

Social Studies Program Review

Princeton Public Schools
June 9, 2016



Copyright © Moyan Brean - Flickr.com

Committee Charge

The Program Review committee reviewed the current PreK-12 Social Studies Program, including curriculum, instruction, scope and sequence, professional development, and curricular and co-curricular areas and resources.

The committee was charged with recommending revisions and enhancements to ensure a comprehensive, coherent, integrated, and developmentally appropriate program that is aligned with state standards and accepted best practices.

Committee Members

- Jessica Saide
- Bryan McKenna
- Gita Varadarajan
- Amanda Nichols
- Ellen Hale
- John Emmons
- Patricia Kaplan
- Holly Hopke
- Justin Mathews
- Connie Escher
- Jon Hunt
- John McCann
- Jason Burr
- Dr. Bob Ginsberg
- Beth Brasor
- Jen Bigioni
- Chip Casto
- Mark Shelley
- Marissa Soprano
- Patricia Manhart
- John Anagbo
- Tim Charleston
- Dr. Bonnie Lehet
- Linda Zarnowski (Cranbury)
- Lisa Csatari (Cranbury)
- Heather Odman (Cranbury)
- Danielle Burke (Cranbury)
- Sara Fernandez (Cranbury)
- Roxann Bryant (Cranbury)

Committee Review Process

Establish PreK-12 Committee

Review relevant achievement data. Focus by grade level to identify strengths and areas for enhancement

Correlate program with state standards and national frameworks

Use curriculum maps to note gaps and repetition across grades

Evaluate program in light of accepted best practices

Evaluate program resources, including textbooks, technology, and time

Meet with focus groups

Visit other schools (in person, online, over the phone)

Development recommendations related to curriculum, instruction, scope and sequence, time and professional development

Submit recommendations for review by Administrative Council and Board's Student Achievement Committee

Submit Final report to the Board of Education

Revise program based on recommendations

New Jersey State Standards, Mandates

2014 Standards

Three Key Areas:

- US History: America in the World
- World History: Global Studies
- Active Citizenship in the 21st Century

Broken up into grade bands:

- P, K-4, 5-8, and 9-12

And into Key areas for each band:

- Civics, Government, Human Rights
- Geography, People, and the Environment
- Economics, Innovation, and Technology
- History, Culture, and Perspectives

NJ State Holocaust and Genocide Studies Mandated
for K-12

Three Years of History in HS (2 of US, 1 of World)

PPS Social Studies Program Philosophy

Develop creativity, collaboration, and independent thinking among students through inquiry, research, and analysis, thereby equipping empowered and empathetic local, national, and global citizens.

PPS Social Studies Goals

Analyze primary and secondary sources for content, audience, point of view, and affect.

Link social studies (*i.e.*, history, geography, sociology, law, politics, economics, and psychology) to other disciplines (*e.g.*, art, music, literature, world language, science, technology) to develop and appreciate an understanding of the variety of human experience and the diversity of our world.

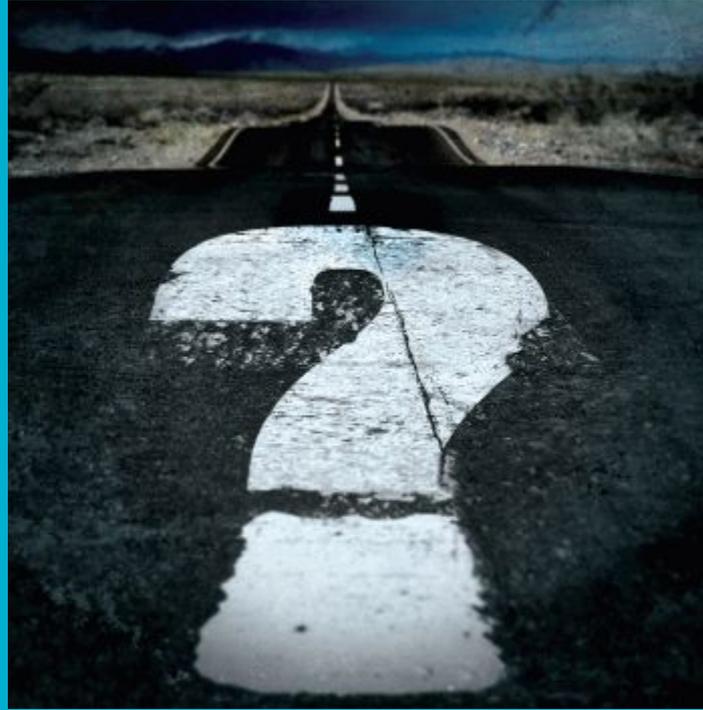
Understand the reciprocal relationship between geography and human behavior and articulate how each affects the other.

