# SOCIAL STUDIES DEPARTMENT
# PROGRAM REVIEW




## April 2019

*Empowering young people to navigate their role as engaged and empathetic citizens within an integrated global society.*

*The information contained in this report is provided by the Pine-Richland Social Studies Department for general purposes only. While this report serves as a strategic approach to curriculum planning, recommendations must be considered with respect to all programs provided by Pine-Richland School District.*

# Social Studies Department Program Review

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*Social Studies Department*
*Program Review Report Prepared by:*
BRIAN MILLER, Ed.D.
Superintendent
MICHAEL PASQUINELLI, Ed.D.
Assistant Superintendent of Secondary Education and Curriculum
KRISTEN SILBAUGH, Ph.D.
Assistant Superintendent of Elementary Education and Curriculum
NANCY BOWMAN
Principal, Pine-Richland High School
JENNIFER KINROSS
Academic Leadership Council and Kindergarten Teacher, Wexford Elementary School
LISA OLSON
Academic Leadership Council and 2nd Grade Teacher, Wexford Elementary School
BARRI HOLLAND
6th Grade Social Studies Teacher, Eden Hall Upper Elementary School
MATTHEW ROBERTS
Academic Leadership Council and Grades 9-12 Social Studies Teacher, Pine-Richland High School
ROBERT THOMPSON
Academic Leadership Council and Grades 7-8 Social Studies Teacher, Pine-Richland Middle School

# Pine-Richland School District

## Social Studies Department
## Program Review Committee

Mr. Noel Hustwit, Dir. of Student Services and Special Education
Mr. Joseph Bailey, Grade 8 Teacher
Ms. Nicole Berezo, Grade 4 Teacher
Mrs. Lindsay Brough, Grades 9-12 Special Education Teacher
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Mr. Timothy Ervin, Grades 9-12 Teacher
Mrs. Paula Ferris, Grade 1 Teacher
Mrs. Dana Lestitian, Grade 6 Teacher
Mr. Jeff Paul, Grade 7 Teacher
Dr. Cindi Poole, Grades 9-12 Teacher

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## Executive Summary

The mission of the Pine-Richland School District is to *Focus on Learning for Every Student Every Day*. Within the PRSD Strategic Plan, long-term and short-term goals outlined in the Teaching and Learning category form the foundation for continuous improvement. One of the short-term goals for 2016 - 2017 was to design and pilot an in-depth program review process for two of our departments (i.e., Science and Health & Physical Education). That initial work led to a final report and set of recommendations for program improvement. The process itself was refined and used in 2017 - 2018 in the areas of Mathematics and Business & Computer Science. **For the 2018 - 2019 school year, we reviewed the Social Studies Department and also modified the process for programming related to gifted and highly achieving students.**

This report outlines the process, findings, and recommendations from that work related to the K-12 Social Studies Program. As an organization, it is understood that the pace of change may be dependent upon the impact of that change on other aspects of the educational program. The committee utilized the action-priority matrix to evaluate each recommendation and established an implementation timeline with associated cost estimates.

One element of the in-depth program review was the establishment of a departmental philosophy and vision (Figure 1). For social studies, the department reflected upon the goals of the programming and alignment with the research and philosophy of the National Council for the Social Studies. As a result, the vision is captured through the following image and words:




**Figure 1**

## Recommendation Overview

**Recommendation #1:**

- Adopt and widely communicate the Social Studies Department philosophy and vision to internal and external stakeholders while ensuring a practical connection to program design and delivery.

**Recommendation #2:**

- Ensure that the Ten Themes of Social Studies are properly integrated across the K-12 Curriculum.
    - Infuse the PA Career Education & Work (CEW) standards and the College, Career, and Civic Life (C3) Framework into the K-12 social studies curriculum.

**Recommendation #3:**

- Promote civic competence and engagement through school government, local government, politics and politicians that may include co- and extra-curricular activities (e.g., Governor's Civic Engagement Award, Model UN, speakers, etc.).

**Recommendation #4**

- Promote cultural literacy and respect for others and their views, challenging personal perceptions and familiar experiences (e.g. PR Bubble).
    - Building empathy and understanding through discussion of diversity, social justice, and equity.
    - The bubble and beyond: Understanding the opportunities and challenges of context that are connected to any community (e.g. PR Bubble).
    - Systematically address current events as a strategy to promote engagement and help students see the relevance of Social Studies in daily life.
    - Model critical stance through think-alouds and questioning techniques.
    - Develop skills to question and evaluate sources in order to make informed decisions or to establish a stance/opinion.
    - Enhance teachers' comfort in managing class discussions and diverse viewpoints, while eliminating their own bias.
        - Tackling the tough - and potentially controversial - issues

**Recommendation #5**

- Review and revise K-12 social studies course pathway options:
    - Civics and Economics competencies integrated into appropriate grade spans K-12.
    - K-8: Intentional, consistent integration of social studies with other content areas (English language arts [reading/writing & common rubrics], math [economics], science [technology], etc.
    - Modify the middle school social studies pathway to include compacted/extended beginning in grade 8 and eliminating Pre-AP.
    - Pilot an integrated social studies/ELA course in a block schedule to determine benefits.
    - Review and modify time allocated to various social studies topics (e.g., US History, World History, Ancient World History, Modern World History).
- Add and remove courses in the social studies section of the high school program of studies and/or modify course content to include/consider:
    - World vs. European History
    - Infuse topics into existing courses such as, but not restricted to, Latin American History, Women's Studies, and LGBTQ+ studies into appropriate courses.
- Consider new elective courses in diverse areas of study including "rolling", semester-based, every other year courses, such as regional studies based on student interest.

**Recommendation #6**

- Promote engagement through meaningful learning opportunities in K-12 classes.
    - Integrate socratic seminar, simulations, oral history projects, controversial images and text into learning activities to promote discussion, inquiry-based learning, problem-based learning, role plays, media production, etc.
    - Utilization of classroom space and configuration to promote discussion, collaboration, and engagement (e.g. non-traditional; not rows).
- Foster the development of soft skills.

**Recommendation #7**

- Authentic, active, and common assessment development with growth-based feedback opportunities (common rubrics).
- Systematically embed formative assessments to allow teachers to tailor instruction based on the learning needs of the students.

**Recommendation #8**

- Evaluate the resources and tools available for each class and school to support learning (e.g. textbooks, primary source documents, technology, research tools, etc.)

