

K-5 Social Studies Adoption

Caregiver & Community Information Night

January 25, 2024

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Land Acknowledgement

- Recognize and Respect
- Acknowledge sovereignty of local tribes
- Historical context still affects current realities and future outcomes
- Lived on this land since Time Immemorial



Agenda



OPENING AND
OVERARCHING GOALS



CURRICULUM REVIEW
AND ADOPTION
PROCESS



EVIDENCE BASED
RESEARCH AND
PRACTICES



CURRENT PILOT
MATERIALS



NEXT STEPS

“The universal goal of social studies learning is to produce knowledgeable, thinking, and active citizens.”

District Policy & Guidance



Please note: We will talk about state legislation and additional guidance from the Office of the Superintendent of Public Instruction when we address Evidence-Based Research and Practices

Administrative Policy: 2020 and 2020P

- Outlines the steps for the selection and adoption of instructional materials.



Connections to OE-11: Instructional Program

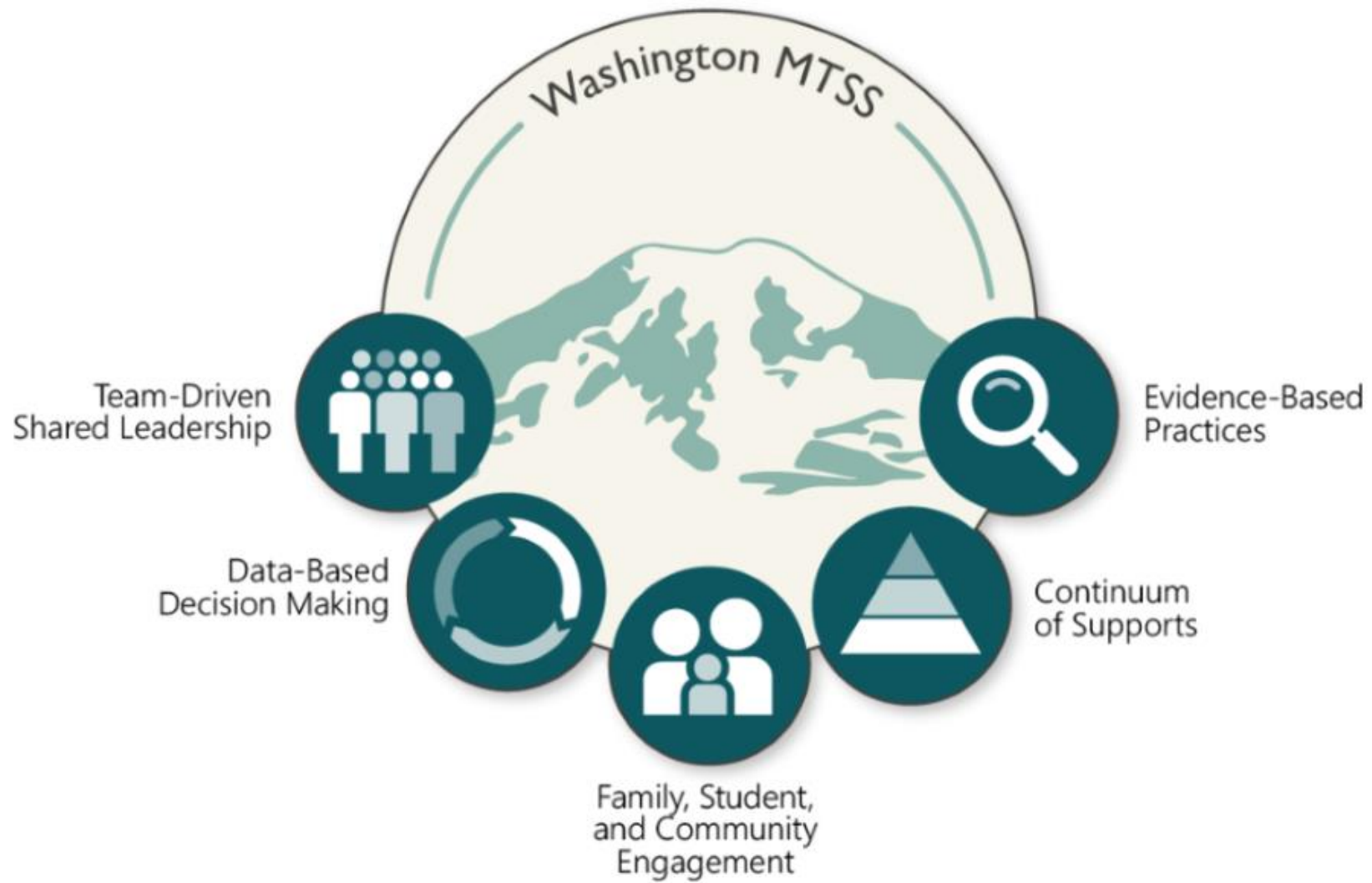
- 11.1 Assure that instructional programs are based on a comprehensive and objective review of effective practices research.
- 11.2 Base instruction on district academic standards that meet or exceed state and/or national standards.
- 11.3 Ensure curriculum and instructional strategies are aligned with the standards.
- 11.6 Assure that the instructional program promotes academic success for all students through high-quality instruction and inclusive learning environments that are designed to meet the needs of all learners and responds with differentiated instruction to meet the needs of students of various backgrounds and abilities.
- 11.7 Ensure students, starting in elementary school and continuing throughout high school, have opportunities and experiences to actively explore options for their futures in ways that are relevant to them.
- 11.8 Encourage new and innovative programs, approaches, and learning opportunities to increase student engagement and achievement in learning.
- 11.9 Regularly evaluate and modify all instructional programs to assure their continuing effectiveness.

