

Transcript for Content Literacy in History/Social Science K-5 Webinar

Social studies K-five professional learning module.

And we're going to be recording this session.

And we have Michelle Herczog hear from the Los Angeles County Office of Education.

She was our developer on this module, and she'll be walking us through all the great features and

wonderful attributes of this module in just a moment.

And again I'd like to welcome you all

and if you would please take a moment to introduce yourself by

typing your name and where you work into the chat box.

You can find a chat box on the right hand side of your screen

and that's a wonderful way for us to communicate back and forth,

since we will be speaking, both

Michelle and I will be speaking, but we won't be able to hear you.

So please go ahead type into the chat box any questions or any

comments you have for us and we'll do our best to responde to those.

Thank you Roxane from CDE for modeling

that so that we can see who all is with us today.

So again

welcome and thank you all for joining us.

I'm very excited to have Michelle Herzog

here from the Los Angeles County
Office of Education

to demonstrate our module for us today.

So this webinar

is one in a series of demonstrating how
we can use

the California Common Core State
Standards professional learning module.

These series of modules was authorized

by AB 250 which was

focused on implementing the Common Core
State Standards.

All of these learning modules are a

collaboration between the California
Department of Education

and professional learning experts.

And currently we have 12 modules

with another one in development.

You can find all of these modules on
the My Brokers of Expertise Page.

I'm going to show you how you can get there,

right now. So you go to

<http://myboe.org>.

Hopefully now you can see my
computer screen.

While we do this sharing

type this computer screens,

what I'd like you to do is go up to the very top of the screen

and click on the place where it says CDEs applications

and click on the chat icon and if you click that you should be able to open up

the chat feature.

I'll repeat that another time. While we are sharing

websites, if you go to the very top you can

move your cursor over and click on the chat and if you click on that chat you can

type into the box and we'll be able to continue our conversation.

So thank you for

your patience with that. If you go to the myboe.org

website you'll be able to find all of our professional learning modules.

They are just to the right of the screen in the box under where it says the Common Core.

Click on this. I'll demonstrate where these are found.

And here you can find a list

the twelve modules we have currently.

This overview is very helpful for those just

getting into the Common Core.

We have two on Math, two on English-Language Arts

A few on Content Literacy in the subject areas.

And that's what we're going to be focusing on today.

We have two modules for history-social studies, And today we're excited to

present to you

the one for K-five.

So it is really my sincere pleasure to introduce to you Dr.

Michelle Herczog shelters from the Los Angeles

County Office of Education.

She was the lead developer on this module

she'll be hosting the majority of this webinar. She is a

consultant with LACOE, she's also the president-elect of the National Council

for the Social Studies,

a leading member at the California Task Force on K-12 Civic Learning.

So I'd like to welcome, Michelle, welcome.

Michelle: Thank you

Stacey, can you hear me OK?

Stacey: I can.

Michelle: Okay.
Well great.

Let me put please personally, and professionally thanks Stacey Greer for

all her help before during and after.
She's a wonderful resource at the

California Department of Ed for all of us.

And we're so glad you're there in
championing the Common Core and particularly

the Social Studies.

So thanks Stacey for all your help in
hand holding, couldn't do this without

you.

Stacey: Thank you Michelle.

Michelle: well we're getting going here
perfect.

Okay well thank you

whetehr you're tuned in now or you're
listening at another date,

let me just reiterate the
purpose of this one hour.

Obviously we don't have enough time to
get, go into detail on all the different

aspects of this particular module.

We're really just gonna give you
a snapshot of the different features

that are in it.

If you go through the entire module the
goal is for you to gain a deeper

understanding of content literacy in
history/social studies in grades K through five
and how it aligns to Common Core.

It's very exciting now with Common Core that some of
these subject areas that have been siloed

for a long time can now be interdisciplinary and integrated.

So it's a great

opportunity to speak to

well-rounded education.

You will hopefully be able to demonstrate how teachers can use the

module for your own professional learning because

you can use this in multiple ways.

And to investigate how potential leader

and professional learning provider can facilitate

sessions.

So this module can serve a number of different purposes.

I'm I'm gonna to go very quickly to the welcome page where I will point out some of the

special features if you are indeed someone who leads professional development or facilitates

conversations with teachers.

