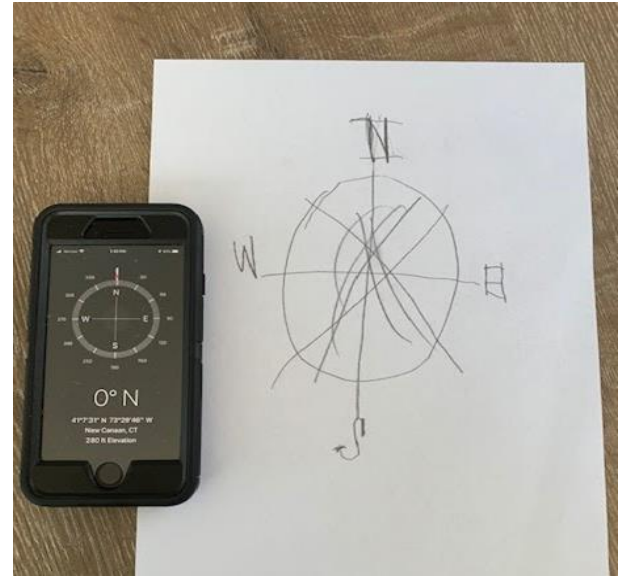


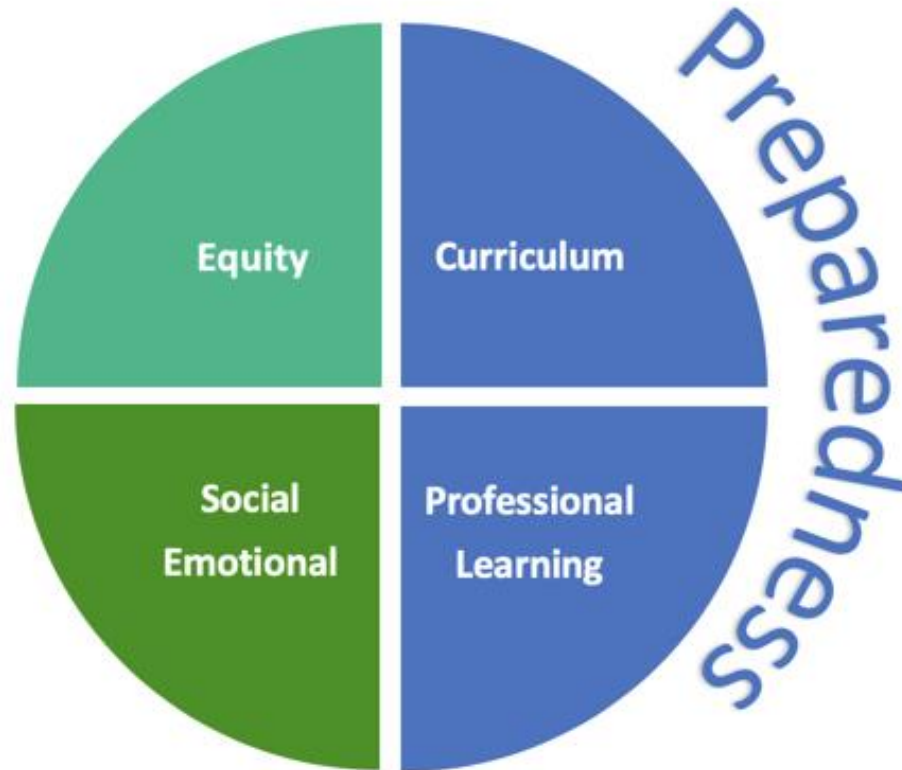
K-8 Social Studies during E-Learning

New Canaan Public Schools
May 18, 2020

Mary Hanna: K-8 Social Studies Coordinator
Matthew Salvestrini: Director of Digital Learning



Bringing the Elements of Instruction Together



District: Structures and Systems

New Canaan is a suburban school district located in southwestern Connecticut. It has three, K-4 elementary schools, one grade 5-8 middle school, and one high school. There are approximately 500 students at each elementary school and 1,500 students at the middle school.



