



PROGRESS REPORT

K-12 SOCIAL STUDIES CURRICULUM REVIEW

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Social Studies Contact Teachers:

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About the Committee and the Charge

- All schools represented
- 2 Parent Reps, Seeking Additional Parents / Community Members
- Meetings: Contact Teacher Meetings
 - Full committee meetings
 - Level Sub-Committee meetings
- Charge: Examine the K12 Social Studies curriculum, assess strengths and needs, report findings, and recommend program changes to create a clearly-articulated K12 Social Studies program.
- Timeline: Full Implementation 2010-2011



Assumptions

- MV Curriculum Review Framework
- Stakeholder Involvement
- Alignment of Expectations, Assessment, Curriculum, and Classroom Practice
- Well-Articulated K-12 Program/Essential Skills
- High Expectations of All Learners
- District-Wide Program / Consistent Expectations
- Professional Development /Collaboration



About the Review Process

- Articulate purpose and focus questions
- Collect information about each area of the review framework— student performance, learner outcomes, assessment, curriculum structure, instructional model, instructional strategies, materials

What is currently in place?

What are the strengths and weaknesses of the current program?

What improvements are needed?

- Identify and evaluate options for program improvement
- Formulate recommendations

ELEMENTARY

Student Performance



Current Reality

Student performance is tracked by individual teachers through various forms of developmentally appropriate assessment.

Needs

Assessment system including ability to track and communicate about student learning relative to a set of essential skills and content.

Goal

Systematic methods of collecting, communicating and using information about student performance

ELEMENTARY

Learner Outcomes

Current Reality

Common set of District Learner Outcomes

K-2 outcomes integrated thematically in other curriculum areas

Needs

- Consistency across the District

Goal

Social studies program referenced to a common set of expectations.

ELEMENTARY

Assessment

Current Reality

Learning is assessed in various ways including teacher observation and rubric-based performance assessment

Some social studies skills assessed through the reading/language Arts District and classroom assessments

Needs

Assessment system

Goals

K-5 sequence to which assessment can be aligned

District-wide coordination in assessment of Social Studies skills

ELEMENTARY

Curriculum Structure

Current Reality

The scope and sequence of outcomes, based on the NCSS standards and themes is developmentally appropriate

Skills needed for Social Studies learning taught across the curriculum

Needs

Sample lessons and or units should be available for teachers to draw from in order to adequately teach the outcomes

Goals

Establish a developmentally appropriate scope and sequence in the elementary curriculum

ELEMENTARY

Instructional Model and Strategies

Current Reality

Much variation as to how Social Studies is taught, the instructional timeframe, and how it fits into the instructional day

Strategies in use generated by individual teachers or grade level teams.

Needs

Increased consistency across the elementary sites

Focused use of instructional time to address identified essential skills

Goals

District-wide Social Studies program implemented effectively within the Unit Studies model in each Elementary site

ELEMENTARY

Materials

Current Reality

Materials vary--many generated by individual teachers or grade level teams.

Needs

Instructional materials with a range of reading levels to support delivery of the curriculum

Goals

Elementary instructional materials to support learner outcomes

MIDDLE SCHOOL

Student Performance



Current Reality

Information from classroom assessments

Needs

Better data-informed communication about student performance and instructional effectiveness.

Goal

Systematic methods of collecting, communicating and using information about student performance

MIDDLE SCHOOL

Learner Outcomes

Current Reality

Common set of district learner outcomes

Needs

Realignment

- Check alignment of outcomes, state standards, curriculum, assessment and instruction
- Consistency across the District

Goal

District-wide Social Studies program—assessment, curriculum, instruction referenced to a common set of learner outcomes

