

REVISED**REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE**

The Student Achievement Committee (SAC) met on Monday, October 30, 2017 at 11:30 AM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES**Student Achievement Committee Members**

Chairperson Eve Bolton, Elisa Hoffman, Daniel Minera

Administrators

Laura Mitchell, Superintendent; Tianay Amat, Assistant Superintendent; Cheryl Broadnax, Assistant Superintendent, Early Childhood; Susan Bunte, Assistant Superintendent; Justin Leach, Social Studies Manager; Bill Myles, Assistant Superintendent; Nick Nissley, Executive Director, SCPA; Michael D. Owens, Principal, SCPA; Angela Powell Walker, Artistic Director, SCPA; Teresa Summe-Haas, SCPA External Relations Manager

Cincinnati Federation of Teachers

Kendra Phelps

Julie Sellers, President

Community Members/Board Candidates/Parents

Jacqueline Amos, Kate Eisenpress, Ann Sessler

Superintendent Evaluation

The Board through the Student Achievement Committee (SAC) are responsible for the evaluation of the Superintendent. The SAC is responsible for developing the evaluation tool, as it is outlined in their Committee Bylaws.

Superintendent Mitchell updated the Committee on her five performance categories for 2017-2018. **Talent Leadership** will be evaluated at a later date.

The Board will discuss ways of revamping the evaluation for the new cycle in March 2018. Her draft performance areas are as follows:

Strategic Leadership-Vision/Change

- My Tomorrow
- Vision 2020
- Network-Employment
- Employee Experience
- College Collaborative
- Matrix Management
- Family and Community Engagement, Public Affairs and
- Customer Help revamp
- Quality Improvement work
- Logistics Pilot
- Graduation Plan

Instructional Leadership

- Third Grade Reading
- Student Leadership
- Assessments
- Grading Practices
- ACT
- Advanced Placement Audits
- College Collaborative
- College Partnerships
- Graduation
- School-Parent Graduation Compact

Community

- Events
- Parent Conference
- Website
- Equity
- Culturally Responsible
- Pro Dads
- Graduation Requirement Parent Notifications and Conversations

Managerial Leadership

- Policy Review
- Procedures
- Matrix Management

Quality Improvement: Staffing, Payroll, Magnet, and Open Enrollment

- Reorganization

The Committee advised that the Board will evaluate using the current evaluation process and will hold Mrs. Mitchell accountable to her goals for December 2017 and February 2018.

The Committee will then address launching a process to revise the new evaluation process tool by March 2018.

Mrs. Mitchell informed the group that the Administration is working on a huge initiative for graduation 2019.

ACTION: The Committee reviewed Superintendent Mitchell's performance goals, and will present them to the Board and provide feedback to Mrs. Mitchell at the November 2017 Fall Board Retreat.

ACTION: The Committee agreed to discuss with the Board about having a consultant assist them in revamping a more innovative evaluation. A rubric is needed by February 2018.

Vision 2020 Update

Mrs. Mitchell updated the Committee on preliminary data from school year 2016-2017 for the following Vision 2020 schools that showed areas of improvement in Student Achievement. She used a model through Cincinnati Children's Hospital Intermediate Improvement Science Series (I²S²). The model is an accredited course that supports the transformation of health systems and catalyzes the cultural shift necessary to be a leader in improving child health. More information about the program can be located by clicking on this link: [James M. Anderson Center for Health Systems Excellence](#)

The Committee advised Mrs. Mitchell to add community involvement, partnerships, neighborhood culture, behavior, attendance, enrollment, and retention of children and staff as part of her Vision 2020 measurements.

