

# **Merton Community School District K-8 Social Studies Curriculum Renewal and Design Report**



**March 14, 2022**

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# I. Introduction

During the 2021-2022 school year, a committee was formed to evaluate the current PK-8 Social Studies program and to recommend potential curriculum renewal and design enhancements. The last Social Studies program evaluation was completed during the 2016-2017 school year. At that time, the Wisconsin Model Academic Standards (WMAS) were used to guide our curriculum development and resource selection. The purpose of this report is two-fold:

1. to report on the PK-8 Social Studies Program Evaluation conducted during the 2021-2022 school year, and
2. recommend modifications for the renewal and design of the social studies curriculum and instructional practices, ensuring that the Merton Community School District is:
  - a. aligned and exceeding both current state and national standards;
  - b. aligned to the most current best practice research in social studies and educational fields; and
  - c. consistent with the Merton Community School District's Mission, Values and Strategic plan.

## II. Background

This report is the result of work completed by the PK-8 Social Studies Curriculum Renewal and Design Committee. In summary, the charge given to the committee was to:

- review past and existing Merton social studies practices, curriculum, and resources;
- review current research and evidence-based practices relevant to the committee;
- study contemporary curriculum, instruction, and assessment models to use in creating and implementing an improved PK-8 Social Studies program; and
- recommend next steps in the development of a design and renewal plan that is integrated with the Merton Community School District mission, values and strategic plan.

In the spring of 2017 the **Merton Community School Board received the last 4K-8 Social Studies Curriculum Review**. In September of 2016, a committee was formed to evaluate the social studies program and make recommendations for revisions and improvements. The committee consisted of 8 team members, including teachers, instructional specialists and administrators. The committee was chaired by the Superintendent, Dr. Ronald Russ and the Literacy Instructional Specialists. Below is the curriculum information from the committee at that time:

### First Grade Social Studies Essential Outcomes District Created

Unit	Students will:
<b>Trimester 1 - Rules and Citizenship</b>	Students will: <ul style="list-style-type: none"> <li>● Identify and explain the student's responsibilities to family and how families develop and change rules.</li> <li>● Understand how to be a good citizen at home and in the classroom.</li> </ul>
<b>Trimester 2 - Map Skills</b>	Students will: <ul style="list-style-type: none"> <li>● The student can use reference points, and directions to identify various representations of the earth's surface.</li> <li>● The student can use maps to represent the community.</li> </ul>
<b>Trimester 3 - Introduction to United States History, Symbols, and Events</b>	Students will: <ul style="list-style-type: none"> <li>● Explain the significance of national symbols.</li> <li>● Identify and describe important events and famous people</li> </ul>

### Second Grade Social Studies Essential Outcomes

### District Created

Unit	Students will:
<b>Trimester 1 - Civics</b>	<ul style="list-style-type: none"> <li>● Understand the basic components of a community, different types of communities and why a community is important.</li> <li>● Understand the basic purpose of a government and rules.</li> <li>● Understand what it means to be a good citizen in the community.</li> </ul>
<b>Trimester 2 - Geography</b>	<ul style="list-style-type: none"> <li>● Understand and apply basic mapping elements such as compass rose, labels, and a key to read and construct maps that display information.</li> <li>● Identify the 7 continents and 5 oceans on a world map.</li> </ul>
<b>Trimester 3 - United States Immigration</b>	<ul style="list-style-type: none"> <li>● Understand individuals who have shaped US history</li> <li>● Demonstrate how to read and create a timeline.</li> <li>● Understand why and how past inventions have changed over time.</li> </ul>

### Third Grade Social Studies Essential Outcomes

#### District Created

Unit	Essential Questions
<b>Trimester 1 - Geography</b>	<ul style="list-style-type: none"> <li>● What is the geography of North America?</li> <li>● What are the physical features, climate, traditions, and natural resources found in the United States?</li> <li>● What are the regions of the United States?</li> <li>● What are the 5 Themes of Geography (embedded in our US regions lessons)?               <ul style="list-style-type: none"> <li>○ <u>Location</u> -- Where are things located?</li> <li>○ <u>Place</u> -- What makes a place different from other places?</li> <li>○ <u>Human-environment interaction</u> -- What are the relationships among people and places?</li> <li>○ <u>Movement</u> -- What are the patterns of movement of people, products, and information?</li> <li>○ <u>Regions</u> -- How is the United States divided into regions?</li> </ul> </li> </ul>
<b>Trimester 2 - First Nation (Native Americans)</b>	<ul style="list-style-type: none"> <li>● Why did people first migrate to the Americas?</li> <li>● How does the physical surroundings affect the people living in an area?</li> <li>● How do the Native Americans in a given tribe meet their basic needs?</li> <li>● How are Native American tribes alike and different?</li> </ul>
<b>Trimester 3 - United States Immigration</b>	<ul style="list-style-type: none"> <li>● What is an immigrant?</li> <li>● Why did people leave their land?</li> <li>● What brought people to America? (push/pull factors)</li> <li>● What is Ellis Island? What did immigrants face when arriving?</li> </ul>

### Fourth Grade Social Studies Essential Outcomes

### Wisconsin Historical Society Text

Unit	Essential Questions
<b>Trimester 1- Exploring Wisconsin</b>	<p>Wisconsin's Geography</p> <ul style="list-style-type: none"> <li>● What are the characteristics of Wisconsin's 5 regions and identify them on a map?</li> </ul> <p>Wisconsin's Native Americans</p> <ul style="list-style-type: none"> <li>● Who were the first people of Wisconsin and how did they use their environment to meet their basic needs?</li> </ul> <p>Wisconsin's Explorers/Fur Traders</p> <ul style="list-style-type: none"> <li>● Who were Wisconsin's first explorers?</li> <li>● Why did they come to the states?</li> <li>● Where did they explore?</li> </ul>
<b>Trimester 2 - Wisconsin's Early People</b>	<p>Wisconsin's Immigration/Statehood</p> <ul style="list-style-type: none"> <li>● Who were the immigrants?</li> <li>● Why did they come to Wisconsin?</li> <li>● Where did they settle?</li> </ul> <p>Wisconsin's Natural Resources</p> <ul style="list-style-type: none"> <li>● What are Wisconsin's natural resources and how do they affect the way people live and work?</li> </ul> <p>Wisconsin's Industry</p> <ul style="list-style-type: none"> <li>● How did Wisconsin's industries help cities grow?</li> </ul>
<b>Trimester 3 - Wisconsin Today</b>	<p>Wisconsin's Agriculture</p> <ul style="list-style-type: none"> <li>● What are Wisconsin's primary agricultural products?</li> </ul> <p>Wisconsin's Government</p> <ul style="list-style-type: none"> <li>● How is Wisconsin's government created and structured?</li> </ul> <p>Celebrating Wisconsin</p> <ul style="list-style-type: none"> <li>● What makes Wisconsin unique?</li> </ul>

### Fifth Grade Social Studies Essential Outcomes District Created with a National Geographic Text

Unit	Essential Questions
<b>Unit 1- Essentials of Geography</b>	<ul style="list-style-type: none"> <li>● How do geographers think about the world?</li> <li>● How do people use geography?</li> <li>● How has geography influenced cultures around the world? (Cultures, Religions, Economic, Political)</li> </ul>
<b>Unit 2 - North America</b>	<ul style="list-style-type: none"> <li>● What are the significant physical features of North America?</li> <li>● How did the United States and Canada develop as nations?</li> <li>● How have various cultures influenced Mexico's history?</li> <li>● What issues do the United States and Canada face today?</li> <li>● How has globalization affected Mexico?</li> </ul>

