

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
CURRICULUM, SPORTS & CO-CURRICULAR COMMITTEE MEETING
MONDAY, FEBRUARY 23, 2026
HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK
HTTPS://US02WEB.ZOOM.US/J/81742120486?PWD=RD0ZAZUP8LSDNHSAQZBZ
LRDRDHX9HY.1 BY PHONE USING 1-646-568-7788 MEETING ID 817 4212 0486 &
PASSWORD 397189
1701 2ND STREET
NEW GLARUS, WISCONSIN 53574
6:15 PM**

- I. **Call to Order**
- II. **Social Studies Course Progression - 6-12** **2**



School District of New Glarus

Social Studies Progression Proposal

Basic Information

The 4K-12 Social Studies team proposes adopting a clearly defined, vertically aligned Social Studies progression that builds students' knowledge and skills sequentially from middle school through high school. The proposed progression is:

- **Grade 6:** Geography
- **Grade 7:** World History
- **Grade 8:** United States History
- **Grade 9 or 10:** Social Studies I or AP Government
- **Grade 10 or 11:** AP United States History or United States History
- **Grades 11–12:** Social Studies electives

This progression establishes a coherent foundation in geography, world history, and U.S. history, while intentionally preparing students for earlier access and success in Advanced Placement coursework, particularly AP Government and AP U.S. History.

Strategic Alignment

This initiative directly aligns with the New Glarus School District's mission, vision, values, and strategic goals by:

- Supporting college and career readiness through intentional preparation for rigorous coursework, including Advanced Placement opportunities.
- Promoting equitable access to high-level learning by establishing a clear and consistent instructional sequence for all students.
- Strengthening academic coherence and clarity across grade levels to ensure students build conceptual understanding and critical thinking skills over time.
- Preparing students for success on AP assessments while developing civic literacy, historical thinking, and global awareness.

Scope & Coherence

This applies to Grades 6–12 and has direct instructional implications at the middle and high school levels.

Vertical and Horizontal Alignment

The proposed progression ensures that content knowledge and skills build logically from one grade level to the next. Geography in Grade 6 provides spatial and analytical foundations for World History in Grade 7, which in turn prepares students for a deeper study of U.S. History in Grade 8. High school coursework then builds upon this foundation to support earlier and more successful engagement in AP-level classes.

This structure reduces redundancy, eliminates gaps, and promotes consistent expectations across classrooms and buildings.

Need and Problem Statement

Currently, variations in course sequencing and content emphasis can limit students' readiness for advanced coursework, particularly AP Government and AP U.S. History. Without a clearly articulated progression, students may encounter gaps in historical context, civic understanding, or analytical skills.

Evidence of Need

- Increased student interest in AP coursework at earlier grade levels
- District goals emphasizing college, career, and civic readiness
- The growing importance of civic literacy and historical reasoning in state and national standards

This initiative addresses the need for a purposeful, coherent Social Studies pathway that prepares students for academic rigor earlier in their secondary experience.

Research & Evidence-Based

Educational research consistently supports the value of vertically aligned curriculum and early exposure to rigorous academic expectations. Clear progression models help students:

- Build cumulative content knowledge
- Strengthen analytical reading, writing, and reasoning skills
- Increase confidence and success in advanced coursework

Stakeholder Involvement & Readiness

- Social Studies teaching staff
- Building administrators
- District leadership

Involvement Process

Staff have suggested the proposed progression and will be actively involved in curriculum exploration, selection, and alignment should the initiative move forward.

Readiness Level

There is strong staff readiness, with interest in establishing a clearer pathway and shared expectations for Social Studies instruction across grade levels.

Cost and Resource Impact

Anticipated Costs

- Potential purchase of new or updated curriculum materials in 2027-2028, pending exploration and selection
- Professional development related to curriculum implementation and vertical alignment

Staffing Impact

- No additional staffing is anticipated

Funding Source

- Costs are anticipated to be manageable within existing curriculum and professional development budgets
- Funding may include a combination of one-time curriculum purchases and limited ongoing costs, depending on final selections

Time and Workload Impact

Instructional Time

The initiative focuses on re-sequencing and aligning existing instructional time rather than adding new requirements.

Workload Considerations

- Initial curriculum review and alignment work will be required
- This work will be embedded into existing collaboration structures when possible; it may take a day to explore the curriculum
- No additional long-term workload increases are anticipated once implementation is complete

Implementation Plan

Timeline

- **2026–27:** Full implementation of the revised Social Studies progression; explore curriculum
- **2027-2028:** Potential new Social Studies curriculum implementation

Roles and Responsibilities

- District administration: Oversight, communication, and support
- Building administrators: Implementation support and monitoring
- Teaching staff: Curriculum selection, alignment, and instruction

Training and Support

Ongoing professional development may be needed to support curriculum alignment, instructional strategies, and AP readiness.

Evaluation & Accountability

Measures of Success

- Increased student readiness for AP Government and AP U.S. History
- Growth in AP enrollment and performance
- Teacher feedback on curriculum coherence and effectiveness
- Student performance on course assessments and related benchmarks

Data Collection

Data will be reviewed annually and will include course outcomes, AP participation data, and staff feedback.

Sustainability

To sustain this long-term, the district will:

- Maintain clear curriculum documentation
- Provide onboarding and support for new staff
- Continue collaborative review to ensure alignment with standards and district goals

With these structures in place, the Social Studies progression will remain consistent and effective despite staff turnover, ensuring long-term benefits for students.

Recommendation

Administration recommends approval of the Social Studies Progression for implementation beginning in the 2026–27 school year.

III. **Adjourn**

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.