# Learning Walk: Social Studies

<table>
<thead>
<tr>
<th>Level: 6-12</th>
<th>Date:</th>
<th>Time:</th>
<th>beginning</th>
<th>middle</th>
<th>end</th>
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</thead>
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## Campus/ Subject Area/Grade Level:

## Key: □ - observed    X - area for improvement

### Evidence of Routines:

- Workshop Model/Catch and Release is evident.
- Vocabulary of the standard is a focus.
- Primary Sources are integrated into lessons.
- SIOP strategies are evident.
- Transitions are effective so instruction time is maximized.
- Reading strategies are incorporated when appropriate.
- Pacing is within 1 week of district scope and sequence

### Look Fors:

**Workshop Model:**

- Mini-lesson
- Catch and Release: If teacher is lecturing, opportunities for students to interact/ process information on a regular basis built into lecture
- Debrief: students are summarizing their learning for the day verbally or in writing

**Vocabulary of the Standard:**

- Word Wall is present (Content and/or Process)
- Word Wall is being used in lesson

**Primary Sources:**

- Analysis tools are being utilized (OPTIC, APPARTS, Other)
- Vocabulary strategies used if needed

**SIOP Strategies:**

- Students reading
- Students writing
- Students speaking
- Students listening
- Using visuals

**Reading Strategies Used:**

- 

**Standards:**

- Posted
- Using

### Questions to Ask the Teacher:

1. What system do you have in place to keep track of what students can and cannot do?
2. What routine have you established to provide student feedback?

### Teacher Responses

### Questions to Ask the Students:

1. Why do you think your teacher wants you to learn this?
2. Will this help you outside of school or is this just for school?

### Student Responses: