
2023-2024

Social Studies

Social Studies Design Team Review

Design Team Members 2021-2024

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Racial Equity Purpose Statement

To co-create anti-racist communities of belonging where students are seen, heard, and valued through anti-racist pedagogy that celebrates identity and empowers our community to evaluate and critique systems of oppression.

Strategic Plan Connection

Mission Statement

St. Louis Park Public Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.

Vision Statement

St. Louis Park Public Schools – Where students are seen and valued and become their best selves as racially conscious, globally minded contributors to society.



Group Exercise

Prepared for May 14, 2024 School Board Meeting



What has guided our work:

Centering Student Voice

- Social Studies has been taught through a white, Eurocentric lens lacking multiple perspectives
- Students of color cited emotional exhaustion felt after only being taught about slavery, oppression, and racism
- Expressed a deep desire to see themselves reflected in the curriculum in a positive and uplifting way
- Focus on identity development and provide multiple opportunities to examine their personal ethnicity and heritage

Centering Teacher Voice

- Inconsistent Social Studies experiences across in E-5, established curriculum 6-12
- Desire for an E-12 vertical, standards-based alignment of curriculum and skills
- Seeking more anti-bias curriculum
- Seeking anti-bias curriculum resources and integrated lessons that connect Social Studies to other subject areas.



What has guided our work:

Data Analysis

- No standardized testing for Social Studies assessment data to analyze for students E-8
- Advanced Placement and IB courses are some of the only quantitative measures of Social Studies progress in the district. Many forms of qualitative measures inform our work.
- We must be mindful of who we are serving and whose achievement we are measuring.

Research

- 2021 K-12 Academic Standards in Social Studies—Effective March 11, 2024
- Learning for Justice E-12 Anti- Bias Education Standards
- National Council for the Social Studies
- Zaretta Hammond - Culturally Responsive Teaching
- Yvette Jackson - Pedagogy of Confidence
- Gloria Ladson-Billings - Culturally Relevant Teaching
- Gholdy Muhammad - Culturally and Historically Responsive Literacy



National Council for the Social Studies

Social Studies is Integrative and Interdisciplinary by Nature

- With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.
- Effective practice does not limit social studies to one specific period or time of the day.
- A strong interdisciplinary curriculum allows teachers to integrate social studies content throughout the day. Learning experiences reach across disciplinary boundaries and subjects.

National Council for the Social Studies

The development and implementation of purposeful and powerful integrative social studies is dependent on teachers who have been given the **time** and **resources** necessary to engage in the decision making process essential to thoughtful planning.

Recommendations

1. Frameworks
2. Time
3. Support and Coordination

Recommendation 1 - Frameworks

Frameworks - [Social Studies Frameworks.pdf](#)

- a. The Social Studies Frameworks are aligned to 5 Pursuits and grounded in new Social Studies State and Learning for Justice standards
- b. The frameworks guide and assess instructional practices towards culturally relevant pedagogy, and are used in lesson planning.
- c. Aligned to a linear scope and sequence to ensure all SLP students have the opportunity to engage in **rigorous, comprehensive, culturally relevant, developmentally appropriate**, and **anti-racist** social studies experiences.

Social Studies Frameworks

Student will experience Social Studies through these six frameworks.

1. Community

Culturally relevant and differentiated instruction creates a community which poses purposeful questions and facilitates meaningful civic discourse.

- **Students will learn in a collaborative community through meaningful discourse which values questioning, mindful listening, reflecting on and justifying their reasoning.**
- **Students will have equitable access to social studies skills and content.**

2. Identity

Culturally Relevant Instruction that sees, inspires, and empowers students to be globally minded citizens who are problem solvers, and confident in their self-identity.

- **Students will develop positive social identities based on their membership in multiple groups in society.**



Social Studies Frameworks

3. Connection

Culturally relevant instruction that empowers students to examine diverse perspectives which allows students to build empathy, respect, understanding and connection.

- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- **Students will examine diversity in social, cultural, political and historical contexts.**

4. Cultural Competence

Culturally relevant instruction includes an understanding of social studies concepts in order to develop cultural competence and critical consciousness.

