

West Linn–Wilsonville School District

Social Studies

Classroom Indicators of Excellence

May 2005

| What Teachers Do | What Students Do | The Social Studies Classroom Environment |
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| <ul style="list-style-type: none"> • Assume natural leadership role by modeling and encouraging behaviors and qualities that characterize strong social character: <ul style="list-style-type: none"> - sound work ethic - collaboration - compassion and respect for all - cultural awareness/sensitivity • Promote civil discourse and the democratic process: <ul style="list-style-type: none"> - encourage an open mind to new or dissenting ideas and viewpoints - foster healthy and open debate on issues pertinent to society - share power in the classroom - help students find their voice in the world • Provide every student with a superior learning experience: <ul style="list-style-type: none"> - recognize individual strengths and weaknesses - accommodate varied learning styles - maintain a consistent level of high, attainable expectations - use assessment to guide and refine learning • Guide students to essential, conceptual learning: <ul style="list-style-type: none"> - activate and build upon prior knowledge, leading from the concrete to the abstract - explore issues from a variety of social science perspectives - pose purposeful questions centered on thoughtful, evaluative investigation - develop research literacy through use of the district-adopted Big6™ research model • Guide students in making connections between their own lives and the global community | <ul style="list-style-type: none"> • Engage with learning and diligently work to achieve skill and understanding: <ul style="list-style-type: none"> - embrace challenging problems - take risks and make mistakes - listen actively and ask questions - participate in classroom dialogue, sharing personal experience and expertise • Extend, apply, and assume responsibility for learning: <ul style="list-style-type: none"> - make new connections from experience and problem solving - apply new understandings to different situations/contexts - practice critiquing and reflecting on own and others' work, taking time to make changes based on feedback - explore personal "what if" questions and develop personal forms of expression - help develop and monitor progress against classroom expectations • Develop competencies required of participatory citizens: <ul style="list-style-type: none"> - consider diverse opinions and remain open to others with different backgrounds - participate in and practice democratic processes - connect personal experiences to more general human issues - act to make a difference in the community • Cultivate and refine: <ul style="list-style-type: none"> - research skills through use of the of district-adopted Big6™ research model - critical thinking processes - discerning use of technology | <ul style="list-style-type: none"> • Physically supports, promotes, and enhances the learning process: <ul style="list-style-type: none"> - accommodates non-routine activities; e.g. simulations, reader's theater, case studies - emphasizes collaborative work, reflecting students' needs for socialization - contains a variety of visual cues and an extensive array of materials/resources - provides access to historical documents and academic research through technology in multiple forms - showcases students' work, linking to curriculum topics and understanding • Provides a social climate conducive to learning: <ul style="list-style-type: none"> - encourages risk taking and mistakes - honors diversity - promotes humor and a spirit of adventure - embodies the courage to challenge and question - advances significant learning, recognizes hard work, and rewards excellence • Honors a community of learners: <ul style="list-style-type: none"> - abounds in discussion to encourage questioning, logical reasoning, and clear communication of ideas - engages students in a variety of grouping techniques; e.g. whole class studies, group projects, independent projects, internal/external collaborative studies - provides opportunities for students to reflect on, share, and publish their work - supports individual learning |