

Metropolitan School District of Washington Township

Social Studies

Program Evaluation

2009

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MSD of Washington Township

Indianapolis, IN 46240

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Executive Summary

District Initiatives

Purpose: The goal of the program evaluation is to establish a core vision for Social Studies Curriculum in Washington Township and promote the coordination, acquisition and distribution of district resources.

Curriculum Organization: In Indiana, the state learning standards are the foundation of the Social Studies curriculum. The standards for each grade vary in the depth and scope, but grades K-8 and the required secondary courses cover the fundamental principles of history, civics and government, geography and economics. A companion to Indiana's Academic Standards, the Core Standards help teachers prioritize instruction and connect the "big ideas" students need to know in order to advance. As the state continues to introduce End of Course Assessments (ECA's) and Social Studies components are worked into ISTEP, the curriculum and instruction will certainly change.

In addition to the state learning standards, Social Studies curriculum is influenced by the MSD of Washington Township values of honesty, respect, responsibility, courage, self-discipline and caring. At the secondary level, course curriculum is also influenced by College Board's Advanced Placement program and the International Baccalaureate Organization.

Curriculum Design Process

The creation of the program evaluation began this summer after four vacant Social Studies positions were filled at each middle school and the high school. With four new administrators in the subject area of Social Studies, the goal was to assess the status of the Social Studies curriculum and put in place tools for data collection.

The elementary school teachers conducted a survey of their colleagues on the strengths, weaknesses and needs of their Social Studies curriculum. On January 13, 2009, the elementary school members of the book committee met collectively to analyze the survey results.

The middle school teachers met in October during the fall inservice. During this meeting teachers identified the skills a student should acquire in sixth through eighth grade.

The Social Studies Department of North Central High School set out to identify the skills every graduate should have after the complete matriculation through Washington Township schools. Each necessary skill was then associated with the required courses necessary for a Core 46 diploma.

On January 13, 2009 and February 11, 2009, the district Social Studies committee met to evaluate the data and synthesize a new objective for Social Studies instruction at Washington Township.

Curricular Proposals

Monthly Meetings of the Social Studies Committee

Each month building level chairs from the high school, middle school and an elementary appointed representative will meet at the CEC to discuss the status of Social Studies education at all levels. The goal will be to monitor and assess Social Studies education at an institutional level rather than independently at the Elementary, Middle and Secondary levels.

Common Formative Assessments

Grades 3-12 will introduce universal common assessments for every student in Washington Township. The assessments will be grade appropriate and scored differently from level to level. The ultimate goal for this system will be to develop stronger writers and independent thinkers in civics, politics and historical interpretation. Final examinations will be implemented for 7th and 8th grade.

Integrated Instruction

At the elementary level, teachers will integrate Social Studies instruction into language arts, mathematics and science. This is possible with the purchase of leveled readers and other similar cross curricular materials. In addition, with the inclusion of Social Studies on the 5th and 7th grade ISTEP test, it will be imperative that students receive proper and consistent instruction each year.

Emphasis on Writing in the Content Area

Social Studies teachers in grades 6 -12 will make the 5 paragraph essay and the use of document based questions the core of its writing component. Rubrics, strategies and instructional materials will be shared and common between all middle and secondary grades. Teachers have already noticed the improvement of writing in students since an emphasis was placed on writing 6 years ago. This component will lead towards the ideal civically minded student.

Curricular Recommendations

Geographic Upgrading

The world changes every year and as the world changes, its political boundaries tend to reflect such a change. In grades K-12, there is a need to assess and replace older maps that no longer reflect the modern world or hinder methods of teaching. Today, publishers are printing maps that can be interactive instruction tool and making electronic versions of maps for LCD Projectors. With these new innovations, the maps in the district should be reassessed and replaced accordingly over a six year period.

