# COMMITTEE OF THE WHOLE: EDUCATION COMMITTEE MEETING

October 8, 2025

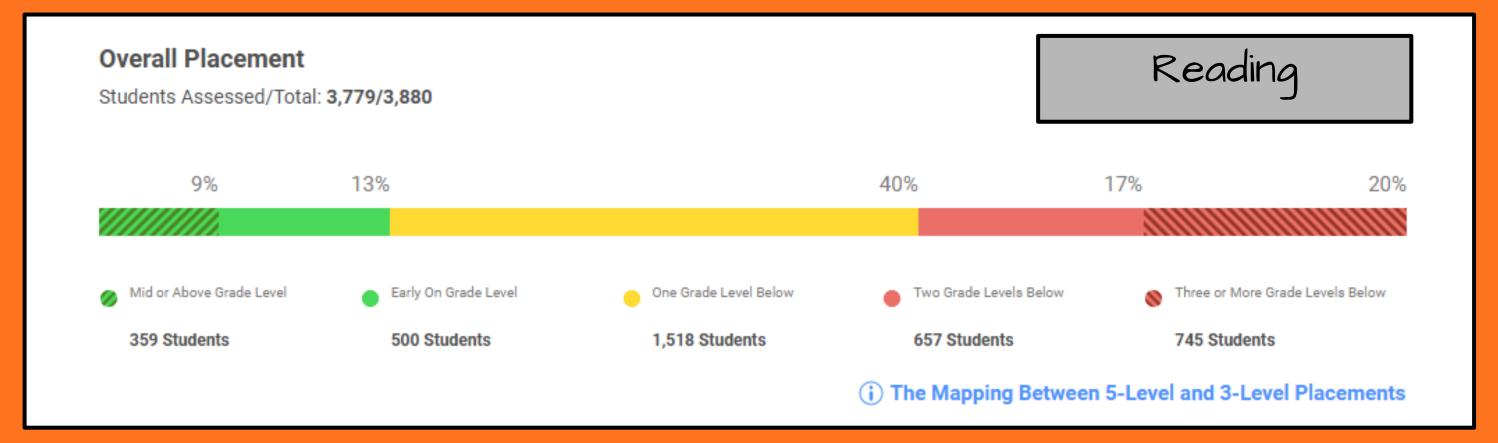
### Agenda

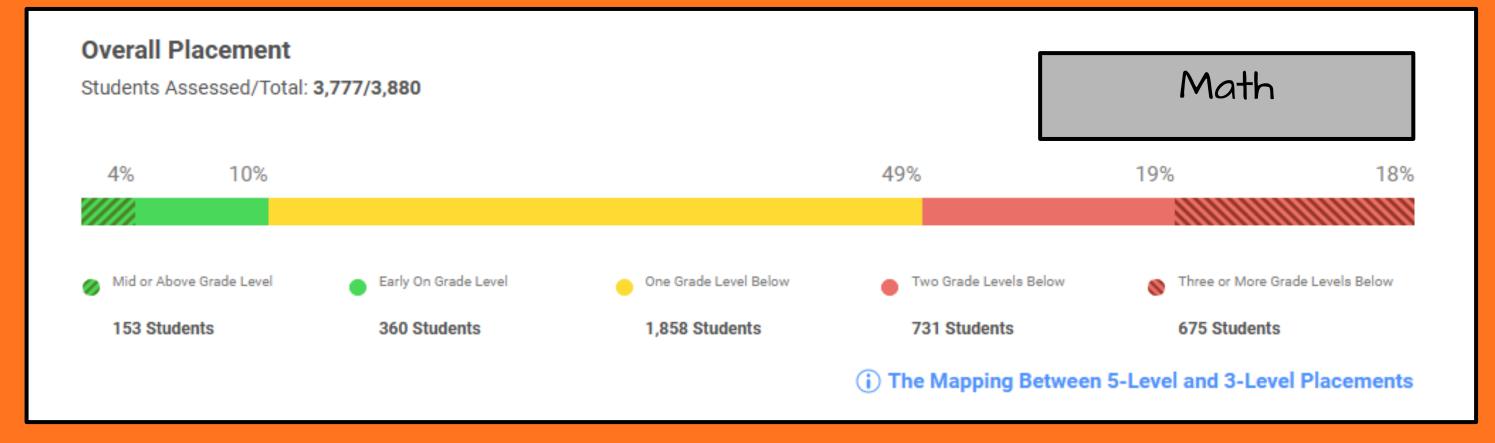
K-8 Fall Benchmark i-Ready Scores

Science & Social Studies Courses at HMS

