

SOCIAL STUDIES

Program Evaluation Report

K-5

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The program evaluation began in August, 2016 and continued through the 2016-2017 school year.

Bernards Township Mission Statement

The mission of the Bernards Township School District is to provide a superior education which results in academic excellence, responsible behavior, good citizenship and fosters social-emotional development so that ultimately each student will be able to:

- maximize his/her potential
- become a contributing member of society
- develop a commitment to lifelong learning

Program Scope and Highlights

The K-5 Social Studies Program Evaluation took place over the summers of 2016 and 2017. In year one, the team conducted research and prepared surveys to administer during School Year 2016-17. In year two, the team analyzed the survey data and the research from year one. Based upon this analysis, the team is making four recommendations for program revisions and professional development over the next five years. Based upon initial teacher input gathered at district wide K-5 Curriculum meetings, the primary goals of our research were to look for ways to maximize instructional time and to research best practices that promote a more student-centered and hands-on approach to social studies instruction.

Program Mission Statement and Vision

K-12 Social Studies Mission Statement

“The Bernards Township Social Studies program is committed to guiding students in the acquisition of *knowledge, skills and habits of mind* that will enable the students to interpret and analyze the society in which they live and will inspire in students a desire to become thoughtful, reasoned and active participants in their communities.”

Elementary Social Studies Mission Statement – Bernards Township elementary social studies teachers will prepare students to be active global citizens and critical thinkers by fostering an appreciation and understanding of economics, geography, civics, history, and cultural diversity.

Vision Statement –

In order to achieve this mission:

- Teachers and students will be engaged in dynamic social studies instruction through active learning to better understand current events in the world around them.
- Teachers and students will participate in inquiry-based learning that utilizes texts, technology, hands on activities, and other interactive resources.
- Teachers will develop and administer assessments that guide instructional practices and provide timely feedback to the students.
- Teachers will be highly trained and confident in current best instructional practices through collaboration, ongoing professional development, and vertical articulation.
- The Social Studies curriculum will be integrated in other subject areas where appropriate to balance instructional experiences
- Students participate in ongoing discussions that challenge their perspectives and examines both sides of an issue while questioning what they read.
- Students engage in activities that promote problem solving skills and help them learn to discern between right and wrong.

Analysis of Current Program

The scope and sequence of each grade level as well as the resources for the current Social Studies curriculum are included below.

| Grade | Unit Sequence | Resources |
|---|--|---|
| K-2 | | |
| <p><i>The K-2 elementary social studies program is focused on the fundamental skills that are the building blocks for our program. Students study the following social studies topics with an emphasis on four primary themes: Citizenship, Community, Impact of Geography and Needs/Wants.</i></p> | | |
| K | <ul style="list-style-type: none"> ● Myself and Others ● My Community ● Environment & Geography ● Seasons, Holidays & Cultures | <ul style="list-style-type: none"> ● Scholastic Magazine ● TCI- Social Studies Alive! Curriculum ● Trade Books |
| Grade 1 | <ul style="list-style-type: none"> ● Families are Unique ● Basic Needs: food, clothing, shelter ● Geography ● Proud to be an American | <ul style="list-style-type: none"> ● Nystrom ● Trade Books |
| Grade 2 | <ul style="list-style-type: none"> ● Citizenship in Communities ● Map Skills ● Native Americans ● Regions of the United States | <ul style="list-style-type: none"> ● TCI- <i>Social Studies Alive: My Community</i> ● Trade Books |
| 3-5 | | |
| <p><i>The Grades 3-5 elementary social studies program builds upon the fundamentals from the primary program, but becomes more connected to important social studies topics, first expanding the students' understanding of communities and their own local and state community and then beginning the study of early American History.</i></p> | | |
| Grade 3 | <ul style="list-style-type: none"> ● Introduction to Communities ● My Community: Bernards Township ● Communities Change ● Communities and their Cultures | <ul style="list-style-type: none"> ● <u>Scholastic News</u> ● <u>Time For Kids</u> ● Community Lessons: Harcourt Textbook ● Geography Lessons: Harcourt Textbook ● Nystrom Atlas ● Harcourt Atlas |
| Grade 4 | <ul style="list-style-type: none"> ● New Jersey Today: Geography, People, Economy ● New Jersey: Early People, Exploration & Colonization ● American Revolution and Government | <ul style="list-style-type: none"> ● Harcourt Social Studies Grade 4 Textbook-<u>New Jersey</u> ● <u>Roanoke-The Lost Colony</u> ● <u>Time For Kids</u> |
| Grade 5 | <ul style="list-style-type: none"> ● Creation of the United States ● The Young Republic ● Slavery & Sectionalism ● Civil War and Reconstruction | <ul style="list-style-type: none"> ● <u>Kids Discover Magazines</u> ● Harcourt Social Studies Grade 5 Textbook-<u>The United States: Making a New Nation</u> ● <u>Time For Kids</u> ● <u>Nystrom Atlas</u> |

Common Assessments

There is a district wide common assessment in each unit of each grade level. These guide the focus of social studies instruction across the district as teachers meet biannually to review student performance on the assessments. Additional social studies assessments throughout the unit vary by teacher.

Kindergarten

- MP1: Myself and Others: Design/decorate an All About Me construction paper t-shirt
- MP2: My Community: Complete a writing prompt, *Don't Let the Pigeon Drive a _____*.
- MP3: Seasons, Holidays and Cultures: Season booklet
- MP4: Environment and Geography: Map identification (USA, NJ, town, land, water)

First Grade

- MP1: Families are Unique: Create a family crest
- MP2: Basic Needs: Needs vs. Wants Sort and Math
- MP3: Geography-World Address Story
- MP4: Proud to be an American-Symbol/Landmark report

Second Grade

- MP1: Citizenship-Citizenship in Communities
- MP2: Map Skills-Barefoot Island
- MP3: Native Americans-Chapter 5 Assessment (questions#1-8) and open ended question (choose a natural resource and identify it could be used for shelter, food, or clothing).
- MP4: Regions-Regions Assessment

Third Grade

- MP1: Communities Assessment (pre/post)
- MP2: My Community Assessment (pre/post)
- MP3: Communities Change Assessment (pre/post)
- MP4: Communities and their Culture (pre/post)

Fourth Grade

- MP1: Regions Assessment
- MP2/MP3: Explorers and Settlers Cloze Assessment
- MP4: DBQ-Washington Crossing the Delaware

Fifth Grade

- MP1: Bill of Rights Assessment
- MP2: Open Textbook Assessment
- MP3: DBQ on Harriet Tubman
- MP4: Civil War and Reconstruction Open Book Assessment

Staff

In School Year 2017-18, there are 101 K-5 classroom teachers and 144 specialists across four elementary buildings district wide. Of those classroom teachers, 47 teachers have 10 years of experience or less, 43 have 11-20 years of experience and 11 have over 20 years of experience. 70 of our classroom teachers have earned graduate degrees. Specialists includes teachers of special education and child study team, gifted education, music, art, physical education, computer and media specialists, instructional support and reading teachers, english language learner teachers and teachers of the deaf as well as nurses, speech, occupational therapists and behaviorists. Among specialists, 48 have 10 years of experience or less, 68 have 11-20 years of experience and 28 have over 20 years of experience. 112 specialists have earned graduate degrees.

Prior Goals and Progress

The last K-5 Social Studies Program Evaluation was completed in 2004 as they were discontinued in 2008 following the reduction of supervisors to 10-month positions.

Recommendations were made for each grade level. Each grade level recommended the adoption of a new program of resources in order to better address the Social Studies Geography standards and they recommended curricular changes to address identified standards gaps in the program. Additional changes were made to the program in between program evaluations in 2009. The scope and sequence of course content was changed from Grades 4-9 (see "[Middle School Scope and Sequence Change Presentation, March 2010](#)") in order to align to the revised standards and address identified transition challenges between elementary, middle and high school. Additionally, each grade level engaged in a revision of the curriculum and new materials were adopted in all grades.