<p><b>Unit 3 - Central America and the Caribbean</b></p>	<ul style="list-style-type: none"> <li>● How has physical geography been a positive or negative influence on Central America and the Caribbean?</li> <li>● How have the economic resources influenced the history of Central America and the Caribbean?</li> <li>● How do trade and globalization affect the cultures of Central America and the Caribbean?</li> <li>● How is Central America and the Caribbean countries trying to improve the standard of living?</li> </ul>
<p><b>Unit 4 - South America</b></p>	<ul style="list-style-type: none"> <li>● How does elevation influence climate in South America?</li> <li>● How did mountains, plateaus, and rivers shape South America's history?</li> <li>● In what ways is South America culturally diverse?</li> <li>● How is modern South America building its economies?</li> </ul>
<p><b>Unit 5 - Europe</b></p>	<ul style="list-style-type: none"> <li>● How did Europe's physical geography encourage interactions with other regions?</li> <li>● How did European thought shape Western civilization?</li> <li>● How did Europe develop and extend its influence around the world?</li> <li>● How is the diversity of Europe reflected in its cultural achievements?</li> <li>● What are the costs and benefits of European unification?</li> </ul>
<p><b>Unit 6 - Russia and the Eurasian Republics</b></p>	<ul style="list-style-type: none"> <li>● How have size and extreme climates shaped Russia and the Eurasian republics?</li> <li>● How has geographic isolation influenced Russia and the Eurasian republic's history?</li> <li>● What features have influenced Russian cultures (size, climates, etc...)?</li> <li>● How have Russia and the Eurasian republics dealt with recent political, economic, and environmental challenges?</li> </ul>
<p><b>Unit 7 - Junior Achievement</b> - Biztown</p>	<ul style="list-style-type: none"> <li>● Students will begin to understand the basics of deposits, checks, withdrawals and electronic banking and bank-cards.</li> <li>● Students are introduced to basic economic concepts and discuss the impact of taxes and philanthropy.</li> <li>● Students are introduced to the concept of circular flow of money and goods within an economy.</li> <li>● Students will explore how their skills and interests lead individuals into jobs and careers.</li> <li>● Students will work in business teams to learn about operating a successful business, setting prices to achieve a profit, and using advertising to bring in revenue.</li> <li>● Students actively participate in a real-life simulation summarizing the essential outcomes in BizTown.</li> </ul>

**Sixth Grade Social Studies Essential Outcomes**  
**National Geographic Text**

Unit	Essential Questions
<b>Unit 1 - Sub-Saharan Africa</b>	<ul style="list-style-type: none"> <li>● How has the varied geography of sub-Saharan Africa affected people's lives?</li> <li>● How did trade networks and migration influence the development of African civilization?</li> <li>● What historical and geographic factors have influenced the cultures of sub-Saharan Africa?</li> <li>● How have conflict and government instability slowed economic development in sub-Saharan Africa?</li> </ul>
<b>Unit 2 - Southwest Asia &amp; North Africa</b>	<ul style="list-style-type: none"> <li>● How have climate and location influenced the region in the past and today?</li> <li>● How did civilizations develop in Southwest Asia and North Africa?</li> <li>● How have resources and migration shaped culture in Southwest Asia and North Africa?</li> <li>● What forces have affected the development of modern countries in the region?</li> </ul>
<b>Unit 3 - South Asia</b>	<ul style="list-style-type: none"> <li>● How do South Asia's water systems affect how people in the region live?</li> <li>● How have physical features, religion, and empires shaped South Asia's borders?</li> <li>● How is diversity reflected in South Asia's cultures?</li> <li>● Why has India experienced an economic boom?</li> <li>● What are some effects of South Asia's rapid changes?</li> </ul>
<b>Unit 4 - East Asia</b>	<ul style="list-style-type: none"> <li>● How did geographic factors affect population distribution?</li> <li>● What influences, beliefs, and encounters helped shape China?</li> <li>● What factors had an impact on the histories of Japan and Korea?</li> <li>● How do traditions and modernization create a unique way of life in East Asia?</li> <li>● What problems does East Asia face today, and what are its opportunities?</li> </ul>
<b>Unit 5 - Southeast Asia</b>	<ul style="list-style-type: none"> <li>● What are the geographic conditions that divide Southeast Asia into many different parts?</li> <li>● How have physical barriers in Southeast Asia influenced its history?</li> <li>● How have local traditions and outside influences shaped cultures in Southeast Asia?</li> <li>● How are Southeast Asia's governments trying to unify their countries?</li> </ul>



**Seventh Grade Social Studies Essential Outcomes**  
**National Geographic Text**

<b>Unit</b>	<b>Essential Questions</b>
<b>Unit 1 - Colonization</b>	<ul style="list-style-type: none"> <li>● What are the most important geographic characteristics of the United States?</li> <li>● In what ways were the cultural traditions of Native Americans, Europeans, and West Africans alike and different?</li> <li>● How did interaction between European, African, and Native American cultures shape early American history?</li> <li>● Why did some Europeans choose to leave home and settle in colonial America?</li> <li>● How did geography affect daily life in the New England, Middle, and Southern colonies?</li> <li>● How did life there compare with other colonial regions?</li> <li>● For various groups, what did it mean to be "American" in 1750?</li> </ul>
<b>Unit 2 - Causes of the American Revolution</b>	<ul style="list-style-type: none"> <li>● In what ways were the colonies becoming their own nation before 1763?</li> <li>● In what ways were they still part of the British Empire?</li> <li>● Why did the colonists risk their lives to fight for independence from Great Britain?</li> <li>● How does the Declaration of Independence reflect the colonists' ideas about government?</li> </ul>
<b>Unit 3 - American Revolution</b>	<ul style="list-style-type: none"> <li>● How did the United States manage to win the Revolutionary War?</li> <li>● What roles did different groups of Americans play in the Revolutionary War?</li> </ul>
<b>Unit 4 - Challenges of a New Nation</b>	<ul style="list-style-type: none"> <li>● How well did the Articles of Confederation address the needs of the new nation?</li> <li>● How did decisions made at the Constitutional Convention affect the balance of power in the new nation?</li> <li>● How does the Constitution reflect major principles of American democracy?</li> </ul>
<b>Unit 5 - Westward Expansion</b>	<ul style="list-style-type: none"> <li>● What impact did the addition of new territories have on the new nation?</li> <li>● Did the benefits of American expansion outweigh the costs?</li> </ul>

**Eighth Grade Social Studies Essential Outcomes  
National Geographic Text**

<b>Unit</b>	<b>Essential Questions</b>
<b>Unit 1 - United States Constitution</b>	<ul style="list-style-type: none"> <li>● How did the nation’s early problems reveal different philosophies about government?</li> <li>● What are the rights and responsibilities of each branch of government and how do they interact/balance each other?</li> <li>● What are the rights and responsibilities given to us by the Constitution?</li> </ul>
<b>Unit 2 - Westward Expansion and Industrialization</b>	<ul style="list-style-type: none"> <li>● What impact did Manifest Destiny have on the growth and development of the United States?</li> <li>● What effect did the admission of Texas and Oregon have on the United States?</li> <li>● Did the benefits of technological advances made during the Industrial Revolution outweigh the costs?</li> <li>● How did the reform movements of the 1840s change American society?</li> </ul>
<b>Unit 3 - Civil War and Reconstruction</b>	<ul style="list-style-type: none"> <li>● In America, what did it mean to be an enslaved person? A free African American?</li> <li>● How did geographical, economic, and political differences between the North and the South lead to conflict?</li> <li>● How did the Union win the Civil War?</li> <li>● To what extent was the Civil War America’s second revolution?</li> <li>● What problems did Reconstruction resolve? What problems did it fail to resolve?</li> <li>● How did the end of Reconstruction affect the lives of future generations of Americans?</li> </ul>

## Relationship of the Social Studies Curriculum Renewal and Design Process to the District Strategic Plan

Strategic Plan Curriculum Goal: Maintain curricular adoption calendar to ensure we respond to best practice and student needs.

Action: Each adoption cycle will involve evaluating our current curriculums and student data, exploring possible new curriculum, instruction and assessment approaches, seeking new engaging technologies to enhance programming, and producing the professional development to implement.

