

## **History**

### **1. How are the department's curriculum and instruction aligned with the school's Desired Results for Student Learning?**

The department uses a variety of strategies (direct instruction, cooperative learning, technology and media, hands on activities and field trips) to teach Utah, U.S. History, and World History. Instructional techniques undergo ongoing assessment to gauge their effectiveness, and adjustments are made when necessary for student achievement.

### **2. How does each course offering align with the state's core curriculum that prescribes content and course specific intended learning outcomes.**

Each course is designed with the state core as a general guideline for instruction. Throughout the course, maps, charts, graphs, and other geographical sources are utilized to enhance and satisfy the core requirements.

### **3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?**

Virtually all instruction within the social studies department is designed with continual evaluation in mind. Student progress reports are issued, end of unit testing, collaborative learning with colleagues and faculty in service with Dr. Clark are all ways assessment is done to achieve optimum results.

### **4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?**

Curriculum alignment between the English (Mr. Carroll) and the History (Mr. Morrell) offers the best example of this type of collaboration. They talk on a regular basis and Mr. Carroll uses the book, *The Story of the World* to support the World History curriculum. Mr. Winget and Ms. Thompson also collaborate on topics of shared interest, which include field trips and projects.

### **5. To what extent do department members utilize inclusion teaching strategies to meet the needs of all students, (ESL, Special Education, etc.)**

Inclusionary teaching strategies are used to meet the needs of special needs children. Faculty training on autism, use of audio equipment, smart boards and trained teaching assistants are utilized to assist students with their IEP's. The faculty and Special Education department work closely together to assist one another to meet the goals of their students.

### **6. To what degree are the department's policies, operational procedures, allocation and use of resources aligned with the educational agenda of the school?**

Teachers within the department are cognizant of, and fully support the

least restrictive behavioral modification, weekly updating of SIS, and other operational procedures. As policies, procedures and resources allocation are modified, department members make diligent efforts to comply as quickly and proficiently as possible.

**7. How does the department collaborate and engage in ongoing professional development growth for the propose of improving student performance?**

Facility members are fully involved in weekly in-service meetings, frequently professional development and training designed to support classroom management.

**8. How do students have access to additional support beyond the classroom?**

Teacher directed Study Hall classes as well as the Ed-Net classes are used to give students options and assistance to be successful.

**9. How do students have access land utilize technology as a regular part of the instructional program?**

Technology centers such as those taught by Mr. Roberts provide opportunities and access to on-line activities and power point presentations. This technology center also produces the school yearbook, produces short films, and allows students to edit and produce material.

**10. How is the department collectively addressing the school's current school improvement goals?**

As Liberty Academy continues to grow and expand, the schools procedures, policies and guidelines are revised and adapted to meet the changes that are necessary for the school to better meet the needs of our students, parents and facility.