

Elementary Social Studies Curriculum Board Presentation

January 22, 2025



LESD's Elementary Social Studies Curriculum Guiding Principles

- ❑ Process is centered around the **teacher and student experience**
- ❑ Empower teachers with the knowledge and skills to **critically look** at curricular materials
- ❑ Instruction will center **curiosity** and **wonder** in allowing students to **explore** through **inquiry, collaborative, and language based** classroom experiences

Elementary Social Studies Adoption Teachers

Green	Angela Dellacamera Billy Beaumont Jane Simpson
Roosevelt	Jeannine Clemens Katharine Kim James Mendoza
Anderson	Kate Franke Mayra Bermudez
Smith	Robin Walowski Hannah Yazzolino
Twain	Cathy Dileva
Mitchell	Natasha Gogin Moses



Social Studies Curriculum Evaluated

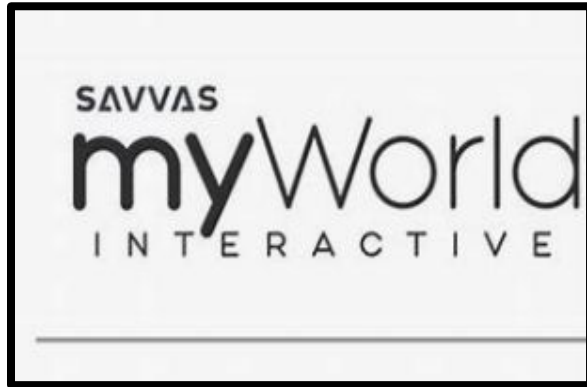


Evaluation Tool Used to Analyze Curriculum

<p>Criterion 1: Variety of Sources and Diverse Perspectives</p>	<p>Materials must reflect a balanced representation of historical events and perspectives while helping students meet the Standards' rigorous expectations.</p> <ul style="list-style-type: none"> • Are the materials authored or created by people from diverse backgrounds? • Do the materials encourage students to define and explore author biases and challenge perspectives? • Are multiple perspectives on historical topics and themes presented? • Do the materials include key primary sources and diverse media formats such as photographs, maps, and audio recordings?
<p>Criterion 2: Curriculum Design</p>	<p>Materials must include opportunities for discussion, critical thinking, and structured inquiry.</p> <ul style="list-style-type: none"> • Do the materials contain high-quality, source-dependent questions that build deep understanding? • Do students engage in collaborative discussions and inquiry-based projects? • Are students guided to evaluate and use evidence to support claims and arguments? • Does the curriculum emphasize writing, speaking, and listening tasks that promote analytical thinking? • Are students encouraged to reflect on civic responsibilities and the role of government and law in society?
<p>Criterion 3: Access</p>	<p>Materials provide support for teachers and students to ensure all students have access to grade appropriate learning.</p> <ul style="list-style-type: none"> • Does the curriculum offer scaffolds, supports, and resources to help all students access grade level curriculum? • Does the curriculum include real world, relevant, and engaging tasks/ examples?
<p>Criterion 4: Assessments</p>	<p>Materials must provide varied and meaningful assessment opportunities that measure critical thinking and content mastery.</p> <ul style="list-style-type: none"> • Are there multiple forms of assessment, including pre-, formative, and summative assessments? • Do assessments effectively measure students' content knowledge, critical thinking, and analytical writing? • Do assessment tools provide clear rubrics, exemplars, and teacher guidance for evaluating student responses?
<p>Criterion 5: Usability</p>	<p>Materials must provide clear instructional resources for teachers, students, and caregivers.</p> <ul style="list-style-type: none"> • Are teacher and student resources easily accessible and well-organized? • Does the curriculum include digital resources and multimedia tools for engagement? • Are teaching routines and lesson structures consistent across units? • Does the curriculum integrate connections to other subjects and real-world applications? • Are there resources for engaging caregivers and supporting student learning at home?