Connections to OE-14: Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education

- 14.1 Ensure students have an anti-racist, inclusive, equitable, welcoming, and safe school and classroom environment.
- 14.4 Provide students with equitable access to rigorous coursework.
- 14.6 Provide curriculum and instruction that is culturally responsive and inclusive to the student population.

Connections to R-3: Life and Global Citizenship Skills

- 3.4 Social Awareness: Acknowledge, empathize, and treat others with respect, including those from differing cultures and/or identities.
- 3.6 Social Engagement: Consider others and show a desire to contribute, as a citizen or member, to the well-being of school and community.



Essential Practices for an Equitable & Academically Healthy Elementary Experience

To meet the essential needs of all students and provide an elementary experience that prepares all K-5 students well for secondary learning, careers, and life, elementary system structures and learning design should be equitable, engaging, and coherent. Learning experiences should be student-centered, asset-oriented, and relevant to students and their lives.

Teach All Content

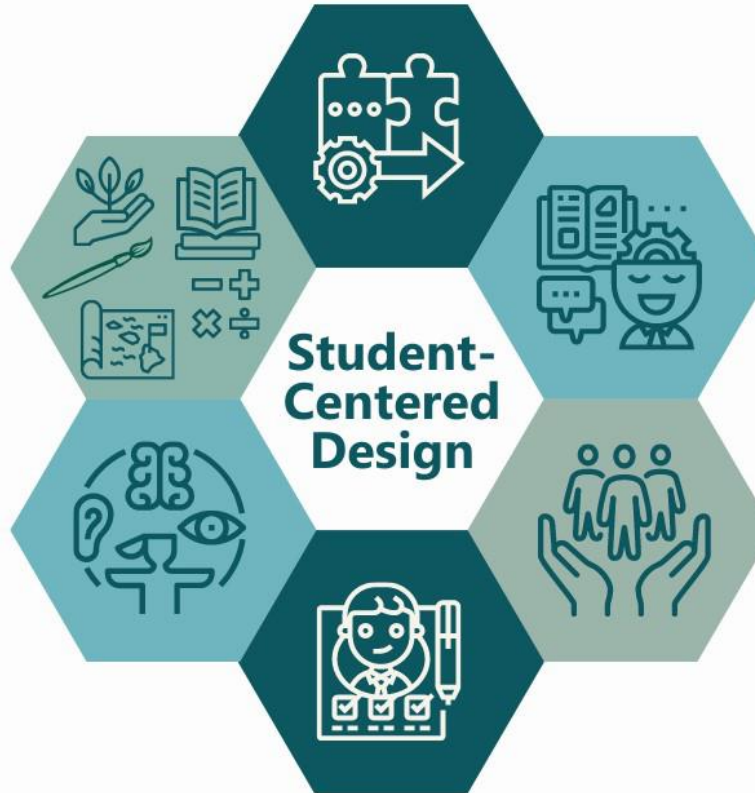
Equitable time and opportunity to learn is provided for all core content areas and their practices, which are Science, Social Studies, Mathematics, ELA, PE, and The Arts. All students are provided access to all content areas.