MIDDLE SCHOOL

Assessment



Current Reality

Individual teachers assess student progress and achievement

Use test data to help guide instruction

Needs

Consistency / Collaboration across the three schools

Common assessment

Goal

District-wide consistency and common assessment

MIDDLE SCHOOL

Curriculum Structure

Current Reality

Curriculum scope and sequence in place

6th grade: Ancient Civilization and Minnesota History

7th grade: Foundations of Geography and Geography of the Western Hemisphere

8th grade: Geography of the Eastern Hemisphere

Gaps in history, government and economics instruction

Needs

Reorganization of the middle school Social Studies curriculum to enhance continuity across the levels

Goals

K-12 articulation—logical scope and sequence of content and skills

Coordination among the 3 Middle Schools

MIDDLE SCHOOL

Instructional Model and Strategies

Current Reality

Social Studies offered in 6th, 7th, and 8th grade

Wide range of student needs in each class

Differentiation in the classroom

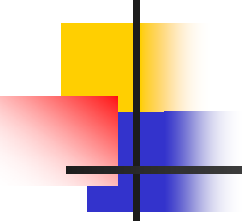
Needs

Support for teachers in developing and using differentiated approaches

Discussion of possibilities regarding programmatic differentiation

Goals

Differentiation reflecting high expectations; each student receives the appropriate support and challenge through program level or classroom differentiation



MIDDLE SCHOOL Materials

Current Reality

Materials support current courses

Needs

Criteria for materials review

Materials appropriate for the range of reading proficiency levels

Goal

Materials that support the outcomes at each grade level and that are accessible to all learners

HIGH SCHOOL

Student Performance

Current Reality

Proficiency levels have been established on end-of-course common assessment

Common Assessment data

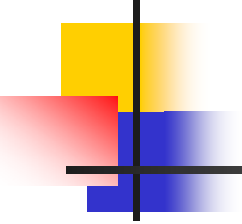
AP scores

Needs

Better data-informed communication about student performance and instructional effectiveness District-wide—coordination between MVHS and IDHS.

Goal

Systematic methods of collecting, communicating and using information about student performance



HIGH SCHOOL

Learner Outcomes

Current Reality

Learner outcomes in place for each course

Needs

Better alignment of outcomes, curriculum, assessment, and instruction
Increased coordination of MV and ID—agreement about essential skills
District-level learner outcomes formatted and posted on District website

Goal

District-wide Social Studies program referenced to a common set of learner outcomes

HIGH SCHOOL

Assessment

Current Reality

Common assessment is a core process in both high schools

- Established in all required courses
- Student data reviewed regularly
- Three years of common assessment data is available for review

Needs

- Check alignment of common assessments and outcomes
- District-wide common or comparable assessment in required courses
- Support in putting data to use for improvement of teaching and learning
- On-going discussions to define proficiency in Social Studies skills

Goal

District-wide use of common or comparable assessment

Use of assessment data to enhance instructional effectiveness and student learning

HIGH SCHOOL

Curriculum Structure

Current Reality

Curriculum mapping— content, scope and sequence

Alignment with state standards / learner outcomes

Required and elective course offerings in place

Need

Coordination between ID and MV

Goal

K-12 articulation

HIGH SCHOOL

Instructional Model And Strategies

Current Reality

Comprehensive offerings

- Intervention programs in place to support students in Social Studies courses
- AP and Honors courses

Needs

Instructional differentiation within courses

Program level differentiation

Goal

District-wide implementation of NCSS standards (2008)—essential skills

Differentiation reflecting high expectations

HIGH SCHOOL MATERIALS



Current Reality

Some materials are dated

Need

Criteria for materials review

Up-to-date curriculum materials

Goal

Materials that support the learner outcomes and standards



Professional Development / Collaboration Needs

- Creating an Assessment System
- Effective Realignment of Expectations, Assessment, Curriculum and Instruction
- Instructional Strategies
- Approaches for Differentiation
- Time for staff collaboration



NEXT STEPS

For the K-12 committee...

- Level-specific meetings—continue to work in each element of the framework
- Full committee meetings—synthesize the information
Plan summer curriculum work
- Summer Curriculum and Assessment work
- Continue to communicate about the Social Studies review process
- Plan to address professional development and collaboration needs