

PROGRAM EVALUATION
Social Studies Department
Southern Boone County R-1 Schools
May 18, 2009

Why does our school support this area or program?

The overall purpose of the social studies curriculum is multi-faceted. First, we hope to prepare students to be productive citizens of our nation. We teach social studies to provide students with a context that broadens their understanding of the world and gets them to question their assumptions about it. We also endeavor to prepare students for their post-secondary educational experiences (higher education, work, military). Each day, we are committed to student excellence by helping them to achieve their full potential. We want to challenge them to become life-long learners and responsible, contributing members of society. Secondly, our curriculum fulfills state and district-mandated course and graduation requirements such as government and American history.

What occurs within this area or program?

The social studies curriculum enables students to develop an understanding of what it means to be a productive citizen. In addition to giving students an understanding of our historical background and present global community, we want to create future citizens who learn from their experiences (within their world, including family, school, and community), create imaginative solutions, and actively participate in the democratic process. Using a hands-on, multi-sensory approach, students will be encouraged to explore social studies disciplines, such as economics, sociology, American and world history, geography, character development, and government. We hope to accomplish this goal by using a variety of instructional practices and providing our students with a wide range of courses which are both elective and required among integrated content areas.

Positive behavior support is a component of the primary and elementary social studies program but also operates in the other district schools. According to the Regional Professional Development Center in Columbia, "School-wide Positive Behavior Support is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The primary goals of school-wide PBS are to prevent the development of inappropriate behavior, reduce ongoing patterns of problem behavior, and to increase the likelihood of improved academic performance of all students through teaching and learning time gained when the numbers of inappropriate behaviors are reduced. As staffs learn how to consistently embed the teaching and monitoring of appropriate social and behavior skills into the school day and curriculum, they also learn to anticipate how to structure school environments so that the appropriate skills will be utilized more often."

(Required courses are indicated in **bold font**.)

Course	Grade	Key Topics and Skills
Social Studies	K	<ul style="list-style-type: none"> • Positive Behavior Support • Rules and laws • Identify the flag as a symbol of our nation and recite the Pledge of Allegiance • Decision-making process and skills • Identify state of Missouri as where we live • Knowledge of national historical figures • Identify authority figures in the home, school, and community • Identify value and names of coins • Identify maps or globes as a geographic tool (school map) • Describe Native American culture • Personal awareness and knowledge of phone number and address
Social Studies	1st	<ul style="list-style-type: none"> • Positive Behavior Support • Rules and laws to promote the common good • Identify the flag, the Statue of Liberty, and the nation's capital as symbols of our nation and recite the Pledge of Allegiance • Rights and responsibilities of a citizen in the school, family, and community • Significance of George Washington and Abraham Lincoln • Economic concepts including our needs and wants • Read maps • How people trade using money • Different types of transportation • Diversity in families and communities
Social Studies	2nd	<ul style="list-style-type: none"> • Positive Behavior Support • Rights and responsibilities of a citizen within the classroom and community • Importance of the Pledge of Allegiance • Development of our country including the daily lives of Native Americans and Pilgrims • How people trade using money and bartering • Construct maps, graphs, charts with a title and key • Identify and locate the world's seven continents, four oceans, and physical characteristics

Social Studies	3rd	<ul style="list-style-type: none"> • Identify taxes students experience, how tax moneys are used, who benefits from tax-supported services, and who pays for these services • Read and construct maps and describe and use absolute location using a grid system • Identify and locate the Mississippi and Missouri Rivers and the states bordering Missouri • Ecosystems and regions in Missouri and the world; physical factors that cause them to be as they are • How changes in communication and transportation technologies affect people living and making a living in different places and how they have a need to interact with each other • How people’s needs have been met in different ways in different cultures at various times • Using multi-sensory aids to create primary and secondary sources, library and media resources, and artifacts
Social Studies	4th	<ul style="list-style-type: none"> • The major purpose of the Constitution and the Bill of Rights and the functions of the three branches of government in the state government • Missouri individuals who have made significant contributions to our state and national heritage • Construct and interpret maps and locate major cities of Missouri • Use geography to interpret the past and compare regions, e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions • Describe human characteristics of a place and how people are affected by, depend on, adapt to, and change their environments • Contributions of Thomas Jefferson and the importance of the Louisiana Purchase and the Lewis and Clark Expedition • Events in Westward Expansion and its impact on the Native Americans in Missouri • Interpret past, explain present, and predict future consequences of economic decisions • How the state gets the money it needs to provide goods and services • Use and evaluate primary and secondary sources (diaries, letters, interviews, journals and photos)

