

Session 1: The State of SS in OASD

At our first session (October 2016), teachers worked in small, multi-grade-level groups to map out what is currently taught in social studies across the curriculum. In addition to laying out what is currently taught at each level, teacher groups began to note some of the concerns and considerations at each grade level or across the district. In addition to these grade-level specific concerns and considerations, teachers noted three over-arching considerations: [1] There is the sense that the curriculum is disconnected for students, that it hops around without a clear rhyme or reason; [2] Unless students specifically choose it in high school, they never get contemporary US history or contemporary global issues; [3] Given the various purposes for teaching social studies, where are things like democratic training and civic action for social change in the OASD SS curriculum?

Grades	Curriculum	Concerns & Considerations
4K 5K	[1] Families + communities, starting with the classroom: <ul style="list-style-type: none"> - Me in relation to school - Community services + locations - Family relationships - Social skills (e.g., problem solving, sharing) - Getting along - PBIS [2] Money: saving + spending [3] Globalizing childhood [4] History <ul style="list-style-type: none"> - Columbus - Native Americans 	<ul style="list-style-type: none"> - Curriculum is vague and repetitive 4K-2nd grade - No assessments - No content integration with other skills - SS is an afterthought, with very little time allotted in schedule for SS - History content overlaps with 3rd, 4th, 5th grade - Lack of resources for content - No clear progression of map skills in elementary and intermediate grades
1 st	[1] Long ago + Today <ul style="list-style-type: none"> - Pilgrims [2] Economics / Junior Achievement [3] Civic Responsibility <ul style="list-style-type: none"> - being a nice person - taking care of each other - taking care of the environment [4] Map reading	<ul style="list-style-type: none"> - No assessments - No content integration with other skills - SS is an afterthought, with very little time allotted in schedule for SS - Lack of resources & developmentally appropriate books - History content overlaps with 5th grade - Curriculum is vague and repetitive 4K-2nd grade - No clear progression of map skills in elementary and intermediate grades
2 nd	[1] Community expanding outward	- No assessments

	<ul style="list-style-type: none"> - goods & services - government <p>[2] Map reading</p>	<ul style="list-style-type: none"> - No content integration with other skills - SS is an afterthought, with very little time allotted in schedule for SS - Lack of resources & developmentally appropriate books - Curriculum is vague and repetitive 4K-2nd grade - No clear progression of map skills in elementary and intermediate grades
3 rd	<p>[1] Regions of the US:</p> <ul style="list-style-type: none"> - locations - economics - differences - cultures - Native Americans - governments <p>[2] Maps & globes</p>	<ul style="list-style-type: none"> - Social studies is clearly the least important priority in the curriculum; it is pushed off - No direct instruction - No assessments - No content integration with other skills - Lack of resources & developmentally appropriate books - No clear progression of map skills in elementary and intermediate grades
4 th	<p>[1] Wisconsin history</p> <ul style="list-style-type: none"> - immigration - Native people of Wisconsin - government - geography, people, & cultures of the state 	<ul style="list-style-type: none"> - No assessments - No content integration with other skills - Lack of resources & developmentally appropriate books - No clear progression of map skills in elementary and intermediate grades - SS is an afterthought, with very little time allotted in schedule for SS
5 th	<p>[1] Exploration of the Americas</p> <ul style="list-style-type: none"> - European explorers through Constitution - Emphasis on colonial <p>[2] Current events + citizenship</p> <p>[3] Map reading</p>	<ul style="list-style-type: none"> - SS takes last priority in the curriculum, with very little time allotted for SS (curriculum alternates between SS/Science) - Teachers feel like they have to undo the old practices of earlier grades and change the way students think about SS - 75% research and project based due to the requirements for individualized learning - No direct instruction - No assessments - No inclusion of Latin America - No clear progression of map skills in elementary and intermediate grades
6 th	<p>[1] Ancient civilizations</p> <ul style="list-style-type: none"> - cultural universals 	<ul style="list-style-type: none"> - SS takes last priority in the curriculum, with very little time allotted for SS (curriculum alternates between SS/Science)

	<ul style="list-style-type: none"> - Egypt, Greece, Rome - Medieval world - geography 	<ul style="list-style-type: none"> - Teachers feel like they have to undo the old practices of earlier grades and change the way students think about SS - 75% research and project based due to the requirements for individualized learning - No direct instruction - No assessments - Does not include ancient civilizations in the Americas, Africa, or Asia - No clear progression of map skills in elementary and intermediate grades
7 th	<p>[1] World Geography (Eastern Hemisphere)</p> <ul style="list-style-type: none"> - Areas of the world: positives, social issues, religion, geography - Cultures - Religions - Globalization <p>[2] Current events</p> <p>[3] Map reading</p>	<ul style="list-style-type: none"> - 1:1 Chromebooks - Homework is too much - Latin America and Australasia are left out of the curriculum - No clear progression of map skills in elementary and intermediate grades
8 th	<p>[1] US history:</p> <ul style="list-style-type: none"> - Revolution through Reconstruction - Citizenship - Bill of Rights <p>[2] 5 strands of the social sciences from DPI</p>	<ul style="list-style-type: none"> - 1:1 Chromebooks - Homework is too much - Difference between this citizenship and high school citizenship? - No clear progression of map skills in elementary and intermediate grades
9 th – 12 th	<p>[1] Citizenship</p> <p>[2] Choice of 3 credits between:</p> <ul style="list-style-type: none"> - Modern World History (9th) - AP Human Geography (9th) - [AP] US History (10th) - IB History of the Americas - Sociology - [AP] Psychology - [AP] Government - [IB] Economics 	<ul style="list-style-type: none"> - Trying to find a balance between content and skills - Disconnect between all the different parts of the curriculum - Students have very different rates of academic maturity - Opportunities for inquiry?? - Students are really all over the place in their course of study - AP and IB courses have such a strong push for specific content/skills

	<ul style="list-style-type: none">- [IB] Theory of Knowledge- Law <p>[3] All courses emphasize:</p> <ul style="list-style-type: none">- Skill work, especially in reading and literacy- Working with primary documents- inquiry- project-based- vocabulary development- theories and perspectives on citizenship- Higher level thinking (analysis and application)	
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Session 3

At our final session (April 2017), teachers worked in grade-level specific teams to record some of what they think should be included at each grade level, paying specific attention not to a traditional scope and sequence but rather to the Big Ideas and Authentic Intellectual Work appropriate at each grade level.

Grades	Big Ideas & Essential Questions	Skills	Content	Real Life Application
Early Elementary (4K, 5K, 1 st , 2 nd)	<ul style="list-style-type: none"> - Why do we need rules? - Why do we need to be able to read maps? (Global literacy) - Why is it important to be a good citizen? What are the natural consequences of not having civic resources? (civic literacy) - What do you WANT & what do you NEED? (economic literacy) 	<ul style="list-style-type: none"> - Basic map reading - Distinguishing between then & now 	<ul style="list-style-type: none"> - Communities: change over time; exchanging goods & services - Citizenship, rights, & responsibilities - People and places - Maps - PBIS - Junior Achievement 	<ul style="list-style-type: none"> - PBIS (home & community connections) - Goods and services (e.g., going to the store) - Wants & needs - Where goods come from - Helping in our local communities
3 rd & 4 th	<ul style="list-style-type: none"> - WI has played a role in national historical events - Regions have distinct characteristics and histories 	<ul style="list-style-type: none"> - Maps: cardinal directions; city v. state v. country - Forming & supporting an opinion - Asking questions 	<ul style="list-style-type: none"> - Regions of US - WI history - Immigration - Branches of government 	<ul style="list-style-type: none"> - Vacations & Travel - Conversations - Future experiences
5 th & 6 th	<ul style="list-style-type: none"> - Global & regional awareness; how geography influences human activity - What happened in the past influences the present and the future - Every citizen has a powerful voice that matters - Don't accept everything at face value; inquire to generate 	<ul style="list-style-type: none"> - Discussion - Debate - Research - Working with artifacts - Applying school knowledge to authentic tasks - Independent learning - Asking questions 	<ul style="list-style-type: none"> - geographical positioning - citizenship 	<ul style="list-style-type: none"> - Voting - Fighting for a cause - Travel - Making decisions about the future - Being an upstander - Supporting your thinking

