

# Social Studies

**Social Studies Goal:** All students will improve in social studies by utilizing reading strategies.

**What data supports the selection of the social studies goal?**

**KS Social Studies Assessment:** In 2000-2001, 70% of the sixth grade students scored proficient or above. In 2001-2002, 75% of the sixth grade students scored proficient or above. In 2002-2003, 76% of the sixth grade students scored proficient or above. In 2003-2004, 70% of the sixth grade students scored proficient or above. In 2004-2005, 70% of the sixth grade students scored proficient or above. The Standard of Excellence was achieved in Grade 6 Social Studies in 2005.

In 2000-2001, 72% of the eighth grade students scored proficient or above. In 2001-2002, 81% of the eighth grade students scored proficient or above. In 2002-2003 71% of the eighth graders scored proficient or higher. In 2003-2004 71% of the eighth graders scored proficient or higher. In 2004-2005 71% of the eighth graders scored proficient or higher.

**ITBS:** During the 2003-2004 school year, we changed from spring to fall ITBS testing and only tested students in grades 1, 3, 5, and 7. In 2003-2004 on Social Studies Total, there were no scores for students in grade 1 in social studies; students in grade 3 scored 59 NCE; students in grade 5 scored 62 NCE; and students in grade 7 scored 61 NCE. In 2004-2005 on Social Studies Total, there were no scores for students in grade 1 in social studies; students in grade 3 scored 59 NCE; students in grade 5 scored 62 NCE; and students in grade 7 scored 61 NCE.

**What populations will be targeted for improvement?**

**KS Social Studies Assessment:** Students in the Unsatisfactory and Basic categories of the Kansas Social Studies Assessment will be targeted for improvement.

**ITBS:** For those students who fall into the lower two categories on the Kansas Social Studies Assessment, we will cross-reference their scores with the ITBS to determine which students should be targeted for improvement.

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Strategies/Programs/ Expectations	Person(s) Responsible	Resources Needed	Timeline	Monitoring Plan
<p>Students in <b>K-5</b> will use attributes of expository, technical, and persuasive texts to comprehend and organize the text.</p> <ul style="list-style-type: none"> <li>• <b>Expository:</b> text structure, graphic features, topic, main idea, supporting details</li> <li>• <b>Technical:</b> text structure, graphic features, topic</li> <li>• <b>Persuasive:</b> text structure, issue, position, evidence</li> </ul>	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperflage Tamela Becker Carol Sack Arminda Feldkamp Ryan Noël David Warner <b>Dee Lizzol</b> <b>Melvin Baker</b> Roxanne Thomas Deitra Claas Thelma Linck</p> <p><b>Monitoring Team:</b> QPA Social Studies Committee (Melvin Baker, Cory Bass, Dirk Colgrove, Pat Jones, Thelma Linck)</p>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>•Training for staff.</li> <li>•Sharing information at grade level meetings.</li> <li>•Formal and informal collaboration time for staff.</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>•Adequate funds to cover expenses of training and materials.</li> </ul> <p><b>People:</b></p> <ul style="list-style-type: none"> <li>•Staff previously listed.</li> <li>•Trainers (Vicki Bechard, Mary Jo Fox, other consultants as appropriate).</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>•Various informational texts.</li> <li>•Social Studies textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>•August 2004 to end of Cycle III.</li> </ul>	<p><b>Student Monitoring:</b></p> <ul style="list-style-type: none"> <li>•This is not a targeted area; therefore, there will not be any formative student assessments.</li> </ul> <p><b>Teacher Monitoring:</b></p> <ul style="list-style-type: none"> <li>•Teachers will complete a standards-based checklist on a regular basis; these will be submitted to the building administrator on a quarterly basis.</li> </ul>

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Strategies/Programs/ Expectations	Person(s) Responsible	Resources Needed	Timeline	Monitoring Plan
<p>Students in <b>K-5</b> will use Reciprocal Teaching to help them with prior knowledge and their understanding.</p> <ul style="list-style-type: none"> <li>• <b>Predict</b></li> <li>• <b>Clarify</b></li> <li>• <b>Question</b></li> <li>• <b>Summarize</b></li> </ul>	<p>Pat Jones            Reneé McKernan            Carla Meyer            Shelly Schmelzle            Odette Helm            Carole Sperflage            Tamela Becker            Carol Sack            Arminda Feldkamp            Ryan Noël            David Warner            Dee Lizzo            Melvin Baker            Roxanne Thomas            Dee Claas            Thelma Linck</p> <p><b>Monitoring Team:</b>            QPA Social Studies            Committee            (Melvin Baker, Cory Bass,            Dirk Colgrove, Pat Jones,            Thelma Linck)</p>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>• Training for staff.</li> <li>• Sharing information at grade level meetings.</li> <li>• Formal and informal collaboration time for staff.</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>• Adequate funds to cover expenses of training and materials.</li> </ul> <p><b>People:</b></p> <ul style="list-style-type: none"> <li>• Staff previously listed</li> <li>• Mary Jo Fox, reading trainer.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Various informational texts.</li> <li>• Social Studies textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2004 to end of Cycle III.</li> </ul>	<p><b>Student Monitoring:</b></p> <ul style="list-style-type: none"> <li>• This is not a targeted area; therefore, there will not be any formative student assessments.</li> </ul> <p><b>Teacher Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Teachers will complete a standards-based checklist regularly; these will be submitted to the building administrator on a quarterly basis.</li> </ul>