Value and analyze historical perspective as a human construction of past events.

Master technology as a tool for collecting, organizing, analyzing, and communicating information.

Demonstrate creativity, collaboration, and independent thinking by identifying and addressing societal challenges through individual and group effort.

Understand, comprehend, and critically think about how past events influence the present.



This mission and goals helped to frame and guide our findings and recommendations.

Statement of Findings:

- There is an overlap in content that is covered in the elementary grades, specifically the focus on colonial times and exploration in grades 4 and 5
- Time needs to be reduced on state history in grade 4 and increased on regions of the US
- Princeton History material is outdated and curricular units need updating in grade 3 to address Princeton past, present, and future
- Current sequence of study in grades 5-9 meet standards but could also bridge the gap between past and present more to include modern historical events
- AP courses limit depth and breadth of lessons and units that teachers feel could be better spent on with students

Statement of Findings, Continued:

- Resources need to be updated and shared out more frequently in K-5 arena
- Professional Development, specifically aimed at Social Studies, is infrequent and rare in the K-8 arena
- The population of Princeton Students is becoming more diverse, from all around the world, with varied different perspectives. The curriculum, instruction, and materials need to address this at all levels.
- Major Gaps:
 - Students contextual understanding of major, recent, US and World modern history by the end of grade 8
 - Contemporary US History (1970-present) in High School
 - Geography (3-7) and Economics
- Princeton Public Schools and Cranbury schools curricula are only somewhat aligned, leading to some disparities in preparation for incoming 9th graders



Here are the recommendations:

Curricular

Recommendations

Curricular Recommendations

- Explore and evaluate the movement away from AP US History, AP World History, AP European History, and AP Government and to an Advanced Topics Model that focuses on a richer, more engaging curriculum
 - Explore, Evaluate as a Department and District Wide Committee (2016-2017)
 - Pilot (2017-2018)
- Work closely with departments at PHS and JW to find ways to align and share curriculum more closely to allow students to experience deeper interdisciplinary learning. Use Professional Development days to focus on key vocabulary, rubrics, and writing styles.
 - Ongoing (extend into 2016-2017 and beyond)
- Work with Reading and Writing workshop model in elementary schools to tie in fiction and nonfiction works of Social Studies and to address the needs of presenting diverse works of literature to a diverse group of students.
 - Ongoing (extend into 2016-2017 and beyond)

Curricular Recommendations

- Multiple Perspectives and materials need to be presented to students to allow them to have a full, informed sense of history and humanity. Pilot materials, such as Social Studies and History ALIVE!, as well as Princeton Choose classroom index, to allow students to understand multiple perspectives.
 - Pilot programs (2016-2017)
 - Evaluation and adoption of new materials (2017-2018)
- Focus on Active Citizenship and Service Learning in all grades and develop citizenship requirements, in particular, looking at grades 2, 5, 8, and at PHS.
 - Creation of a Service Learning Committee (Fall 2016)
- Write curricular units with themes and updated essential questions to drive instruction.
 - Ongoing (focusing on 3-5 in 2016-2017, 6-8 in 2017-2018)
- Pilot a humanities program: ELA and SS teachers are paired to create a more thoroughly integrated course of studies in grades 9, 10, and/or 11
 - Evaluate (2016-2017)
 - Realignment and Pilot (2017-2018)
 - Adoption (2018-2019)

