

Creating an Active Classroom: Social Studies Programs from PEARSON

These new programs were designed to give you effective and engaging teaching and learning experiences both in your classroom today and in the future.

How we built it

The story of these new programs began with a three-day Innovation Lab in which teachers, historians, students, and authors came together to imagine our ideal teaching and learning experiences. Based on the blueprint generated there, a dedicated team formed to bring our collective vision into reality. This team was made up of social studies teachers from all over the country working with Pearson content experts and former teachers. Working in tandem, we developed content, got feedback, built more content, got feedback, field tested lessons in classrooms, and got feedback. In short we received advice throughout the entire process of creating the course content now in front of you.

The result is an exciting new approach—designed by educators to bridge time-tested best practices in social studies on one side and new brain research, college and career readiness expectations, and technology on the other side—so that instead of “throwing the baby out with the bathwater,” teachers can use what they know about teaching and learning in their classroom. All of this process is in keeping with Pearson’s new Efficacy goals in which we deliver a promise to educators that our course materials, when used with fidelity, will result in increased learning that can be shown with measurable data and student performance.

Why New Social Studies Programs?

Today, educators are being asked to shift the emphasis from content coverage to preparation for life beyond the classroom. Due to this change, teachers will need new materials that are designed to meet these higher expectations, while offering new ways to actively engage all of their students. Teachers will be looking for programs that:

- support students’ active participation in the learning process through activities, thoughtful discussion, and project-based learning.
- support ELA reading and writing skills.
- help students develop speaking and listening skills.
- provide a program that offers flexible technology solutions: from high tech to no-tech setups.

What Does Research Say?

Foundational research for building our new social studies programs uncovered a key problem for the team to solve—many students did not retain content or demonstrate long-term understanding of social studies. Based on this research, we found these drivers for instruction:

- College and career readiness expectations can be met by giving students support to access complex text and acquire knowledge and skills.

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- A focused table of contents that is closely aligned with standards will save teachers time and improve pacing.
- Project-Based Learning and inquiry-focused instruction has been shown to have significant impact on students' content and skills mastery and their application to real-world challenges.
- The use of essential questions to create intellectual meaning and stories to create emotional meaning have been shown to increase long-term understanding and retention of learning.

Product Vision

Our vision is to engage every student in the love of history, geography, government, economics, and culture and excite each one personally in the importance of active citizenship and the difference they can make in today's world. This program will:

- Engage every learner to boost participation and long-term understanding.
- Offer numerous opportunities for collaboration to prepare students for college, career, and civic life.
- Be responsive to personalize social studies for every teacher and learner.

We worked with a strong stable of authors who now stand behind each Pearson social studies course. Kathy Swan serves as a consulting advisor on the programs. We have also partnered with important Social Studies institutions, including the Civic Mission for Schools, The Buck Institute, the Constitutional Rights Foundation, and NBCLearn to provide additional

content for the courses and more importantly, to guide us in our development ensuring that we deliver on the mission and vision.

Our approach to learning is a dramatic shift from the traditional book-centric model to a dynamic learning experience, where students are empowered to learn and encouraged to collaborate on meaningful performance-based tasks. The programs' new approach will enable more effective instruction, improving efficacy over time.

On the digital course, students and teachers will experience a rich learning experience that integrates narrative content and interactivities on an easy-to-use platform. Formative assessments in the form of lesson-level quizzes are auto-scored with remediation recommendations directed to individual students. Topic tests provide a more comprehensive assessment with a mastery report to the teacher. Benchmark tests provide a snapshot of progression toward mastery.

As a teacher, you will benefit from the ability to:

- see real-time student data,
- re-sequence content, and
- co-mingle your content with Pearson content.

Course content can be used in either a traditional whole-class instructional model or a flipped classroom model that opens up class time for focused remediation, purposeful civic discussion, and active project-based learning scenarios. The course is designed so that you can get the benefits of research-based pedagogy using whatever technology

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and capabilities of the classroom you have now.

What About Professional Development?

