



Board Meeting Date: January 8, 2024

Title: Social Studies Guiding Change

Type: Discussion

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jamie Hawkinson, Administrative Dean at Creek Valley Elementary

Description: Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life.

In accordance with Minnesota Statutes, Minnesota's academic standards are reviewed and revised on a 10-year cycle. During the 2020-21 school year, the Minnesota Department of Education began the process of reviewing and revising the Minnesota K-12 Academic Standards in Social Studies. The [2021 Minnesota K-12 Social Studies Standards \(Commissioner Approved Draft\)](#) is now available. The 2021 Academic Standards in Social Studies are going through the rulemaking process at this time.

The next step of the statutory rulemaking process is that MDE will draft the Statement of Need and Reasonableness (SONAR), which has traditionally taken 14-17 months. The full statutory rulemaking process can take up to 24 months.

The statutory rulemaking process for the Minnesota K-12 Academic Standards in Social Studies is not complete until the Notice of Adoption is published in the State Register. Each content area includes an implementation date in the adopted rule language. **If adopted, the proposed K-12 Academic Standards in Social Studies will be implemented in the 2026-27 school year.**

Minnesota Department of Education

The guiding change documents were co-created by the elementary and secondary design teams (listed below). The purpose of the Guiding Change Document is to define our current reality and our intended results. The document also articulates the unacceptable means that the team will aim to avoid in order to achieve the intended results.

Recommendation: Review the Social Studies Guiding Change document for discussion. Action will occur at the 2.12.24 Board Meeting.

Desired outcomes from the board: Review the Social Studies Guiding Change Document and provide feedback.

Background Materials: None

Attachments:

[Social Studies Design Team Role Description](#)

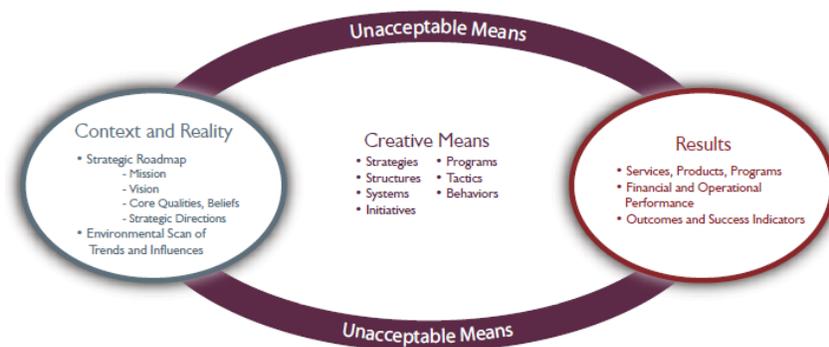
Secondary (6-12) Social Studies Review Team		
Valley View	South View	Edina High School
Trista Virtue (6) Lara Wark (7) Karen Uhler (8)	Jonathan Heeringa (6) Jason Pusey (7) Troy Beckman (8)	Erik Anderson (AP Government and AP US History) Chris Griggs (Government) Kjersti Humphry (US History and World History) Amy Kampf (Economics)

Elementary Review Team

- Patrick Burley- CN
- Jamie Young -CS
- Elisabeth Graser -ND
- Mike McCarthy - CC
- Julie Baker -HL
- Ally Dardis - CV

Admin representation includes:

- Jamie Hawkinson
- Kany Seck and/or Chris Holden (to represent French)
- Frannie Becquer (to represent Spanish Dual Language and CPSS)



Secondary Social Studies Curriculum Review Guiding Change To include input on the following for 6-12:

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> ● EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement. ● Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence. ● The implementation timeline for Minnesota Social Studies Standards is for full adoption to occur in 2026-27. ● The interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life. This academic development of all learners is prioritized in Strategic Plan A.4. ● <i>Reading and vocabulary development occurs in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to our content areas.</i> <p style="text-align: center;">74% of 6 - 9 students are meeting FASTBridge proficiency targets on 2023 spring data.</p> <p style="text-align: center;">An average of 73% of secondary students are growing at a typical or aggressive rate from fall 2022 to spring 2023.</p> <ul style="list-style-type: none"> ● There are predictable, yet unacceptable achievement gaps impacting students of certain demographics and learning styles. ● Gaps in necessary content area Social Studies foundational skills are present across all populations for some 	<ul style="list-style-type: none"> ● Develop course offerings that are not coherent or consistent with the Edina Public Schools strategic plan, mission, vision, core values and beliefs. ● Create differences, thus inequities, in course offerings across secondary sites that result in opportunity gaps for the unique needs of each and every Edina learner across the entire spectrum of learning differences from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration. ● Create misalignment across the Edina MTSS system by making decisions about core classes, intervention classes, and accelerated classes in isolation in Social Studies. ● Develop a plan that does not align with district policy, MN State Standards or state statute. ● Exceed available funding limits. ● Course recommendations are developed without periodic school board updates. ● Course recommendations do not reflect best practices. ● Created courses negatively impact learning for any student. ● Courses are not inclusive of all cultures as determined by the MN State Social Studies Standards, nor are they grounded in the Culturally Proficient School Systems Framework. ● <i>Recommend course offerings negatively impact staffing in our existing buildings.</i> ● Recommended course offerings are designed so that meeting the 	<ul style="list-style-type: none"> ● All Edina students are College, Career and Civic Ready. ● All Edina students experience a dynamic learning community that prepares them to realize their full potential. ● <i>Reading and vocabulary development and informational reading occur in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to content areas.</i> <p style="text-align: center;">Every student meets proficiency and growth targets, at a minimum.</p> <ul style="list-style-type: none"> ● All students have access to civic engagement skills if and as needed through course planning. ● All courses provided students an opportunity to develop rich vocabulary, as well as communication and comprehension skills and strategies necessary to engage in high levels of critical thinking in Social Studies. ● Edina Social Studies courses offer a breadth of opportunity and choice for all students to access rigorous content as they read, write, & communicate. ● Every course option is challenging and incorporates creativity, curiosity and higher order thinking skills for each and every student. ● Course offerings will be comprehensive of a clear, aligned Multi-Tiered System of Service. ● Opportunities for support are in place systematically and within

<p>students at all levels in the Edina secondary system.</p> <ul style="list-style-type: none"> ● Leadership has varying levels of experience, knowledge surrounding social studies skills. ● Social Studies staff have varying levels of experience & instructional styles. ● Technology is expanding as a resource for the delivery and support of Social Studies. ● There are resource challenges including funding and time. ● There is a lack of alignment across the district in terms of systems, resources, and instruction. ● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. ● K-12 vertical and horizontal alignment is improving and can continue to improve. ● Digital citizenship is loosely taught using the Common Sense Digital Citizenship resource. 	<p>needs of each and every student is difficult to attain in application.</p> <ul style="list-style-type: none"> ● Professional development and support resources are not provided during implementation. ● Diverse stake-holders are not included in the decision making process. ● Course recommendations do not align with strategic plan strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically. ● Course recommendations do not align with Policy 603, Curriculum and Program Review and Development. ● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills. 	<p>individual classrooms and are regularly evaluated for effectiveness.</p> <ul style="list-style-type: none"> ● Courses ensure students are increasingly aware of their learning, opportunities for growth and their developing agency. ● As part of the implementation process, courses are regularly examined using data and stakeholder feedback to improve outcomes for students. ● Change will align with the right side of the Continuum: CPSS curriculum Rubric ● Students have the ability to recognize, analyze and draw accurate conclusions from varied internet sources so that they are more informed citizens.
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Elementary Social Studies Curriculum Review Guiding Change
To include input on the following for K-5:

Context and Reality	Unacceptable Means	Results
<p>Context and Reality <i>Why is the plan being created?</i></p>	<p>Unacceptable Means <i>The process taken for the plan to be created.</i></p>	<p>Expected Results <i>The end result after the plan is created and implemented.</i></p>
<ul style="list-style-type: none"> ● The academic achievement and student engagement of all learners is prioritized in Strategic Plan A.1. ● Every student has the right to participate in civic engagement. ● Assessments or metrics to show current data demonstrating demographic discrepancies are not present in current practice. ● Gaps in necessary Social Studies content area foundational skills 	<ul style="list-style-type: none"> ● Not seeking input from the school board, district and building administration, teachers, students, families, and community. ● Not including diverse stake-holders as valued team members. ● Not identifying resources, including but not limited to budget, materials, time. 	<ul style="list-style-type: none"> ● All students are Civic, and Future Ready. ● Every student meets proficiency and developmental growth targets, at a minimum. ● All students build upon the foundational progression of content knowledge for all social studies strands; ethnic studies, citizenship and government, economics, geography, and history. ● All students develop rich vocabulary, communication and