* Designed by TownMapsUSA.com

The K-8 Social Studies Department:

- K-8 Coordinator
- Grade level point people (teachers) in each grade K-4 and at each school
- 20 social studies teachers at the Middle School

Information Technology Department

- Director
- Each School has:
 - Technology Integrators
 - Librarian
 - 1 of each at elementary
 - 3 total at middle & high




Overview of District Approach/Goals

From the beginning, we have been guided by three overarching goals:

- (1) engage students in meaningful and relevant work so they can continue learning and progressing;
- (2) keep students connected to their teachers, peers, and schools;
- (3) provide continuity and consistency for our students to help them remain healthy in all domains of their life.

- Dr. Bryan Luizzi, Superintendent, New Canaan Public Schools





Phase 1: Creating the Temporary Classroom

- “Classroom replacement” approach
- Focus on maintaining our pacing in order to return to school after two weeks
- Connecting with students and establishing routines.

Phase 2: Building a Sustainable System

- Adjusting practice; pacing, time
- Supporting with professional learning,
- Maintaining overall wellness
- Establish an early release day for professional learning and planning.

Phase 3: Expanding Instruction and Deepening Connections

- Balancing synchronous and asynchronous instruction
- Ensuring feedback to students is happening
- Creating more opportunities to connect with students





Phase 1:

- Continue instruction in existing units
- Develop ways of instructing remotely and giving feedback on work .
- Maintain connections with students.

Phase 2:

Identification of core or power standards, increased professional learning to support this.

- What can we do?
- What can we measure?

Phase 3:

- Continue focused work
- Providing feedback for student growth
- Ensure a balance between asynchronous and synchronous instruction



The CT Social Studies Framework

Choose
Power or
Anchor
Standards

Choose
Content

Consistency at Grade Level for Equity

Point
people

Lessons
and Goals

Focus...

Feedback

Connections



Instructional Technology

Phase 1: Creating the Temporary Classroom

- Ensuring access to technology
- Identification of technology learning tools
- Location/ Creation of instructional resources
- Creation of resource sites for students, teachers, parents

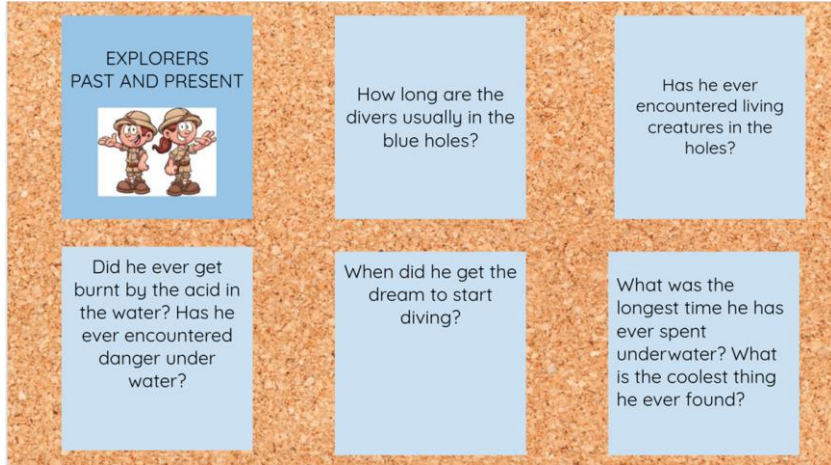
Phase 2: Building a Sustainable System

- Providing needs-based professional learning
 - “How do I....?”
- What does online learning look like?
 - Identifying synchronous and asynchronous experiences


Phase 3: Expanding Instruction and Deepening Connections

- Balancing synchronous and asynchronous learning
- Providing feedback & gathering data

Dimension 1: Developing Questions and Planning Inquiry



EXPLORERS
PAST AND PRESENT



How long are the divers usually in the blue holes?