Curricular Recommendations

- Update and align curriculum to meet and to exceed state mandate for Holocaust and Genocide Education K-12
 - Focus curricular materials using NJDOE Holocaust Commission Education materials for K-4
 - Facing History and Ourselves for 5-8
 - Echoes and Reflections for 6-12
 - Use the Pyramid of Hate to discuss the dangers of intolerance
 - Focus curricular visual and media material that drive students understanding and perspective of Holocaust and Genocide
 - Ongoing (2016-2017 and beyond)
- Focus on geography curricular areas for grades 3-7, specifically looking at United States and World spatial understanding.
 - 3-5 (2016-2017)
 - 6-7 (2017-2018)
- Focus on economics lessons and activities in all grades to help students understand financial literacy, micro/macro economics, and entrepreneurship.

Instruction

Recommendations

Instruction Recommendations

- **Integrate Social Studies** with more art, music, literature, world language, science, and other curricular areas in order to help students create more interdisciplinary connections
 - Work with other departments to add areas of interdisciplinary works within curriculum units
- **Develop a stronger literacy component within Social Studies**, which includes better reading, writing, and research skills among our students. Collaborate more with media center to expand use of databases.
 - K-12 Professional Development opportunities to cross collaborate
- **Generate more opportunities in Social Studies for students to conduct independent research and to explore topics-depth**
 - Explore and evaluate possibility of a PHS Social Studies Research Course
 - Promote alternative forms of assessment for all students

Instruction Recommendations

- Create a more active learning style with tactile modeling inclusive of both formative and summative assessments
- Address content through **problem-based learning** and **historical inquiry models**
 - Professional Development of PBL and H.I. (2016-2017 and beyond)
- Assimilate the past/present to help students delve deeper with curriculum
- Address differentiation for all students in Social Studies in the general and special education classrooms
 - Modes of Differentiations within lesson plans
 - Effective Model of Co-teaching
 - Connection and promotion of students in the LLD Social Studies Program

Scope and Sequence

Recommendations

K-2 Social Studies Sequence

Grade	Content	Materials	Notes
PreK	Who am I?	Pre-K curriculum	No Change
K	Me and My World	Nystrom - New Friends and New Places	* Pilot Social Studies Alive (2018-2019) Addition of reworking of Problem Based activities and assessments for students to engage in materials with
1	My School and Family	Nystrom - Neighborhoods, Near and Far	* Pilot Social Studies Alive (2018-2019) Addition of reworking of Problem Based activities and assessments for students to engage in materials with
2	My Community	Nystrom - Communities, Here and There	* Pilot Social Studies Alive (2018-2019) Addition of reworking of Problem Based activities and assessments for students to engage in materials with

3-5 Social Studies Sequence

Grade	Content	Materials	Notes
3	Our Community and Beyond	Nystrom - People and Places Everywhere	Expand and move Princeton History out of Colonial era and how Princeton fits in the world today * Pilot Social Studies Alive (2016-2017)
4	New Jersey and Regions of the US	HMH - Social Studies NJ Edition	Expand on Regions of the United States and Native Americans of the US and NJ, remove NJ explorers *Free-Hand Map of the United States * Pilot Social Studies Alive (2016-2017) Add Nystrom - Map and Globe Skills
5	America and its Place in the World	Nystrom - Our Country's History HMH - United States History	Explorers, Colonies, Revolution, Government, Rebellion across the world: Connect five themes of geography to make connection to grade 6 *Grade wide pilot of Princeton Choose work * Pilot Social Studies Alive (2016-2017)

6-8 Social Studies Sequence

Grade	Content	Materials	Notes
6	Ancient History	Pearson - My World History	*Free-Hand Map of the World; addition of a Holocaust lessons; Include Nystrom Geography Materials Princeton University Art History Connection * Pilot History Alive (2017-2018)
7	World History, Cultures, and the Modern World	Pearson - My World History	World Cultures and the connection to modern cultures and conflict; addition of a Holocaust Unit; include Nystrom Geography Materials Addition of Holocaust books and material * Pilot History Alive (2017-2018)
8	Civics, Government, and the Modern US	Prentice Hall - Civics	Add modern US historical events through the lens of citizenship, government, and the role of active citizens; Include Nystrom Geography Materials Reworking focus and framework of Washington, D.C. trip, Holocaust Education * Pilot History Alive (2017-2018)