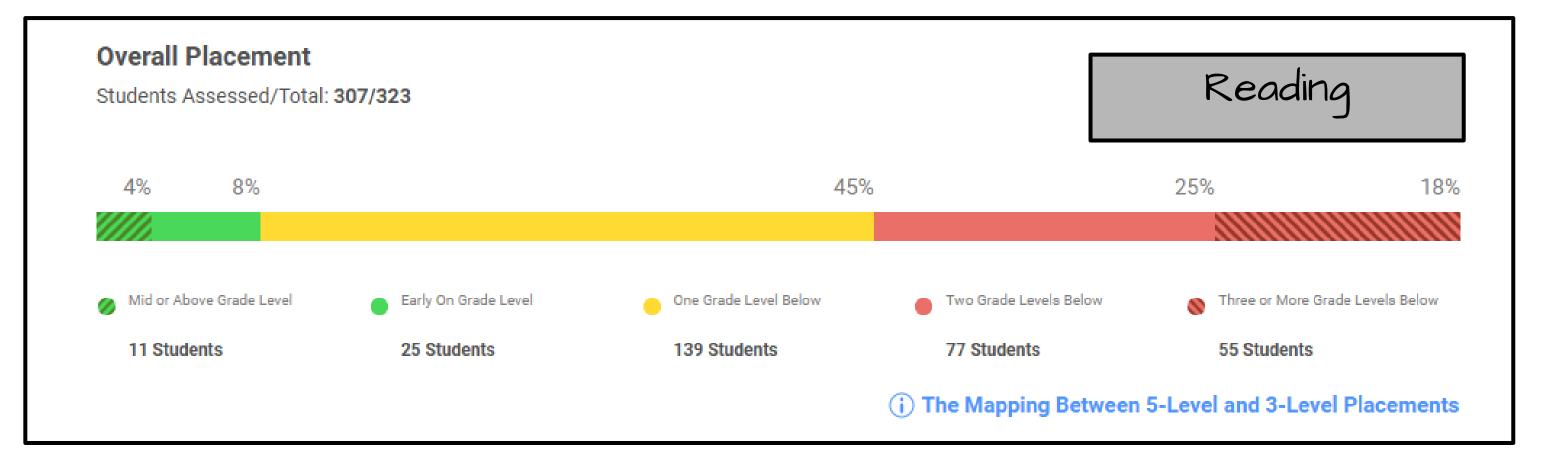
# Fall Benchmark i-Ready Data

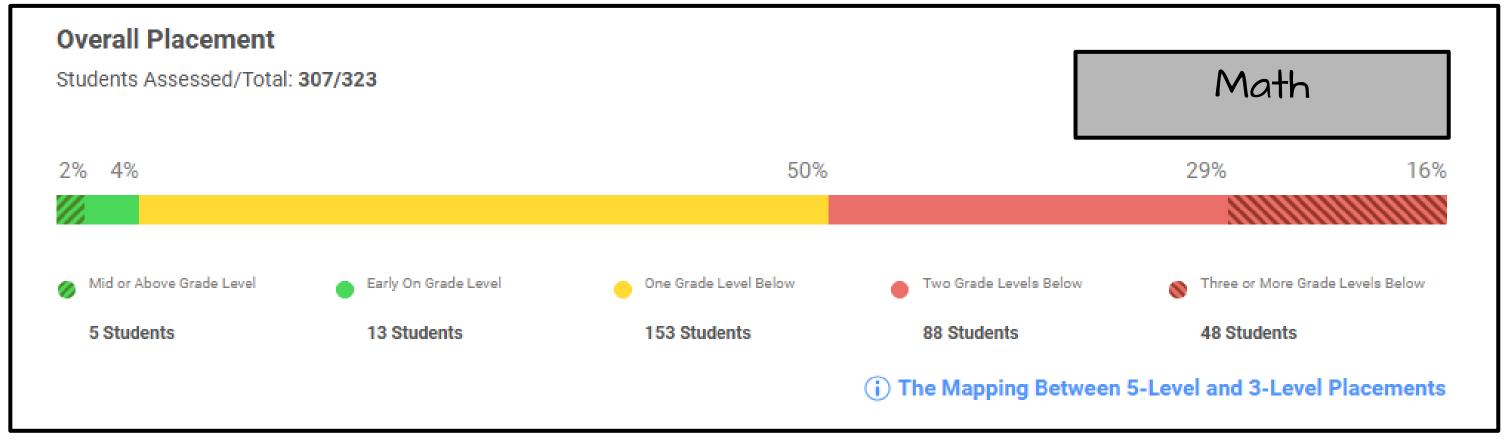
# District Wide Data, K-8



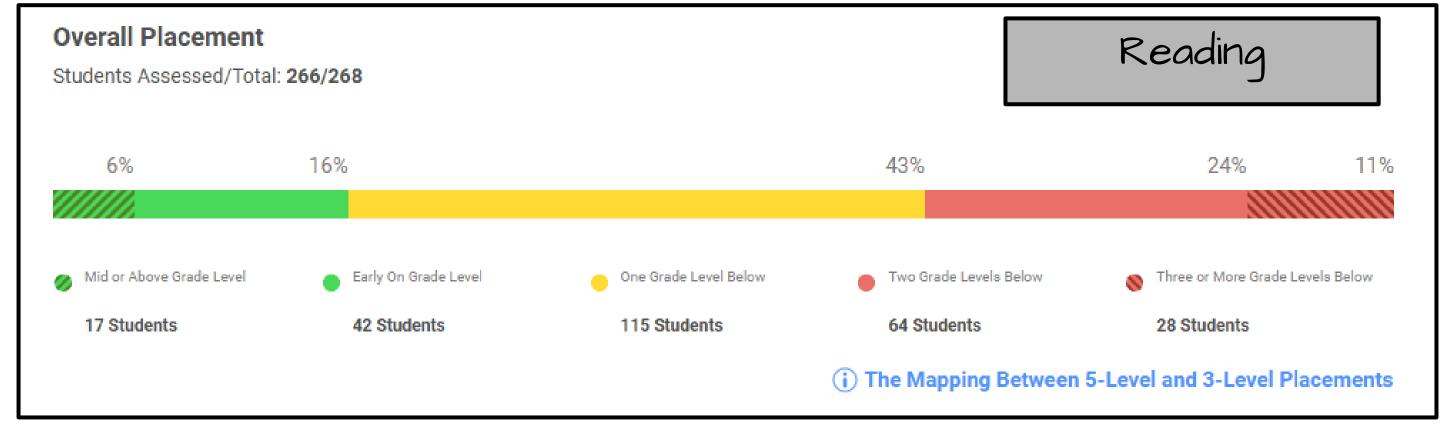


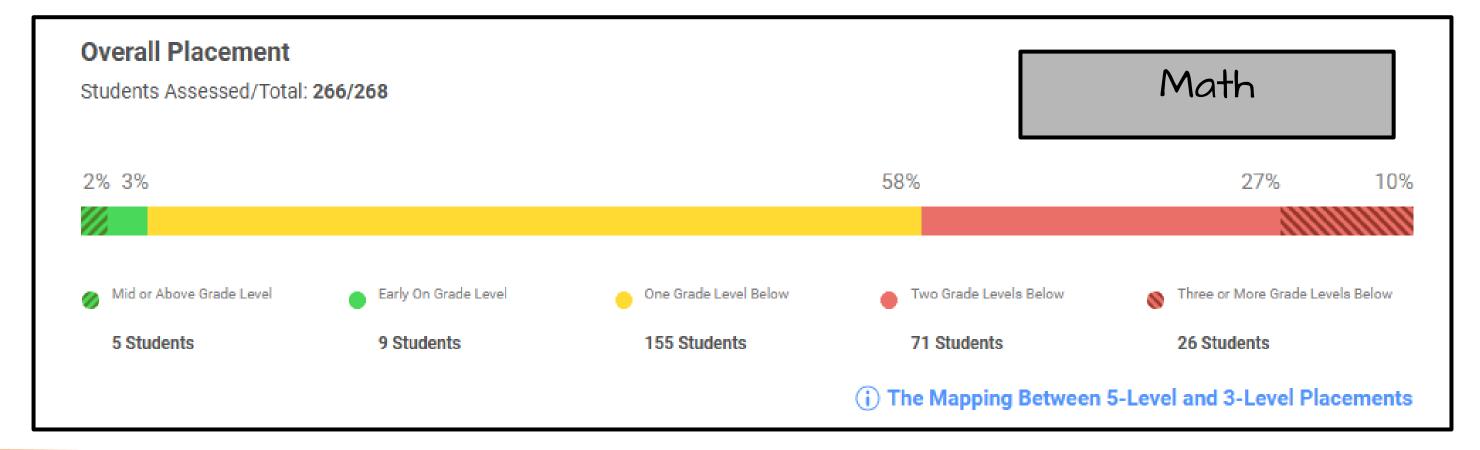