		<ul style="list-style-type: none"> • Create timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography
Social Studies	5th	<ul style="list-style-type: none"> • Important principles in the major documents that guide the United States government, including the Declaration of Independence, Constitution, and Bill of Rights • Similarities and differences between functions of local, state, and national government • Native American cultures before Europeans arrived in North America • Perspectives of patriots and loyalists during the American Revolution and reasons for the colonists' success • Use map skills in order to gather information, answer questions and construct maps; identify physical characteristics such as climate, topography, relationship to water and ecosystems • Use map skills to identify regions of the United States, locate cities in Missouri and the United States; locate U.S. states and major topography of America • Political, economic and social causes of the Civil War and Reconstruction • The role of technology in our economy; summarize how our economy has gone from agricultural to industrial; apply the economic concepts of scarcity, supply and demand and opportunity cost to real-life situations • Causes and consequences of Westward Expansion, including the Texas and Mexican War, the Oregon Territory, and the California Gold Rush • How a person becomes a member of a group or institution and what factors influence inclusion or exclusion • Research and present a topic using primary and secondary sources and technological tools; create and use graphic visuals to present the information • Identify, research, and present a point of view
Ancient World History	6 th Grade	<ul style="list-style-type: none"> • World history (Middle East, Africa, China, Japan, Europe, South and Central America) • Why the majority of ancient civilizations developed around a water source • Ancient cultures' contributions to society • Economic systems in different civilizations and the

		<p>effect of economic factors on cultures</p> <ul style="list-style-type: none"> • The effect of resources and geographical locations and features upon an economy • Creating physical, political, and thematic maps • Compare regions of ancient civilizations • Identify on a map the continents and major oceans of the earth, as well as major nations and cities • Know and apply the five themes of geography • Identify and read different types of maps and understand technology's influence on cartography • Form of government within each civilization, as well as modern day governments • Influence of religion on governments of ancient history • Written and oral languages of each civilization • Important persons in each civilization and their impact upon history • Different types of historical sources and other tools of inquiry into the past; understand how perceptions of past interpretations can change
<p>United States History</p>	<p>7th Grade</p>	<ul style="list-style-type: none"> • Early United States history to 1800 • Conflict of cultures as three worlds met in the exploration and colonization of the Western Hemisphere • Motives of European countries for exploration and colonization and the resulting struggle for control of North America • Governments, economies, and lifestyles of the English colonies • Causes, major events, and personalities of the American Revolution • Principles in the Declaration of Independence and its worldwide impact • Analyze the Articles of Confederation, Constitution, and Bill of Rights • Processes of government and terms expressed in the U.S. Constitution • Interdependence among economies and conflicts of the world • Evaluate, construct, and use maps and other geographic representations, charts, and graphs to interpret the physical and social systems of U.S. history • Influence and impact of religion on people throughout early U.S. history

		<ul style="list-style-type: none"> Conflicts between ethnic groups and governments and possible solutions to these problematic areas throughout early U.S. history
United States History	8 th Grade	<ul style="list-style-type: none"> United States history from circa 1800 and beyond Mental, physical, and geographic challenges faced by the Lewis and Clark Expedition Cause and effects of America’s Manifest Destiny upon the Native peoples Push-pull factors leading to the migration to newly acquired lands and the resulting effects Causes, course, and effects of the Mexican-American War Reform movements of the 1800’s—antislavery, women’s rights, and public education Inventions that led to the Industrial Revolution and their impact on America Economic and cultural differences between the North and the South prior to the Civil War Causes and effects of the Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, Dred Scott decision, Abraham Lincoln’s election, and Emancipation Proclamation Identify the Confederate States of America, events leading to the Civil War, and factors leading to the North’s victory Changes in economy, politics, and society in the South after the Civil War Factors leading to white settlement of the Plains and the West Factors encouraging industrial growth in 1800’s Analyze a political cartoon Manifest Destiny and the Monroe Doctrine and its application to U.S. territorial expansion Causes and effects of America’s influence on foreign policy in relation to U.S. economic growth Economic terms applied to farming in the 1800’s Territorial acquisitions from 1803-1900
World History	Grade 10	<ul style="list-style-type: none"> Early civilizations Renaissance and Reformation Age of Exploration and Absolutism Enlightenment French Revolution and Napoleon Industrial Revolution Nationalism and Imperialism World War I and its aftermath