Program Comparisons and Best Practices

Summary of Analysis of Survey Data

Throughout the course of School Year 2016-17, teachers and parents were surveyed in order to gather their perceptions of our program and to seek their recommendations for areas of possible improvement. After analyzing both the Elementary Program Evaluation Teacher and Parent Surveys, several positive themes emerged.

Specifically, the *teacher* survey revealed that teachers believe:

- Social Studies units are grade level appropriate.
- Hands on activities and real world connections are meaningful to students and generate high levels of interest and engagement.
- Co-curricular activities such as Colonial Day and field trips support and supplement the curriculum in an exciting way.
- Teachers feel confident teaching the curriculum and they appreciate the pacing and flexibility of the topics.

Specifically, the *parent* survey revealed that parents believe:

- Teachers deliver the current curriculum in an exciting and engaging manner.
- Students are academically prepared for Social Studies and ready for the next grade level.
- Students enjoy their learning experience in Social Studies and are able to make real life connections to Social Studies topics.
- The Social Studies curriculum helps students understand the world around them.
- Students are prepared to be active members of their community.
- The Social Studies program helps students understand right from wrong.

Thorough analysis of the data from the Elementary Program Evaluation Teacher Survey revealed that teachers consistently made the following suggestions:

- To improve digital resources.
- To purchase more print resources, consumable resources, and trade books.
- To incorporate more leveled texts or grade level appropriate texts.

- To adjust assessments to encompass concepts covered throughout the unit, not just one particular skill.
- To strengthen teacher confidence in social studies curriculum topics.
- To integrate activities across subject areas.
- To conduct more team meetings, cross-town meetings, and vertical articulation meetings.
- To infuse current events more consistently across all grade levels.

For an in depth breakdown of survey data by grade level, please [click here](#) to refer to the chart in the appendix.

Thorough analysis of the data from the Elementary Program Evaluation Parent Survey revealed that parents consistently made the following suggestions:

- To emphasize social studies more often in parent communications from teacher.
- To provide more cross curricular connections.
- To include more real world connections.
- To infuse more diversity education in the curriculum, such as global perspectives and a representation of all cultures and communities.
- To create more of a balance between the amount of time subjects are taught.

Comparative District Research

The research committee conducted research of best practice relevant to each program evaluation recommendation in this report and it is summarized together with the recommendation later in this report.

The research committee identified quality comparable districts to research, analyze and determine if any of their practices should be considered. The districts we researched included The School District of the Chathams, Mountain Lakes, Montgomery, West-Windsor Plainsboro, Hillsborough, Glen Rock, Haddonfield, Millburn, Ridgewood Village. Information was compiled about the social studies program in each district; including their scope and sequence and the resources used. Additionally, we asked each district the following questions:

1. *Do you have specific time allocations for social studies?*
2. *Do you have In Class Support or Replacement/Pull Out at any grade level in elementary social studies? Similarly, how is social studies instruction impacted by pull-outs for language arts instruction?*
3. *Do you "departmentalize" or utilize any type of "platooning" for any elementary grade levels?*
4. *What is the district's administrative structure at the elementary level?*

While the responses to these questions vary considerably, there are some generalizations that can be reached about the state of elementary social studies education in comparable districts. It is challenging to compare or summarize the scope and sequence of elementary social studies programs, but Generally the K-5 curriculum topics follow similar trends with the topics in Bernards Township. Grade level topics at the elementary level vary as the New Jersey Student Learning Standards are grouped by K-4 and 5-8. Most K-3 programs are thematically organized. Upper elementary programs (4-5) extend those themes to the study of local, state and early American History. Several of the districts take a spiral approach to their topics delving deeper into targeted topics. In summary, the most common topics and concepts in most districts fall into the categories below:

- K - All About Me, Holidays, Map Skills, Rules*
- 1 - Families, Basic Needs, American Symbols*
- 2 - Community, Map Skills*
- 3 - Communities, Lenape Native Americans, U.S. Regions*
- 4 - U.S. History in New Jersey*
- 5 - U.S. History*

The time allotments for social studies fall in a range of 40-50 minutes 2-3 times per week. Five of the 9 districts surveyed alternate between science and social studies, while only one of the districts formally integrates the English Language Arts and Social Studies curriculum. Most of the districts consider the time allotments to be flexible. Only one district reported that the time was enforced and not flexible. Some of the districts report that this is a function of building schedules and the difficulty of prioritizing social studies over the tested areas.

Most of the comparative districts reported the existence of some type of departmentalization. In Grade 5, 8 or the 9 districts surveyed report either formal or informal departmentalization. Only 3 of the 9 districts report any type of departmentalization in the lower grades.

The administrative structures of these nine districts vary greatly, making it difficult to generalize. Bernards Township reported 179 students per administrator on the [2017 New Jersey Performance Reports](#). By comparison, there are four districts with more students per administrator than Bernards Township, up to 203 students per administrator, and five districts with fewer students per administrator than Bernards Township, down to 102 students per administrator. While we find ourselves in the middle of the pack when comparing these numbers, all but one of the larger districts (close to 5000 students) have at least one dedicated elementary curriculum supervisor. The smaller districts utilized directors and building administrators as curriculum and instructional leaders.

Recommendations

| Recommendation #1 | Proposed Action Steps: |
|---|--|
| <i>To revise current courses in order to make instruction more meaningful and relevant.</i> | <ul style="list-style-type: none">● Revise our current courses to more effectively incorporate civics, economics, geography and current events.● Help students become well-informed global citizens through interaction with diverse cultures.● Emphasizing specific social emotional learning connections within the curriculum.● Infuse meaningful connections to social studies objectives through understanding of geography and map skills.● Incorporate components of active citizenship through vertical articulation and cross curricular connections.● Improve the home/school connection; communicating the goals of social studies program and implement more opportunities for students to engage in discussion about social studies topics at home.● Incorporate more hands-on and differentiated resources to better support the instruction of civics, economics, geography, and current events.● Include instruction on evaluating sources (digital and print) for accuracy and authenticity while being responsible and respectful digital citizens.● Increase student access to technology, particularly grades 3-5.● Identify standards gaps and revise courses accordingly.● Conduct professional development to assist teachers with supplemental resources and create teaching resource guides for each grade level. |

Problem Statement:

An analysis of the current curriculum, social studies content standards, best practices in elementary social studies instruction, and feedback from teacher and parent surveys indicate a need to address some standard gaps and content overlap from grade to grade and to make instruction more relevant and meaningful by more purposefully incorporating civics, economics, geography and current events into the curriculum.

Supporting Research:

According to the Elementary Program Evaluation Teacher Survey distributed in Spring 2017, there is a need for resources to better support the wide range of learners in every classroom and to ensure that the topics taught in Social Studies are current. Specifically, resources that align to civics, economics, geography, and current events. After the curriculum revision team analyzed the [New Jersey Student Learning Standards Curriculum Progress Indicators \(CPI\)](#), specific deficits in these areas were also identified. Another major issue that was uncovered is time constraints that are created because subjects that could be integrated currently are not. An analysis of the unit plans in Grades K-5 show a lack of maps and globes instruction and a gap in social emotional learning in the elementary classroom. Both could be easily addressed in many Social Studies units.