Then we'll jump right into unit 1 which is kinda

overview I'll content literacy, Common Core,

and some really exciting resources that are available here now for free

that I would point out to you very quickly.

In unit 2, we're very excited about this,
we created some close reading exemplars,

hopefully most of you are familiar with
that,

and we we developed one for grade and
one for grade five

on social studies themes.

And thanks to
this opportunity from the Department of

Ed, we were able to videotape these teachers
actually doing in a classrooms.

So I'll point out just a few of the
many video asset

that are available. I know when I was in
the class room, yes

we always appreciate good
professional development but when

push comes to shove we want to see what
it will really looks like on the ground.

So we were able to capture some that.
I'll point out a few these video assets for you.

Unit 4 is going to focus briefly on assessment

and looking at in writing for
assessment purpose.

There are other modules in here that go
more in-depth on assessment I know

everyone's interested in that, but we're just
gonna touch on that here.

And I have a nice concluding video to
show for you. Okay?

So, I think at this point let me let's

dive in and see well I'm doing that it shows you what a good teacher Stacey is.

Stacey: Let me just take a moment to remind us

if you wanna keep, I mean be able to communicate with us,

please take your cursor and go to the very top of the screen

and you should get a pull-down menu that allows you to click

over the chat feature so that you'll be able to continue to see the chat feature

while Michelle's

going through our module. So let me give you

explain that one more time: if you take your cursor to the very top of the screen

please do that then click on the chat feature

and a chat box will pop up so you can continue

to communicate with us that through the chat feature and again

please enter any questions or comments you have well we're going through this

and both

Michelle and I will be monitoring those and responding to them throughout the webinar.

so thank you Michelle.

Michelle: okay my pleasure.

okay now I wanna check my time.

All right let's jump in.

Now this module, this is our welcome page, but I'm not gonna read through a lot of this. Like I said

we're just gonna touch on somethings.

But I do want to highlight these resources down here at the bottom.

You've got downloads available of the actual Common Core State Standards for

English Language Arts,

the Anchor Standards, and a wonderful User's Guide,

which can kind of guide you in using the module and different pieces.

This is that great feature down here thanks to Stacey and

company: PowerPoint presentations,

presentations with notes, participant packets, and handouts.

So if you lead training or facilitate conversations,

you're gonna really want to take some time and use that. We're not gonna

take the time

right now.

This module is also based on the assumption that you have some

introductory understanding

of the Common Core State Standards Initiative, the history,

the background, how they were adopted the process in California,

and you have some general familiarity particularly of the Common Core for ELA.

If you don't, as Stacey mentioned, there's a there's a couple a wonderful overviews

in the PLM directory that she pointed out to you earlier.

So let's go to unit one

I do want to spend a little bit time there.

Stacey: Excuse me, Michelle, let me interrupt.

Michelle going to be showing you on the left hand side of the module how

you can go through pages in any order you

like, there's a table of contents on the left side but you can also go through at the

bottom

so she's showing you different ways you can proceed through the module.

Michelle: Right thanks for pointing that out Stacey. You know the are all numerical down

here

in sequential order, and

each segment, and each unit has an opportunity for you to take a

pre-assessment,

you're basically kind of measuring your knowledge at this particular subject

before you gonna in, and then you can scroll through each page by clicking on

the bottom here next page it'll take you can naturally

page by page by page by page

at the end of the unit, is an opportunity to take a poll test.

To measure kinda how you did. And I understand that when you complete

the whole module

you can create a certificate of completion, which is a nice feature too.

That's just a bit of logistics.

Stacey: let me just jump in there to

say that to be able to to see your scores and be able to

and print out what you write and to be able to

print out the completion certificate you need to create a free account at My Brokers of Expertise.

And I can show you how to do that very very end.

It is a nice feature to be able to interact and save your work.

Michelle: yeah very good thanks Stacey.

Okay not going to

spend a lot of time in this unit, but when you look at the titles

here you can get a gist of what it is: a basic,

a quick overview of Common Core for English Language Arts, information about reading informational texts in all

content areas, because

you know that's a big instructional shift that we've been seeing,

talking about writing standards,

speaking standards, overall pieces

in this.

Let's click on here for a minute.

Well we tried to emphasize in this is kinda the shared responsibility of

all teachers to speak to the Common Core

goals and aspirations in here.