	dialogue and understanding			
7 th	<ul style="list-style-type: none"> - Thinking globally: We are not the center of the universe - Thinking towards the future (e.g., effects of population growth) - Our past shapes the present and the future 	<ul style="list-style-type: none"> - Evaluating reliability of resources - Respectful dialogue - Research - Asking questions - Forming and supporting opinions 		<ul style="list-style-type: none"> - Travel - Interacting with other people - Current events
8 th		<ul style="list-style-type: none"> - Primary sources - Critically analyzing sources - Asking questions - Student-driven inquiry 	<ul style="list-style-type: none"> - Constitution & government rights - First governments - Westward expansion - Slavery & Civil War - Reconstruction - Immigration 	<ul style="list-style-type: none"> - Understanding current events - Voting - Social and cultural awareness - Understanding immigration - Citizenship knowledge
AP Government/Citizenship	<ul style="list-style-type: none"> - What rights are important to fight for, both for ourselves and for others in our society? - Is it more important to protect rights or to protect safety through the limiting of rights? - When is it okay for rights to be compromised? 	<ul style="list-style-type: none"> - Debates - Discussions 	<ul style="list-style-type: none"> - Rights - The Constitution 	Democratic processes: voting, participating in democratic institutions, knowing legal rights
US History	<ul style="list-style-type: none"> - Contextualizing the past and the present: Why does the US do the things we do today? How did we get to this point? - Big History: How are we all interconnected, past to present? 	<ul style="list-style-type: none"> - Primary sources - Selecting evidence to support a claim - Making a claim - Sourcing in the age of fake news - Corroborating information 	<ul style="list-style-type: none"> - Industrialization to the present - National History Day 	

	- Historical perspective taking: Why was there slavery?	- Historical empathy		
Psychology	- Human beings have changeable behaviors - Self- Understanding - Empathy - How context and behavior are connected - locus of control - "The unexamined life is not worth living" - Happiness is achievable for all	- Observing and analyzing behaviors - Introspection & reflection - Cultural sensitivity - Critical thinking - Skepticism - Asking questions - Empathy	- Cognition & metacognition - Personalities and traits - Human development - Mental processes (conscious v. unconscious) - Decision-making (peer pressure) - Morality - Identity development - Mental health & illness	- Every minute they are alive - Parenting - College decisions - Moral decisions

Preliminary Survey Results

Most teachers feel valued and supported as social studies teachers in their schools and in OASD in general. However, many see specific challenges to implementing inquiry-based social studies in OASD related to resources, time, mandated national curriculum (e.g., AP, IB), and a lack of concrete frameworks.

[1] A minority of teachers who participated in the sessions express a lack of confidence in their training and ability to effectively teach social studies. Given the number of responses, it seems that many early childhood, elementary, and perhaps intermediate school teachers lack coursework or training in social studies areas.

Recommendation: Content-specific professional development opportunities.

[2] There is some familiarity with and use of inquiry methods and authentic intellectual work in social studies teaching in the district, but among many teachers, there is the sense that these practices could be strengthened. There was, however, a notable shift in familiarity and use after the curriculum sessions.

Recommendation: Lesson studies. Instructional rounds. Model classrooms.

[3] There are diverse opinions about specific pedagogical practices and philosophical orientations to teaching social studies, and diverse preferences related to further professional learning related to these practices.

Recommendation: Self-selected study groups related to different pedagogical approaches.

[4] Teachers generally feel that OASD as well as individual schools prioritize the kind of teaching and learning we've been learning about. There are, however, a small minority of participants who are experiencing dissonance. Specifically, they notice that there is a front-end investment of time to plan inquiry-based social studies, but that day-to-day time is not available to teachers -- neither for planning nor for actually teaching social studies. There is also concern that outside of high school, teachers are not adequately trained to teach social studies. Moreover, it is perceived that social studies is frequently cut from the curriculum and/or under-resourced.

Recommendation: Prioritize these context-specific challenges in the PD sessions and in curriculum development process.