## Windsor



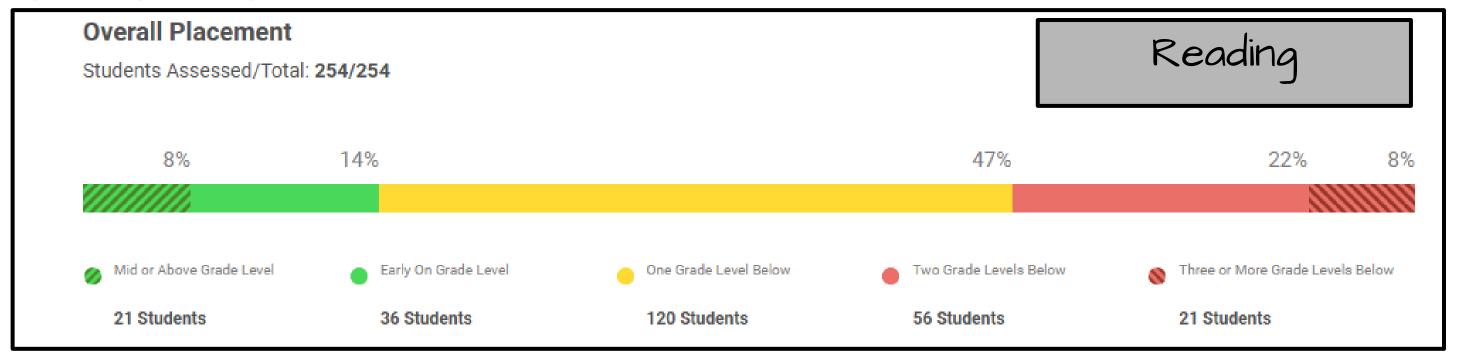


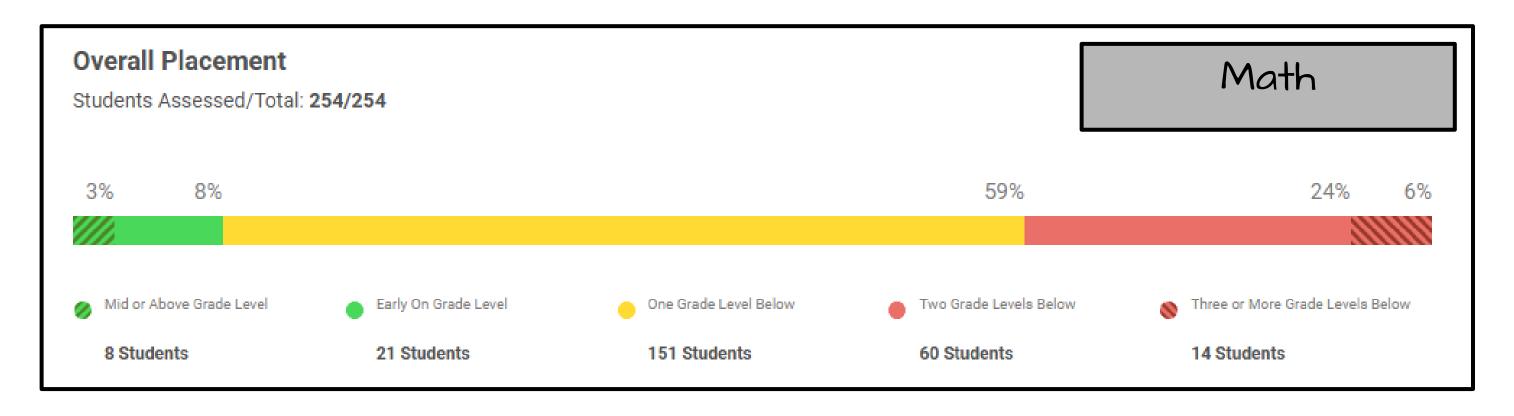
## Rock Cut



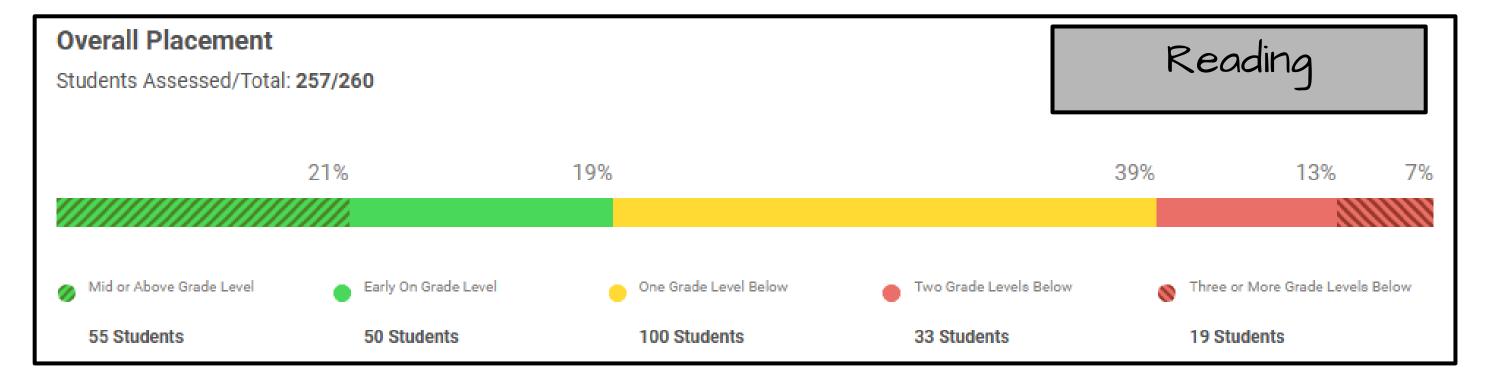


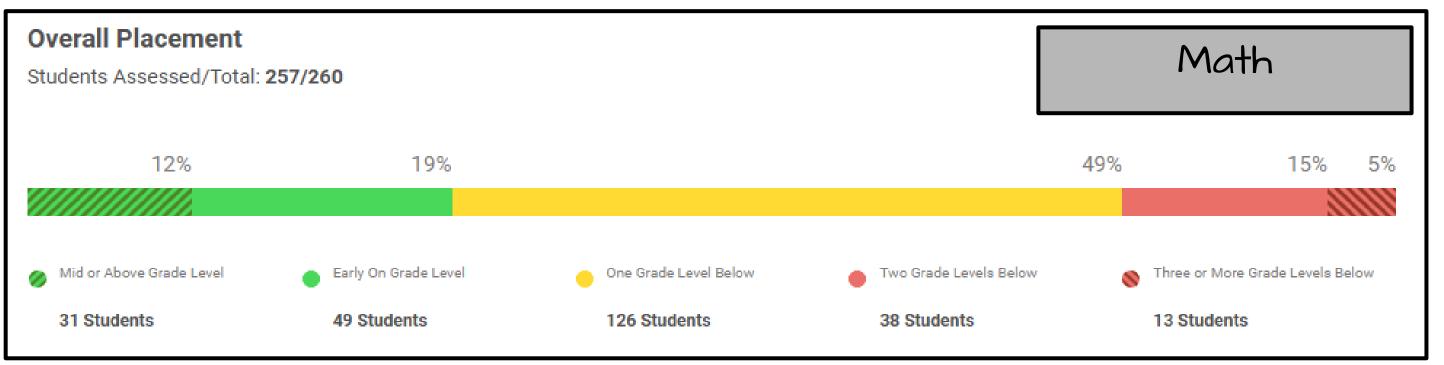
## Ralston



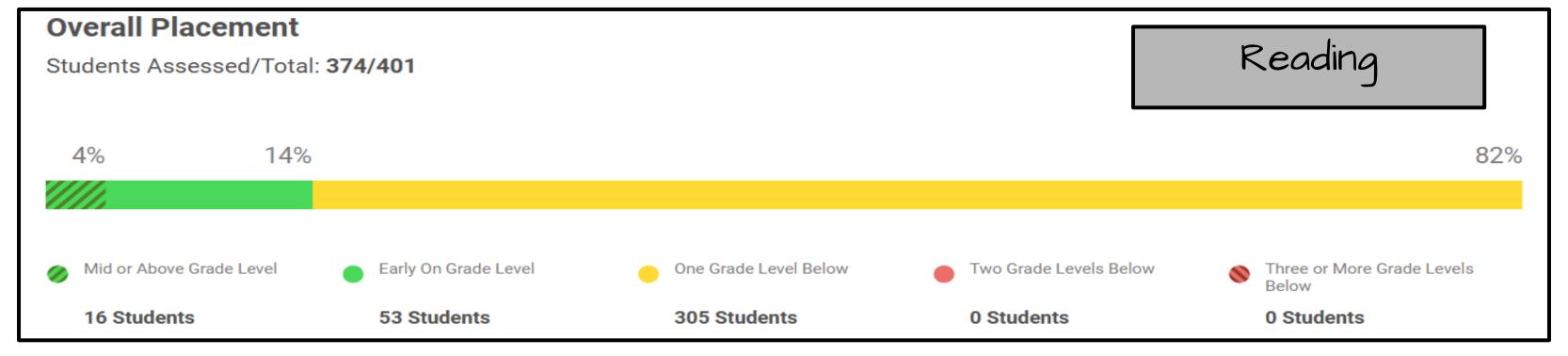


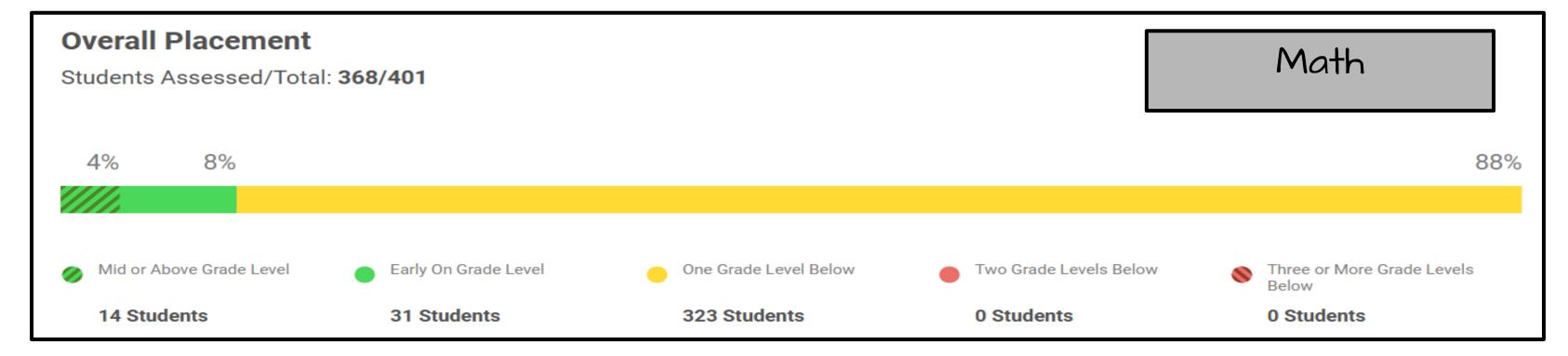
## Olson Park



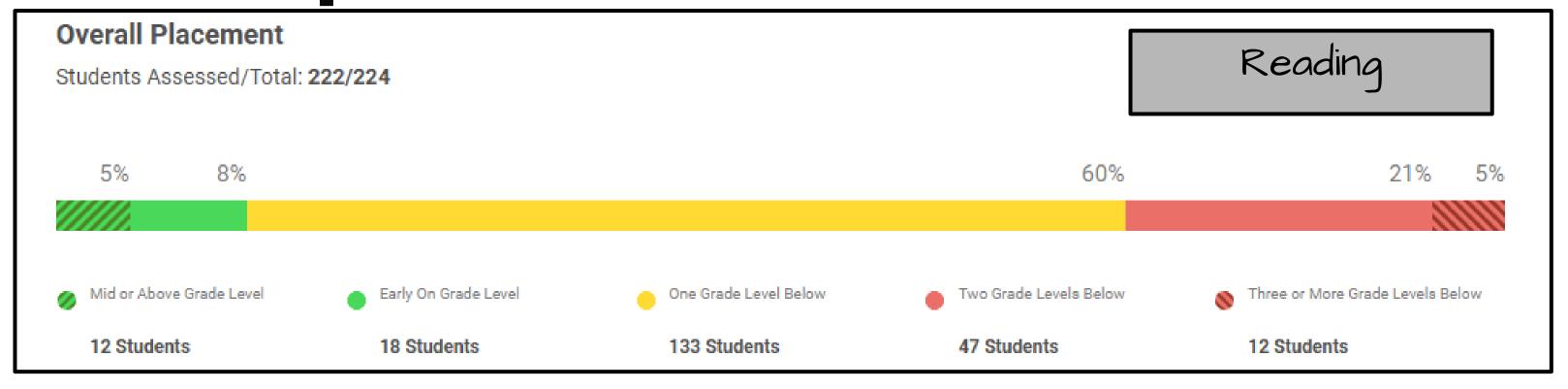


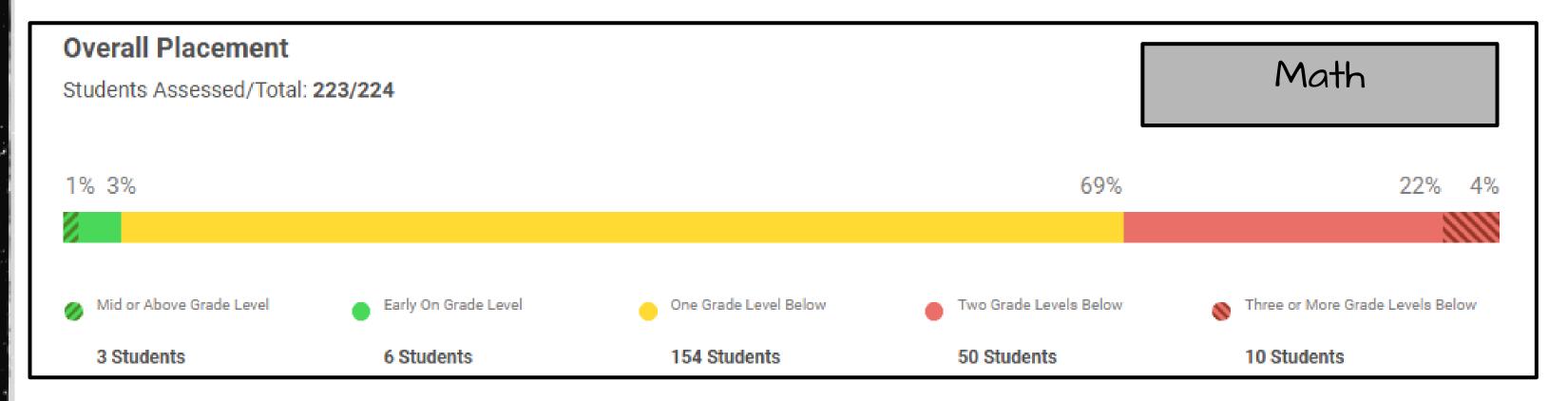
## Parker Center



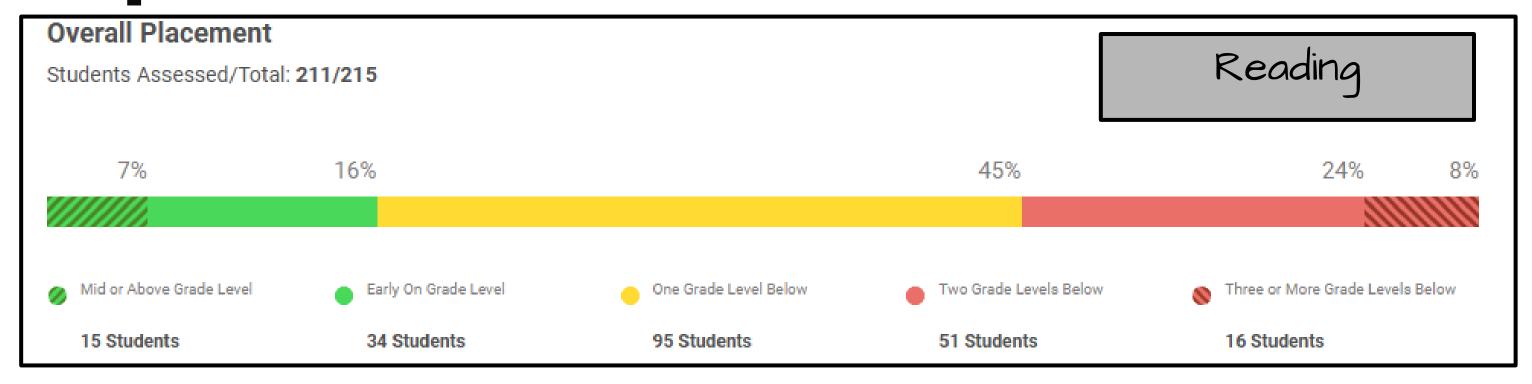


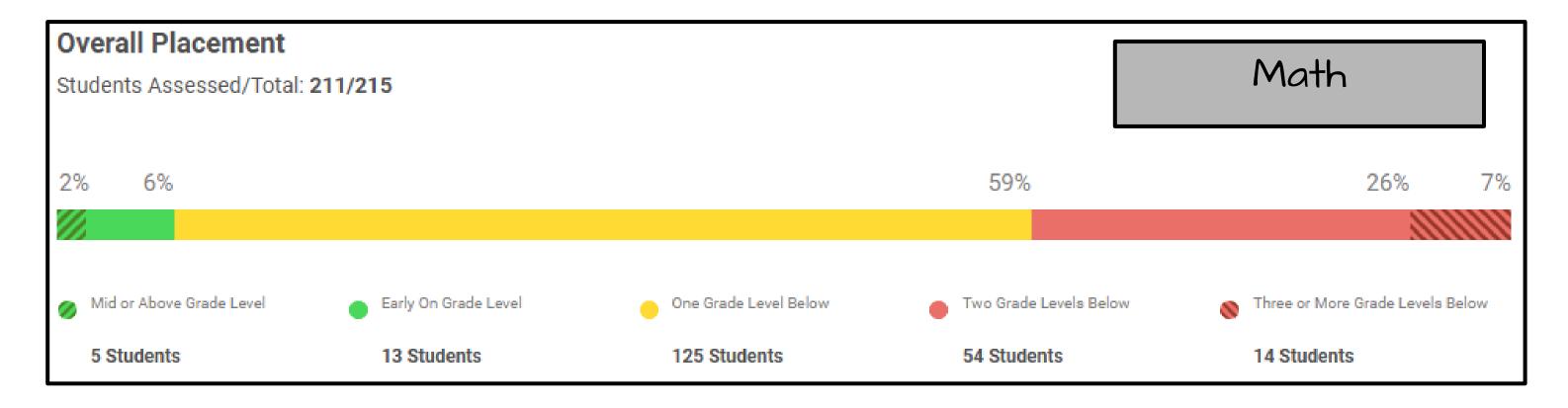
# Marquette



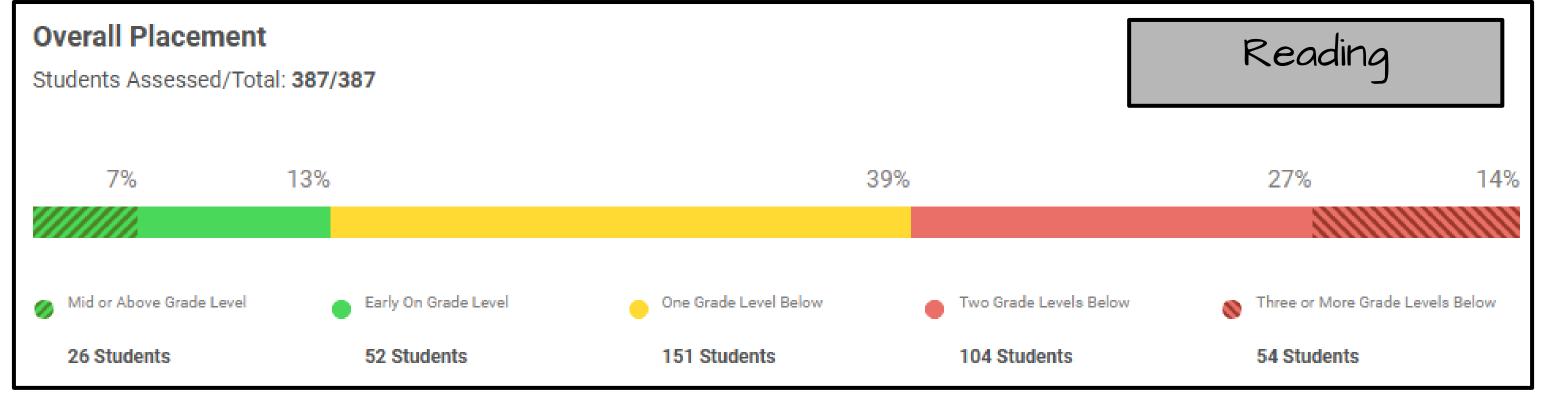


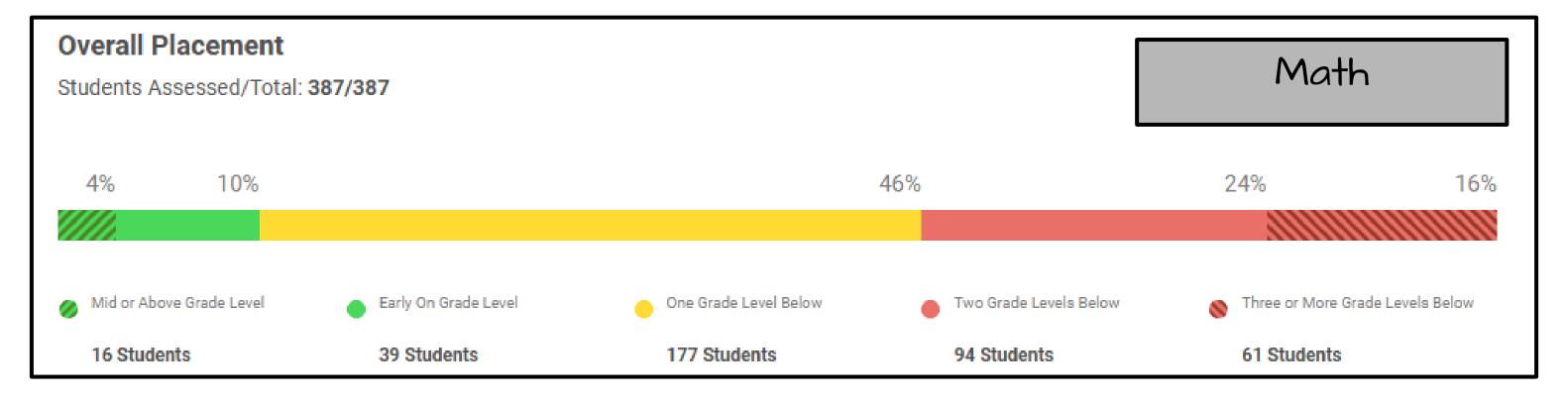
# Maple



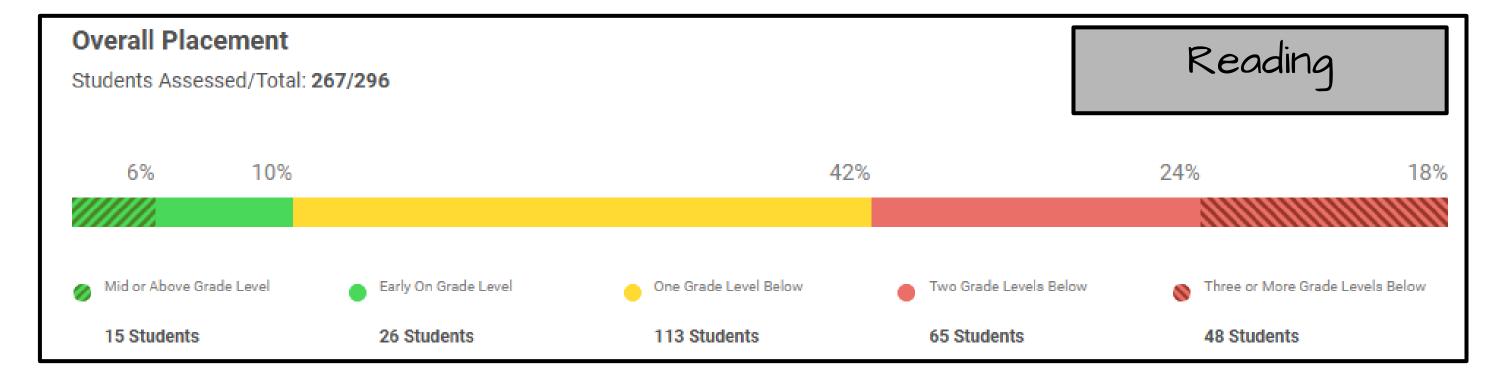


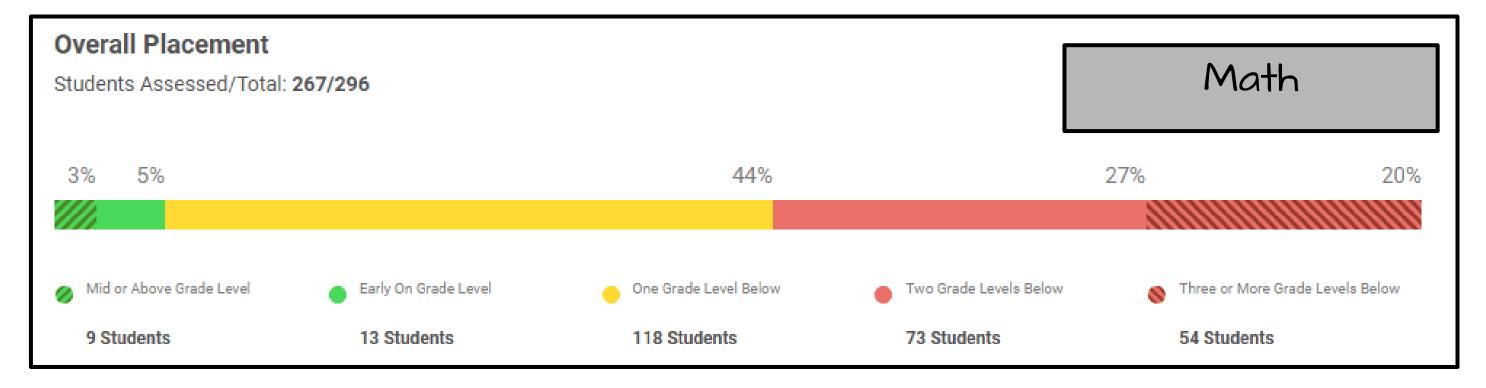
# Machesney



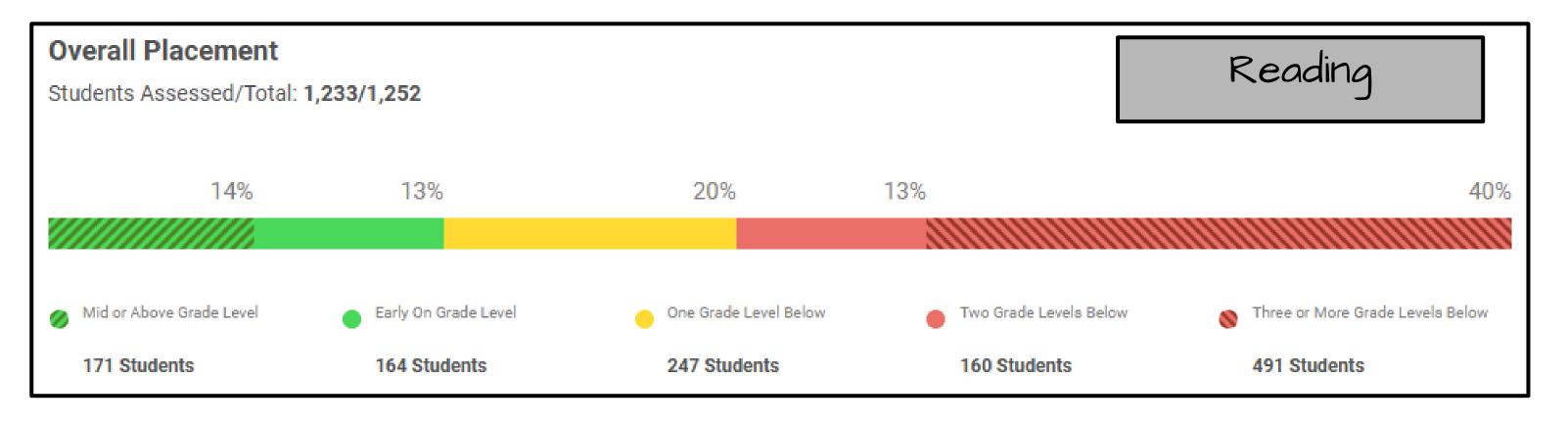


