

All Forms of Proposals are due by February 26, 2010

Use the Vicksburg Community Schools Proposal Form and the form outline as indicated. This form will be used as your cover sheet. Check each item as you edit or create your final draft.

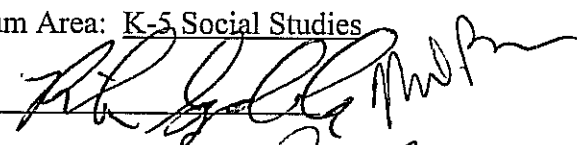
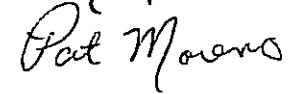
- Proposal Background & Overview – Write a narrative that includes:
 - Relevant background/history.
 - Problem or other basis for the proposal (i.e. student needs, etc.).
 - Reasons for making the change.
 - Targeted students and District/Building/Curriculum Area Goals.

- Complete Description of Proposed Change(s):
 - List all major changes, components and/or strategies of the proposal.
 - Give rationale for each change (base the rationale on research or best practice information).
 - Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
 - Attach the current content expectations, course outline, and/or general syllabus (models available upon request – contact curriculum office – VAB)

- Implementation Plan
 - Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
 - *Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (texts, soft/hardware, consumables, substitute cost, training, equipment, personnel). Use resource expenditures worksheet to itemize all costs.

- Anticipated/Expected Impact
 - Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum (scope and sequence) and, strategies for coordinating with other departments/levels.

- Proposal Evaluation Plan and Student Achievement
 - Explain the means of assessment & grading (semester project, term paper, objective-based tests, surveys, workshop feedback).
 - Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, district assessments), and how the evaluation will be reported.

Name: K-5 Social Studies Resources Department and Curriculum Area: K-5 Social Studies
Building: Elementaries Principal's Signature: 
Title of Proposal: K-5 Social Studies Resources Committee Chair: John O'Toole 
Committee Members: Cyndi Frakes, Sheri Munn, Jim Nimmo, Marie Law, Ruth Hook, Becky McGill, Karen Hoffmann, Amanda Davis, Carol Simpson, Lynne Buell, Terri Negri

Dates of Board Review and Action: _____
*Include Attachment

Proposal Background & Overview:

Proposal History and Background.

Vicksburg K-5 elementary teachers use a variety of resources to teach social studies, much of it teacher generated. These resources support the 1997 Michigan Curriculum Framework document. In 2005, the State Department of Education announced the pending release of the new Michigan Grade Level Content Expectations for Social Studies. A committee of K-5 Vicksburg social studies teachers began the process of identifying resources (textbooks) to align with the proposed change. These expectations were scheduled for release that summer, but because of political squabbles, the state put the release on hold. Finally, in December of 2007, the expectations were released.

A second Vicksburg elementary social studies committee met in the summer of 2008 to begin the proposal writing process. The new expectations were reviewed and changes in grade level focus were identified. In addition, a timeline was established with the goal of presenting a proposal to the school board for new instructional resources.

Complete Description of Proposed Change(s):

This proposal request resources to support the teaching of the Michigan Social Studies Grade Level Content Expectations in grades K-5. The requested resources are The Michigan Citizenship Collaborative Curriculum (MC3). These resources were created by several Intermediate School Districts (ISDs) and Regional Education Service Agencies (RESAs) to assist local school districts in implementing the new social studies content expectations. In the interest of saving local school districts time and money, the Michigan Citizenship Collaborative Curriculum provides high quality curriculum materials free through its website. The curriculum is based upon Michigan's Social Studies Content Expectations. It is Research-based and provides teachers with lessons built within units of study, with resources and assessments, all available through the website. The request resources to purchase to support MC3 include the following:

- Notebook for each teachers with all units and lessons
- Supplemental Literature resources for each of the three elementary libraries
- Computer and document camera on cart for Tobey library

The MC3 program is completely web-based, but to support teachers in their planning, each will receive a 3-ringed notebook containing all lessons. Most of the lessons require teachers to use trade books related to the lessons. Terri Negri, the District elementary media specialist, researched the cost of these books. This cost list is included in the proposal. The trade books will be store in each elementary library, reserved for teacher instructional purposes. Also, since the program is web-based, teachers will need projection equipment to show the resources provided by MC3, including PowerPoint presentations, videos, graphic organizers, and lessons. Some teachers do not have the technology to present the program, necessitating an available computer and document camera on a mobile cart for teachers to share. Since Sunset Lake and Indian Lake elementary libraries already have this set-up, one will need to be purchased for Tobey

The Michigan social studies grade level expectations identifies a a particular aspects of social studies for each grade level:

| | |
|--------------|----------------------|
| Kindergarten | Myself and Others |
| First Grade | Families and Schools |
| Second Grade | Local Communities |
| Third Grade | Michigan Studies |

Fourth Grade United States Studies

Fifth Grade Integrated Early American History

Major changes, components or strategies of proposal

The assigned units of study at each grade level are very close to the current alignment, with one major change. Michigan history will no longer be taught in fourth grade, but will move to third grade and be called “Michigan studies”. The Content Expectation documents suggest this change to provides a more logical sequence for students, moving from the study of local communities in grade two to Michigan studies in grade three and US regions in grade four.

