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| **High Impact Instructional Strategies for Social Studies Skills** |
| **High Impact Instructional Strategies** | **Skills** |
| Critical Thinking | Read, write & use vocabulary through disciplinary lens | Develop, ask, & answer disciplinary ques. | Communicate conclusions | Gather & evaluate sources | Problem solving | Develop claims & support with evidence  | Apply disciplinary tools & concepts | Analyze primary and secondary source documents  | Distinguish among fact, opinion & reasoned judgment | Identify multiple perspectives | Determine cause & effect | Explain the impact of a person or event | Apply economic reasoning skills | Collect and use economic and geographic data | Engage in civic discourse | Construct & engage in evidence based arguments | Take informed action | Organize information |
| [Develop & ask disciplinary focused questions](https://historytech.wordpress.com/2015/05/01/300-sample-compelling-questions-for-the-social-studies/) | X | X | X |  | X |  |  |  |  |  |  |  | X | X |  |  | X |  |  |
| [Case Studies](http://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/case_studies.pdf) | X | X | X | X |  |  | X | X | X | X | X | X |  |  |  |  | X |  | X |
| [Compare & Contrast](http://www.ascd.org/publications/books/110126/chapters/Section-1%40-Why-Compare-%24-Contrast%C2%A2.aspx) |  | X |  |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  |
| [Concept Attainment](https://www.spiritsd.ca/curr_content/techclass/instr/strats/cattain/index.html) | X | X | X |  |  |  |  |  |  |  |  |  |  | X |  |  | X |  | X |
| [Cooperative Learning](http://www.colorincolorado.org/article/cooperative-learning-strategies) | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |  | X |
| [Direct Instruction](http://www.worksheetlibrary.com/teachingtips/directinstruction.html) (“mini lesson”) |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  | X |
| [Discussion](http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Effective-Classroom-Discussions.aspx) | X | X | X | X |  |  | X | X |  |  | X |  | X | X |  | X |  |  |  |
| [Document Based Questions](http://www.peterpappas.com/2011/01/work-culture-history-society-industrial-america-teaching-dbqs.html) | X | X | X | X | X |  | X | X | X | X | X | X | X |  |  |  | X |  | X |
| [Interactive/online Simulations](http://www.socialstudiescentral.com/instructional-resources/interactive-simulations/) | X |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |
| [Investigation/Inquiry](http://www.edutopia.org/article/inquiry-based-learning-resources-downloads) | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |
| [Mock Trial](http://learning.blogs.nytimes.com/2010/10/04/in-any-case-conducting-a-mock-trial/?_r=0) | X | X |  | X |  |  | X |  | X | X | X |  |  |  |  | X | X | X | X |
| [Problem/Project Based Learning](http://www.edutopia.org/project-based-learning) | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |

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| [Role Play/Simulations](http://serc.carleton.edu/introgeo/interactive/roleplay.html) | X | X | X | X |  |  |  |  | X |  |  |  | X |  |  |  |  |  | X |
| [Socratic Seminar](https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar) | X | X | X | X | X |  | X | X | X | X | X |  |  | X | X | X | X |  | X |
| [Structured Academic Controversy](http://teachinghistory.org/teaching-materials/teaching-guides/21731) | X | X | X | X | X |  | X | X | X | X | X |  |  | X | X | X | X |  | X |
| [Virtual Fieldtrips](http://www.freetech4teachers.com/2013/04/7-good-virtual-tours-for-students.html#.V7tMe00rJpg) | X | X |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  | X |
| [Virtual Museum](http://christykeeler.com/EducationalVirtualMuseums.html) | X | X | X | X | X | X | X | X | X |  |  |  | X |  |  |  |  |  | X |
| [WebQuests](http://www.eduscapes.com/sessions/travel/) | X | X |  | X | X | X |  | X | X |  |  |  |  |  |  |  | X |  | X |