

West Irondequoit CSD Social Studies Department

Curriculum Design: Then and Now

*Our Journey towards Antiracist Instruction**

Grade Level	<p align="center">Then</p> <p align="center"><i>Focus on reading comprehension and writing, fact memorization, and the study of a generally singular historical narrative.</i></p>	<p align="center">Now</p> <p align="center"><i>Focus on thinking, reading, and writing historically, with an emphasis on analyzing and corroborating sources from diverse perspectives in order to draw evidence-based historical interpretations and strive to become an engaged and informed global citizen.</i></p>	<p align="center">Curricular Examples</p> <p align="center"><i>Standards Used to inform Social Studies Curriculum Design:</i> <u>NYS K-12 Social Studies Framework</u> <u>NYS Culturally Responsive-Sustaining Framework</u> <u>Social Justice/Anti-Bias Standards (TT)</u> <u>Teaching Hard History (TT)</u> <u>Haudenosaunee Guide for Educators</u></p>
K	Students learned about what it means to be a good classroom member and friend.	Students engage in identifying elements of their personal identity, as well as characteristics of a good friend and community member; students will engage in discussion about how people are different and similar, and why diversity is a strength in their classroom.	Unit 3: Diversity (ELA/SS) Students will consider the essential question, “Can I cooperate with someone who thinks, acts, or speaks differently than I do?” as they use their speaking, listening, and reading skills to better understand that people are represented by their own unique identities and are connected to each other by a shared culture. Students will work with a variety of texts, such as <u>What do you celebrate?</u> And <u>I Like Myself.</u>
1	Students learned about what it means to be a good classroom member and friend. Students learned about symbols in American culture.	Students engage in continued discussion about their personal identity, adding in more discussion on family culture, community culture, and their role in both family and school communities; students will engage in discussion about why cultural diversity is a strength in their community.	Unit 3: People & Their Environment (ELA/SS); students will the essential question, “How can your actions influence your community?” as they use their reading, writing, speaking, and listening skills to determine ways in which good community members contribute to their community. Students will engage with texts such as <u>Rain School</u> to develop their thinking around this concept.
2	Students compared and contrasted urban, suburban, and rural communities. Students learned about symbols in American culture.	Students engage in a study of how local urban, rural, and suburban communities are similar and different, as well as how interconnected our local communities are. Students will consider what it means to be a “good community member” no matter where you live and why diversity is a strength in the world.	Unit 3: Diverse Community Cultures (ELA/SS); students will consider the essential question, “How does where I live contribute to who I am?” as they consider the diverse cultures in their communities and how that relates with and contributes to their identity. Students will engage with the text, <u>Just Dance</u> , in their study.
3	Students studied a few select countries where students looked at a few “outward” cultural elements, such as food and clothing.	Students engage in conceptual study of culture and cultural values, geography, economics, and government by comparing and contrasting our local community with communities around the world. Students will discuss what it means to be a global citizen and engaged member in our global community.	Unit 2: Community Cultures Around the World (ELA/SS); Students will consider the essential question, “Why should I know more about other people’s lives and experiences?” as they engage with the text, <u>Stella Diaz Has Something to Say.</u>

*Curriculum adjustments are ongoing K-12, following the 5 year Social Studies Department Curriculum Update plan.

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4	Students studied historical facts of New York History from colonial period through the Civil War.	Students engage in study of New York’s history from multiple perspectives, including Indigenous People’s, Black colonists, enslaved people, White colonists, white women and women of color, and free Black people. <i>(Work in Progress—connection to modern Rochester and issues of racism)</i>	Unit 3: A Search for Freedom and a Call for Change (ELA/SS) In this unit, students consider the essential question, “Is it ever ok to break the law?” and engage in an in-depth study of the Suffrage and Abolitionist Movements in Rochester.
5	Students studied historical facts regarding the settlement of the Western Hemisphere by Europeans and the eventual establishment of modern Western countries.	Students engage in a study of the Western Hemisphere past and present, considering history and culture of Indigenous people across North and South America, the devastating impact of European exploration; students then engage in comparative study of Canada, United States, Mexico, and Cuba, with a focus on modern issues of culture, government, and economics.	Unit 4: Comparative Cultures Students consider the essential question, “Why should we understand other cultures?” as they engage in study of how a country’s cultures develop over time and how cultural values influence people’s actions. Specifically, students will analyze the harm that stereotypes can cause within a society’s culture.
6	Students studied historical facts regarding the history of the Eastern Hemisphere, mainly in Europe and Asia through to the Renaissance Period in Europe.	Students engage in the study of Eastern Hemisphere history. Through this study, students will analyze and compare world religions, world cultures, and the importance of understanding how the world has become so interconnected.	Unit 1: Regions, Environment, and the Neolithic Revolution; students will consider the essential question, “How does where you live influence who you grow to be?” as they consider the relationship between geographic features and society’s characteristics. Students will unpack the idea of “historical turning point,” both through the study of current events.