Here is an example of the MC3 grade three units on Michigan Studies:

- Unit 1 – The Geography of Michigan
- Unit 2 – The Economy of Michigan
- Unit 3 – The Early History of Michigan
- Unit 4 – The Growth of Michigan
- Unit 5 – The Government of Michigan
- Unit 6 – Public Issues Facing Michigan

Teachers will need to use the technology to effectively present the MC3 resources. Building techs will support teachers in the use of the equipment. The eventual goal is for all classrooms to be equipped with presentation technology, but until then some teachers will need to share the mobile cart stored each building’s library. All teachers attended fall 2009 training on using and accessing the program. Each building has social studies lead teachers to assist teachers with questions.

The MC3 resources are tightly aligned with the Michigan social studies Grade Level Content Expectations. In the past, the District has purchased national social studies text book. These are often aligned with the larger states, such as Texas and California, forcing teachers to pick and choose units that aligned with Michigan’s framework. Each of the units in MC3 focus on the Michigan expectations, and spirals concepts from year to year. It supports students in making connections within the social studies strands of history, geography, civics/government, and economics.

The MC3 authors are accessible, open to suggestions, and committed to continuous improvement. Teachers may contact them with ideas. Any changes are easily made and communicated via email. Also, assessments will soon be added to the site. The organization and delivery system provides an unprecedented opportunity for teachers to access changes and improvements immediately, without the need to purchase second and third editions of a textbook.

Proposal Cost

| Item | | | |
|---------------------------------------|------------|--------------------|--|
| Supplemental Library Resources | | | |
| Indian Lake | \$2,249.97 | | |
| Sunset Lake | \$2,068.10 | | |
| Tobey | \$2,032.69 | | |
| | | | |
| Total Supplemental Resources | | \$6,350.76 | |
| Technology Tobey | | | |
| Projector | \$749.00 | | |
| Document Camera | \$509.00 | | |
| 50-Foot VGA Cable | \$56.00 | | |
| | | | |
| Total Tobey Technology | | \$1,314.00 | |
| | | | |
| KRESA Printing Costs | 2,963.32 | | |
| | | | |
| Total Printing Cost | | \$2,963.32 | |
| | | | |
| Globes for Kindergarten - 7 | \$210.00 | \$1,470.00 | |
| | | | |
| Total Proposal Cost | | \$12,098.08 | |

Implementation Plan:

| Date | Event |
|--------------------|---|
| June 26, 2008 | K-5 Social Studies Committee meets to review state expectations and develop a plan for new resources |
| September 17, 2008 | Committee members present state expectations at grade level |
| August 19, 2009 | K-5 Committee outlines plan for proposal writing to submit to board at the May 2010 meeting |
| November, 2009 | All K-5 teachers trained in the use of the MC3 resources. Three hours per teacher |
| January, 2010 | K-5 Committee meets for ½ to finalize items to include in proposal and to rewrite report card statements to align with new State expectations |
| May, 2010 | Submit proposal to school board |
| July, 2010 | Materials purchased and MC3 units sent to KRESA for printing |
| September, 2010 | Notebooks distributed to teachers for full implementation in 2010-11 |

Anticipated/Expected Impact:

With an available resource aligned with the Michigan Social Studies grade level content expectations, teachers will have relevant and interesting materials easily accessible through the internet. Students will build a better understanding of the four social studies strands and how they relate. MC3 integrates these four strands of history, geography, civics/government, and economics into all units. This integration has been a problem with our social studies instruction in the past, as it's difficult to find programs that do this well and consistently.

Proposal Evaluation Plan and Student Achievement:

Beginning in the fall of 2010, the State MEAP social studies test will align items with the new content expectations. This test is given to all sixth graders in the state, and is based on the expectations in grades K-5. We will use this initial test to provide base-line data for comparison to the 2011 test. The 2011 test will give some indication on how the program has impacted student learning in grade five (group taking the test in 2011 will have had only one year of instruction in the new program). As students move through the elementary schools, we will monitor MEAP results for yearly improvements.

Also, the curriculum office will develop end-of-year assessments for each grade level, 2-5. The first assessment will be given in the spring of 2011. The assessment will provide teachers and students with information on progress toward attaining grade level knowledge identified in the content expectations.

Unit Names for K-5 Citizenship

Kindergarten

Unit 1 – Who am I?

Unit 2 – Where Am I?

Unit 3 – How do I Get What I Need and Want?

Unit 4 – How Do I Get along With Others?

1st Grade

Unit 1 – What is a Family?

Unit 2 – How Do We Get What We Need or Want?

Unit 3 – How Do We Learn About Places?

Unit 4 – How Do We Learn About the Past?

Unit 5 – What is a Citizen?

2nd Grade

Unit 1 – What is a Community?

Unit 2 – Where is My community and What is it Like There?

Unit 3 – How do Citizens Live Together in a Community?

Unit 4 – How Do People Work Together in a Community?

Unit 5 – How Do Communities Change?

Unit 6 – How Can a citizen Affects a Community?

3rd Grade

Unit 1 – The Geography of Michigan

Unit 2 – The Economy of Michigan

Unit 3 – The Early History of Michigan

Unit 4 – The Growth of Michigan

Unit 5 – The Government of Michigan

Unit 6 – Public Issues Facing Michigan Citizens

4th Grade

Unit 1 – Foundations in Social Studies

Unit 2 – The United States in Spatial Terms

Unit 3 – Human Geography in the United States

Unit 4 – Exploring Economics

Unit 5 – Our Federal Government

Unit 6 – Rights and Responsibilities of Citizenship

5th Grade

Unit 1 – Our Government

Unit 2 – Three Worlds Meet

Unit 3 – Colonization and Settlement

Unit 4- Life in Colonial America

Unit 5 – road to Revolution

Unit 6 – The American Revolution

Unit 7 – A New Nation