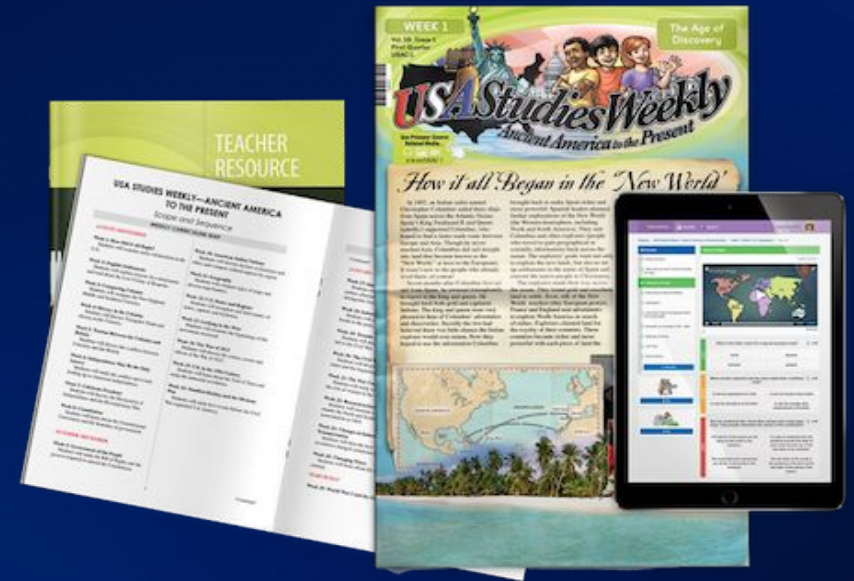




# K-5 Social Studies

# K-5 Social Studies New & Updated for 25-26

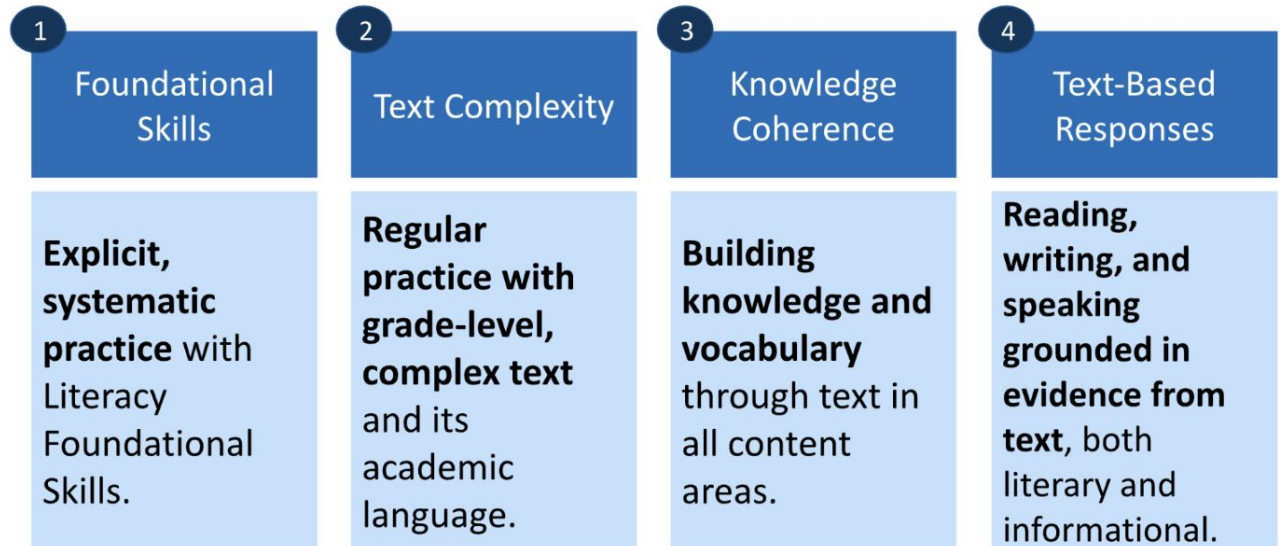
- We strengthened alignment by adopting Studies Weekly across all campuses.
- This provides consistent, standards-aligned resources in both print and digital formats.
- This approach builds content knowledge while reinforcing reading and writing skills.
- Overall, instruction is more cohesive and meaningful for students.



