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P.A.W.S.-Social Studies Lesson Plan Template



Strategies toward achievement of:

TKES Performance Standard 2: Instructional Planning

This is a framework for a standards based social studies lesson using the acronym P.A.W.S.

P-Prior Knowledge,

A-Active and Engaging Guided Lesson Content

W-Work Session: Application of Process Skills

S-Summary: Assessment and Closure

This framework is aligned to the inquiry model and gives specific components to include within the opening, work session and closing of a social studies lesson. It also has indicators for the inclusion of literacy and expected student and teacher behaviors for each lesson component.

Historical thinking, inquiry, information processing skills, and disciplinary literacy are critical to ensuring that students have an in-depth understanding of social studies. This instructional planning template was created to provide social studies teachers with a framework for planning engaging lessons that address content knowledge, experiences, and skills while affording students opportunities to participate in “active literacy”: reading, writing, illustrating, speaking, viewing, investigating and thinking critically.

[P.A.W.S. Lesson Plan Template](#)

Minutes	Components	Format/ Materials	Literacy Connections	What Teachers and Students Do:	
Prior Knowledge	5 Minutes/10 minutes	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group	Active Literacy	Student:	
	<input type="checkbox"/> Stimulate curiosity <input type="checkbox"/> Brainstorm ideas <input type="checkbox"/> Build Background Knowledge <input type="checkbox"/> Review prior concepts	<input type="checkbox"/> Books <input type="checkbox"/> Journals <input type="checkbox"/> Charts/Table <input type="checkbox"/> s/ Maps <input type="checkbox"/> Electronic <input type="checkbox"/> Tools <input type="checkbox"/> Other	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Drawing/ <input type="checkbox"/> Illustrating <input type="checkbox"/> Speaking/Lis <input type="checkbox"/> tening <input type="checkbox"/> Viewing <input type="checkbox"/> Investigating	<input type="checkbox"/> Students asking questions wondering. Teacher: <input type="checkbox"/> Teacher providing a hook, question, or activity to stimulate readiness for learning. <input type="checkbox"/> Teacher communicating the standards, lesson objective, learning targets, and success criteria. <input type="checkbox"/> Teacher showing real-world connections through photographs, objects, videos, etc.	
Active and Engaging Guided Lesson Content	15 Minutes/30 minutes	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual	Active Literacy	Student Actively Engaged in Learning By:	Teacher Facilitates Learning By:
	Provide direct instruction with content standards by: <input type="checkbox"/> Introducing new content using the gradual release of responsibility instructional framework <input type="checkbox"/> Delivering a broad, interdisciplinary focus <input type="checkbox"/> Reading a variety of multicultural and authentic sources	<input type="checkbox"/> Books <input type="checkbox"/> Journals <input type="checkbox"/> Charts/Table <input type="checkbox"/> s/ Maps <input type="checkbox"/> Electronic <input type="checkbox"/> Tools <input type="checkbox"/> Other	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Drawing/ <input type="checkbox"/> Illustrating <input type="checkbox"/> Speaking/Lis <input type="checkbox"/> tening <input type="checkbox"/> Viewing <input type="checkbox"/> Investigating	<input type="checkbox"/> Collaboration and research <input type="checkbox"/> Constructing, contributing, synthesizing and analyzing information <input type="checkbox"/> Critical Thinking and Problem-solving <input type="checkbox"/> Participating in effective and appropriate communication of ideas and information (student-to-student/student-to-teacher) <input type="checkbox"/> Drawing/Illustrating, writing, and sharing experiences	<input type="checkbox"/> Providing standards-based content. <input type="checkbox"/> Modeling and scaffolding. <input type="checkbox"/> Providing current print and non-print resources that help connect the learning. <input type="checkbox"/> Incorporating a variety of interactive and differentiated activities. <input type="checkbox"/> Observing/progress monitoring/documenting/providing feedback <input type="checkbox"/> Integrating from other disciplines and appropriately using technology tools.
Work Session: Application of Process Skills	20 Minutes/40 minutes	<input type="checkbox"/> Small Group <input type="checkbox"/> Tier Groups <input type="checkbox"/> Individual	Active Literacy	Student Actively Engaged in Learning By:	Teacher Facilitates Learning By:
	<input type="checkbox"/> Understanding and application of complex ideas and processes <input type="checkbox"/> Mastery of integrated skills and content with a depth of knowledge and understanding <input type="checkbox"/> Providing opportunities for college and career readiness opportunities through problem solving, collaboration, and communication <input type="checkbox"/> Historical thinking from	<input type="checkbox"/> Books <input type="checkbox"/> Journals <input type="checkbox"/> Charts/Table <input type="checkbox"/> s/ Maps <input type="checkbox"/> Electronic <input type="checkbox"/> Tools <input type="checkbox"/> Other	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Drawing/ <input type="checkbox"/> Illustrating <input type="checkbox"/> Speaking/Lis <input type="checkbox"/> tening <input type="checkbox"/> Viewing <input type="checkbox"/> Investigating	<input type="checkbox"/> Collaboration and research <input type="checkbox"/> Constructing, contributing, synthesizing and analyzing information <input type="checkbox"/> Critical Thinking and Problem-solving <input type="checkbox"/> Source analysis of primary & secondary documents, images, visual & audio media and artifacts <input type="checkbox"/> Participating in effective and appropriate communication of ideas and information (student-to-student/student/teacher) <input type="checkbox"/> Civic and civil discourse (debate,	<input type="checkbox"/> Providing direction for interactivity <input type="checkbox"/> Modeling and scaffolding <input type="checkbox"/> Providing structured and guided practice <input type="checkbox"/> Advancing development /reinforcement of skills <input type="checkbox"/> Necessitating the use of print and non-print resources and technology <input type="checkbox"/> Promoting conversations and collaboration amongst students <input type="checkbox"/> Observing/progress

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P.A.W.S-Social Studies Lesson Plan Framework

	multiple perspectives, sourcing, context, claims/evidence & guided argumentation			discussion, engagement, taking informed action) <input type="checkbox"/> Drawing, writing, and sharing experiences	monitoring/documenting/providing feedback
Summary: Assessment and Closure	5 Minutes/10 minutes	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Groups <input type="checkbox"/> Individual	Active Literacy	Student: <input type="checkbox"/> Providing evidence of learning through discussion and sharing opportunities (presentations, demonstrations, oral or written responses, etc.) Teacher: <input type="checkbox"/> Drawing closure <input type="checkbox"/> Assessing learning <input type="checkbox"/> Encouraging reflection	
	<input type="checkbox"/> Summary of gained information <input type="checkbox"/> Clarification of ideas/concepts <input type="checkbox"/> Transfer of learning		<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Drawing/ <input type="checkbox"/> Illustrating <input type="checkbox"/> Speaking/Lis <input type="checkbox"/> tening <input type="checkbox"/> Viewing <input type="checkbox"/> Investigating		

References

Adapted from Georgia Department of Education (2016). Social Studies Standards-based Classroom Instructional Framework. (Accessed 04.2022).

College and Career Readiness standards;

http://www.nc4ea.org/files/appropriate_college-readiness_standards_for_all_students-05-03-06.pdf

Common Core Standards for English Language Arts; www.corestandards.org