

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 12, 2010
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **CONSIDERATION OF CURRICULUM**
ORIGINATOR: Judith Smith, Executive Director, Liberal Arts
RESOURCE PERSON(S): Rex Shepard, Coordinator, Social Studies-Secondary Programs

RECOMMENDATION

That the Board of Education reviews and approves the following new/revised curriculum:

Social Studies
World Cultures 6
World Cultures 6 GT

* * * * *

Executive Summary
Social Studies, *Grade 6 World Cultures*
November 2009

During the 2006-2007 school year, all social studies curriculum guides were reviewed by auditors from Phi Delta Kappa (PDK). The audit report was presented to the Board of Education of Baltimore County in February 2007. The overall ratings for the social studies guides ranged from one to eleven points. The auditors' scores were derived by reviewing five criteria: Objectives, Assessment, Prerequisites, Resources, and Strategies. Curriculum personnel from the Offices of Elementary Social Studies and Secondary Social Studies reviewed the PDK audit findings carefully to determine the areas for each curriculum guide that needed to be strengthened or supplemented. These findings guided curricular revisions so that all components identified as receiving a score less than maximum were addressed. This revision of *Grade 6 World Cultures*, which received a score of eleven, completed one step in the planned response to audit findings. Consistent with the International Organization for Standardization (ISO), the following describes remaining steps taken to achieve approval of the revised *Grade 6 World Cultures*.

- September 2006 to May 2008 - A review of professional literature was conducted by the Office of Social Studies, including the Maryland State Curriculum, *Social Studies in the World: Teaching Global Perspectives* from the National Council for the Social Studies, *AP Vertical Teams Guide for History and the Social Studies* from the College Board, and the English/Language Arts College Board Standards for College Success.
- September 2006 - An external review of the existing *Grade 6 World Cultures* was initiated.
- June 2007 - A decision was reached by the Office of Social Studies, based on audit findings and a review of professional literature, to revise the existing *Grade 6 World Cultures*.
- September 2006 to May 2007 - Study committee findings, including recommendations for revised content, indicators, objectives, and assessments, were submitted to the Office of Social Studies.
- September 2006 to May 2008 - A study committee was convened by the Office of Social Studies to conduct an internal review of the existing *Grade 6 World Cultures* in the context of audit findings to propose revised content, indicators, objectives, and assessments.
- February 2008 to August 2008 - The approval process for developing a revised *Grade 6 World Cultures* was initiated.
- August 2008 - The revised *Grade 6 World Cultures* pilot was implemented in five schools.
- September 2008 to May 2009 - Feedback from pilot teachers and department chairs was obtained for use in guiding the next level of curriculum revision.
- May 2009 to August 2009 - *Grade 6 World Cultures* was revised based on feedback from teachers and department chairs.

- September 2009 - A draft of the revised *Grade 6 World Cultures* was implemented.
- September 2009 to October 2009 - An external review of introductory units was conducted by the Office of College Board and AVID.
- September 2009 to October 2009 - Curriculum Oversight Committee meetings were held to evaluate the revised *Grade 6 World Cultures*. Feedback was used to guide the next level of curriculum revision.
- September 2009 to November 2009 - *Grade 6 World Cultures* was revised using recent feedback.
- October 2009 - An internal review of *Grade 6 World Cultures* was conducted by the Department of Liberal Arts.
- November 2009 - Liberal Arts Content Review Committee meeting was held to review the revised *Grade 6 World Cultures*.
- November 2009 - *Grade 6 World Cultures* will be submitted to the Superintendent, Area Assistant Superintendents, and Executive Leadership for approval.
- November 2009 - *Grade 6 World Cultures* will be submitted to the Board of Education Curriculum Review Committee for approval.
- December 2009 - *Grade 6 World Cultures* will be submitted to the Board of Education for approval.

