EXECUTIVE SUMMARY

Purpose of Report: To provide the School Board information regarding the K-12 Social Studies curriculum implementation.

After approval from the Sioux Falls School Board in March 2018, teachers at the Sioux Falls School District (SFSD) implemented the new Social Studies curriculum in September 2018.

For the first time, there was a soft implementation of the curriculum at the elementary level. There were 27 elementary teachers selected for the curriculum rollout. Those select teachers spent the 2018-19 school year using the new materials and making adjustments, as needed. As a result of the implementation, it was determined that several resources would not be needed, ultimately saving the Sioux Falls School District nearly $30k.

The curriculum in the Spanish Immersion program was carefully created to ensure students meet their objectives of learning the language and culture of Spanish-speaking countries, as well as learning United States Social Studies.

At the high school level, the Oceti Sakowin standards were expanded from U.S. History to being embedded in all 22 Social Studies courses. Additionally, the new curriculum at the high school level incorporates several additional course offerings that provide a transition to adulthood services such as employment skills, independent living skills, post-secondary training, and community participation.

Special education teachers in the middle and high school RISE programs report the new curriculum is providing engaging materials that encourage students to reach higher levels of proficiency.

Administrative Recommendation to School Board: Acknowledge the report of the K-12 Social Studies curriculum adoption.
K-12 Social Studies Curriculum Implementation
Report

Purpose of Report: To provide to the School Board information regarding the K-12 Social Studies curriculum implementation.

District Priority Area 1: Student Outcomes
Priority Statement 1: SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap
Annual Objective SI 1.9.3: Evaluate the K-2 Social Studies curriculum delivery models and assessment options.

Explanation: The Board approved the K-12 Social Studies curriculum adoption on March 12, 2018. The curriculum is aligned with the South Dakota Social Studies Content Standards approved by the State Board of Education in August 2015 and the Oceti Sakowin Essential Understandings and Standards (2012). Materials were purchased and middle and high school teachers began instruction with the new curriculum in September 2018. Selected elementary teachers began a soft implementation in September 2018 then the curriculum was further refined prior to implementing in all elementary classrooms this fall.

Elementary School
Kindergarten, first grade, and second grade students explore all the elements of a social studies curriculum: history, civics, geography, and economics. In these first three grades, most of the discussion happens as they are finding their places in the community which is their classroom. They talk about the rules they follow, their wants and needs, and some of the services which our government provides. In second grade they continue these discussions in more depth and explore the past and how it may impact their lives. Third graders begin the study of how our country was developed with Sioux Falls as their focus in understanding how communities function. Learning about South Dakota becomes the main emphasis in fourth grade with a look at the state’s history and development and how many cultures make up this region. The students at Sonia Sotomayor Spanish Immersion follow a parallel path by studying a specific Spanish speaking country and its indigenous people. In fifth grade, students engage in an in-depth look at United States history through the Civil War. Throughout the six years, students study the Oceti Sakowin Essential Understandings through lessons specifically developed for their grade levels.

For the first time, this study included a “soft implementation.” Instead of asking all of the nearly 500 teachers to learn to use the various materials involved in the implementation at the same time, the committee members wrote the Essentials Guide and then spent all of the 2018-19 school year using the materials and making adjustments to the Essentials Guide as needed. As a result of this soft implementation we realized we
needed to purchase an additional resource for our fourth grade study of South Dakota history. The total cost for this additional resource was $256. The team of fifth grade teachers who implemented the new program identified several resources which would not be needed, eliminating nearly $29,857 from the elementary purchase. Net savings from the soft implementation was $29,601.

At the beginning of the current school year, members of the elementary curriculum committee met with each grade level to introduce the Essentials Guide and to get teachers familiar with the new materials they would be using to teach their grade level standards.

The 27 teachers who implemented the curriculum last year were surveyed about using the materials in their classrooms last year. The information below is from the 20 teachers (74%) who responded.