In the article, “Why Teaching Civic Engagement is Essential,” Dawn Reiss explains that the No Child Left Behind Act has placed a greater emphasis on Language Arts, Math, and Science instruction. Marcie Taylor-Thoma, vice chairperson of the Maryland Commission for Civic Literacy explains, “There’s a tie in to participation that comes from learning about civics at a young age and through higher education. Successful people are those who understand how government works and what it means to be a citizen” (2012, p. 3). The Center for Information and Research on Civic Learning and Engagement (CIRCL) states, “Young people who have civic education are more likely than other students to be able to interpret political information correctly, to

discuss political issues with peers and adults, to monitor the news and to feel confident about their abilities to speak in public” (2010, p. 4). In addition, the teaching of civics can help students express their opinions more clearly and work in collaborative and culturally diverse groups.

The Council for Economic Education (CEE) focuses on teaching students in grades K-12 on economic and financial topics. CEE’s mission is (2017), “...to close this widening gap in knowledge and competence.” Many Social Studies resources provide training on material, instructional strategies, hands on learning tools. The instruction of economics at the elementary level can be implemented more consistently by utilizing programs such as CEE. Interactive economics lessons engage students to think more critically about multiple perspectives as well as current events.

Geography and a basic understanding of map skills are essential to understanding our world. McCall (2011) found that “elementary teachers are challenged to not only address all the given geographic standards, but extend the standards with opportunities for elementary students to question the accuracy of maps they create and use” (p. 134). Maps are an inherently difficult concept to teach because they can never truly reflect the shape of the Earth or the relative scale of landforms and locations. Teachers find ways to utilize classroom globes, pull down maps, and technological resources to infuse geography, however more resources would be beneficial.

Researchers noted essential elements of quality geography instruction including:

- an adequate amount of instructional time
- utilization of different types of map projections and geographical tools
- integration of Social Studies into other content areas such as literacy
- incorporation of independent learning centers and small group time
- critical thinking activities

(Segall, 2003, as cited in McCall, 2011).

In order to make connections to and understand the world around them, research says that students need to engage in consistent exposure to instruction that includes current events. “The integration of news and current events into K-12 teaching has taken on new significance in the digital age, as students frequently are called on—both in educational contexts and in their personal and home lives—to access, analyze, create, reflect, and act on variety of diverse information in multiple media formats” (NAMLE 2007; Hobbs 2011).

For Bernards Township students to remain informed and aware in an ever changing global society, current events must be regularly taught in Social Studies. Therefore, the team recommends that current events have to be written into the curriculum and that teachers should be extensively trained on the appropriate way to teach sensitive and potentially controversial topics. Moore (2013) states that “One study showed that media literacy intervention helped decrease young people’s fears about tragic news (Kaiser Family Foundation 2003)...However, because [current events] are so unpredictable and can intersect uncomfortably with national party politics, many educators in K-12 settings tend to shy away from using news and current events in their teaching” (Moore, 2013, p. 326).

The program evaluation committee believes that these key elements would greatly enhance our existing Social Studies curriculum. Based on current best practices in Social Studies instruction and published research studies, our team recommends taking a deeper look at the current curriculum and infusing lessons and resources rooted in civics, economics, geography, and current events.

The NJ Technology Standards are linked to the outdated standards from 2009 in all grades, yet not all grade levels work closely with the media specialist or technology teacher to teach students about being a global citizen. Data from the teacher surveys indicates that Bernards Township teachers feel that online instruction in digital citizenship and collaboration with the library and media specialist to achieve this goal is an important area for growth.

The Elementary Social Studies Mission Statement focuses on “preparing students to be active global citizens and critical thinkers.” In order to effectively accomplish this, Social Studies curriculum must evolve with the constantly progressing technology. Dr. Ruben Puentedura addresses technology integration in education with his popular SAMR model, which can be found [here](#). Right now, the elementary Social Studies curriculum is mostly on the bottom two tiers of SAMR, substitution and augmentation. This means that although technology is being used to enhance activities, it is not transforming them. To reach the modification and redefinition tiers on the model, or to transform education using technology, the curriculum has to be revised and teachers have to be trained.

There is a wealth of available research on how technology and online media can be used in the classroom to reimagine Social Studies education by showing students how they fit into a globalized society that includes diverse people of different races, cultures, religions, and customs. One such article, titled “Intervening in the Media’s Influence on Stereotypes of Race and Ethnicity: The Role of Media Literacy Education” says that media literacy education can have a positive impact on stereotypes and perceptions, especially when a “focused and cohesive” curricula is delivered (Scharrer & Ramasubramanian, 2015, p. 182). The authors also found that social media may be a place to “defy stereotypes” but in order for this to happen, formal media literacy education must occur so that students can learn to evaluate sources to discern between fact and opinion (Scharrer & Ramasubramanian, 2015, p. 182).

Additionally, “a large body of research supports a connection between increased student academic growth and student-centered learning activities such as collaborative information gathering, realistic problem solving, and use of technology to explore and create new representations of knowledge” (Kopcha 2010). Additional research on the SAMR model and technology integration does say that without extensive professional development and a well written curriculum, the full integration of technology will vary greatly from teacher to teacher. However, if teachers work together through articulation that allows collaboration and communication across grades and subject areas, everyone will benefit, especially the students. In an article on cross-curricular technology integration, Lucy Santos Green (2014) says:

“If we truly aim to become technology leaders who ‘acknowledge the importance of participating in curriculum development...’ then we must make sure that meaningful learning is at the center of all we do. This commitment means that we support the professional practice of teachers and academic achievement of students not only through our pedagogical and technological expertise but also through our critical examination of the tools, models, and frameworks we use and disseminate to others.”

Research also says that it is important for “elementary teachers to offer opportunities for their students to critically analyze maps as part of powerful geography instruction in order to help them become well-informed and civic-minded citizens” (McCall, 2011, p. 132). Building this context for students is absolutely necessary in Social Studies understanding, so the curriculum should explicitly address this. In other words, the content of the elementary Social Studies units only exist within the context of the world we live in, so the curriculum and instruction needs to reflect that world through geography instruction, technology integration, and the assimilation of Social Studies concepts into other areas of the curriculum.

Synthesis of Social Studies topics with other content areas is a common best practice and serves a multitude of purposes. Subject integration would support schema building and deep understanding. Also, a study in 2012 revealed that there is a national decline in Social Studies instruction, due to increased instruction in other, more “high-stakes” areas that are evaluated by standardized tests. The research suggests that the best way to address this decline in Social Studies instruction is to integrate the content within other topics (Heafner and Fitchett, 2012, p. 190). The Bernards Township teacher surveys also supported this, as teachers noted a decline in

content area instruction due to high curricular demands in other areas. The teachers overwhelmingly supported the idea of subject integration in response to this.

The parent surveys revealed that parents do not have a consistent understanding of Social Studies units and topics taught. This can be addressed via integration, as well, and also through home/school communication on the district level. Our research revealed that other districts communicate curricular units through a district level newsletter at various times throughout the year. The committee suggests that more cross curricular articulation is held with this home/school communication as one of the main areas of focus for improvement. This would also foster a better home school connection; making parents aware of what topics students are learning about in all subjects. Further, we would like to incorporate greater opportunities for students to engage in discussions about social studies topics at home; making what they are learning more relevant and meaningful.

Another important area that an elementary Social Studies curriculum rewrite should address is Social Emotional Learning, to align with our district goal to increase focused instruction in this area. Research says that “Cultural issues, gender issues, lack of time and a need to focus on academics...are just some of the factors that may complicate or hamper efforts to implement and deliver SEL in schools” (Jaosanurak, Chanchalor, and Murphy, 2015, p. 1641). The committee feels that SEL topics fit naturally into elementary Social Studies content, so integration of the two through making clear and formal connections within the curriculum is the logical next step.