Professional Development

Elementary teachers should learn how to be Social Studies teachers as well as English, math and science teachers. The district should invest in programs and teaching strategies geared towards improving the instruction of social studies in the classroom. Teachers should also be given the opportunity to pursue professional development in Social Studies instruction such as annual trips to the Indiana Council of Social Studies, an annual meeting about traveling abroad opportunities offered by independent institutions, training on material purchases and progressive strategies in Social Studies education and opportunities to vertically and horizontally integrate curriculum.

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Executive Summary

Elementary School Social Studies Curriculum

Grades K-2

Purpose: To establish a shared vision of students' role as a citizen in the community around them through state standards, suggested activities and potential resources.

Curriculum Organization: In Indiana, the state learning standards are the foundation of the curriculum. The standards for Social Studies are divided into four content areas: History (standard 1), Civics and Government (standard 2), Geography (standard 3), Economics (standard 4). While these standards and indicators set expectations for student learning, they do not dictate teaching methods. Therefore, the focus of the curriculum guide is to provide suggested activities and teacher resources to aid in designing effective lessons.

A teacher survey was given throughout the district regarding the current Social Studies curriculum. Some of the strengths and weaknesses are listed below. Along with the strengths and weaknesses there is a list of proposals.

Strengths	Weaknesses
<ul style="list-style-type: none">• BIG books• Audio-visual supplements• Social Studies can be integrated into reading writing.	<ul style="list-style-type: none">• The reading level of the text is too high.• There is no pacing guide.• Text does not always align with the Indiana State standards.• Lack of hands-on materials• Lack of maps• There are not enough materials for all teachers and students

The Social Studies curriculum for primary grades is three fold, including writing, reading, and hand-on learning. Social Studies lessons can be integrated into reading and writing times when appropriate.

Reading: Students will use a combination of big books, supplemental readers, and textbooks for the purpose of gathering information. Students will utilize all texts to begin using research skills and to demonstrate their comprehension. Students will practice connecting Social Studies standards to their everyday lives.

Writing: Students will take information learned, and transfer this into written expression. Students will use creative and informational models for writing. This might include note taking, journal writing, poems, or reports. Students will practice connecting Social Studies standards to their everyday lives.

Hands-On: Students will use manipulative (desk maps, props), charts and graphs, readers theatre materials, photos, audio-visual supplements, have access to internet sites, and other technology to gather information. Students will use these materials to assist in demonstrating their knowledge of the State Standards.

Curriculum Design Process

The process began in the fall of 2008 with a survey to assess teacher's views and ideas about the current Social Studies Program. These questions were included in the survey:

1. What is working well in social studies at the elementary level?
2. How can social studies instruction be improved at the elementary level?
3. How do you ensure that your students are learning the state social studies standards?
4. What professional development in social studies would you like the district to offer?
5. To what extent do you use the currently adopted elementary social studies textbook series?
6. In your opinion, should we adopt an elementary social studies textbook series in the spring 2009?

In January 2009 a team of teachers gathered to process the completed surveys. The data was evaluated in four discussion groups, then further evaluated by a team of primary teachers (K-2)

and a team of intermediate teachers (3-5). These teams developed a vision for the social studies curriculum including, materials needed and techniques used. The survey results and vision for curriculum are reported above.

Curricular Proposals

As a result of our curricular review, the following proposals and recommendations are suggested:

1. Teachers will use a variety of multi-media resources such as: United Streaming, National Geographic web site, audio versions of text, and available DVDs.
2. Social Studies will be intentionally integrated into the reading and writing blocks when appropriate.
3. Teachers will take inventory on available materials and decide how to best utilize their resources.
4. Specials teachers will assist in teaching the social studies standards.
5. Continue to incorporate district character values and current events.

Curricular Recommendations

1. Leveled readers will be incorporated to differentiate instruction for those students not reading at grade level. (ESL, SPED, above grade level) Professional development will be offered on curriculum alignment vertically (across grade levels) and horizontally (district wide).

The curriculum has been designed based on the state learning standards; however, these are evolving. Therefore, as the standards change, curriculum will need to be changed as well. To facilitate these changes, an electronic version of the curriculum document will be created.