Experiential Learning

All students are regularly engaged in active, rigorous, experience-based learning in all content areas through hands-on, minds-on activities and sensemaking of real-world contexts.

Formative Assessment

A variety of formative classroom assessments drive day-to-day learning design to identify and actively respond to each student's immediate learning needs.



Content Integration

Learning design is intentionally integrated, authentic, mutually supportive, and anchored in content. Content-specific learning experiences, practices and skills are partnered with applied reading, writing, speaking, and listening in meaningful contexts.

Student Engagement

Behavioral, affective, and cognitive engagement are each intentionally addressed as separate, key elements in designing learning experiences.

SEL Integration

Social-emotional learning (SEL) is naturally infused into all content area learning experiences as a key design element for student health, belonging, engagement, and academic support.

Mutually Supportive Content Integration

Science	Social Studies	Mathematics	Language Arts
Ask questions and define problems.	Develop questions and plan inquiry.	Make sense of problems and persevere in solving them.	
Develop and use models.		Model with mathematics.	
Analyze and interpret data. Use mathematics and computational thinking.		Reason abstractly and quantitatively. Attend to precision./Look for and make use of structure. /Look for and express regularity in repeated reasoning.	
Obtain, evaluate, and communicate information.	Gather and evaluate sources.		Obtain, synthesize, and report findings clearly and effectively in response to task and purpose. Build a strong base of content knowledge.
Engage in argument from evidence.	Engage in civil discourse and critique conclusions. Seek diverse perspectives.	Construct viable arguments and critique the reasoning of others.	Construct viable arguments and critique the reasoning of others. Come to understand other perspectives and cultures through reading, listening, and collaborations.
Construct explanations and design solutions.	Develop claims and use evidence. /Present arguments and explanations. Take informed action.		Read, write, and speak grounded in evidence.
Plan and carry out investigations.		Use appropriate tools strategically.	Use technology and digital media.

Curriculum Review & Adoption Process



Adoption Process



Form Committee



Review Evidenced-based and Equitable Instructional Practices



Develop Evaluation Rubric



Review Curricula



Pilot Selected Curricula



Recommend Curriculum for Adoption to Board
Instructional Material Review



Plan for Implementation

Timeline



Committee Members

Forty-one teachers, administrators, community members, parents, and specialists

- Schools from all regions within the district
- Representation across all areas of the district
- Specialists from Accelerated Programs, Equity, Professional Learning, Technology Integration, Teaching and Learning & a MTSS Coach
- Community members invited from all regions within the district

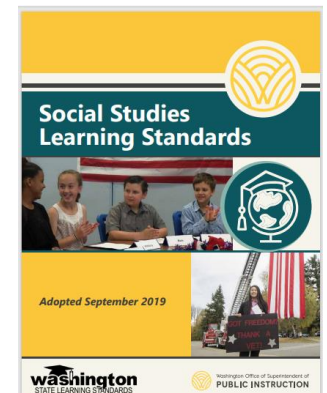


Cross-Departmental Collaboration

Department directors provided additional indicators for committee to use when reviewing materials that would ensure access and learning for all students:

- Accelerated Programs
- Equity and Family Engagement
- Multilingual Learners
- Special Education
- Student Services
- Teaching and Learning

Evidence-based Research and Resources



National Council for Social Studies (NCSS)

“A comprehensive social studies education provides the foundation for an appreciation of democracy, an understanding of the responsibilities and rights that come with participating in a republican form of government, and the knowledge and skills to be informed, responsible, and active global citizens.”

