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| **Element of best practice** | **What the teacher is doing** | **What the students are doing** | **how decided on this practice** |
| Building Instruction on Students' Prior Knowledge-Use the knowledge students already have to make connections between new experiences and previous experiences-students learn very little when their learning is not linked to prior knowledge | -learning about students' lives-building on student knowledge-using prior knowledge throughout entire lesson and not just beginning of lesson-generates lasting knowledge | -doing more than just "memorizing facts"-developing a true understanding-making connections between their life and the lesson | In L&B it mentioned that many social studies experiences for students are just memorizing facts from a textbook. Students are not developing a true understanding of a topic because they are not able to make real life connectionsMy own social studies classes when I was in middle school were very similar. It included very little recalling of prior knowledge to connect to the content and therefore I remembered very little of it and continued to struggle in social studies classes more than in other classes. |
| Social studies should be challenging-questions are asked that challenge students to think -students learn to analyze and solve problems | -ask open-ended questions that spark discussion-guide students without "spoon-feeding" them answers-hold students to high standards-models those high standards | -analyze various documents-participate in discussions-learn in-depth about a topic | Like the previous best practice I chose, I picked this because of my own middle school social studies experience. Most of it was checking for fact memorization and not true understanding.  |

 (The table lines disappear when I post, so I changed the color of my first best practice so it is easier to tell them apart)

I picked both of these best practices because I felt they most related to my own middle school social studies experiences. They relate the best because these were what I feel were missing the most. As I think back on my own experiences, I rarely can recall a time where I was relating what I was learning to my own experiences or what I already knew. I also felt most of my own experiences were focused on getting through the book and memorizing facts just long enough to be tested over it. Then the information was lost. I definitely do not want my students to go through the same thing when I eventually teach social studies.