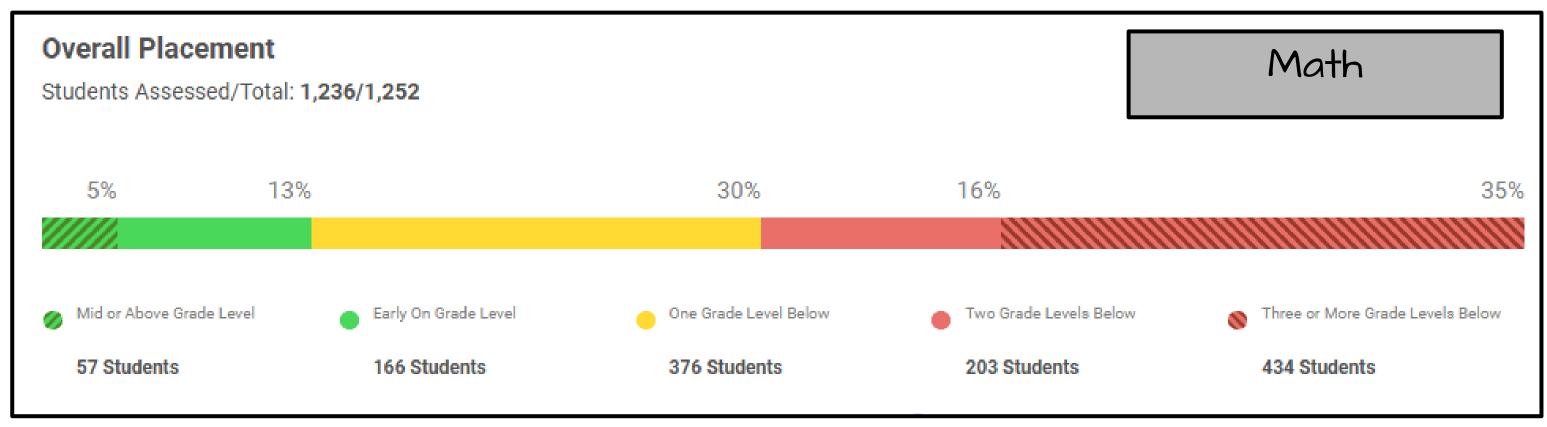
## Loves Park





## Harlem Middle School





Science &

Social Studies

Courses at HMS

# Social Studies Design

 Broken down into six areas: Inquiry Skills, Civics, Economics and Financial Literacy, Geography, History.

 Grade level expectations are banded 6 - 8, and span over the grades by complexity

 <u>Standards</u> written to recognize, articulate, and analyze how perspective and systems of power influence and impact inequities and social transformation.

