

Summer 2015 Social Studies Curriculum Work: Grades 5-8

John A. C. Hattie (2012) concludes that schools should have systems in place to ensure that:

- educators are working as members of a team rather than in isolation.
- there is a shared understanding of the knowledge, skills, and dispositions all students must acquire.
- evidence of student learning is collected in a regular and dependable way.
- students are provided with multiple opportunities to demonstrate their learning.
- educators use the evidence of student learning to examine their teaching.



The only way that the curriculum in a school can truly be guaranteed is if the teachers themselves, those who are called upon to deliver the curriculum, have worked collaboratively to do the following:

- study the intended curriculum.
- agree on priorities within the curriculum.
- clarify how the curriculum translates into student knowledge and skills.
- establish general pacing guidelines for delivering the curriculum.
- commit to one another that they will, in fact, teach the agreed-upon curriculum. (p.91)

Given this research and these important constructs, the format and approach for summer curriculum development for Social Studies will be grounded in backwards design with an emphasis on standards based planning.

DATES: June 29-July 2 (Monday- Thursday) **OR** July 7-10 (Tuesday- Friday)

Districts should plan to send teachers in teams. Research tells us that when all teachers are involved in curriculum development, implementation of a guaranteed and viable curriculum is increased. For districts that may have a single teacher per level we will offer ample opportunity for them to connect with other teams to collaborate on the work.

Two weeks are available for the facilitated work. Districts may elect to send one grade band one week and another grade band the following week. However, given the vertical design of the Social Studies Practices, it is recommended that, when possible, a district choose to send all teams during the same week.

Teams will work to develop curriculum unique for their schools or in other words, it is not anticipated that there will be one OCM BOCES regional curriculum for grades 5-8.

FACILITATORS: Jenny Fanelli, Catie Reeve, Randi Downs, Lisa Schlegel, and Lynn Radicello

LOCATION: All sessions will be held at OCM BOCES, Rodax 8 Conference Room 8-3:00. Lunch is not provided.

COST: This is considered regional work so component districts attend at no additional cost. Target is a maximum of 80 participants.

OUTCOMES: (note given that different teams will proceed at different paces, not all teams will develop the same end products)

- Concepts, practices and content will be mapped for the year
- Compelling questions will be drafted for the year
- Possible assessment blueprint
- First unit designed

APPROACH: The guiding approach taken for the week's work is standards based design. We will begin with identification and close reading of the standards and practices. This will include examining the vertical progressions and alignment of skills. Included in the work will be creation of compelling questions that get at the broad conceptual understandings of the content. Recognizing that teachers have a need to identify potential instructional resources, there will be a structure in place to collect and hold suggestions. We will begin the week with some whole group instruction and explanation of the approach, available resources, and overall expectations. Throughout the week, there will also be opportunity for teams to attend mini workshops pertinent to specific aspects of the work. The majority of the time will be collaborative work time.

TOOLS AND RESOURCES PROVIDED:

- NYS K-12 Social Studies Framework
- NYS K-12 Social Studies Field Guide
- Common Core Literacy Standards
- New York State K-12 Social Studies Resource Toolkit inquiries released to date
- Curriculum development template and example
- Mapping template

DRAFT AGENDA:

Day One: Grounding and Mapping

- Introductions, review of expectations and approach
- Review of shifts
- Introduction to tools and templates
- Mapping the year - concepts, practices
- Work time

Day Two: Mapping and Compelling Questions Across the Year

- Collegial conversations across region and vertically
- Develop compelling questions
- Work time

Day Three: Work Day with Mini- Sessions

- Mapping the year completed with key concepts, understandings, practices and compelling questions
- Align mapping vertically
- Set criteria for assessment success
- Mini-sessions may include:
 - Assessment design
 - Working with rubrics
 - Including inquiry and research
 - Going deeper with Literacy standards
 - Resources

Day Four: Work Day- Design of first unit

- Develop first unit with assessments, resources, and activities identified
- Mini-sessions continued
- Closing

SUPPORT OFFERED THROUGHOUT THE 15-16 SCHOOL YEAR:

- Continued facilitated work days to further develop units
- Teacher network meetings to share resources as units continue to be developed (coordinate with School Library System)

Register online at: <http://bit.ly/2015SocialStudies>

