

KPBSD Social Studies Curriculum Revision



**The mission of the Kenai Peninsula
Borough School District is to empower all
learners to positively shape their futures.**

What are the key components of an ideal curriculum document?

Individually, for 2-3 minutes, write down as many components of what you believe an ideal curriculum should include.

Please write down one idea per post...



Post It – Pile it

In a small group, for 2-3 minutes, you will work in a small group to share your ideas. Letter of A/B/C/D....

Person A will share their idea first. And place their post-it note idea on the table.

If others have a similar idea, they “pile-it” on top.

Next person B will share notes until all the post-it notes are in a pile.



Discuss in your group...

Once the post-its are piled...

- 1) Which pile had the most post-its and why do you think that is so?
- 2) Which pile had the least post-its and why do you think that is so?
- 3) What might be some other patterns you notice about your post-it piles?
- 4) What are things that surprised you and/or the group?

(Assign and reporter for your group and be prepared to share out with the whole group).

Ideal Curriculum Document

- Standards
- Outcomes/Skills/Knowledge/Essential Questions
- Common Assessments — Benchmark, Summative; Formative
- Vocabulary
- Instructional Resources
- Scope and Sequence
- Units of Study
- Recommended Instructional Strategies/Practices
- Pacing Recommendations

Group Reflection

Take 2 minutes and compare the expert curriculum component list with yours...

- 1) What do you notice?
- 2) What are things that surprised you and/or the group?
- 3) What are ideas that were reinforced for your group?

(Assign and reporter for your group and be prepared to share out with the whole group).



Shifts

- **Inquiry Based**
- **Thematic Approach**
- **Open Educational Resources (OER's)**
- **Integration with ELA**
- **Attention and Alignment to National Social Studies Standards**

Analyze a Unit

Review your post-it pile list.

Take a few minutes to individually skim over a unit of study.

While you skim over the unit, highlight components from your post-it pile.

What are you noticing?

Unit 1: Geography of Alaska

Enduring Understanding(s): *What specific understanding(s) should students take away?*

- Alaska's unique physical, cultural, and environmental geography affects and influences society in Alaska.

Essential Questions: *What provocative questions will explore and lead to the big idea and enduring understandings?*

1. What aspects influence Alaska's physical geography?
2. How does Alaska's physical geography affect the state's human communities?

STUDENT LEARNER OUTCOMES

What will students know and be able to do as a result of this topic/unit?

Students will...

- Examine Alaska's place in the broader world.
- Locate key communities and physical features.
- Understand the physical processes that have created and shaped Alaska's physical geography (e.g. plate tectonics and volcanism, climatic regions and their causes, glaciation, permafrost, etc.).
- Analyze patterns and significance of natural resource usage and development.
- Compare and contrast the regions of Alaska (Southeast, Southcentral, Western, Interior, and Arctic) based on the key physical, climatic, cultural, and economic features that characterize and define each region.
- Consider how Alaska's physical geography impacts the state's human communities.

ASSESSMENT IDEAS

What evidence will demonstrate student achievement of their learning?

- Select and individually present photos of a significant place in Alaska and explain why it is meaningful
- Primary source analysis of major natural disasters, such as the Katmai Eruption and Good Friday Earthquake
- Analyze how the student's local economy is based on the environment through research, interviews, or guest speakers
- Create physical maps or models of Alaska, or specific geographical features
- Research and present on an Alaskan region or a comparison of multiple regions
- Climate comparison charts of key cities from different regions - Students should be able to explain the physical and geographical forces that create Alaska's varied climates
- Research the potential impacts of climate change on Alaska's communities and economy



Member of the Social Studies Committee

- Krystal Duval – Sterling Elementary
 - Jeremy McKibben – Mountain View Elementary
 - Hannah Dolphin – K-Beach Elementary School
 - Daniel Olson – Homer Middle School
 - Myla Liljemark – Seward Middle School
 - Jonus Angleton – Skyview Middle School
 - Maria Calvert – Kenai Central High School
 - Kendra Nelson – Homer High School
 - Nathan Erfurth – Soldotna High School
 - Steve Cothran – Distance Education
 - Christine Hutchinson – Community Member, Nikiski
 - Patricia Truesdell – School Board Member
 - Melissa Linton – Curriculum Coordinator
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Questions?