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7	Students studied the historical facts and narrative of early American history from colonization through the Civil War.	Students engage in the study of early American history, from Indigenous peoples through to the Civil War. Students will focus their skill growth on analyzing history from multiple perspectives, contextualizing documents, and making connections across time and identifying enduring issues in history.	Unit 1: Early People & the Cornerstones of US History; students will consider the essential question, “What is power and how is it used?” as they investigate North America before the European colonists arrives, as well as after. Students will consider questions such as, “how can cultural values define power, who has it, and how it is used?” as they analyze this period in history from Indigenous people’s perspectives, as well as from European colonists’ perspectives.
8	Students studied the historical facts and narrative of American history from the Civil War through the Civil Rights Era, and into the modern period.	Students engage in the study of American history, from the Reconstruction Period through to the Civil Right era, with emphasis on making modern day connections. Students will focus their skill growth on contextualizing documents, identifying perspective and bias in sources and in historical narratives, and identifying enduring issues in history.	<p><i>This course has been entirely restructured and focuses on analyzing American History through an antiracist lens, focusing on issues of equity, identity, agency, and systemic racism.</i></p> <p>Unit 5: Roaring 20s focuses on the concept of power and the role people play in influencing government policy. Students analyze how people across the US used their agency and voice to fight to establish their rights, freedoms, and safety in the face of discrimination, racism, and increased nativism.</p>
9	Students studied historical facts about world history from the Neolithic Revolution through to the French Revolution.	Students engage in the study of early world history from the Neolithic Era through the period of European Exploration and the beginning of the Slave Trade with emphasis on making modern day connections. Students will focus their skill growth on contextualizing documents, identifying perspective and bias in sources and in historical narratives, and identifying enduring issues in history.	Unit 9: A Time of Change; students will consider the consequences of European Exploration and the Enlightenment on the Americas and Africa, focusing specifically on how the Enlightenment supported the degradation of populations in the Americas and Africa, combing with industrial needs, lead to the institution of the African Slave Trade. Students will consider that the growth of wealth and power of European nations, and subsequently their colonies like the US, were built on the backs of enslaved people.

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10	Students studied historical facts and a generally Eurocentric historical narrative of world history from the French Revolution to the modern period.	Students engage in the study of world history from the Enlightenment period in Europe through to modern globalization and issues in the modern world. Students focus their skill growth on reading, writing, and thinking historically in order to effectively draw conclusions to historical questions, such as “Are the benefits of innovation worth the costs?” Students will analyze history across many perspectives, will corroborate sources in order to determine their own evidence-based interpretation of history.	Unit 6: Decolonization and Nationalism; students will study the period between 1900 and 2000 when nationalism & decolonization movements lead to the end of formal imperialism. Students will consider the question, “How does a civilization define its own national identity?” as they study the histories of Indian Independence, independence movements across the African continent, and nationalists’ movements across the Middle East.
11	Students studied the historical narrative (often dominated by white men) of American history from colonization through to the modern period.	Students engage in an in-depth study of US History and Government, focusing on the analysis of primary source documents as they corroborate sources and draw historical, evidence-based conclusions to inform their construction of an historical narrative from multiple perspectives.	Unit 8: The Rise of American Power (1890-1920); students will study American imperialism and subsequent involvement in World War I, considering the question, “What is worth fighting for?” Students will analyze imperialism, involvement in WWI, impact on civil liberties, and the Great Migration from a variety of perspectives, including White American, Black American, Filipino, Cuban, Government officials, men, and women.
12	In Government, students studied the elements of the American political system and the role of people in that system. In Economics, students engaged in study of basic principles of economics, such as supply and demand.	As students participate in these two courses as seniors, they work to establish themselves as civically ready community members and citizens. Through analysis, discourse, project-based learning, and current events, students will define for themselves what it means to be an active and engaged community, American, and global citizen. All seniors participate in the Civics Conference at IHS, where speakers from the community and region are invited to share with students how their role in society enables them to be an engaged and informed community member.	<p><i><u>In the process of preparing the Civic Literacy Seal for graduates who qualify.</u></i></p> <p>Gov Unit 1: Evaluation of the Constitutional Principles; students will consider the principles embedded in the Constitution through the essential question, “How can the abuse of power be avoided?”</p> <p>Econ Unit 4: Responses to the Free Market; students will analyze the impact of free market policies on American people through the essential question, “Is economic freedom always good?”</p> <p>Throughout both courses, there is a heavy emphasis on current events and addressing how these basic economic and government principles are impacting our country today.</p>