The teachers on our team were concerned that there would need to be easy-to-use professional development for teachers if our digital program was going to be useful. Therefore, we focused a great deal of attention on building high-quality professional development right into the program. You can view this PD all at once or in short segments whenever you need them. You can also get 24/7 access to professional development by going to myPearsonTraining.com.

myPearsonTraining.com

How Can You Use this Program?

This program is designed to make it easy to match your personal style of teaching. But we'd like to give you a quick overview of how this program is designed so that you can see how you can use it in your classroom.

Streamlined Topic/Lesson Structure

Based on the challenge teachers on the team identified of just getting through all of the content as well as our detailed standards analysis, this course is organized in a streamlined table of contents. Instead of the units, chapters, and sections organization of a traditional program, this course divides content into two levels—Topics and Lessons—making it more manageable for teachers to assign to students and teach in class.

Every Topic begins with an introduction, provides a topic-level inquiry, offers lessons to cover content, and

concludes with a test.

• Topic Introduction:

Based on brain research showing how critical making a personal connection is to retaining content over time, the topic introduction begins

with a *My Story Video*. Developed in partnership with NBCLearn, this video tells the story of one person who had personal experience related to the content that students are about to learn in the topic. There is an Essential Question activity teachers can use to focus on for the topic, and teachers can also use the Topic Overview to give a broad overview of the topic content through a map, timeline, or quick outline before students begin their exploration of the topic.



• **Topic Quest:** Next, very topic provides an overarching inquiry or Quest that can be introduced at the beginning of the topic, worked on throughout the topic, and used as a performance-based, authentic assessment at the end of the topic. To provide variety and address college and career expectations, the Inquiry will take one of three forms—either a Project-Based Learning team project, a Document-Based Question individual writing assignment, or a Civic Discussion activity. Each Quest comes with step-by-step instructions and rubrics. The Quest was designed so you could assign the ones you want to use and skip others if you don't have time or want to limit authentic assessments to only key topics.

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- **Lessons:** Every Topic provides a number of lessons and each lesson in the online course includes a number of activities you and students can use to bring the content to life.
 - You can begin your lesson by projecting a Start Up “bell-ringer” independent activity that gets students ready to learn by making a personal connection, linking to prior content, or analyzing an image or primary source.
 - During the main part of the lesson you can guide students to acquire key knowledge and practice key skills using narrative text, interactivities, and Active Classroom exercises in the Teacher’s Edition.
 - A Synthesize Activity helps students “pull-it-all-together” before they move on to the next lesson. Many of these exercises ask students to go back to the Essential Question or revisit the Connect activity to understand how their learning has deepened over the course of the lesson.
 - Finally, a quick auto-graded quiz gives your students instant feedback about which objectives they learned and which they still need to master. This formative assessment provides each student with remediation recommendations based on their individual performance.
- **Topic Test:** At the end of every topic, there is a summative test. This test provides a more comprehensive assessment that includes higher-order thinking, primary sources, maps, and other visual stimulus, and rigorous open-ended writing prompts. After your students submit their tests for

grading, the system generates an easy-to-understand visual dashboard mastery report for the teacher. Using this data, you can see both individual student performance and class-wide trends.

What Keeps My Students Engaged?

The teachers on our team said that the first order of business for any new program was to keep students at all levels engaged throughout the learning process. Thus this course is designed to make it easy for you to create a dynamic learning experience for your students, where they participate actively inside and outside of class and are empowered to learn independently based on their own interests, learning preferences, and level of standards mastery.

We wanted to build a course that provided 24/7 access, feedback, and elements of choice to students, while at the same time ensuring that it was easy for you to manage whole class instruction, group work, and individual differentiation.

To address the need to get students ready for college, career, and civic life, we also wanted to design a curriculum that encouraged students to collaborate on meaningful performance-based tasks. Sounds like a daunting task, right? Luckily, as a result of our collaborative process, we think the program you now have is a realistic step towards this ideal vision that will work in today’s classrooms. This program focuses on three levels of engagement for students that build on each other as you teach: Individual Student Interactivity, Active Classroom Strategies, and Inquiry Approach to Learning.