And you notice on this note on range content is student reading, this

should be all familiar to you, too.

I want to show you this short video, if you haven't seen it. It's a wonderful

piece by Daniel Willingham at the University of Virginia

and it really talks to the point that

you know you just don't read reading or right writing or speak

speaking. The beauty is there's wonderful things to learn about and knowledge to

gain

through the application of those skills.

And it's wonderful that now we're seeing

this integration

of content and literacy because there really are intertwined you can't really

do one effectively without the other.

When I work with teachers here, particularly social studies teachers,

the question I pose is "How does social studies

impact student literacy abilities?

and "How does students' literacy impact their ability

to gain social studies knowledge and skills?" They really are intertwined.

So anyway, I am going to try to show this to you it may not be the very best quality,

when you look at it on your own it will be much clearer and I'm sure if you show

it to colleagues, but with the WebEx were a little bit limited.

but hopefully you'll enjoy this. It's a nice piece.

[Video plays with instrumental music.]

Michelle: Okay so there you go.

Send us some chats, let us know what you think of the video. We've had a lot of good response

from it from a lot of folks and I think it works for all content areas in

sending a very strong message

about what we're about and what we need to do.

So anyway I

hopefully you'll be able to enjoy it and share it with others, too.

Let's move on a little bit and

and go on to this piece here. I just want to point out a couple other

features in here, just very quickly.

You know we talk a lot about the instructional shifts in Common Core in

here, again

you're seeing this emphasis again on building knowledge through content-rich

non-fiction,

reading, writing, and speaking grounded in evidence from text,

and and practice with complex texts and academic language.

Well else are you going to get that except in the content area, even

beginning in kindergarten?

You know we've got elementary folks in our audience you know, those kids are

smart, they want to learn about the world, and they're anxious

to learn more. So it's an exciting time for them.

Let me just point out a couple other things for you

right here you'll notice too when you look at

some of the skills in Common Core
you'll notice that they spiral up, too.

So even beginning in kindergarten when
we asked kids with prompting

and support to ask and answer questions
about details,

and then moving on to grade 1 asking
details in the text. And then even more

specificity in grade 2.

You really spend some time looking
over this you'll see a lot of these skills

spiraling up. And as content enriches
that understanding it builds these

in very powerful ways, as well.

Close reading is something we're all becoming

familiar with, it's not something

in the Common Core, but it really is a
very deliberate

step by step practice where we slow down,

take time, and have kids go deep

in the complex text. We're so

driven by getting through the textbook,
getting through the curriculum,

how fast can you read, how much can you
read

how quickly can you read it, and I think
this is giving us permission to slow

down,

read, reread, talk about it,

reread again, write about, it talk about it.

That's when you can mull over all over these concepts and ideas

through reading, that's what makes learning powerful

but if we're not intentional and walking them through these steps, we've lost an opportunity.

I really encourage all of you to take a moment to read this wonderful article

that Stacey found for us and posted. It's by Doug Fisher and Nancy Frey

on close reading in elementary school.

It's a shift,

absolutely, but I think it could be a real powerful one.

Another good resource that you'll want to look at some point, is this one:

Bringing Literacy Strategies into Content Instruction.

Again, good ideas on how to support but not over support,

how to help, but not over help you know we we're used to getting lots of

supporting strategies to students.

The message now is that's all good,

we need to make it where they're at, but what we need to think too is What's

our exit plan?

How can we gradually wean them off those

supports

so they really kinda figure out a way,
to figure it out on themselves, by

themselves, without waiting for us to
hand them a graphic organizer every time

they turnaround. Because you know in the real
world, as

much we love it, people aren't following us
around with graphic organizers.

Wish I had one sometimes. But.

So we pay more attention to that it is a
big piece.

Also in here there's

another great video we're not going to have time
to look at it, but if you're familiar

with the

Teaching Channel videos, they've got some
great

snippets. This is a long one so we won't
go into it, but it's about

organizing your thinking through a strategy
they call "Keep it or Junk it."

That's kinda fun to look at when you have

some time. And then furthermore

here's some other resources and things
around writing,

speaking and listening, language, other
things you'll want to take more time with as you
go further in.