As our population continues to diversify, it is important to find strategies and techniques to meet the needs of all learners, including high ability students, ELL learners, and students of various reading levels and abilities.

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Executive Summary

Elementary School Curriculum

Grade 3- 5

Purpose: To establish a vision that social studies is an equal priority academic area integrated into core curriculum through priority indicators, suggested activities and potential resources.

Curriculum Organization: In Indiana, the state learning standards are the foundation of the curriculum. The standards for Social Studies grades 3, 4 and 5 are divided into Standard 1: History, Standard 2: Civics and Government, Standard 3: Geography, and Standard 4: Economics. While these standards and indicators set objectives for what the students are responsible for learning, they do not dictate teaching methods or innovative ideas to make it relevant to today's children. The district's social studies curriculum is aligned with state standards, character values, technology proficiencies, and media proficiencies.

To establish a clear guide of what each grade level's priority skills are at the end of that academic year in order to be able to identify the role of community, state, and country in relationship to history, civics and government, geography, and economics.

A third grader should be able to identify the structure and components of a community.

A fourth grader should be able to identify historical events involving the state of Indiana.

A fifth grader should be able to identify historical movements of the United States up to 1800.

Curriculum Design Process

The process began in November 2008 with a review of the current curriculum documents and identification for possible topics for discussion. Teachers were asked the following questions:

1. How can social studies instruction be improved at the elementary level?
2. How do you ensure that your students are learning the state social studies standards?
3. What materials would you need to teach social studies?

According to the teacher surveys given in November 2008, teachers are in need of additional resources such as class sets of 30 non-fiction and historical fiction alternative reading resources that directly align with state standards. In addition, teachers requested updated class sets of atlases, maps, colored overheads of maps that correlate with the text, audio cds and videos/DVDs to incorporate technology with standards, games and or simulations that may be used as a hands on activity, and a writing resource to relate writing to content areas.

Curricular Proposals

Reading and Language Arts Component

Integrating fiction and non-fiction reading materials in mini lessons during the reading block to cover both reading skills with social studies content. Responding to reading with writing skills such as compare and contrast, question/answer relationship, summarizing, fact/opinion, and cause/effect.

Common Formative Assessment Component

A pacing guide would allow teachers throughout the district to remain consistent as to which standards to emphasize based on an organized calendar highlighting prioritized indicators and how long to spend on them.

A consistent pacing guide would provide teachers with data to analyze in order to meet the needs of students before ISTEP in order to re-teach any priority indicators that were not mastered.

Hands On Resources

Teachers would be able to provide their students with different choices of assessment based on the resources available to them such as skits, Readers Theater, simulations, projects incorporating technology and/or mapping skills.

ELL Resources

As our ELL (English Language Learner) population continues to grow, it is important to include suggestions and strategies for working with these students such as being able to use picture cards in order to teach priority indicators. AVID (Path to Success) resources would be an effective organizational system for ELL and special education students.

Curricular Recommendations

The curriculum has been designed based on the state learning standards; however these are ever changing. Therefore, when the standards change, curriculum will need to be changed as well. To facilitate these changes effectively, resources will need to be obtained for all teachers to use.

As our population continues to diversify as fast as it has been, it is important to find strategies and techniques to meet the needs of all learners. These learners include students that need to be given enriching curriculum that allows them opportunity to promote higher level thinking with inquiry based instruction, ELL learners, and students with various reading levels and ability that may require modifications or IEP through special education.

In addition to ISTEP, common assessments need to be developed at each grade level that can be administered at all elementary schools. Data needs to be collected and analyzed to target teaching and learning. Common formative assessments are in the near future with social studies content being added to ISTEP.

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Executive Summary

Middle School

Purpose: To establish a shared vision of learning through common objectives, suggested activities, and potential resources, all based on the standards.

Curriculum Organization: Washington Township's curriculum is based on the State Standards. The standards for Middle School Social Studies are divided into four categories: History, Civics and Government, Geography, and Economics.