- **Opportunity to Learn** – *Students have the opportunity to learn the standards through an articulated and aligned curriculum. Students aren't left with holes in their curricular program based on their placement.*
- **Time and Viability** – *The content that teachers are required to teach can be both taught and learned in the amount of time allocated for that subject area.*
- **Essential Understandings** – *The curriculum identifies those skills and understandings that are essential.*
- **Commitment to Essential Content** – *Through a process of curricular design, assessment, professional dialogue, supervision and evaluation, teachers and administrators are responsible and accountable for implementing the curriculum.*
- **Protection of Time for Instruction and Learning**– *Schools make every effort to convey the message that class time is sacred time and should be interrupted for important events only.*

(Robert Marzano; What Works in Schools: Translating Research Into Action 2003 pp 22-34)

These four factors are the critical factors that result in a supportive curriculum for all students. Through this process, we will map out a clear sequence of concepts and skills. We will write the curriculum using a framework that identifies essential content. More analysis of the current state of a guaranteed and viable curriculum in our PreK-8 Social Studies programming is shared later in this report.

Strategic Plan Instructional Practices Goal: Implement and maintain a professional development adoption calendar to ensure we respond to best practices and student needs.

Action: Meet staff members where they are at and grow them from there to impact student learning and growth by using this professional development schedule.

### III. Committee Membership and Organization

In this section, a description of the committee, leadership, organization, and timeline of the program evaluation process are included. A collaborative and representative team of stakeholders in the District is vital in carrying out a reliable and valid program evaluation. Thus, the Merton Community School District’s program evaluation committee consisted of a cross-representation of classroom teachers, specialists, and administration.

Name	Position
Emily Panaro	First Grade
Melissa Krogmann	Second Grade
Brenda Schmidt	Fourth Grade
Mary Iwanski	Instructional Specialist
Heidi Jones	Fifth Grade Social Studies
Katie Globig	Sixth and Eighth Grade Social Studies
Carey Niemczyk	Sixth and Seventh Grade Social Studies
Maria Kucharski	Director of Curriculum and Instruction

#### Timeline / Key Events of the Program Study and Evaluation

The PK-8 Social Studies Program Evaluation Committee operated in a four-part process as described below:

#### **Information Phase**

Date	Key Items	Support Materials
Summer 2021- Ongoing	Preparing for Evaluation.	Core Teacher Text Hanover Articles Collection of Research
Fall 2021	Staff selection for committee participation 4K-8.	
Fall 2021	Final organization of committee membership.	Committee Membership Meeting Dates

**Work Team Phase**

Date	Key Agenda Items	Support Materials
October 28, 2021 12:15-4:00	<ul style="list-style-type: none"> <li>● Committee members will continue to develop community building relationships within our Merton learning community.</li> <li>● Committee members will explore resources to identify important teaching and learning strategies in social studies and world language.</li> <li>● Committee members will understand the updated changes in the Merton Curriculum and Renewal cycle.</li> <li>● Committee members will identify the strengths and opportunities for growth from our last review.</li> </ul>	<a href="#">Agenda</a> <a href="#">Merton Curriculum and Renewal Cycle</a>
January 24, 2022	<ul style="list-style-type: none"> <li>● Committee members will explore resources to identify important teaching and learning strategies in social studies and world language.</li> <li>● Committee members will understand the importance and definition of a guaranteed and viable curriculum.</li> <li>● Committee members will identify the strengths and opportunities for growth from our last review.</li> </ul>	<a href="#">Agenda</a>
February 14, 2022	<ul style="list-style-type: none"> <li>● Committee members will evaluate and review core curriculum resource materials for both world language and social studies.</li> </ul>	<a href="#">Agenda</a>

**Board Phase**

Date	Action
November 29, 2021	<a href="#">Student Achievement Committee</a> update on the social studies committee work to date.
December 20, 2021	<a href="#">Student Achievement Committee update</a> and discussion of how a curriculum is defined and designed.
January 31, 2022	<a href="#">Student Achievement Committee update</a> on the social studies committee work to date.
March 2, 2022	Revised report completed for Administrative Instructional Committee review and approval.

March 14, 2022	Student Achievement Committee discusses and receives the report and recommendations regarding the PK-8 social studies program evaluation.
April 25, 2022	Board of Education PK-8 social studies program evaluation approval.

### Curriculum Design Phase

Date	Key Items	Support Materials
Ongoing	District Professional Learning Days- Establish norms, review standards and begin to create student friendly learning targets.	
January 2022-February 2022	Review curriculum core resource needs.	Evaluation Rubrics
Spring-Summer 2022 Ongoing	Resource Purchases per Recommendation	Budget PO Process
Summer 2022	Staff training on new curriculum resource	PL Funds- Title 2
Summer 2022	Units of Study curriculum and design begins	Curriculum Funds for 1 Unit UbD District Template
Fall 2022	Staff implement new curriculum resource	Curricular Resource Time for UbD Planning
Fall 2023-Ongoing	Creation and implementation of the Units of Study and resources.	Time

## IV. Student and Program Data Analysis Overview

Due to limited social studies specific level data, committee members were able to broadly analyze our student data. A list of reflective questions was used to guide our discussion and data review. The following was a list of District data used in our initial data analysis:

1. Forward K-8 Feeder School Proficiency Scores- Grades 4 and 8 for the 2020-2021, 2018-2019, 2017-2018 school years.
2. Forward Item Analysis Scores- Grades 4 and 8 for the 2019 and 2021 school years.
3. 2020 Social Studies Forward Item Samplers in Grades 4 and 8.
4. Arrowhead Feeder Freshmen Social Studies Grade Data Reports
5. Analysis of our current social studies curriculum to our goal of having a guaranteed and viable curriculum.

### **Data Considerations:**

State Assessment Timeline of Changes:

- Wisconsin Concept and Knowledge Exam (WKCE) through 2013-2014
- Wisconsin Badger Exam-2014-2015
- Wisconsin Forward Exam -2020-2021, 2018-2019, 2017-2018, 2016-2017, 2015-2016
- No Wisconsin Forward Exam due to Pandemic- 2019-2020

On the next several pages in this report is the data analyzed by the committee, along with some broad data statements made by the PK-8 Social Studies Committee.

**Wisconsin Forward K-8 Arrowhead Feeder Schools Grade Data**

<b>% Proficient or Advanced on 2020-2021 Social Studies Forward</b>		
<b>District</b>	<b>Fourth Grade %</b>	<b>Eighth Grade %</b>
North Lake	81.8	92.3
Hartland Lakeside	78.3	67
Richmond	76.3	63
Swallow	73	68.8
<b>Merton</b>	<b>72.7</b>	<b>68.8</b>
Lake Country	68.6	80
Stone Bank	56.3	76.9

<b>% Proficient or Advanced on 2018-2019 Social Studies Forward</b>		
<b>District</b>	<b>Fourth Grade %</b>	<b>Eighth Grade %</b>
North Lake	92.6%	89.4
Hartland Lakeside	65.5%	66.7
Richmond	75%	72.7
Swallow	87.8%	80.3
<b>Merton</b>	<b>75.3%</b>	<b>75.3</b>
Lake Country	74.4%	86.5
Stone Bank	74.4%	73.5



<b>% Proficient or Advanced on 2017-2018 Social Studies Forward</b>		
<b>District</b>	<b>Fourth Grade %</b>	<b>Eighth Grade %</b>
North Lake	79.4%	88.9%
Hartland Lakeside	72.3%	68.9%
Richmond	72.3%	75.9%
Swallow	87.5%	86.7%
Merton	75%	64.5%
Lake Country	85.2%	83.6%
Stone Bank	57.8%	89.2%

**Wisconsin Forward Item Analysis**

<b>Grade</b>	<b>Observations of Forward Test Item Analysis</b>
4	<ul style="list-style-type: none"> <li>● The domains of Civics, Economy, and Behavioral Sciences were the lower achieving areas / higher achieving areas were Geography and History</li> <li>● We have consistent performance at the fourth grade level</li> </ul>
8	<ul style="list-style-type: none"> <li>● The domains of Civics, Economy, and Behavioral Sciences were the lower achieving areas / higher achieving areas were Geography and History</li> <li>● The majority of students by the time they get to 8th grade are proficient or advanced in social studies</li> <li>● No more than 3 questions for any particular standard</li> <li>● Majority of questions are from History domain</li> <li>● Consistent performance regardless of Multiple Select or Technology Enhanced</li> </ul>

