

Specials and Social Studies Committees Update

December 15, 2022

Specials Committee

Goals

- Provide an enriching experience that enhances learning at all levels.
Something unique as to replace Spanish which was offered in 3rd through 5th grade
- Provide time to organize and build interpersonal communication skills for students
- Provide equal preparation time to all certified staff members (everyone gets a 6th prep period)

The logistics

- New start of school time (still to be decided between 8:20am and 8:22am).
- Students could arrive as early at 8:10am
- First 10 minutes of school day are for organization, structure, and communication at the Middle Level (where the period schedule is most significant).
- Formal middle school period schedule would begin at 8:30am
- This time is available already within the contract.
- Each teacher would get the equivalent of 1 additional preparation period for adding the contact time.

Kindergarten through 5th grade

- A new additional special period at each grade (currently a 42 minute class)
- 3 areas of focus
 - World Languages and Cultures
 - Digital Citizenship
 - Drama and Theater Arts

World Languages and Cultures

- An appetizer for the middle school experience
- Exploratory of multiple languages and cultures (eg. Spanish, American Sign Language, and others)
- Language areas and connections
 - Alphabet
 - Numbers
 - Foods
 - Greetings
 - Key words
 - Culture and community

Digital Citizenship

- Focusing on navigating life in a digital world
- Security, Safety, and Privacy
- Learning to use tools responsibly
- Understanding quality of sources of information

Sample 1st grade from another district

Week	iPad apps	Target Goal:
Intro to iPads Week	iPad	I can be respectful , responsible, and safe with my iPad.
1 Kindness Online	Seesaw Blog	I can pause and think online to be respectful & kind.
2 Online Safety	Power Puff Avatar Site/Safari/Seesaw Profiles	I can be safe online & know which sites are just right for me.
3 Media Balance	Chatterpix/Safari Image Search/Seesaw	I can recognize the different kinds of feelings I have when using technology.
4 Safe Searches Online	Pebble Go Database/Seesaw	I can safely search online.
5 Overview & Assessment	Book Creator/Seesaw	I can be a good digital citizen by being respectful, responsible, and safe.

Sample 3rd grade from another district

Week	iPad apps	Target Goal:
Intro to iPads Week	iPad	I can be respectful , responsible, and safe with my iPad.
1 Power of Words	Mail App/Schoology	I can understand the difference between online vs. in-person communication
2 Talking Safely Online	Pixton/Seesaw Profile/Schoology	I can tell what information is ok to share publicly online or in a profile.
3 Key to Keywords	Google/Schoology Upload	I can use strategies to increase the accuracy of my keyword searches
4 Rings of Responsibility	Book Creator/Schoology	I can understand what kinds of responsibilities a good digital citizen has.
5 Seeing is Beliving	Flip	I can identify reasons why someone would digitally alter photos and videos.

Sample 5th grade from another district

Week	iPad apps	Target Goal:
Intro to iPads Week	iPad	I can be respectful , responsible, and safe with my iPad.
1 Be Internet Kind	Mail App/Schoology	I can understand the difference between online vs. in person communication
2 Can you Keep a Secret	Thinglink/Pixton/Seesaw Profile/Schoology	I can be safe and keep private information a secret online.
3 Be an Upstander	Pic Collage/Schoology	I can understand what is cyberbullying, being an upstander, and how I can deal with it.
4 Don't Fall for the Fake	Canva/Schoology	I can understand how to identify fake sites, emails, and texts, and how to avoid phishing scams.
5 Be Smart- Is it yours?	Padlet/Pebble Go Next	I can understand what copyright and fair use are.

Drama & Theater Arts

- Focusing on expression and interpersonal communication
- Bringing voice and perspective to text
- Some digital production
- Community building

Sample 1st grade from another district

Trimester 1:

Drama: You are a storyteller. The drama room is your stage. What do actors do?

- Actors will show rather than tell stories to an audience
- Actors will work with peers to contribute to a sequential plot in a story drama
- Actors will begin to organize and develop artistic ideas and plans
- Actors will investigate how movement is incorporated into a guided drama experience

How do actors use their bodies?

- Actors will start to transform their bodies to show the setting of a story.

How do actors use their voices?

- Actors will change their voices to show a character or a feeling.

How do actors use their minds?

- Actors will explore potential choices characters could make in a guided drama experience
- Actors will practice imagining that they can hear, see, smell, and touch things that are not there.

Sample 3rd grade from another district

Trimester 1:

Unit 1 - Ensemble Development

- Actors will establish learning guidelines for drama
- Actors will understand performer and audience roles
- Actors will participate in ensemble building activities
- Actors will make connections with community and culture in their drama work

Unit 2 - Using the Actor's Tools: Body and Mind

- Actors will use their minds to imagine and create artistic ideas for characters and stories
- Actors will develop and explore physical choices to communicate character traits and emotions in group projects
- Actors will rehearse their work and communicate through performing for their peers
- Actors will reflect on shared drama work by making connections and identifying design and performance contributions
- Actors will participate in ensemble games and activities focusing on developing ideas and making physical choices

Sample 5th grade from another district

Trimester 1:

Unit 1 - Ensemble Development

- Actors will establish learning guidelines for drama
- Actors will understand performer and audience roles
- Actors will participate in ensemble building activities
- Actors will identify how drama work reflects the perspectives of a community or culture

Unit 2 - Using the Actor's Tools: Body and Mind

- Actors will use their minds to imagine and create artistic ideas for characters and stories
- Actors will develop and explore altering physical choices to communicate character thoughts and emotions in group projects
- Actors will rehearse their work and communicate meaning through performing for their peers
- Actors will reflect on shared drama work by making connections and evaluating design and performance contributions
- Actors will participate in ensemble games and activities focusing on developing ideas and making physical choices