Finally, the standards gaps that were discovered via this program evaluation would no longer exist if the aforementioned modifications to the elementary Social Studies curriculum were made.

| Recommendation #2 | Proposed Action Steps |
|--|--|
| <i>Examine current elementary curriculum to ensure that instruction is balanced across subjects.</i> | The elementary component of our program would benefit from a curriculum specialist (coach, dedicated grade level leader or supervisor). Some of the many potential benefits of such a position would include: <ul style="list-style-type: none">○ Map the curriculum through collaboration with reading specialists, special education teachers, instructional coaches and content area supervisors.○ Revisit time allotment recommendations and their enforcement.○ Develop cross curricular, core content projects in grade levels where applicable. |

Problem Statement:

The data from the teacher survey revealed an overwhelming lack of continuity across the district in Social Studies instruction. The overall elementary curriculum is very full, so sometimes instruction in content area can be replaced with ELA or Math instruction. Co-curricular and building activities also often interfere with content area instruction. Consequently, the amount of Social Studies instruction that students receive across classrooms and buildings is quite varied and inconsistent.

Another issue is that no specialist exists to examine the individual elementary curriculum topics holistically, to see where curriculum is too full and where topics overlap too much.

Collaboration with literacy support and special education in content areas is necessary and currently only happens during ELA and math instruction. The reading load in Social Studies is often quite dense, and not having the appropriate support for students during this time is problematic.

Supporting Research:

In order to ensure Social Studies instruction is meaningful, it is important to look at the factors that affect its success. Killion (2017) reviewed a study that discovered, "...coaching positively affects both teaching practice and student achievement" (p. 1). This shows that coaching, as well as other forms of professional development, would be advantageous for our district to consider. Bernards Township School District should examine the idea of implementing an elementary specialist who can provide a coaching program to strengthen teacher instruction and student achievement. An additional benefit to having an elementary specialist would be their knowledge of the curriculum taught across subject areas in grades K-5. Not only would a specialist assist teachers in Social Studies, but all subjects.

Based on the teacher surveys, the majority of teachers found it difficult to keep their time allotment for Social Studies consistent. Due to school activities such as assemblies, holidays, impromptu meetings, as well as co-curricular activities, Social Studies tends to be the subject that is most affected. The parent survey also showed that there is a greater emphasis on the instruction of ELA and Math, therefore, affecting how much the discussion of Social Studies learning occurs at home. The National Council for the Social Studies states:

Effective practice does not limit social studies to one specified period or time of day. Rather, teachers can help children develop social studies knowledge by capitalizing on teachable moments throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and

develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum.

This statement affirms that it would be beneficial for teachers, specialists, and supervisors to collaborate on curriculum mapping to ensure Social Studies is consistently focused on. Additionally, it would be helpful to consider departmentalizing. This would allow Social Studies to be taught daily and viewed as a core subject connected to student achievement by the teachers, parents, but most importantly, the students. Several comparable districts incorporate some form of departmentalization; particular in Grade 5, including Haddonfield, Millburn and Mountain Lakes.

The curriculum revision team also suggests examining current and potential future Social Studies resources with the reading specialists. A majority of teachers expressed a concern for the level of sources that debilitate students' comprehension of the material. This supports the idea of incorporating reading specialists in teaching Social Studies to better support students in need of reading support. The Council for Exceptional Children (2015) discovered, "By selecting texts that correspond with the curriculum, teachers can address both comprehension skill development and content acquisition. Similar to the delivery of social studies instruction during ELA co-teaching, incorporating social studies text during reading intervention time can address important reading expectations and enhance content learning necessary to prepare students for the reading and content demands of middle school" (p. 103, Stephen Ciullo, 2015). Considering implementing literacy support in the subject of Social Studies or developing resources to encourage the success of all students would be ideal.

Many districts in our area utilize the instructional support model in Social Studies, including: Chatham, Hillsborough, and Mountain Lakes.

Lastly, core content projects can be easily integrated into the current curriculum. It would be valuable for the curriculum writing team to streamline the areas where the curriculum aligns to other subject areas.

| Recommendation #3 | Proposed Action Items |
|---|---|
| <i>Provide professional development that will improve best instructional practices in Social Studies.</i> | <ul style="list-style-type: none">● Provide time for vertical articulation intended to eliminate repetition and scaffold skills.● Provide time for horizontal articulation to develop cross curricular connections at least once per grade level.● Provide training on handling sensitive and controversial topics in an empathetic and unbiased way.● Provide teacher training on the meaningful use of technology in social studies instruction. |

Problem Statement:

Current professional development often focuses on ELA, math, and science. The survey data revealed that many teachers do not feel confident in teaching Social Studies content, and that there is not continuity in what is taught. The survey also showed that teachers rarely discuss Social Studies during Professional Learning Community (PLC) time. There is a lack of curricular connections to current and real world issues, which may be due to lack of training and common planning. Parent surveys also uncovered that there is a lack of general knowledge about what students are currently studying in Social Studies at the elementary level.

Supporting Research:

Professional development is an essential and ongoing tool for teaching. It is an extremely effective strategy to help strengthen one’s practice and continue to meet the ever changing needs of students as well as examine changing trends and best practices in education. According to The National Council for the Social Studies (NCSS), “Effective elementary Social Studies instruction requires continuous support for successful student learning. Teachers need adequate preparation and professional development, daily instructional time, ample resources, and assistance at the local, state and national levels”. Effective professional development allows teachers in different settings such as building-based grade level meetings, cross-town meetings, district meetings and more specific, PLC (Professional Learning Communities), to collaborate, coordinate and communicate teaching ideas amongst each other. Professional development can take on many forms from observations of a fellow colleagues’ lesson to independent reading and research. According to the teacher survey data, most teachers highly requested professional development with their colleagues through cross-town meetings, content workshops, networking with other teachers and grade level meetings.

Horizontal articulation, the alignment and collaboration of teachers across schools and grade levels should continue to be in place as well as become more frequent as teachers would greatly appreciate the opportunity to plan, discuss and share resources. During these meetings teachers from different schools can discuss, organize and create cross curricular connections for the Social Studies curriculum and for students. It allows for teachers to really dive into the curriculum and find ways to infuse Social Studies into Language Arts, Math, Science, and Special Areas (Music, Art, Physical Education, Library, Computers).

Vertical articulation, the alignment and collaboration of teachers within schools from one previous grade to the next is another meaningful form of professional development for teachers. This allows teachers to look at one grade levels’ Social Studies units of study and work together to eliminate any overlapping lessons, activities, and resources. It allows teachers to scaffold the curriculum to reflect an appropriate sequential flow of study from one grade to the next while making sure the units of study are explored in all different aspects.

An often sensitive issue that comes to light while teaching about current events and delicate topics in Social Studies is the ability to promote diversity, cultural differences in an unbiased and sympathetic platform.

“Dealing with controversial issues involves dissent, diversity, and decision-making. There are few topics related to history, geography, or government that are not steeped in controversy and conflict. Economics focuses on scarcity and competition for resources, goods, and services. Sociology and anthropology deal with conflict and survival of groups and cultures....controversy and conflict are, in fact, the essence of the social studies”, as stated by The Georgia Council of the Social Studies (GCSS, 2011). According to the teacher survey data, most teachers enjoy teaching the myriad of topics within the Social Studies curriculum, but feel unsure how to approach the more delicate topics. Teachers would greatly benefit from precise professional development in how to teach, respond, react, and support students while teaching about current events and sensitive topics in Social Studies. Topics that can be uncomfortable for educators for reasons relating to content, knowledge, personal values, distance from student culture, and fear of retribution (Moore, 2011) can be softened and eased with quality professional development. It turn, helping students identify with these sensitive topics supports a culture of inquiry based learning for students where they can feel comfortable to ask questions and make appropriate connections and gain a better understanding.

The home to school connection is an important piece to the Social Studies academic experience for students and parents. Students should feel excited to tell their parents what they are learning about in class and what interesting topics are being addressed. According to the parent survey data, many parents are not aware of what their child is learning about in class. Parents are not hearing about Social Studies from their child(ren) at home as compared to other subject areas. The Social Studies evaluation committee would benefit from delving deeper into creating new and easily accessible communication components for parents that would showcase what the Social Studies curriculum consists of. Possible ideas could be creating a link on the Bernards Township district website as well as on each school’s website that highlights each grade level’s subject areas (Social Studies, Language Arts, Math, Science, Character Education). Important curricular topics, units of study, and special Social Studies events based on each school would be readily available for parents to see at a quick glance. Schools would continue to communicate with parents through teacher/classroom newsletters, Friday Folders, Back to School Night presentations, report cards and parent-teacher conferences. With more Social Studies exposure, important connections from school to home will be present and parents will feel more informed about their child’s learning.

In conclusion, the stronger and more readily available professional development opportunities arise for teachers then the more prepared and inspired they will be to continue to teach, model and engage students through the Social Studies curriculum, current events and further prepare them to be thoughtful global citizens.

| Recommendation #4 | Proposed Action Items: |
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| <i>Develop a universal philosophy on assessment.</i> | <ul style="list-style-type: none">● Explore growth mindset.● Embrace a standards based mindset.● Create more formative assessments that can be utilized throughout the curriculum.● Continue the work of the Social Studies Assessment Committee to examine student performance, revise current summative assessments, and create new assessments to reflect any curriculum updates.● Develop a teacher resource guide for quick reference to available assessments.● Addressing the needs of struggling learners; below grade level readers participate in social studies instruction without support. |

Problem Statement:

Teacher surveys showed that many of the summative assessments do not align with the overall unit goals. Also, there is lack of continuity in the administration of formative assessments to drive instruction. The district has also been exploring the idea of a growth mindset and standards based report cards, which would affect Social Studies assessments. This would lead to a need for more time allocated to the Social Studies Assessment Committee for their revision work.

Supporting Research:

Bernards Township School District is currently enhancing the approach to teaching and learning by embracing a growth mindset. Developed by Stanford psychologist Carol Dweck, the growth mindset promotes resiliency and the idea that learning potential is endless for everyone (Yeager & Dweck, 2012). These ideals are essential elements in supporting Bernards Township students. If all stakeholders in education believe that students have endless potential, they will continue to find ways to support and enhance their educational experience. The curriculum revision committee members are strong proponents of the growth mindset and believe that the Social Studies curriculum lends itself to supporting these ideals. Assessments in Social Studies are unique because they require students to apply their acquired skills to historical events, current events, and potential future situations. If assessments are aligned to the growth mindset, students will see them as part of a learning continuum instead of a checkpoint at the end of a unit. This mindset also connects to the concept of continuous global learning and supports the application of Social Studies skills in everyday life which are key goals of the Social Studies department.

The growth mindset aligns well with another current initiative by the Bernards Township School District, the adoption of a standards based mindset. Those who subscribe to a standards based mindset understand that each child’s learning progress can be measured at any time by examining his or her mastery of the grade level appropriate standards. Our current Social Studies grading practice requires teachers to evaluate students’ understanding of units by assigning an indicator labeled Beginning, Developing, or Secure each marking period. If the District were to move to standards based reporting in Social Studies, teachers would specifically reference a student’s level of mastery of each skill taught in that marking period. For instance, instead of reporting that a student is “Developing” in Social Studies during a marking period, parents would learn whether or not their child has met the specific standards for that grade level in geography. Assessments would need to be created to help teachers accurately report whether or not standards are being met by students. This could be done if more time is allocated to the current Social Studies Assessment Committee. Parents and teachers would have a much deeper understanding of students’ current mastery levels across the standards if these practices were adopted.

The New Jersey Department of Education (2014) Social Studies standards design introduction emphasizes “Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace.” On a broader scale, the National Council for the Social Studies (2016) strategic plan outlines collaboration, communication, innovation, inclusiveness, and finally influence and leadership, as the priorities for the future of Social Studies instruction and learning. This information must be kept in mind when revising current Social Studies formative and summative assessments.

Teachers utilize formative assessments in every subject area on a daily basis. Part of quality instruction is incorporating opportunities to determine if students are understanding material before introducing a new topic. These formative assessments look very different based upon grade level, teaching style, subject, and even the number of students participating in a lesson (small group versus whole class). Examples of formative assessments range from a fourth grader’s quick sticky note response to an essential question, to a first grade student retelling the new concepts from a lesson using a crayon drawing. There are dozens of formative assessment tools that Bernards Township teachers use in their creative instruction. Often, teachers are unsure about how to best incorporate these into Social Studies instruction because concepts are broader and learning outcomes often span multiple days of lessons. The curriculum revision committee believes that a comprehensive resource of assessment options would increase teacher confidence and the breadth of assessment options utilized.

Summative assessments allow teachers to monitor progress on larger unit goals rather than smaller daily objectives. The current summative assessments were developed and revised in recent years by the Social Studies Assessment Committee. The committee is comprised of teacher representatives from each Bernards Township elementary school in every grade level. The current assessments are creative and do address multiple learning styles. However, research shows that the most authentic assessments allow students to express themselves in formats that best fit their personal learning styles. In a case study of the importance of incorporating dramatic elements in Social Studies assessment, “The teacher used musical, spatial, bodily kinesthetic, mathematical, interpersonal, and linguistic intelligence to assess students’ knowledge of social studies content” (Gardner, 1983 as cited in Morris, 2001, p.43). In the particular classroom that the study targeted, students worked collaboratively and had a deep understanding and appreciation for the assessment process. “The students demonstrated their proficiency through group assignments in which they created skits, graphs, and posters and through such individual tasks as writing essays or creating multiple-panel cartoons” (Morris, 2001, p. 42).

If more time was devoted to revising the current Social Studies formative and summative assessments, the committee could develop an extensive menu of both optional and mandatory assessments. In order to best meet the needs of teachers and students, the curriculum revision committee suggests that a comprehensive teacher resource guide be created. One research summary noted that “teachers at the elementary level receive the least training in pedagogical methods and content in social studies” (Olwell & Raphael, 2006, p. 223). Bernards Township educators are exemplary and creative but they need support to continue to deliver curriculum in engaging ways. A universal philosophy on assessment and grading practices in Social Studies would allow Bernards Township educational stakeholders to monitor progress in a meaningful way while collecting data that would drive future instructional practices.

