

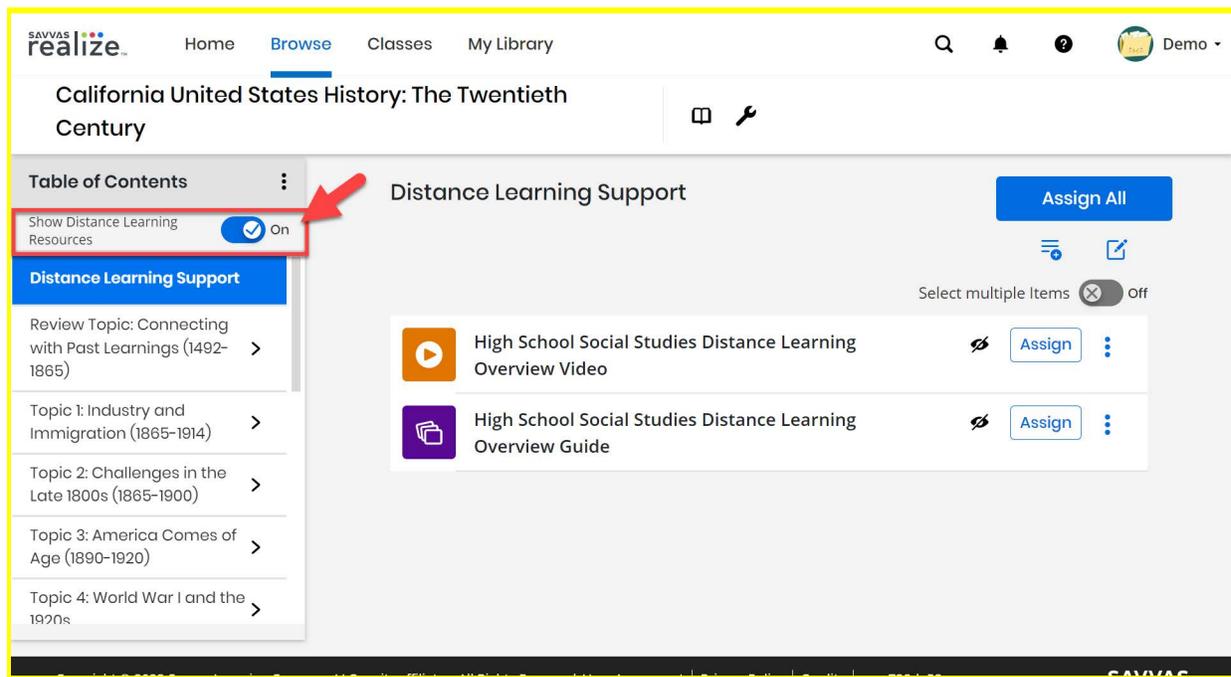
Distance Learning with Savvas Next Generation Social Studies Grades 9-12

Savvas Next Generation Social Studies Grades 9-12 provide many resources that will help you engage students during distance learning. Your course on Realize allows you to toggle to show materials that we have identified as especially useful for remote learning situations.

The scenarios below include suggestions for how to use those materials in two different situations—when your class meets regularly online, synchronously, using a video conferencing application, and when you meet with the class less often and students work mostly asynchronously, on their own time. Asynchronous activities can be completed at any time. We've also included some tips for using the technology on Realize for *Savvas Next Generation Social Studies Grades 9-12*.

Distance Learning Toggle on SavvasRealize.com

This new feature on [SavvasRealize.com](https://www.savvasrealize.com) allows you to access the best resources for distance learning with the literal flick of a switch. While Savvas Next Generation Social Studies includes a wealth of resources for print and digital instruction, the toggle allows teachers to quickly view those that are best for distance learning situations.



The screenshot displays the Savvas Realize interface for the course "California United States History: The Twentieth Century". The navigation bar includes "Home", "Browse", "Classes", and "My Library". The "Browse" tab is active. The course title is "California United States History: The Twentieth Century". The "Table of Contents" sidebar is visible on the left, with a red box highlighting the "Show Distance Learning Resources" toggle, which is currently set to "On". A red arrow points to this toggle. The main content area is titled "Distance Learning Support" and features an "Assign All" button. Below this, there are two items listed: "High School Social Studies Distance Learning Overview Video" and "High School Social Studies Distance Learning Overview Guide". Each item has an "Assign" button and a three-dot menu icon. The "Select multiple Items" toggle is currently set to "Off".