Let me see what else

we got here. A lot of this work with
Common Core is tied

very closely with the Partnership for
21st Century

Skills. This is a national initiative and
this click will take you straight

to the P21 website. And

This initiative comes from the the
business community that's

saying you've got kids coming to
the workforce

and they're not prepared for us. And
we're not talking about the ones who have

dropped out or

who aren't reading at grade level, they're
saying even the ones coming out of college,

they may have a lot of book smarts, but when
you hand them a problem to solve they

don't know where to start unless they've

got a cheatsheet. You ask them to work in a group of
people they've never met before

and they struggle to develop those
collaboration skills and outputs.

Communicating an idea in an intelligent ways

and then being creative and innovative. We're
always talking about

we need to be innovative innovator. Well
evidently in the last 10 years we've

not put a lot emphasis on what we
call 4Cs.

And the P21 effort is all

about that.

How do we intentionally teach those 4Cs, not as soft

skills, or as stand-alones but into and throughout content.

And so it's exciting though to learn that a year ago

Superintendent Torlakson submitted an application for California

to now be a P21 state. And you'll notice when you dig into this a little more

you'll see more and more

similarities to Common Core. This resource I'll point out very quickly is a Common

Core toolkit, which lays out how these things are so interrelated. So

it's kinda exciting time home because all the best things we know about teaching

and learning are kinda coming into

fruition and it gets you more

information. Okay here's another quick resource

before we move on to the next section.

And you know Stacey and I have a keen interest in of course the

social studies, which we think's the most exciting and

fun aspect of education.

Stacey: Definitely.

Michelle: There you go. And Stacey and I are working a

lot,

particularly on civic learning.

Superintendent Torlakson and our
California Chief Justice Cantil-Sakauye

are leading a huge effort called the
california Task Force

on K-12 Civic Learning, because it's been
frustrating that

first of all the social studies in general
have been largely marginalized

last 10 years, but even when you drill
down there

what little kids are getting seems to be
largely focused on history

and not so much on developing civic
knowledge,

civic skills and dispositions to become

interested, engaged citizens in our
American democracy.

So with Common Core coming out we
decided to create this resource right

here, you can

click on it and get the entire thing

and um let me switch gears just a little
bit and give you a snapshot

of that.

Stacey: Michelle are you going to show the PowerPoint?

Michelle: yes I wanna okay I can do this.

Stacey, Yes there you go.

Michelle: I could do this, but

now you're gonna be my messy desktop for a moment.

Stacey: While she's setting that up I want to remind everyone that to keep the chatbox going,

move the cursor to the top of the screen and click on the chat button. I know I've said

that a few times, but we've

had some people enter after our last session, so

let me remind you that you can take your cursor to the top of the screen

and click on the chat feature so you can continue

he does postings, thanks Michelle.

Michelle: Okay, no problem, Stacey. Can you see the cover of the book now?

Stacey: Yes.

Michelle: Okay. So let me just show you very quickly what we did here.

We've got the Common Core State Standards for English Language Arts and basically

copied and pasted them

in this section that I'm circling here. Then along the left side

we came up with some ideas for activities

and learnings about civic education

that align very carefully to that. So just very quickly

you all know the wonderful story of
Yertle the Turtle it's a favorite

story. It's not informational text, no it's
literature,

but you know Common Core still calls for
reading of literature,

and so we suggest why not read this lovely tale

to students. And if you remember the story,
it's the story of Yertle, the king

who insists that in order to be
king of the kingdom

he needs to see far and wide. And he orders
all members of his kingdom to stand on

top of each other

so he could climb on top. Well needless to
say this

gets to be a pretty heavy load and

the little turtle down here, Matt, you
can understand, is

feeling a lot of pain and he
complains, he speaks out on his own behalf

and says

I know you can see great sites, but down
here we are in great pain.

He voices his concern to the king. and How
does the King respond?

Not well. He yells and barks back down at
him.

What happens then? Poor Matt can't take
it anymore so he lets out a big burp

and upsets the entire kingdom. And what

happened

to Yertle? Crash! Now he's not king of anything, but the king in the

mud.

So this Doctor Seuss is genius. I mean yeah it's a fun story just on its own.

But when you think about key ideas and details

you're thinking about okay let's

let you this story is a metaphor. What was the role

and the responsibility of Yertle as king to the people in his kingdom? What? How should he have treated them

to be fair, to be safe? Did he fulfill that commitment?

Was he a good ruler? What's the role and responsibility of citizens

to speak up, to comply,

to responded to issues, to voice,

to be engaged? What's the role and responsibility

of citizens? And so even at a very young age

students, young kids understand these issues of fairness and equality very well.

You're reading, you're looking at key ideas, you're looking at craft and structure,

you're integrating that knowledge and ideas with American and

democratic values of today.

That's just
a quick example.

All through the book we've got a ton of other
things we encourage you to look at.

Reading informational text, if you need
kids to become involved in our democracy

they need to develop knowledge

about a couple little documents called the
Declaration of Independence

and the Constitution. So, read those, that's good
informational text.

Come up with, and there's some some good ideas and
discussion points

around reading, speaking, listening, and
presenting these ideas in powerful ways.

In grades six through eight, the
History-Social Science Standard there about

ancient civilizations

so we say all right, informational text
read some of these documents.

These are complex. They're informational.
They're grounded in ideas and principles

that led to the values that we look at
today in our democratic society and

other forms of government.

So, just a few ideas in here that we
want to point out.

In high school well there's a lot of the
great content when they study

twentieth-century American history.

You could pull on lots of

informational text

and items, draw key ideas, compare with others, a lot of great stuff.

Anyway, so let me go back to our

Brokers.

Stacey: Michelle, you're doing such a great job of switching back and forth.

Michelle: Oh, what did I just do now? See great until you said it.

I know I'm so proud of myself. Because you're a good teacher that's why.

Alright, let's jump now to unit 2 very quickly.

Stacey: While Michelle's doing that, I'll remind you again

that you can click on it the top of the screen, at the a very very top and click on the

chat feature to keep

apprized of that messages that are going on.

Michelle: Okay here we are in unit 2 and this

is the section that has the close reading exemplar for

grade 1. And we used the exemplare around this

theme: Why we need rules and laws?

This is a great intro activity for young ones,

you know practically right out of the shoot, the first week of school, what do we do in

school,

we talked about rules for the classroom.

So, little ones and these kids in this video, I mean this was,

this was like September, so they were like fresh out of Kindergarten

and they understood. They know why rules are important,

but she really drew them to reading that social studies text

do a close read of it and use that in a number ways.

And the entire exemplar you click on here, let's see if it comes up,

oh yes it does. Here's the entire exemplar,

step-by-step teachers establishes the purpose,

here's the directions and there's a piece of the video that goes with it.

Students read independent text, so text independently

that step 2. There is a piece of video that goes with that.

Step 3: a pair share,

talk about it. Step 4: teacher conducts a think aloud.

Step 5: they reread it again.

Then we asked text dependent questions.

step 6: here's the questions, right there.

Then we asked the kids to to
write

some expository writing.

And then we asked them to apply it in the
real world. So hopefully you're seeing

we're not just going through the text,
answering questions, moving to the next

chapter.

Read, digest, talk,

write about it, talk some more, reread it
again,

answer questions from it. And so it's
kinda fun to

see how can be Tammy Kaiser at Lake Marie
Elementary

walks through that.

Let me show you
one quick clip

of this down here

because what we did with the
close read, too. We took it to another level

and we said, all right how can kids
apply this in the real world

and we had kids go through the

exercise of creating that a set of class rules

and rules for the school. And you'll
notice too that in Common Core

there's an emphasis on using technology
and for kids to create formal presentations.

Those are the kinds of things that of inner

left

on the cutting room floor because we run out of time, but

they can be the most powerful. So anyway I love showing this little clip.

Because I want you to see what Tammy does with these kids, they use an iPad. And a

lot of people are nervous about putting this stuff in little kids hands,

but I tell you, if you have little ones, and are giving them this stuff, oh my heavens, they are just loving it and eating it up.

So watch this for a minute, this

is fun to see.

Video - Teacher: Ok so when we take a picture

you're going to hold it up, and then you're

going to push this button right here.

Let's see, let's go ahead and try this so we're going to push this button right here.

And there's a picture. You see that little picture right in the square down there?

Okay look down there in that little corner, and you can see

that we took a little picture. Ok I'm going to click on that you see, we took a picture, so we have Mr. Jonas' hand, and we have

our charts on the board, very good, ok, so we're going to

take some more pictures out side. You got it Janelle?

The use of tobacco is prohibited. So they have a little sign with a line through smoking, because we cannot

smoke on our campus.

Michelle: So, isn't that cute? She takes around the school, they're taking photos and then

later what they're doing is, oh let me show you where is, oh,

next section, the kids then

are embedding them into formal presentations

Video- Student: We got to

interview Mr. Long to see

how he feels about rules and laws.

Here is a part of the interview.

I recorded it using the iPad.

Michelle: Well there he goes.

I just love that. Don't you wish you were that comfortable using an in focus the

first time

and a protector? But heres these little kids

embedding their video and using it as a formal presentation.

They're gonna be real pros by the time they get to third grade for sure.

Stacey: So Michelle, may I just add that the exemplar that Michelle show at the very beginning, if you go through this module

you'll be able to see see step-by-step

how the teacher worked with the students to get through all the stages

and there's these little video clips that

demonstrate those along the way.

These are toward the end product, but these videos are excellent and Michelle did a

great job working with the teacher to capture the

teacher's directions and the student learning.

Michelle: Oh,

thank you Stacey, but this was a big project you folks need to know this

module was over a year in the making.

So, yes we're glad it's done but we're glad it just

came out so nice and hopefully people can use it.

I know I'm not doing it justice in this short time.

Stacey: Michelle you have about 15 more minutes.

Michelle: Ok we'll go a little more quickly

just to point out.

Here's unit 3,

same thing but for fifth-grade.

And she goes through the same things

here. Part of the thing think aloud, part of the module is to see

teachers to lead a think aloud. This is a way

where they're modeling reading strategies after they've observed.

Let me show you a quick picture of this,

what this looks like

Video - Teacher: okay finish your conversations.

So you can see how I'm thinking.

So, when I sit in that blue chair,

you know that I'll be doing this. I'll be

thinking but I'm going to think in a way you can hear me,

so I'm going to think

outloud. So the second I sit in that blue stool
I'm going to sit down to read the First Amendment
as if the teacher said, "Go ahead and

read that document." And I'm going
to let you into my brain so you can see

all that things that I'm thinking of when I read
the First Amendment for the
first time. Are you ready?
Here I'm going.

Hmm... The First Amendment,

well I know thats one of the changes to the Constitution.

Congress shall make no law

respecting an establishment of religion

or prohibiting the free exercise there of.

This sounds a little confusing. So, I'm going to read

it over slowly in sections. I'll start from the beginning. Congress
shall make no law. Okay, I'm going to stop.
That must mean,

I get that. Congress will not make a law.

Okay I get it, will not make a law.

respecting an establishment of religion.

So the word establishment, I've seen that before.

It sounds a lot like

establish, which means...

Michelle: so anyway this is over seven minutes

but you can't see how meticulous and careful

she is going through the First Amendment.

Can you imagine spending that much time on a small passage like that?

What you're hopefully seeing and heard demonstrating

is strategies. If you look at it again you'll notice

what was the first thing she did. She reread, she

chunked it out. She looked for context clues. She looked for root words

around the word

establishment. What you want to do is model this for students, and

let's give them, go back and practice this over and over and over.

It really is worthy of the time, and if you do it in the context of social

studies it's a win-win.

Okay so that's what, that's what we were hoping to demonstrate.

So like Stacey said, each one of these steps

is a snippet of what that might,

what that might look like.

Stacey: Let me add one more thing, while we appreciate all of the attendee's patience with us,

but while you're looking at the videos in this webinar it appears a little

choppy

but when you go directly to the module that video comes to a lot

and more clean, it comes through without the jerkiness. So we

really encourage you to go the module look at these videos

and use them for your own professional learning and for

working with your colleagues, and they'll come through a little bit more clearly,

or a lot more clearly, when you go directly to the webinar, the module, excuse me.

Michelle: Thank you Stacey for reminding everyone,

so I won't spend a lot of time, because it can be frustrating watching it that way.

Another step in this close reading

is getting kids to talk. Here's how she

sets that up for them. She does

this little activity called mingle mingle,

which is kinda cute. Last Friday it was

suggested that we write our own Constitution and Bill of Rights. We had a great time writing our own Preamble, didn't we?