Has he ever encountered living creatures in the holes?

Did he ever get burnt by the acid in the water? Has he ever encountered danger under water?

When did he get the dream to start diving?

What was the longest time he has ever spent underwater? What is the coolest thing he ever found?



Fourth graders in Danielle Murdock's classroom generated supporting questions as they learned about explorers past and present.

These questions connect to the compelling questions of their inquiry such as: *What are the intended and unintended consequences of exploration?*



First graders in Kerry Needle's class used picture prompts to generate questions before learning about South America.

Social Studies



Learning Focus:

Our neighbor continent is South America. We can investigate how features on a continent make life sustainable and analyze how people adjust to their environment.

Read to Me

Today we are going to do "SEE, THINK, and WONDER".

We are going to be learning about a new group called the **Inca** ("Ink-ah") that lived in the Andes Mountains in South America..

Look at these pictures of what their daily life was like: [Inca](#)
OR listen to it: [Read to Me](#)

Then, talk to someone or write down:

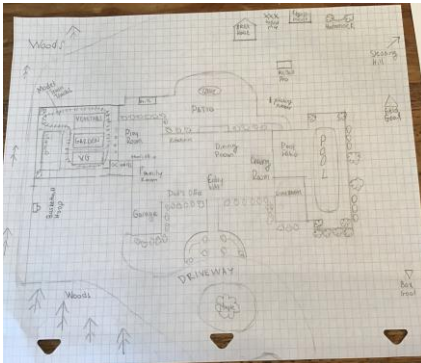
- What do you **SEE** in these photos?
- What do you **THINK** they did for housing, transportation, food, clothing?
- What are you **WONDERING** about how they lived?

We'll start our reading and learning next week!

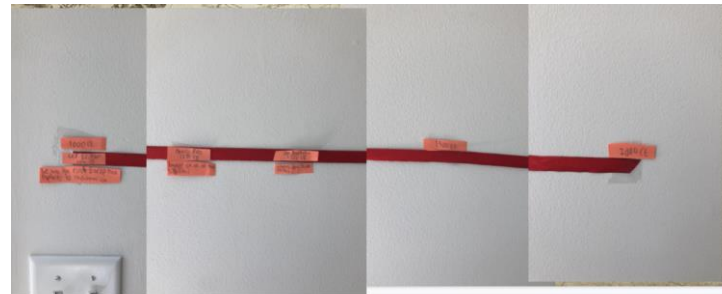
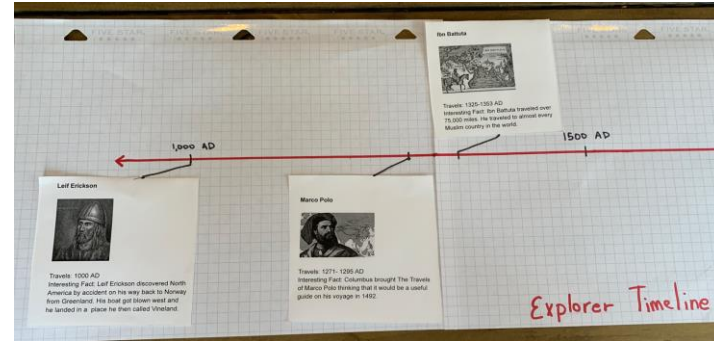


Dimension 2: Applying Disciplinary Concepts and Tools

Geographic Representations: Spatial Views of the World



History: Change, Continuity and Context



Dimension 3: Evaluating Sources and Using Evidence




Sources take many forms including maps, interviews, field trips to well-known places, webquests as well as books and primary sources.

