K-12 Social Studies Materials Adoption Process Update

We would like to use this board linkage opportunity concerning materials adoption to learn from the board any thoughts concerning our process and its alignment with Board expectations. To that end, we've posed an essential question for the board to consider as you review the policies that we consider applicable in this endeavor and the history of our work. At the actual linkage we will be prepared to answer any additional questions you might have or expand on the historical process that has taken place. We are looking forward to hearing your answer to the essential question and any additional comments or concerns that you might have.

Essential question

After reviewing the chronological history of the work by the K-12 social studies materials adoption committee and taking into consideration the board's policies and expectations, has the committee completed their work in a manner that allows the Board to make an informed decision that can represent and be defended to all stakeholders?

Board Policies and Executive Limitations

The following is a selection of board policies and expectations that apply to this process. Although not totally inclusive, these seem to set the stage for the work.

E-1 The mission of the La Center School District is to create a supportive environment that empowers student to reach their fullest potential. We will do this **in partnership with families, the community and employees** to create life-long learners who can adapt to a changing, more technologically advanced and diverse society.

E-2 As the primary component of the Ends Policy, the Board expects each student to develop the academic awareness and cognitive capabilities to be a successful learner in a complex and rapidly changing world. Accordingly students will be able to:

b. Effectively integrate the core concepts and principles of mathematics; social, physical, and life sciences; **civics, history, geography**; arts, health and fitness so as to support their specific learning pathway.

c. **Think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking)**.

E-4 - The Board expects each student to develop the social skills to be a successful learner in a complex and rapidly changing world.

Accordingly students will be able to:

a. Share, **negotiate solutions to problems, respect diversity** and act assertively in support of their own learning in a manner that invites positive relationships.

c. Establish their **capabilities of making decisions** within and as a leader of groups.

d. Demonstrate **effective communication skills, be a flexible thinker and an effective team member** within a group work/learning environment.

EL-15 Instructional Materials Selection

Subsections 1-5 and more specifically, the superintendent may not:

1. Fail to ensure appropriate input from the following groups as instructional materials are reviewed and selected: **students, parents, teachers, administrators, and other staff members** involved in developing the educational program.

Committee Members
David Cooke, Middle School Principal
Bonnie Lock, District Curriculum Coordinator/Grade 6 Social Studies
Larayne Anderson, Community Member
Raymond Denny, Community Member
Aubreyanne Miller, Student
Nancy Buhrmester, Grade 1 Teacher
Amy Wise, Grade 2 teacher
Denise Skufca, Grade 3 Teacher
Shirley Barnes, Grade 4 Teacher
Julie Smith, Grade 5 Teacher
Warren Westerberg, Grade 6 Social Studies Teacher
Todd Brothers, Grade 7 Social Studies Teacher
Dwayne Pritchett, Grade 8 Social Studies Teacher
Kathy Bounds, US History/Government Teacher
Shawn Link, HS Social Studies Teacher
Heather Grotte, HS Social Studies Teacher
Rebecca Morris, Project Study/Social Studies Teacher
Katie Stevens, Global Studies/CWP/Geography Teacher

Review of Committee's Work
The following is a chronological review of the committee's work so far. Most of this material has been included in past monthly board reports but is included here for ease of review.

Meeting #1- Discussed individual stakeholders beliefs and convictions as they related to social studies. Reviewed current curriculum content. Reviewed state standards. Began the development of criteria for the selection of materials. Established the key learning targets for K-12 social studies:

1. Uses critical reasoning skills to analyze and evaluate positions
2. Uses inquiry based research
3. Deliberates public issues
4. Creating a product that uses social studies content to support a thesis and present the product in an appropriate manner to a meaningful audience

Meeting #2- Reviewed input collected from students on their view of social studies. Developed a lens for initial screening of materials.

Between meetings: Used email to share input to refine the student lens for a high quality social studies learning environment.

- Gives me motivation to learn
- Gives me options to explore my learning
- Gives me options to express my learning
- Will challenge my thinking and current abilities
- Make connections between my life and outside events locally and world wide, past and present.
- Allows me to learn skills that I will need in the real world
- Become a more informed citizen so that I can make educated decisions about my future

January 20 - First public meeting and review held in the MS library; no issues brought up. Not well attended; began brainstorming about how to better communicate to stakeholders and secure their attendance.

Meeting #3 & 4 – Grade level bands reviewed materials using the student lens and key learning goals to narrow down selection. These meetings are in progress.

March 16 - Meeting with key administrators - Bonnie Lock, Dave Holmes, David Cooke and Carol Patton to design a plan to recruit stakeholders to the April 22nd public meeting and material review.

Future Dates and Tasks for Committee:

April 8 - High school meeting to review materials using the student lens and key learning goals to narrow down selection and determine next steps. Preliminary review of published texts related to costs indicates a need to find alternatives to purchasing texts as we have in the past.

Determine recommendations to forward for review by the District IMC (Instructional Materials Committee).

April 22 - Community review and comment.

Forward identified materials to IMC for review with intent that they are recommended to the board for adoption.

Questions for the Board:
What is the Board's perspective to the above essential question?

What additional work would the Board like to see done?