 17] p. 77**

INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.



★ INQUIRY

- Model UN » What is the issue facing the country regarding migration?
- Document G
 - Find an additional document for DBQ

7th Grade Geography Common Assessment South America DBQ

Directions: The following question requires you to construct a clear essay that includes your understanding and use of Documents **A-E** as well as your knowledge of the subject referred to in the question. You must cite information from these sources, but you are also allowed to refer to the articles we have read in class too. Be sure that anything you cite, which is not your own ideas is properly cited.

Is building a fence along the U.S. Mexico Border is a good solution to illegal immigration?

Document A

Source: From *National Geographic Magazine*, May, 2007; "U.S. – Mexico Border," by Charles Bowden.

Walls are curious statements of human needs. Sometimes they are built to keep restive populations from fleeing

welfare reform, the welfare caseload has fallen by 60 percent, Riley said.

****The current rate of immigrants is not an historical high. The number of low-skill immigrants who came from Eastern Southern Europe in the 19th and early 20th century was actually far greater, relative to the native U.S. population, than the current rate of immigration from Mexico, Riley said. (372 words)**

DOCUMENT G

Outside research - On your own. Cite using MLA



★ INQUIRY

- Differentiation

- Anticipate / preventative – prior to due date.

- Screencastify (minis) – async & sync

- Analyze Q & explain FCAs

- Cover difficult concepts

- EX: Supremacy Clause & Necessary and Proper

- Graphic organizers

- Differentiation in FCAs for Spec. Ed & specific cases

- Sp Ed teacher works with Spec Ed students – Google Meets

- Struggling students share their docs

- Sync – Google Meet as a whole class

- Google Meet 1:1 if necessary



Professional Development

- “Distance Learning Instructional Development” – District [Doc](#)
 - Phase 1: Routines,
 - Phase 2 Teaching & Learning
 - Phase 3: Assessment FOR learning
 - Jon Bishop – jbishop@cantonschools.org
- On-going Ed Tech Training
 - Kami, EdPuzzle, Flipgrid, Google Suite, Screencastify, Wevideo
- District – [Teacher Resources for Distance Learning](#)