The revised *Grade 6 World Cultures* includes opportunities for students to reflect upon and take responsibility for their learning, apply higher level thinking skills to evaluate and propose solutions to real-world problems, employ college preparatory strategies, address recurring themes that provide a framework for studying cultures, and apply meta-cognitive skills. Instructors are provided with teaching suggestions that address a variety of learning preferences and offer alternatives for purposes of differentiation. In support of the Articulated Instruction Module (AIM), *Grade 6 World Cultures* specifically provides teaching suggestions at the Acceleration, Instruction, and Mastery levels for each Knowledge Skill Indicator (KSI) for each objective. This affords teachers opportunities to provide differentiated instruction in the most rigorous context possible.

Upon completion of *Grade 6 World Cultures*, students will have acquired and processed knowledge regarding selected regions and will be prepared for the challenges of *Grade 7 World Cultures* and later study in *World History*. They will have also mastered vocabulary, concepts, and processing that is required for success on the Government High School Assessment.

The revision of *Grade 6 World Cultures* is a component of curricular reform in Baltimore County Public Schools. The required curricula for Social Studies PreK-12 supports a scope and sequence of social studies instruction and learning that integrates history and the social sciences within courses that are organized by disciplines such as political science, geography, economics, and history. The curriculum guide for each course describes the instructional path needed to progress from the standards and objectives of the course toward target assessments based upon national and state content standards. Each guide includes the portion of the scope and sequence for PreK-12 social studies that pertains to the grade/course before, the course itself, and the

grade/course after. This enables teachers to examine the path of instruction and more effectively plan for students to meet course objectives within the overall social studies program. Essential indicators and objectives for each program are referenced in AIM. Consequently, AIM provides the lens through which the curriculum can be viewed for alignment with the State Curriculum and the state Core Learning Goals.

The Office of Secondary Social Studies is seeking approval for the *Grade 6 World Cultures* guide to ensure alignment of the written, taught, and assessed curriculum, and to provide support for a high-quality social studies program for all students in Baltimore County Public Schools.

Executive Summary
Social Studies, *Gifted and Talented Grade 6 World Cultures*
November 2009

During the 2006-2007 school year, all social studies curriculum guides were reviewed by auditors from Phi Delta Kappa (PDK). The audit report was presented to the Board of Education of Baltimore County in February 2007. The overall ratings for the social studies guides ranged from one to eleven points. The auditors' scores were derived by reviewing five criteria: Objectives, Assessment, Prerequisites, Resources, and Strategies. Curriculum personnel from the Offices of Elementary Social Studies and Secondary Social Studies reviewed the PDK audit findings carefully to determine the areas for each curriculum guide that needed to be strengthened or supplemented. These findings guided curricular revisions so that all components identified as receiving a score less than maximum were addressed. This revision of *Gifted and Talented Grade 6 World Cultures*, which received a score of eleven, completed one step in the planned response to audit findings. Consistent with the International Organization for Standardization (ISO), the following describes remaining steps taken to achieve approval of the revised *Gifted and Talented Grade 6 World Cultures*.

- September 2006 to May 2008 - A review of professional literature was conducted by the Office of Social Studies, including the Maryland State Curriculum, *Social Studies in the World: Teaching Global Perspectives* from the National Council for the Social Studies, *AP Vertical Teams Guide for History and the Social Studies* from the College Board, and the English/Language Arts College Board Standards for College Success.
- September 2006 - An external review of the existing *Gifted and Talented Grade 6 World Cultures* was initiated.
- June 2007 - A decision was reached by the Office of Social Studies, based on audit findings and a review of professional literature, to revise the existing *Gifted and Talented Grade 6 World Cultures*.
- September 2006 to May 2007 - Study committee findings, including recommendations for revised content, indicators, objectives, and assessments, were submitted to the Office of Social Studies.
- September 2006 to May 2008 - A study committee was convened by the Office of Social Studies to conduct an internal review of the existing *Gifted and Talented Grade 6 World Cultures* in the context of audit findings to propose revised content, indicators, objectives, and assessments.
- February 2008 to August 2008 - The approval process for developing a revised *Gifted and Talented Grade 6 World Cultures* was initiated.
- August 2008 - The revised *Gifted and Talented Grade 6 World Cultures* pilot was implemented in five schools.
- September 2008 to May 2009 - Feedback from pilot teachers and department chairs was obtained for use in guiding the next level of curriculum revision.
- May 2009 to August 2009 - *Gifted and Talented Grade 6 World Cultures* was revised, based on feedback from teachers and department chairs.