In addition to PDFs of the full Student Edition, for each Topic you can expect to see the following:

- myStory Video
- Overview Map, Timeline, or Image

For each Lesson you can expect to see the following:

- Flipped Video
- Interactive Gallery, Map, Timeline, Chart
- (Some Lessons) Primary Source or Interactive Primary Source

The full array of program resources is always available as well. Simply click the toggle off to return to the full view.



Distance Learning Instructional Model

The Distance Learning Resources were selected to help you implement a simple 3-part instructional model: Connect, Investigate, and Demonstrate. The model was designed to ensure, even at a distance, students will acquire the content they need in an engaging manner.

- **Connect:** In Connect, students begin the topic or lesson by viewing videos that will get them ready to learn by making a personal connection to the content and by linking to prior content.
- **Investigate:** During Investigate, the resources will help guide students acquire key knowledge and practice key skills using engaging interactivities and primary sources.
- **Demonstrate:** Finally in Demonstrate, students will extend their understanding by applying what they just learned in a quick recap exercise before they move on to the next topic or lesson.

Scenario 1: Meeting Regularly with Your Class Online

Connect: Beginning a New Topic or Lesson

Topic Video, Overview Map, Timeline, or Image Assign the **myStory Video and the Overview Map, Timeline, or Image** activities for students to complete before the online class. These activities will introduce students to the topic and orient them to the period they are about to study. Ask students to watch the video more than once and to take a few notes as they listen to the video if you want to discuss them online. There are teaching ideas for these activities in the Teacher Edition.

Flipped Video Assign the **Flipped Video** for students to watch on their own before the online class for each lesson. This 3-4 minute video will provide students background on the lesson. Ask students to write down an answer to the question the narrator poses at the end of the video and begin your online session discussing students' responses to the question. Alternatively you could do a Quick Draw activity asking students to take 30 seconds to draw what they think the lesson will be about. Have students share their drawings and discuss as a class.

Investigate: Teaching Each Lesson in a Topic

Student Text Depending on the time students have for this course, you may or may not assign them to read the lesson in the student text before the online session.

- PDFs of the full student text are available as distance learning materials.
- The lesson is also available as an etext on the full course if you un-check the distance learning toggle.

Lesson Interactives Once you are online with students you can actively engage students in some of the key ideas for each lesson by using the Interactive for that lesson.

- Display the Interactive for the lesson and read the title. Then read the Introduction and Instructions in the drop down.
- For Interactive Maps, make sure students look at the locator map if there is one so they understand which part of the earth or region the map is showing. Next point out the map key.
- For all Interactives, step through the images, hotspots, and drag and drops with input and questions from the students.
- Help students with any difficult vocabulary.
- After going through all the content together, ask students to answer one or more of the questions on the next screens using the chat function in your video conferencing software, or if students have access to Realize, ask them to answer the question directly in

the Interactive and click submit.

- Instead of having students answer the Interactive Question in the chat, consider using any of the Active Classroom strategies found in the Teacher’s Edition to answer the question in the Interactive.

Primary Source Some lessons also include a Primary Source or Interactive Primary Source that you can use to immerse your students in the culture and time period you are studying. You can either ask students to read the Primary Source before your online class or do it together online.

- Tell students that the circled numbers in the text provide vocabulary support for difficult words or ask them to answer a question about the source.
- Students can answer the questions online by clicking the Notebook button, or you can all answer the questions together.
- Alternately, you can ask students to work in breakout groups using your video conferencing software to answer the questions together.

Other Learning Opportunities in the Full Course

If students have not read the lesson in the student text and the Interactive requires their knowledge of that content for its completion, consider using the Start Up from the full course. Simply use the Distance Learning Resources toggle button and turn it off to get access to this content.

Demonstrate: Assessing a Topic or Lesson

There are a number of ways you can check students’ understanding of the lesson and topic content depending on how much time they are spending on social studies.

Interactive Responses If you are using primarily the Flipped Videos and Interactives you can use the online class participation, discussion, and students’ answers to the Interactive questions to gauge their level of understanding.

Active Classroom Activity Use one of the following Active Classroom activities to assess students understanding of the Topic or lesson content.

- **If Photos Could Talk** Post an image from the text or time period for students and ask them to respond to this question and submit their answer to you: *What do you think the person in this photo would say if they could talk? What’s your evidence? Or What would a person from the time period say about this photo if they could talk? What’s your evidence?*
- **Make Headlines** Ask students to write a headline that captures the main idea in a map or

photo that you post. Have them submit the headline to you.

Other Assessment Opportunities in the Full Course

Lesson Quizzes and Topic Tests If you are assigning the student text you can use the Lesson Quizzes and Topic Tests in the full online course. These are available as PDFs and as online quizzes and tests.