Screening for Biased Content in Instructional Materials from OSPI

Variety of roles
and character
traits

Multiple
perspectives and
contributions

Multicultural
representations

Imagery and
Language

Family
Representation

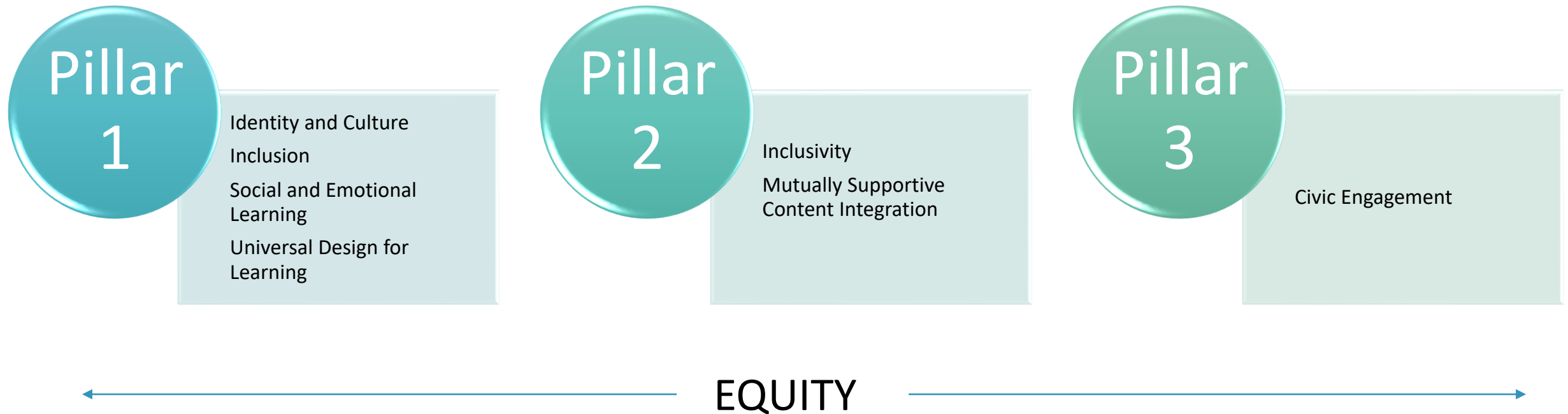
Teacher
Guidance

[Click Here for the Full Document: Screening for Biased Content in Instructional Materials](#)

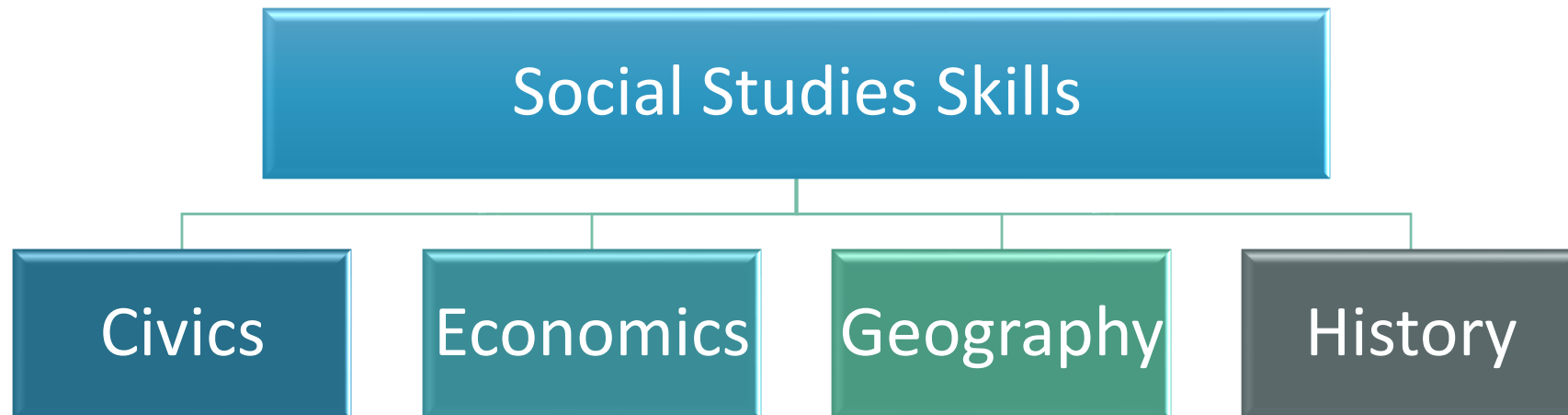
Pillars Supporting Powerful Teaching & Learning

- **Pillar 1:** Powerful social studies places learners at the center of the learning endeavor.
- **Pillar 2:** Powerful social studies is grounded in intellectual quality that allows learners to see the relevance and applicability of social studies topics to their daily lives.
- **Pillar 3:** Powerful social studies fosters civic engagement necessary for a well-functioning democratic society and global community.

