

APPENDIX V-66

K-8 MULTICULTURAL SOCIAL STUDIES – JOB EMBEDDED PROFESSIONAL DEVELOPMENT PLAN

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Constructivism will frame the implementation of Multicultural Social Studies Thematic Framework. The Thematic Framework has at its bedrock a focus on incorporating the inquiry-cycle in the social studies classroom. At the heart of inquiry is focusing on how students learn content.

Our initial focus will be to work with teachers to develop structures that foster a shift from “studying” to “doing” social studies. Inquiry learning (doing) provides the opportunity for students to put on the lenses of a historian, geographer, economist, or political scientist to gain knowledge and deepen their understanding of the past and the world today, and it’s interconnectedness.

Objectives

Teachers will:

1. Explore the inquiry cycle and analyze historical evidence in order to form and test hypotheses about past events.
2. Develop, a guiding or compelling question for inquiry, inspect primary sources, and make inferences about the past.
3. Teach students how to ask questions, identify points or “inquiry connections” for students to summarize and categorize their data along the way.
4. Collaboratively work with students to identify supporting questions and provide opportunities for students to process their learning, reaffirm their assertions, or redirect their inquiry.
5. Examine Project Based Learning Models.
6. Incorporate literature to investigate current social/political issues.
7. Develop a framework for students to communicate their findings through a relevant action or product that validates the inquiry (PBL).