So we're going to take that out a little bit later

and try to finish our own Bill of Rights.
But before we do
that

i think important that we continue thinking
and learning about government,

so that we can do a very good job when
we write our own Bill of

Rights. So if you please put your essays on the top of those computers
and clear your desks.

Michelle: So she does this thing where
they wander around.

Video - Teacher: So you may sing if you want and clap if you want.

[video skips ahead]

Teacher: ...your government. Are you ready to
mingle? Here we go.

[Singing and clapping] Mingle, mingle, mingle.
Mingle, mingle, mingle. Mingle, mingle, mingle.
Stop!

Turn face to face with whoever is nearest you.

Pick a partner. And scholars you should be
face to face with someone. Your discussion
question is ...

Ok, we have to lock this down, come here, hurry.

Our first discussion question is about rules and laws.

Are you ready?

The question is How would you feel if there
were no rules or laws at home or at school?

[many students talking all at once]

Male student 1: I would be a little scared

and a little worried because if there were no rules at all I'd be a little scared someone would break into my house.

Female student 1: I wouldn't want, I would want rules because my brother would do whatever he wanted...

Michelle: So I don't know how good you could hear it but it's obvious having kids opportunities to talk,

to share their ideas, very powerful particularly for our

English learners. I know I'm not giving enough justice

speaking to that, but there's information and other vignettes,

pieces in here on the support for English learners.

So anyway there are video assets on how to do that.

The last piece, we won't show it right here is that application of knowledge,

and here again the kids write a student Bill of Rights

and you you can watch it to see how she facilitates that conversation.

They do research on their own. They conduct surveys

and collect data from the field. They interviewed the principal

in the librarian. And they put their ideas together and create

a um a school Constitution and a

student bill of rights. That's pretty cool activity:

reading, writing, listening, speaking
all there, and language,

all there. And then of course formal
invitation, formal presentations

and here's a couple of her kids doing that
too. You can go back

and watch that. So these are fun to look at.
And hopefully will give you some idea to

you use as

well. The last few unit, unit 4

talks about assessment, and writing

and we do have some few

work samples here. Let me see

where I can find it. We set some
objectives around

the content objectives, content worth being
familiar,

content that is important to know and do,

and then the enduring understanding. And
these are the content objectives for

that and the different types of
assessment you can use

for that.

Then we have in here

some actual examples of student writing.

So the prompt here is: Why
are laws important?

Okay this is first grade, right? Laws
are important because ...

So, you can click on here and look at this student work sample.

And here's Christian who said laws are important because the red

light helps us be safe. Ok so you can have a

good discussion, even though it's just one sentence. Does the student understand the concept,

the content knowledge? Probably so, you could probably surmise that.

Do they need help with some other writings skills? Yes, it's

pretty obvious where and when you would wanna focus

attention. Here's another one, same prompt.

Laws are important because it's safe.

Does this student understand the concept of laws and the purpose of laws and rules?

Can you gain, can you, is there evidence there to demonstrate that?

Not so sure, not so sure. So what would that prompt the teacher to do?

go back to the student. Maybe interview them to try to find out if Isabella

gets it. Does Isabella need some help with writing?

Absolutely you could tell a lot from it.

Here is another example from Jacob.

Laws are important because they keep us safe and take care of us.

Okay, so you tell and anyone who has taught

first, second, third grade,

this is not unusual to have this kind of diverse responses,

different levels of competency even

among first-graders. So we have some discussion here

on what to do and how to relate to that.

Quickly now also now

have we have some examples as

well for fifth grade in the same unit

again. The assessment and the goals and objectives that we were looking at there.

And we've also got in here some

writing samples as well. Here the prompt was, I

know it's here somewhere. Oh, I don't see it.

Let's go in here and look.

It's about the

Bill of Rights. Okay so here's

the essay form and

she's trying to test their knowledge of the

Bill of Rights and what they mean for that.

Other examples of student work, what you can gather from that. It'd be really

interesting to have a discussion with a group of teachers to

have them look at the same work samples and have a conversation. Do

they understand the concept? Do they need help with the writing skills?

What can you gain? You can gain a lot from looking at student work as you know.