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Appendix A

Elementary Program Evaluation Teacher Survey Analysis Table

| Grade | Recommendations | Summary |
|--------------|---|--|
| Kindergarten | <ul style="list-style-type: none"> ● Cause and Effect needs to be represented in lessons ● Add digital component to lesson/unit menu ● Need leveled texts for struggling readers ● Additional time in PLC to discuss lessons/topics/sharing materials ● More integrated into other subject areas ● More Geography resources such as maps & globes ● For the unit “My Community”, most teachers feel they need more practice/guidance teaching the unit ● Revisit each unit assessment (this was done in May 2017, but needs to be updated and communicated to all schools) ● When it comes to Professional Development teachers would like to have more cross town meetings; more SS workshops based on instructional strategies, more PLCs, staff colleges & visits/observations to other schools ● Myself & Others: need more materials; unit is done too much in preschool, too repetitive, needs a refresh or be removed completely & leave 3 really good units ● Assessments need improvement to meet the needs of the students ● My Community: resources not plentiful or exciting; would like to apply more real-word experiences for students (i.e. bring in community helpers or go on in-town field trips, Career Day, Out-Reach programs) ● Assessments need improvement to meet the needs of the students ● Environment and Geography: we teach recycling, but is our district really recycling?? ● Assessments need improvement to meet the needs of the students ● Would like to apply more real-word experiences (i.e. bring in community helpers or go on in-town field trips, Career Day, Out-Reach programs) ● Seasons, Holidays and Cultures: ● More holidays/cultures need to be taught/recognized now that our class demographics are changing, more varied texts for all holidays, compile a list of all holidays with a brief description about holiday, book selections and a few follow-up activities ● Assessments need improvement to meet the needs of the students | <ul style="list-style-type: none"> ● Teachers feel confident teaching the curriculum as a whole ● 71 % of teachers have taught 11 or more years ● 43% have taught Kindergarten 11 or more years ● 50% of teachers teach 151-200 minutes of SS per month or 50 minutes per week ● Teachers are happy with the scope and sequence of units/menu; they are age appropriate ● Pacing is good & allows flexibility among teachers ● Teachers like the Character Education component ● The following will give more info on the following four SS units.. ● Myself & Others: easy transition for beginning of the year; allows for authentic literature, relatable for students ● My Community: high interest for students, easily relatable, easy access to lots of books, ● Environment and Geography: offers lots of hands on & high interest activities, ● Seasons, Holidays and Cultures: ● Provides lots of opportunities for families to come in and share different traditions, students are knowledgeable about the bigger holidays and four seasons, exciting for teachers and students |
| Grade 1 | <ul style="list-style-type: none"> ● Almost all people asked for Big Books and trade books in the suggested additional resources ● Teachers would also like more resources for | <ul style="list-style-type: none"> ● 100% of teachers teach SS 151-200 mins per month ● 40% of teachers say they are neutral |

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| | <p>struggling readers</p> <ul style="list-style-type: none"> ● Many teachers feel that the assessments and the rubrics are not developmentally appropriate and need to be redone. ● Teachers would also like the lessons to be more hands on (especially the food unit) ● Most teachers feel that the assessments do not evaluate key objectives of the unit ● Top 5 PD recommendations: <ul style="list-style-type: none"> ■ 60%-Cross town meetings ■ 53%-Content workshops ■ 47%-Network with other teachers ■ 47%-Grade level meetings ■ 33%-SS instructional strategies ● Teachers want more resources for Families and Basic Needs ● Teachers like the Geography resources but would like a consumable workbook ● Teachers have enough resources for American Symbols | <p>on needing resources and 33% say they definitely have enough. There is no real in between.</p> <ul style="list-style-type: none"> ● 80% say that they integrate more than once per unit ● 63% say they would like to integrate more ● Compare and contrast is the only topic that is universally agreed to be met. The rest of the results are too varied and reflect how differently everyone interprets curriculum. ● 80% feel that students come academically prepared for SS and a large percent also feel they're ready for second grade when they leave first. ● SS is not talked about very much in PLCs ● The majority of teachers feel confident in teaching SS ● In the comments, an overwhelming majority of teachers like the units and feel they are GL appropriate for first grade. They especially liked the American Symbols unit. ● Teachers feel they have enough time to teach SS ● More than half of the teachers are most comfortable teaching the American Symbols unit, with another 33% comfortable with Families ● Teachers are not comfortable teaching Geography and Basic Needs |
| <p>Grade 2</p> | <ul style="list-style-type: none"> ● Need more read alouds. ● More Native American resources (7), 4 mention read-alouds, 1 says they have too many read-alouds ● Rushed ● Very teacher directed ● Revise communities assessments ● Unit 1: Hands on, connects to their lives/Repetition from other grades More trade books, more hands on, ● Unit 2: hands on, barefoot island assessments, practical, kids enjoy <p>Need supplemental map activities/resources</p> <ul style="list-style-type: none"> ● Unit 3: Native Americans <p>Need more materials – 9 do not feel the resources meet the needs of the students</p> | <ul style="list-style-type: none"> ● Most students have enough resources at their level ● Only 5 integrate SS/LA once per unit ● Majority DO NOT want to integrate more than they do now. (7) <p>Strengths</p> <ul style="list-style-type: none"> ● Topics interesting ● Hands on ● Traveling the regions ● Most comfortable with Unit 4: Regions, then Unit 1: Citizenship ● Least comfortable with Unit 3: Native Americans, then Unit 2: Map |

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| <p>Grade 3</p> | <ul style="list-style-type: none"> ● Provide students with more grade level appropriate texts ● More digital resources ● Look at different textbooks that are more 3rd grade appropriate and can be used with LLD and Special Ed classrooms ● All units need more integrated and hands-on learning projects ● Help teachers feel more comfortable teaching Unit 4: Communities and Cultures by including more resources about other cultures ● Modifying Unit 3 assessment: My Community by having students present about a culture versus taking a test ● Modify Unit 4 assessment so Dr. King is not the only focus | <ul style="list-style-type: none"> ● Majority of teachers are newer to the grade level ● Majority of the teachers spend 150-200 min a month on SS ● More than half of the teachers feel they want to include SS topics in LA instruction ● Majority feel the overall units teach students to be good citizens and think about the community they live in ● Teachers feel all assessments need to be looked at. They don't touch upon the specific skills taught and should be more creative versus only using information from the textbook ● Unit 2 is repetitive from what they learn in 2nd grade. Many teachers feel it's a waste of time ● Teachers at MP celebrate "International Day" and this would be something all schools can participate in |
| <p>Grade 4</p> | <ul style="list-style-type: none"> ● New resources that are more appropriate for the reading level of 4th graders ● More supplementary resources ● More hands on activities ● More integration opportunities for social studies across the curriculum ● Curriculum revisions should address the following areas that teachers do not feel are sufficiently covered or do not agree on: inferring and drawing conclusions, inductive & deductive reasoning, recognize & explain patterns, spatial thinking, problem solving, recognize implications of decisions, analyzing conflicting points of view, active citizenship, make an informed and reasoned decision ● Teachers need more resources for struggling readers ● Teachers feel that we need more civics, economics, and geography instruction ● Teachers would like the document based question assessment revised ● Top 5 PD recommendations: <ul style="list-style-type: none"> ○ Social studies content-related specific workshops ○ Workshops focused on instructional strategies ○ Grade level meetings ○ Cross-town meetings ○ Vertical articulation ● More supplemental material on the regions of New Jersey ● Incorporate more web-based activities | <ul style="list-style-type: none"> ● Two thirds of teachers teach social studies 151-200 minutes per month...maybe even more? ● Teachers don't feel that the resources are at their students' level of understanding ● 13 out of 15 teachers found one or more ways to integrate social studies instruction with another subject in every unit ● Half of the teachers would like to integrate social studies into other topics more frequently than they do now and half do not want to (but did they answer this way because they feel they already integrate it enough?) ● Teachers felt that the social studies curriculum addresses the following skills: cause & effect, chronological thinking, compare & contrast, consider & value multiple perspectives ● Teachers felt that the social studies curriculum did not explicitly address the following skills: inferring and drawing conclusions, inductive & deductive reasoning, recognize & explain patterns, spatial thinking, problem solving, recognize |

