

ELA/Social Studies Curriculum Council

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SLSD Mission Statement

Educating today's learner ... for tomorrow's opportunities.

In the pursuit of excellence, the Southern Lehigh School District has created a culture of innovation and creativity empowering students for a brighter future in a global society.

College and Career Ready

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique

College and Career Ready (Cont.)

- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures
- Rationale: Provide students with the skills necessary to succeed in college and the workforce

Key Considerations of CCSS

- College/Career readiness and grade specific standards
- Focus on results rather than means
- Integrated model of literacy
- Research and digital skills are blended into the standards
- Shared responsibility for students' literacy development

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board (2007). *Writing Framework for the 2011 National Assessment of Educational Progress, pre-publication edition*, Iowa City, IA: ACT, Inc.

What This Means for SLHS and SLMS

- Integration of content and literacy skills
- Increased opportunities for global education
- Digital literacy instruction embedded within the content areas
- Shifts in instruction and assessment
- Revision of curriculum to meet the demands of CCSS

What have we done to prepare for the CCSS?

- Collaboration with Cathy Kim of Muhlenberg College
- Research with *Pathways to Common Core* and *Core Six*
- Content Area Networking Groups - Since 2006-2007
- Meetings with Karen Beerer of Discovery Education to discuss incorporation of the Common Core
- Workshop: Unpacking the Common Cores at CLIU
- Workshop: Providing PD for Common Core at CLIU
- Discovery Education Common Core Academy at DeSales University
- MS Inservice on Text Complexity
- Common Core Planning Committee K-12
- Reading Apprenticeship Training at the high school

How are we continuing to prepare for the CCSS?

- Reading Apprenticeship Training - August 2013, October 2013, February 2014
- Penn State Lehigh Valley Writing Project: Implementing Common Core - July 2013
- Professional Development during Inservices over the 2-3 years

ELA and Social Studies at the High School

Social Studies/ELA Integration Background

Grade	Language Arts	Social Studies
9th	Survey of literary genres, Write Traits, grammar	U.S. History 1789-1914
10th	World Literature, Write Traits, grammar	U.S. History: 1914- Present/AP American History
11th	American Literature, composition	World Cultures/AP European History
12th	British Literature, composition	Government/Economics/AP Government

Proposed Sequence 2011-2015

Grade	Language Arts	Social Studies
9th	Survey and American Literature, grammar and composition/Write Traits	Civics and Government
10 th	Modern American Literature/ Post-Civil War and Write Traits	U.S History 1850-Present/AP U.S. History

Proposed Sequence 2011-2015 (cont.)

Grade	Language Arts	Social Studies
11th	<p>British Literature World Literature (Greeks, European, Middle Eastern, South American), Write Traits</p>	<p>World Cultures—1450-Present Modern/Europe/China /Middle East/AP World History</p>
12th	<p>“Required” Electives possibly including, but not limited to: Current Events/Contemporary Literature, Social Issues, Popular Culture, Sports Literature, Classical Civilizations, AP and Honors English 10</p>	<p>AP Comparative Government, Sociology, Psychology/AP Psych, "Required" Electives: See ELA offerings.</p>

Language Arts Integration Timeline

School Year	Graduation Year				
	2017	2016	2015	2014	2013
10-11				Old 9 th	Old 10 th
11-12			New 9 th	Old 10 th	Old 11 th
12-13		New 9 th	New 10 th	Old 11 th	Old 12 th
13-14	New 9 th	New 10 th	New 11 th	Old 12 th	
14-15	New 10 th	New 11 th	New 12 th		
15-16	New 11 th	New 12 th			
16-17	New 12 th				

Integration Research

Integrating social studies with the study of literature can empower students in their personal struggles toward adulthood as well as introduce them to larger social issues (Wasta & Lott 2000).

Integration Research

One of the main reasons teachers use this approach is to help their students make connections across subject areas (Johnson & Janisch 1998; Papai 2000; Weilbacher 2001). Students are excited about these connections and are stimulated to produce new ideas, thus increasing their desire to learn (Grant & VanSledright 2001).

Integration Research

Moreover, curriculum integration enhances the meaning of what is taught and provides students with rich literacy instruction. Some teachers have found that focusing on social studies topics is an effective way to organize their students' literacy learning (Johnson & Janisch 1998).

Integration Research

Through the use of social studies themes as the content in reading and language arts lessons, teachers were able to explore social studies topics in depth while helping their students become skilled readers, writers, and thinkers (Johnson & Janisch 1998).

There is limited empirical research on curriculum integration. The few available studies, however, support its implementation.

Integration Research

Conclusions

Research indicates that integration thematic development and coordination between ELA and Social Studies using project-based learning enhances Common Core State Standards recommendations for reading and writing proficiency (Heitlin 2013).

Through our own research, limited curriculum integration is the most practical approach.

High School Student Survey ELA/Social Studies

- Purpose: Two-Fold:
- Gauge student interest in cross-curricular integration between ELA/Social Studies.
- Assess student interest in potential topics/themes for course development at the 12th grade level.
- Survey conducted in all Social Studies classes at the High School.
- Broken down into three questions.

Question 1: Topics of Interest for Potential 12th Grade Courses.

Listed from most to least interest:

1. Current Domestic & Global Events
2. Social Issues
3. Popular Culture
4. Law & Justice
5. Military History
6. Sports History
7. Ethics & Philosophy
8. World Religions
9. Economics
10. Classical Civilizations

Question 2: Level of Integration ELA/Social Studies

- 56% would like to see limited integration with occasional cross-curricular assignments between subjects.
- 28% would like to see extensive integration with most assignments being cross-curricular between subjects.
- 16% would prefer full integration between English & Social Studies with both subjects being taught in the same class period.

Question 3: Topics of Interest for ELA/Social Studies at the 12th Grade Level

1. Classical Civilizations, Myths & Legends: 39%
2. Popular Culture and Modern Literature: 33%
3. Current Events and Contemporary Literature: 27%
4. Social Issues and Contemporary Literature: 25%
5. Sports History and Sports Literature: 24%

Integration at Other Schools

Souderton:

"Required" electives in ELA:

- Mythological Men and Women
- War Stories
- Money/Power and Social Justice
- Psychology and Sociology
- Science and Technology in Literature
- Women's Literature.

Integration is very limited.

Emmaus High School

12th Grade Humanities, Honors Level Course

- Combines Social Studies, ELA, Music & Art
- Double period each day
- Full integration across all four subjects
- Focus is on thematic exploration of Western Civilization
- Limit of 45 students: Averages around 40 per year

High School Integration Example

- ELA students reading *The Grapes of Wrath*
- Social Studies studying The Great Depression
- Social Studies: Students divided into three companies producing aglets with various salary and benefits plans.
- ELA write up contracts and present proposals to the workers (persuasive/argumentative). Debate ensues about worker benefits and compensation.
- "Accepted" contract survives the Great Depression.

High School Integration Example

Part 2

- The surviving company must hire more workers and maintain profits. More debate about worker compensation.
- More parameters given for supplies and benefits.
- Does the company stay in business?
- Which workers will survive?

Advantages of Thematic Approach

- Movement away from chronologically driven curriculum provides flexibility in planning.
- Development of cross-curricular themes facilitates integrated lesson planning.
- Thematic development places quality of understanding over quantity of information.
- Allows for greater integration of Common Core Standards in the curriculum.

Movement toward Global Education in Social Studies

- Development of Thematic Approach across the department provides opportunity for global component in every course.
- Implementation of AP World History in 11th Grade for the 2013-2014 school year.
- Implementation of AP Comparative Government in 12th grade for the 2014-2015 school year.
- Pursuing the many opportunities available to make global connections with individuals & groups worldwide through technology.

ELA and Social Studies at the Middle School

Proposed Changes to MS ELA Curriculum

- Grade 7 (revise existing courses)
 - Language Arts (literary text and writing)
 - Academic Literacy (informational text and writing)
 - Both courses will:
 - connect reading and writing
 - meet demands of CCSS
 - integrate with Social Studies and Science with emphasis on global education and digital literacy

ELA Changes (cont.)

- Grade 8
 - Language Arts (literary/informational text and writing)
 - meet demands of CCSS
 - Integrate content with Social Studies and Science with an emphasis on global education and digital literacy
 - provide transitioning from elementary to secondary experience (2 courses become 1)

Middle School Social Studies

- 7th Grade shifted focus Western Hemisphere Geography to World Cultures and Geography
 - Moving toward integration with ELA
 - Incorporating discussion of global issues and current events
- 8th Grade shifted from Civics and Government to Early American History
 - Integration with ELA
 - Incorporating global education

What can integration look like?

- *A Long Walk to Water* by Linda Sue Park
 - A semi-biographical novel about Salva Dut during the civil unrest in the Sudan and the fictionalized account of a Sudanese girl named Nya whose responsibility is to bring water each morning back to her home
 - Work in both Language Arts and Social Studies classes to read the story, research and write about relevant topics using various media, and develop public service announcements to promote understanding of this issue
 - Students will meet CCSS goals for literacy, both informational and literary, global education, digital media skills

Meeting the need for digital media skills at the Middle School:

- Ubiquitous use of technology
 - shorter more frequent research projects
 - use of wikispaces and blackboard for classroom management
 - using web-based software such as Edmodo, Teen Biz, OhLife, etc.
 - use of digital Textbooks, eBooks, and electronic databases
- Can be accomplished with ubiquitous access to technological devices
 - currently students' access to devices is a challenge
 - need for additional equipment (i.e. iPads, laptops)

ELA/Social Studies Needs: Common Core/Curriculum Integration

- Common Planning Time Across Disciplines using Spartan Period/Team Planning Time
- Implement CCSS across all curriculum
- Acquiring e-books and sharing electronic resources and databases:

Not limited to:

Novels, online resources, historical documents, periodicals, journals, visual media, documentaries, non-fiction texts...

What Does It All Mean?

SLHS and SLMS will provide an integrated and diverse approach to instruction and assessment that affords students the opportunities to develop the skills through the implementation of the Common Core State Standards, thus preparing them for college and career experiences in the 21st Century.