### Wisconsin Forward Test Item Sampler

Grade	Observations of the Wisconsin Forward Test Examples
4	<ul style="list-style-type: none"> <li>● Nonfiction reading skills needed</li> <li>● Students need skills in planning problems/solutions, explaining alternative perspectives, making predictions with evidence and analyzing/synthesizing information from multiple sources</li> </ul>
8	<ul style="list-style-type: none"> <li>● A lot of multiple choice questions require students to choose the <i>best</i> or <i>most likely</i> answer from a list of options (value judgements)</li> <li>● More awareness of analyzing the question and answer options</li> </ul>

### Arrowhead Feeder Freshmen Year Social Studies Grade Data

8th Grade Year	Course	# students	A	B	C	D	F	P/I
19-20	SS 9-1 -English 9 (Enriched)	13	8	5				
	SS 9-1	75	36	24	7	3	5	
	AP Human Geo	11	5	5	1			
18-19	SS 9-1 -English 9 (Enriched)	13	5	6	2			
	SS- 9-1 Reading	4	2	2				
	SS 9-1	59	19	26	10	3	1	
	AP Human Geo	13	11	2				
17-18	SS 9-1 -English 9 (Enriched)	6	1	3	1	1		
	SS- 9-1 Reading	7	1	2	2	2		
	SS 9-1	84	22	31	19	9	2	1
	AP Human Geo	9	8	1				
16-17	SS 9-1 -ILE	6	3	3				
	SS- 9-1 Reading	5	1	3	0	1		

	SS 9-1	85	28	42	9	4		
	AP Human Geo	6	6					
15-16	SS 9-1- L2	0						
	SS 9-1- R2	9		1	6	2		
	SS- 9-1- SB	4	1	1		1	1	
	SS- 9-1	78	29	27	17	2	3	
	Western Civ- 2	0						
	AP Human Geo	10	7	3				

- ILE stands for integrated learning experience

### Current Arrowhead Course Descriptions

**Social Studies 9/English 9 Block Enriched-** Students can meet the requirements for Social Studies 9 and English 9 by enrolling in the block. The curriculum for the block is an enriched environment that integrates essential content and skills from both social studies and English in one class. Students learn in a theme -based, inquiry-based, personalized approach to learning. Enriched means that while learning the same essential content as the other 9th grade students, the block allows for time and opportunity to make deeper, and more personalized connections between the two subject areas. “Enriched” also means an elevated level of rigor, meaning performance expectations are higher. Some aspects of the learning may be more self-directed and research-based. Students who are collaborative, self-motivated learners should consider enrolling in this course.

**Social Studies 9** is a year-long freshman course that focuses on civics, government and politics in semester one and geography in semester two. Semester one explores the ideas of democracy, separation of powers, federalism and political ideals while asking students to critically evaluate and connect political, economic and social themes to current events at the state and national levels of government. In the geography course second semester students will be expected to learn about America’s role in the world as well as some major global concerns. Students will do this through the exploration of geographic concepts of geography, specifically:

- physical geography,
- population geography,
- political geography,
- economic geography

**Advanced Placement Human Geography**, according to the College Board, is a college level course that is “designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.” Topics include geography as a field of inquiry, population, cultural patterns and

processes, organizational agriculture and land use, industrialization and economic development, cities and urban land use. Students may earn college credit by scoring well on the A.P. College Board exam for Human Geography. Students who enroll in A.P. Human Geography must still fulfill the government requirement for graduation and take either A.P. US Government and Politics or Political Science during high school. Political Science is also offered in Summer School.

## **Arrowhead Graduation Requirement for Social Studies**

### 6 CREDITS SOCIAL STUDIES

- Must include Social Studies 9 (Social Studies 9 or Social Studies 9 Block or \*AP Human Geography)
- Must include U.S. History 1&2 or A.P. U.S. History 1&2 \*Students who take AP Human Geography must take Political Science or AP US Government and Politics in 10th,11th or 12th grade

### ***Analysis of a Guaranteed and Viable Curriculum***

As noted below from the current Social Studies Committee, pieces of the original curriculum were implemented while others were more systemic in nature or may have not been fully implemented, or recently revised based on ACT Aspire data. Below are the committee’s observations around the strengths and opportunities in our current social studies implementation since the last review.

### **Strengths and Opportunities for our Current Social Studies Program**

<b>Primary Strengths (K-4)</b>
<ul style="list-style-type: none"> <li>● I think that there is an interest in teaching the social studies curriculum and that our students like it as a break from the rigor of math/reading/writing.</li> <li>● The book is a good guide and the students enjoy it.</li> <li>● I have an understanding of Wisconsin history and enjoy teaching it.</li> <li>● Topics are fitting for second grade</li> <li>● Having three topics allows us to teach one per trimester.</li> <li>● Having supplementary books to go with the units because it gives students a hands on tool for learning.</li> </ul>
<b>Primary Opportunities (K-4)</b>
<ul style="list-style-type: none"> <li>● Depending on the grade level that is teaching it there is a wide variety of educational materials available and the team drives are a mess from the Primary level. The developed curriculum has been handed off too many times and has gotten watered down or differently concocted each time in a way that makes it unrecognizable in some grade levels to what was originally taught.</li> </ul>

- From the primary perspective a better overall organization and structure of social studies time Everything being taught was "home grown" or purchased from "teachers pay teachers" and there doesn't seem to be any common thread that links it together. Similarly, there is no teacher understanding of the overall picture of what is being taught and how it links together with what will be taught in the future. It is very content driven at the moment which makes the skills jump around in odd patterns which are challenging for the students.
- Finding extra resources to make the information more engaging.
- We need to implement inquiry based learning and make it more relevant to our students.
- As far as I am aware, we don't have a specific social studies curriculum that we follow. There are resources on the drive that we follow as a grade level, but most of them have been pulled from outside sources (Teachers Pay Teachers, etc.)
- The whole first grade team is new as of last year. We follow the scope and sequence written by the previous first grade teachers and use the resources on the drive because it is what was provided to us, but we very often find ourselves pulling in other resources on our own in order to dive deeper into topics that we feel as a team are important or relevant to what is going on in the world. (Not the best practice, but with no real guiding curriculum, we have to do what we can.)
- To be honest, there really isn't a whole lot that I would brag about when it comes to teaching social studies. I feel like as a whole, it is not something that is seen as important from the board and administration. I think many people see it as an easy time to be able to skip in order to do something else. Most of what I feel good about when it comes to teaching social studies are things that I personally have done in my own classroom that were not provided to me by a curriculum. In my experience here, a lot of team planning during social studies units involved us "doing whatever we wanted" around a certain topic - meaning even as a grade level, each teacher was finding their own resources.
- All is made by the teacher. Some feel very incomplete. Constantly feel the need to find new or different materials to add to our studies.
- I feel confident in our topics of study, but still don't feel like it is well laid out.
- More resources - picture books, video clips, etc. to support learning
- No clear scope and sequence, outdated resources, not enough content or materials.
- Assessments, lesson plans, lesson design, content

### **Intermediate Strengths (5-8)**

- Discovery offers cool opportunities to apply learning in things like timeline inquiries and writing prompts. There is the option to implement the C3 framework, I just haven't dug into it enough to know how that's going to work. I like that they often provide rubrics for the writing prompts. They have primary sources related to the content as well as media and document-based investigations. U.S. history is an engaging content for 8th grade students, particularly once we get to world wars.
- I think that traditionally we have done a good job at educating our students in the History, Geography and Civics domains.
- The current curriculum is completely planned and well outlined in grades 6-8.

