

Virtual Workshop for Exploring Social Studies: California Notetaking Guide





Take a moment to pause and reflect. How do you think your students will respond to the use of a primary source activity such as the one demonstrated? How comfortable do you feel about using primary sources during your social studies instruction?



- a) What is your immediate first impression of the student edition?
- b) Assess the ability of the images to engage students. Which image or images stand out most to you and why?
- c) Thumb through the book. What are the various text features that will support your students as they read the text?
- d) How would you introduce this student edition to your students?



Virtual Workshop for Exploring Social Studies: California Notetaking Guide





Quickly review several lesson plans within Unit 1. Below, note the similarities that you see within all ESS CA lesson plans.

1.	
2.	
3.	
4.	



Pick ONE student edition lesson and look at the standards highlighted on the lesson overview page. In the chart below, write down each standard and then find where those standards are addressed in the lesson plan. NOTE: DO NOT use a *Reader's Theater* or *Exploring History through Primary Sources* lesson for this Stop and Do activity.

Content Standard:	Reading Standard:
How is the standard addressed?	How is the standard addressed?
Writing Standard:	ELD Standard:
How is the standard addressed?	How is the standard addressed?



Virtual Workshop for Exploring Social Studies: California Notetaking Guide





Review a lesson from the *Exploring History through Primary Sources* kit. Cite an example of how the lesson meets the following levels of higher-order thinking.

- Level 1: Recall \_\_\_\_\_\_
  Level 2: Skill/Concept \_\_\_\_\_\_
- Level 3: Strategic Thinking \_\_\_\_\_\_
- Level 4: Extended Thinking \_\_\_\_\_\_\_



What are two benefits to using Reader's Theater scripts with your students?

1. \_\_\_\_\_ 2. \_\_\_\_\_



Open your *Teacher's Guide* and flag each project-based learning opportunity as noted in your table of contents. Below, write down the page numbers where you can find each PBL activity and a short note on what the students are being asked to do.

- PBL #1-Page number: \_\_\_\_\_ Focus of PBL: \_\_\_\_\_
- PBL #2-Page number: \_\_\_\_\_ Focus of PBL: \_\_\_\_\_
- PBL #3—Page number: \_\_\_\_\_ Focus of PBL: \_\_\_\_\_



Using the instructions provided in the Appendix of your *Teacher's Guide*, download any digital resources you need.



Record any strategies you want to try from the Professional Learning Library collection. Don't forget to record the page number or flag it with a sticky note!

- Teaching Social Studies Today, 2<sup>nd</sup> Ed: \_\_\_\_\_\_