Grade 6 - 8		
LESS COMPLEX (LC)	MODERATELY COMPLEX (MDC)	MORE COMPLEX (MC)
SS.CV.1.6-8LC. Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters, and office holders) based on citizenship or immigration status.	SS.CV.1.6-8.MdC.  Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.	SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time and the impacts on multiple communities.

- Develop questions, evaluate sources and using evidence, and communicating conclusions and taking informed actions.
- Topics in social studies drive the development of inquiry skills.
- At Harlem Middle School:
  - o 6th Ancient Civilizations
  - o 7th American History: Colonial Times Civil War
  - 0 8th American History: Reconstruction 9/11

#### **Ancient Civilizations**

- Highlights: Civics, PreHistory and Maps, Mesopotamia, Egypt, Africa, India, China, MesoAmerica, Greece, Rome, Greek & Roman Gods
- Strength: Development of hands-on and inquiry based projects to engage students in learning.
- Inquiry: Structured inquiry practices with stations using "explore boxes" to investigate the various characteristics impacting key aspects about each ancient civilization.
- Literacy: focus on daily informational texts and vocabulary.
- Areas to Develop: Continue to build on the hands-on materials and artifacts used in the "explore boxes" to foster enthusiasm for the learning.

#### American History - Colonial Times to Civil War

- Highlights: Economics, Geography, Colonization, Road to Revolution, Revolutionary War, US Constitution, Early Years of Democracy, Westward Expansion, Age of Reform, North vs South, Civil War, and Multicultural Independent Project.
- Strength: The curriculum addresses diversity, and all units establish a connection to modern day events.
- Inquiry: Structured and controlled inquiry developed through making connections to modern day, using the claims-evidence-reasoning model used in multiple subject areas. Students also complete an independent research project.
- Literacy: Developed through weekly informational texts and vocabulary.
- Areas to Develop: Differentiating subjects for both struggling and accelerated learners. 7th grade would also like to develop exploration opportunities similar to Ancient Civilizations.

#### American History - Reconstruction to 9/11

- Units: Illinois, Reconstruction, Imperialism and World War I, Boom/Bust of US Economy, World War II, Cold War, Civil Rights, America in a Changing World
- Highlights: Provides flexibility to make adaptations and relate to current topics. Provides multiple perspectives.
- Inquiry: Controlled and guided inquiry developed with a focus on analyzing primary documents.
- Literacy: Regular use of primary documents and vocabulary used to develop literacy.
- Areas to Develop: Cross curricular study with ELA using historical novels identified through CommonLit.

# Every Student Can Engage



Notice

Wonder

# Science Design

- Broken down into: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts
- Grade level intermingles units of physical science, earth and space science, and life science.
- Units are developed by scientists in the field, educators, and postsecondary institutions using input from students.
- Units follow a routine of anchoring phenomenon, navigate questions related to the phenomenon, investigation of solutions, explore potential problems with solutions, and piece together a final model/explanation/design solution.
- Curriculum was developed in a way to engage all students and value every students voice.
- Students experience routines and procedures used to solve real-world phenomenon to support the development of understanding science.

#### Science: 6 - 8

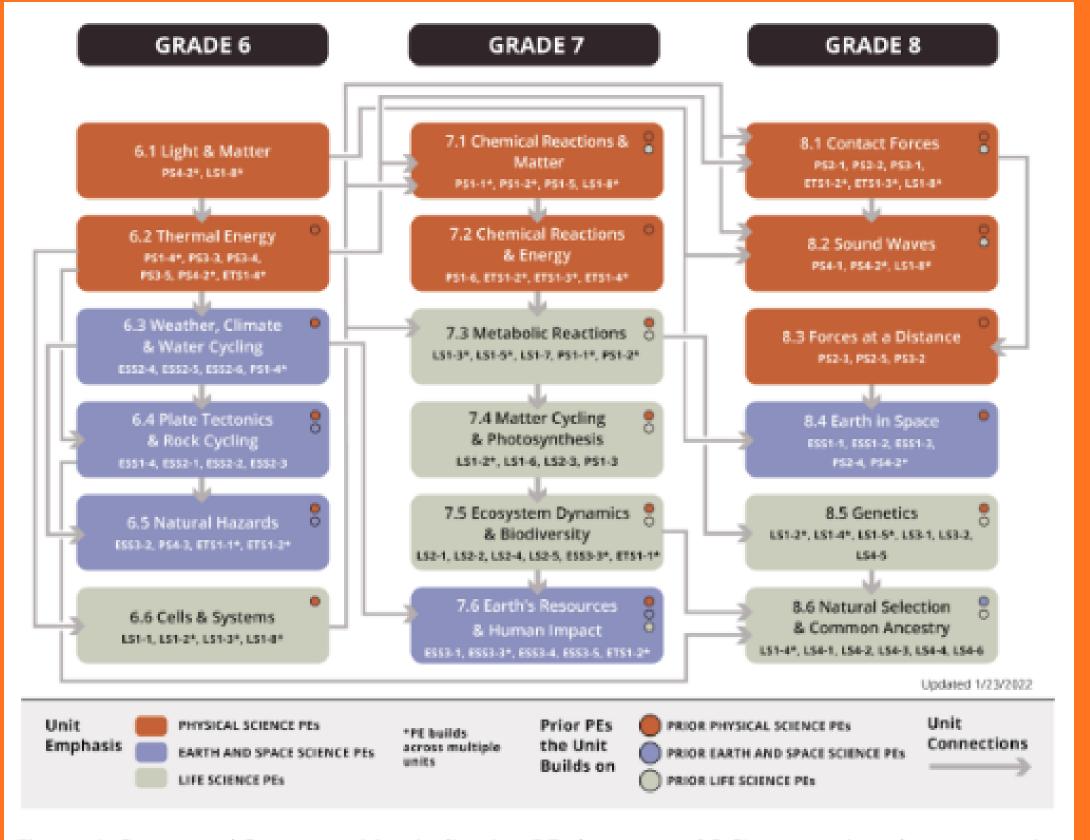


Figure 1: Scope and Sequence Map indicating PE clusters and DCI connections between units

#### Science: 6 - 8

#### • Highlights:

- Hands-on weekly labs
- o Inquiry based lessons
- O Science, math, and engineering intertwined in all lessons
- Peer Review:Gallery Work: developing skills to look at other work and make age appropriate comments.

#### • Strengths:

- Guiding students through discovery process. No lecture.
- o Students develop modeling and skilled note-taking of data collection
- O Development of writing skills.
- o Consensus discussion, science idea chart and progress trackers

#### • Areas to Develop:

- o Informational texts/articles for students to read.
- Referencing and reviewing notes for purpose of discovery and application.
- Assessment and grading