<u>Spring AIR Average Overall Scaled Score Percentage- ELA</u>			
<u>Chase:</u>	Grade 3 (2016): 33 Grade 3 (2017): 64	Grade 5 (2016): 27 Grade 5 (2017): 47	Grade 6 (2016): 29 Grade 6 (2017): 42
<u>Cheviot:</u>	Grade 3 (2016): 42 Grade 3 (2017): 72	Grade 4 (2016): 25 Grade 4 (2017): 45	
<u>Hays:</u>	Grade 3 (2016): 39 Grade 3 (2017): 61		
<u>Pleasant Hill:</u>			Grade 6 (2016): 17 Grade 6 (2017): 30
<u>Westwood:</u>	Grade 3 (2016): 39 Grade 3 (2017): 63	Grade 4 (2016): 18 Grade 4 (2017): 46	

<u>Woodford:</u>	Grade 3 (2016): 36	Grade 4 (2016): 22	Grade 5 (2016): 34
	Grade 3 (2017): 46	Grade 4 (2017): 49	Grade 5 (2017): 47

<u>Spring AIR Average Overall Scaled Score Percentage- Math</u>				
<u>Chase:</u>	Grade 3 (2016): 65	Grade 4 (2016): 43		
	Grade 3 (2017): 95	Grade 4 (2017): 67		
<u>Cheviot:</u>	Grade 3 (2016): 61	Grade 4 (2016): 37	Grade 5 (2016): 21	
	Grade 3 (2017): 70	Grade 4 (2017): 52	Grade 5 (2017): 35	
<u>Hays:</u>	Grade 3 (2016): 10	Grade 4 (2016): 17	Grade 5 (2016): 16	Grade 6 (2016): 18
	Grade 3 (2017): 42	Grade 4 (2017): 27	Grade 5 (2017): 32	Grade 6 (2017): 32
<u>Pleasant Hill:</u>		Grade 4 (2016): 38		Grade 6 (2016): 25
		Grade 4 (2017): 85		Grade 6 (2017): 46
<u>Westwood:</u>	Grade 3 (2016): 34			
	Grade 3 (2017): 61			
<u>Woodford:</u>				Grade 6 (2016): 19
				Grade 6 (2017): 29

ACTION: The Committee advised Mrs. Mitchell to provide to the Board success of the Vision 2020 in the form of a memo. She will also include what will be evaluated and the priorities of Phase 2 of Vision 2020. She will also do a presentation on the academic portion of Vision 2020.

Mrs. Mitchell reported that she will be providing progress about the Vision 2020 schools in the *Measuring What Matters* brochure.

Graduation Requirements

Assistant Superintendent Myles reported that measures that have been put in place are not only for the high schools, but include elementary schools for their advanced preparation.

He informed the Committee that changes in graduation requirements for the class of 2018 have been implemented. He is making sure that meetings with parents and principals are taking place to update them the changes. Graduation requirements will also change significantly in 2019.

Mr. Myles is talking with principals on how they are tracking their students to ensure that those students are on track to graduate.

ACTION: Chairperson Bolton advised the Administration to make sure that parents are aware of the change in graduation requirements. She also advised to inform parents that the District uses its counselors, principals and staff to ensure that each student has an individual graduation plan. She advised the Administration to provide a report on the number of parents, students and teachers that are using Schoology.

Mr. Myles informed the group that each student will have a graduation calculator that will keep track of their scores for math and English. An academic assembly will take place with students to inform them of their status. Parents will also be updated on their child's scores and requirements at a parent conference night.

ACTION: The Committee agreed with Ms. Sellers recommending that the District develop a School-Parent Graduation Compact, similar to compacts that were used with Title I students. Every parent would sign off on the document.

The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Mrs. Mitchell will add School-Parent Graduation Compact to her performance goals.

Mr. Minera inquired about how much awareness parents have about the schools, and what's going on in the schools in their neighborhoods. He also asked the questions as to how healthy are the Community Learning Centers. Are they being used to their full potential? Are the resource coordinators in partnership with the principals to make an impact on offering an abundance of services to the communities that they serve?

ACTION: Mrs. Hoffman advised the Superintendent to update the District's website with Vision 2020 and My Tomorrow information.

ACTION: Ms. Bolton reiterated the need to update the District's phone recording with information about the District and successes.