Pillar Connections



Washington State Social Studies Standards



Washington State Social Studies Standards

- Five sets of learning standards
- Skills applied in each:
 - Research
 - Reasoning
 - Analytical Thinking

Social Studies Learning Standards



Social Studies Skills: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.



Civics: The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.



Economics: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.



Geography: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement, and demonstrating knowledge of how geographic features and human cultures impact environment.



History: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington state, tribal, United States, and world history in order to evaluate how history shapes the present and future.

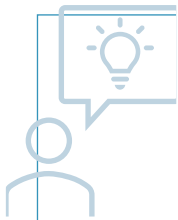
Social Studies Skills Standards



Uses critical reasoning skills to analyze and evaluate claims.



Uses inquiry-based research.



Deliberates public issues.



Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.

Mutually Supportive Integration with English Language Arts, Science and Mathematics

Washington State Content Standards

K

- Self

1

- Families

2

- Communities

3

- Culture: People, Places, and Environment

4

- Washington State History and Local Tribal History

5

- US History: Precolonial Period to Constitution

Since Time Immemorial (STI)

“Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors.”

– RCW 28A.320.170

Adoption Connections:

- Reviewing criteria included compatibility with STI
- Integrating during implementation
- Collaborating with the Snoqualmie tribe & OSPI
 - Additional lessons, resources, modifications



Since Time Immemorial: Tribal Sovereignty in WA State

By the time
Washington
state
students
leave
elementary
school,
they will:

Understand that over 500 independent tribal nations exist within the United States today and that they interact with the United States, as well as each other, on a government-to-government bases;

Understand tribal sovereignty is a “a way that tribes govern themselves in order to keep and support their way of life”;

Understand tribal sovereignty predates treaty times; and

Identify the names and locations of tribes in their area.

- [OSPI Since Time Immemorial: Tribal Sovereignty in WA State](#)