		<ul style="list-style-type: none">● Rise of Totalitarianism and dictatorships● World War II and its aftermath● Cold War
Psychology	Grades 9-12	<ul style="list-style-type: none">● What is Psychology?● Psychological methods● Biology and behavior● Sensation and perception● Consciousness● Learning● Memory● Intelligence● Psychological disorders

Sociology	Grades 9-12	<ul style="list-style-type: none"> ● Sociological point of view ● Cultural diversity ● Cultural conformity and adaptation ● Social structure ● Socializing the individual ● Adolescents and adults in society ● Deviance and social control ● Social stratification ● Racial and ethnic relations
Street Law	Grades 9-12	<ul style="list-style-type: none"> ● What is Law? ● Lawmaking ● Citizen advocacy ● Settling disputes ● The court system ● Lawyers ● Crime in America ● Criminal justice process ● Torts, negligence, and liability ● Constitutional law
Government	Grade 9	<ul style="list-style-type: none"> ● Principles purposes of democracy ● Historical foundations of democracy ● United States Constitution ● Missouri Constitution ● Citizenship
Contemporary Issues	Grades 9 - 12	<ul style="list-style-type: none"> ● Major domestic problems and policy issues facing the United States ● Major international problems and policy issues facing the United States
The Sixties	Grades 9 - 12	<ul style="list-style-type: none"> ● Chronological and thematic examination of the Sixties ● Examines decade of tumult & change and the consequences still being felt today
American History through Film	Grades 9 - 12	<ul style="list-style-type: none"> ● Combines the study of films with text-based primary sources to help students study, interpret, and understand significant events in American history
American History	Grade 11	<ul style="list-style-type: none"> ● Imperialism ● Progressivism ● World War I, II ● Roaring Twenties ● The Great Depression ● Cold War ● Korean War ● Vietnam War ● Decade studies of 1950's-present

Dual Credit American History I & II	Grades 11-12	<ul style="list-style-type: none"> ● I: Pre-Columbian-Civil War (1865) ● II: Reconstruction-Present
Geography	Grades 9-12	<ul style="list-style-type: none"> ● Regional study of world geography using the five themes of geography: movement, regions, human-environment interactions, location, place
Dual Credit Psychology	11-12	<ul style="list-style-type: none"> ● History of psychology ● Psychological research methods ● Biopsychology and neuroscience ● Sensation and perception ● States of consciousness ● Learning and cognition ● Emotion and motivation ● Psychological development ● Personality ● Testing and individual differences ● Psychological disorders ● Therapies for psychological disorders
Dual Credit Sociology	11-12	<ul style="list-style-type: none"> ● The sociological perspective ● Social groups and social control ● Social inequality ● Social institutions ● Social change

What data illustrate the effectiveness of this area or program?

At the Primary School, the K-2 curriculum will be assessed by the Terra Nova standardized test, newly implemented in this school year. Our building has adopted the Positive Behavior Support character education program which enables educators to teach positive social behaviors and prevent negative relationships. Reports of the effectiveness of this program are available at any time to school personnel, and monthly, we are provided with updated reports. Data comparing referrals for the 2007-08 and 2008-09 school years show significant drops in referrals for August through February.

At the Elementary School, there is not currently a substantial amount of effective data since social studies is not assessed at any grade level in our building on a district or state level, only by individual grade-level assessments.

The Middle School Social Studies Department has analyzed the percentage of students who earn a B or higher grade in their social studies class, as presented in the table below:

Percentage of Students with B or Higher in Social Studies	
6th and 7th Grade	55%
8th Grade	36%

On their own, these data do not tell us a whole lot. It is our intention to use these data as a baseline. In the coming years we can use this information to see what progress is being made within the Social Studies Department. It will be a way to compare students in the coming years and help to evaluate our program. It would also be beneficial to compare these numbers to those at the high school. The Middle School Social Studies Department is in the process of developing periodic formative assessments that will provide data about students' mastery of power standards.

