

K-12 Social Studies Curriculum Review

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WELLESLEY
PUBLIC SCHOOLS



Goal

To help students make informed decisions as citizens of culturally diverse, democratic society in an interdependent world

Introduction

- Last Social Studies Curriculum Review 2000 (Update 2002)
- Instructional materials outdated and not accessible to all learners
- Curriculum not aligned (another reason for difficulty in finding appropriate materials)
- Committee used 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy as a guide
- Focus on developing skills in reading, writing, speaking, analyzing, discussing and researching grades K-12

Elementary School

Grade	Current Wellesley Units/Courses	Proposed Wellesley Units/Course
K	Mexico	Homes and Families Local Around the World
1	Ghana	Community Local Around the World
2	New England Long Ago & Japan	Timelines Historical Context for Annual Holidays Historical Context for Selected Cultural and Technological Changes People and Places Around the World Urban and Rural Life Culture
3	Boston & Russia	Massachusetts Geography History Wampanoag/ Plymouth Colony Trade Ports American Revolution in MA Boston Geography Neighborhoods
4	Massachusetts, US Regions	United States Overview of Geography, People, and Economy Comparative Study of Regions: Southeast, West, Midwest, Southwest and Northeast Cultural/ Social History Case Studies by Region
5	Ancient Egypt & Ancient China	Ancient Egypt and China Intro – Why did larger urban societies form where they did? Ancient Egypt Ancient China

Middle School

Grade	Current Wellesley Units/Courses	Proposed Wellesley Units/Course
6	Ancient Greece & Ancient Rome World Religions: Judaism, Christianity, Islam, Hinduism	The Ancient World and Modern Religions Ancient Greece Ancient Rome Comparative World Religions: Judaism Christianity Islam Hinduism/Buddhism
7	Early American History: Columbus to Constitution	Early American History: Columbus to War of 1812 Exploration and Colonization Development of the 13 Colonies The American Revolution The Constitution Key Challenges in the New Nation
8	19th Century US History to Civil War Facing History and Ourselves: Holocaust and Human Behavior	Struggles for Justice in the US and beyond 19th/20th Century US History case studies (TBD) Facing History and Ourselves: Holocaust and Human Behavior

High School

Grade	Current Wellesley Units/Courses	Proposed Wellesley Units/Course
9	World History c.1100-1848	Towards a Recognizable World (I) Regional Systems The Colombian Exchange/Collision Revolutions in Thought and Politics - The Enlightenment in Action Belief Systems and Empire Building
10	World History 1848-present	Towards a Recognizable World (II) The Transformational Nature of the Industrial Revolution The Consolidation of Nation-States and Empire Building The Crisis of the World New Polarities Ideology and Searches for Identity
11	US History 1789-present	A Thematic Approach to US History
9-12	Electives (grade level access)	<p>Yearly Offerings AP Psychology (12) Humanities (12) Sociology (12) Psychology (12)</p> <p>Rotating Offerings Philosophy (11-12) American Politics (11-12) International Relations (11-12) Gender and Sexuality (11-12) You and the Law (10-12) Contemporary Global Problems (10-12) Human and Environmental Interaction (9-12)</p> <p>We are also looking to develop grade-level offerings that meet less frequently in the cycle. A History of Food Culture, A History of Boston, Sport in American Society, and Material Culture are three such possibilities.</p>

Summary

Proposed Social Studies Sequence

- Grades K-2 - Family, Community and World Geography
- Grades 3-4 - American Studies
- Grades 5-6 - Ancient Civilizations and Religions
- Grades 7-8 - American History 15th to 19th Century
- Grades 9-10 - World Studies
- Grade 11 - U.S. History
- Grade 12 - Electives

K-12 Social Studies Philosophy

- Active Engagement in the Learning Process
- Teaching of Skills
- Making the Case for History
- The Value of Civic Participation
- The Importance of Culture

K-12 Research Skills

- Common vocabulary K-12 regarding research process
- Six Steps of Research
 - explore
 - ask
 - find
 - gather
 - connect
 - present

Elementary

Elementary School

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K-5 Time Allocations of Major Content Areas

Weekly Minutes by Grade*

Content Area	K**	1	2	3	4	5
Literacy	750	750	700	600	600	600
Math	300	350	350	350	350	350
Science	60	60	60	90	120	120
Social Studies	30	30	30	60	60	75
Community Building Open Circle Count Me In	30	30	30	30	30	30
Music	60	60	45	60	45	Chorus 40 45
Art	50	50	50	50	50	50
Library	30	45	45	45	45	SS/Sci/LA
Fitness & Health	60	45	60	45	60	60

* Recommendation: That minutes of social studies instruction be doubled.

**Literacy includes Reading, Writing, Word Study/Spelling, Read Alouds, Handwriting, Keyboarding, Listening, Speaking, and Grammar.

The Kindergarten allocations presume overlay and integration of subjects.

Note: Technology applications and skills are integrated throughout the curriculum.

Recommendation

- Double the amount of time allocated for elementary social studies instruction by using some of the literacy block for reading and writing in the social studies content area.

Guiding Questions

- Kindergarten—How are homes similar and different around the world? How are children and families around the world similar to and different from you and your family?
- Grade 1—What is a community and how do communities meet our needs? How are communities around the world similar to and different from your community?

Guiding Questions

- Grade 2—How do historical, cultural, and technological changes over time affect how people live? How do the places where people live affect individual lives and cultures?
- Grade 3—How has geography affected the lives of people in Massachusetts? How and why has Boston changed over time? How do neighborhoods reflect the cultural groups who live there?