Rubrics & Evaluation



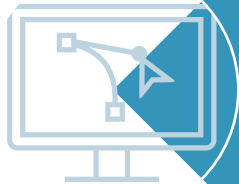
Rubric Content



Standards and Assessment
Alignment



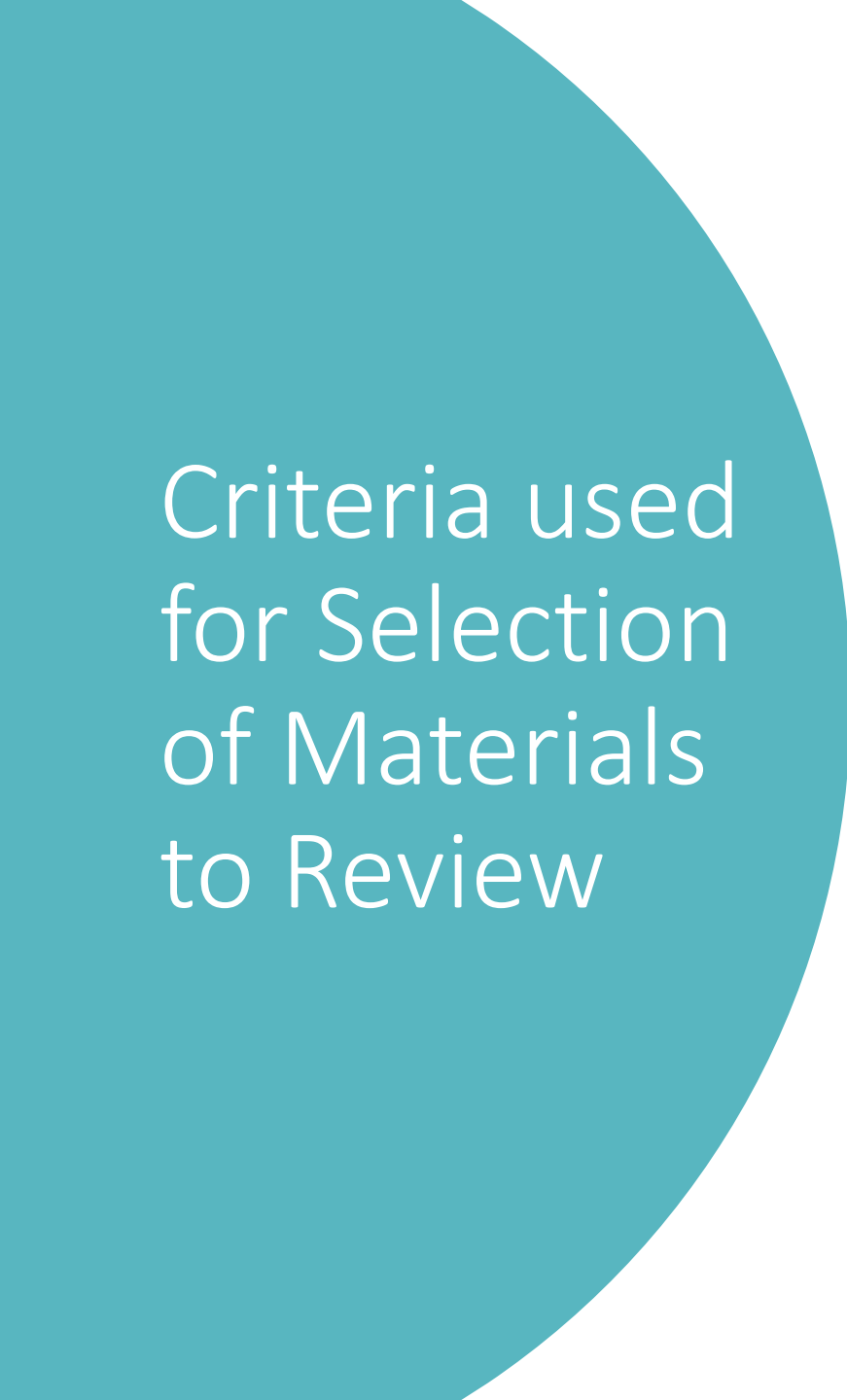
Effective Practices




Digital Resources, Organization,
and Design

Effective Practices Rubric Sample

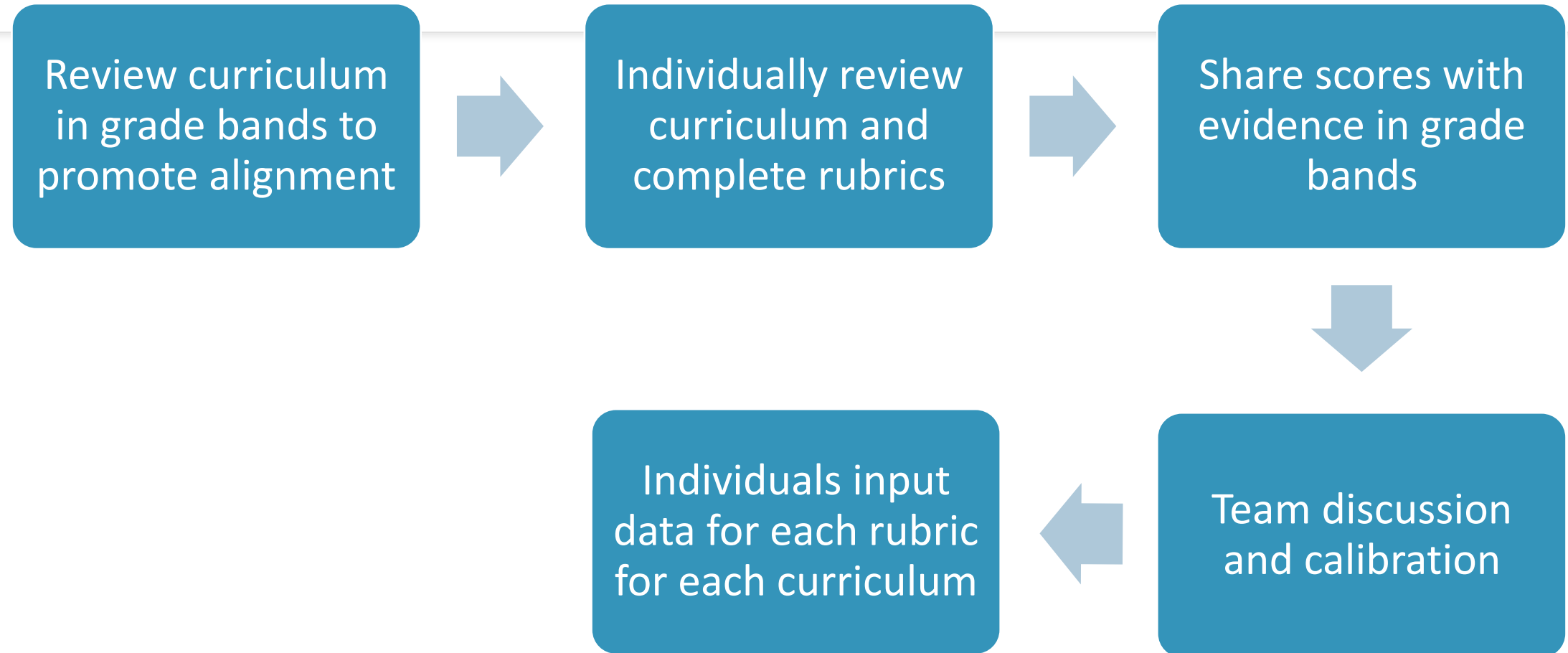
2.0 Category/Theme: Instruction		Not Found	Marginal	Acceptable	High
<i>Social Studies teaching requires understanding what students know and need to learn and then challenging and supporting them to learn and apply it well.</i>					
2.1	Cultivates interest and provides all students with multiple opportunities to engage with authentic connections to other concepts, disciplines, and to the real world while integrating SEL skills.				
2.2	Addresses instructional expectations, including standards and objectives, and is easy to understand and use for both the instructor and the student.				
2.3	Integrates appropriate supports in reading, writing, <u>listening</u> and speaking for students who are ML, neurodiverse, and those who are approaching grade level standards.				
2.4	Provides extensions and/or more advanced text for students who are at or above grade level standards.				
2.5	Provides rigorous tasks with multiple entry points for all students to access the learning.				
2.6	Opportunities for small group/pair work and cooperative activities embedded, including SEL standards.				
2.7	Options for both teacher-directed and student-centered instruction with suggested approaches and strategies.				
2.8	Provides a variety of instructional suggestions and approaches throughout teacher resources.				
