Social Studies Update and Adoption Proposal

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Status of Social Studies

Minnesota Standards in Social Studies were adopted by the legislature in May 2013.

They were to be implemented in the 2013-14 school year.

Status of Social Studies

The Standards require an integrated approach among four strands as well as content literacy and content specific to Minnesota's American Indian cultures.

Standards at a Glance
https://drive.google.com/a/isd709.org/file/d/0B80xIbtTQA4teFIyZTF2ZFE0UGs/edit?usp=sharing

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Figure 2. K-12 Sequence of Study

Status of Social Studies

K-5: Last Adoption in 1999

- Texts do not align to new content standards
- Parts have been lost
- Difficult to use
- Reading level not appropriate

As a result, social studies is ignored at worst, inconsistent at best.

MacMillan/McGraw Hill

K-5 Proposal

-During June teachers worked to align social studies and content literacy benchmarks and identify curriculum needs.

-Teachers reviewed samples and heard presentations from textbook companies.

-Knowing the demands of the social studies standards, teachers were able to make an informed decision regarding which materials would best meet their needs.
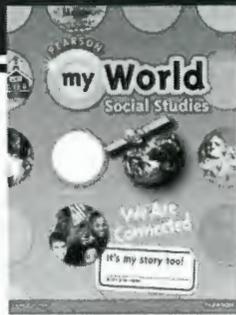
K-5 Proposal

Teachers k-5 unanimously agreed that the Pearson myWorld series addresses nearly every social studies benchmark as well as our literacy goals.

Benchmark correlations
http://www.pearsonschool.com/correlations/MN_myWorld_SS_2013_Gr%204.pdf

K-5 Proposal

The series allows students to utilize both a hands-on text as well as on-line components that is heavily connected to the myStory writing program.

K-5 Proposal

Teachers receive a support materials in the form of customizable lesson plans, interactive whiteboard activities, and assessments.

~Please see the quote sheet provided in the handouts

Status of Social Studies

7th Grade attempted to implement their new ben... found that they were lacking resources that addressed the time periods now required by the benchmarks.

American HISTORY

(2006)

Status of Social Studies

8th Grade were not set to work with new benchmarks until this coming year - the new World Studies course. They will need a new resource for this course as well. Because of the nature of cultural geography, the 2005 book is outdated and inadequate.

Middle School Proposal

7th and 8th Grade teachers reviewed samples for benchmarks, content literacy needs, readability, size/weight.

Again, the Pearson products were superior in addressing the state requirements in both social studies and content literacy as well as up-to-date information.

~Please see the quote sheet provided in the handouts

Status of Social Studies

High School

9: Civics and Geography*

10: US History

11: World History or International Studies*

12: Government/Economics

9th Grade Proposal

"Current" Civics book - 1997

Course requires civics benchmarks as well as career exploration, and geography application benchmarks in GIS systems and population models.

This course needs to be flexible, technology-based, and up-to-date.

9th Grade Proposal

Currently we have two Civics teachers in each high school. We would like to propose that each of those teachers be provided with classroom carts of Chromebooks in order to implement the needs of their courses.

9th Grade Proposal

Students will be able to access Geographic Information Systems, the Minnesota Career Inventory System, as well as up-to-date current events related to civic education.

We believe we can deliver all of the content with the Chromebooks with no other adoption/purchase.
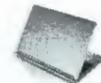
10th and 12th Grades

10th Grade History, 12th Grade Government, and Economics books are dated, but adequate for one more year. We anticipate new editions of each of these titles next year and would like the option to wait until the most recent editions are available for review.

AMERICANS 2009   AMERICAN GOVERNMENT 2000   Economics 2005

11th Grade

World History
State standards are massive in scope. The current text barely works as it does not address more current benchmarks

2004

International Studies
Addresses same required benchmarks as World History but allows students to choose a more current focus

2003

The text is inadequate and outdated - no similar book seems to currently exist.

11th Grade

International Studies

The nature of the course allows our students to work with current world political and cultural issues. It is a very valuable course that requires considerable preparation in order to keep it current. We would also like to propose Chromebooks as a way to access the most up-to-date data and current events.

11th Grade

We would like to work as a team to create a course framework and materials that are current, balanced, and allow students to think critically about issues; discuss and/or write about them; and develop informed opinions about the world.

Chromebook Early Estimate

I still need to work with technology regarding a quote, but here are the best estimates at this point:

40 Chromebooks per classroom @ $300 each + $1500 cart = $13,500 per cart
$13,500 per cart x   6 classrooms = $81,000 total for three courses
Estimated average replacement timeline seems to be 4 years
Additional need: training and writing/sharing lessons and materials.

(Textbook adoption price for the 8th grade only, 700 copies = $51,429)

Thank you...