- **Students will become skillful in using social studies skills to solve global problems and participate in civic life.**



Social Studies Frameworks

5. Criticality

Culturally relevant instruction develops students' criticality: the capacity to read, write and think in a way of understanding power, privilege, social justice and oppression, particularly for populations who have been historically marginalized in the world.

- **Students will engage in courageous conversations using CCR Compass, Agreements and Conditions.**

6. Grounded in Standards and Skills

Culturally relevant instruction establishes clear goals based on MN Social Studies Standards, MN English Language Arts, and Learning for Justice anchor standards. Instruction is vertically aligned and transdisciplinary.

- **Students will engage in standards-based learning experiences with a clear purpose based on evidence of student learning and understanding.**





SOCIAL STUDIES FRAMEWORKS

Social Studies Purpose Statement: To co-create anti-racist communities of belonging where students are seen, heard, and valued through anti-racist pedagogy that celebrates identity and empowers our community to evaluate and critique systems of oppression.

In St. Louis Park schools, we believe that Social Studies instruction is to be offered through these six frameworks:



COMMUNITY

CULTURALLY RELEVANT AND DIFFERENTIATED INSTRUCTION CREATES A COMMUNITY WHICH POSES PURPOSEFUL QUESTIONS AND FACILITATES MEANINGFUL CIVIC DISCOURSE.



IDENTITY

CULTURALLY RELEVANT INSTRUCTION THAT SEES, INSPIRES, AND EMPOWERS STUDENTS TO BE GLOBALLY MINDED CITIZENS WHO ARE PROBLEM SOLVERS, AND CONFIDENT IN THEIR SELF-IDENTITY.



CONNECTION

CULTURALLY RELEVANT INSTRUCTION THAT EMPOWERS STUDENTS TO EXAMINE DIVERSE PERSPECTIVES WHICH ALLOWS STUDENTS TO BUILD EMPATHY, RESPECT, UNDERSTANDING AND CONNECTION.



CULTURAL COMPETENCE

CULTURALLY RELEVANT INSTRUCTION INCLUDES AN UNDERSTANDING OF SOCIAL STUDIES CONCEPTS IN ORDER TO DEVELOP CULTURAL COMPETENCE AND CRITICAL CONSCIOUSNESS.



CRITICALITY

CULTURALLY RELEVANT INSTRUCTION DEVELOPS STUDENTS' CRITICALITY: THE CAPACITY TO READ, WRITE AND THINK IN A WAY OF UNDERSTANDING POWER, PRIVILEGE, SOCIAL JUSTICE AND OPPRESSION, PARTICULARLY FOR POPULATIONS WHO HAVE BEEN HISTORICALLY MARGINALIZED IN THE WORLD.



GROUNDING IN STANDARDS AND SKILLS

CULTURALLY RELEVANT INSTRUCTION ESTABLISHES CLEAR GOALS BASED ON MN SOCIAL STUDIES STANDARDS, MN ENGLISH LANGUAGE ARTS, AND LEARNING FOR JUSTICE ANCHOR STANDARDS. INSTRUCTION IS VERTICALLY ALIGNED AND TRANSDISCIPLINARY.

Teachers will offer Social Studies instruction through these six frameworks.

Resource list:

[National Council for the Social Studies Statement on Diversity, Equity, and Inclusion - National Council for the Social Studies](#)

Drafted February 2024
Implementation date:
2024-2025 school year



St. Louis Park
Public Schools



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Public Schools

SOCIAL STUDIES FRAMEWORKS

Social Studies Purpose Statement: To co-create anti-racist communities of belonging where students are seen, heard, and valued through anti-racist pedagogy that celebrates identity and empowers our community to evaluate and critique systems of oppression.

In St. Louis Park schools, we believe that students will experience Social Studies within these six frameworks:



COMMUNITY

- STUDENTS WILL LEARN IN A COLLABORATIVE COMMUNITY THROUGH MEANINGFUL DISCOURSE WHICH VALUES QUESTIONING, MINDFUL LISTENING, REFLECTING ON AND JUSTIFYING THEIR REASONING.
- STUDENTS WILL HAVE EQUITABLE ACCESS TO SOCIAL STUDIES SKILLS AND CONTENT.