Middle School

- Still in development based on work of Middle School Advisory Committee
- Adding an elective of choice for 1 period per week
 - Ideas in the works:
 - Expanded Art at 7th and 8th Grade
 - Evolution of Music, Art and Culture in modern America
 - Photography and Video development
 - Expanded STEAM/Coding

Next Steps

- Approval of K-5 Specials at January Board Meeting
- Add an additional 0.5 FTE teacher to staffing plan at February Board meeting
- Complete work of Advisory Committee and based on that work develop Middle School electives.
- Present Middle School Electives
- Visit other districts that are doing Drama & Digital Citizenship (we haven't found a local district still doing k-5 world languages and cultures)
- Develop Essential Questions and units for K-5 Special

Social Studies Committee

Goals

- Increase depth of student learning
- Organize topics in a more accessible manner based on developmental level of children
- Reduce repetition so we can spend more time on fewer topics
- Distribute items required for Illinois School Code Compliance across multiple grade levels

Reorganization of Topics/Themes

- 4th Grade: Foundations of Civilization - Ancient Civilizations, Geography & landforms (*Was Illinois and Geography*)
- 5th grade: Contributions of the People - Immigration, Unions, strong ties to science and inventors/innovations, What is Leadership? (*Was History of the US through beginning of Civil War*)
- 6th Grade: What makes our society function - US and World History (*Was Civilizations*)
- 7th Grade: Illinois, US and World History (*Was Illinois and US History*)
- 8th Grade: State and US Governance, International Relations, Genocide, the Holocaust (*Was Illinois and US History & Genocide/Holocaust*)

4th Grade - Foundations of Civilization- Compliance Items

- i. Empathy
 - 1. Slavery
 - 2. History of Women
 - 3. Disability Movement
- ii. Civilizations
 - 1. Cultures
 - 2. Slavery
- iii. Governance & Citizenship
 - 1. Leadership
 - 2. Economics
- iv. Reflecting on Change
 - 1. Progression of events
 - 2. Slavery
 - 3. History of Women, Asian Americans
 - 4. Disability Movement

5th Grade - Contributions of People - Compliance Items

- i. Empathy
 - 1. Illegal Removal/Deportation of Mexican Americans during the Great Depression
 - 2. Contributions of LGBTQ+ individuals in history, role and change
 - 3. History of Women
 - 4. Disability Movement
- ii. Civilizations
 - 1. Cultures
- iii. Governance and Citizenship
 - 1. Leadership
 - 2. Impact/influence our government
 - 3. Economics
- iv. Reflecting on Change
 - 1. Progression of events
 - 2. Labor Unions
 - 3. Contributions of LGBTQ+ History, role and change
 - 4. Contribution of Different Faiths
 - 5. History of Women, Asian Americans
 - 6. Disability Movement

6th Grade - What Makes a Society Function? US & World History - Compliance Items

- i. Empathy
 - 1. Slavery
 - 2. History of Women
- ii. Civilizations
 - 1. Cultures
 - 2. History of Illinois
 - 3. History of the USa
 - 4. Slavery
- iii. Governance & Citizenship
 - 1. Leadership
 - 2. Economics
 - 3. Civics
 - 4. History of Illinois
 - 5. History of the US
 - 6. Constitution of US and State, Flag use, Analyze Principles of Government
- iv. Reflecting on Change
 - 1. Progression of events
 - 2. History of the US
 - 3. Slavery

7th Grade - Illinois, US & World History - Compliance Items

- i. Empathy
 - 1. Slavery
 - 2. History of Women
 - 3. Disability Movement
- ii. Civilizations
 - 1. Cultures
 - 2. History of Illinois
 - 3. History of the US
 - 4. Slavery
- iii. Governance & Citizenship
 - 1. Leadership
 - 2. Impact/influence our government
 - 3. Economics
 - 4. Civics
 - 5. History of Illinois
 - 6. History of the US
- iv. Reflecting on Change
 - 1. Progression of events
 - 2. Labor Unions
 - 3. History of the US
 - 4. Slavery
 - 5. History of Women, Asian Americans
 - 6. Disability Movement
 - 7. LGBTQ+ History, role and change

8th Grade - State and US Governance, International Relations, Genocide, the Holocaust - Compliance Items

- i. Empathy
 - 1. Holocaust/Genocides
 - 2. Other acts of genocides
 - 3. History of Women
 - 4. Disability Movement
- ii. Civilizations
 - 1. Cultures
- iii. Governance & Citizenship
 - 1. Leadership
 - 2. Impact/influence our government
 - 3. Economics
 - 4. Holocaust and Genocide
 - 5. Civics
- iv. Reflecting on Change
 - 1. Progression of events
 - 2. History of Women, Asian Americans
 - 3. Disability Movement

Next Steps

- Approval of 4th-8th Grade Topics/Themes at January Board Meeting
- Implementation would be 1 grade level at a time so as to avoid creating gaps for students beginning with 4th grade during the 2023-24 school year
- Development of Essential Questions at 4th Grade
- Development of Units for 4th Grade
- Identification of Resources for 4th grade
- 5th grade development would occur during 2023-24 school year for 2024-25 implementation

Beginning Sample Essential Questions for 4th Grade

- What is a civilization?
- Why do people migrate? Why do people choose to immigrate?
- What do civilizations need to thrive?
- Why do some people have resources and others don't?
- Who has voice and position in a civilization?
- What features make up a civilization?