Curricula Piloted

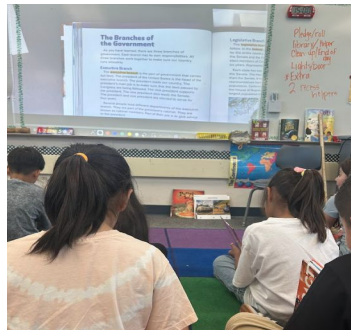
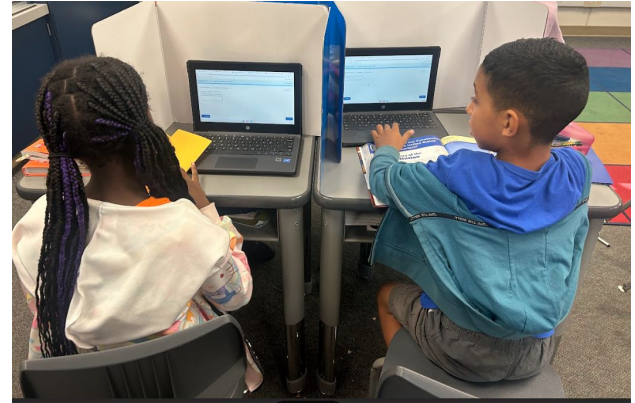


To ensure teachers had what they needed for a productive pilot, they received the following opportunities:

- ❑ Presentations from each curriculum company
- ❑ PD days for reflection, planning, and support
- ❑ Weekly opportunities to provide feedback on the week's instruction and resources
- ❑ Optional time for planning during release day
- ❑ Hear from students and their experiences
- ❑ Half day trainings

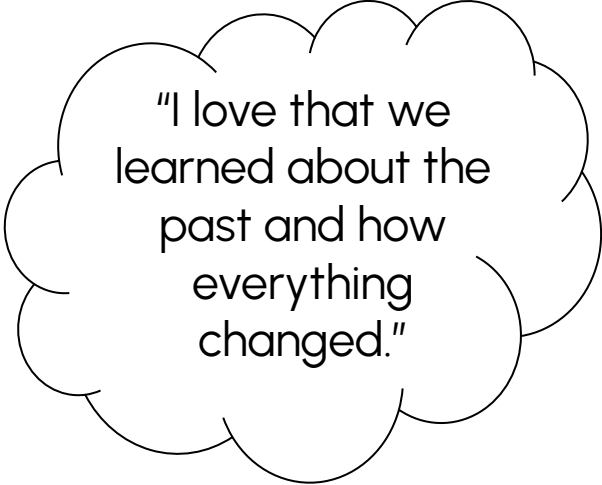
Units Piloted

- ❑ Life Long Ago and Today
- ❑ People and Money
- ❑ How Government Works
- ❑ Government
- ❑ Geography/Early Peoples
- ❑ A Changing Continent



Student Voices: Impact CA

What did you like most about the work you did in your social studies class during this unit?



"I love that we learned about the past and how everything changed."

Many students said the unit was **fun, interesting, and understandable**, and that they liked learning **new information** about the past. They also valued **class discussions, collaboration, and hands-on activities**, which helped them better understand the content. A few students noted that sometimes parts were **hard or not their favorite**, but most found the unit **engaging**.

Student Voices: Impact CA

What did you like most about the work you did in your social studies class during this unit?

Students also appreciated the **activities and projects**, including:

- Working with **partners or classmates**
- Reading and **discussing** stories and facts
- Writing assignments and **typing projects on Chromebooks**
- Cause and effect exercises**
- Using **textbooks and soft books with pictures**
- Watching **videos**
- Learning about the **Constitution and the three branches of government**, including class activities like acting out states or choosing branches they would work in



Wrapping Up the Pilot

FINAL RATING PROCESS:

- ❑ Teachers had time to process and analyze all data collected
- ❑ Teacher had time to talk about the implications of the data
- ❑ Teachers independently rated
- ❑ Evidence-based conversation about their ratings
- ❑ Final teacher ratings

Impact CA

✔ Positive Feedback Trends

Clear, Inclusive, and Engaging Content

- Teachers appreciated that the curriculum explained content in ways students could understand and found it overall engaging and informational.
- *Examples:*
 - “I really liked this curriculum. I felt it was very inclusive and explains content in a very clear way that is easy for students to understand.”
 - “The variety of texts and resources are overall engaging and informational.”

After Nearly a Year of Meaningful Work



- ❑ Is the curriculum recommendation that will best meet the needs of our elementary school students
- ❑ Curriculum materials will continue to be available for public review at the District Office

Thank You for Your Time and
Consideration

Questions or comments?

