Beaverton School District

Social Studies Curriculum Professional Development, Fall 2022

Social Studies 101

This 3-hour interactive session introduces the disciplines of social sciences, explains why they are so important, and explores common problems of social sciences instruction at the elementary level.

Video Webinar Part 1: Orientation / What anchors, inspires, and obligates you?

Video Webinar Part 2: Gracias / How do you feel about elementary social studies?

Video Webinar Part 3: Disciplinary guestions / What guestions can you generate?

<u>Video Webinar Part 4</u>: Current status of elementary social studies / What challenges are you facing in elementary social studies?

<u>Video Webinar Part 5</u>: Preparing kids for a diverse democracy with deep inequities / What knowledge, skills, and values do you think are essential?

<u>Video Webinar Part 6</u>: Frameworks / What is most exciting or compelling to you about inquiry teaching? (after watching <u>Jenny Sinclair video</u>) <u>Standards and Learning Targets</u>, K-5

<u>Video Webinar Part 7</u>: Open & closed questions / How would you sort your brainstormed questions and why?

<u>Video Webinar Part 8</u>: Inquiry that matters / What is most compelling to you, and what are your next steps?

<u>Slides</u> and optional <u>Sample Unit Analysis Activity</u> Click <u>here</u> for the feedback form after completing this PD.

Curriculum Deep Dive

This session introduces the custom curriculum designed for the Beaverton School District. Katy Swalwell will give an overview of the curriculum, and a brief overview of each grade leve's first unit.

Overview Webinar Part 1 Video: Backwards Design & C3 Inquiry Arc / Slides

Overview Webinar Part 2 Video: Scope & Sequence for Beaverton Curriculum / Scope and Sequence (each grade's Unit 1 linked within)

Grade Level Unit Overview

Video Webinar for Kindergarten

Video Webinar for Grade 1

Video Webinar for Grade 2

Video Webinar for Grade 3

Video Webinar for Grade 4

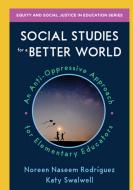
Video Webinar for Grade 5

Click here for the feedback form after completing this PD.



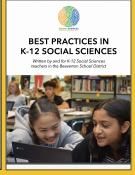
Recommended Resources

Click on the images below for more information about each resource focused on instructional strategies / frameworks.











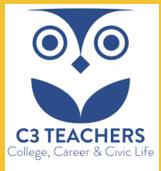


What happened in the past?
What caused something to happen?
Who was involved?
Who was involved?
What were the consequences of what happened?
Whose perspectives are centered or left out of those stories?



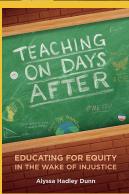








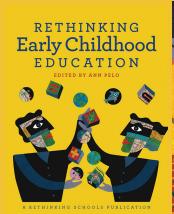


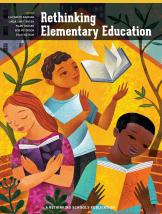


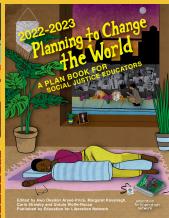


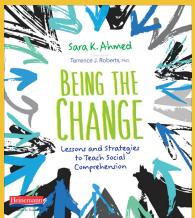


Click on the images below for general elementary and early childhood resources:

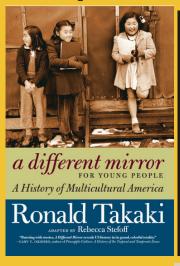


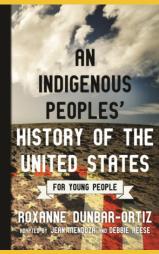


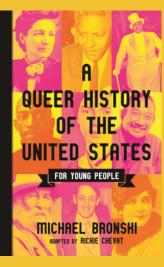


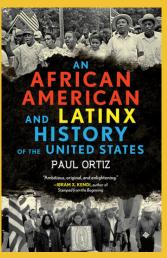


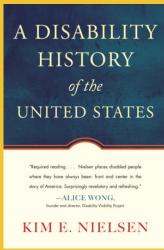
Click on the images below for more information about each resource focused on content knowledge.