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| | | <p>implications of decisions</p> <ul style="list-style-type: none"> ● Teachers had mixed feelings on whether or not the social studies curriculum explicitly addresses the following skills: analyzing conflicting points of view, active citizenship, make an informed and reasoned decision ● 9 of 16 teachers do not feel that their students come to 4th grade prepared for social studies ● Most teachers feel that their students leave prepared for 5th grade ● More than half of the teachers discuss social studies at a PLC at least once per marking period ● 60% of teachers feel competent teaching social studies and one third of the teachers who responded feel confident enough to lead their grade level in instruction ● Most teachers DO NOT feel that they need more time to teach social studies ● Two thirds of teachers feel that they are most comfortable teaching the third unit on American Revolution and Government |
| <p>Grade 5</p> | <ul style="list-style-type: none"> ● Not enough reading level appropriate texts/resources ● Different textbook (current textbook does not go into depth about important events) ● Online activities/resources ● Hands-on activities ● United streaming and/or other videos that support instruction ● Implement lessons that teach compare/contrast skills as well as analyze confliction points of view ● Strengthen teacher confidence with Unit 1: Creation of the United States ● Modify Unit 1 assessment- only covers Bill of Rights, which is not the entire unit ● Modify Unit 2 assessment- Westward Expansion is open book. Doesn't prepare for WAMS or truly assess what they know ● Unit 1- too dry. Try to design an interactive project that incorporates civics ● Unit 3- a lot of information in such a short period (extend time spent teaching unit) ● Unit 3- misconception with slavery and civil rights movement ● Unit 3 assessment- picture doesn't assess students (<i>this was changed at assessment committee meeting</i>) ● Unit 4- more interactive materials | <ul style="list-style-type: none"> ● Teachers are spending 150-200 minutes per month teaching Social Studies ● Teachers feel there is a huge discrepancy with leveled texts ● Teachers spend none-minimal time discussing Social Studies during grade level meetings/PLCS ● Majority of teachers feel they understand the curriculum, but not enough to lead other teachers ● Teachers feel overall, there is flexibility with resources and when the teach social studies, but many of the resources they use are developed by the individual teacher/grade level <p><u>Greatest Struggles:</u></p> <ul style="list-style-type: none"> ● TIME (not enough time) ● The textbook rushes through important events/time periods and this can lead to misconceptions and lack of understanding ● IS students for Reading/Writing struggle greatly without support in the Content areas |

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| | | <ul style="list-style-type: none">• Teachers would appreciate cross-district or at least grade level meetings to discuss social studies |
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Appendix B

Elementary Social Studies Programs in Comparable District

| District -Links to curriculum | <u>Bernards Township</u> | <u>Glen Rock Public Schools</u> | <u>Haddonfield Public Schools</u> | <u>Millburn</u> | <u>Montgomery Township School District</u> | <u>Mountain Lakes</u> | <u>Ridgewood Village</u> | <u>School District of the Chathams</u> | <u>West Windsor-Plainsboro</u> | <u>Hillsborough School District</u> |
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| SCOPE AND SEQUENCE GRADES K-5 | | | | | | | | | | |
| K Scope and Sequence | -Myself and Others -My Community -Environment and Geography -Seasons, Holidays and Cultures | -Citizenship, Holidays, Family and Friends, - Community Helpers and the U.S. | -Me and My World | -Me, My Family, My Friends -Communities -Our Country -Our Environment -Our World | -Classroom Community -Family -Neighborhood -Me and My World | -U.S. Citizens -Family and Community -Economic Literacy -Geography | -Being a Responsible Citizen -Staying Healthy and Safe in Your Environment | -What Do I, My Town, My House, My Neighborhood, My Interests Look Like? -Things I Do Everyday and Special Days -Rules and Responsibilities | -All About Me -The Country -Where I Live, - Patriotic Symbols -People and Places in My Life | -Holidays -Symbols -Basic Map Skills -Citizenship -Family -Rules |
| Grade 1 Scope and Sequence | -Families Are Unique -Basic Needs - Geography, -Proud to Be An American | -My Neighborhood -Maps and Globes -My State and Country | -Rules and Laws -Needs and Wants -Conservation and Map Skills -Tradition and Symbols | -Appreciating Personal and Cultural Differences -Celebrating Our American Heritage -Exploring the Physical World We Share | -Classroom Community -Economics -Geography -Civics -History and Symbols | -My Community -Cultural Traditions -Making Changes; Past and Present -Our Place in the World (maps and globes) -Wants and Needs | -Citizenship -Families -Communities and Cultures Around the World -Economics -Changes in the Environment | -How are we alike or different? -Families -Behavior in Various Places -Personal and Family Changes Over Time -Rules and Responsibilities -Needs and Wants | -Families in General -Families Near and Far -Families in America | -Life Skills -Fairness -Cultures -Customs and Voting |

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| | | | | -Living and Working with Others | | | | -Members and Leaders | | |
| Grade 2 Scope and Sequence | -Citizenship in Communities -Map Skills -Native Americans -Regions of the U.S. | -Communities -Maps and Globes -Our Country's Government and History -Looking At Our World -Exploring Our Country and State | -Communities and Being a Good Citizen -Goods and Services -Map Skills and Landforms -Comparing Communities | -A Nation of Immigrants -Community, Geography and Historical Communities -Connecting Geography and Settlement -Early Leaders Establishing the US Government -Economy, Innovation and Technology -Map Skills -Westward Expansion | -Classroom Community -Inventors -American Contributions -History -Civics -Geography -Fables, Folklore and Myths -U.S. Culture and Traditions | -Communities and Self -Communities Around the World -Celebrations Across Time and Places -Making Change and Learning From Others -My World and My Country | -American Democracy American Symbols Map Reading Skills -Influential Americans | -My Communities -My State and Country -Symbols, Geography and Society -Change in Communities -Needs and Wants -Fairness | -My Community -Native American Communities -Geography | -Local and State Governments -Goods and Services -Supply and Demand |
| Grade 3 Scope and Sequence | -Communities, -My Community -Communities Change -Communities and their Cultures | -Communities -Immigration and Cultures -Diversity | -Citizen Roles and Democracy -Economics -Humans and their Environment -New Jersey History | -A Nation of Immigrants -Community, Geography and Historical Communities -Connecting Geography and Settlement | -Community Awareness and Outreach -My Town -Map Skills -New Jersey -Lenape Native American | -New Jersey Native Americans -Government and Political Decision-Making -Economic Literacy -Map Skills -My Community -U.S. Immigration | -Community Teamwork - Geography; Where in the World? -Needs, Wants and Money (Show Me the Money) -History: The Ever-Changing Communities | -My Past -Lenape and American Revolution -Change Over Time in Self -New Jersey and Society -Impact of Science and Technology -Fairness | -Geography Affecting Society -Our World -New Jersey Communities -Northeast Region of the U.S. -U.S. Regions | -Immigration -Folklore -National Identity and Culture |

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| | | | | <ul style="list-style-type: none"> -Early Leaders Establishing the US Government -Economy, Innovation and Technology -Map Skills -Westward Expansion | | | | <ul style="list-style-type: none"> -Rules -Citizenship | | |
| Grade 4 Scope and Sequence | <ul style="list-style-type: none"> -New Jersey Today: Geography, People and Economy -NJ Early People: Exploration and Colonization, -American Revolution and Government | <ul style="list-style-type: none"> -Research Skills -U.S. Regions and Landforms -U.S. Geography -Map Skills -NJ Lenape and Immigration | <ul style="list-style-type: none"> U.S. Government, Immigration and Diversity, U.S. Regions | <ul style="list-style-type: none"> -Famous New Jerseyans that shaped the culture of the US -Geography and Economy of New Jersey and the Northeast -Evolution in New Jersey from the colonies to present day -Lenni-Lenape | <ul style="list-style-type: none"> -Exploration through 1580 -Colonial America -American Revolution -Early Civilization of the Americas -Three Worlds Meet, - Colonization and Settlement -The American Revolution | <ul style="list-style-type: none"> -Northeast Region of the U.S. and NJ -U.S. Regions -Colonial NJ and America -Economic Development in NJ and the U.S. | <ul style="list-style-type: none"> -American Democracy and Values -Independence Between Society and Geography -Immigration Near and Far | <ul style="list-style-type: none"> -U.S. Regions -Economics -Immigration -Government and Citizenship | <ul style="list-style-type: none"> -U.S. History - "What's America's Story?" | <ul style="list-style-type: none"> -U.S. Regions -Famous New Jerseyans -NJ Places -NJ Inventions |

