

Columbia Falls – School District Six

**SOCIAL STUDIES CURRICULUM
Grades K-12**

Introduction

The SD6 mission, vision, and social studies curriculum philosophy provide a foundation for the collective social studies curriculum developed for Columbia Falls Schools. *The Social Studies Curriculum document remains a working document undergoing continued review and update by SD6 educational staff.*

Mission Statement

Working together for our students, we will provide the best environment that maximizes abilities and potential as life-long learners.

Vision Statement

In a spirit of cooperation and trust, individuals achieve common goals that benefit all students enrolled in School District Six. We nurture partnerships among students, teachers, parents, and community in an atmosphere of excellence where people are valued, learning is essential, and differences are respected. Committed to consistency in planning and action, we offer an educational environment that challenges and educates students to their fullest potential and helps them become productive citizens.

Social Studies Curriculum Philosophy

The SD6 Social Studies curriculum will prepare students for enlightened participation in a democratic society by providing a framework for understanding the world in which we live. That framework will include:

- A critical understanding of the history, geography, economic, political, and social institutions and values of the United States as expressed in both unity and diversity.
- An introduction to and practice with the basic tools of the social sciences.
- An understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values.
- Critical attitudes and analytical perspectives appropriate to analysis of the human condition including the objective study and discussion of controversial issues.
- Perspectives on personal life experiences so students see themselves as part of the larger human adventure in time and place.

- Civic responsibility and active civic participation.

The SD6 Social Studies curriculum is designed to facilitate an understanding and appreciation of our past. This will create an involvement with the present, empowering students to make informed contributions to the future.

Standards, Benchmarks, and Essential Learnings

The CF-SD6 Social Studies Curriculum is based on standards, benchmarks, and essential learnings.

- Standards indicate what all students should know, understand and be able to do in a specific content area.
- Benchmarks define our expectations for students’ knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.
- Essential Learnings are distinct elements of knowledge and/or skills to be taught to students and which students are expected to learn at specific grade-levels.

The CF-SD6 Social Studies Curriculum is based on the Montana Content Standards for Social Studies. Alignment to the MCS is indicated throughout the Social Studies Curriculum document.

Montana Content Standards—standard, benchmark exit level, benchmark number
(Example: 2.4.2 = standard 2, grade 4, benchmark 2)

Curriculum Developers

This K-12 Social Studies Curriculum was written and developed by the SD6 Social Studies Committee in collaboration with teachers throughout the District.

Social Studies Committee

<i>Member</i>	<i>Grade Level</i>	<i>School</i>
Doug Good	K-3	Glacier Gateway
Laurie Opatz	4-5	Ruder
Marcy Birdsell	6	CFJH
Kent Blair	6	CFJH
Trent Miller	7-8	CFJH
Phil Lewis	9-12	CFHS
Jenny Lovering	9-12	CFHS

Content Scope and Sequence

Grade	Focus Areas
K	Geography, Ecology, Democratic Citizenship, Human Relationships
Pre-1 st	Geography, Ecology, Democratic Citizenship, Human Relationships
1	Geography, Ecology, Democratic Citizenship, Human Relationships
2	Geography, Ecology, Democratic Citizenship, Human Relationships, Famous United States People and Leaders
3	Geography, Ecology, Democratic Citizenship, Economics
4	Geography, Montana History and Geography, Plains, Desert Regions, Mountain Regions
5	United States History, Geography
6	Geography, Cultural Diversity, Government, Economics, Sociology, Latin America, Canada
7	World History—Prehistory through the Ancient Roman Empire (Greek, Roman, Indian, and Chinese civilizations)
8	American History—English colonization through reconstruction. Montana History—Early transportation systems through the Montana government system.
9-10	Introduction to Social Studies, World Geography
9-12	Anthropology
10-12	World History, Street Law
11	United States History
11-12	Current Issues/Close Up, Introduction to Psychology
12	American Government

Meeting Diverse Student Needs

All classrooms in School District Six contain students who present diverse learning challenges to the teacher. These diverse challenges may be in the form of unique abilities and/or talents or a disability which impacts learning. Each student will have differentiated opportunities to achieve competencies and standards, at rates and in manners consistent with their individual needs.

Students who excel will have opportunities to achieve competencies and standards at an advanced pace. As such, the following modifications are appropriate:

- *Content Enrichment:* The presentation of curricula in more depth and breadth. This may include extra lessons or assignments used to elaborate the student’s level of understanding of the existing curriculum competencies and/or standards.
- *Content Sophistication:* The presentation of curricula that most students might not be able to master.
- *Content Novelty:* The presentation of content not covered in the traditional school curriculum.

- *Content Acceleration:* The presentation of curricula intended for older students and/or those in higher grades. This may include accelerating a student through the entire grade level curriculum and into the curriculum for the next grade level.

Students who are experiencing difficulty with learning concepts will have their needs addressed in a variety of ways in the classroom through both informal and formal interventions, prescribed as necessary. Building-based student assistance teams and special services programs for students with disabilities (IDEA and 504) are in place to generate possible accommodations for students, based on assessed student needs. Potential accommodations can be categorized into the following general areas:

- Accommodations in evaluation methods
- Accommodations to classroom assignments
- Use of supplementary materials to the text
- Alternatives for presentation of content
- Organizational skills

Students who have been identified to receive special services (IDEA or 504) will have formal accommodation plans made accessible to each of the student's teachers through case managers.

The continuum of special services available to assist students includes building-based student/teacher assistance teams, Title I services, disability status under Section 504, and Special Education under IDEA. All special services consider the concept of least restrictive environment, striving to meet the needs of the student in the general education classroom prior to provision of any pull-out type services.

Assessment

Student progress in reaching standards, benchmarks, and essential learnings is assessed in a variety of ways in each classroom. Assessment of performance will be based on teacher developed activities, demonstrations and specific performance tasks, and paper and pencil tests. Teachers will also observe students over time and evaluate understanding of social studies concepts. The ITBS and ITED formal assessments also act as a partial element of assessing the CF-SD6 curriculum and student achievement.

Classroom Assessment Codes

A teacher may use any one or a combination of the assessments listed below for each standard, benchmark, or essential learning.

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<u>V – Verbal Response</u>	individual conference, group discussion, peer assessment, sharing, oral report, question and answer, debates
<u>W – Written</u>	peer assessment, logs, journals, essays, dictation, self-assessment, surveys, tests/quizzes, rafts, frames, study guides, text questions, position papers, editorials
<u>O – Observation</u>	audience response, student, interaction, oral report, teacher checklist, oral reading, listening, cooperative groups, role play
<u>P – Product</u>	portfolio, display, bulletin board, conflict resolution, simulation, mock trial, mock legislature, crisis intervention, video or audio tapes, logs, journals, posters, memorization, illustration, demonstration, self-assessment, timelines, newspapers, brochures, puzzles, plays

Curriculum Mapping

The CF-SD6 Social Studies Curriculum contains a map component, which outlines a sequence plan to educate students. This map is designed to enhance the impact of the delivery system and curriculum content.

Map Codes

- I* *introduce*
- D* *develop*
- M* *maintain or master*