Curricular and Instructional Resources for K-12 Social Studies

Curriculum Adoption and Evaluation Tools

Recommended Instructional Materials System (RIMS): Searchable Database - The Utah State Board of Education provides state recommendation of instructional materials to provide the stakeholders with reviews of core-related materials and to eliminate instructional materials that violate Utah Administrative Code or Utah State Board Rules.

Open Educational Resources (OER) Rubric - These rubrics help teachers determine the degree of alignment between OER materials and social studies standards.

Rubric to Evaluate the Quality of Units in Social Studies - This rubric helps teachers and districts evaluate the quality of instructional units in social studies and is modeled after the EQuIP (Educators Evaluating the Quality of Instructional Products) rubric in ELA/Literacy, Mathematics, and Science.

What Works Clearinghouse - Provides reviews of the existing research on different *programs*, *products*, *practices*, and *policies* in education to support educators with the information they need to make evidence-based decisions.

Resources for Best Practices

C3 Framework for Social Studies State Standards - This framework focuses on the central role of inquiry in the formation of standards and can serve as a resource in lesson and unit design.

Utah's K-12 Literacy Framework - Utah's K-12 Literacy Framework translates the research findings into advice and guidance to provide educators with the knowledge, tools, and resources necessary to meet the instructional needs of all students in reading, writing, and listening and speaking. The purpose of the framework is to support districts, charters, and schools in evaluating, refining, and monitoring the essential systems, structures, and literacy practices necessary to achieve greater outcomes in the area of literacy for students in grades K-12

High Leverage Practices - High-leverage practices are the fundamentals of teaching. This extensive resource allows you to drill down to specific textual and video resources in the social studies classroom as well as other subject areas, grade levels, and contexts.

High Leverage Practices in Special Education - In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children has developed a set of High Leverage Practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice: collaboration, assessment, social/emotional/behavioral, and instruction.

High-Leverage and Evidence-Based Practices: A Promising Pair for All Learners - An article on how to integrate high-leverage practices and evidence-based practices.

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Technology Integration

[Technology Connections in Social Studies](#) - An exhaustive list of links to some of the most promising technological applications and resources for the social studies classroom. While not just for social studies, these resources are teacher-proven for the social studies classroom.

[Adobe Creative Cloud](#) - A variety of software allows students to demonstrate understanding in different ways including, slide shows, video editing, and desktop publishing. The possibilities and opportunities for creative use for the purposes of authentic social studies products and lesson are virtually endless.

Formative and Summative Assessment in Social Studies

[Social Studies Assessment White Paper](#) - Assessing social studies is a complicated endeavor, and this white paper addresses some innovative approaches for LEA and classroom-teacher consideration.

[Beyond the Bubble](#) - Unlocks the vast digital archive of the Library of Congress to create a new generation of history assessments. Developed by the Stanford History Education Group (SHEG) and led by the work of Dr. Sam Wineburg.

[Educating with Evidence](#) - Southern Illinois University has created over one hundred assessments that use primary sources. The assessments are openly available.

[Optional Social Studies Performance Assessments](#) - Assessments developed by the Washington Department of Education. These classroom-based assessments push the boundaries of what the typical assessment looks like.

[Assessment Resource Center for History (ARCH)](#) - A framework for assessment that measures the process of historical thinking, as well as the retention of prior knowledge. The ARCH features three assessment types: weighted multiple-choice items, traditional multiple-choice items, and performance assessment tasks.

Additional Readings/Resources

[Speaking Up for Science and Social Studies](#) - In this brief video, Dr. Nell Duke, University of Michigan, describes why science and social studies are so important for literacy instruction.

[National Council for the Social Studies Notable Trade Books](#) - These annotated book lists were evaluated and selected by National Council for the Social Studies (NCSS) and assembled in cooperation with the Children's Book Council (CBC).

[Elementary Social Studies: Strategies for Strengthening Teaching and Learning](#) - A white paper describing the problems facing elementary social studies education and ways to address these problems.

[A Road Map for Large-Scale Improvement in Geography Education](#) - There is a growing recognition among business leaders and policy makers that Americans lack the critical geographic understanding and reasoning skills that will be required for careers and civic life in the 21st century. This stakes out steps for a response.

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[Six Proven Practices for Effective Civic Learning](#) - The seminal work of CIRCLE at Tufts University has articulated high-leverage approaches to meaningful civics education.

Videos of High-Quality Instruction

[The Teaching Channel](#) - A collection of teacher videos, strategies, and lesson plans.

[Doing Social Studies Video Series](#) - A resource of social studies strategies that, while referenced to the Minnesota academic standards, are useful as a general resource.