High School Monthly Focus – School for the Creative and Performing Arts (SCPA)

The Administrators provided the Committee with a copy of their 2016-2017 Annual Report. Key institutional achievements for that school year included:

1. Strategic Planning – Setting a bold goal, and the steps to reach it;
2. Student Success – Building on their track record of exceptional achievement; and
3. Secured Resources – Expanding their donor base and with it, their support.

They also provided the group with a copy of their Arts and Academic Curriculum, their main stage productions for school year 2017-2018, and a schedule of when school tours are offered.

Priority 1 – Improve Student Learning Outcomes

Michael D. Owens, Principal, SCPA

The Administrators informed the Committee about their following Strategic Plan 2020 priorities:

Strategies

1. Prioritize academic achievement through **k-12 vertical alignment** to ensure k-6 students are progressing academically and prepared for more rigorous courses in high school – focusing on collaborative planning, benchmarking/best practices, intervention and enrichment strategies.
2. Close the **achievement gap** of students in our low socio-economic subgroups – focusing on differentiation strategies, interventions, and ACT/College Prep Club.
3. Increase **ACT** composite score by 3 points in the next 3 years – focusing on establishing a College and Career Readiness Center (physical space and learning resources), ACT Prep Bootcamp, ACT Club, and ACT Problem of the Day (to increase grades 7-11 familiarity with the test/testing process).

4. Sustain SCPA's **graduation rate** at 100% – focusing on 1:1 counselor meetings and college visitation days with juniors and seniors, summer school for grades 4-8, summer school for grades 9-11 (credit recovery prior to senior year), and senior enrollment in APEX for credit recovery.
5. Align the school's **arts curriculum** with state and national standards in arts education.

Measures of Success	Baseline 2015 – 16	Target 2020
1. Graduation % rate (students who begin their 12th grade year and successfully earn their diploma at our school)	100	100
2. ACT composite scores	20.8	23.8
3. AP all-exam average score (14 exams)	2.9	3.5
4. End-of-Course High school test results (% passed)	History: 91.2 Government: 79.5 Biology: 79.3 English I: 76.9 English II: 73.3 Geometry: 41.0 Algebra I: 40.5	History: 95.0 Government: 85.0 Biology: 83.0 English I: 85.0 English II: 80.0 Geometry: 56.0 Algebra I: 55.0
5. 3rd Grade AIR reading test (% passed, end of year)	58	70

Priority 2 – Leverage Community Partnerships
Angela Powell Walker, Artistic Director, SCPA

Strategies

1. Engage our stakeholders in **building community and mutually beneficial partnerships.**
 - Utilize the SCPA Fund as a primary resource to help build community relationships.
 - Support the founding and development of the newly formed Alumni Association.
 - Continue to support the development of the newly formed Parent Teacher Student Organization (PTSO).
 - Leverage our partnerships with community arts organizations, to benefit our artistic programming and improve learning outcomes.
 - Leverage our partnerships with the region's businesses and the local OTR community, to enhance our classroom learning environments and outcomes.
 - Continue to cultivate relationships with individual donors and foundations to realize financial support of our arts and academic programming needs.
2. Develop **opportunities for students to utilize their signature strengths to give back to the community** (e.g., through volunteering/service), cultivating an "attitude of gratitude."
3. **Open our doors and invite the public (individuals and organizations) to participate in artistic and academic events at SCPA**, stewarding existing relationships and cultivating new ones. Our goal is to promote and increase instruction and educational resources to enhance arts and academics programming at the school, and ultimately improve student learning outcomes.