## In-Depth Program Review Process

The process for in-depth program review was developed in the 2016 - 2017 school year, refined throughout the 2017 - 2018 school year, and implemented in 2018-2019 for the Social Studies review. To help ensure a clear understanding of the process elements, a process diagram was developed and reviewed on a regular basis. Major elements of this image are further described below:

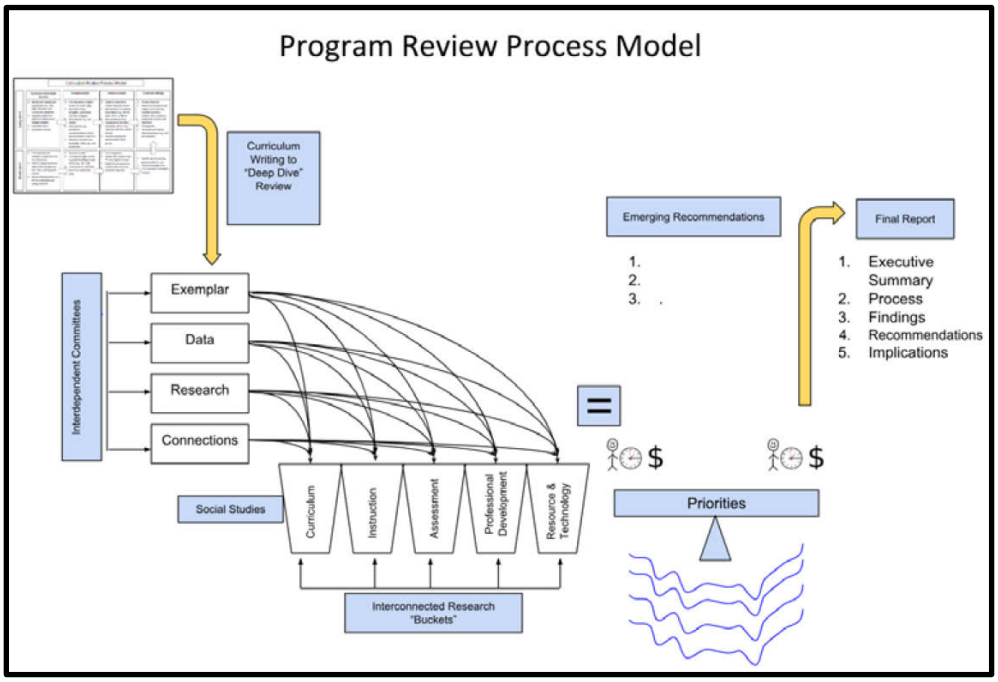



**Figure 2**

## Curriculum Writing to "Deep Dive"

Given the time and effort invested into curriculum writing at Pine-Richland from 2014 - 2016, it is important to understand the relationship of that work to the in-depth program review process. The two-year curriculum writing process was designed to capture the current content in a consistent format through vertical teams (e.g., units, big ideas, and learning goals). That process allowed the department to identify strengths and opportunities for improvement. Most of the attention was directed internally at a review of our district's current structure and practices.

The **in-depth program review process has a broader focus** on all elements of the department. Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, "Are we doing the right things?" or "Do we need to consider more significant changes in program design?" In the image above, the curriculum writing process is like a "springboard" to "dive" more deeply into the content area. The personnel, structure, and work were organized into four major sub-committees.

## Committee Composition and Structure

We strongly believe that meaningful and lasting change requires engagement of all key stakeholders. Since the in-depth process was being developed and implemented at the same time, the first organizational decision was the use of a **core team** and an **expanded team**. The core team included several district office administrators, building principals/assistant principals based on vertical team assignment, and a small group of academic leadership council members (i.e., department chairs) and teachers. The core team conducted the planning and thinking necessary to maximize the efficiency and effectiveness of the expanded team. The expanded team included all core team members and additional teachers to ensure representation by all buildings, levels, and courses. Although this was a

larger group, it was still a small representation of the overall Social Studies department.

Within the expanded team, members were then organized by **four main subcommittees**: (1) Research; (2) Exemplar K-12 Schools; (3) Connections to Universities, Businesses, and the Community; and (4) Data and Information. While each subcommittee was responsible for specific tasks, two overarching elements were critical. First, the arrows on the left side of the subcommittees indicate that the groups must collaborate and exchange information (i.e., no silos). Second, the arrows on the right side of the subcommittees demonstrate that key findings/learnings were captured and organized by major research buckets.

It is important to note that the expanded teams also used a systematic approach to listen to students and parents. Student focus groups were organized at the high school, middle school, and Eden Hall. These groups were representative of the student body and a wide range of academic rigor. In addition, parent and community input was gathered during day and evening town hall sessions. Parents who were unable to attend those face-to-face meetings were able to submit comments electronically.

**Research "Buckets"**

Within each discipline, five key areas of investigation were identified to guide the work of the subcommittees. **As Social Studies information was gathered by subcommittees, it was organized into five key "buckets": (1) Assessments; (2) Real-world Connections; (3) Instructional Practices; (4) Standards; and (5) Emerging Trends.** In the early months of the process, the "buckets" were dynamic, meaning that some initial concepts were removed or combined with other key themes. As the expanded team continued to learn, those titles were then finalized. Importantly, the arrows on the bottom of the buckets also demonstrate the relationship between areas (i.e., no silos). The subcommittees' learning and identification of information for the buckets were interconnected, as information from one area informed others. Based upon the information gathered through the bucket findings, a set of emerging recommendations was developed.

**Emerging Recommendations**

A systems thinking approach was critical to the in-depth program review process. The transition from "findings" to "emerging recommendations" required skills of synthesis, critical thinking, healthy debate, and communication. The entire expanded team used one set of lenses to review the list of internal strengths and weaknesses. The lenses refer to the four subcommittees. Some emerging recommendations were designed to improve current gaps and weaknesses. Other emerging recommendations were identified in the analysis of exemplary programs, universities, businesses, or in the research literature. The team brainstormed recommendations by identifying recurring themes, ideas, and opportunities for growth. The team then discussed, modified, and edited the recommendations. Emerging recommendations were consolidated into a draft. The expanded team worked with the draft to link the emerging recommendations to data provided by the subcommittees.

**Balancing Priorities and Resources**

As a system, the "ripple effect" of recommendations was built into the process model. The team then put the emerging recommendations into the action-priority matrix. The action-priority matrix evaluates the impact versus the effort of the emerging recommendations. Examining the use of people, time, and money allows for the identification of which recommendations were quick fixes, major projects, fill-ins, and hard slogs. For example, a hard slog was used to categorize those recommendations that would require much effort but have little impact on student learning. The team then identified the final emerging recommendations.

**Action Priority Matrix**

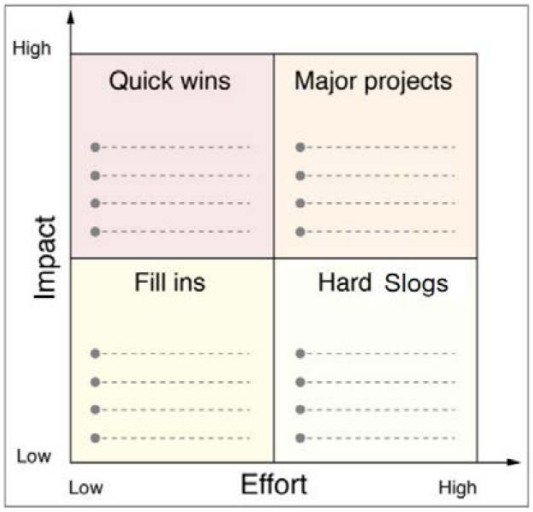



**Figure 3:** Elmansy, Rafiq. "Time Management Tips for Designers: The Action Priority Matrix."*Designorate*, 14 June 2016, www.designorate.com/time-management-the-action-priority-matrix/. Accessed 14 Mar. 2017.

