



## The Social Studies Inquiry Process

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**Licensure Renewal Credit:** 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. To accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components except for the final due date.

**Dates:** July 1, 2019 – July 1, 2020

### Course Description (Overview of Course)

New Social Studies standards for the state of Iowa are requiring teachers to rethink how they plan and deliver social studies content. The basis of this new curriculum will be the development of essential, compelling questions that guide a line of inquiry into social studies content. In this course, learners will examine the inquiry and content standards and develop inquiry plans for delivering instruction around an essential, compelling question.

### School Improvement Rationale (School data that indicates a need for this course).

All K-12 teachers in the state of Iowa will be required to implement the new social studies standards adopted and mandated by the State Board of Education. All students in Iowa must have access to all of these standards during the course of social studies instruction. Since the standards are different than the former set of state standards this will require all teachers of social studies to understand and be able to deliver the standards (full implementation) by the 2020-21 school year.

### Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Explain the inquiry process and its implications for designing social studies instruction.
- Develop essential, compelling questions to guide the development of inquiry units.
- Integrate inquiry standards, social studies content, literacy skills and 21<sup>st</sup> century skills in planning a unit of instruction.
- Align instructional materials to the inquiry unit developed.

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*Note: Success criteria for each component are identified for each micro-credential component below.*

Micro-Credential Component	Micro-Credential Description	Hours
The Inquiry Process	Inquiry is at the heart of thinking like a historian. Understanding the inquiry process is a key component for and underpins the process of designing instruction for social studies classrooms.	3
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Given a social studies unit, the learner will be able to identify and explain how the inquiry process is or is not present in the unit.</li> <li><input type="checkbox"/> The learner will be able to provide an original example of how inquiry develops in a unit of instruction.</li> </ul>		
Micro-Credential Component	Micro-Credential Description	Hours
Developing Essential, Compelling Questions to Guide an Inquiry Unit	Crafting an essential question that is not only compelling, but that captures the interest and curiosity of students is critical to designing instruction that meets the demands of the new social studies standards. In this component, learners will examine the qualities of effective essential questions, critique sample essential questions and develop potential essential questions to teach some required social studies content. In addition to the essential question, learners will learn how to develop supporting questions that help guide students in their inquiry to answering the essential question.	3
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using a quality checklist, learners will evaluate sample essential questions and explain how each does / does not fit the criteria for a good essential, compelling question.</li> <li><input type="checkbox"/> The learner will develop at least three essential, compelling questions that can serve as the basis for the development of a unit of instruction on a particular area of social studies content.</li> <li><input type="checkbox"/> The learner will develop a set of supporting questions for one of the three essential questions developed.</li> </ul>		

Micro-Credential Component	Micro-Credential Description	Hours
Bundling Social Studies Standards: Integrating Inquiry, Content, Literacy and 21 <sup>st</sup> Century Skills	Once an essential, compelling question has been developed, the next step is to determine the standards that will help students answer that question. Critical to this step is understanding and selecting what skills and knowledge are needed to conduct the inquiry. Standards selected must be both explicitly taught and assessed.	4
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The learner will develop a “bundle” of standards that align with the essential question. This bundle will include the inquiry standards, the content standards, literacy standards for History/Social Studies and 21<sup>st</sup> century skills.</li> </ul>		
Micro-Credential Component	Micro-Credential Description	Hours
Aligning and Selecting Instructional Text to the Inquiry	The essential and supporting questions have been developed and the standards have been bundled to reflect the learning that will take place during the inquiry process. The next step is to select text that will be used as students move through the inquiry process. In this component, learners will identify sources of credible, authentic text for the inquiry and develop a set of texts that can be used by students as they conduct their inquiry.	5
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select and explore at least five major online sources of social studies content, including both primary and secondary sources.</li> <li><input type="checkbox"/> Create a list of relevant, high-quality text that relates directly to a chosen essential question.</li> </ul>		

## Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- Standard 3: Demonstrates competence in planning and preparing for instruction.
- Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.

## Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)