

**K - 12 Social Studies Vertical Team Meeting Notes  
October 30, 2014**

**Members**

<b>Michelle Collopy</b>	<b>IGHMS</b>	<b>Debra Dallmann</b>	<b>Salem Hills</b>
<b>Julie Empey</b>	<b>Pine Bend</b>	<b>Nancy Gagne</b>	<b>Pine Bend</b>
<b>Sara Getting</b>	<b>Hilltop</b>	<b>Patti Goettsch</b>	<b>Pine Bend</b>
<b>LaKeisha Greenwood</b>	<b>Salem Hills</b>	Theodore Ihns	Pine Bend
<b>Penny Kaszas</b>	<b>District Office</b>	<b>Kellie Keifenheim</b>	<b>Hilltop</b>
Heidi Klukas	Simley	<b>Mike LeMier</b>	<b>IGHMS</b>
Lam Nguyen	Simley	<b>Ben Peine</b>	<b>Pine Bend</b>
<b>Annie Roberts</b>	<b>Pine Bend</b>	<b>Marcia Ruther</b>	<b>Hilltop</b>
<b>Zeb Walberg</b>	<b>IGHMS</b>	<b>Trudy Weise</b>	<b>Pine Bend</b>
Jodi Wendel	IGHMS	Tina Willette	Salem Hills

\***Bold** – Members in Attendance

**I. Curriculum Resource Review**

- A. Team members have continued to voice concerns about the expectation to teach the new Minnesota Social Studies Standards (2012) without any new or updated resources available for instruction.
- B. Each grade level compared benchmarks to current resources. Charts were created to summarize the number of benchmarks at each grade level and whether or not there were adequate resources available for instruction. “Adequate resources” were defined by the team as resources purchased or paid for by the district (such as digital curriculum or teacher created resources from summer curriculum writing) **and** available for all teachers and students to access.
- C. Results: See Attachment 1

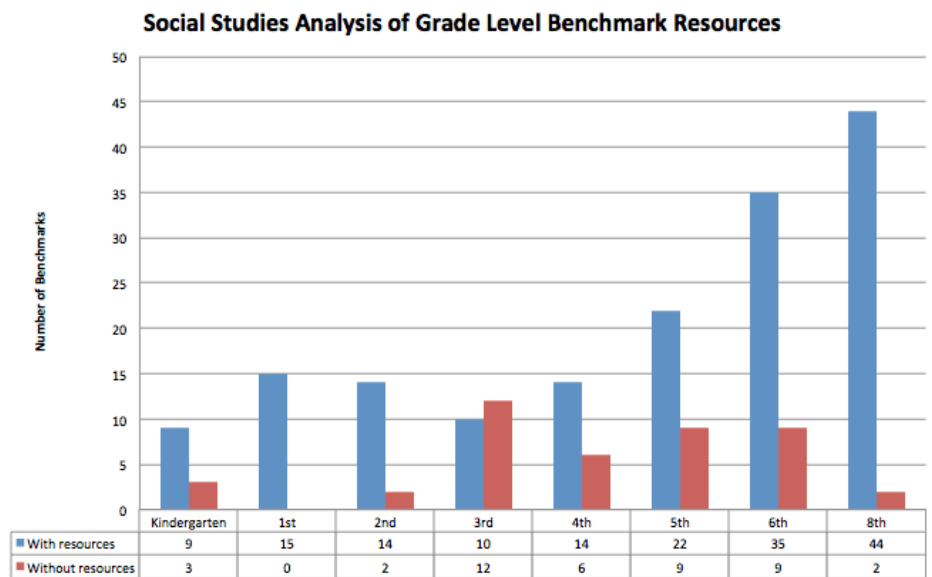
**II. Next Steps for the Social Studies Vertical Team**

- A. Review curriculum resources from various vendors.
- B. Investigate strategies for integrating social studies activities and lessons into core reading and writing program (elementary)
- C. Middle school teachers – implement Minnesota English Language Arts standards in reading and writing into content area, review Information Text strand data from 2013 – 2014 MCA – III Reading test results.
- D. Suggestion: based on conversations about concerns of history alignment, review the standards at each grade level in history and develop a K – 8 history timeline to align instruction vertically.

**III. Wrap-Up**

- A. Due to several staff members needing to leave for after school student activities, team members were emailed an exit survey link.

## Attachment 1: Available Resources and Benchmark Comparisons



### Missing Resources:

#### Kindergarten

Citizenship and Government - Civil principles of dem. - 0.1.2.2.1 (State)

Economics - Micro economic concepts - 0.2.4.5.1 (Services)

Geography - Geospatial Skills - 0.3.1.1.1 - Boehm Concepts

#### 2nd Grade

Geography/ Geospatial skills

Native American history (People changing over time and cultures)

#### 3rd Grade

Geospatial skills

Historical thinking skills

World history

#### 4th Grade

Student books, class set of atlas, globes, pull-down maps,

DOG TE resource, current MN agriculture statistics, and tribal government information from many tribes

#### 6th Grade

Insufficient number of resources available for all students (using a sample set from Northern Lights curriculum)

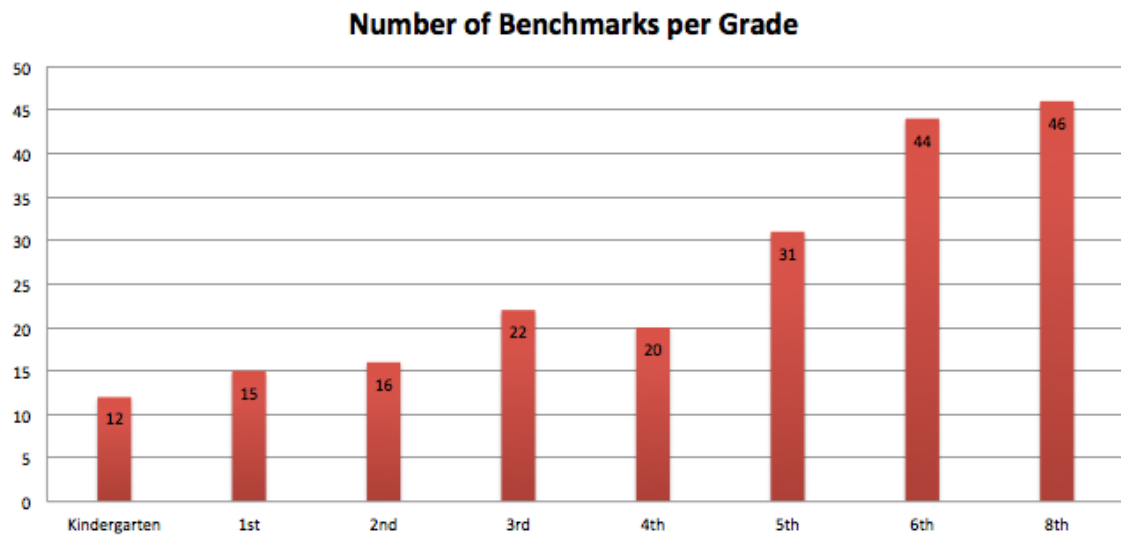
#### 8th Grade

2005 materials outdated.

One classroom set (Many students without access)

Language arts and Econ (Paired)

## Attachment 1 Continued



Note: Grades 6 – 8 have additional ELA Reading and Writing benchmarks required to be imbedded in content area.