9-12 Social Studies Sequence

Grade	Content	Materials	Notes
9	US History I	Prentice Hall -- United States History	Reflect the curriculum to address the changes made in Middle School to start time period later. Add Gilded Age
10	US History II AP US History	Prentice Hall -- United States History (US II) Cengage Learning -- The American Pageant (AP)	Remove Gilded Age; start the curriculum with the year 1898; add modern American events
11	World History AP World History	Pearson -- The Heritage of World Civilization Pearson -- The Global Experience (AP Edition)	Reflect the curriculum to address the changes made in Middle School to start time period later.
12	Electives		Numerous current electives; hoping to introduce several other semester options

Scope & Sequence Possible New PHS Semester — Elective Courses

- East Asia
- World Geography
- Senior Research/Thesis Project
- Gender Studies
- War, Peace and the Military
- Social Activism
- International Organizations and NGO's
(Non-Governmental Organizations)
- The Other Wall (analyzing barriers and themes related to race, ethnicity, culture, and religion)
- History of Music
- Contemporary Crises and Current Events
- World Religions and Religious Conflicts
- Sport and American Society
- Holocaust and Genocide Studies

Professional Development

Recommendations

PD Recommendations

- Training in developing and using rubrics that focus on **historical inquiry and civic empathy** more effectively
 - PD Days (2016-2017)
- Training in using **primary and secondary sources** to enhance student literacy
 - Work with Princeton Historical Society, Princeton University, Gilder Lehrman (2016 and beyond)
- Emphasis on individual student writing in Social Studies: Clarity, Composition, reading/writing link, reflection, and metacognition at every grade level
 - Co-collaboration between Social Studies and Language Arts Departments
- Social Studies, content-based Professional Development

PD Recommendations

- More **time**, both formal and informal, for sharing curricular ideas, resources, and materials between colleagues and administrators
- Training for teachers, aides on differentiation, Co-Teaching models for Social Studies
- Training for discussions about sensitive topics, such as race, diversity, sexuality, equity, religion, etc.
 - To help teach, instruct, and address students of all backgrounds and perspectives (2016 and beyond)
- **PPS/Cranbury Professional Development Time**
 - Work with Cranbury to create site visits for grade bands

Curricular and Co- Curricular Resources

Recommendations

Recommendations

- History Alive Pilot Program for K-5, Special Education Programs and Middle School Programs in 6-8th grade
 - Grades 3-5 (Special Education 6-8, LLD) - 2016-2017
 - Grades 6-8 - 2017-2018
 - Grades K-2 - 2018-2019
- Studies Weekly for all K-5 classrooms
 - Budget and purchase for 2016-2017
- Nystrom Geography Materials K-8
 - Ordering more Nystrom Geography Materials for K-5
 - Piloting materials for 6-8

Recommendations

- Social Studies Junior Scholastic and UpFront for 6-8 (Current Events)
 - Continue to purchase and use with students
- Purchasing Social Studies Databases for 6-8th Grade
 - Work with Learning Commons at JW and PHS to create joint purchase
- More technology in the hands of students; the movement to a 1:1 technology environment
 - Work with technology department to ensure that all classrooms have adequate devices for pilots, programs, and materials
- Pilot more Social Studies based trips: Ellis Island Grade 4 expansion, 6th Grade Princeton University Art History trip
- Evaluate and pilot materials for Advanced Topics and Elective Courses at PHS
 - 2016-2017 purchase
 - 2017-2018 pilot

Next Steps

1. Write, Revise curricula units and grades; spend time with teachers discussing the changes and how to best implement them
2. Creation of committees on Advanced Placement, Service Learning
3. Order and pilot materials
4. Work with key folks from inside and outside PPS to implement new PD trainings

Questions?