American students’ test scores in mathematics and literature are struggling (e.g., Berk 2010). One reason for this is our traditional teaching is limited to “Direct-teaching” (use of formulas, memorization of the definition) or “Nativist” approach (a “sink or swim” type of overgeneral teaching); resultantly impairing students’ ability to construct the abstract concepts inherent in the subject matters. I will presents 2 lesson plans, for mathematics and social science, based on a CONSTRUCTIVIST approach (e.g., Piaget) in application of ‘domain specific’ discourse to nurture the students’ abstraction. Also, my lessons aim to develop the learners’ cognitive comprehension of not only the subject matters (e.g., math), but also a larger aspect of social-interpersonal issues (e.g., morality, social convention, personal issues) simultaneously. I applied the domain theory of cognitive-social development (Hasebe, 2004, 2011) and “Dual Epistemology” (“DE”) (Hasebe I am learning in my teacher prep course (EIS301 ‘Cognition & Development’). The domain theory reports 4 areas of children’s behaviors distinctive from one another; the personal (things up to the children, e.g., hairstyle), moral (unprovoked harm to others, e.g., slander), conventional (rules, e.g., table manners) and prudential (conduct that hurts the children, e.g., illegal drugs). “DE” suggests ‘2 types of knowledge’; “social arbitrary knowledge” (e.g., countries’ names, word spelling) versus “empirical abstract knowledge” (e.g., mathematical concepts, moral concept). Teaching both knowledge necessitates the use of 2 qualitatively different approaches. However, teachers use only one type of instructional method. I will also discuss how my lessons differ from Nativist approach often mistakenly identified as “Constructivist” instruction.