Measures of Success	Baseline 2015 – 16	Target 2020
1. Partnerships (#)	Arts Programming: 14 Businesses in Classrooms: 2 Students in Community: 3	Arts Programming: 20 Businesses in Classrooms: 5 Students in Community: 6
2. Alumni Day (<i>Attendance #</i>)	101	300
3. Curriculum Innovation (<i># new partner-enabled programming</i>)	0	3

Priority 3 – Develop Our Desired School Culture

Michael D. Owens, Principal, SCPA

Strategies

1. Implement the **Leader in Me®** school/culture transformation model – creating a positive, leadership culture, through this culture-by-design approach.
2. Redesign the school's **master schedule**, creating time and space for teachers to work more collaboratively/effectively, marrying arts and academics.
3. Enhance **arts and academics collaboration**:
 - Develop arts infused teaching/learning opportunities – to serve as pilots for broader school engagement - building on: foundation of social studies and arts curriculum mapping initiative; Shakespearian theater in the language arts curriculum; and integration of lighting design in physics classroom.
 - Explore development of a student capstone project (senior project) integrating arts and academics.
 - Develop robust student club offerings to increase student engagement and student interaction across majors.
4. Develop a student-driven **mentoring program**. High school students can help in the development of elementary students - to learn the "the SCPA Way."
5. Adopt a "measure what we treasure" mindset – creating **celebrations** to shine the light on our desired culture, and **recognize those who are leading the way**.
 - Develop an honor roll breakfast to celebrate academic achievement.
 - Develop and display outstanding achievements/award banners in school.
 - Pursue Arts Schools Network (ASN) exemplary school designation.
 - Develop Alumnus of the Year award/celebration.
 - Develop regular recognition and rewards for community engagement (e.g., volunteers).

Measures of Success*	Baseline 2015 – 16	Target 2020
1. 7 Habits Course	Implement 2017 - 2018	
2. Launching Leadership and Creating Culture Courses	2018	
3. Aligning Academics Course	2018 – 2019	
4. Empowering Instruction Course	2019 - 2020	

* The **Leader in Me® Measurable Results Assessment**, a data tool to track our outcomes/results, was administered May 2017, and will be used to support effective implementation with actionable data and analytics. In addition, an annual **Graduating Seniors Exit Survey** will be undertaken, to also offer a lens to better understand and shape our school culture.

Priority 4 – Secure Resources and Ensure Financial Sustainability *Teresa Summe-Haas, SCPA External Relations Manager*

Strategies

1. **Achieve annual fundraising goal**, raising at least \$500,000 per year, to satisfy the school's financial needs. This includes the arts/education programming budget, arts capital maintenance/repair and replacement budget, and strategic plan initiatives budget.
2. **Increase stakeholder engagement with SCPA** by increasing/enhancing: online presence and print marketing, attendance at SCPA events, alumni involvement, collaborations with community organizations, and partnerships with arts organizations.
3. Continue the process of formal **board and fund development**, with the SCPA Fund – prioritizing fundraising, and aligning resource development around shared goals for raising student achievement.
4. Begin planning and increasing our capacity to launch an **endowment campaign** in 2020, to reach our dream, to be among the nation's premier public arts magnet schools.

Measures of Success	Baseline 2015 – 16	Target 2020
1. Funds raised (annually)	\$110,000	\$500,000
2. Number of donors	12	180
3. Main Stage season ticketed revenue	\$106,169/6 productions	\$182,000
4. Main Stage Season ticketed attendance (comps excluded)	7,037/6 productions	8,500
5. Alumni database registrants	0	1000
6. Guest event attendance	10	500

7. Social media engagement	Website visits/1,741	Website visits/5,600
	Facebook posts/6,283	Facebook posts/23,000
	Online calendars/6	Online calendars/20
8. Reach of marketing materials	Production/6,000	Production/12,000
	Newsletter/11,272	Newsletter/13,500
	Recruitment/1,000	Recruitment/2,000

Mobility Report

Kate Eisenpress, Director of Research and Evaluation for the Community Learning Center Institute (CLCI), and Adelyn Hall, Director of Housing and Neighborhood Development for the Community Learning Center Institute, discussed the following key points of their results from their research on mobility:

1. The success of the school and the success of the neighborhood are inextricably linked.
2. Housing instability has a direct impact on a school's mobility rate, as well as other student achievement outcomes. Research shows:
 - Students who change schools during the school year lose 2-3 months of learning for each move, and risk falling behind peers (Sandstrom & Huerta 2013).
 - Families who have moved three or more times between the ages of 4 and 7 are 20 percent less likely than non-movers to graduate high school (Berliner 2009).
 - Children of homeowners are significantly more likely to stay in school until the age of 17 than children of renters, especially in low income households. Furthermore, high school graduation rates are 20 percent higher for children of homeowners than renters (Habitat for Humanity 2017).
 - Intervening strategies in the housing field have proven positive results for lowering a school's mobility rate and resulting in greater student achievement (The Washington Families Fund 2013).
3. Infrastructure inside and outside of the school is needed to address housing instability for our students and their families. This includes bringing together community, development, government and service partners to address the needs of each individual school and its neighborhood.

ACTION: The Committee advised the Administration to get information that the Community Learning Center Institute learned about through its research, to the Resource Coordinators, and to the District's Administration for them to determine who else needs to receive the information for use in addressing mobility issues.

Assignments to the Committee

Justin Leach, Social Studies Manager

The Board, at its October 9, 2017 Regular Board meeting, assigned the Student Achievement Committee to follow up on how Columbus Day is framed in the District's curriculum, as well as diversity in the curriculum.

Mr. Leach provided the Committee with an overview of resources, materials and strategies available to CPS teachers to promote: *Diversity in Curriculum*; how CPS students learn about *Christopher Columbus* in the K-12 Social Studies Curriculum and how CPS students learn about the *Industrial Revolution* and the history of *Labor Relations* in the United States in the K-12 Social Studies Curriculum.

Copies of the overviews are attached to the minutes.

Committee Chair Bolton informed the Committee that [Ohio Revised Code 3313.60 Prescribed Curriculum](#) mandates that Board of Educations should be adopting curriculum.

ACTION: Assistant Superintendents Bunte and Myles will follow up with General Counsel about the Code and discuss their findings at the November 20, 2017 SAC meeting.

The meeting adjourned at 1:45 PM.

Student Achievement Committee

Eve Bolton, Chair
Elisa Hoffman
Daniel Minera

Staff Liaisons

Cheryl Broadnax, Assistant Superintendent
Bill Myles, Assistant Superintendent



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Diversity in the Curriculum

Summary: The purpose of this document is to provide an overview of resources, materials, and strategies available to CPS teachers to promote a diverse curriculum.

Curriculum: Ohio State Social Studies Standards

- *Grade 1- Geography- Human Systems- Content Statement 7:* Diverse cultural practices address basic human needs in various ways and may change over time.
- *Grade 2- History- Heritage- Content Statement 2:* Biographies can shape how peoples' actions have shaped the world in which we live.
- *Grade 2- Geography- Human Systems- Content Statement 9:* Interactions among cultures lead to sharing ways of life.
- *Grade 3- Geography- Human Systems- Content Statement 8:* Communities may include diverse cultural groups.
- *Grade 4- Geography- Human Systems- Content Statement 13:* The population of the United States has changed over time, becoming more diverse (e.g. racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States
- *Grade 5- Regions and People of the Western Hemisphere (Full Year Theme)*
- *Grade 6- Regions and Cultures of the Eastern Hemisphere (Full Year Theme)*
- *Grade 7- World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to First Global Age*
- *Grade 8- Geography- Human Systems- Content Statement 15:* The movement of people, products, and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
- *Grade 8- Geography- Human Systems- Content Statement 16:* Cultural biases, stereotypes, and prejudices had social, political, and economic consequences for minority groups and the population as a whole.
- *Grade 8- Geography- Human Systems- Content Statement 17:* Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.
- *Grade 9- Modern World History (Full Year Theme)*
- *Grade 10- American History- Content Statement 12:* Immigration, internal migration, and urbanization transformed American life.
- *Grade 10- American History- Content Statement 19:* Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.
- *Grade 10- American History- Content Statement 28:* Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

CPS Social Studies teachers should be engaging students with diverse perspectives, historical narratives, and historical documents across the K-12 Social Studies curriculum in order for students to develop a complex and nuanced understanding of history and the world around them.

