



# PPS K-12 Social Studies Program Update

BOE Presentation - February 26th, 2019



# Goals for this presentation



1. Share the profile of the Social Studies PPS program
2. Revisit the internal Program Review from 2016
3. Reflect upon experiences and recommendations from Tri-States Consortium Social Studies visit in 2018
4. Road map for the future
5. Questions and Answers




## Who we are

- Tim Charleston: Supervisor K-8, Social Studies/Global Education
- Stephanie Greenberg: Supervisor 9-12, Humanities



## **PPS Social Studies Program Philosophy**

Develop creativity, collaboration, and independent thinking among students through inquiry, research, and analysis, thereby equipping empowered and empathetic local, national, and global citizens.



## **Internal Program Review: 2015-2016**

Recommendations in  
the following areas:

- Curriculum
- Instruction
- Scope and Sequence
- Professional  
Development
- Extra Curricular  
Programming

# Social Studies Scope and Sequence

|      |                                     |
|------|-------------------------------------|
| PreK | Who am I?                           |
| K    | Me and My World                     |
| 1    | My School and Family                |
| 2    | My Community                        |
| 3    | Our Community and Beyond            |
| 4    | New Jersey and Regions of the World |
| 5    | America and Its Place in the World  |

|       |  |
|-------|--|
| 6     | Ancient History                              |
| 7     | World History, Cultures and the Modern World |
| 8     | Civics, Government and the Modern US         |
| 9     | US History I                                 |
| 10    | US History II/ AP US History                 |
| 11    | World History/ AP World History              |
| 10-12 | Electives                                    |



## Changes subsequent to our internal review...

- Concerted focus on vertical articulation between JW & PHS Social Studies staff
- Work with Reading and Writing workshop model in elementary schools cultivate diverse books, as well as adoption of new resources K-5 (Social Studies Alive!)
- Consistent, and ongoing, updating and aligning curricula to meet and exceed Holocaust/Genocide Education and Amistad Education, K-12
- Piloting of Humanities Committee at PHS to align Social Studies and ELA depts.
- Cranbury-JW cohort meetings
- Co-teaching & focus on differentiation
- Common experiences for students in grades K-8
- Creation of rich, new electives at PHS (Racial Literacy, World Religions)

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# History matters; but whose history are we presenting?

- Ensuring that multiple perspectives and materials are presented to students to allow them to have a full, informed sense of history and humanity
- Professional development in equity and Culturally Responsive Teaching for teachers







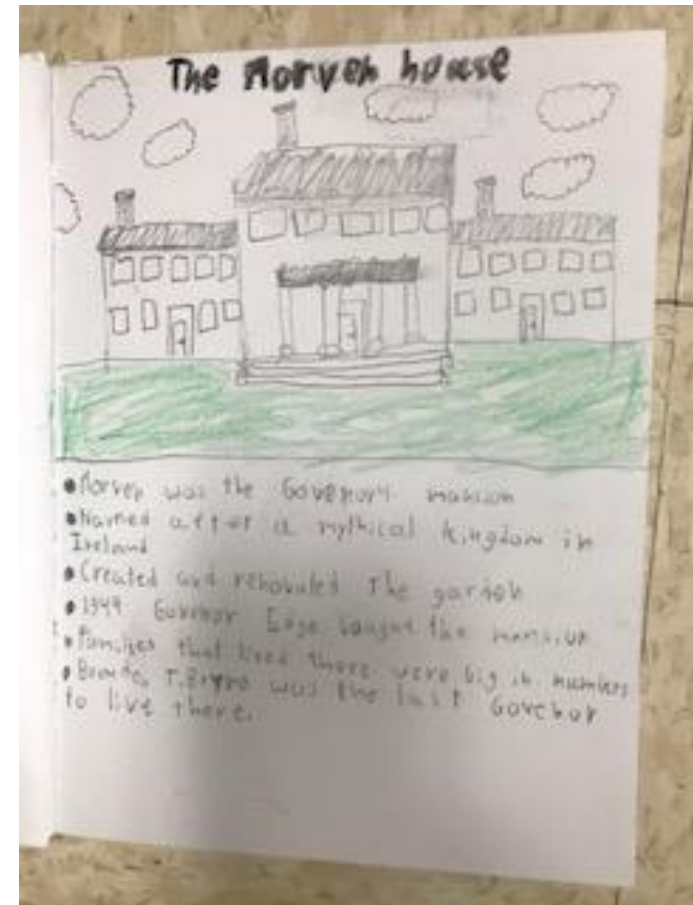
## This week at PHS...