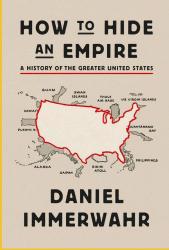


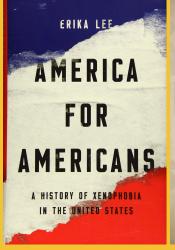


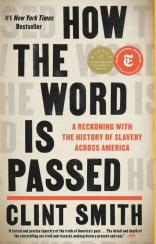










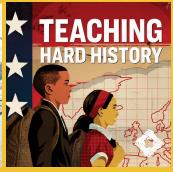


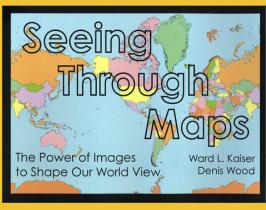


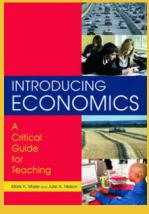


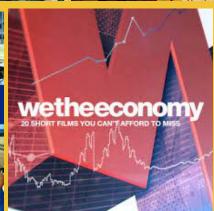












Click on the images below for articles about educating for a diverse democracy with inequities:

Controversies about Controversial Issues in Democratic Education

In a recent study of American' beliefs Labout hose government should work. Labout hose government should work. Labout hose government should work should be the control of the control of the should be control of the control of the tenth should political issues and politics. Contrary to the view that people years for greater and new meaningful towelvement in greater and new meaningful towelvement in predict and meaning the control of work of political participation, and then you can control of the control of control of the control of control control of control of

ervite by narrow sein-invents and nancouse certificity. The lines Africa as not the only researchers documenting the low level of political engagement in the United States. Their study is porticularly important, though because it links declines in political engagement to the views that many hold reporting certificial engagement in the view of the control of the vexing paradox: While Americans generally like conflict and occurrency; They identified a vexing paradox: While Americans generally

University of Wiscons

More advocate touching the populace to accept the invivibility, that there is "diagreement among Americans on how to the agreement among Americans on how to the agreement among the agreement of the interpretation of the agreement of agreement of the agreement of the agreement of the population of the agreement of the agreement of the population of the agreement of the democratic participation. They advocate democratic participation. They advocate democratic participation are agreement of the agreement of the

f its core and vital elements. The idea that controversial political iso heads be a central feature of a school-bas emocratic education program is not new. in influential report about social studies usued in 1916, schools were encouraged reade "Problems of Democracy" courses probasized contemporary political issues U.S. Bureau of Education). Bethuissians for sis approach continues today ameng som

PSOnline www.opsanet.org

educators as evidenced by the recently released Civic Mission of the Schools Repe (2002), which endorses covering political controversies in the carriculum. Specificall

Incorporate discussion of current bond, national, and international insteas and events into the classovers, particularly those that young people view as impost to their lives. When young people have opportunities to discous current issues: classroom seeting, they took to have greater interest in politics, improved critical thinking and communications skills, more civic knowledge, and more interest in discussing public affairs out

directs conservated political inserts in decision of the control o

tions and attendency or to necessary and a nace in democrates (Avery 2002). Participa area in democrates (Avery 2002). Participa also appears to influence other forms of political engagemene. Findings from the International Association for the Evaluation of Educational Archivement (Ed.) study of 90,000 students in 28 countries advances the importance of issues discussives in an open classroom climate. Formy-Purta, Lehman, Owald and Schultz 2001). In an open classroom climate, vindusts experience the classroom as places to investigate issues an

American Educational Research Journal, Volume 41 No. 2, Summer 2004

WHAT KIND OF CITIZEN? THE POLITICS OF EDUCATING FOR DEMOCRACY

Joel Westheimer University of Ottawa

Joseph Kahne Mills College

> Educative and policymakers we increasingly parwing progress that aim to strengthen democracy through (see indication, service learning, and who prologojate. The democracy through the control of the control of the control of the control attention to the spectrum of least represented in education progress about what good intensity in and with special critical on the control of reducational progress that aim to hard democratic theory and a new-your study of educational progress that aim to have democratic through a service of the control of the control of the proposable, propriets, and princip control that understood profits in the of education for democracy. We democrate that the survey and often about the construction consequence of actionally methods in many current official to achieving the construction consequence of actionally methods in many current official in achieving the

The notion of democracy occupies a privileged place in our society. Deveyone believed democracy is desirable. Indeed, electrone, policymaters, politicisms, and community activities the pratus dozon or algorable for change under the hance of farbering democracy. The contract of the tract or such each of the contract o

his what follows, we examine the politics of choosting for democracy. Specifically, we draw on see two-year subdy of an papering that sime in severe the democracing personal participation, and participation, and pastice estimated that emerged from our analysis of democracia theory as participator, and pastice estimated that emerged from our analysis of democracia theory as program goals and particies. We then classes some of the potentially significant politic implications of these difficulty conceptions. The back of our empirical work describes two of the program of the contract of the program of t