Students in sixth grade focus their learning on ancient civilizations in Latin America, Europe, and North America. Seventh grade students focus on the history, geography, economics, and politics of the Eastern Hemisphere. Eight grade students focus on U.S. history. Specifically, they cover the period from origin of the country to reconstruction.

Each grade level has both standard sections and an additional enrichment section that is available to some students, currently called CORE+.

Each grade level has a curriculum map, which includes a course description, course objectives, identified power indicators, and a calendar of instruction.

Curriculum Design Process

The process began in the late summer of 2008 with a meeting of middle school and high school department chairs. This was followed by an in-service day with all middle school social studies instructors. This meeting generated the curriculum mapping guides mentioned above.

The leadership team redesigning the Middle School curriculum includes department chairs Corey Pettigrew, James Tutin, and Andrew Hodson. This team met at the CEC in January to prepare this document.

Curricular Proposals

CORE+-Students receive additional social studies based instruction aimed at preparing them for AP Social Studies and English classes.

Standards-The state reorganized and reworded the Social Studies standards and indicators.

Priority Indicators-The social study teachers met to develop a list of power indicators to guide instruction.

AVID Resources-Social Studies is incorporating AVID learning strategies in instruction.

Novels-Social Studies will use non-fiction and fiction texts or tradebooks to enhance social studies instruction, especially in CORE+.

DBQs-We will begin to use Document Based Questions to help prepare students for curriculum at the high school.

Technology-Teachers will use a wide variety of technological resources to enhance their teaching.

ISTEP-State standardized tests begin this spring. Instruction and adoption will be affected by the form, content, and results of the test.

Curricular Recommendations

Social Studies will need to maintain itself in the face of the changing world and changing student needs. It is increasingly important that we find ways to connect our curriculum with student's lives and experiences.

We may need to look at specific resources, like professional development, should ISTEP testing remain an important measure of student achievement in social studies.

We must ensure that we meet state mandates in social studies education on Constitution Day and Election Day.

Improved technology will greatly enable classroom instruction and learning. Fast and reliable networks, wireless access, widespread classroom LCD projectors, and other instructional tools make content exciting and up-to-date.

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Executive Summary

North Central High School

Purpose: The goal of the program evaluation is to establish a core vision for Social Studies at North Central High School and clearly indicate the expectations and deficiencies within the secondary Social Studies curriculum. The intention is then to enhance those strengths and enrich the visible weaknesses.

Curriculum Organization: In Indiana, the state learning standards are the foundation of the curriculum. A companion to Indiana’s Academic Standards, the Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. In addition to the state learning standards, Social Studies curriculum is influenced by the MSD of Washington Township values of honesty, respect, responsibility, courage, self-discipline and caring.

In order to earn a basic Core 46 diploma, students must earn six semester credits in Social Studies. These courses are listed on the table below this paragraph. At the secondary level, course curriculum is also influenced by College Board’s Advanced Placement program and the International Baccalaureate Organization. At the present time, most students at North Central High School will take an elective and/or an honors course offered by the Social Studies department before graduation.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
World History or Geography and History of the World		United States History	United States Government And Economics

*The scheduling may vary for those students enrolling in Advanced Placement courses or pursuing an International Baccalaureate Diploma. These additional courses are omitted from the matrix, but can be identified in the North Central Course Catalog.

Curriculum Design Process

During the fall inservice date, the Social Studies Department of North Central High School set out to identify the skills every graduate should have after they complete their matriculation through Washington Township schools. Each necessary skill was then associated with the required courses necessary for a Core 46 diploma.

Next, teachers reviewed the state standards for each course offered at North Central High School. In their Professional Learning Communities, teachers agreed on what should be the “core standards” for their course. These core standards must be emphasized through classroom instruction and assessment.

While every assessment is created individually, every course must offer a written element for the midterm and include a common Course Reference Test as a portion of the final exam.

Strengths

At the conclusion of the 2007-2008 school year, over 50% of all Advanced Placement exams administered by North Central High School were taken in World History, United States History, Human Geography, Government, European History and Economics.

The department does a nice job of formally and informally sharing information.

Teachers successfully use technology and different mediums of instruction for their students.

The department currently offers Advanced Placement, Advanced College Project and International Baccalaureate classes.

50% of the teachers within the department have LCD projectors assigned to their classroom.

Weaknesses

The Apple computers assigned to the Social Studies department do not have a sufficient amount of memory to function at a reasonable speed.

Many of the pull down maps in the department are outdated.

Social Studies class sizes are high in comparison to other departments.

Social Studies does not offer a course for students who are Specific Methods Coded by the special education department. This is different from the English, Mathematics and Science Departments.

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Social Studies does not offer a course for English Language Learners. This is different from English, which is the only other subject area that requires such a rigorous amount of reading. And writing.

Curricular Proposals

Integrate the Geography and History of the World course with the present World History course. The courses both provide valuable skills for freshmen and can be integrated to introduce and restructured to offer more creativity and student engagement.

Introduce common End-of-Course Assessments in every course taught at NCHS to promote collegial relations, cooperative planning, data analysis and improved instruction.

Curriculum Recommendations

Add modified and sheltered English Language Learner classes into the Social Studies curriculum. Science and English both offer modified classes showing reasonable success. Mathematics offers an alternative business math for those who have completed geometry. Furthermore, these students special needs require a learning environment with a smaller class size and differentiated instruction that better addresses their needs.

Appendix 1: Elementary Textbook Criteria

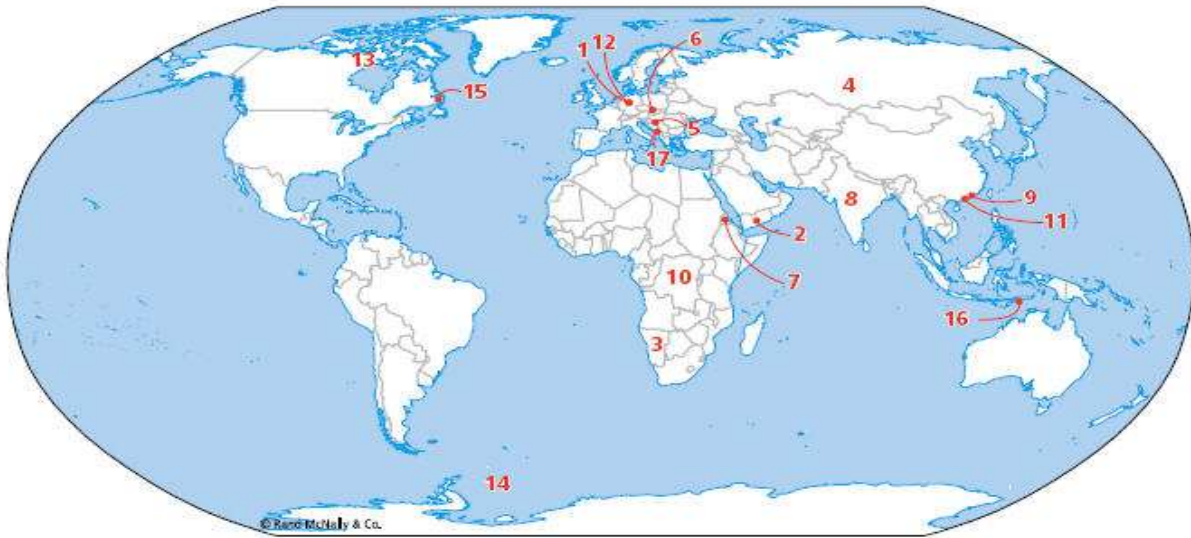
Must Haves For Social Studies Textbook Adoption

- Different Level Text
- ESL text/comp.
- Audio
- Align to ALL standards
- Numerous assessments
- Assessments that align with the standards
- Readers theatre/simulation
- Manipulative component
- ISTEP prep
- Mini-lessons on reading skills
- Writing activities for each unit/lesson
- Pictures
- Not too busy
- Good non-fiction text features
- Updated/accurate
- Diversity is incorporated
- Readability for all readers
- Map skills
- Vocabulary cards
- Big book available
- Home connection
- Websites/DVD's technology component
- Cross curricular incorporation
- Durability

Appendix 2: CORE+: Vision and Objectives

Vision: To prepare high-achieving social students in the middle schools for work in AP Social Studies and AP English classes at the high school.