Curriculum: Electives

- African American History Electives (SCPA*, Shroder, Taft HS, Western Hills, Wlthrow) *SCPA course is a College Credit Plus Course
- Electives
 - Cultural Studies @ Clark Montessori



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- Ethnic Studies @ Walnut Hills, Withrow
- Survey of African History @ Walnut Hills
- World Views @ Aiken
- AP Human Geography- Blended Learning @ Aiken, Hughes, Riverview East, Taft HS, Western Hills, Woodward)

Field Trips & Resources:

- National Underground Railroad Freedom Center (4th Grade, 8th Grade)
- Cincinnati Museum Center
- Harriet Beecher Stowe House
- John P. Parker House and John Rankin House
- Public Library of Cincinnati and Hamilton County
- African American History Month Resources: <http://www.africanamericanhistorymonth.gov>
- National Museum of African American History & Culture: <https://nmaahc.si.edu>
- [Library of Congress Primary Source Sets: Harlem Renaissance](#)

Professional Development & Programs:

- Association for the Study of African American Life and History Teacher's Workshop with Guest Speaker Dr. Geneva Gay on Culturally Responsive Teaching (9/28/17)
- Roma & Sam Kaltman Holocaust Studies for Educators (June 2017)
- Ohio as America Summer Institute (July 2017)
- Cincinnati-New Taipei Sister City Student Exchange

Vision 2020

- Harlem Renaissance studies (Chase & Woodford)
- Partnership with Dayton African American Contemporary Dance Company (Douglass)
- African American History in Science (Bond Hill)

Model Lessons

- [DBQ Project Online: Harlem Renaissance Poetry: Does High Art or Folk Art Best Express Racial Pride?](#)
- [DBQ Project Online: The House on Mango Street: What is the Biggest Obstacle to Reaching the American Dream?](#)
- [Stanford History Education Group: What Caused the Stonewall Riots?](#)
- [Stanford History Education Group: Women in the 1950s](#)



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Christopher Columbus in the Curriculum

Summary: The purpose of this document is to provide an overview of where and how CPS students learn about Christopher Columbus in the K-12 Social Studies Curriculum.

ODE State Social Studies Standards:

Learning experiences focused on Christopher Columbus would most likely, but not exclusively, be observed in units and lessons focused on the following State Social Studies Standards:

4th Grade Ohio in the United States

- *Content Statement 3:* Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

5th Grade Regions and Peoples of the Western Hemisphere

- *Content Statement 2:* Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.
- *Content Statement 3:* European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.

7th Grade World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to First Global Age

- *Content Statement 10:* European economic and cultural influence dramatically increased through explorations, conquests and colonization.
- *Content Statement 11:* The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.

ODE Content Statement 11 Elaboration

"The Columbian Exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of fauna (animal life), flora (plant life) and pathogens (microorganisms that cause diseases) between Europe, the Americas and the rest of the world.

Europeans introduced horses, pigs, sheep and cattle to the Americas. Foodstuffs that were transported included bananas, beans, citrus fruits, coffee, grapes, olives, rice and sugar cane. Europeans brought communicable diseases (e.g., measles, small pox) that ravaged the American Indian population."

[Additional Content Elaboration Information](#)

Additional guidance on these content statements and units of instruction can be accessed within each grade's Curriculum Map. These Curriculum Maps are accessed on the CPS Social Studies Website: [K-12 Social Studies Curriculum Maps](#)

Model Instruction:

Model instruction on this topic and any issue within the K-12 Social Studies Curriculum should be approached with the same core strategies:



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- **Inquiry**
 - Implementation of inquiry-based learning and high level teacher and student questioning in Social Studies that leads to content-rich, student-led Social Studies investigations.
- **Historical Thinking Skills / Evidence Based Thinking**
 - Integration of historical thinking using evidence-based practices including primary and secondary source documents and evidence based writing. See below for more detail.
- **Student Discussion and Student Collaboration**
 - Inclusion of project-based learning and collaborative learning strategies with an emphasis on opportunities for students to communicate in large and small group settings.
- **Informed Action**
 - Students communicate their conclusions and take informed action through performance tasks, assessments, and products aligned to the learning targets and points of inquiry.

