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| **Name of Grant Program:** History and Social Science Instructional Planning and Implementation Grant | **Fund Code:** 590 |

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| PART III – REQUIRED PROGRAM INFORMATION **This document consists of all information required and included in the Part III online tool. All final responses for Part III must be submitted via the online tool. Any Part III submissions not received via the online tool will not be reviewed.**  **Part I – Signature Page:** Sign and mail to the Department. Must be postmarked no later than 5:00 PM on the date due.  **Part II – Budget:** [Upload online](https://www.surveygizmo.com/collab/4611054/History-and-Social-Science-Instructional-Planning-and-Implementation-Grant?__sg_test_notify=1&__sg_tester_id=656592) (when prompted) no later than 5:00 PM on the date due.  **Part III – Required Program Information:** [Complete online](https://www.surveygizmo.com/collab/4611054/History-and-Social-Science-Instructional-Planning-and-Implementation-Grant?__sg_test_notify=1&__sg_tester_id=656592) no later than 5:00 PM on the date due. |

### ****GRANTEE CONTACT INFORMATION****

## Fund Use

#### **Select at least one:**\*

* Teachers work together (in cross-grade teams, grade-alike teams, or interdisciplinary teams within a school) to analyze their curriculum and curricular materials to determine alignment (or lack of alignment) between the revised standards, the Standards for History and Social Science Practice, the Literacy Standards for History and Social Science, and the curricula used by their district or school. Teachers identify areas where the curriculum does not well-align with the revised standards, and collaboratively refine and align curricula. If necessary, teachers evaluate new materials for quality and alignment, and adopt them (or recommend adoption to their district or school). Outcomes may include revised curriculum maps, scopes and sequences, vertical progression documents, course descriptions, rubrics and tools for evaluating materials for quality and alignment, and the results of the evaluations.
* A team of 8th grade teachers assembles curricular materials for the new, yearlong civics course. Outcomes include products that ensure horizontal coherence, such as assessments, questions and investigations, and instructional techniques, leading to equitable opportunities for students to learn and apply the Standards for History and Social Science Practice.

#### Amount requested (provide exact amount on Part I)\*

* Option A: Up to $5,000 per district excluding vendor collaboration
* Option B: Up to $10,000 per district including vendor collaboration

#### Acknowledgement of expectation to share information with the Department.

* I acknowledge that if awarded funding, the district will share a description of the outcomes of the grant with the Department of Elementary and Secondary Education to expand the impact of the grant.

## NEEDS ASSESSMENT

### Scoring criteria for this section (0-5):

### Are responses clear and complete, incorporating input from multiple educators, especially History and Social Science Teachers?

### Do the responses articulate need(s) that grant funds can reasonably address?

#### Please indicate the History and Social Science materials used as primary curricular resources for the district or throughout at least one of its schools in the ****elementary grades (PK-5)****.

#### Please indicate the History and Social Science materials used as primary curricular resources for the district or throughout at least one of its schools in the ****middle grades (6-8)****.

#### Please indicate the History and Social Science materials used as primary curricular resources for the district or throughout at least one of its schools in the ****high school grades (9-12)****. By “primary curricular resource” we mean content (textbook, online repository of unit and lesson plans, etc.) that teachers rely on to organize regular classroom instruction over the course of a semester or school year. Primary curricular resources are usually used alongside supplemental resources, both “off the shelf” and of teachers’ own design, and adapted by teachers to meet the needs of their students and

#### Rate the extent to which the History and Social Science materials used in the ****elementary grades**** align to the following elements of the 2018 History and Social Science Framework.

#### Rate the extent to which the History and Social Science materials used in the ****middle school grades**** align to the following elements of the 2018 History and Social Science Framework.

#### Rate the extent to which the History and Social Science materials used in the ****high school grades**** align to the following elements of the 2018 History and Social Science Framework.

| Four stars = High alignment Three stars = Moderate alignment Two stars = Low alignment One star = No alignment | Content standards, including the increased emphasis on civicsStandards for History and Social Science PracticeLiteracy Standards for History and Social Science |
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## PARTICIPANTS

#### Provide information about who will participate in the grant activities.

|  | Elementary Teachers | History and Social Science Teachers | Other Teachers (e.g., ELA, Mathematics, Science) | Other Staff (e.g., Special Education, ESL) |
| --- | --- | --- | --- | --- |
| Grades PK-5 | [ ] | [ ] | [ ] | [ ] |
| Grades 6-8 | [ ] | [ ] | [ ] | [ ] |
| Grades 9-12 | [ ] | [ ] | [ ] | [ ] |

### Describe how other teachers or staff will participate in grant activities with History and Social Science Teachers.

## ACTIVITIES

### Describe the district’s plan for completing the grant activities. Include full descriptions of grant activities and anticipated outcomes (what will be done by whom, including vendors if applicable, and what products will be produced). Be as specific as possible. NOTE: While grant funds must be expended by June 30, 2019, the timeline may include activities that occur beyond June 30.\*

### Describe how the proposed vendor(s) will supplement (add to, enhance, expand, increase, or extend) the products and outcomes of this grant that, in the absence of a vendor, would not be possible.\*

#### Upload a draft scope of work from the vendor.\*

## School and District Leadership Support for Activities

### Describe how school and district leadership will support the educators involved in grant activities.\*

## PROFESSIONAL LEARNING

### Describe ongoing professional learning structures that will occur to support the implementation of the 2018 History and Social Science Framework beyond the 2018-2019 school year, specifically:

### **Coaching:** Teachers receive 1:1 support (in or outside the classroom) in using curriculum materials

### **Modeling:** Teachers have practices for using curriculum materials modeled for them inside the classroom

### **Observation:** Teachers view (in person or video) models of effective practice that incorporate curriculum materials

### **Feedback:** Teachers receive constructive, non-evaluative feedback on using curriculum materials

### **Collaboration:** Teachers meet regularly throughout the year to jointly plan, implement, and evaluate lessons and classroom-based assessments liked to specific curriculum materials.