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| <p>Grade 5 Scope and Sequence</p> | <ul style="list-style-type: none"> -The Creation of the U.S. -The Young Republic -Sectionalism and Slavery -The Civil War and Reconstruction | <ul style="list-style-type: none"> -Early U.S. History -U.S. Geography -Colonial America -Slavery -American Revolution | <ul style="list-style-type: none"> -Native Americans and Geographical Features -Exploration and Early Settlements -Colonial America -The Declaration of Independence -The American Revolution and the Constitution | <ul style="list-style-type: none"> -Geography of North America -Our National Government & Let's Vote! -The Americas in 1491 and what the Europeans found -European Exploration, settlement and colonization -The struggle for North America | <ul style="list-style-type: none"> -Early Civilization of the Americas -Three Worlds Meet -Colonization and Settlement -The American Revolution | <ul style="list-style-type: none"> -U.S. Colonization -Colonial America -French and Indian War -Taxation and Breaking Away from England -Declaration of Independence -Revolutionary War -Constitution and Bill of Rights -Louisiana Purchase -Westward Expansion -War of 1812 -Manifest Destiny | <ul style="list-style-type: none"> -Indigenous People of the Americas -European Explorers -Early Settlements and Colonization -The Path to Independence: The American Revolution | <ul style="list-style-type: none"> -U.S History from migration of Asian people up until Westward Expansion | <ul style="list-style-type: none"> -U.S. History - "How Has U.S. Commitment to Liberty and Justice Changed Over Time" | <ul style="list-style-type: none"> -U.S. History from the Arrival of People in the Americas through the American Revolution |
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ELEMENTARY SOCIAL STUDIES PROGRAM INFORMATION IN COMPARABLE DISTRICTS

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| | <p><u>Bernards Township</u></p> | <p><u>Glen Rock Public Schools</u></p> | <p><u>Haddonfield Public Schools</u></p> | <p><u>Millburn</u></p> | <p><u>Montgomery Township School District</u></p> | <p><u>Mountain Lakes</u></p> | <p><u>Ridgewood Village</u></p> | <p><u>School District of the Chathams</u></p> | <p><u>West Windsor-Plainsboro School District</u></p> | <p><u>Hillsborough School District</u></p> |
| <p>Time Allotments?</p> | <p>K - 80 minutes per week 1 - 120 minutes per week 2 - 120 minutes per week 3 - 160 minutes per week</p> | <p>40 minutes twice each week.</p> | <p>There are no specific time allocations for social studies although new programs are developed assuming it will be taught about 50</p> | <p>The time allocations are 90 minutes per week for science and social studies. But they are flexible.</p> | <p>K-4: 40 minute period every other day for science OR social studies. Both subjects are rotated throughout the</p> | <p>There is a specific daily block (50 minutes) for Social Studies AND Science. Teachers complete a unit in social studies for 2-3 weeks</p> | <p>They cover social studies twice/three times per week for 45-60 minute blocks</p> | <p>1-3: 40 minutes per week/3 times per week, 1 devoted to character education 4-5: 38 minutes for 5 of 6 days in the</p> | <p>They have five 40 minute periods over the course of two weeks. They have the flexibility to</p> | <p>K -Half-day: Social Studies is taught 20 minutes three times a week. Grades 1-4 time is 40 minutes every other day (Science</p> |

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| | 4 - 175 minutes per week 5 - 175 minutes per week <i>(Flexible, not enforced)</i> | | minutes/day. Social studies curriculum is written to integrate ELA standards within the program. | Often, teachers choose to teach a complete science unit and then a complete social studies unit. | school year, with about 2/3 of the year being devoted to Science and 1/3 being devoted to Social Studies. | with daily lessons, and then they do a science unit for 2-3 weeks with daily lessons. In addition to this dedicated time, we incorporate nonfiction into the double literacy blocks. | | rotation. This is enforced and not flexible. | move time between science and social studies. | and Social Studies alternate each day) Grade 5 is at the intermediate school and they get 200 minutes per week. |
| <i>In Class Support or Replacement Program?</i> | Primary grades have in-class aides that provide support and help the teacher. There are no special education services for upper elementary grades during social studies instruction. Classroom teachers modify for individual students as needed. | They provide in-class support for social studies. | No in class support provided for social studies and science. There are very few pull-outs for ELA or math. | A student's IEP dictates any support or modifications to their program. In rare occasions, a student is placed in replacement social studies. There are In Class Support sections where needed in grades 3-5. Students are now <i>Reading to Learn</i> , no longer <i>Learning to Read</i> so there | K-4 There is no In Class Support or replacement for Social Studies at this level. Self-contained LLD students push into classrooms for Social Studies. 5-8 There is In Class Support for Social Studies. We do not have pull-out for Social Studies. | There is pull-out instruction for ELA at all elementary grade levels, but there is no pull-outs for Social Studies/Science instruction. There is inclusion/in class support during the Science/Social Studies block. | Only have social studies as an option in the LLD (self-contained) classes. | There is no In Class support or replacement for social studies routinely, but can occur based upon individual student needs. | K-5 No replacement structure. They do provide In Class Support. 6-8 Replacement for social studies. | They provide ICS at the elementary level. Fully self-contained students in grades K-5 stay in their self-contained class for social studies. There is In Class Support for social studies. |

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| | | | | may be a need for different types of support. | | | | | | |
| <i>Departmentalization or Platooning?</i> | None | None. | They are piloting departmentalization for math and ELA this year in grade 5. The piloting teachers state all is going well to date. | This year a 6th building was opened to house Grade 5 for entire district. They are organized in "Pods" of 3 and operate on a 6-day rotational cycle. All homeroom teachers teach ELA and Math and one of three additional subjects to the students in their pod: Social Studies, Science or STEM. | K-4 No, we do not departmentalize for any subjects. 5-8 Beginning in 5th grade, Social Studies is taught on a daily basis. In grades 5 and 6, Social Studies instruction occurs every day for sixty minutes. In grades 7 and 8, we move to block scheduling. | K-4 teaches all subjects. Grade 5: Departmentalized in math, reading, writing, social studies and science. | Grades 3-5 have attempted this more throughout this school year. One building has departmentalized 3-5 in social studies and science for years. | There is no departmentalization, but some grade levels do this if they want to. Grades 4 and 5 switch for ELA and Math and on occasion for other subjects. | Some teachers work with their 'family' and one teacher does social studies while the partner does science. Most elementary teachers, however, teach both social studies and science. | K-4: No departmentalization or platooning. Grade 5: Teachers teach ELA and social studies while their teammate teaches Math and Science. |
| <i>District Administrative Structure and Administrators per pupil</i> | 179 students per admin 5600 students 6 buildings | 165 students per admin 2562 students | 180 students per admin 2710 students 5 buildings | 145 students per admin 5000 students 7 buildings | 137 students per admin 4800 students 5 buildings | 102 students per admin 1700 students 4 buildings | 183 students per admin 5800 students 10 buildings | 151 students per admin 4172 students 6 buildings | 201 students per admin | 203 students per admin 7200 Students 9 buildings |

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| | (4 elementary, middle and high school) | 6 buildings (4 elementary, 1 middle and 1 high school) | (3 elementary, 1 middle and 1 high school) | (5 elementary, central, 1 middle and 1 high school) | (3 elementary, 1 middle and 1 high school) | (2 elementary, 1 middle and 1 high school) | (6 elementary, 2 middle and 1 high school) | (4 elementary, 1 middle and 1 high school) | 9900 students 10 buildings (6 elementary, 2 middle and 2 high schools) | (6 elementary, 1 intermediate, 1 middle and 1 high school) |
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