- September 2009 - A draft of the revised *Gifted and Talented Grade 6 World Cultures* was implemented.
- September 2009 to October 2009 - An external review of introductory units was conducted by the Office of College Board and AVID.
- September 2009 to October 2009 - Curriculum Oversight Committee meetings were held to evaluate the revised *Gifted and Talented Grade 6 World Cultures*. Feedback was used to guide the next level of curriculum revision.
- September 2009 to November 2009 - *Gifted and Talented Grade 6 World Cultures* was revised using recent feedback.
- October 2009 - An internal review of *Gifted and Talented Grade 6 World Cultures* was conducted by the Department of Liberal Arts.
- November 2009 - Liberal Arts Content Review Committee meeting was held to review the revised *Gifted and Talented Grade 6 World Cultures*.
- November 2009 - *Gifted and Talented Grade 6 World Cultures* will be submitted to the Superintendent, Area Assistant Superintendents, and Executive Leadership for approval.
- November 2009 - *Gifted and Talented Grade 6 World Cultures* will be submitted to the Board of Education Curriculum Review Committee for approval.
- December 2009 - *Gifted and Talented Grade 6 World Cultures* will be submitted to the Board of Education for approval.

The revised *Gifted and Talented Grade 6 World Cultures* includes opportunities for students to reflect upon and take responsibility for their learning, apply higher level thinking skills to evaluate and propose solutions to real-world problems, employ college preparatory strategies, address recurring themes that provide a framework for studying cultures, and apply meta-cognitive skills. Instructors are provided with teaching suggestions that address a variety of learning preferences and offer alternatives for the purposes of differentiation. In support of the Articulated Instruction Module (AIM), *Gifted and Talented Grade 6 World Cultures* specifically provides teaching suggestions at the Acceleration, Instruction, and Mastery levels for each Knowledge Skill Indicator (KSI) for each objective. This affords teachers opportunities to provide differentiated instruction in the most rigorous context possible.

Upon completion of *Gifted and Talented Grade 6 World Cultures*, students will have acquired and processed knowledge regarding selected regions and will be prepared for the challenges of *Gifted and Talented Grade 7 World Cultures* and *Advanced Placement World History*. They will have also mastered vocabulary, concepts, and processing that is required for success on the Government High School Assessment.

The revision of *Gifted and Talented Grade 6 World Cultures* is a component of curricular reform in Baltimore County Public Schools. The required curricula for Social Studies PreK-12 supports a scope and sequence of social studies instruction and learning that integrates history and the social sciences within courses that are organized by disciplines such as political science,

geography, economics, and history. The curriculum guide for each course describes the instructional path needed to progress from the standards and objectives of the course toward target assessments, based upon national and state content standards. Each guide includes the portion of the scope and sequence for PreK-12 social studies that pertains to the grade/course before, the course itself, and the grade/course after. This enables teachers to examine the path of instruction and more effectively plan for students to meet course objectives within the overall social studies program. Essential indicators and objectives for each program are referenced in the AIM. Consequently, AIM provides the lens through which the curriculum can be viewed for alignment with the State Curriculum and the state Core Learning Goals.

The Office of Secondary Social Studies is seeking approval for the *Gifted and Talented Grade 6 World Cultures* guide to ensure alignment of the written, taught, and assessed curriculum, and to provide support for a high-quality social studies program for all students in Baltimore County Public Schools.