Guiding Questions

- Grade 4—How do geography, culture and economy differ from region to region? How and why are the people of the United States diverse? How are historical events a reflection of regional differences?
- Grade 5—How and why were Ancient Egypt and Ancient China unique and long lasting? How did geography affect the lives of people of the ancient world? How did the governing powers and beliefs of each society influence people's lives? How did Ancient China and Ancient Egypt change over time?

Middle School

Middle School Proposed Sequence

Current	Proposed	Additional Notes
<p>Grade 6:</p> <p>Ancient World and Modern Religions</p>	<p>Grade 6:</p> <p>The Ancient World and Modern Religions</p>	<p>There will be shifts to include more about Ancient India connected to Hinduism and work on infusing more place geography throughout the year.</p>
<p>Grade 7</p> <p><u>United States History:</u> Pre-Columbian Societies through the creation of the Constitution</p>	<p>Grade 7:</p> <p><u>United States History:</u> Pre-Columbian Societies through the creation of the Constitution</p>	<p>There will be a few adjustments to curricular focus (Puritans, American Revolution), because of changes in Grade 3 and 4.</p>
<p>Grade 8:</p> <p><u>19th Century United States History:</u> Start of Nation through the Civil War/Reconstruction</p> <p>Facing History and Ourselves: Holocaust and Human Behavior</p>	<p>Grade 8:</p> <p>Struggles for Justice in US History</p> <p>Facing History and Ourselves: Holocaust and Human Behavior</p>	<p>This is a significant reworking of the curriculum to focus more thematically on how different groups how worked for justice, both inside and outside of the government.</p> <p>The case studies will still largely be 19th century, but will time (coordinated with the WHS carrying forward the stories through the 20th century to today at spots.</p>

Historical Thinking Skills

- Summarize the Historical Moment
- Establish Historical Significance
- Analyze Evidence
- Identify Continuity and Change
- Examine Cause and Consequence
- Take a Historical Perspective
- Understand the Ethical Dimensions

Writing Skills

- Grade 6—writing argumentative paragraphs with clear topic sentence, making a claim, providing evidence, conclusion; practicing explanatory writing; research project
- Grade 7—rules for formal history writing introduced; argumentative writing; thesis statements; explanatory writing
- Grade 8—argumentative writing; thesis statements; explanatory writing; primary source analysis; how to cite sources; research project

Reading Skills

- Grade 6 - research based reading comprehension strategies (identify main ideas and evidence); “think along”, Question/Answer Relationships; Reciprocal Teaching
- Grade 7 - how to annotate text; distinguish between fact and opinion
- Grade 8 - read wider variety of primary sources; focus on point of view

High School

High School

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Recommendations

- Year-long courses taught and credited in semester blocks
- Graduation requirement increased to 2.5 (five semesters) from 2.0 (four semesters), both including completion of one year of U.S. History
- Rotate when singleton electives offered, expanding offerings and student access within the elective program
- Move towards a cumulative grading system that approximates CML and reinforces growth mindset

Proposed Course Sequence Grade 9

- World History c. 476-1825

- (1) Regional systems: Indian Ocean, Silk Road, Pacific, West African, Atlantic
- (2) Colombian Exchange/Collision 1492
- (3) Revolutions in Thought and Politics/The Enlightenment in Action
- (4) Belief Systems, Empire Building (infused in 1-3 above)

Proposed Courses – Grade 10

World History c.1848 – present

- (1) Transformational nature of the Industrial Revolution
- (2) The consolidation of nation-states and empire building
- (3) Towards the Crisis of the World, 1914-1942
- (4) Empire denied – towards a New Multi-polarity
- (5) Ideologies and a search for identity (infused in 1-4 above)

Proposed Courses – Grade 11

United States History c. 1789-post-Cold War

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|----------------------------------|-------------------------------|
| (1) Constitution | (6) Great Depression/New Deal |
| (2) Westward Expansion | (7) World War II |
| (3) Reconstruction | (8) Cold War |
| (4) Gilded Age/
Progressivism | (9) Civil Rights |
| (5) U.S. Imperialism | |

Grade 12 Electives

Philosophy

American Politics

Gender and Sexuality

Contemporary Global
Problems

You and the Law

Human and Environmental
Interaction

Sport in American Society

Humanities

AP Psychology

Sociology

Material Culture

History of Food Culture

History of Boston

Writing Skills

Expectation is for students to be proficient in each of these areas by the end of Grade 10:

- Write arguments focused on discipline-specific content
- Write an informative or explanatory text including narration of historical events, scientific procedures/ experiments or technical processes
- Conduct short and sustained research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources

Reading Skills

Expectation for student to be proficient by end of grade 10

- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine central ideas of a primary or secondary source
- Provide an accurate summary
- Analyze in detail a series of events described in a text
- Evaluate authors' differing points of view on the same historical event

Next Steps

Workshops, Summer 2013

Elementary

June 28, July 15-18: K-5 Research of current resources (books, maps, visual/video materials, websites) to support proposed K-5 curriculum; begin writing pilot units

Middle School

- (1) New Unit Design for Grade 6 World History
- (2) New Unit Design for Grade 8 U.S. History

Summer Workshops 2013 - Continued

High School

- (1) Guiding Questions and Curricular Design in Grade 11
U.S. History
- (2) Guiding Questions and Curricular Design in Grade 10
Modern World History
- (3) Guiding Questions and Curricular Design in Grade 9
World History

Next Steps - Continued

School Year 2013-14

- Identify Resources and Best Materials to Purchase to Support K-12 Curriculum Revisions.
- Determine Instructional Minutes for Social Studies at Elementary Level

School Year 2014-15

Implementation of Pilot Units

2014-2016

Implementation and Revision of New Social Studies Units K-12