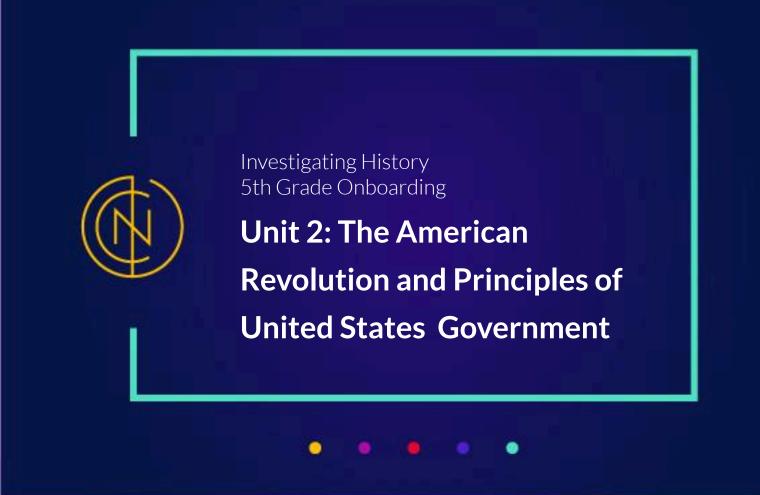
October Onboarding



What's Inside:

Links, Contacts, & Objectives

Agenda for Wednesday October 15, 2025

Links, Contacts, & Objectives

Links

Explore the Curriculum

Collaborative Folder

Essential Question

How can I use inquiry to transform my social studies instruction into a student-centered experience?

Session Objectives

- Reflect on Unit 1 Implementation
- Built our understanding of how the inquiry unfolds in Unit 2
- Collaborate to plan for successful implementation

Facilitator Contact

- Jennifer Lindsey <u>jen713@gmail.com</u>
- Kate Seid: kaseid@gmail.com
- Adrienne Dickinson: adickinson@ncee.org

Agenda for Wednesday, October 15

Time	Торіс	Resources
9:00	Welcome	PD Landing Page
9:20	Reflect on Unit 1	
9:50	Unit 2 Overview Break ~ 10:20ish	Background Brief
10:30	Modeled Instruction & Preparing for the Summative	<u>Lesson 5 Readings</u> <u>Lesson 5 Student Handout</u>
11:45	Lunch	
12:15	Unit 2 Inquiry Chart and Cluster Posters (Break as needed)	
2:10	Pacing Support and Collaboration	
2:45	Questions and Close	Please check your email for an exit ticket

Unit 1 Reflections

- Rose: What success can you highlight in your implementation of Unit 1 so far?
- **Thorn:** What challenge or obstacle is causing you to struggle?
- **Bud:** What new idea has potential for increasing success?

Notes from Table Discussion:

Unit 2 Overview

•	What skills are students taking with them as they enter Unit 2?
•	What background knowledge have they built to prepare them to start thinking about the Revolutionary War?
•	What inquiry skills are you hoping to build independence with?
Respo	ond to the Essential Questions: What are the good things about representative government, and what are the challenges of making it work?
•	How and why do people act to protect rights and interests?
Notes •	from the Background Video:
Perso	nal Notes:

Modeled Instruction

Notes from the Modeled Lesson:

Notes from the Debrief:

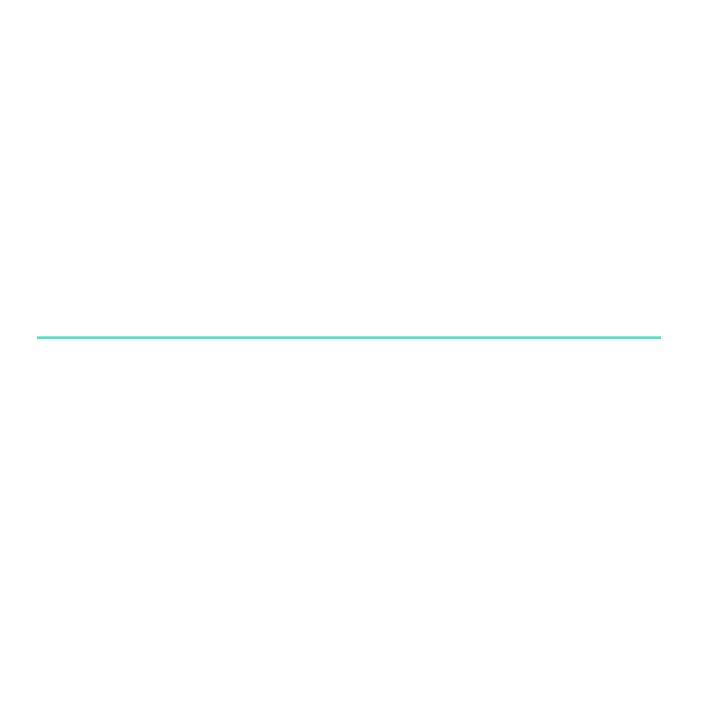
- If students are struggling with perspective taking- how would you adapt in the moment?
- How do you help students find the balance between fun dialogue and content specific evidence?
- Thinking about the needs of your students, how might you adapt this lesson for universal access to the concepts and content?
- Where can or has pacing gone awry in this lesson and how did you course correct?
- What feedback do students receive after this lesson in order to help them grow their skillset before the summative?

Previewing the Summative

What knowledge and skills do students need to be successful on the Unit 2 summative assessment?

Where in the unit can the skills and knowledge be found? (Hint: Look at the Cluster Overviews. You've bookmarked the Cluster Overviews in your Teacher's Guide, right?)

How does the summative assessment answer the essential questions?



Create a Visual of a Cluster Narrative

Revisit the questions we asked this morning:

What knowledge and skills do students need to be successful on the Unit 2 summative assessment?

Where in the unit can the skills and knowledge be found? (Hint: Look at the Cluster Overviews. Bookmarks are your friends!))

How does the summative assessment answer the essential questions?

This chart may be a handy tracker

Key Objective	Key Lesson Number
Knowledge	
Skills	
Understanding	

Prepare for Your Implementation of Investigating History G5.U2

Pacing and Calendering

What types of IH activi	ities tend to:	:
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- Slow you down?
- Keep you on track?
- Help you catch up?

Personal Notes: