

**HORRY COUNTY SCHOOLS
MONITORING REPORT – R-3 Social Studies**

I certify that the information in this report is true.

Signed: _____ Date: _____
Cindy Elsberry, Superintendent

Disposition of the Board:

- _____ In compliance
- _____ Not in compliance
- _____ Compliance with exception

Signed: _____ Date: _____
Joe DeFeo, Board Chair

Comments: _____

R-3 – 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 curriculum and course offerings are aligned with the 2011 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. The support document outlines this information for South Carolina teachers: enduring understandings; previous and future social studies knowledge; level of Bloom's Taxonomy; essential and non-essential learning; assessment guidelines; and social studies literacy skills for the 21st century.
- Visual displays and timelines have been developed to support social studies instruction.
- Resources both online and in print have increased within the last several years as a result of the grant awards, state, and local support.
- Consensus maps (pacing guides), lesson plans, and assessments have been developed to support implementation of CCSS and improved teaching and learning.
- Expanded teaching strategies such as content vocabulary, content-area literacy, Paideia seminars, interactive notebooking, problem-based learning have been areas of focus.
- Students participate at both state and national competitions, to include but not limited to, *We the People*, *Mock Trial*, *SC Geography Bee*, *National History Day*, and *Stock Market Challenges*.
- Fifty-eight middle and high school students from Horry County Schools were regional winners in the National History Day competition and competed in the state competition. On April 26, eleven projects involving 18 students won state awards at the NHD competition in Columbia qualifying for the national competition in College Park Maryland in June.
- At the Regional competition in Lake City 9 schools had winners and 85 students won ribbons. At the State competition in Columbia 9 schools had winners and 33 students won ribbons and are eligible for participation in the national competition in June.
- SC History Honors and middle school English 1 Honors teachers collaborated on a timeline for research consistent with the research elements for National History Day. Papers were written in English I classes, and products were created in SC History Honors classes.
- Document-based questions have been created by teams of teachers to be used in middle school social studies classes.
- District-developed benchmark assessments have been 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 serve on various state committees to include, but are not limited to, standards setting, curriculum teams, assessment, and textbook adoption.
- Teachers are asked to plan and conduct professional development on district staff development days.
- Teachers' expertise is recognized, and they are asked to share their knowledge with others at state and national conferences. Two teachers serve as officers in the SC Council of Social Studies and the National Council of Social Studies.
- Advanced Placement offerings exceed all other disciplines. These offerings include Human Geography, World History, European History, Psychology, U.S. History, U.S. Government and Politics, and Comparative Government and Politics,

- Continued improvement in student learning is evidenced as measured by the multiple assessment results available in the area of social studies.
- Document-based questioning (DBQs) is required in grades 4-8 and Global Studies, U.S. History, and Government. Gifted/talented students in the 3rd grade are also introduced to the DBQ process.
- Professional development in disciplinary literacy is provided to teams of middle and high school teachers in various attendance areas.
- Online opportunities for social studies are provided in middle and high school through Horry County Virtual School. Online social studies course offerings include college preparatory, honors and Advancement Placement.
- Teachers and students use USA Test Prep as a preparation for PASS, U.S. History EOCT, and AP U.S. History.
- Digital curriculum has been created and blended learning has been implemented.
- Teachers are using online resources such as Edmodo, Google Drive, BrainPops, Online Achievement Series, Compass Learning and Achieve 3000.
- iPads are being used by all middle school students and applications such as Online Achievement Series, Quizlet, and Edmodo support learning.