

# MCGRAW-HILL'S GUIDING PRINCIPLES FOR *IMPACT SOCIAL STUDIES*

The nature of elementary social studies education has undergone numerous shifts in recent years, reflecting changes in instructional practices, content expectations, technology, and society. Today's elementary social studies students need to understand, participate in, and make informed decisions about their world and events in the past that impact our lives today. McGraw-Hill (MH) is dedicated to providing leading-edge instruction to meet the educational needs of today's teachers and learners and sound content to foster students' understanding of the world and their individual places in it. With that in mind, the MH development team designed and built a new social studies program – *IMPACT Social Studies* – around certain Guiding Principles that reflect these needs. These principles are based on the premise that teaching is effective, and learning is meaningful when students are engaged with the content.

## TEACHING THE WHOLE CHILD

McGraw-Hill believes that in order to educate the whole child, instruction needs to move beyond foundational literacy and numeracy to incorporate all facets of learning. Every child is unique, learns differently, and brings his or her own experiences to the learning journey. All students should have access to the resources they need at the right time throughout their education. Accordingly, we incorporate sound pedagogy and instructional approaches that respect the whole child and each student's individual learning journey.

## EQUITY, DIVERSITY, AND INCLUSION

*IMPACT Social Studies* explores the lives and experiences of a range of individuals who belong to different racial, ethnic, religious, age, gender, socio-economic, and ability groups in equitable, positive, and non-stereotypical ways. Our goals are twofold: 1) all students will see themselves reflected in the materials they use and this reflection will lead to engagement; 2) all students will be exposed to a variety of points of view and experiences from which they can investigate events and issues and construct meaning.

*IMPACT Social Studies* was developed with extensive input from program authors, academic consultants, teacher reviewers, and teacher advisory board members. This group, along with the MH editorial team, has brought diverse ethnic, cultural, and linguistic backgrounds to the program's development, which is reflected in the content and instruction of the program.

## LANGUAGE LEARNERS

McGraw-Hill stands at the forefront of support for English learners. Working together with research experts, MH has developed “Guiding Principles for Supporting English Learners” to ensure consistent EL support across all grade levels and disciplines. All materials in *IMPACT Social Studies* were developed following these principles.

The instructional support in *IMPACT Social Studies* is based on an asset view of language learning that respects knowledge development as a dynamic process that utilizes all of a student’s linguistic resources. Both *IMPACT Social Studies* and *IMPACTO Estudios Sociales*, a parallel, equitable program in Spanish, support teachers as they adapt their instruction to meet the language needs of their students. Both programs help students deepen their understanding of how language can be used for different purposes and audiences.

## CULTURALLY RESPONSIVE TEACHING

*IMPACT Social Studies* was developed to enable culturally and linguistically responsive teaching, educational approaches that recognize and value the various cultural backgrounds in a diverse classroom. The diversity of content—in stories, biographies, sources, and images—provides cross-cultural avenues into the subject matter. Both the inquiry-based model and responsive instruction support and encourage interaction and critical thinking. Strong language-learner supports throughout instruction provide multilingual access to content.

## SOCIAL-EMOTIONAL LEARNING

Research indicates that Social-Emotional Learning (SEL) is one of the most important factors in predicting school success. *IMPACT Social Studies* supports students in developing themselves and how they interact with the world. A recent survey conducted by MH indicates that the vast majority of teachers, administrators, and parents believe that social and emotional learning is just as important as academic learning. The teaching materials for *IMPACT Social Studies* provide teachers with the tools they need to support students in developing social and emotional competencies that will help them develop as responsible and respectful individuals who interact with others in positive, effective, and ethical ways.

## ACADEMICALLY AND EDUCATIONALLY SOUND CONTENT

*IMPACT Social Studies* builds a solid foundation in the core subjects of social studies—history, geography, economics, and civics—with conceptually coherent units of study. Each unit provides active engagement with a rich variety of informational texts, primary sources, and media. In a developmental approach across grade levels, students use disciplinary tools and strategies to think like a historian, a geographer, an economist—and as an informed and engaged citizen.

### INQUIRY

A core piece of the program architecture of *IMPACT Social Studies* is the inquiry model of learning. Students are naturally curious about their world, and *IMPACT Social Studies* builds on this curiosity by encouraging in-depth explorations of individuals, events, and issues. The inquiry model engages learners through compelling questions that pose important issues. Students gather, analyze, and synthesize information in order to explore the issues and develop answers to the compelling questions, building relevance through their explorations. In addition, inquiry becomes a springboard to further research and action as students consider how the people and events of history impact their lives today.

### MULTIPLE PERSPECTIVES

A key component of the inquiry model of instruction is exploring a topic from multiple perspectives. *IMPACT Social Studies* provides students opportunities to explore the contributions, opinions, stories, and daily lives of people from diverse backgrounds throughout history. Through these explorations, students develop deeper understandings of individuals, groups, and events that have had an impact on our world. These multiple perspectives include views on issues and events at the local, national, and global level, and from individuals with diverse social, cultural, and racial experiences. Multiple perspectives make social studies learning more complex, more real, and more rigorous.

### LITERACY

Literacy skills provide the foundation for inquiry. Students apply literacy tools—strategies for close reading, writing, speaking, and listening—to learn social studies content. As students read, write, and investigate for specific purposes, they analyze primary and secondary sources, explore facts and figures, form connections to art and literature, and work with an array of texts written from different perspectives.

Through rich content, *IMPACT Social Studies* provides instruction and practice in essential ELA skills and strategies in all lessons. Students analyze information and arguments, think critically, support opinions with text-based evidence, and make connections through reading, writing, speaking, and listening in response to compelling questions.

## GLOBAL PERSPECTIVE

*IMPACT Social Studies* provides students the tools and resources they need to investigate our complex and interconnected world. These tools and resources enable students to become globally competent citizens who understand events and issues, both past and present, that shape our world. Through reading, writing, and conversation, students are provided myriad opportunities to explore the meaning of citizenship and the qualities of engaged citizens at the local, national, and global levels.

## CITIZENSHIP

The College, Career, and Civic Life (C3) Framework provides guidance to support states in developing social studies standards that prepare students for active participation in college, career, and civic life. *IMPACT Social Studies* was developed to address this statement from the C3 Framework: “Advocates of citizenship education . . . are bound by the common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good.” *IMPACT Social Studies* teaches students to synthesize their learning and explore ways to apply their new understandings to the world in which they live.

## READING THE WORD TO READ THE WORLD

Rich social studies content, inquiry-based learning, and an emphasis on literacy skills work together in *IMPACT Social Studies* to help students build a coherent knowledge base and deep understanding about their world. As students read about important people, issues, and events through multiple perspectives, they explore the many ways our world has taken shape over the centuries. Students apply their new understandings as they share ideas, reflect, and take action to demonstrate democratic ideals and become engaged and informed citizens who contribute to the common good.

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*“We teach students to read the word and the world. To read the word, students need basic knowledge and skills. Reading the world requires students to question assumptions and paradigms and to use knowledge to make the world more just and humane. This is a critical goal of social studies education.”*

*James A. Banks, Ph. D., IMPACT Program Author*

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