

K-12 Social Studies Education

School District of Whitefish Bay

Mission Statement:

The Whitefish Bay Social Studies Curriculum will nurture attributes, knowledge, and skills through which young people become socially active and informed citizens who understand the structure and processes of society and have the ability to adapt in a changing social, political, and economic environment.

Broad Goals:

Through Social Studies Education, students will demonstrate proficiency in the following standards:

Standard A: Geography: People, Places, and Environments

Students will demonstrate understanding of geography through the study of relationships among people, places, and environments.

Standard B: History: Time, Continuity, and Change

Students will demonstrate understanding of the history of their community, Wisconsin, the United States of America, and the world, by examining the change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Standard C: Political Science and Citizenship: Power, Authority, Governance, and Responsibility

Students will demonstrate understanding of political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Standard D: Economics: Production, Distribution, Exchange, and Consumption

Students will demonstrate understanding of production, distribution, exchange, and consumption so that they can make informed economic decisions.

Standard E: Behavioral Sciences: Individuals, Institutions, and Society

Students will demonstrate understanding of the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Program Status- As of 2011-2012 School Year

Grade	Course	Time
Kgn	Self and School	Elementary Instructional time for Social Studies ranges from approximately 90 minutes per week at grade 1 to 150 minutes per week at grade 5.
1	Kids, Family, and Schools Around the World	
2	School and Community	
3	Community, Country and World	
4	Regions of the United States and Wisconsin	
5	US History Overview	Year-long courses
6	World History, Early Humans up to Medieval Times	
7	World History, Medieval Times through Discovery of America	
8	US History, American through Industrialism	Year-long course
9	Global Studies- Past & Present	
10	US History 1 1850 – 1900	Semester course
11	US History 2/3 or AP US History 1900 – Present	Year-long course
12	American Government	Semester course
10 – 12	Contemporary Problems	Semester courses
10 – 12	Leadership for Social Justice	
11 – 12	Economics	
12	AP Economics	
11 – 12	Psychology	
12	AP Psychology	

Social Studies/History Alive! are the core programs at the elementary and middle school. Lessons and activities are based on five well-established theories:

- Understanding by Design - Grant Wiggins and Jay McTighe maintain that teaching for deep understanding must begin with planning the big ideas students should learn. That's why you will see an Essential Question at the start of every chapter.
- Nonlinguistic Representation Research - Robert Marzano and colleagues demonstrate that teaching with nonlinguistic activities helps improve comprehension. Use of movement and graphic note-taking are both key to TCI lessons.
- Multiple Intelligences – According to Howard Gardner's revolutionary theory, every student is intelligent – just not in the same way. Because everyone learns in a different way, the best activities tap more than one kind of intelligence. Gardner has described these seven intelligences: verbal-

linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. Thoughtful integration of these skills throughout the curriculum provides a broader path for all students to learn.

- Cooperative Interaction – Elizabeth Cohen’s research has led her to conclude that cooperative groupwork leads to learning gains and to higher student achievement. Cohen has found that if students are trained in cooperative behaviors, placed in mixed-ability groups, and assigned roles to complete during a multiple-ability task, they tend to interact more equally. This increased student interaction leads to more learning and great content retention.
- Spiral Curriculum – Educational theorist Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively more difficult concepts through a process of step-by-step discovery. With this systemic and systematic approach, all students can learn how to think critically and discover knowledge for themselves.