IDENTITY

- STUDENTS WILL DEVELOP POSITIVE SOCIAL IDENTITIES BASED ON THEIR MEMBERSHIP IN MULTIPLE GROUPS IN SOCIETY.



CONNECTION

- STUDENTS WILL RECOGNIZE THAT PEOPLE'S MULTIPLE IDENTITIES INTERACT AND CREATE UNIQUE AND COMPLEX INDIVIDUALS.
- STUDENTS WILL EXAMINE DIVERSITY IN SOCIAL, CULTURAL, POLITICAL AND HISTORICAL CONTEXTS.



CULTURAL COMPETENCE

- STUDENTS WILL BECOME SKILLFUL IN USING SOCIAL STUDIES SKILLS TO SOLVE GLOBAL PROBLEMS AND PARTICIPATE IN CIVIC LIFE.



CRITICALITY

- STUDENTS WILL ENGAGE IN COURAGEOUS CONVERSATIONS USING CCR COMPASS, AGREEMENTS AND CONDITIONS.



GROUNDING IN STANDARDS AND SKILLS

- STUDENTS WILL ENGAGE IN STANDARDS-BASED LEARNING EXPERIENCES WITH A CLEAR PURPOSE BASED ON EVIDENCE OF STUDENT LEARNING AND UNDERSTANDING.

Students will experience Social Studies instruction through within these six frameworks.

Resource list:

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St. Louis Park
Public Schools

Characteristics of a Skillful Social Studies Teacher

The professional development work we recommend will be grounded in the frameworks, supporting teachers to develop skill in creating Social Studies experiences that examine:

Community

Identity

Connection

Cultural Competence

Criticality

Grounded in Standards and Skills

Characteristics of an Effective Social Studies Teacher

Community

- Teachers create a collaborative community through meaningful discourse which values questioning, mindful listening, reflecting on and justifying their reasoning.
- Teachers provide equitable access to social studies skills and content.

Identity

- Teachers help students develop positive social identities based on their membership in multiple groups in society.

Connection

- Teachers recognize that people's multiple identities interact and create unique and complex individuals.
- Teachers examine diversity in social, cultural, political and historical contexts

Cultural Competence

- Teachers are skillful in using social studies skills to solve global problems and participate in civic life

Criticality

- Teachers engage in courageous conversations using CCR Compass, Agreements and Conditions

Grounded in Standards and Skills

- Teachers create curriculum grounded in standards-based learning experiences with a clear purpose based on evidence of student learning and understanding.

Recommendation 2 - Time

Short Term - Provide specific, dedicated time for teams to focus on social studies work

- CARE Teams
- Site Staff Meetings
- Release Time for Teams

Long Term - Restructure district-wide Professional Development to give teachers collaborative time and support to drive and sustain this work.

Recommendation 3 - Support and Coordination

How do we ensure this work is being done across all sites with fidelity?

- 1) Hire a Social Studies District Coordinator
- 2) Stipend a staff member at each site to lead the work
- 3) Align and collaborate with current systems and structures



MN K-12 Social Studies Standards.

2021 Standards were just adopted in 2024, and are to be implemented over the next three years until fully implemented for the 26-27 school year.

Ethnic Studies standards are now present at every grade level, with standards and benchmarks set for specific grades K-8, and combined for the HS 9-12.

The work we've already done to support racial equity and culturally relevant teaching has prepared us to work adaptively towards these new standards.

Our three design team recommendations line up with MDE's timeline and we advise that this work can be done completely in alignment with our district's mission, vision, and core values.



Where does your leadership fit in?

1. **Frameworks** - How do you model and support authenticity, accountability, and growth?
2. **Time** - How can you work through barriers to find time for your staff's collaborative work?
3. **Support and Coordination** - What will you need to help coordinate this work in your building and across the district?