Your Social Studies teachers thank you for your time and consideration of these requests!

| Unit Title: | 9-4 Changing Population | Time Frame: | Grade Period 1 [2 weeks] |

Learning Targets

- I can identify countries from which immigrants came to the US
- I can explain the diversity of Americans and what they value
- I can compare and contrast different viewpoints on immigration and citizenship
- I can explain why and how the US census is used
- I can analyze migration patterns within the US by using a variety of sources
- I can analyze a population pyramid (population pyramids-US and other; impact of changing birth/death rates
- I can make inferences and conclusions about physical geography and areas of population concentration in the US and Minnesota.
- I use a demographic transition model to analyze changes in population (reasons for population centers; growth/decline of cities; changes in representation in US government)
- I can compare demographic statistics and population data
- I can use geospatial technologies to analyze population and economic distribution
- I can use geospatial technologies to make decisions
- I can explain how social, political and economic processes influence the characteristics of places and regions
- I can explain spatial distribution of significant cultural and/or ethnic groups
- I can use diffusion models to explain the spread of culture.

Social Studies Benchmarks

9.3.2.3.1 Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies. (DOK 3)
9.3.3.7.3 Explain how social, political and economic processes influence the characteristics of places and regions. (DOK 2)
9.3.1.2.1 Use geospatial technologies to make and justify decisions about the best location for facilities. (DOK 4)
9.3.1.2.2 Use geospatial technologies to develop plans for analyzing and solving local and regional problems that spatial dimensions. (DOK 4)
9.3.3.7.1 Explain the spread of culture using the concept of diffusion and diffusion models. (DOK 3)
9.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing. (DOK 2)
9.3.3.5.2 Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions. (DOK 4)
9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global. (DOK 2)
9.3.3.5.1 Describe the patterns of human population distribution in the United States and major regions of the world. (DOK 2)
9.3.3.5.3 Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables. (DOK 3)

Content Literacy Benchmarks

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts **including points of view about Minnesota American Indian history**.
9.12.7.7 Integrate quantitative or technical analysis (charts, maps, research data) with qualitative analysis in print or digital text.
9.12.8.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Essential Questions

- Why do people move?
- How does a government use geographic information to effectively provide for its citizens?
- Why are there centers of population?
- Why do people create, structure, and change government?

Skills/Understandings

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Vocabulary

diffusion	geospatial	Population pyramid
immigration	migration	census
immigrant	birth rate	demographic
emigration	death rate	push/pull factors
emigrant		

Assessment

Activities/Methods

Opportunities for Cross-Curricular Learning

Cultural Responsiveness/Differentiation Strategies

Resources

Civics Text – Chapter 1, sec. 3

U.S. Census http://www.census.gov/2010census/popmap/

MAGE Lesson Plans Trick - Google: **MAGE lesson plan and the benchmark number** (i.e. MAGE lesson plan 9.3.3.7.2)

MAGE lesson plan on demographic transition model
   http://lt.umn.edu/mage/wp-content/uploads/2012/06/Lesson-1-Demographic-Transition-Model.pdf

Population Reference Bureau
   http://www.prb.org/Publications/Datasheets/2012/world-population-data-sheet/world-map.aspx#/map/population

Austin, Minnesota and its Future (lesson plan) http://lt.umn.edu/mage/wp-content/uploads/2014/03/Sanders-Austin-Final.pdf

7 Billion http://www.worldof7billion.org/teacher_resources

By the Billions, New York Times lesson
   http://learning.blogs.nytimes.com/2011/05/23/by-the-billions-creating-and-comparing-population-growth-projections/?_php
   =true&_type=blogs&_r=0

Association of American Geographers http://www.aag.org

National Council for Geographic Education http://www.ncge.org

Minnesota Legislature-Geographic Information Systems http://www.gis.leg.mn

National Geographic Society http://www.nationalgeographic.com

Teaching Geography from the Annenberg Foundation   http://www.learner.org/workshops/geography/

From MCSSE: WHY STUDY GEOGRAPHY?

To be successful contributors to a democratic society, all individuals need to have an understanding of geography, which means that they need to have an understanding of the spatial context of people, places and environments on Earth. The geographically literate person knows where important things are, why they are located in those places and the significance of the locational patterns of the world. Furthermore, she comprehends the nature and significance of multiple connections between people and places around the world. This statement on the nature of geographic education is based on Geography for Life: National Geography Standards developed by the Geography Education Standards Project on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society.

Duluth Public Schools
Social Studies **DRAFT**

Subject	Social Studies
Grade Level	4th Grade
Curricular Unit/Theme	4-5 The United States: The Northeast
Timeline	Quarters 2 [4 weeks]

Big Ideas Essential Questions	• What are the important characteristics of the United States? • How has population changed over time? • How has geography influenced population? • Why do people migrate? • Why do regions develop? • How do geographic features influence economic activities? • How can maps help us compare time periods?
Benchmarks and Depth of Knowledge	*4.3.1.2.2* Use photographs or satellite-produced images to interpret spatial information about the United States, Canada, and Mexico. (DOK 2) *4.3.2.3.1* Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. (DOK 1) *4.3.3.6.1* Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.(DOK 2) *4.3.4.9.1* Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. (DOK 3) *4.3.4.10.1* Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada. (DOK 3) . . . .
Content Literacy Benchmarks	**4.1.1.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK 3) **4.2.1.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (DOK 3) **4.2.2.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (DOK 3) **4.2.5.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (DOK 3) **4.2.10.10** Read and comprehend complex literary and informational texts independently and proficiently. (DOK 3)
Learning Targets	• I can create and use maps of the United States. • I can use tools to answer questions about the United States. • I can recognize the states of the United States. • I can recognize the neighbors of the United States. • I can explain why different regions have developed in the United States. • I can explain how geographic features have influenced agriculture. • I can use maps from different time periods to help compare a region over time. • I can explain changes in U.S. population distribution over time. • I can explain how U.S. geographic features have impacted population distribution. • I can explain how humans in the U.S. have adapted to, or changed the environment.