Historical Thinking Skills / Evidence Based Thinking

Within the K-12 Social Studies Curriculum students would examine the historical record by engaging in historical narratives, historical primary and secondary sources, and contemporary sources when learning about Christopher Columbus and all other social studies content.

These historical thinking skills include:

- Considering multiple perspectives and accounts
- Analysis of primary source documents
- Sourcing and corroboration
- Understanding historical context
- Claim, evidence, reasoning (CER Skills)

Sample Instructional Resources on Christopher Columbus

- [EDSITEment Lesson: What Was Columbus Thinking?](#)
- [Library of Congress: Teaching with Primary Sources: A Matter of Perspective: Columbus in the New World](#)



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The Industrial Revolution and Labor Relations in the Curriculum

Summary: The purpose of this document is to provide an overview of where and how CPS students learn about the Industrial Revolution and the history of labor relations in the United States in the K-12 Social Studies Curriculum.

ODE State Social Studies Standards:

Learning experiences focused on the Industrial Revolution and the history of labor relations would most likely, but not exclusively, be observed in units and lessons focused on the following State Social Studies Standards:

9th Grade Modern World History

- *Content Statement 9:* Industrialization had social, political and economic effects on Western Europe and the world.

10th Grade American History:

- *Content Statement 10:* The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
- *Content Statement 11:* The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor.
- *Content Statement 12:* Immigration, internal migration and urbanization transformed American life.
- *Content Statement 13:* Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
- *Content Statement 14:* The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
- *Content Statement 18:* An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
- *Content Statement 32:* Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.

Additional guidance on these content statements and units of instruction can be accessed within each grade's Curriculum Map. These Curriculum Maps are accessed on the CPS Social Studies Website: [K-12 Social Studies Curriculum Maps](#)

Model Instruction:

Model instruction on this topic and any issue within the K-12 Social Studies Curriculum should be approached with the same core strategies:

- **Inquiry**
 - Implementation of inquiry-based learning and high level teacher and student questioning in Social Studies that leads to content-rich, student-led Social Studies investigations.



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- **Historical Thinking Skills / Evidence Based Thinking**
 - Integration of historical thinking using evidence-based practices including primary and secondary source documents and evidence based writing. See below for more detail.
- **Student Discussion and Student Collaboration**
 - Inclusion of project-based learning and collaborative learning strategies with an emphasis on opportunities for students to communicate in large and small group settings.
- **Informed Action**
 - Students communicate their conclusions and take informed action through performance tasks, assessments, and products aligned to the learning targets and point of inquiry.

Historical Thinking Skills / Evidence Based Thinking

Within the K-12 Social Studies Curriculum students would examine the historical record by engaging in historical narratives, historical primary and secondary sources, and contemporary sources when learning about the Industrial Revolution, labor relations, labor unions and all other social studies content.

These historical thinking skills include:

- Considering multiple perspectives and accounts
- Analysis of primary source documents
- Sourcing and corroboration
- Understanding historical context
- Claim, evidence, reasoning (CER Skills)

Sample Instructional Resources on Industrial Revolution, Labor Relations, Labor Unions

- [Stanford History Education Group Lesson: Why Did The Homestead Strike Turn Violent?](#)
- [DBQ Project Online: Female Mill Workers in England and Japan: How Similar Were Their Experiences?](#)
- [DBQ Project Online: What Made Cesar Chavez an Effective Leader?](#)
- [UMBC History Labs: The Triangle Shirtwaist Factory Fire: Is Anyone to be Punished?](#)