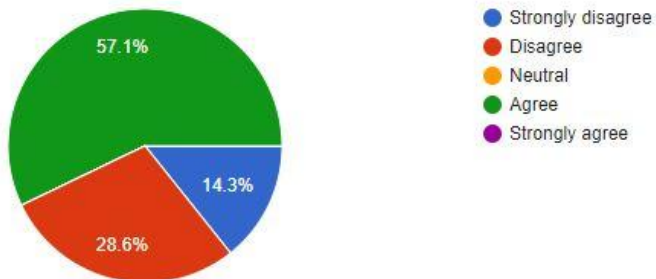
- As a 6-8 team, we have a unified approach and what the kids would see from grade to grade is pretty uniform.
- I am very comfortable with the content so it is easier to create and implement activities that could support the skills we need to put in.

### Intermediate Opportunities

- Discovery offers so many options for assessments and assignments that sometimes it can be tricky to know what is best to do.
- Utilizing the inquiry options, more use of skills, integration of other domains
- Currently, the curriculum has been scripted and has been planned for 60-65 min classes.
- It is difficult to find time to reflect on student work (ie "I saw this in your homework...") or have time to individually confer with students.
- We definitely need to look at areas where we can tighten up content so that we can allow time to teach and review skills.

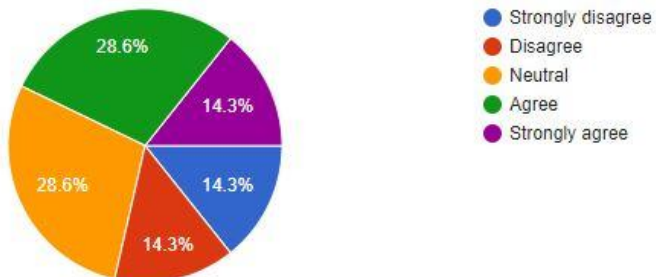
Is the curriculum easy to use?

7 responses



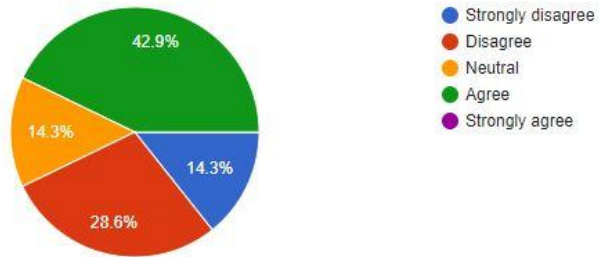
I understand where to find information in the curriculum when I need it.

7 responses



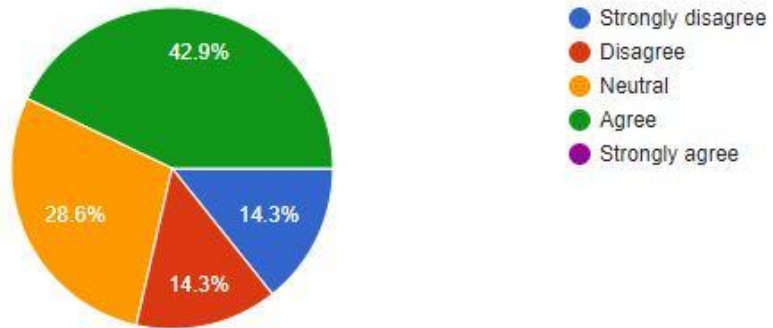
I understand the learning goals of the curriculum.

7 responses



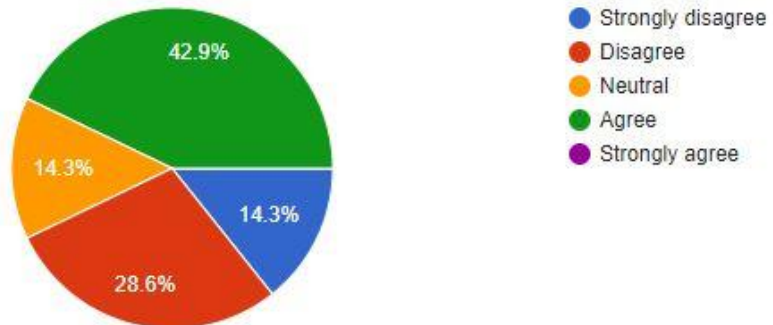
The curriculum has helped me build knowledge in my content area.

7 responses



I understand the learning goals of the curriculum.

7 responses



## V. Evidence-Based Research Review

The following highlights the current research around the social studies standards, state laws and statutes for social studies, evidenced based practices, and the C3 Framework.

### Wisconsin Social Studies Standards Update

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent’s Academic Standards Review Council examines those comments and recommends whether or not to revise or develop standards in that academic area. The State Superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on revision or development of those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent’s Academic Standards Review Council. The State Superintendent then determines adoption of the standards.

The Wisconsin Standards for Social Studies (2018) were adopted by the Wisconsin State Superintendent for school districts to consider in their work with social studies education programs.

Retrieved from <https://dpi.wi.gov/standards> on 11.9.21

### Laws and Statutes Related to Social Studies Instruction in Wisconsin

Law	Explanation
American Indian Studies <a href="#">WI Act 31</a>	Heart of the Act- Beginning September 1, 1991, as part of the social studies curriculum, includes instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state, at least twice in elementary grades and at least once in high school. Act also created: <ul style="list-style-type: none"> <li>● 115.28(17)(d)- Treaty Rights Curriculum</li> <li>● 118.01(c)7-8 - An understanding and appreciation of different cultures</li> </ul>



	<ul style="list-style-type: none"> <li>● 118.19(8)- Teacher certification requirement in minority group relations</li> <li>● 121.02(1)(h)- Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.</li> <li>● 121.02(1)(L)4- “Heart of the Act” explained above</li> </ul>
Teaching of the Holocaust and Other Genocides in Social Studies WI Act 30 (2021)	Signed into law in April 2021, WI Act 30 (2021) requires that every district in Wisconsin incorporate the teaching of the Holocaust and other genocides into the social studies curriculum. The requirement is that it is taught at least once in grades 5-8 and at least once in grades 9-12. The law states the curriculum must be updated by July 1, 2022, to go into effect for the 2022-23 school year.
Curriculum 120.12(14)	Requires school boards to determine the school course of study.
Environmental Education	Environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with the greatest emphasis in art, health, science, and social studies education.
Wisconsin Education Standards 121.02 (1)(k)	State education standard (k) requires districts to have a written, sequential curriculum plan for social studies, which includes objectives, course content, resources, a program evaluation method, and allocation of instructional time.
Regular Instruction 121.02(1)(L) 253.15(5)	Elementary and Grades 5-8 require “regular” instruction in social studies. Regular is defined as instruction each week for the entire school term in sufficient frequency and length to meet the District curricular requirements.
Educational Goals and Expectations: Citizenship	Each school board must provide an instructional program designed to give students: <ul style="list-style-type: none"> <li>● an understanding of all levels of government;</li> <li>● a commitment to the basic values of the country;</li> <li>● skills to participate in political life;</li> <li>● understanding of the roles of organizations, resources, state, national and world history;</li> <li>● appreciation and understanding of different value systems and cultures, along with an understanding of human relations.</li> </ul>
Constitution Day 118.02	Federal law requires any school district receiving federal funds to offer programming on the U.S. Constitution annually on September 17.

