HORRY COUNTY SCHOOLS
MONITORING REPORT – R-4 Social Studies

I certify that the information in this report is true.

Signed: _____ Date: 2/8/16
Rick Maxey, Superintendent

Disposition of the Board:
_____ In compliance
_____ Not in compliance
_____ Compliance with exception

Signed: _____ Date: _____
Joe DeFeo, Board Chair

Comments: _____
_____
_____
_____

R-4 – Social Studies	Supt	Supt	Board	Board
	In compliance	Not in compliance	In compliance	Not in compliance
Each student will achieve mastery of performance standards in Social Studies.	✔			

Interpretation: I interpret this policy to mean that Horry County Schools will implement a course of study that is aligned with the South Carolina academic standards for K-12 for social studies that will prepare students in the areas of history, geography, economics, and political science coupled with additional offerings at the high school level in the areas of sociology, psychology, current events and law.

I further interpret this to mean that the staff will regularly monitor and evaluate the instructional programs at each school as part of the ongoing efforts to improve student learning in the area of social studies. Staff will also provide ongoing support through professional development opportunities designed to build capacity for historical thinking, develop content knowledge, and foster strong literacy experiences for our K-12 social studies teachers.

Indicators of Evidence and Compliance:

We are in full compliance of this policy. Evidence is listed below:

- Horry County Schools curricula and course offerings are aligned with the South Carolina Academic Standards for Social Studies.
- Instructional materials adoption processes comply with state requirements.
- Implementation of the South Carolina state support document continues to be a strategy for improving teaching and learning.
- Visual displays and timelines are utilized in classrooms to support social studies instruction.
- Consensus maps (pacing guides), lesson plans, and assessments are used to support implementation of state academic standards and instruction.
- Expanded teaching strategies such as content vocabulary, content-area literacy, Paideia seminars, interactive notebooking, document-based questions (DBQ), collaboration and engagement strategies, and problem-based learning are emphasized in professional development.
- Students participate at both state and national competitions.
- Numerous middle and high school students from Horry County Schools were regional winners in the National History Day competition and were eligible to compete in the state competition.
- SC history honors and middle school English 1 honors teachers collaborate on a timeline for research consistent with the research elements for National History Day. Papers are written in English I classes, and products are created in SC history honors classes.
- Document-based questions (DBQs) are used in elementary, middle, and high schools.
- District-developed benchmark assessments are implemented in grades 3-8 and in US history as tools to progress monitor mastery of standards and assist teachers in making instructional decisions.
- Teachers co-plan with specialists and assist in leading professional development to support social studies instruction.
- Advanced Placement offerings include Human Geography, World History, European History, Psychology, U.S. History, U.S. Government and Politics, Macroeconomics, and Comparative Government and Politics.
- Several Horry County Schools teachers participate as table leaders and AP readers.
- Online opportunities for social studies are provided in middle and high schools through Horry County Virtual School. Online social studies course offerings include college preparatory, honors, and Advancement Placement.
- Digital curricula and a variety of online resources are being utilized to support personalized learning and differentiated instruction in the social studies classroom.
- District common assessments are provided for U.S. history and grades 6-8 social studies.
- Teachers' expertise is recognized, and many are asked to share their knowledge with others at state and national conferences and serve on various state committees focused on standards, curriculum, assessment, and textbook adoption.