- If taken online, use the reporting feature on Realize to see how well each student has mastered the objectives for the chapter.

Simply use the Distance Learning Resources toggle button and turn it off to get access to this content.

Scenario 2: Meeting Less Often with Your Class Online

Connect: Beginning a New Topic or Lesson

If your class schedule does not allow for regular, synchronous online time with your students, you will want to ask them to complete more activities either on their own or to schedule time with a partner online. We've outlined some ideas for how to do this below.

Topic Video, Overview Map, Timeline, or Image Assign the **myStory Video and the Overview Map, Timeline, or Image** activities for students to complete before you meet online as a class. These activities introduce students to the topic and orient them to the period they are about to study. Post one or more of the discussion questions found in the Teacher's Edition for students to answer and have them submit their answers prior to class.

Flipped Video Assign the **flipped Video** for students to watch on their own before the online class for each lesson. Ask students to write down and submit an answer to the question the narrator poses at the end of the video. The video will provide students background on the lesson.

Watch the lesson video yourself and post the question posed at the end of the video on the discussion board for students and ask them to submit their answer prior to the online class.

Investigate: Teaching Each Lesson in a Topic

Student Text Depending on the time students have for this course, you may or may not assign them to read the lesson in the student text before the online session.

- PDFs of the full student text are available as distance learning materials.
- The lesson is also available as an etext on the full course if you un-check the distance learning toggle.

Lesson Interactives Once you are online with students you can actively engage students in some of the key ideas for each lesson by using the Interactive for that lesson.

- Display the Interactive for the lesson and read the title. Then read the Introduction and Instructions in the drop down.
- For Interactives Maps, make sure students look at the locator map if there is one so they understand which part of the earth or region the map is showing. Next point out the map key.
- For all Interactives, step through the images, hotspots, and drag and drops with input and questions from the students.
- Help students with any difficult vocabulary.
- After going through all the content together, ask students to answer one or more of the questions on the next screens using the chat function, or if students have access to Realize, ask them to answer the question directly in the Interactive and click submit. If time online is limited you may ask students to do this on their own after the session has ended and submit their answer.

Primary Source Some lessons also include a Primary Source or Interactive Primary Source that you can use to immerse your students in the culture and time period you are studying. Ask students to read the Primary before or after your online class.

- Remind students that they can use the audio play at the top of the page to have the primary source read to them.
- Tell students that the circled numbers in the text provide vocabulary support for difficult words or ask them to answer a question about the source.
- Assign students the questions found in the side column of the Primary Source. Students should answer the questions by clicking the Notebook button.

Other Learning Opportunities in the Full Course

If students have not read the lesson in the student text and the Interactive requires their knowledge of that content for its completion, consider using Start Up activity from the full course in its place. Simply use the Distance Learning Resources toggle button and turn it off to get access to this content.

Demonstrate: Assessing a Topic or Lesson

Ask students to complete the following assessment suggestions on their own.

Interactive Responses If you are using primarily the Flipped Videos and Interactives you can students' answers to the Interactive questions to gauge their level of understanding. Have them complete their responses on their own after class and submit them.

Active Classroom Activity Use one of the following Active Classroom activities to assess students understanding of the Topic or lesson content.

- **Conversation with History** Ask students to choose one of the people discussed during the lesson or topic and write down a question they would like to ask that person if they could. Next ask students to write what they think that person would say in response and then what they would say in response to that. Have students submit their questions and answers to you.
- **Rank It** List a group of items, concepts, causes, or events on the board. Ask students to rank the items according to a criteria such as which is most important, had the greatest impact, was most influential, essential, brought about the most change, etc. Ask students to provide a justification for the ranking decisions they made and submit their answers to you.

Other Assessment Opportunities in the Full Course

Lesson Quizzes and Topic Tests If you are assigning the student text you can use the Lesson Quizzes and Topic Tests in the full online course. These are available as PDFs and as online quizzes and tests.

- If taken online, use the reporting feature on Realize to see how well each student has mastered the objectives for the chapter.

Simply use the Distance Learning Resources toggle button and turn it off to get access to this content.

Tech Tips & Other Thoughts

Creating Connection and Community

Nothing can replace the human connection of being all together in the physical classroom. But you can still take time to create an environment of empathy, community, respect, and kindness. In fact research indicates that it is important to the well-being of students to do so. Consider playing music before class starts so that as students enter the online class they enter an inviting and pleasant community. The absence of music will also let them know that their audio is not working.