2.9	Provides a variety of purposefully selected sources, questions, and exercises that reflect our ever-changing society and the diversity in our community, throughout each unit/lesson for teachers to choose from.				
2.10	Supports student discourse and collaboration with sentence stems and scaffolding and provides effective questioning strategies for the teacher.				

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Criteria used for Selection of Materials to Review

- Adopted materials in nearby districts
 - OSPI and PSESD recommendations
 - Committee member recommendations
 - Materials reviewed in National Publications such as EdWeek
 - Curricula highlighted at the National Council for the Social Studies Conference in 2023
- 
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Review Process for Each Curriculum



Current Pilot Materials



Consensus Process to Pilot



InquirEd – Inquiry Journeys



K-5 SOCIAL STUDIES CURRICULUM **Inquiry Journeys**



INSPIRES

Inquiry-Based Learning

Engaging investigations build knowledge in History, Civics, Geography, and Economics.



DEVELOPS

Literacy Skills

Literacy-rich units and research-based practices integrate literacy and social studies instruction.



ALIGNS TO

National Standards

Resources and assessments align with History, Civics, Geography, Economics, ELA standards.



SUPPORTS

Culturally Responsive Instruction

Teaching strategies support student voice and choice, and connect to students' experiences and interests.

Social Studies School Services/Nystrom – Young Citizens



A skill-building curriculum...

