

Secondary Social Studies Professional Development Look-Fors
*Practices that should be evident in the classroom after participation at Professional
 Development (PD) Session*

PD Title: DBQ and LAFS For All-Secondary

With the implementation of the LAFS and subsequent assessment, students will be required to demonstrate mastery of sophisticated thinking, reading, and writing skills. In order to better prepare students for success on the Florida Standards Assessment, teachers will need to implement lessons that enable students to develop and master the necessary reading and writing skills. DBQs utilize complex primary and secondary source documents as well as open-ended critical thinking questions to teach and provide practice for students to master analytical and evaluative thinking skills that will enable them to decipher meaning, develop claims, and support these claims with text-based evidence. Traditionally the DBQ has been relegated to the Social Studies classroom, but it is a strategy that can be implemented in all content areas. Participants in this workshop will gain an understanding of how this type of activity will enable students to develop better understanding of specific content and at the same time utilize the skills necessary to succeed in college and the workplace.

Course Objectives:

- Participants will be able to evaluate how DBQs support the LAFS and enable students to be college and career ready.
- Participants will be able to describe how to differentiate a Document-Based Question activity.
- Participants will be able to describe the steps required to successfully complete a Document-Based Question activity.

Teacher	<ul style="list-style-type: none"> • Designs standards-based lessons that utilize open-ended critical thinking questions • Incorporates complex text in the form of primary and secondary sources (historical documents, art, political cartoons, maps, and data) • Provides sources that present multiple perspectives and points of view • Encourages students to express text-based responses through writing and accountable talk
Student	<ul style="list-style-type: none"> • Cites relevant and sufficient evidence to support claims • Analyzes diverse sources using scaffolding questions, APPARTS, SOAPStone, or similar graphic organizer • Synthesizes events, ideas, and concepts presented in diverse sources to form conclusions and generate claims • Uses chicken foot and essay planner to generate claims and support writing with relevant and sufficient evidence