**Continuum of Improvement**

Throughout the in-depth program review process, it was important to maintain perspective on the nature of program improvements. Especially when considering effective elements of exemplary schools or programs, the desire to move from the current program ("Point A") to an ideal future ("Point Z") is natural. However, it is more realistic to recognize that meaningful program improvement within an organizational system will often result from a series of smaller steps ("Points B, C, D, etc."). Although depicted as a straight line in the image below (figure 4), the in-depth program review committee recognizes that continuous improvement is not always a linear process.




**Figure 4**

## Emerging Recommendations

**Recommendation #1:**
Adopt and widely communicate the Social Studies Department philosophy and vision to internal and external stakeholders while ensuring a practical connection to program design and delivery.




**FINDINGS:**

**Internal Analysis**

1. There is no formal, articulated, and shared philosophy or vision statement for the Social Studies Department (PRSD Vertical Team, 2019).
2. There is a desire to embed questioning techniques that engage students' critical thinking and allow for modeling of position-taking (PRSD Vertical Team, 2019).
3. Student voice interviews indicated low levels of technology integration (PRSD Student Focus Groups, 2019).
4. Students voiced the importance of active engagement as citizens (PRSD Strategic Plan Town Hall, 2019).
5. The writing, both in amount and level, within social studies classes have prepared students for what they

will need to do in the other classes. The course load has also been good in preparing them for other work and in their futures. The value of the form of discussion in activities like Socratic seminars was recognized as well. The parents stressed how important it can be to use a greater team approach where more cross-curricular opportunities are available and teachers have more time to work with their colleagues. (PRSD Strategic Plan Town Hall, 2019)

**External Analysis**

1. Adopt the 10 themes of social studies and infuse the National Council for the Social Studies National Curriculum Standards into our curriculum based upon the PA Social Studies Standards (NCSS, 2010).
    a. 10 Themes: (1) Culture; (2) Time, Continuity & Change; (3) People, Places & Environments; (4) Individual Development & Identity; (5) Individuals, Groups & Institutions; (6) Power, Authority & Governance; (7) Production, Distribution & Consumption; (8) Science, Technology & Society; (9) Global Connections; and (10) Civic Ideals & Practices
    b. Specifically address historical knowledge within sub disciplines compared to current events and information
    c. Contemplate Career Education & Work Standards (National Council for the Social Studies, 2018).

**Implementation Timeline (Anticipated Start/Finish):** 5/1/19 - 9/30/19

**Key Personnel:** Social Studies Core Team Members and Director of Communications

**Major Action Steps:** (1) Finalize words and image; (2) Disseminate to all members of the K-12 social studies department; (3) Publish on district website; (4) Discuss with students and parents at the start of the 2019 - 2020 school year via syllabus and open house/curriculum nights; (5) Incorporate into published social studies curriculum documents; and (6) Incorporate into programs of studies.

**Estimated Budget/Resources**: There is a limited cost associated with producing posters. No other costs are anticipated.

**Potential Implications (Short-Term and Long Term):** The development, understanding, and communication of a clearly articulated social studies department vision/philosophy should strengthen program delivery for all stakeholders (i.e., staff, students, and parents). It provides a perspective that can be reinforced and considered when making future program decisions.

**Recommendation #2:**

- Ensure that the Ten Themes of Social Studies are properly integrated across the K-12 Curriculum.
    - Infuse the PA Career Education & Work (CEW) standards and the College, Career, and Civic Life (C3) Framework into the K-12 social studies curriculum.

**FINDINGS:**

Internal Analysis

1. There is a need for consistency among teachers for all courses taught at the High School (PRSD Student Voice, 2019)
2. Academic Economics course requests have declined over the past 5 years (PRSD Data Course Requests, 2014-2019).
3. Eden Hall Upper Elementary School's World Culture Day is a great way for students to begin understanding different cultures around the world (PRSD Parent Voice, 2019).
4. Parents would like to see students conduct video conferencing with other students across the world. The students could discuss different topics and offer different insights on the topics (PRSD Parent Voice, 2019).

External Analysis

1. "The National Council for the Social Studies (2018) defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, religion, and sociology as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS, 2018).
2. The National Council for the Social Studies (2018) has authored National Curriculum Standards for Social Studies, which also reflect 10 themes of social studies, including: (a) culture; (b) time, continuity and change; (c) individual development and identity; (d) individuals, groups and institutions; (e) power, authority and governance; (f) production, distribution and consumption; (g) science, technology and society; (h) global connections; and (i) civic ideals and practices (NCSS, 2018).
3. "The subjects that comprise social studies—i.e., history, economics, geography, civics, sociology, anthropology, archaeology, and psychology—are rich, interrelated disciplines, each critical to the background of thoughtful citizens" (NCSS, 2018).
4. The PA Core and Academic Standards are guiding documents and minimum requirements for the development of our programming. Educators must consider them and ensure a scaffolded articulation of skills and content K-12 (PDE, 2018).
5. Increased civic understanding is needed. Mock legislation may be a successful way to increase understanding (Turzai, BNY Mellon, Ryan, 2019).
6. It is recommended for students to be able to do basic math and run basic statistics. Numbers provide relevant narratives (Turzai, 2019).

**Implementation Timeline (Anticipated Start/Finish):** 6/1/2019 - 6/1/2021

**Key Personnel:** K-12 Social Studies Teachers, Learning Support Teachers, Social Studies Academic Leadership Council Members, PRSD Principals, and Assistant Superintendents

**Major Action Steps:** (1) Research, select, and determine costs of NCSS Ten Themes and Career Education and Work (CEW) materials; (2) Conduct professional development and training of new resources; (3) Revise and/or construct written curriculum to reflect integration of Ten Themes and CEW Standards; (5) Monitor implementation of Ten Themes and CEW Standards for consistency across courses via lesson plans, monthly department meetings, common assessments, walk throughs, and observations; and (6) Reflect, after the 2019 - 2020 school year, to evaluate and clarify revisions.

**Estimated Budget/Resources**: There will be costs associated with professional development and purchase of training and/or resources.

**Potential Implications (Short-Term and Long-Term):** Ongoing professional development and modeling will be needed for staff. The integration of the ten themes and C3 Framework should help prepare students to be college/career ready and engaged citizens. As a result of these changes, students should be better prepared to demonstrate their mastery of Social Studies as reflected by the learning goals and big ideas in the written curriculum.

**Recommendation #3:**

- Promote civic awareness and engagement through school government, local government, politics and politicians that may include co- and extra-curricular activities (e.g., Governor's Civic Engagement Award, Model UN, speakers, etc.).

**FINDINGS:**

Internal Analysis

1. There should be a stronger emphasis placed on teaching civics K-12 (PRSD Parent Voice, 2019).
2. Recognize the need for students to engage in activities that mirror active citizenship in the real world (PRSD Vertical Team, 2019).
3. Students voiced the importance of active engagement as citizens (PRSD Strategic Plan Town Hall, 2019).
4. Specifically design pathways to citizenship across the grade spans: K-3, 4-6, 7-8, and 9-12 (PRSD Vertical Team, 2019).