Zoom Interview about Brazil from Mrs. Field (born and raised in Brazil):



Day 4: Using Pebble Go and links to maps

<p>Social Studies</p> 	<p>Our neighbor continent is South America.</p> <p>We can investigate how features on a continent make life sustainable and analyze how people adjust to their environment.</p>	<p>Listen to the "PebbleGo" about South America: South America PebbleGo</p> <p>Check out this landform map: South America Physical Map.gif</p> <p>Use the map to help you complete the South America landform map from your Ziploc baggie.</p> <p>Take a photo of your completed map and email it to your teacher!</p> <p>Here's an example of my completed map: South America Landform Map</p>
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ICT/Library Support - Goals

Digital Resource Guide for Teachers K-12

INDEX

- [Electronic Books/Audio Books/Databases](#)
- [Videos](#)
- [Websites](#)
- [Making & Creating Ideas](#)
- [Magazines & Newspapers](#)
- [NCPS Reviewed Digital Resources](#)
- [Saxe Hyperdoc of Resources](#)



last update: April 30, 2020

Electronic/Audio Books

Publisher	Grade Levels
<p><i>ABDO-Instant Access to Free Resources Fiction & Non-Fiction</i></p> <p>Resources for educators, and student readers.</p> <p>Digital content is available for free through June 2020. No login required.</p> <p>Subjects: Health-ELA-Math-Music-Science-Technology-PE-Social Studies)</p>	<p>PRE-K-Gr2</p> <p>Elementary Collection</p> <p>Secondary Collection</p> <p>Link to All Collections</p> <p>Downloadable Resources Grades K-2</p>
<p><i>Free KINDLE Books</i></p> <p>Ideal for live read alouds with your classes or as personal reading for teachers</p>	<p>Currently available as teacher account only</p> <p>Children</p> <p>Classics</p>
<p><i>*Follett Destiny's Lightbox Interactive Books Non-Fiction</i></p> <p>Social studies, Science, PE, World cultures, & more!</p>	<p>Grades 5-8</p> <p>Sample activity packet</p>

AREA #1:

INSTRUCTIONAL PARTNER-CURRICULUM

GR 5 SS Article Links-Digitized Research

Here is the folder link:

https://drive.google.com/open?id=1mSTQOM0YI6YCJHO4_qb2Qr0EnMREcYIr

GR 7 SS China-Digital Resources

<https://collections.follettsoftware.com/collection/5e32e40396d453001218883a?h=523a431>

GR 6 SS Unit 3-Digital Resources

Entire collection link:

<https://collections.follettsoftware.com/collection/5e68f3f1610e380012c39bbf?h=a56ef263bf0>

Each Collection-Separate links

Websites only:

<https://sites.google.com/a/ncps-k12.org/lmc-saxe/cultural-hearths-weblinks>



Dimension 4: Communicating Conclusions and Taking Informed Action



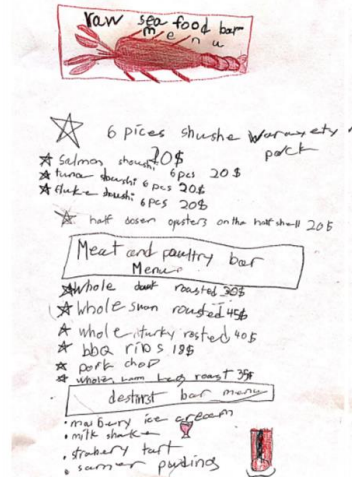
Third graders in Tori Marek's class researched regions in the United States. They shared their conclusions in a variety of novel ways giving students choice.



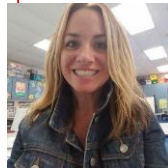
Check out [redacted]'s tasty menu for the Southeast!

Here is a quote from the creator himself:

"My inspiration was that there was a lot of seafood along the southern coast. It is also very sunny and warm and it has rich fertile soil great for grass which in turn feed animals and has lots of farms. For the swan a water bird I put on the menu there are swamps & lakes. There are also lots of mosquitoes that feed the bird. For the desserts, I found in a gardening book which has a few suggested recipes for each crop that grow in warm climates."



Kindergartners in Beverley Griffin's class investigated the various regions of Australia. They created posters to show their understanding and to promote Australia to an audience.





Guiding Question:

In a more perfect union, should freedom be sacrificed in the name of national security?

**Blue Team - Cultural Hearth Gallery Walk
"Finale" Day
Monday, May 4**

Schedule:

9:45 - Workshop - Zoom Meeting w/Mr. Gillan - completely optional, if you need any help.
<https://us02web.zoom.us/j/811711883672?pwd=M3FobjhoYlhzdnhdOjUvFZuMXNHQT09>
 Meeting ID: 817 1188 3672
 Password: R79se7

10:30 - Period 4 -
<https://us02web.zoom.us/j/86708289956?pwd=VWNkbmY3WUJzMFb6aDhkEjVJDUJUT09>
 Meeting ID: 867 0828 9956
 Password: Z9e2C9

11:15 - Period 5 -
<https://us02web.zoom.us/j/81306234232?pwd=Vis0L042U3MwWm5YMzNES3VjTVR0T09>
 Meeting ID: 813 0623 4232
 Password: tRe6jc

1:30 - Period 8 -
<https://us02web.zoom.us/j/89708268365?pwd=bndQeXlxaDh2MzA0eFJGYWVwSUhiUT09>
 Meeting ID: 897 0826 8365
 Password: PY79Wc

2:15 - Period 9 -
<https://us02web.zoom.us/j/85009308372?pwd=eDI6SUtpTEFLeS9pcil4NnR4TzJsUT09>
 Meeting ID: 850 0930 8372
 Password: b1N5H6

What will happen during your period

1. Open the link to the Cultural Hearth Website and click on your class period.
<https://sites.google.com/cncps-k12.org/blueteamculturalhearth2020/home>
2. Enter the Zoom Meeting for your class period on time.
3. After initial directions, all attendees will be muted. The only time you will un-mute yourself is to report an issue to Mr. Gillan or to ask Mr. Gillan a question. Zoom will be operating in the background of your screen, while you experience each other's presentations.
4. From the website, click on a student's Launch Page
5. Once you understand their Task, Audience and Purpose, experience their presentation; read, watch, listen, click along, etc.
6. Open the feedback form for this classmate and fill out a row. All feedback will be positive.
7. Choose a second classmate and repeat steps 4, 5, & 6.
8. When you are ready for a third presentation, please first try to find a student with minimal or no feedback at that point.
9. Repeat steps 4, 5, & 6.
10. Continue until time is called.

Sixth graders in Mr. Gillan's class share the results of their inquiry via Zoom and a website.

- *When does the present reflect the past?*



In 1942 all Japanese Americans were required to leave their homes until the end of WWII. Japanese Americans were not established justice within their own country during a time of sacrifice.

Excerpt from a San Francisco News editorial February 12, 1942:
 "Noticed as they are the presence of enemy agents cannot be detected easily (unless) these areas are thronged (crowded) by Japanese the only course left to remove all persons of that race for the duration of the war."



All Japanese Americans were forced out of their homes and only could take essential items to their camps. All belongings had to be logged, registered.

Who should justice be granted to in times of sacrifice?

Diary Entries of Ikuo Machida Shimomura: June 16, 1942 (Kamp)
 Harasawa "Tara" is raped, then it cleared up in the evening. Kawanishi just poses for papa and I to go to the isolation ward to visit Roger who has the chickens. The building was miserable and looked just like a jail. It is truly pathetic, but I guess it is for the protection of the public health. I prayed for his earliest possible recovery."



Walter Lippman, article from his syndicated column "Lippman and Bennett," "The Fifth Column on the Coast" (New York Times)

February 12, 1942
 "Noticed as they are the presence of enemy agents cannot be detected easily (unless) these areas are thronged (crowded) by Japanese the only course left to remove all persons of that race for the duration of the war."



In 1942, Roosevelt signed the Executive order 9066, initiating World War II policy with lasting consequences for Japanese Americans.



War bonds are used for defense in the U.S. to secure the safety of the people during times of war.