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Get Your Students Involved!

Individual Student Interactivity	Active Classroom Strategies	Inquiry Approach to Learning
<ul style="list-style-type: none"> • 24/7 access to content • Ability to navigate through content on their own path • Can replay videos and other interactivities • Can get instant feedback and remediation based on individual performance • Use of different modalities (visual, kinesthetic, audio, etc.) to make key ideas more sticky 	<ul style="list-style-type: none"> • Fun ways to increase in-class participation • Raises student energy-level during instruction • Gives teacher a quick method to check understanding • Provides new strategies to differentiate instruction and support ELLs • Allows for deeper analysis and meaning-making from lesson content 	<ul style="list-style-type: none"> • Authentic performance tasks—Quests—made easy with step-by-step instructions and resources. • Students collaborate on team projects and participate in civic discussions • Rigorous, big picture understanding fostered by topic level assignment • Structure for monitoring group work keeps students accountable

• **Individual Student Interactivity** At the most basic level, students using this course are active learners because they can interact on their own with the digital content in the program. As an individual, a student can access the content 24 hours a day and 7 days a week, choose how to navigate, and what assets to replay or use as study tools. The wide variety of assets can offer different ways to learn the same objective.

• **Active Classroom Strategies** At the next level of engagement, this course is set up to make it easy for you to incorporate Active Classroom Strategies into your daily lessons. These strategies can help you increase in-class participation, raise student energy levels and attentiveness, check understanding, and differentiate instruction. Teachers can use these

strategies with online assets (interactive maps, photo galleries, etc.) and to facilitate a quick, in-class. These strategies take between 5 and 15 minutes, and have students use what they have learned to draw, write, speak, and decide. You can find these Active Classroom Strategies in the Teacher Edition frontmatter, as well as learn more about how to use them as part of a professional development module.

• **Inquiry Approach to Learning** At the highest level, using this course makes it possible for you to achieve the ultimate goal of preparing students for being active citizens. The Quest gives you step-by-step support in three different forms of inquiry: Project-Based Learning team project, Document-Based Question individual writing assignment, or Civic Discussion exercise.

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- **Project-Based Learning:** Our team was trained by the Buck Institute, known for their expertise in Project-Based Learning. We scaled each PBL team project for this new program so that they were a practical application of PBL theory.
- **Document-Based Question Writing Activities:** Due to the critical need to prepare students to read, analyze, synthesize, and write, our team developed DBQ writing assignments. While there are many opportunities to practice DBQ skills throughout the program through short- and medium-sized document analysis and writing activities, this type of topic-level Inquiry provides step-by-step support for completing a comprehensive DBQ activity in the style of many high-stakes assessments and end-of-course exams.
- **Civic Discussion:** In partnership with the Constitutional Rights Foundation, our team developed Quest civic discussions. In this Quest, students work in teams to prepare for and conduct a civic discussion based on the Structured Academic Controversy discussion model. Students will examine different perspectives on the issue using several sources, be required to argue both sides of a Yes/No question, then develop and discuss their own point of view on the question.

Students told us that they liked the idea of projects but they dreaded the reality of having to make up for team members who didn't pull their own weight. Teachers on our team also pointed out that class management was another key challenge of shifting into doing more Inquiry in their classrooms. We responded by

incorporating best practices in this area, including Team Contracts and Peer Assessment resources.

Why Is This Student Text Different?

So you may have noticed that the print Student Text isn't exactly a traditional Student Edition. It is only two-thirds of the size of a traditional text and it is laid out more like a magazine than an old school book. This may have you wondering if we have cut content to get it to be slimmer and less heavy to carry. Our answer is:

NO, the narrative text is just as rigorous, provides complete comprehensive standards-based content, and even contains just as many words as previous social studies textbooks.

In fact, the rigor of the student text has been enhanced with even higher order thinking questions and higher Depth of Knowledge assessments than traditional textbooks.