High School data consists of course enrollment figures, shown in the table below:

Course	2005-2006	2006-2007	2007-2008	2008-2009
Government	122	117	119	118
World History	129	105	103	107
Amer. History	109	97	83	94
Psychology	37	20	26	18
Sociology	37	16	21	18
Street Law	31	16	28	
20 th Century		17	27	
Geography	20	26	39	32
DC Am. History	24	22	19	8
Contemporary Issues	27	23	36	13
American Presidents		30	19	45
Project Citizen	35	21	37	44
DC Psych	14	26	40	12
DC Soc	15	22	35	10

What has changed in this area or program since the previous review?

Social studies content at the primary level has, for the most part, stayed the same with the exception of implementing Positive Behavior Support. Teachers have been able to teach and meet a variety of social expectations. The emphasis on reading instruction has required educators to integrate our social studies curriculum through our reading program. Since the previous review in this area, the state has dropped the fourth grade social studies MAP assessment. There is no longer a state assessment of social studies at any grade level prior to the new End of Course exams at the high school level.

At the Middle School, there has been a new division of U.S. history curriculum between 7th and 8th grade. U.S. history had been a one-year course, covering from Pre-Columbus up to and after the Civil War. In order to better serve the students, it was determined that U.S. history should be a two-year course. This allowed the class to cover more material, along with allowing for deeper understanding of content. A stricter adherence to grade level expectations (GLEs) has been implemented in sixth grade. Stricter adherence to

GLEs ensures that students master the information required for future success. It enables teachers to make sure students are educated in key areas with only intentional repetition occurring. A strong focus has been placed on power standards. In the classroom students will demonstrate an awareness of key information and continually be exposed to new information. Also, the Middle School schedule has been constructed to allow vertical teaming, which is time for all grade levels of all departments to collaborate. That time is used to improve curriculum and share ideas and strategies. An effort is being made to align building level and district level curriculum.

The high school social studies department has lost a half-time teacher since the last review. The social studies MAP test has been eliminated by the state for high school and has been replaced by End of Course examinations. Beginning with the 2009-10 school year, students enrolled in government and American history will be required to take state-mandated End of Course exams in the spring. Government and world history have also gone to five sections to accommodate growing class sizes.

What are new trends or best practices in this area or program?

The increased use of *technology* in the classroom is an ongoing advancement. Almost daily there are new ways to use technology in the classroom. These allow teachers to better serve students and help to get the content to them in varied way. Some ways in which technology is utilized in the class room can include:

1. Web quests- Online scavenger hunts, using on-line research tools to better understand content and show mastery of content.
<http://academics.uww.edu/cni/webquest/Spring03/amrev/>
2. Using the internet as a tool to access primary source documents. There are various websites that allow access to digital versions of well-known primary sources. These sites give students access to a wealth of information at no cost to the school. One such site would be:
The Library of Congress- American Memory
(<http://memory.loc.gov/ammem/index.html>)
3. Use of the internet to conduct virtual field trips. During a Middle School unit on colonization of America, specifically the settlement of Jamestown, the use of the Jamestown Rediscovery website allowed students to take a virtual tour of the original settlement and the archeological digs that are going on there. It allowed the class to better see how the settlement was organized.
<http://www.apva.org/finding/index.html>

Increased technology is where we need to continue to move as a department. As a result it is important to insure that all social studies classrooms are equipped with smart boards, projectors and speaker systems. It is imperative to make sure we have access to the latest technology, through conferences and continued training. It is also important to have continued access to United Streaming and other streaming video.

Differentiated instruction is an important part of the classroom and an ongoing process to better incorporate it into our classrooms. This form of instruction “is doing what’s fair for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything that is undifferentiated” (Wormeli 3). Differentiated instruction takes on many different forms within the social studies classroom; some examples of this would be:

1. Using alternative textbook that are at varied reading levels.
2. The use of technology in the classroom gives students many different choices and can help to maximize learning for all level of learners.
3. Using student-directed learning combines effective instructional strategies to promote student learning in inclusive environments with a means to promote and enhance active student involvement in learning. The way that this would look in a social studies classroom would be giving students the opportunity to go in their own direction after they have been introduced to a topic. An example of this could be introducing students to the importance of civilization developing around water sources. Students could then be given the opportunity to research a city or civilization that developed around water and then show how that water sources was important to that area.

Cooperative learning is not new to the education field, but it continues to show itself as a top method and strategy to be used in the classroom. In a social studies classroom cooperative learning does many things to help students understand and master content. Cooperative learning in a social studies classroom can be used to share notes, review vocabulary, introduce new material, access prior knowledge, and review for tests.