The benefits of a quick “Check-In” at the start of each online session are well-documented. Check-Ins can:

- set a tone for respectful learning and create a climate of trust which extend throughout the session
- help students feel a sense of importance and belonging
- combine social, emotional, and intellectual learning

During the Check-In you can ask students to listen closely to each other and during their turn describe how they’re doing or feeling, and anything important is happening in their lives. Or if you have less time online with students you might simply use agreed-upon hand gestures or personal drawings when you ask the question.

At the end of an online session, you could also “Check Out” with students by asking them to complete sentence frames either verbally or in writing: Something I learned today was_____; I am curious about_____; I am looking forward to class next time because_____. You can use the Discussion Board on Realize to do the Check-Out if time is tight.

Connecting to Students’ Lives

Help students see connections between the content you’re studying and the situations around them. Do round-robin brainstorm or quick draws when the topic at hand might relate to the news, their friends, or experiences. This will help make the content more relevant and engaging to students.

Breaking Students into Small Groups or Pairs

If you want students to step through the Interactives or work in small groups for some other purpose you may be able to use video breakout rooms on your video conferencing software. Use your software to place specific students into each breakout room or let your video conferencing software automatically break students into rooms.

Using Headphones

When headphones are available, students are more willing to engage in the class because they

don't feel like the other people in their home are listening to what is going on.

Using Project-Based Learning

Vary instruction to increase engagement. For example, for some topics consider using the Topic Inquiry or Quest Inquiry found in the full course for each topic. These are Civic Discussions, Team Projects, or Document-Based Writing Activities with step-by-step instructions and numerous support documents for students. They can be found at the top of each Topic in the Realize course. Students can spend time in Breakout groups during online classes working on the Quests and/or can schedule time online with their partners or small groups.

Using Chat Features

Chat features can help keep students engaged during an online class and can help you assess what students are understanding.

- Try to avoid asking questions with right or wrong answers since wrong answers will be on display for all students to see.
- Ask a question and ask students to type their answer in the chat but ask them not to hit SEND until you tell them to. This allows each student to answer on their own without being influenced by what other students are writing.

Using Private Message Features for Think-Pair-Share

You can use the Private Message feature on video classrooms to do Think-Pair-Share activities.

- Assign or ask students to form pairs.
- Pose a question to students and give them time to think about an answer.
- Ask students to each send one or more private chats to each other with their answers.
- They can chat back and forth asking clarifying questions and answering them.
- Give students a few minutes to complete their chat conversations.
- Ask a few pairs to share what they discussed.

Integrating Social and Emotional Learning

Self Awareness Set aside a short amount of time to do a guided meditation exercise or a breathing exercise with your students to help them understand the benefits of these types of activities. Practicing these on a regular basis can help you reduce or manage your levels of stress.

Social Awareness Work with your students to create a classroom environment that affirms students' diverse identities and cultures. Take time to share and learn about each other's lives and backgrounds. Plan activities and interactions that encourage a positive classroom culture.

Self Awareness Ask students to use a personal journal to record interests, needs, ambitions, feelings, attitudes, and emotions. Recording these on a regular basis can increase self awareness which can lead to enriched emotional intelligence, greater empathy, improved decision making, better communication, and stronger relationships.

Self Awareness Ask students to identify a personal strength they have such as honesty, kindness, loyalty, creativity, patience, determination, good listener, enthusiasm, or perseverance. Ask them to focus on one of their strengths for a week and record actions they take or examples of instances where they used that strength. Point out that it is important to recognize our own strengths and to put them to good use. It is also important to recognize that everyone has different strengths that they bring to the community.

Relationship Skills Model strong relationship skills by taking time to appreciate each student as an individual and by showing that you are interested in knowing them as a person, not just as a student. One way to do this is to check in with students to see how they're doing outside of class. Ask students about their perspectives and concerns on contemporary issues.

Self Management Remind students that physical activity is part of a healthy life-style and has benefits for mental health as well. Team sports are not the only way to include physical activity in your life. Yoga, walking, and taking the stairs are all ways to incorporate physical activity into daily life. Share tips that you use to fit physical activity into your life such as walking with friends or exercising first thing in the morning or on weekends.

Responsible Decision-Making As much as possible, offer your students choice and voice. For example, consider offering them a choice of how to demonstrate their understanding of content. You might also consider allowing students to have a second chance to demonstrate their understanding when appropriate. Also encourage students to think carefully about their choices when you do offer them a choice, and about the consequences or effects of those choices on themselves and others.

Go Slow At First

Expect the first weeks of distance instruction to go slow as everyone gets up to speed on all the new technology functions and routines of the remote learning environment. Patience, understanding, and more patience!