## Current Research Debrief

Resource	Notes
Updated WI Standards	<ul style="list-style-type: none"> <li>● Use inquiry model as instructional model for content delivery- A big shift from the content delivery to the inquiry process</li> <li>● Inquiry as an Instructional Framework               <ul style="list-style-type: none"> <li>○ Incorporated into everything                   <ul style="list-style-type: none"> <li>■ But not every lesson is a full inquiry cycle</li> <li>■ Students will still need support and scaffolding</li> <li>■ Students need to analyze primary sources</li> </ul> </li> <li>○ Research and Analysis</li> <li>○ Communicate Conclusions</li> </ul> </li> <li>● Dynamic Balance of Skills and Content</li> <li>● Look across K-12 progression, not think of each grade level as its own entity</li> <li>● Provide students with opportunities to present to authentic audiences: other adults and peers</li> <li>● Integrate strands, not think of each in isolation</li> <li>● Need resources to integrate different strands and balance of skills and content</li> <li>● Kids need to be civically engaged</li> <li>● We need to make sure that we are planning our curriculum to incorporate all 5 domains</li> <li>● The new standards are skill heavy and we need to be better about incorporating those skills into our curriculum</li> <li>● Since our kids are being tested in only 2 grade levels (at Merton), it is important that we take a look at how skills and content can be divided between the grades</li> <li>● We need to determine what Civics content needs to be delivered and also place an emphasis on giving students authentic audiences.</li> </ul>
Updated National Standards	<ul style="list-style-type: none"> <li>● Inquiry based</li> <li>● Compelling questions guide instruction</li> <li>● Summative performance task - constructing and presenting arguments backed with research/sources</li> <li>● Formative tasks designed to support content knowledge <u>and</u> skill practice and prepare students for summative task</li> <li>● Tasks work in tandem with specifically chosen sources</li> <li>● Students need practice with argumentation skills and a strong content/conceptual foundation</li> <li>● Evaluating sources / using evidence with support</li> <li>● Using scaffolding to meet all students</li> <li>● A lot more responsibility on the student for their own learning... going to be a definite shift for students AND families in the readjustment in</li> </ul>

	<p>the way of thinking about expectations and grading as well as what students are capable of and/or expected to be doing or the effort required to do this kind of work</p>
<p><b>Assess What?</b></p>	<ul style="list-style-type: none"> <li>● Teacher's should have access to practical curriculum guides. Ones that have a clear vision of the intended learning.</li> <li>● Curriculum should link to state standards. This can be linked to accountable test data.</li> <li>● Grade levels need to know what is expected for them. Including knowledge, reasoning, skills and product targets.</li> <li>● Clear learning targets must be stated. <ul style="list-style-type: none"> <li>○ Avoids the problems of too much to teach in too little time</li> <li>○ Foundation for collaborative planning</li> <li>○ Helps with creating assessments</li> <li>○ Facilitates communication with parents.</li> </ul> </li> <li>● When schools rely on textbooks to stand as the curriculum, districts face problems. Textbooks have too much information to be covered in a year and lack the depth to engage students.</li> <li>● When teachers use units, activities and projects to teach they may not know what or how to assess.</li> <li>● Deconstructing standards: <ul style="list-style-type: none"> <li>○ What knowledge will students need to demonstrate the intended learning?</li> <li>○ What patterns of reasoning will they need to master?</li> <li>○ What skills are required?</li> <li>○ What product development capabilities must be acquired?</li> <li>○ We must distinguish between learning targets, statements of what we want students to know and be able to do, and how we will teach and assess.</li> </ul> </li> </ul>
<p><b>Instructional Practices to Support Rigorous Instruction</b></p>	<ul style="list-style-type: none"> <li>● Teacher Clarity - defining learning intentions and success - not just for posting in the classroom, but to help clarify what we want students to learn / help teacher to spend their effort in the right places - includes clear objectives, clear explanation of content to students, clear demonstration of skills and processes, clear practice, and clear questioning to check student understanding</li> <li>● Vocabulary Development - important in the content areas - should focus on giving students the skills they need to learn words independently - an important part of learning to read expository and informational texts with greater proficiency / improving achievement</li> <li>● Meta-Cognition - one type of Higher Order Thinking Skills - refers to how students understand their own processes for thinking about and interpreting new concepts or information (knowledge about what strategies to use when, knowledge about which tasks are more or less difficult, knowledge of one's own strengths and weaknesses) - inquiry</li> </ul>

	<p>learning (big part of the newest standards) is a part of this - important for teachers to model through think aloud - concept maps good for students in order to synthesize information and define relationships between concepts</p> <ul style="list-style-type: none"> <li>● Problem-Based Learning - helps improve students' research, social, and problem-solving skills while providing an avenue to think critically, retain information, and practice lifelong learning habits as well as teamwork, leadership, and critical thinking - underperforms compared to traditional instruction in short-term knowledge retention - consumes a lot of class time - reduces a teacher's ability to cover a pre-defined syllabus</li> <li>● Student Goal Setting and Reflection - must be taught in a thoughtful way so students learn to set realistic and motivating goals for themselves - appropriate goal implementation positively affects student self-regulation and self-efficacy, provides the student with a sense of ownership over their own learning, and leads to higher achievement - master goals center around the learning process, skill-building, and improving the level of competence - performance goals are specific to the task at hand and focus on the outcome - teachers can also set explicit and clear learning goals which may boost motivation and achievement in students with low academic motivation</li> <li>● Professional Development to Support Rigorous Instruction - PD that focuses on core curriculum content is more likely to improve student learning than focusing on educational principles or theories - model strategies for the specific curriculum content and allow for active learning (classroom practice / application , observation, discussion, review) - support for the development of strong working relationships/collaborative environment</li> </ul>
<p><b>Best Practices in Social Studies Instruction</b></p>	<ul style="list-style-type: none"> <li>● Sequencing skills ensures all skills can be developed over time</li> <li>● Sequenced skills or guides should be aligned with state standards</li> <li>● Technology should be used to enhance student learning and be assisted by the district</li> <li>● Active learning (group discussions, case studies, role playing...) is more effective than passive</li> <li>● Ability groupings in social studies are less effective</li> <li>● Co-teaching can be effective for differentiation</li> <li>● More social studies time at the elementary level correlates with increased achievement</li> <li>● Performance assessments (portfolios, papers, speeches, building models etc) are more valuable than knowledge retention assessments <ul style="list-style-type: none"> <li>○ List skills to be learned</li> <li>○ Design performance task to demonstrate learning</li> <li>○ Design performance task criteria</li> </ul> </li> <li>● Scope and sequence should focus and build on both skills and content -</li> </ul>

	<p>order of content is less important than increasing challenge level of desired skills</p> <ul style="list-style-type: none"> <li>● Interaction among students and relating course material to students' lives is important to engage students and facilitate learning</li> <li>● Homogenous groups have been found to be detrimental specifically in the area of social studies</li> <li>● Assessments should be performance based to focus on thought process/critical thinking skills rather than content regurgitation</li> <li>● Key skills: reading, writing, critical thinking, communication</li> <li>● Technology integration is crucial to extend the learning outside of the classroom</li> <li>● Group discussions, case studies, journal writing, problem solving, role playing are all active ways to engage students</li> <li>● Teachers have to convey excitement about the content</li> <li>● Authentic assessments should allow students time to plan, self-assess, revise, and consult with peers</li> </ul>
<p><b>Marzano's Guaranteed and Viable Curriculum</b></p>	<p>A guaranteed &amp; viable curriculum is primarily a combination of “<i>opportunity to learn</i>” and “<i>time</i>”</p> <ul style="list-style-type: none"> <li>● <u><i>Action Step 1</i></u> Identify and communicate the content considered essential for all students versus that considered supplemental or necessary only for those seeking postsecondary education.</li> <li>● <u><i>Action Step 2</i></u> Ensure that the essential content can be addressed in the amount of time available for instruction.</li> <li>● <u><i>Action Step 3</i></u> Sequence &amp; organize the essential content in such a way that students have ample opportunity to learn it.</li> <li>● <u><i>Action Step 4</i></u> Ensure that teachers address the essential content.</li> <li>● <u><i>Action Step 5</i></u> Protect the instructional time that is available.</li> </ul>
<p><b>Establishing a Focus on Learning</b></p>	<p>“What knowledge, skills, and dispositions should each student acquire as a result of this course and each unit of instruction within this course?”</p> <p>School districts need to realize that it is not an “either or” environment. High performing school districts adhere to demanding core principles AND empowering staff.</p> <p>Components of a guaranteed and viable curriculum:</p> <ul style="list-style-type: none"> <li>● Same learning outcomes regardless of who is teaching the class</li> <li>● Able to be taught in the allotted time</li> </ul>

Guaranteed and viable curriculum does not mean:

- Lockstep pacing
- Identical strategies or materials

Steps to creation:

- Prioritization: Not all standards are as important or deserve the same .’ of time as the others. Essential standards represent the MINIMUM that a child must learn
  - Endurance - Necessary to retain beyond this unit
  - Leverage - applicable across content areas
  - Prerequisite - needed to achieve later
  - High Stakes - State, College, etc exams

“Prioritizing the standards results in more in-depth instruction by reducing the pressure to simply cover material”

Determination of pacing is not something that can be determined by district level admin. Pacing guides can give an idea, but too strict of pacing promotes covering curriculum as opposed to teaching the curriculum.