In what way can we establish justice while providing security to all Americans?

What can we do to make America fair?



These children were holding the American flag while reciting the pledge of allegiance, expressing their loyalty to the U.S.



The 1948 amendment to the Constitution requires that government officials and agencies report to Congress any information that might be used to discriminate against people of that race and property without the person's consent. This amendment is known as the Japanese American Civil Liberties Act of 1988.



"[A]n American citizen of Japanese descent, was convicted in a federal district court for remaining in San Leandro, California, a 'Military Area,' contrary to Civilian Exclusion Order No. 34 of the U.S. Army, which directed that, after May 9, 1942, all persons of Japanese ancestry should be excluded (leave or be removed) from that area. An question was raised as to [Korematsu's] loyalty to the United States."

Japanese Americans were torn apart from their families and taken to internment camps just because of their race, which was fair and violates the Constitution.

Professional Learning



May 7 E-Learning PL Matrix Exit Ticket ([linked here](#))

Ist PL Session 12:15 - 12:45	Facilitator & Session Info
<p>Flipgrid Flipgrid has several fantastic features that you can use to inform your instruction. Gathering Data to inform Instruction: Students can create short response videos that allow you to gauge understanding. You can provide private feedback to students through the Feedback feature. Feedback can be provided by text, video, or a custom scored rubric.</p>	<p>Recorded Session: George Join Zoom Meeting https://zoom.us/j/91132569980?pwd=b3NxWEtRUFlYVUlxM3Zkdik3dWJ3Qj09 Meeting ID: 911 3256 9980 Password: 487200</p>
<p>EdPuzzle The power of EdPuzzle lies in the ability to create video lessons with embedded questions that you design to assess student understanding. This formative data helps inform instruction and gauge progress. A simple analytics tool helps you see the progress of each learner on the assigned task.</p>	<p>Katie Campbell Join Google Meet Session http://meet.google.com/pyx-vilb-npb</p>
<p>Google Forms Use Google Forms to get more individualized progress data on your students and give automated feedback responses to your students. Google Forms can be customized to vary the questions that students see based on their responses. The result can help you differentiate your instruction based on student needs.</p>	<p>Jen Join Zoom Meeting https://zoom.us/j/95648415834?pwd=WVU3ZHBjTlUUMXR4Q0lhcWJHbytWdz09 Meeting ID: 956 4841 5834 Password: 527225</p>
<p>TA/IA Weekly Featured Resource-Library Databases- Working with students on research? Need to find reliable, differentiated resources online? Let's explore library databases.</p>	<p>Join Hangouts Meeting by Clicking on Link (Log into Google for link to work) meet.google.com/vge-fine-qjo Database Google Slides Presentation Link</p>

PL Planning: Week of April 27th Elementary Plan

<p>Zoom & Google Meet 12:30- 1:00 Or 1:00-1:30</p>	<p>Zoom and Meet offer great ways to have real-time connections with students. This session will review ways to provide small-group instruction through Breakout rooms and other techniques. Join this session to hear about how you can use these conferencing apps for small group instruction, and hear how other teachers have had success with this feedback tool.</p>	Ronna
<p>Screencastify 12:30- 1:00 Or 1:00-1:30</p>	<p>Screencastify is a Chrome extension that enables users to create videos of a browser tab, the whole screen, or the webcam only. This asynchronous teaching tool is used to create videos that clarify directions, teach new content, and provide student feedback on their performance. Its editing and annotation tools keep your audience focused on what's most important. Its intuitive interface is nicely integrated with your Google Drive making it easy to store and share videos with students and parents.</p>	Patrick
<p>Google Quizzes 12:30- 1:00 Or 1:00-1:30</p>	<p>How to use the Google Quizzes section of Google Forms to gather progress information of students. It gives you a quick and easy way to assess student knowledge, while also providing students with some immediate feedback on</p>	Clint



Supporting Social Emotional Learning

