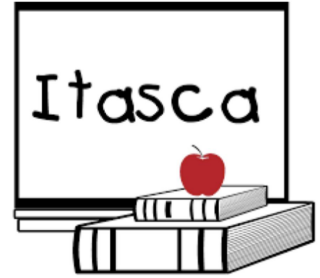


Social Studies Update K-8



Mr. Bryan Bolton
Mr. Phil Legan
Ms. Katie Petrucci
Ms. Brittany Taormina
Mrs. Sandi Schingoethe
Dr. Heidi Weeks

Agenda

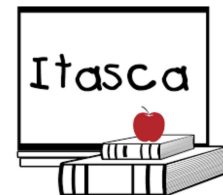
- TCI Information
- Adoption Timeline
- Why TCI?
- Professional Development Supports
- Feedback from Staff
- A view from the classroom



Who are you?

Can you answer the question without saying your name? +

Some people have the same name.
How do you tell them apart? +

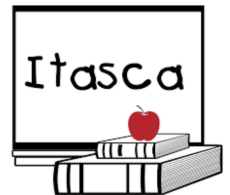


What is TCI?

- Standards Aligned*
 - College, Career and Civic Life Framework
 - Common Core State Standards for ELA & Literacy

- Mastery of Essential Skills and Knowledge
 - Primary Sources
 - Inquiry Based Activities
 - Critical Thinking

* CRT (Critical Race Theory) is not taught in our curriculums, nor is this content part of the K-8 teaching standards.



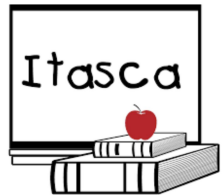
Adoption Timeline

- **2006-2007**
 - 6th-8th Textbook Adoption
- **2007-2008**
 - K-5 Textbook Adoption
- **2019-2020**
 - Curriculum Committee formed
 - Committee included representatives from each building
 - Special Education Representation
 - Literacy
 - Pilot begins - TCI
- **2020-2021**
 - Pilot continues - TCI
 - Recommendation of full adoption TCI (4th Quarter)
- **2021-2022**
 - Full Adoption/Implementation K-8



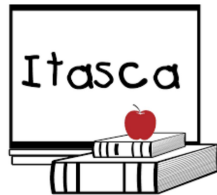
Why was it selected for Itasca School District #10?

- Flexible Curriculum aligned with state standards
- Various resources both digital and print
- Build Culturally Responsive Classrooms
- Accurate and Diverse Content
- Social Emotional Learning
- Cooperative and Inclusive Classroom
- Personal Connections
- Teaching for the 21st Century
- Literacy



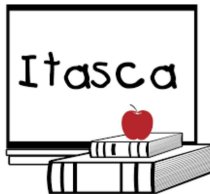
How do we support it?

- Summer Learning Camp
- Professional Development during SMART Days
- Coaching Cycles
- K-8 Weekly Team Meetings Focused on Curriculum Planning/Support providing Social Studies Updates
- Teacher Collaboration/Curriculum Planning



What do teachers' say?

- “Students seem to be more engaged in conversations. The activities are fun. The workbook is easy to follow.”
- “My students are connecting to real world examples. I've noticed that they are learning new vocabulary words easier because of the activities and how the workbook visually displays the meaning of the vocabulary words.”
- “The alignment between SEL and Social Studies has seen some positive effects on classroom management. The conversations are relevant and productive for the primary level.”



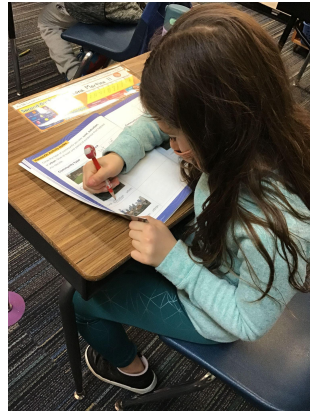
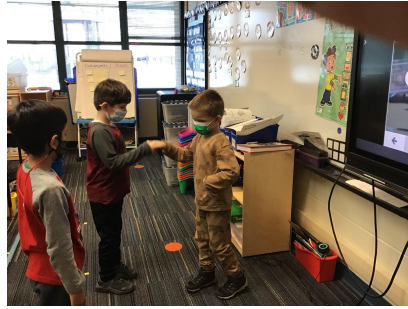
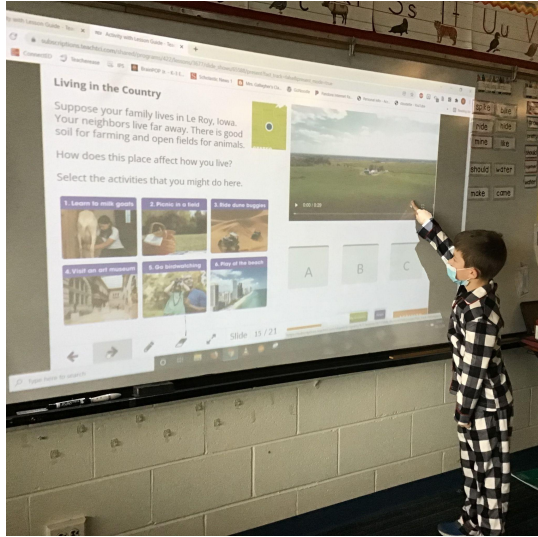
What do teachers' say?

- “I like the many options/tools available to me as a teacher and the ideas for differentiation. For example the ability to adjust the reading level and highlight main ideas are super helpful to support our students. This makes the activities and the tasks manageable and accessible to all students.”
- “It is more engaging. The students definitely experience more by exploring different regions rather than just reading about them. We like being able to use two platforms, the textbook when necessary but the website has some great ways of sharing information too.”
- “The workbook is a huge success for our 3rd graders. The activity cards and other materials that go along with the lessons are very engaging for our students as well! The discussions students are having are in depth and well thought out.”
- “The connection between claim, evidence, reasoning connects with what we are doing in other content areas.”

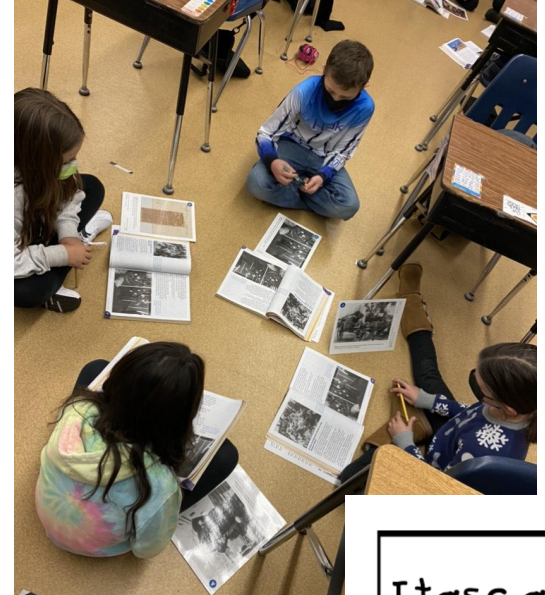
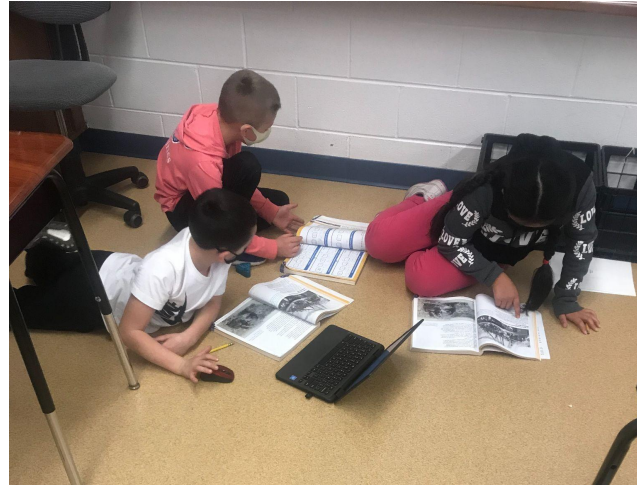
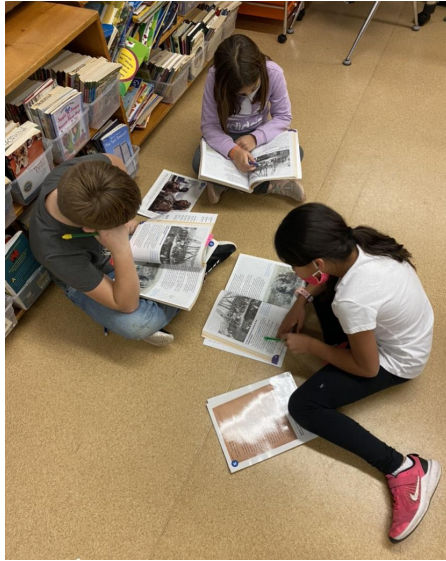
What does it
look like?

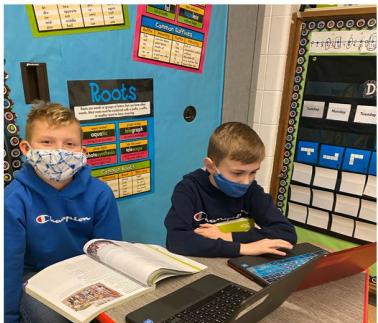
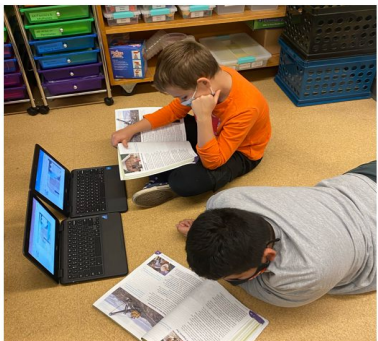
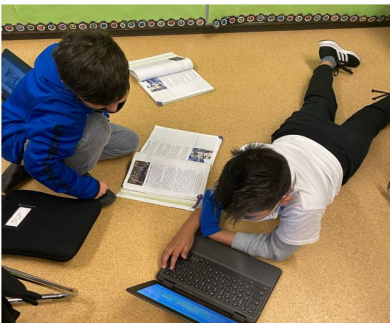
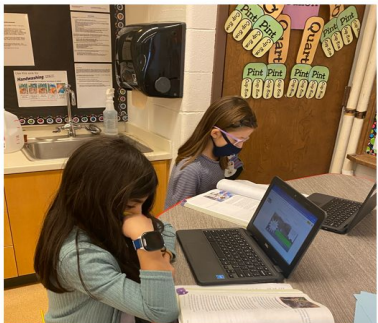


Benson Primary School



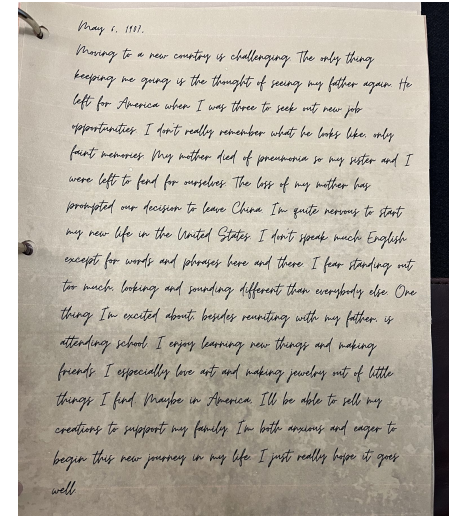
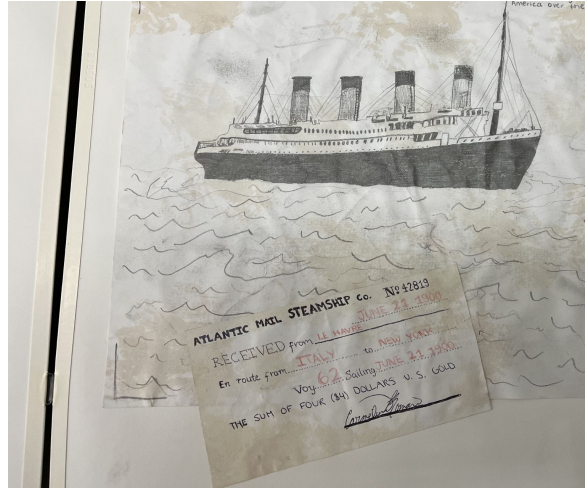
Franzen Intermediate School





PIC • COLLAGE

Peacock Middle School



What do students say?



“★★★★★ I love the lessons and activities.” -3rd Grade Student

“We like the activities and the stories! We also like when we get time to talk about our feelings.” -Ms. Petrucci’s Kindergarten Class



“I love doing the activities. I love learning so this is my type of book. Social Studies gets me thinking a lot.” -2nd grade student

“Information is easy to organize and following using main ideas!”



What do students say?

“My favorite project was the Immigration Brochure....There was a story about a person and how they got to America” - 8th Grade Student

Unit/Lesson: 19 - The Great Wave of Immigration


Section: Section 4 - Chinese Immigrants (p. 378 - 379)

< Previous Section Next Section >

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4. Chinese Immigrants

The first Chinese immigrants came to the United States to seek gold in California. Later, many helped to build the country's first transcontinental railroad. Some of these immigrants returned to China with money they had earned. Their good fortune inspired 16-year-old Lee Chew to leave his poor village for the United States in 1880.



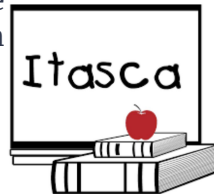
Traveling to California Lee paid 50 dollars for a bunk on a crowded steamship to make the month-long voyage to San Francisco, California. On the ship, he got his first taste of foreign food and marveled at machinery he had never seen before. “The engines that moved the ship were wonderful monsters,” he wrote, “strong enough to lift mountains.”

Creating an Immigrant Scrapbook

You and your partner will create a scrapbook highlighting what life was like for a U.S. immigrant in the early 1900s. The scrapbook will contain biographical information, notes about the journey from the home country, and descriptions of life in the United States.

Your scrapbook must be free of grammatical errors and have these four elements.

“The features are helpful to help understand the content... This is much more fun and interesting than what we have used in the past!”



Questions?