So why have a print Student Text at all, you might ask? We want to be practical. One day, all of our students may have access to 1:1 devices and all of our schools may have the technology infrastructure and professional development capabilities to support fully digital instruction. However, because our vision is to *achieve as many of the benefits of our ideal teaching and learning experience as possible within the constraints of today's classrooms*, we feel it is important to offer a blend of print and digital instructional materials. The print Student Text can serve as a bridge for schools whose students don't have 1:1 digital access every day in class. It also allows for equity of

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access to course narrative text in an offline format for those students who may not have regular digital access outside of school.

What Teacher Support Is Offered?

In addition to the Print Edition and online Teacher Support, there are also a number of resources in the course for teachers. Here are some of other powerful teaching assets included in this next generation program:



Editable Presentations:

For every lesson, teachers have access to a presentation of the core content. These files are provided in an editable format, making it easy for you to add your own words, images, and structure to match your teaching preferences.



Flipped Videos:

These quick videos provide an overview of the main points of the lesson as taught by a master teacher. You can use these to flip instruction, as remediation for struggling readers, or as a quick way for absent students to make up work.



Interactive Reading Notepad:

If you want to focus on ELA standards as part of teaching with the narrative text, you can walk your class through the Interactive Reading Notepad activity for each lesson or assign it to individual students who need reading support and scaffolding. The Note-

pad gives students the lesson objectives, key terms, and academic vocabulary for the lesson. It also steps them through the narrative text with extensive close reading support. You can also edit the Interactive Reading Notepad to customize it for your students.



Core Concepts:

Where appropriate, students and teachers can access quick overviews of core concepts lessons from the strands of social studies: government, history, geography, culture, economics, and personal finance for additional background or re-teaching.



21st Century Skill Tutorials:

Teachers also can use or assign 21st century skill lessons so that students can learn everything from how to collaborate or conduct internet research to how to read a map or analyze a primary source.



Resources:

You may also want to assign graphic organizers, outline maps, atlas activities, or additional primary sources which you can find at point-of-use in the lesson or in a bank of resources in the Social Studies Reference Center in your online course. The Reference Center also includes Primary Sources, Biographies, the U.S. Constitution, Supreme Court Cases, Rubrics, and more.

In addition to the print Teacher's Edition, you can also use the Teacher Resources DVD-ROM—that provides presentations and flipped videos in an offline format—

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ensuring success even if internet access goes down in the classroom.

How do I get it all done in the time I have?

One of the key challenges our teachers identified was how to get through the content needed to cover the standards by the end of the year. Adding the element of Inquiry makes pacing even more critical. Therefore, this program incorporates support for flexible pacing as well as many tools to save teachers time in order to free up valuable in-class time for differentiation and higher-order thinking. Flexible pacing support includes:

- **Topic and Lesson Organizers** that show pacing and standards coverage.
- **Flipped Videos** allow you to assign prework so you can free up in-class time for Inquiry.
- **Auto-graded lesson quizzes and tests** so you can save time grading assessments.
- **Class and Data** features on Realize that makes it easy to use performance data to show if time is needed to re-teach or move ahead.

How Can You Implement this Program in Your Classroom?

We created Social Studies programs that are ready for 1:1, but we also wanted to provide a bridge for schools that do not yet have the infrastructure and professional development to support fully digital instruction. Thus, you can use them in a variety of technology situations:

- **Projector Only—**
project the digital lessons at the front of the class as if you were using it as a powerful presentation system.
- **Whiteboard—**
call students up to the whiteboard to interact with maps, hot spot activities, quizzes, and other digital lesson assets.
- **3-4 Computers in Classroom—**
set up stations in which small groups rotate to work together on interactivities and Inquiry assignments.
- **BYOT—**
use your school's "Bring Your Own Technology" policy to have students post comments on the Class Discussion Board, collaborate on team projects, and have students take quizzes to get instant remediation.
- **Laptop Cart/Computer Lab Time—**
use the cart or lab time to have students take summative tests so you can get data on performance.