# Secondary Reading Language Arts

All secondary RLA teachers received training in RLA Research-Based Instructional Strategies from TEA, based on The Science of Reading

## Today's Agenda: The RLA RBIS



# Secondary Reading Language Arts

Curriculum Design teams revamped units to incorporate these research-based practices

## WHAT WILL BE INCLUDED IN RLA CURRICULUM GUIDES IN 26-27?

- **4 quarter-long thematic units** designed to build content knowledge
- **Grade-level complex, rich anchor texts** in multiple genres
- **Anchor lessons** for new-to-grade-level TEKS/nuance
- Embedded systematic, research-based **vocabulary instruction**
- Embedded systematic, research-based **writing instruction**
- Clear expectations for district alignment as well as maximum supports for those who want them

# Secondary Reading Language Arts

RLA 6 teachers partnered with science teachers to design cross-curricular learning opportunities for *A Long Walk to Water*



## A Long Walk to Water Week 2 - Water Usage Formative

Every morning, January 13, from the time you wake up until the time you go to bed, you will track your water use. Estimate the amount of water used for each activity. At the end, calculate your total water use. Use this information to answer questions. (If absent, your date will change.)

### PARENT/GUARDIAN SIGNATURE

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### MORNING ROUTINE

Activity	Amount of Water Used	Activity Recorded (place a ✓ in the box)
Brushing Teeth		
Shower/Bath		
Flushing Toilet		
Washing Hands/Face		
Making Breakfast		
Drinking Water		



# 6-12

# Social Studies

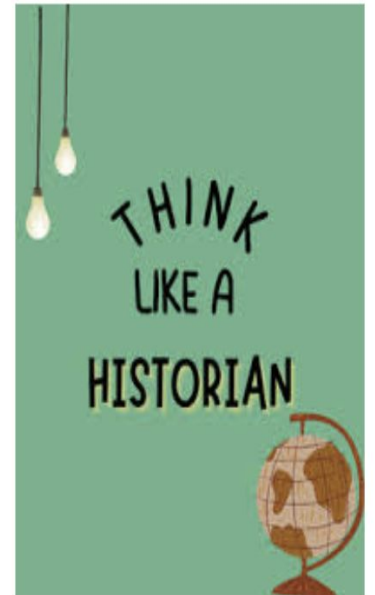
# Secondary Social Studies

- Curriculum Design teams focused on the following Big Ideas for the 25-26 school year.
- All Social Studies classes wrote Short Constructed Responses for District Calibration in October and February
- All Social Studies teachers received writing calibration training at the District Professional Development days in October and February.

## SOCIAL STUDIES BIG IDEAS FOR 25-26

"Think like a historian. Understand the world."

- **Readers Writers Historians Workshop**  
Students will read like detectives, write like scholars, and think like historians. Students will use discipline-specific vocabulary and historical thinking skills to build deep, transferable understanding.  
(NASOT Element 6: Chunking Content)
- **Tier III Vocabulary**  
Through innovative practices, students will deepen their understanding of Tier III vocabulary to support content mastery and academic language development (NASOT Element 6: Chunking Content)
- **District Writing Checkpoints**  
District writing checkpoints and calibration practices support instructional alignment, ensure scoring reliability across campuses, and provide actionable data to drive professional development, monitor progress toward district goals, and improve overall student achievement in writing.  
(NASOT Element 7: Processing Content)



# Secondary Social Studies

## Building stronger vocabulary instruction:

- Aligned to Marzano's Six Steps of Vocabulary Instruction
- Professional development on vocabulary instruction continues at the district level
- Established vocabulary progressions for sixth-twelfth grade students



# Secondary Social Studies

- McKinney High School takes 1st place in "Current Issues and Events" at the Regional UIL competition. They advance to the state competition on May 19th.
- Two returning members placed 2nd at the state competition last year.

\*Academic Coaches: Mark Bayer & Richard McGowan