External Analysis

1. School government represents three branches: Student House, Teacher House, Principal as executive. This includes a Student Bill of Rights and Constitution. Students understand their rights and responsibilities as students. (Edwin M. Stanton Elementary School, Philadelphia SD, Joan Carter-Williams, PA TOY, 2019).
2. Learn history, culture, policies, etc. to play the role of country or individual in UN debates. (Fox Chapel Area HS, Model UN Program, 2019).
3. Governor's Civic Engagement Award is based on the number of eligible students registered to vote (85% = gold, 65% = silver) (Fox Chapel Area SD, 2019).
4. Opportunity for students to participate in Model UN (Radnor SD, 2019).
5. Help students to understand civics education and historical education to make connections rather than instruct. (Wissahickon SD, 2019).
6. 4th-5th: Students participate in the Rendell Center Citizenship Challenge essay competition (Radnor SD, 2019).
7. Rho Kappa National Social Studies Honor Society promotes social studies engagement in the community and engages students who may not meet the higher qualifications of National Honor Society. One-sixth of the high school student body participates in this social studies honor society (Cheryl Stropko, PA Teacher of the Year, Athens Area HS, 2019).
8. "[Social Studies] engages students in a comprehensive process of confronting multiple dilemmas, and encourages students to speculate, think critically, and make personal and civic decisions on information from multiple perspectives" (NCSS, 2016).
9. "Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions" (NCSS, 2010).
10. "The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS, 2010).
11. "An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies...Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good...In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon contents from the humanities" (NCSS, 2010).

**Implementation Timeline (Anticipated Start/Finish):** 8/30/2019 - 6/1/2021

**Key Personnel:** K-12 Social Studies teachers, Learning Support teachers, Social Studies Academic Leadership Council Members, Principals, and Assistant Superintendents.

**Major Action Steps:** (1) Determine grade level teams to research, select, and determine appropriate opportunities to promote civic engagement both within the school environment and beyond; (2) Conduct professional development across grade levels on implementing new strategies and opportunities; (3) Monitor implementation and effectiveness at each level through monthly department/grade level meetings; and (4) Reflect, evaluate, and continually revise.

**Estimated Budget/Resources**: There will be costs associated with professional development and purchase of training resources along with potential costs associated with participation in out of school opportunities for both students and staff.

**Potential Implications (Short-Term and Long-Term):** Work in this area will provide students with a greater voice within the classroom and community, which results in greater student "buy-in" to the operations and procedures in the school and community. Students participating in organized civics-related learning activities gain knowledge and hands-on real-world experience that will seamlessly transfer to civic life and careers.

**Recommendation #4**

- Promote cultural literacy and respect for others and their views, challenging personal perceptions and familiar experiences (e.g. PR Bubble).
    - Building empathy and understanding through discussion of diversity, social justice, and equity.
    - The bubble and beyond: Understanding the opportunities and challenges of context that are connected to any community (e.g. PR Bubble).
    - Systematically address current events as a strategy to promote engagement and help students see the relevance of Social Studies in daily life.
    - Model critical stance through think-alouds and questioning techniques.
    - Develop skills to question and evaluate sources in order to make informed decisions or to establish a stance/opinion.
    - Enhance teachers' comfort in managing class discussions and diverse viewpoints, while eliminating their own bias.
        - Tackling the tough - and potentially controversial - issues

**FINDINGS:**

Internal Analysis

1. Opportunities exist to provide students with exposure to world history and cultures. European history and American history are taught, but other parts of the world are lacking (Student Focus Groups, 2019).
2. Current events should be integrated into course discussions to understand how history repeats itself and how we can learn from historical events to inform current decisions (PRSD Student Focus Groups, PRSD Parent Voice, 2019).
3. Opportunities to provide staff and students with learning goals related to social justice and diversity have emerged through the 2019-2023 Strategic Planning Process (PRSD Strategic Plan, 2019-2023).
4. Parents would like to see students conduct video conferencing with other students across the world. The students could discuss various topics and offer different insights on the topics (PRSD Parent Voice, 2019).
5. PRSD PSSA data ranges between the 45-55 percentile. Recent years indicate a slight trend upward in TDA scores (PRSD PSSA Data, 2015-2018).
6. Writing experiences and feedback to students differ by teacher (PRSD Student Voice, 2019).
7. The writing format instructed and utilized in ELA & Social Studies should align (PRSD Parent Voice, 2019).
8. Staff needs additional professional development in writing in order to use the same elements in ELA and social studies instruction (PRSD Student Voice, 2019).
9. The inclusion of research and writing in social studies was a common theme among student responses at all levels, with students appreciating choice within those opportunities (PRSD Student Voice, 2019).
10. A variety of resources are available to assist both teachers and students in critically analyzing media. These include, but are not limited to: The News Literacy Project, SHEG (Stanford History Education Group), and the Critical Media Group (PRSD Vertical Team, 2019).
11. Students tailor their political opinion towards certain teachers (PRSD Parent Voice, 2019).
12. A facilitator guide to classroom debate for instructors and students needs to be created (PRSD Student Voice, 2019).
13. Parents want current events to be discussed and debated at all times; however, the teacher must remain neutral (PRSD Parent Voice, 2019).

14. Teachers need to be supported in their ability to understand and address bias that exists in and beyond the classroom in order to appropriately facilitate debate (PRSD Student Voice, 2019).
15. Projects allow for critical thinking and synthesis and are desired by students and families (PRSD Parent & Student Voice, 2019).

External Analysis

1. Civics education provides an opportunity for students to become informed and engaged citizens who are taught to appreciate diversity and exercise open-mindedness (Moore 2012; Shapiro & Brown 2018).
2. Current events should be integrated into course discussions to understand how history repeats itself and how we can learn from historical events to inform current decisions (PRSD Student Focus Groups, PRSD Parent Voice, BNY Mellon, Wesley Family Services, 2019).
3. "The subjects that comprise social studies—i.e., history, economics, geography, civics, sociology, anthropology, archaeology, and psychology—are rich, interrelated disciplines, each critical to the background of thoughtful citizens" (NCSS, 2018).
4. "Students engage in experiences that develop fair-mindedness and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility" (NCSS, 2018).
5. "[Social Studies] engages students in a comprehensive process of confronting multiple dilemmas, and encourages students to speculate, think critically, and make personal and civic decisions on information from multiple perspectives" (NCSS, 2018).
6. "It is the ethical responsibility of the social studies professionals to provide to every student the knowledge, skills, experiences, and attitudes necessary to function as an effective participant in a democratic system" (NCSS, 2018).
7. Promote an integration of skills and content with a balance of sub-disciplines within curricula and instruction, including:
    a. Critical skills: (a) diversity awareness, (b) cultural literacy, (c) empathy, (d) ethics, (e) respect for others and their views, (f) local, global and digital citizenship, (g) role of technology as an influencer (economic, social, and political implications), (h) democratization of knowledge, (i) leadership development, (j) social justice, and (k) inclusivity (NCSS, 2010).
    b. 21st Century Skills: (a) collaboration; (b) critical thinking; (c) communication; and (d) creativity (P21 Partnership for 21st Century Learning, 2019).
8. "Young students benefit from the development of social skills and habits such as civility, self-discipline, toleration, and responsibility that are necessary for working with others and sustaining a robust democracy. These character traits for older students should emphasize the development of a mature understanding of the fundamental principles of our shared civic life and their history, as well as on the dispositions and skills needed to engage in the public debate over the practice of these principles," (NCSS, 2018).
9. "The deluge of unfiltered information that streams through the Internet has necessitated a change in our pedagogical orientation -- forcing us to focus more on teaching students to analyze and evaluate information rather than to remember it," (NCSS, 2016).
10. Cultural and global awareness are important in an ever-expanding global economy and community (BNY Mellon, University of Pittsburgh, 2019).
11. Students need to be able to discuss and understand points of view, multiple sources, and respectfully agree or disagree (BNY Mellon, Ryan, Turzai, Wesley Family Services, 2019).
12. Students should be able to communicate face-to-face, on the telephone, or through written text in order to be successful in the workforce (Ryan, Turzai, Wesley Family Services, 2019).
13. The NCSS 10 themes are embedded into the curriculum (Upper St. Clair, 2019).

