

**SOCIAL STUDIES PROGRAM
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

The Social Studies Six-Year Plan seeks to provide ASD educators the tools requisite to facilitate students' lifelong civic competence and a love of learning, based upon a strong multidisciplinary foundation of knowledge and skills. History, geography, and civics/government are the core content areas students explore to accomplish these objectives.

Curriculum committees will systematically review and revise K-12 curriculum. Standards based curriculum guides and the district social studies website will be designed and modified to maximize their effectiveness for teachers. Professional development will support the mission of civic competence in addition to related goals such as the teaching of critical thinking and other literacy skills.

Project Clio participants, supported by Teaching American History grants, will substantially bolster curriculum and instruction in history and historiography. Increased numbers of teachers trained in vertical teaming and to teach advanced placement social studies courses will also contribute to improved instructional practices. Community involvement and partnerships will significantly enhance these endeavors.

Social Studies Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Provide exemplary curriculum and resources for K-12 Social Studies instruction.</p> <p><i>Phase 4 of Curriculum Review Process (adoption of revised curriculum and instructional materials) for high school World and United States History.</i></p> <p><i>Phase 5 of Curriculum Review Process (continue professional development and monitor implementation) for Middle School.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Complete implementation of adoption for World and United States History, including non-traditional resources in support of best practices.</i></p> <p><i>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for Middle School. Revise Middle School Course of Studies.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Phase 5 of Curriculum Review Process (continue professional development and monitor implementation) for World and United States History.</i></p> <p><u><i>Identify, develop and pilot benchmarking assessments for grade 9 social studies in conjunction with language arts.</i></u></p> <p><u><i>Explore benchmarking assessments for grade 10 social studies in conjunction with language arts.</i></u></p> <p><i>Phase 1 of Curriculum Review Process (curriculum needs assessment) for Middle School.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for World and United States History.</i></p> <p><u><i>Pilot, revise and refine benchmarking assessments for grade 9 social studies in conjunction with language arts.</i></u></p> <p><u><i>Develop and pilot benchmarking assessments for grade 10 social studies in conjunction with language arts.</i></u></p> <p><i>Phase 2 of Curriculum Review Process (revise curriculum guides) for Middle School.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Phase 1 of Curriculum Review Process (curriculum needs assessment) for World and United States History.</i></p> <p><u><i>Implement benchmarking assessments for grade 9 social studies in conjunction with language arts.</i></u></p> <p><u><i>Pilot, revise and refine benchmarking assessments for grade 10 social studies in conjunction with language arts.</i></u></p> <p><i>Phase 3 of Curriculum Review Process (review and recommend instructional materials) for Middle School.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Phase 2 of Curriculum Review Process (revise curriculum guides) for World and United States History.</i></p> <p style="text-align: center;">—————→</p> <p><u><i>Implement benchmarking assessments for grade 10 social studies in conjunction with language arts.</i></u></p> <p><i>Phase 4 of Curriculum Review Process (adoption of revised curriculum and instructional materials) for Middle School.</i></p>

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<p><i>Collaborate with Language Arts in ongoing curriculum review and revision of middle school curriculum guides that include templates for model lessons infused with culturally responsive practices.</i></p> <p><i>Phase 3 of Curriculum Review Process (review and recommend instructional materials) for grades 4-6.</i></p> <p><i>Phase 1 of Curriculum Review Process (curriculum needs assessment) for grades K-3.</i></p> <p><i>Develop measurement topics for Standards-Based Report Card (SBRC) K-6 and rubrics for grades 4-6.</i></p>	<p style="text-align: center;">→</p> <p><i>Phase 4 of Curriculum Review Process (adoption of revised curriculum and instructional materials) for grades 4-6.</i></p> <p><i>Phase 2 of Curriculum Review Process (revise curriculum guides) for grades K-3.</i></p> <p><i>Develop rubrics for grades K-3 and assessments K-6 working with Dr. Robert Marzano.</i></p> <p><i>Develop SBAR rubrics for elementary social studies.</i></p>	<p style="text-align: center;">→</p> <p><i>Identify benchmarking assessments for middle school social studies in conjunction with language arts.</i></p> <p><i>Phase 5 of Curriculum Review Process (continue professional development and monitor implementation) for grades 4-6.</i></p> <p><i>Phase 4 of Curriculum Review Process (adoption of revised curriculum and instructional materials) for grades 4-6.</i></p> <p><i>Phase 3 of Curriculum Review Process (review and recommend instructional materials) for grades K-3.</i></p> <p><i>Social studies will be part of the K-6 Standards-Based Report Card.</i></p> <p><i>Develop and pilot social studies rubrics and faceplates with identified elementary school teachers. Alternative to using the technology interface to</i></p>	<p style="text-align: center;">→</p> <p><i>Develop and pilot benchmarking assessments for middle school social studies in conjunction with language arts.</i></p> <p><i>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for grades 4-6.</i></p> <p><i>Phase 5 of Curriculum Review Process (continue professional development and monitor implementation) for grades 4-6.</i></p> <p><i>Phase 4 of Curriculum Review Process (adoption of revised curriculum and instructional materials) for grades K-3.</i></p> <p><i>Expand pilot of social studies rubrics and faceplates with identified elementary teachers.</i></p>	<p style="text-align: center;">→</p> <p><i>Middle School social studies rubrics and faceplates developed.</i></p> <p><i>Pilot, revise and refine benchmarking assessments for middle school social studies in conjunction with language arts.</i></p> <p><i>Phase 1 of Curriculum Review Process (curriculum needs assessment) for grades 4-6.</i></p> <p><i>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for grades 4-6.</i></p> <p><i>Phase 5 of Curriculum Review Process (continue professional development and monitor implementation) for grades K-3.</i></p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p><i>Implement benchmarking assessments for middle schools in conjunction with language arts.</i></p> <p><i>Phase 2 of Curriculum Review Process (revise curriculum guides) for grades 4-6.</i></p> <p><i>Phase 1 of Curriculum Review Process (curriculum needs assessment) for grades 4-6.</i></p> <p><i>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for grades K-3.</i></p> <p style="text-align: center;">→</p>

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	<p>Phases 1 and 2 of Curriculum Review Process (curriculum needs assessment and revise curriculum guides for high school Economics and Government.</p>	<p><u>record proficiency will be explored.</u></p> <p><u>Begin development of benchmarking assessments for elementary social studies.</u></p> <p>Phase 3 of Curriculum Review Process (review and recommend instructional materials) for high school Economics and Government.</p> <p>Phases 1 and 2 of Curriculum Review Process (curriculum needs assessment and revise curriculum guides for high school Social Studies electives.</p>	<p><u>Pilot, revise and refine benchmarking assessments currently in place for elementary social studies. Content area trainings will be provided for staff.</u></p> <p>Phase 4 of Curriculum Review Process (adoption of revised curriculum and instructional materials) for high school Economics and Government.</p> <p>Phase 3 of Six-Year Curriculum Review Process for Social Studies electives.</p>	<p><u>Implement benchmarking assessments with professional development and support for effective use for elementary social studies.</u></p> <p>Phase 5 of Curriculum Review Process (continue professional development and monitor implementation) for high school Economics and Government.</p> <p>Phase 4 (adoption of revised curriculum and instructional materials) of Six-Year Curriculum Review Process for Social Studies electives.</p>	<p>—————→</p> <p>Phase 6 of Curriculum Review Process (continue professional development and assess implementation) for high school Economics and Government.</p> <p>Phase 5 of Six-Year Curriculum Review Process for Social Studies electives.</p>
<p>Through the three-year Teaching American History Grant (Project Clio), students in grades 5, 6, 8, and 10 increase their understanding of American History, and improve literacy and historiography skills.</p> <p>Control and treatment group cohorts within Project Clio conduct pre- and post-</p>	<p>—————→</p> <p><u>Apply for a new three-year competitive Teaching American History grant, aimed at developing a collaborative learning community of history educators.</u></p> <p>Students in elementary and secondary history courses</p>	<p>—————→</p> <p><u>Apply for new three-year competitive Teaching American History grant, likely with a mentorship focus.</u></p> <p>Implement new TAH grant.</p> <p>—————→</p>	<p>—————→</p> <p><u>Implement new TAH grant.</u></p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>

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<i>document-based tests with students in grades 5, 6, 8 and 10.</i>	<i>taught by Clio treatment group teachers score higher than students in control group classes.</i>				
<p>Grades 5, 6, 8, 10 and AP U.S. History teachers learn and teach exemplary American History curriculum.</p> <p><i>Additional non-Clio credit courses offered by master history teachers for elementary and secondary teachers of U.S. History.</i></p> <p><i>In collaboration with Project APpeal, 20 secondary Social Studies teachers participate in College Board vertical teaming workshop with U.S. History trainer.</i></p> <p><i>Collaborate with Educational Technology department and other curriculum coordinators in comprehensive e-learning plan for ASD.</i></p> <p><i>Collaborate with the high school curriculum committee, Educational Technology, and High School Education to identify appropriate online Social Studies courses for students and provide professional development for teachers of online courses.</i></p>	<p>→</p> <p>→</p> <p><i>Facilitate changes in Social Studies instruction and professional development K-12 based on CIS fit-gap analysis.</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p><i>Clio trained teachers of U.S. History offer professional development for thirty ASD classroom teachers, grades 5 through high school.</i></p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p>Increase teaching of history, geography, and civics as content base for literacy and math teaching, K-6.</p>					

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<p><i>Project Clio program, other credit courses, plus informal mentorship continue to be available to K-6 classroom teachers.</i></p> <p><i>Continue replacement of obsolete maps and globes in all elementary schools.</i></p>	<p style="text-align: center;">—————→</p> <p><i>In collaboration with UAF, UAA, National Geographic Society and ASD curriculum committees, plan a program of professional development aimed at modernizing the teaching of geography.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Implement and revise geography education plan developed during the 2007-2008 school year.</i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>
<p>High School teachers learn and apply Alaska Studies curriculum.</p> <p><i>Offer Alaska Studies credit courses and Alaska Studies credit course at ASDSA.</i></p>	<p><i>Offer opportunities to share best practices in Alaska Studies.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>
<p>Increase AP Social Studies courses offered districtwide.</p>	<p><i>“Paths to AP” Social Studies identified for AP and Social Studies websites.</i></p> <p><i>Determine priorities and offer professional development opportunities in selected AP Social Studies courses.</i></p> <p><i>High school and middle school vertical teams meet during fall secondary Social Studies inservice and once again during each semester.</i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>
<p><i>In collaboration with Project APpeal, 20 secondary Social Studies teachers participate in College Board vertical teaming workshop with U.S. History trainer.</i></p>	<p><i>In collaboration with Project APpeal or other ASD staff, 20 secondary Social Studies teachers participate in College Board vertical teaming with trainer in selected content.</i></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>

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<p>Middle School curriculum guides incorporate literacy in instruction and assessment.</p> <p><i>Professional development for middle school Social Studies teachers in support of recent adoption.</i></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>
<p>Social Studies teachers access current information, resources, and best practices in real time. Website includes annotated links to quality resources.</p> <p><i>Update website continually in collaboration with committee of teachers and ASD webmaster.</i></p>	<p>—————></p> <p><i>Collaborate with Instructional Division, Educational Technology, librarians, and Social Studies curriculum committees to further integrate technological opportunities in support of best practices K-12.</i></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p>	<p>—————></p>
<p>Goal 3: Public Accountability</p>					
<p>All Social Studies curriculum committees include community participants.</p> <p><i>Recruit community members to take part in curriculum review and adoption processes. Continue to work with local, state, and national partners on various initiatives: the Center for Civic Education, Teaching Justice Network, History Day, Gilder Lehrman Institute of American History,</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>

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	<p><i>organizing the Geography Bee.</i></p> <p><i>Continue collaboration with UAA's Center for Economics and Junior Achievement to provide professional development and instructional materials aimed at improving the teaching of economics K-12.</i></p> <p><i>Collaborate with social studies educators statewide and ACSS officers to rebuild the Alaska Council of Social Studies and to strengthen our relationship with NCSS.</i></p> <p><i>Work with professors and preservice teachers in APU MAT program. Encourage UAA to develop a Masters program based on core Social Studies content areas.</i></p> <p><i>Coordinate with various local entities such as the Rose Urban Rural Exchange, the Anchorage Museum, Alaska Native Heritage Center, First Alaskans Institute, and the Anchorage branch of the National Archives to provide professional development for K-12 Social Studies teachers.</i></p> <p>All teachers at appropriate grade levels receive timely information in order to</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>

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	<p>encourage student involvement in civic endeavors.</p> <p><i>Serve on the education committee of the Alaska Bar Association in support of law related education.</i></p> <p><i>Continue efforts with the Center for Civic Education, the Alaska Teaching Justice Network, UAA’s ISER, the Close Up Foundation, and secondary teachers in support of Law Week, We the People, Civitas International, Project Citizen and other civics programs.</i></p> <p><i>Continue collaboration with the League of Women Voters and teachers in grades 5-12 in support of Youth Vote.</i></p> <p><i>Provide support for Anchorage Youth Court recruitment efforts to encourage grade 7-12 students to study and participate as jurors, attorneys and judges.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>