- “My USI students will be working this month to research and connect the abolition and women's rights movements of the 1800s to the end-modern-slavery and women's rights movements of today.”
- “In USII, students are taking part in a role play exercise to understand American isolationism on the eve of World War II.”
- “With the new block scheduling at PHS, we have the time to do more extended in-class writing, such as Document-Based Questions, to better prepare students for deeper thinking.”

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# Revised “Princeton History”

Albert E. Hinds Memorial Walking Tour:  
African American Life in Princeton







# **Tri-States Visit**

## **May 16th-18th, 2018**

Examination of Princeton Public Schools K-12 Social Studies Program

Aka.... review #2





Initial reaction

# Tri-States Assessment Model

## **Student Performance**

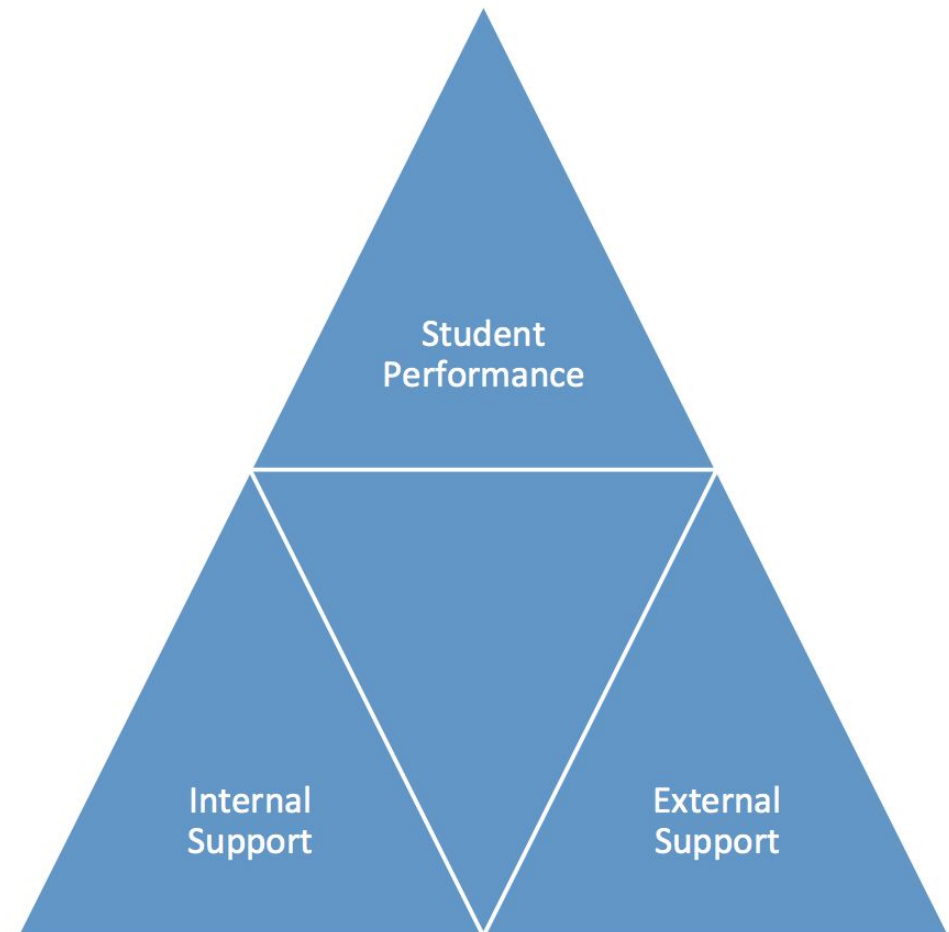
1. Performance-based Assessment
2. Student Metacognition in the Learning Process
3. Student Performance Data

## **Internal Support**

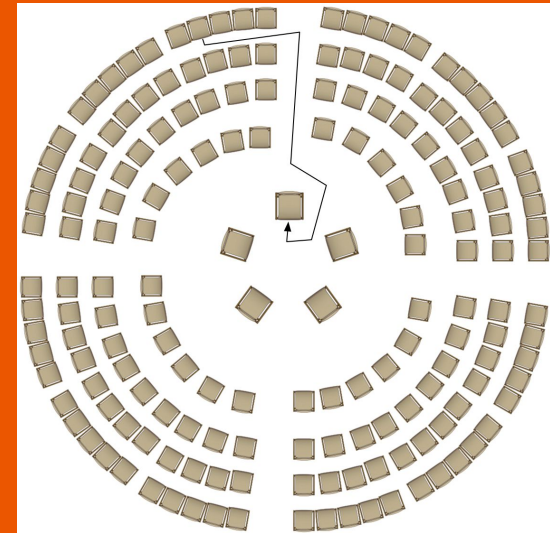
4. Curriculum and Instruction
5. Professional Learning, Supervision and Evaluation
6. Equitable Support for Student Needs
7. Shared Vision and Environment for Change

## **External Support**

8. Parent and Community Support



# + The (Fishbowl) Consultancy





## How we prepared

Over 16 months, we met with our Tri-States Steering Committee team to:

- Check our progress from our Internal Social Studies Program Review
- Gather evidence... so much evidence
- Sort, review, and format evidence
- Create logistical plan for 20 outside visitors to see student engagement and conduct interviews in 7 buildings
- Create our Essential Questions

(Visit fulfilled the Middle States Accreditation requirements for Princeton High School)





## Our Essential Questions

**To what extent is our current, revised approach to teaching Social Studies evident in: or, reflected in:**

- an accessible, consistent progression of content and skills for all students,
- a curriculum that is student-centered, rigorous, and authentic,
- and our goal to prepare our students to be active, empathetic, global citizens?



## **What did they see? With whom did they engage?**

20 Educators from CT, NY, and NJ  
Comprised of Superintendents,  
Assistant Superintendents,  
Curriculum Leaders, Supervisors,  
Social Studies Chairs, Principals,  
Assistant Principals, and Teachers  
visited our district from May  
16-18, 2018.

- Nearly 400 pieces of evidence
- Interviewed:
  - Over 100 students
  - 35 parents
  - 25 teachers
  - 6 librarians/media specialists
  - 5 supervisors
  - 7 building principals/asst. principals
  - 2 BOE members
  - Superintendent/Asst. Superintendent for C&I
- Visited nearly 50 separate classrooms

# The Feedback

- Feedback on each one of the indicators, including commendations and recommendations
- Comprehensive analysis and feedback on our three questions
- Ways to move forward in a honest fashion (Critical Friends model)





## Commendations

- Students demonstrating learning in a variety of ways
- S's AP scores are above national average
- Consistent opportunities at each grade level for community based experiential learning
- Systems in place to communicate with families. Celebrations/events shared with parents, students and community
- Collaboration with local experts
- Ample evidence the district provides equitable access for S's to pursue full potential and responsible citizens
- All stakeholders understand need for unified vision of teaching and learning within SS program



## Recommendations

- Continue to improve the assessment modules for performance based tasks
- District wide definitions of metacognition
- Consider revisiting 85% requirement for AP-level courses
- Continue to communicate with families about what matters most in Social Studies
- Consider Social Studies vs. History question
- PD for teachers to handle complex historical content
- Think programmatically about sequence of PHS SS courses and integration of ELA/SS
- Consider ways of sharing SS mission with larger community



Taking our report on the road... where do we go from here.

**Continue to focus on both the perspectives of our students and families and the changing dynamic of what it means to be “knowledgeable, creative and compassionate citizens of a global society.”**

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**Engage our learners in  
student-centered historical  
inquiries using primary and  
secondary sources**

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# Preparing for our next review

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# Thank You

Questions and  
Answers

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