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<p>Students in K-8 will use various graphic organizers to help organize their prior knowledge and their understanding of text during and after reading.</p> <p><b>Possible graphic organizers to use in Social Studies:</b></p> <ul style="list-style-type: none"> <li>• KWL</li> <li>• Word Splash</li> <li>• Venn Diagram</li> <li>• QAR Questions</li> <li>• PEP Map</li> </ul>	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperfslage Tamela Becker Carol Sack Arminda Feldkamp Ryan Noël David Warner <b>Dee Lizzol</b> Melvin Baker Roxanne Thomas Dee Claas Thelma Linck</p> <p><b>Monitoring Team</b> QPA Social Studies Committee (Melvin Baker, Cory Bass, Dirk Colgrove, Pat Jones, Thelma Linck)</p>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>•Training for staff.</li> <li>•Sharing information at grade level meetings.</li> <li>•Formal and informal collaboration time for staff.</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>•Adequate funds to cover all expenses of training and materials.</li> </ul> <p><b>People:</b></p> <ul style="list-style-type: none"> <li>•Staff previously listed.</li> <li>•Trainers (Vicki Bechard, Mary Jo Fox, other consultants as appropriate).</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>•<i>Teaching Reading in Social Studies</i> books for staff members.</li> <li>•<i>Teaching Reading in the Content Areas</i> packet.</li> <li>•Social Studies textbooks.</li> <li>•Map Skills books.</li> <li>•Various other informational texts.</li> <li>•Trade books based on subject.</li> </ul>	<ul style="list-style-type: none"> <li>•August 2004 to end of Cycle III.</li> </ul>	<p><b>Student Monitoring:</b></p> <ul style="list-style-type: none"> <li>•This is not a targeted area; therefore, there will not be any formative student assessments.</li> </ul> <p><b>Teacher Monitoring:</b></p> <ul style="list-style-type: none"> <li>•Teachers will complete a standards-based checklist regularly; these will be submitted to the building administrator on a quarterly basis.</li> </ul>

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<p><b>K-8 students will use vocabulary strategies to help them understand the text they are reading.</b></p> <p><b>Vocabulary strategies include:</b></p> <ul style="list-style-type: none"> <li>• Semantic Maps</li> <li>• Word Splash</li> </ul>	<p>Pat Jones Reneé McKernan Carla Meyer Shelly Schmelzle Odette Helm Carole Sperflage Tamela Becker Carol Sack Arminda Feldkamp Ryan Noël David Warner <b>Dee Lizzol</b> Melvin Baker Roxanne Thomas Dee Claas Thelma Linck</p> <p><b>Monitoring Team</b> QPA Social Studies Committee (Melvin Baker, Cory Bass, Dirk Colgrove, Pat Jones, Thelma Linck)</p>	<p><b><u>Time:</u></b></p> <ul style="list-style-type: none"> <li>•Training for staff.</li> <li>•Sharing information at grade level meetings.</li> <li>•Formal and informal collaboration time for staff.</li> </ul> <p><b><u>Money:</u></b></p> <ul style="list-style-type: none"> <li>•Adequate funds to cover expenses of training and materials.</li> </ul> <p><b><u>People:</u></b></p> <ul style="list-style-type: none"> <li>•Staff previously listed.</li> <li>•Trainers (Vicki Bechard, Mary Jo Fox, other consultants as appropriate).</li> </ul> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>•<i>Teaching Reading in Social Studies</i> books for staff members.</li> <li>•<i>Teaching Reading in the Content Areas</i> packet.</li> <li>•Social Studies textbooks.</li> <li>•Map Skills books.</li> <li>•Various other informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>•January 2004 to end of Cycle III.</li> </ul>	<p><b><u>Student Monitoring:</u></b></p> <ul style="list-style-type: none"> <li>•This is not a targeted area; therefore, there will not be any formative student assessments.</li> </ul> <p><b><u>Teacher Monitoring:</u></b></p> <ul style="list-style-type: none"> <li>•Teachers will complete a standards-based checklist regularly; these will be submitted to the building administrator on a quarterly basis.</li> </ul>