And I know there's other models in here too what I fail to neglect as we go

through each of the steps

is at the end of these you'll see lots of

prompts journal and entries that you can make to reflect on

each of the steps to really strengthen and give you lots to think about

when when you're doing that. We've got also some

assess.. some rubrics in here, principles for creating assessments,

you can refer to and

some other things too. So that's

very quickly a snapshot like I mentioned.

I think we have a few minutes, I'd love to close with this short video for you

and then turn it back to Stacey.

Will that work for you Stacey?

Stacey: We have about six more minutes.

Michelle: okay well this is a quick one, but it's a wonderful little piece

from Anaheim Union High School
District

on really the importance and why we need

to be so committed to implementing the
Common Core State Standards.

It's not long, bear with us I think you...

Stacey: if you have any questions please fill them

out in the chat box and we'll be able to
respond to the few that we can

in time.

Michelle: There you go.

Vide: This generation ... [unintelligible]

that for the first time this generation will
not

achieve more than their parents and why
wouldn't they

say that? The signs of the Great Recession are
all around us. There's

high-poverty, high unemployment, home
foreclosures,

despair. But as teachers we know that our
kids are resilient

and despite hardships at home, despite
the dire predictions,

and despite hurdles in front of them, they come to us
with as

much potential as previous generations. And
why do they come to us?

Because we believe in them. We create classrooms and

schools that welcome them, that are safe places for them to learn and to grow.

We do this because, perhaps more than any other stakeholder,

we know that our futures are intertwined, that our society only goes as far as they do.

That if they fail, America fails. We all know that

public school teachers have been beaten up in the media, have been demonized as part of the problem, and that we've lost tens of thousands of jobs statewide.

The fact is our country

needs us more than ever. Our kids

need us more than ever. And for the first time in a long time

states are recognizing that teachers and teaching

matters. That's one reason why states banded together to create the new Common

Core State Standards. These standards, which were adopted California,

will be assessed statewide in the spring of 2015.

But unlike previous education reforms

these standards are designed to teach our students the skills needed for college,

for careers, and for life. At last

through the Common Core, we have the opportunity stop creating multiple choice thinkers in an essay world.

We have an opportunity to engage

kids in active learning across the curriculum.
And we will have the freedom to teach students

through each of our subject areas to

think critically, to communicate effectively, to

collaborate meaningfully, and to foster their
creativity.

Think for a moment what this means. We can help our

students acquire the 21st century skills and knowledge

they need to reach their highest potential. We can help restore

their faith in achieving the American Dream.

For the first time in over a
decade not just reading and

math matter, but science matters, history-social science
and civic education matters,
VAPA matters, world languages matter,

PE matters, health education matters,
career-tech education

matters, STEM matters.

For the first time in a long time

we matter, the ball is now in our court, let's get

to work.

Michelle: I'm just gonna turn it back over to

Stacey, and I just want to thank all of
you listening and taking the time to

learn

and grow as we all do so that we can do
everything within our professional power

in

and abilities to prepare all the students in our world

for college, career, and civic life in the 21st century.

So it was an honor and a privilege to work with the California Department of Ed on this

project and of course with Stacey and Carrie Roberts and Phil Lafontaine,

you have a great team there. And I'm just happy to be a part of it.

So thank you for the opportunity to share our work with you. We hoped it

was helpful.

Stacey: Thank you so much Michelle and I'm going to takeover just for this last brief

moment.

And really I'd like and to thank you so much for the time and energy you put

into developing this module.

And thank you all the participants today who joined us. This module will be

saved

and uploaded to, excuse me this webinar

today will be saved and uploaded to the welcome page for the module

for the Content Literacy in History/
Social Studies K-5

professional learning module. If you have any questions at all please don't

hesitate to contact

contact Michelle or myself at these
e-mail addresses.

And again thank you so much for joining
us to all the participants. And we

really hope that you use this
professional learning module as well as

the others

in your own development as experts

in teaching the Common Core in history/social studies.

And that you share this with your

colleagues in your professional learning
communities.

And really think about how to help our
students improve and

meet the standards that are

required in this new era. So thank you to the participants
and again thank you to Michelle.

Michelle: Thank you Stacey.

Stacey: Okay well, I'll end us

here again thank you for
joining us and this ends

and webinars today. So have a nice
afternoon everyone, thank you.

by that I

to