Common Assessments	4.3.1.1.1 Pearson My World Map and Globe (SSH 10-21), TODALS SMARTBOARD in TeacherStudent Share 4.3.1.2.1 Pearson My World Map and Globe (SSH 10-21), Student edition, pg. SSH 12, 4.3.1.2.2 Pearson My World online maps; Google Maps, Google Earth 4.3.2.3.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment) 4.3.2.4.1 Pearson My World outline maps, CH 5 Assessment (pg. 173) - The Northeast , CH 6 Assessment (pg. 213) - The Southeast, CH 7 Assessment (pg. 247)- The Midwest, CH 8 Assessment (pg. 287) - The Southwest, CH 9 Assessment (pg 327) - The West , iLearn States for iPad, Learn States App for Chrome, 4.3.2.4.2 Pearson My World outline maps, Map and Globe (pg. SSH 13 - Hemispheres Assessment), other supplemental materials from Pearson 4.3.1.1.2 Pearson My World outline maps, Map and Globe (pg. SSH 20 - Use Latitude and Longitude for Exact Location) 4.3.3.5.1 U.S. Census Population Clock, no assessment yet 4.3.3.6.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment) 4.3.4.9.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment) 4.4.2.4.1 Minnesota Geospacial Information Office, no assessment yet 4.3.4.10.1 Pearson My World CH 1, student edition, page 31-32 (CH 1 Assessment) 4.3.4.10.2 Pearson My World CH 5 Assessment (pg. 173) - The Northeast , CH 6 Assessment (pg. 213) - The Southeast, CH 7 Assessment (pg. 247)- The Midwest, CH 8 Assessment (pg. 287) - The Southwest, CH 9 Assessment (pg 327) - The West 4.4.1.2.1 Pearson My World CH 5 Assessment (pg. 173) - The Northeast , CH 6 Assessment (pg. 213) - The Southeast, CH 7 Assessment (pg. 247)- The Midwest, CH 8 Assessment (pg. 287) - The Southwest, CH 9 Assessment (pg 327) - The West
Instructional Resources and Materials	**4.3.1.1.1** Pearson My World Map and Globe (SSH 10-21) **4.3.1.2.1** Pearson My World Map and Globe (SSH 10-21) **4.3.1.2.2** Pearson My World online maps; Google Maps, Google Earth **4.3.2.3.1** Pearson My World CH 1, L4 People and the Land, page 24-30 **4.3.2.4.1** Pearson My World outline maps, CH 5 - The Northeast , CH 6 - The Southeast, CH 7 - The Midwest, CH 8 - The Southwest, CH 9 - The West, iLearn States for iPad, Learn States App for Chrome, **4.3.2.4.2** Pearson My World outline maps, Map and Globe (SSH 13 - Hemispheres), other supplemental materials from Pearson **4.3.1.1.2** Pearson My World outline maps, Map and Globe (SSH 20 - Use Latitude and Longitude for Exact Location) **4.3.3.5.1** U.S. Census Population Clock My Word 5-4 **4.3.3.6.1** Pearson My World CH 1, L1 - Land and Regions in the United States, pg. 7 **4.3.4.9.1** Pearson My World CH 1, L4 - People and the Land, pg. 24 **4.4.2.4.1** Minnesota Geospacial Information Office **4.3.4.10.1** Pearson My World CH 1, L3 Regions and Resources, pg. 18 **4.3.4.10.2** Pearson My World CH 5 - The Northeast , CH 6 - The Southeast, CH 7 - The Midwest, CH 8 - The Southwest, CH 9 - The West **4.4.1.2.1** Pearson My World CH 5 - The Northeast , CH 6 - The Southeast, CH 7 - The Midwest, CH 8 - The Southwest, CH 9 - The West

Prerequisite Skills, Knowledge, &/or concepts	Identify the physical and human characteristics of places, including real and imagined places. (K) Compare physical and human characteristics of a local place and a place far away on a globe or map (1) Identify causes and consequences of human impact on the environment and ways that the environment influences people. (2) Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world (3)
Cross-curricular connections	
Instructional Strategies for Cultural Responsiveness	
Suggested Strategies for Differentiation (e.g., remedial and extending learning)	
Essential Vocabulary, Signs, and/or Symbols	
Links for Professional Development	

Notes: