



DATE: August, 25, 2017
TO: Sumner School District Board of Directors
FROM: LeeAnn Alfano - Director of Secondary Curriculum
RE: Social Studies Board Report

Purpose : The purpose of this report is to inform the Board of Directors regarding Secondary Social Studies in the Sumner School District.

Vision 2020: While Social Studies is not a designated area for Vision 2020, the Social Studies standards most certainly connect to the literacy/reading goals. Washington state and the Sumner School District currently require credits of social studies to graduate. This includes: one credit of US History, one credit of Contemporary World History/Civics, and one full social studies elective. SSD students meet the Washington State History and Government in the 8th grade.

Background and Current Reality: The majority of our current social studies texts have a copyright that dates between 2003-2006. This is problematic as social studies teachers find their resources are often inaccurate and not aligned with standards. This year, the Social studies program in the SSD will begin the adoption process. This means that in the 2017-18 school year a planning team, consisting of one teacher representative from each secondary school, will investigate current resources and best practices in the content area of social studies. Additionally, an adoption team consisting of teachers, classified staff members, learning specialists, administrators and community representation will be assembled this fall. The purpose of the adoption team in 2017-18 is to build background knowledge that will provide capacity to make a decision regarding recommended materials during the 2018-19 school year. Major areas of learning and study for both teams include an investigation of: the C3 framework (the C3 Framework for Social Studies State Standards is a powerful guide to help each state strengthen instruction in the social studies by establishing fewer, clearer, and higher standards for instruction in civics, economics, geography, and history, kindergarten through high school), the six proven practices of social studies instruction, the civic education initiative endorsed by the state of Washington, and course alignment and sequencing. Furthermore, the planning team will study current curricular resources and make recommendations for the adoption menu.

To aid in this process we have partnered with Dr. Carol Coe, Social Studies Director for OSPI. Carol Coe visited the district on three occasions last spring, including a presentation to our secondary social studies staff on the May 30th professional learning day.

How does this relate to board policy? The process for selection and adoption of core curricular materials is specifically addressed in Board Policy 2020 and 2020P.



Budget: The budget for the secondary social studies planning and adoption team work during the 2017-18 school year is \$22,000.

Student Performance: High quality social studies instruction has the potential to have a meaningful impact on student learning in the area of literacy. This includes not only social studies content but reading, writing, speaking, research and critical thinking. The skills that students learn in social studies give them leverage in their other courses, and help students make connections between school and community. In order for this to happen course frameworks and sequence must be intentionally aligned and collaboratively developed.

Relationship to Equity: When students experience an intentional and aligned social studies curriculum each should have equitable preparation to access advanced courses at BLHS and SHS. Furthermore, the civics initiative takes a deep dive into community involvement and equity issues.

Benefiting parties: The current work in secondary social studies benefits teachers who feel confident in a guaranteed and viable curriculum and course sequence as well as students, who will experience engaging and aligned courses. The community also has a vested interest in creating well educated and civic minded citizens.

What is working well? The adoption cycle and process provides guidelines for a meaningful and predictable process. Social studies teachers are doing an exceptional job providing authentic simulations such as the Economic Summit where students are meaningfully engaged in the learning process.

Where are opportunities for improvement? Communication between grade levels and schools could be significantly improved to facilitate greater alignment and a guaranteed/aligned experience for all students in the Sumner School District. The selection of new materials will give us the opportunity to align to Washington state standards while simultaneously providing new instructional materials and support at all grade levels 6-12.