The challenge of developing a guaranteed viable curriculum is that it is both a Top Down and a Bottom up process at the same time. District needs to provide guidelines, resources, training, examples, etc and the teachers need to engage in the development of their collaborative teacher teams.

The question “Learn What?” is the most significant question for a PLC for establishing a guaranteed and viable curriculum.

PLC needs to:

- Learn together
- Engage in process of collective inquiry
- Prioritize Standards allowing teachers to embrace more in-depth instruction rather than covering the material
- Identify specific learning targets to clarify the desired outcome of lessons
- Create “I can” statements for students to understand their progress toward mastery

I Can statements

- Help students clarify for students what they should know and be able to do
- Help teachers sharpen their understanding of what students should know and level of rigor necessary to demonstrate proficiency
- Give a clear explanation to parents on what their child is expected to be able to know and do

Collaborative Study of essential learning:

	<ul style="list-style-type: none"><li>● Promotes clarity: clarifying common understanding</li><li>● Consistent Priorities: assign the same priority</li><li>● Common Pacing for Formative assessments</li><li>● Establish a curriculum that is viable</li><li>● Creates ownership of the curriculum by the teachers</li></ul> <p><i>No involvement, no commitment</i></p> <p>Seductive Shortcuts:</p> <ul style="list-style-type: none"><li>● Distributing standards as a curriculum</li><li>● Assigning a committee to teachers to establish curriculum and present it to colleagues</li><li>● Purchasing the curriculum</li><li>● Allowing the textbook to determine the curriculum</li></ul>
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## VI. Curriculum Resources Reviewed

With social studies in particular, concern has been raised on the political landscape around the teaching of Critical Race Theory in schools. Our community should expect a very transparent review process, as well as confidence that our committee and administration has done our due diligence to ensure that we are following our District nondiscrimination policies. We are providing a brief synopsis of CRT revised from a CESA 6 update, along with how we handled this particular subject in our Merton social studies curriculum review process.

Critical Race Theory (CRT) began as a legal framework for understanding the relationship between history, societal systems, and race in the 1970s and 1980s. Supporters of CRT argue that racism is a systemic, social construct, embedded in legal, educational, economic, and political systems and policies that impact the lives of citizens (Delgado & Stefancic, 2001). Opponents of CRT argue that CRT implies the nation is irredeemably racist, generating feelings of blame and guilt rather than being celebrated for the nation's progress in stemming racism since the Civil War. National organizations such as the [Heritage Foundation](#) and [ALEC](#) have begun to organize efforts to legislate at the state level against the inclusion of critical race theory, as well as concepts viewed as related to critical race theory, in schools. Legislation in other states banned 14 concepts from being taught in schools. These concepts have shown up in other legislative efforts nationally, as CRT has been increasingly linked to concepts such as white privilege, microaggressions, marginalization, and institutionalized racism. Frequently banned concepts include:



- (1) One race or sex is inherently superior to another race or sex
- (2) An individual, by virtue of the individual's race or sex, is inherently privileged, racist, sexist, or oppressive, whether consciously or subconsciously
- (3) An individual should be discriminated against or receive adverse treatment because of the individual's race or sex
- (4) An individual's moral character is determined by the individual's race or sex
- (5) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex
- (6) An individual should feel discomfort, guilt, anguish, or another form of psychological distress solely because of the individual's race or sex
- (7) A meritocracy is inherently racist or sexist, or designed by a particular race or sex to oppress members of another race or sex
- (8) This state or the United States is fundamentally or irredeemably racist or sexist
- (9) Promoting or advocating the violent overthrow of the United States government
- (10) Promoting division between, or resentment of, a race, sex, religion, creed, nonviolent political affiliation, social class, or class of people
- (11) Ascribing character traits, values, moral or ethical codes, privileges, or beliefs to a race or sex, or to an individual because of the individual's race or sex
- (12) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups
- (13) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including, life, liberty, and the pursuit of happiness
- (14) Governments should deny to any person within the government's jurisdiction the equal protection of the law.

**Update on CRT in Wisconsin:** As of fall 2021, [Twenty-one states](#) have or are currently in the process of introducing/passing bills designed to ban critical race theory or related concepts in the classroom. Concerns over critical race theory have also emerged in Wisconsin, where the issue has been raised in a growing number of communities and school board meetings over the last several months. Specifically in our resident area, at Arrowhead Union High School in the summer and early fall of 2021. The issue has also appeared in the Wisconsin state legislature, where three bills addressing critical race theory were introduced. The Wisconsin bills also seek to increase public access to curriculum, requiring all curriculum to be posted on the district website, as well as provided in hard copy form upon request, at no cost to the requester. As recently as February 22, 2022, our Wisconsin Assembly has passed a Parent Bill of Rights. Although unlikely to be signed into law by Governor Evers, district's should be aware of such action, as a change in the fall 2022 election could possibly fast track some of the legislation that has been vetoed by our current governor.

**Update on CRT in Merton's Curriculum Review:** Our resources were reviewed for the following: [Aligns to Merton Policy 4019- Nondiscrimination Statement- Nothing in Merton's curriculum shall promote or advocate for the following:](#)

- that any sex, race ethnicity, religion, color, or national origin is inherently superior or inferior.
- that individuals should be adversely treated on the basis of their sex, race, ethnicity, religion, color or national origin.
- that individuals by virtue of sex, race, ethnicity religion, color, or national origin are inherently responsible for actions committed by other, unrelated members of the same sex, race, ethnicity, religion, color, or national origin.

As our resources are finalized and we move into the curriculum writing stage (designing the units), the Merton staff will continue to use the same criteria to decide if a specific unit and/or lesson or resource material will be utilized in our social studies curriculum. Once all Units of Study are complete, they will be publicly available for any parent or community member to access.

### **Resource Review Process**

The DPI along with our local CESA 1 often has surveys throughout our state and/or region around the core resources adopted by local districts. The most recent survey collected since the adoption of the new Social Studies standards (2018) can be found [here](#). As noted, many districts are similar to Merton and are currently reviewing resources. The survey does not take into account some resources that have since hit the market that were specifically created for the C3 Framework. After reviewing the survey information and the current standards, two resources were selected to review for Merton’s possible adoption:

- Inquiry Journeys
- TCI

Each curriculum resource was reviewed by our teachers who assessed it based on a common rubric. The next few pages show the results of the resource review process.