Behavior-based teaching takes into account the individuality of the student. It involves constant assessment. Students are evaluated on a daily basis to see what they are learning and how they are learning that material. The assessments can take on many different forms from informal to formal. They help the teacher to insure that true understanding is taking place. It basically allows the teacher to see what is working and then adjust accordingly. It also helps in trying to incorporate differentiated instruction because it allows the teacher to see what works for what individuals.

Differentiated instruction, cooperative learning and student behavior-based teaching are all important to the success of our students. It is important that teachers continue to receive professional development in this area and are encouraged to take classes and seek out professional development opportunities on their own. The Middle School early outs this year were often led by Dr. Micki McGuire, an expert in such instructional techniques. The time has been very valuable and is an example of the kind of professional development that benefits teachers and students. These strategies can also take a lot of planning and materials, so it is important for teachers’ planning time to be protected and to fund the purchase of supplies that enhance these areas, such Kagan Cooperative Learning, a book with several cooperative learning structures and over 1000 activities.

What are the strengths of this area or program in our district?

One of our strengths is strong curriculum and instruction delivered at medium-high DOK levels. The social studies curriculum builds through each grade level. The skills students gain are reinforced, creating a high level of success. We feel our department uses a great variety of technology in our instruction. Many of our educators are graduates of Teacher's Academy and have shared a great deal of ideas for varied instruction and lesson planning. In addition, we have strong working relationships and readily share ideas with each other as well as teachers in other departments.

What next steps would better serve our students?

At the primary and elementary level, the instructional emphasis is on teaching literacy and math, so it is often a challenge to find time to effectively integrate social studies through other curricular areas. Buying literature sets to help integrate social studies into our daily reading lessons would allow the teachers to find time to teach the subject. Student computers available in each classroom would also better serve the students as they would have access to web quests and other internet resources on a daily basis. Each grade level has the same schedule everyday. Therefore, if all sections of a grade level are all doing social studies at the same time each day, it is impossible to use the computer lab and be on the same page. Even though the classes might not be at exactly the same spot in a lesson at the same time, there's a high probability that at least some of the 5 sections might need a computer lab at the same time. A few student computers in the room would yield the benefit of utilizing the stations time as well as class time to do social studies units.

At times there are only one or two students that need to do computer-based research, which does not require booking the lab for an entire class period. However, student safety is an issue, as teachers cannot send one student to the lab unsupervised. Classroom-based computers would eliminate unnecessary class time in the lab, by allowing students to work in their room with the teacher present.

In order for the Middle School Social Studies Department to continue to be successful and best serve our students, we need to make sure we continue to improve and move forward. Ways to achieve this goal would be:

1. Ensuring the implementation of newly developed district aligned curriculum: The Social Studies Department has met to make sure we are building on each other and reinforcing skills that students need to be successful. It is important that we continue to work in this area.
2. Continued time provided for professional development and vertical teaming: By having time for professional development, teachers are able to stay current on what strategies are the best practices.
3. Continually update text and materials: The current social studies texts and materials are very valuable resources to our department. These texts will need to be updated with in the next 4 to 5 years.

4. Evaluating material and resources for social studies exploratory classes: In order to better serve our students and ensure that our exploratory class reinforces skills from the regular social studies classroom, it is important to make sure that we update those materials and make sure that they are the best materials for our students.

The High School Social Studies Department sees a need for additional technological resources. Since technology has become a driving force in classroom instruction, it is imperative that the high school receives more computer labs for the benefit of all students. It is extremely difficult for teachers to use technology with their students due to lack of computers available. There are two computer labs at the high school, but not enough computers in them to accommodate some of the larger classes. The number of teachers attempting to integrate technology into lessons results in very high usage of the labs, making scheduling a challenge. It's especially difficult to schedule labs for multiple sections of a course so that all students can have the same experience. Recent technology expenditures have gone to much-needed replacements and upgrades, rather than to increasing the number of computers available.

Secondly, the High School Social Studies Department is alarmed at the lack of a real social studies curriculum in grade K-3. We feel it is important for students to continue to build on prior knowledge. Without the prior knowledge, students have difficulty in making the learning connections that are so important.

Finally, some teachers feel a need for additional in-classroom special education student support. With increasing needs present in our classroom, we are in need of extra hands to ensure student success.