<p>are present across all populations for some students.</p> <ul style="list-style-type: none"> ● Leadership has varying levels of experience, knowledge surrounding Social Studies. ● Staff have varying levels of experience in Social Studies and instructional styles. ● Staff are professional, committed life-long learners. ● Learning is a collaborative, community responsibility. ● Technology is expanding as a resource for the delivery and support of Social Studies. ● Resource challenges need to be considered including: funds, staff, immersion programming, and time. ● There is a lack of alignment across the district in terms of systems, resources, and instruction. ● The comprehensive assessment, data analysis, and feedback systems are not operational across the system. ● K-12 vertical alignment and communication at all levels needs improvement. ● Digital citizenship is taught by the Media Specialists using the Common Sense Digital Citizenship resource. 	<ul style="list-style-type: none"> ● Not engaging in comprehensive data analysis of social studies content competency data. ● Not gathering current data through classroom surveys and discussion. ● Not collectively engaging in learning about evidence based literacy and language practices in social students content. ● Not collectively engaging in learning about current research on the social studies content and delivery. ● Not developing a timeline for implementation. ● Not communicating with stakeholders nor engaging various stakeholders in continual review and improvement of PreK-12 Social Studies Review ● Not reviewing multiple sources, resources, and digital resources ● Not providing relevant, timely PD ● Not considering the negative effects of piecemealed resources and inconsistent implementation ● Providing no time for planning and preparation for a new content area. ● Schedules do not align with time dedicated for social studies content instruction and application. ● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills. 	<p>comprehension skills and strategies, necessary to engage in high levels of critical thinking across all social studies strands and content areas.</p> <ul style="list-style-type: none"> ● School leadership is supported in implementing all components of Social Studies plans as well as PLCs and MTSS in alignment. ● School and district leadership collaborate to honor the systems and processes developed to successfully implement the Social Studies plan. ● Staff’s impact on content instruction is maximized through data driven and job embedded professional development on evidence-based instruction. ● Curriculum review is an ongoing process that ensures instruction aligned to current standards and evidence based practices. ● Curriculum materials and instruction are culturally empowering to all students. ● Technology is leveraged and embedded as a tool to accelerate and enhance social studies instruction and engagement. ● PreK-12 systems and resources are aligned across instruction, assessment, intervention, and enrichment ● Social Studies standards proficiency data at all levels is accessible and reviewed annually for continuous improvement planning. ● Caregivers and community members are engaged partners in the continued Literacy and Language development of Edina students. ● Edina’s Social Studies climate is engaging, empowering, relevant, and inclusive. ● Change will align with the right side of the Continuum: <ul style="list-style-type: none"> ☰ CPSS curriculum Rubric <ul style="list-style-type: none"> ● Students have the ability to recognize, analyze and draw
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		accurate conclusions from varied internet sources so that they are better informed citizens.
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Social Studies Course and Resource Recommendations Timeline

Timeline for Tier 1 Resources for <u>ALL</u> Students			
2023-2024	2024-2025	2025-2026	2026-2027
EXPLORATION STAGE	INSTALLATION STAGE	EARLY IMPLEMENTATION STAGE	*MN State Social Studies Standards must be implemented. FULL IMPLEMENTATION STAGE
<ul style="list-style-type: none"> ● Design team in Exploration Phase ● Guiding Change completed ● Resource Review begins ● Course review continues ● EHS Course sequencing for Government legislative change is approved. <p>No new curriculum maps and/or resources or courses implemented.</p>	<ul style="list-style-type: none"> ● Resource Recommendation and Course Recommendations made and finalized ● EHS new course sequence is in place. <p>Decision made on curriculum maps and/or resources AND courses.</p> <p>No new resources or courses implemented.</p>	<ul style="list-style-type: none"> ● Early implementation of the district-adopted/defined curriculum <p>New curriculum maps and/or resources AND new courses implemented.</p>	<ul style="list-style-type: none"> ● Full implementation of the district-adopted/defined curriculum <p>New curriculum maps and/or resources or courses implementation deepens and MN State Standards are intentionally implemented.</p>

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