14. The C3 Framework is present throughout the curriculum (Haverford, Upper St. Clair, Radnor, 2019).
15. The teachers within the Haverford School District are skilled at expanding student knowledge and learning. A current focus is engaging students in thinking more about others and how their background knowledge impacts others. The district refers to this as breaking the "Haverford Bubble" (Haverford SD, 2019).
16. "Recently, course titles and curriculum have been changed to address multi-global perspectives, not just American or Western ideas" (Spring Ford SD, 2019).
17. Staff uses current events to tie into curriculum (Haverford SD, 2019).
18. The teachers and students crafted a document to help students understand themselves, community and world. In addition, the curriculum was written with greater focus on helping students understand themselves (Wissahickon SD, 2019).
19. "We contend that social studies should provide all students an opportunity to see themselves in the curriculum and avoid the process of erasure that can occur with LGBTQ figures….This inclusion [of LGBTQ figures] will begin the process of making visible millions of people, past and present, who have informed and contributed to our national discourse, and it will provide a deeper reading of the complexities, challenges, and opportunities associated with being a citizen of a multicultural democracy," (Maguth & Taylor, 2014).
20. "With successful scaffolding by the classroom teacher, students can further their understanding of how political issues, often seen as distant and removed from their everyday lives, directly impacts their peers, families, and friends,"(Maguth & Taylor, 2014).
21. Opportunities exist for students to participate in Model UN at PRSD. Other districts utilize Model UN with the goal of reaching a compromise and possibly adopting a viewpoint contrary to their own (Radnor and Fox Chapel, 2019).
22. Through the process of identifying potential elective offerings, proposals for Feminism, Dictatorships, African American History and others were considered (Haverford SD, 2019).
23. We have a desire to give all students a voice and generate equity via school government. Example activities include, but are not limited to, creating a student Bill of Rights and a school constitution (Edwin M. Stanton Elementary- Philadelphia SD, 2019).
24. The College Career and Civic Life "framework encourages the development of social studies curriculums that support students in (1) developing questions and planning inquiries; (2) applying disciplinary concepts and tools; (3) evaluating sources and using evidence; and (4) communicating conclusions and taking informed action" (NCSS, 2018).
25. PA Core Standards for Reading and Writing in History and Social Studies are developed as two stand alone documents for the grades 6-12 span. The ELA PA Core Standards are cited as the source for K-5 reading and writing skills within social studies (PDE Standards-Aligned System, 2018).
26. "Media literacy models a constructivist approach to document-based analysis that asks the students to apply key content to a focused and complex analysis of messages, meaning, authorship, audience, representations and reality" (NCSS, 2016).
27. "Using a research-based approach, such as the Self-Regulated Strategy Development (SRSD) framework, to teach a writing strategy can help integrate content and writing into a seamless curriculum….These strategies help students be writers who learn and learners who write" (Sielaff, 2015).
28. "Incorporating a writing strategy and the SRSD framework to fit the needs of your students may not only address the rigorous argument-based writing standards of the Common Core State Standards (CCSS) but can also enhance student learning of social studies content" (Sielaff, 2015).
29. Students need to learn how to evaluate resources to identify which provide accurate, reliable information (BNY Mellon, 2019).

30. Students need to use writing to gain knowledge and communicate evidence based thinking (University of Pittsburgh, Heinz History Center, 2019).
31. Critical literacy skills should be embedded: (a) asking questions; (b) comparing competing claims; (c) assessing credibility; and (d) reflecting on one's own process of reasoning (Riedel et al., 2011).
32. Critical literacy activities should be embedded: (a) letter to author; (b) double entry journal; (c) perspective piece; (d) thought museum; (e) consistency in writing strategies and common language across all content areas (Riedel et al., 2011).
33. "Social studies professionals have an obligation to provide instruction which instills commitment to democratic values and faith in the dignity and worth of the individual. Social studies professionals should respect the dignity and integrity of every student regardless of color, race, creed, sex, sexual orientation, ethnic background, disability, or socioeconomic level, and should aspire to help each student to achieve effective citizenship" (NCSS, 2018).
34. "It is the ethical responsibility of social studies professionals to cultivate and maintain an instructional environment in which the free contest of ideas is prized." Ethical considerations should be at the forefront when designing the learning experiences we are offering to our students and in how we structure the environment and expression of opinions and views within that environment (NCSS, 2018).
35. Teach the use of Accountable Talk to facilitate evidence based discussions among students (Michaels et. al., 2013).
36. A consultant, Dr. Grandy, and Teaching Learning Succeeding (TLS) model are leveraged to help teachers focus on neutrality and provide a balanced approach to controversial issues. Staff will address students to the art of discussion/dialogue in classroom and "how to have conversations" (Spring-Ford Area HS, 2019).
37. Dr. Crystal Lucky, professor, provided professional development with the teachers/students in Social Studies and ELA on how to acknowledge their own biases to help staff feel comfortable with teaching different content. The goal is to create a classroom environment in which students feel comfortable sharing ideas (Haverford Township HS, 2019).
38. Success was found in multiple resources to address controversial topics, such as the Stanford History Education Group (SHEG), Teaching Tolerance Resources, and Echoes and Reflections, along with Choices Program from Brown University (Haverford SD, 2019).
39. There is a Professional Learning Community (PLC) and time built into the day (6 day rotation) where teams can get together and work on assessments, look at curriculum, and make decisions (Upper St Clair SD, 2019).
40. Formal PLCs are held with regularly scheduled meetings to encourage professional discussion (Haverford SD, 2019).
41. A point of Haverford pride was the development of a culture of open dialogue and sharing between teachers. They seek to "avoid worshipping the problem and focus on the solution" (Haverford SD, 2019).
42. Dr. G. Stanley, a Professor at the University of Pennsylvania for Gender Studies and Social and Cultural Identity, works with districts for professional development to help teachers understand social cultural identity (Haverford SD, 2019).
43. NCSS provides a series of critical questions to spark discussion within the classroom, which are developed for each of the 10 Themes of Social Studies (NCSS, 2016).
44. "Through the decoding of content-rich media texts in the social studies classroom, students learn and practice the habits of asking key questions, applying historical analysis, identifying perspectives, assessing credibility, providing text-based evidence, drawing conclusions, and reflecting on their own process of reasoning—key abilities emphasized in the four dimensions of C3" (NCSS, 2016).

45. Teachers must model what critical literacy looks like by interrogating the text in a whole-group format (Riedel & Draper, 2011).
46. The History Center focuses upon project-based learning and the development of historical thinking skills. The National History Day Project (run by the History Center) is currently incorporated into our PRSD 8th-grade, Pre-AP curriculum. (Heinz History Center, 2019).

**Implementation Timeline (Anticipated Start/Finish):** 8/1/2019 - 6/30/2021

**Key Personnel:** K-12 PRSD Social Studies Teachers, Learning Support Teachers, Social Studies Academic Leadership Council Members, PRSD Building & District Administrators

**Major Action Steps:** (1) Determine team membership for a committee to research, select, and determine appropriate opportunities to promote cultural literacy, open discussions, development of stance, and respect for others both within the school environment and beyond and begin this process; (2) Identify potential university and organizational partners to provide guidance and recommendations; (3) Conduct professional development across grade levels on implementing new strategies and opportunities related to managing difficult conversations and open dialogue; (4) Incorporate meaningful topics/units, conversations, and opportunities for critical and cultural literacy within the written curriculum; (5) Identify resources to support the written curriculum at each necessary grade span where gaps exist; (6) Monitor implementation and effectiveness at each level through monthly department/grade level meetings by reflecting on specific lesson plans; and (7) Reflect, evaluate, and continually revise the curriculum as vertical teams and grade levels.

**Estimated Budget/Resources**: There will be costs associated with professional development and purchase of classroom resources K-12.

**Potential Implications (Short-Term and Long-Term):** Increasing cultural literacy instruction and respect for others' views engages students. Students learn a systematic process of confronting multiple dilemmas. Students speculate, think critically, and make personal and civic decisions through analysis and eventual synthesis. Developing skills to question and evaluate sources in order to make informed decisions or to establish a stance/opinion within K-12 social studies instruction. Ongoing professional development and modeling will be needed for staff. As a result of these changes, students should be better prepared to demonstrate their mastery of Social Studies as reflected by the learning goals and big ideas in the written curriculum. Connecting the professional development sessions to results and setting expectations for implementation will ensure an instructional benefit for students and teachers alike. Establishing professional learning networks and ingraining collaboration among teachers will assist in the refinement of teaching and learning opportunities and result in the sharing of best practices.

**Recommendation #5**

- Review and revise K-12 social studies course pathway options:
    - Civics and Economics competencies integrated into appropriate grade spans K-12.
    - K-8: Intentional, consistent integration of social studies with other content areas (English language arts [reading/writing & common rubrics], math [economics], science [technology], etc.
    - Modify the middle school social studies pathway to include compacted/extended beginning in grade 8 and eliminating Pre-AP.
    - Pilot an integrated social studies/ELA course in a block schedule to determine benefits.
    - Review and modify time allocated to various social studies topics (e.g., US History, World History, Ancient World History, Modern World History).
- Add and remove courses in the social studies section of the high school program of studies and/or modify course content to include/consider:
    - World vs. European History
    - Infuse topics into existing courses such as, but not restricted to, Latin American History, Women's Studies, and LGBTQ+ studies into appropriate courses.
    - Consider new elective courses in diverse areas of study including "rolling", semester-based, every other year courses, such as regional studies based on student interest.

**FINDINGS:**

Internal Analysis

1. Students are ready for a Pre-AP Experience in grade 7 (PRSD Parent Voice, 2019).
2. Currently all 7th grade students and some 10th grade students have World History. If a 10th grader elects to take AP European History, they will not have a World History class in high school. (PRSD Course Request Data, 2019).
3. Opportunities exist to provide students with exposure to world history and cultures. European history and American history are taught, but other parts of world history are lacking (PRSD Student & Parent Focus Groups, 2019).
4. Asian Studies enrolls students for one section per year; this is the lowest Social Studies elective course request (PRSD Data Course Requests, 2018).
5. Students who jump from an academic level course directly to an AP course without any exposure to the Honors level will tend to struggle in both the AP course and on the AP exam (PRSD AP Scores, 2018).
6. Compacted/Extended title currently exists in both math and science at the 8th-grade level. (PRSD Math and Science Reviews, 2017, 2018).
7. Social Studies themes taught in K-6: K- Community/Holidays; 1- Community/Citizenship; 2- Map skills/Economics/Native Americans/Pittsburgh; 3- Community/Citizenship/Pennsylvania; 4- Regions of US/ US Geography; 5- Ancient American Civilizations through American Revolution; 6- Ancient Civilizations (Mesopotamia, Ancient Egypt, Ancient Greece, Ancient Rome) (PRSD Vertical Team, 2018).

External Analysis

1. "We contend that social studies should provide all students an opportunity to see themselves in the curriculum and avoid the process of erasure that can occur with LGBTQ figures," (Maguth, 2014).
2. "This inclusion will begin the process of making visible millions of people, past and present, who have informed and contributed to our national discourse, and it will provide a deeper reading of the complexities, challenges, and opportunities associated with being a citizen of a multicultural democracy" (Maguth, 2014).

3. "With successful scaffolding by the classroom teacher, students can further their understanding of how political issues, often seen as distant and removed from their everyday lives, directly impacts their peers, families, and friends," (Maguth, 2014).
4. "The program should provide students with a social studies experience at all grade levels, K-12. In grades K-5, every student should receive instruction in social studies every school day, and in grades 6-8, either every school day or the equivalent thereof. At the high school level, there should be a minimum of 3.5 credit hours for every student," (NCSS, 2018).
5. The program should integrate current, valid social studies concepts, principles, and theories in anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology (NCSS, 2018).
6. A specific block of time should be allocated for social studies instruction for all grades K-12 equivalent to time provided for non-social studies core content areas. Social studies education should receive active support and funding for professional development from administrators, teachers, boards of education, and the community (NCSS, 2018).
7. Interdisciplinary courses in grades 9-12 for two class periods daily. Two teachers (ELA and SS) align standards and teach at above grade level. This course is worth 2 credits and recommended as teacher recommendation or GIFTED identification (Radnor SD, 2019).

**Implementation Timeline (Anticipated Start/Finish):** 8/1/2019 - 6/30/2022

**Key Personnel:** K-12 Social Studies Teachers, Learning Support Teachers, Social Studies Academic Leadership Council Members, ELA Academic Leadership Council Members, Math, Science, and others as appropriate, PRSD Principals, and Assistant Superintendents.

**Major Action Steps:** (1) Determine a K - 12 team to research and determine appropriate curriculum sequence; (2) Evaluate current curriculum for gaps and bias; (3) Propose curriculum and course sequence revisions as necessary to address gaps and bias; (4) Identify appropriate cross-curricular connections at each grade level and communicate findings to ELA, Math, Science, and/or other departments; (5) Identify vertical teams for integrated curriculum writing and point persons for current and proposed course revisions; and (6) Embed new courses and modify existing courses within the program of studies and revise current written curriculum.

**Estimated Budget/Resources**: There will be costs associated with professional development and curriculum resources.

**Potential Implications (Short-Term and Long-Term):** Students will have the ability to experience a more culturally-balanced, integrated, and meaningful social studies curriculum. The K-12 curriculum will accurately reflect how the Pine-Richland community connects with the larger global community, and illuminate the diversity in both.

## Recommendation #6

- Promote engagement through meaningful learning opportunities in K-12 classes.
    - Integrate socratic seminar, simulations, oral history projects, controversial images and text into learning activities to promote discussion, inquiry-based learning, problem-based learning, role plays, media production, etc.
    - Utilization of classroom space and configuration to promote discussion, collaboration, and engagement (e.g. non-traditional; not rows).
    - Foster the development of soft skills.

**FINDINGS:**

Internal Analysis

1. There is a need for consistency among teachers for all courses taught at the High School (PRSD Student Voice, 2019).
2. Students want the ability to participate more in Socratic Seminars, to analyze information and have the ability to respond in writing (PRSD Student Voice, 2019).
3. Project-based assessments are preferred by students (PRSD Student Voice, 2019).
4. Projects allow for critical thinking and synthesis (PRSD Parent Voice, 2019).

External Analysis

1. "Social studies education programs should provide a wide and rich range of learning activities," (NCSS, 2018).
2. NCSS (2018) articulates that qualities of powerful and authentic social studies are powerful when they are: (a) meaningful, (b) integrative, (c) value-based, (d) challenging, and (e) active.
3. "Every social studies educator who uses images and video in instruction will be interested in how media literacy approaches to teaching can enhance student understanding while engaging them in critical thinking, a key 21st century education objective," (NCSS, 2016).
4. "Media production enables students to apply their analytical and creative capacities to communicating their own well-reasoned thinking about a topic. Through the process of researching, planning, constructing, and reflecting on their own media messages - in video, website, slide show, poster, etc. - teachers can lead students through an engaging process of planning inquiries, applying the tools of social studies, evaluating sources, providing evidence, drawing conclusions and taking action," (NCSS, 2016).
5. The problem solving process should include an aspect of struggle and failure. This can be developed over a time with students to build resiliency (BNY Mellon, 2019).
6. Students need to learn real-world practical skills to prepare them for the workforce (writing, speaking, collaborating, debating, etc.) (Ryan, Wesley Family Services, 2019).
7. Staff should be trained to support student thinking of various perspectives, multiple sources, and respectful conversations (Ryan, Turzai, Wesley Family Services, 2019).
8. "Research also has documented compelling social studies growth via project-based learning (PBL) with young learners, (Halvorsen et al., 2012). Our current large-scale study examining the effect of project-based units for 2nd graders (Project PLACE) produced significant social studies learning compared to status quo instruction — specifically in economics, geography, history, and civics and government" (Duke et al., 2016).
9. "Numerous studies have shown that literacy develops more quickly, and students have greater literacy motivation in contexts when students: (a) Read and write for purposes beyond school; (b) Read and write

material they see as relevant to their lives; (c) Read and write texts similar to those found outside school; (d) Read and write texts on topics of interest to them; (e) Make choices about what they read; (f) Write for an audience beyond a teacher; and (g) Have the opportunity to collaborate," (Guthrie, McRae, & Klauda, 2007; Purcell-Gates, Duke, & Martineau, 2007).

10. Increased civic understanding is needed. Mock legislation may be a successful way to increase understanding (BNY Mellon, Ryan, Turzai, 2019).
11. It is recommended that students engage in mock legislation days (Turzai, 2019).
12. The History Center focuses upon project-based learning and the development of historical thinking skills. The National History Day Project (run by the History Center) is currently incorporated into PRSD 8th-grade, Pre-AP curriculum. (Heinz History Center, 2019).

**Implementation Timeline (Anticipated Start/Finish):** 5/1/2019 - 6/10/2021

**Key Personnel:** K-12 Social Studies Teachers, Social Studies Academic Leadership Council Members, PRSD Principals, and Assistant Superintendents

**Major Action Steps:** (1) Identify and provide professional development for staff related to engagement through meaningful learning opportunities in K-12 social studies instruction; (2) Identify and provide professional development for staff related to supporting student thinking of various perspectives and respectful conversations; (3) Identify and provide professional development for staff related to teaching of the soft skills within the K-12 social studies instruction; and (4) Explore and embed non-traditional configurations for classroom spaces to promote collaboration and discussion.

**Estimated Budget/Resources**: Potential costs are associated with professional development training, updated teaching resources for grades K-2, updated textbooks for identified high school courses and potential infusion of resources for classroom spaces (e.g. furniture).

**Potential Implications (Short-Term and Long-Term):** Increasing meaningful learning opportunities in K-12 classes. Ongoing professional development and modeling will be needed for staff. As a result of these changes, students should be better prepared to demonstrate their mastery of essential social studies skills and concepts as reflected by the learning goals and big ideas in the written curriculum.

**Recommendation #7**

- Authentic, active, and common assessment development with growth-based feedback opportunities (common rubrics).
- Systematically embed formative assessments to allow teachers to tailor instruction based on the learning needs of the students.

**FINDINGS:**

Internal Analysis

1. There is a need for consistency among teachers for all courses taught at the High School (PRSD Student Voice, 2019).
2. Tests in elementary grades are based on memorizing facts (PRSD Student Voice, 2019).
3. Writing experiences differ by teacher. How feedback is shared differs by teacher as well (PRSD Student Voice, 2019).
4. Most of the information that we learn is "know and be able to do" but not enduring understanding (PRSD Vertical Team, 2019).
5. Formative assessments are recognized as essential to the learning process and could be enhanced K-12 (PRSD Vertical Team, 2019).
6. Throughout the student voice interviews, students did not reference the assessment process and receipt of feedback as a part of their learning experience (PRSD Student Voice, 2019).

External Analysis

1. Authentic assessments encourage student construction of knowledge and allow for creativity of responses. (Moon, et al., 2005).
2. Students can use rubrics to guide their planning, implementation, and to check for accuracy and completeness. (Moon, et al. 2005).
3. "Multiple-choice questions are perhaps suited to measure aspects of factual recall, but they are ineffective for gauging the higher-order thinking demanding by the Common Core." (Breakstone et al. 2013).
4. "...assessment embodied different levels of literacy skills: checking for students' ability to identify ideas in the reading, analyzing the ideas in discussing the sentencing system, and applying the ideas in arguing for or against the system. All these levels offer opportunities for the (teacher) to plan for and implement formative assessments, " (Ateh, 2015).
5. Awareness of facts, names, and dates are necessary to some degree, but skills related to thinking, problem solving, and applying historical experiences to current events are essential (Heinz History Center, BNY Mellon, 2019).
6. NCSS articulates that qualities of powerful and authentic social studies are powerful when they are: (a) meaningful, (b) integrative, (c) value-based, (d) challenging, and (e) active. (2018).
7. Formative assessments play a crucial role in informing the teacher about the students' current skill level and should be used to differentiate and guide instruction towards the desired summative outcomes (Ateh & Wyngowski, 2015).
8. "Multiple-choice tests have often been accompanied by increased emphasis on basic skills, for example, whereas performance-based assessment has been associated with a greater focus on problem solving and inquiry" (Faxon-Mills, 2013).
9. "Focused assessments not only show what students are thinking, they allow teachers to locate where students are having trouble and give them ideas for which concepts to reteach" (Breakstone et al. 2013).

**Implementation Timeline (Anticipated Start/Finish):** 8/1/2019 - 6/1/2021

**Key Personnel:** K-12 Social Studies and ELA teachers, Learning Support teachers, Social Studies Academic Leadership Council Members, PRSD Principals, and Assistant Superintendents

**Major Action Steps:** (1) Continue to develop common assessments among courses and grade levels; (2) Develop common scoring rubrics for written responses; (3) Reexamine current assessments to ensure reasonable distribution of all levels of Depth of Knowledge (DOK); (4) Implement assessments (tests, quizzes, or projects) that allow students to communicate their learning via written response; (5) Review curriculum and embed assessments; (6) Monitor student growth and effectiveness of rubrics and assessments; (7) Collaboratively design and collect formative assessment activities and/or tools currently in use; (8) Research types of formative assessments found to be effective at each grade level or age band; (9) Gather and deliberately embed formative assessment into curriculum; and (10) Provide opportunities for teachers to reflect on formative assessment outcomes and evaluate in relation to achievement of learning goals.

**Estimated Budget/Resources**: Writing and aligning assessments during the school year on in-service would incur no cost. The cost of substitutes and/or ancillary pay could be incurred if the action steps take place over the summer.

**Potential Implications (Short-Term and Long-Term):** Common assessments and assessment tools allow for alignment in teaching and learning. Students will experience a more meaningful Social Studies curriculum through critical thinking and higher-ordered thinking. Courses will be more consistent across grade levels and teachers. Implementation of common rubrics not only allows teachers to be consistent in their grading, but students are better able to plan and self-check before submitting assessments. Formative assessments provide staff with real-time information and data that should guide instruction and determine areas of confusion, weakness, or gaps in prior coursework. Implementing opportunities for formative assessments allows for students to self-monitor their knowledge levels and teachers can provide feedback in appropriate terms.

**Recommendation #8**

- Evaluate the resources and tools available for each class and school to support learning (e.g. textbooks, primary source documents, technology, research tools, etc.)

**FINDINGS:**

Internal Analysis

1. Student voice interviews indicated low levels of technology integration (PRSD Student Focus Groups, 2019).
2. Online textbooks are appreciated but still not used as often as hard copy textbooks (PRSD Parent and Student Voices, 2019).
3. Videos would be helpful for students to visualize events and students enjoy learning about different careers and businesses through the career posters that are discussed each spring (PRSD Student Voice Grade 3, 2019).
4. Technology can be a source to help or hinder learning (PRSD Student Voice, 2019).
5. In the library, we are learning how to determine which websites are reliable. Three-dimensional maps are helpful in understanding geography (PRSD Student Voice Grade 6, 2019).
6. Students love when teachers use interactive online resources to prepare for assessments. They stated that these resources get all students engaged, even the reluctant students (PRSD Student Voice Grades 9-12, 2019).
7. Students are wanting more historical, primary resource documents in social studies. We need to know how to research and debate topics. Students want access to a variety of learning activities and assessments (PRSD Student Voice Grades 9-12, 2019).
8. Parents would like to see students conduct video conferencing with students across the world. The students could discuss different topics and offer different insights on the topics (PRSD Parent Voice, 2019).

External Analysis

1. "Every social studies educator who uses images and video in instruction will be interested in how media literacy approaches to teaching can enhance student understanding while engaging them in critical thinking, a key 21st century education objective," (NCSS, 2016).
2. Teachers should use a variety of texts such as books, maps, online resources, art work, artifacts, and videos, to teach students to use thinking skills (University of Pittsburgh, Heinz History Center, 2019).
3. "Media literacy models a constructivist approach to document-based analysis that asks the students to apply key content to a focused and complex analysis of messages, meaning, authorship, audience, representations and reality," (NCSS, 2016).
4. "Media production enables students to apply their analytical and creative capacities to communicating their own well-reasoned thinking about a topic. Through the process of researching, planning, constructing, and reflecting on their own media messages - in video, website, slide show, poster, etc. - teachers can lead students through an engaging process of planning inquiries, applying the tools of social studies, evaluating sources, providing evidence, drawing conclusions and taking action," (NCSS, 2016).
5. "Media analysis provides an inquiry-based methodology" which is effective in getting at the new ways of learning in social studies (NCSS, 2016).
6. There is a growing need for information technology (Wesley Family Services, 2019).
7. It is imperative for citizens to read detailed releases of legislation. The information presented on the news and in newspapers is not reflective of what's really happening in our country/world (Turzai, 2019).

8. Today's students are very well versed in digital research, but they may be too reliant on simply taking the information that they can find the quickest (Heinz History Center, 2019).
9. Public speaking/debate skills are needed to be successful in a work environment (Wesley Family Services, 2019).
10. Social studies teachers, particularly new practitioners, will also struggle to find the time to develop materials needed to deliver media analysis activities tied to their specific content. A growing number of free online resources provide both raw material and full-fledged lessons that integrate inquiry-based media analysis into all social studies content at all grade levels (NCSS, 2016).

**Implementation Timeline (Anticipated Start/Finish):** 9/1/2019 - 5/31/2020

**Key Personnel:** Academic Leadership Council Members, Social Studies Teachers, Building and District-Level Administrators, Gifted Education, and Special Education Teachers

**Major Action Steps:** (1) Identify resources needed to support curriculum (e.g., textbooks, technology, primary source documents); (2) Comprise a list of vendors; (3) Evaluate the resources; (4) Share resource recommendations with school board, community, and students; (5) Purchase resources; (6) Establish professional development for resource integration; and (7) Ongoing support for staff through professional development with internal and external personnel (Professional learning communities, Online learning platforms, Vendor-specific integration teams, etc.).

**Estimated Budget/Resources**: Costs may include those associated with the purchase of new resources for specific students groups or courses. In addition, professional development costs to include training sessions and substitute teachers.

**Potential Implications (Short-Term and Long-Term):** Curricular revisions should precede the identification and evaluation of resources. Once resources are identified and purchased, professional development will be necessary to ensure all staff members integrate the resources into their learning activities. Additional technology-related hardware may be needed for staff and students based on the identified learning goals and selected resources.

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