Objectives	Strategies	Guidelines
6 th , 7 th and 8 th -Write with emphasis on historical sources and content	DBQs (Primary sources), Book study (historical fiction, non-fiction)	Monthly
7 th -Students will use charts, graphs, and maps to interpret geographic and historical information	DBQs, textbooks, supplemental, internet, technology	Monthly
7 th -Students will explain the development of governments and how they work	Use of current events in local, national, and world news	Monthly
7 th -Students will understand different types of economies and how they work	Use of current events in local, national, and world news	Monthly
6 th -Using examples from history to formulate rational opinions based on facts to extrapolate points of view	Debates, Mock Trials, analyzing opposing view points, ethical dilemmas, Choices program, Book studies (novels, non-fiction)	Monthly
6 th -Students will effectively utilize and interpret data from print and technical resources to draw inferences and conclusions	DBQs, newspapers, current events	Monthly
8 th -Students will be able to interpret and Identify bias from a variety of sources (maps, charts, etc) through a variety of media	DBQs, Jackdaws, Choices program, primary sources, news, blogs, editorials, Book studies (novels, non-fiction)	Monthly
8 th -Students will understand the causes and effects of major US events	Graphics organizers, DBQs, Choices, debates, Socratic seminars, Mock Trials, Book studies (novels, non-fiction)	Monthly
8 th -Students will understand the major principles, values and institutions of constitutional government.	Project Citizen, current events, CNN in the Classroom, Mock Trials, ethical dilemmas	Monthly



WORLD CHANGES since 1990

1990

1. East Germany and West Germany reunited into the single country of Germany after 45 years of separation.

2. North Yemen and South Yemen merged to become a single country, Yemen.

3. Namibia gained its independence from South Africa.

1991

4. The Soviet Union — by far the world's largest country — broke up into fifteen independent countries: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

5. Yugoslavia began to break up when three of its republics — Croatia, Slovenia, and Macedonia — declared their independence. In 1992, a fourth republic — Bosnia and Herzegovina — followed suit. The name Yugoslavia finally disappeared from maps in 2003 when the remaining republics agreed to change the country's name to Serbia and Montenegro.

1993

6. Czechoslovakia split into two separate countries: the Czech Republic and Slovakia.

7. Eritrea broke away from Ethiopia to become an independent country.

1995

8. Bombay, India, changed its name to Mumbai. The following year, 1996, the Indian city of Madras changed its name to Chennai, and in 2001 Calcutta changed the spelling of its name to Kolkata.

1997

9. Hong Kong, which had been a British crown colony since 1842, was returned to China.

10. Zaire, the third- largest country in Africa, changed its name to the Democratic Republic of the Congo. This name change has lead to much confusion, since a neighboring country is called the Republic of the Congo.

1999

11. Macau, a small territory that had been administered by Portugal for nearly four and a half centuries, was returned to China.

12. Berlin replaced Bonn as the capital of Germany.

13. Nunavut came into existence as Canada's newest territory. Spreading across a vast area of northern Canada that was formerly part of the Northwest Territories, Nunavut encompasses the traditional lands of the Inuit people.

2000

4. The Southern Ocean was recognized by the International Hydrographic Organization as the world's 5th major ocean (along with the Pacific, Atlantic, Indian, and Arctic oceans). The Southern Ocean surrounds the continent of Antarctica and extends northward to 60° south latitude.

2001

15. Newfoundland, one of Canada's 10 provinces, changed its name to Newfoundland and Labrador.

200216. East Timor was internationally recognized as an independent country. In a referendum three years earlier, the people of East Timor had voted overwhelmingly for independence from Indonesia.

200617. Serbia and Montenegro split into two separate countries when Montenegro declared its independence.

DRAFT