Promotes Inquiry

Each comprehensive lesson encourages student-led inquiry and deepens student understanding of themes to think critically

Promotes Literacy

The curriculum was developed with a focus on integrating social studies and English language arts so that students build complex literacy skills

Promotes Depth of Knowledge

Each lesson is designed to enhance student depth of knowledge through recall, reasoning, and extended thinking

...focused on social studies

Empowers Differentiation

Every lesson and activity is designed to support the different reading and comprehension levels of elementary students

Hands-On Learning

Lessons include hands-on materials, like maps and globes, to engage students with active learning and help them with higher-level thinking

Technology Based

A robust, interactive online platform helps teachers spend less time grading and lesson planning and builds 21st-century skills for students



Pilot Timelines

- Pilots happening January to March

Feedback



Students



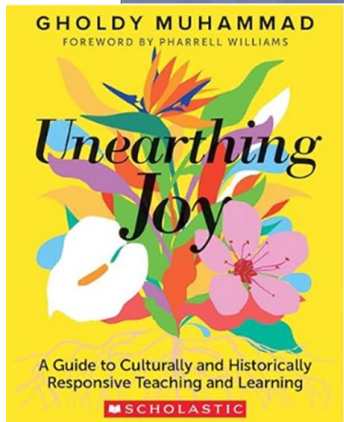
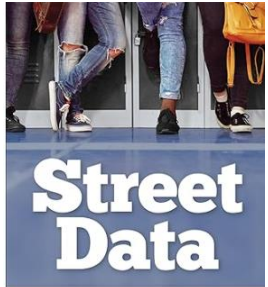
Teachers



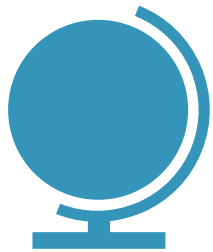
Caretakers



Community Members



Next Steps



Pilot

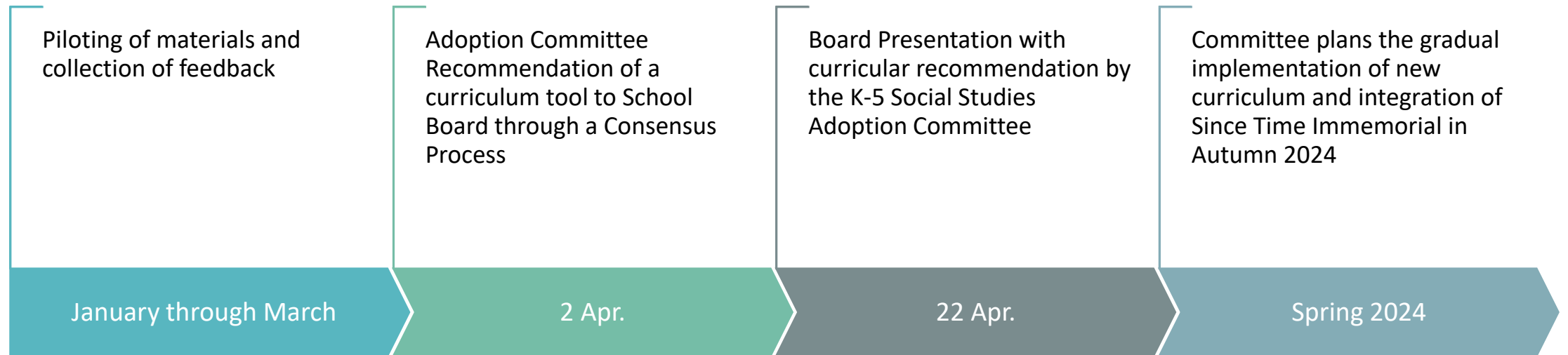


Feedback



Selection

Decision Making Process and Timelines



Accessing the Pilot Curricula



Visit the LWSD Resource
Center



Using the directions for digital
access on the [LWSD Adoption
Website](#)



Additional Questions?

- Contact Us:
 - Director of K-5 Teaching and Learning, Kelly Pease, kpease@lwsd.org
 - K-12 Social Studies Specialist, Krystal Stephens, kstephens@lwsd.org