<table>
<thead>
<tr>
<th>Statement results from implementation of new Social Studies curriculum at the elementary school level.</th>
<th>Percent responding with Strongly agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The print resources and materials are valuable in providing quality lessons</td>
<td>100</td>
</tr>
<tr>
<td>The technology resources and materials are valuable in providing quality lessons</td>
<td>90</td>
</tr>
<tr>
<td>The print resources and materials provide appropriate differentiation options for all students.</td>
<td>85</td>
</tr>
<tr>
<td>The print resources and materials allow students opportunities to collaborate</td>
<td>95</td>
</tr>
<tr>
<td>Students of all cultures and perspectives are represented in the curriculum</td>
<td>95</td>
</tr>
<tr>
<td>The curriculum was supported with appropriate and sufficient professional development.</td>
<td>NA</td>
</tr>
<tr>
<td>(the teachers surveyed were the ones who provided the professional development)</td>
<td></td>
</tr>
<tr>
<td>The &quot;soft implementation&quot; provided a valuable opportunity for committee members to try out the materials and make recommendations prior to implementation by all teachers.</td>
<td>95</td>
</tr>
</tbody>
</table>

Middle School
South Dakota content standards for middle school social studies cover four categories: history, civics/government, geography and economics. These four categories of standards are divided into three areas of focus: Sixth grade studies the politics, religion, economics, culture, environment and inventions of ancient civilization. Seventh grade...
studies the cultures and regions of the world and eighth grade studies the impact of
major events in US History.

The middle school curriculum team chose from two different vendors to provide support
resources for these courses. TCI was chosen for 6th grade ancient civilization and 7th
grade world geography. Spanish Immersion teachers also chose TCI to support social
studies in 6th and 8th grade. At this time, there is not a Spanish textbook available to
support the 7th grade curriculum. National Geographic was the text choice to support
8th grade US history.

At the request of the curriculum committee, both vendors provided teachers with a half-
day overview in May of the technology resources available through their platform. Each
teacher left for the summer with a complimentary copy of the student text, the teacher
text, vendor contact information and technology access to the teacher platform.

During the fall 2018 inservice, social studies teachers had an additional half-day follow-
up training with the vendors and time to review their curriculum guides. In lieu of
director called meetings that fall, the companies returned to Sioux Falls to assist
teachers in their buildings with questions and concerns regarding the technology
platform. The District middle school social studies instructional coach continues to
provide professional development on an individual and small group basis when
requested by teachers.

Social studies teachers have partnered with Native American Connections teachers to
embed the Oceti Sakowin standards, where appropriate, in each grade level’s
curriculum.

After the first year of implementation, middle school social studies teachers completed a
survey. Of the 54 teachers surveyed, 33 teachers responded.

<table>
<thead>
<tr>
<th>Statement results from implementation of new Social Studies curriculum resources at the middle school level.</th>
<th>Percent responding with Strongly agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The print resources and materials are valuable in providing quality lessons.</td>
<td>90.9</td>
</tr>
<tr>
<td>The technology resources and materials are valuable in providing quality lessons.</td>
<td>87.9</td>
</tr>
<tr>
<td>The print resources and materials provide opportunities for students to write for a variety of audiences and purposes.</td>
<td>84.8</td>
</tr>
<tr>
<td>The print resources and materials provide appropriate differentiation options for all students.</td>
<td>81.8</td>
</tr>
<tr>
<td>Students of all cultures and perspectives are represented in the curriculum.</td>
<td>97</td>
</tr>
</tbody>
</table>
The print resources and materials allow students opportunities to collaborate.  

The curriculum was supported with appropriate and sufficient professional development.  

<table>
<thead>
<tr>
<th>Statement results from implementation of new Social Studies curriculum at the high school level.</th>
<th>Percent responding with Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The print resources and materials are valuable in providing quality lessons</td>
<td>97%</td>
</tr>
</tbody>
</table>

High School

High schools offer twenty-two course offerings in social studies which provide a wide variety of opportunities for students to earn the three social studies credits needed for graduation. On August 17, 2018 teachers received training from a number of companies including BFW, Cengage, HMH, Pearson and McGraw-Hill. These trainings focused on how to use online materials and resources to engage students in learning. Each semester, social studies teachers met once to collaborate across the District on best practices.

Initially, the Oceti Sakowin standards were embedded primarily in U.S. History. However, teachers have worked together to ensure some Oceti Sakowin standards are included in all social studies courses. Language Arts standards are also incorporated into the social studies classes to ensure interdisciplinary instruction in reading, writing, speaking, and research strategies.

Every student needs to take at least one elective social studies course to meet graduation requirements. In an effort to provide more opportunities for students to earn social studies credit, the course Native American Connections II was changed from an elective credit to a social studies elective credit. The class meets social studies standards and recognizes the important role Native Americans play in history. The name of the course was also changed to Indigenous Studies of the Oceti Sakowin. This class is open to all high school students in grades 10-12.

The Spanish Immersion Program also expanded its course offerings at the high school level to include social studies offerings. Spanish Immersion World Geography and Global Issues classes were added to the curriculum offerings for students in the Spanish Immersion program as well as for heritage Spanish speakers. This year there are two full sections of Spanish Immersion World Geography first semester and Global Issues second semester.

After the first year of implementation, high school social studies teachers completed a survey. Of the 43 teachers surveyed, 38 teachers responded.
The technology resources and materials are valuable in providing quality lessons 94%

The print resources and materials provide opportunities for students to write for a variety of audiences and purposes. 90%

The print resources and materials provide appropriate differentiation options for all students. 89%

Students of all cultures and perspectives are represented in the curriculum 72%

The print resources and materials allow students opportunities to collaborate. 95%

The curriculum was supported with appropriate and sufficient professional development. 92%

**Special Education**

**Middle and High School RISE Social Studies Implementation**

Middle and high school RISE programs implemented a modified curriculum aligned to the SD state standards through the Core Content Connectors (CCCs) to ensure that students with the most significant cognitive disabilities achieve higher academic outcomes.

Teachers from both the middle and high school RISE programs met for half a day during the 2018-19 school year to evaluate the social studies curriculum, review standards alignment, and to evaluate curriculum assessments. Teachers report the curriculum materials offer students an opportunity to engage in course content and to provide students with engaging materials that challenge them to meet higher levels of proficiency.

Additional course offerings at the high school level include vocational skills and social skills. Vocational skills and social skills teachers report the curriculum provides a wealth of resources to meet the individual needs of students.

**Middle School Social Skills Implementation**

The Middle School Tier II Social Skills program, offering direct, explicit instruction for students demonstrating social challenges, utilizes the Second Step Online program, Positive Action kits, and a variety of novels addressing social issues facing teens today. All middle school Tier II teachers met twice during the 2018-19 school year for a half day in the fall and the spring to discuss implementation and update pacing guides. The Tier II teachers shared their appreciation in having a more substantive and relevant social skills curriculum to offer students with social skill challenges.
High Schools Social Studies Implementation

All social studies course offerings within the resource classroom setting were audited to ensure these courses are achieving grade level standards and that the courses meet requirements for graduation. Each school had multiple special education teachers meet during the 2018-19 school year to review implementation, update pacing guides, and to analyze semester tests for alignment to state standards. All course materials and online components are used and have been found to be effective in engaging students.

The social studies implementation incorporates several additional course offerings that provide transition to adulthood services such as employment skills, independent living skills, post-secondary training, and community participation. A variety of curriculum materials were purchased to support instruction aimed to provide students the skills to succeed beyond high school. Teachers for all course offerings met during the 2018-19 school year to update pacing guides, share implementation strategies, and evaluate semester tests.

Committee Participation: Feedback was collected from teachers at all levels through surveys, director called meetings, curriculum committee meetings, and informally through classroom observations.

Costs: NA

Summary:
The social studies curriculum is aligned with the South Dakota Social Studies Content Standards approved by the State Board of Education in August 2015 and the Oceti Sakowin Essential Understandings and Standards (2012). Middle and high school teachers began instruction with the new curriculum in September 2018. Selected elementary teachers began a soft implementation in September 2018 then the curriculum was further refined prior to implementing in all elementary classrooms this fall. As a result of the soft implementation, it was determined that several resources intended for fifth grade would not be needed. The curriculum in the Spanish Immersion program has been carefully created to ensure students meet their objectives of learning language and culture of Spanish-speaking countries as well as learning United States Social Studies. At the high school level, the Oceti Sakowin standards were expanded from U.S. History to being embedded in all 22 social studies courses. Teachers in the middle and high school RISE programs report that the new curriculum provides engaging materials that encourages students to reach higher levels of proficiency. Middle School Tier II teachers appreciate having a more substantive and relevant social skills curriculum for students with social skill challenges. At the high school level, the social studies implementation incorporates several additional course offerings that provide transition to adulthood services such as employment skills, independent living skills, post-secondary training, and community participation.

Administrative Recommendation to School Board: Acknowledge the report of the K-12 Social Studies curriculum adoption.