<b>Overview of TCI</b>	
<b>Program Components</b>	<ul style="list-style-type: none"> <li>● TCI’s elementary social studies curriculum is built in alignment with national frameworks, such as the College, Career, and Civic Life (C3) Framework for Social Studies, as well as state standards, and it is constructed with inquiry-based instruction at its core.</li> <li>● Overview of lessons are provided for planning, including content (skills) and practice (inquiry) standards, scaffolds and assessment summary.</li> <li>● Common vocabulary throughout the grades</li> <li>● Offers professional development for districts</li> </ul>
<b>Positive Aspects</b>	<ul style="list-style-type: none"> <li>● K-8 Scope and sequence</li> <li>● Assessment is aligned to the types of questions found on the Wisconsin Forward exam.</li> <li>● There are compelling questions and students do discuss and ask question</li> <li>● Opportunities for small group and partner work</li> <li>● All lessons and materials are on the on-line teacher platform</li> <li>● Well rated for aligning to Merton Policy 4019- Nondiscrimination Policy</li> </ul>
<b>Considerations</b>	<ul style="list-style-type: none"> <li>● Selecting from the wealth of materials can be challenging and will require collaborative unit planning by grade level teams</li> <li>● Standards- Not as integrated with all social science standards (history, civics, geography, economics)</li> <li>● Student materials are not very visually appealing or inquiry based</li> <li>● The inquiry is more a guided inquiry.</li> <li>● We will not be able to complete all the units, and would need to decide which and what units we will cover.</li> <li>● Different grade levels reported a wide opinion about the level of instructional support resources (differentiation support, supporting students with disabilities, 504s, ELL, etc..)</li> <li>● Unable to customize units-we could just adapt or modify lessons, but not as easy to do within the resource itself.</li> <li>● Recurring yearly workbook fee</li> </ul>
<b>Assessing Curricular Resources</b>	Merton Teacher Total Rating Percentage- <a href="#">Social Studies Resource Review Results</a>

<b>Overview of Inquiry Journeys</b>	
<b>Program Components</b>	<ul style="list-style-type: none"> <li>● Units launch with a compelling question, move through a sustained investigation of content, and culminate when students take informed action.</li> <li>● Overview of lessons are provided for planning, including content (skills) and practice (inquiry) standards, scaffolds and assessment summary.</li> <li>● Built in alignment with national frameworks, such as the College, Career, and Civic Life (C3) Framework for Social Studies, as well as state standards, and it is constructed with inquiry-based instruction at its core</li> <li>● Common vocabulary throughout the grades</li> <li>● Offers professional development for districts</li> </ul>
<b>Positive Aspects</b>	<ul style="list-style-type: none"> <li>● K-6 Scope and sequence, considering we are continuing to recommend 7-8 cover US History.</li> <li>● Inquiry based and rated higher than TCI by staff</li> <li>● Written specifically for the C3 Framework</li> <li>● Most grade levels reported a high level of instructional support resources (differentiation support, supporting students with disabilities, 504s, ELL, etc..)</li> <li>● Districts can customize units and resources within the on-line platform</li> <li>● Provides student friendly easy-to-use digital instructional materials</li> <li>● Well rated for aligning to Merton Policy 4019- Nondiscrimination Policy</li> </ul>
<b>Considerations</b>	<ul style="list-style-type: none"> <li>● Available digitally only (no physical teacher or student books)</li> <li>● Selecting from the wealth of materials can be challenging and will require collaborative unit planning by grade level teams</li> <li>● The assessments are inquiry based assessments over the course of multiple days. They do not mirror the WI Forward assessment, so we would need to plan for time for designing additional assessment pieces.</li> <li>● We will not be able to complete all the units, and would need to decide which and what units we will cover.</li> </ul>
<b>Assessing Curricular Resources</b>	Merton Teacher Total Rating Percentage- <a href="#">Social Studies Resource Review Results</a>

## **VII. Primary Program Recommendations**

The following recommendations regarding the elementary educational program were developed by the elementary teachers on the Committee and/or Merton administration:

1. Implement Inquiry Journey's Kindergarten - Third Grade. The primary schedule will allow the implementation of two of the three units that come with the core program. Summer curriculum writing time will be given for a member of each grade level to determine the units and the scope and sequence of units. As stated earlier, we will continue to use the same non-discrimination criteria to decide if a specific unit and/or lesson or resource material will be utilized in our social studies curriculum.
2. Continue Wisconsin history and our current text in fourth grade. We have the most recent text from the Wisconsin Historical Society. However, it requires us to integrate some Inquiry Journey lessons/units to cover some of the additional social science standards.
3. Since assessment was a documented area of weakness in Inquiry Journeys, look to integrate the DBQ Project Mini-Q's in our unit design.

## VIII. Intermediate Program Recommendations

The following recommendations regarding the middle school educational program were developed by the middle school teachers on the Committee and/or WFB Administration:

1. Implement Inquiry Journey's Fifth- Sixth Grade. This maintains a similar teaching pedagogy and skills progression from the primary school through the transition to the intermediate school. The intermediate schedule will allow the implementation of all four units that come with the core program. Inquiry Journeys allows for unit customization by Districts. Fifth grade will teach some of the fourth and fifth grade units, as fourth grade continues to focus on our State of Wisconsin history. Summer curriculum writing time will be given for a member of each grade level to determine the units and the scope and sequence of units. As stated earlier, we will continue to use the same non-discrimination criteria to decide if a specific unit and/or lesson or resource material will be utilized in our social studies curriculum.
2. Continue to use the current Discovery textbook in Seventh- Eighth Grade. However, provide additional professional learning around the on-line platform and textbook enhancements.
3. Rewrite our US Units of Study to include the inquiry shift on the following staggered implementation schedule:
  - a. 2022-2023: Seventh Grade
  - b. 2023-2024: Eighth Grade
4. Since assessment is a documented area of weakness in Inquiry Journeys, look to integrate the DBQ Project Mini-Q's in our unit design.

## **IX. Additional K-8 Program Recommendations**

The coherence in materials and instruction is well documented in our review of a guaranteed and viable curriculum: most curriculum programs (textbooks and instruction) do not support deep, integrated student learning because they lack coherence (Kesidou & Roseman, 2002; National Research Council, 2007). Below is a list of K-8 program recommendations to ensure the coherence within our Merton Community School District K-8 Social Studies experience:

1. Ensure curricular coherence of unit themes, skills and concepts throughout the K-8 program.
  - a. Align and develop the K-8 curriculum using the Understanding by Design curriculum model.
  - b. Publish an updated K-8 content overview for parents.
  - c. Utilize DPI Social Studies Standards and the National C3 Framework as a starting point in the K-8 alignment to exceed state expectations and to develop our student-friendly learning targets.
2. Ensure all teaching staff receive quality professional development in areas of curriculum planning, design and assessing language. This requirement will be met through the local Wisconsin Assessment Consortium course, which all intermediate curriculum writer's will take during the 2022-2023 school year.
3. Ensure all teaching staff receive quality professional development on how to implement the new core resource material.

### Implementation and Professional Development

Once approved, these program renewal and design features will begin to be implemented this summer when possible or during the 2022-2023 school year. Key areas for professional development are described in the recommendations listed above. Professional development opportunities for curriculum implementation will occur through staff development days, collaboration days, after school sessions and summer curriculum and assessment design time. In a context of continuous improvement, these staff development opportunities are a critical piece toward effective implementation.

# **X. Appendix**

Resource List/ Learning that Guided our Work- Appendix 1



# Appendix 1

## Learning that Guided our Work

A variety of additional resources including articles, web-sites, and curricular resource materials were used through this committee process.

Almarode, J., Fisher, D., Thunder, K., Hattie, J., and Frey, N., *Grades 3-5 Classroom Companion to Visible Learning for Mathematics: Teaching Mathematics in the Visible Learning Classroom*. Corwin, Thousand Oaks, CA. (2019).

DuFour, R., DuFour, R., Eaker, R., Many, T., Mattos, M., *Learning by Doing, Third Edition*, Solution Tree Press, Bloomington, IN (2016).

Hanover Research, *Best Practices in Social Studies Instruction*. Washington, DC. (2013).

Hanover Research, *Instructional Practices to Support Rigorous Instruction*. Washington, DC. (2018).

Marzano, R., *What Works in Schools: Translating Research into Action*, ASCD, Alexandria, VA. (2003).

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12*

Social Studies Item Sampler, Grade 4., *Wisconsin Department of Public Instruction*, 2021. Retrieved October 12, 2021.

Social Studies Item Sampler, Grade 8., *Wisconsin Department of Public Instruction*, 2021. Retrieved October 12, 2021.

Social Studies Standards *Wisconsin Department of Public Instruction*, 2018. Retrieved October 12, 2021.

Wiggins, G., *Understanding by Design*, ASCD, Alexandria, VA. (2005).

Wisconsin Social Studies K-5 Suggested Scope and Sequence, *Wisconsin Department of Public Instruction*, 2019.

Zemelman, S., Daniels, H., Hyde, A., *Best Practice: Bringing standards to life in America's classrooms*, Heinemann, Alexandria, VA. (2012)