

Social Studies

A local report of the achievement of Seward Public School Students on the Nebraska State Social Studies Standards for the 2006-2007 school year.

Overview **Fall 2006**

<p>Standards The social studies standards developed by the Nebraska Department of Education for the "backbone" of our social studies curriculum.</p> <p>There are ** standards in grades K-12 and while all are taught, ** are reported to the state.</p>	<p>Alignment Teachers have met to align the standards with our curriculum. We found that most standards were already included in our curriculum. Adjustments in curriculum have been made to ensure adequate coverage of all standards.</p>	<p>Materials Once the curriculum was aligned with the state standards, teachers conducted an extensive review of teaching materials. The materials selected best aligned with our curriculum and provide students with the best opportunity for success.</p>	<p>Curriculum Changes Changes were made in the curriculum to reflect the updated alignment. At the high school American Government will be taught in 11th grade and American History will be taught across three terms. Graduation requirements will increase from 30 to 35 credits in social studies.</p>	<p>Assessments Social studies standards are assessed in most grades and reported to the state in grades 5, 8, & 11. The assessments used in the classrooms have been reviewed for reliability and validity and are aligned specifically with the curriculum.</p>	<p>In the Future We will continue to review the new adjustments to our curriculum and evaluate their effectiveness and that of the assessments.</p>
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% of Students	Beginning	Progressing	Proficient	Advanced	Met the Standards
5th Grade Standards	6%	12%	27%	55%	95%
8th Grade Standards	0%	3%	21%	77%	97%
12th Grade Standards	0%	9%	20%	71%	95%

5th Grade

By the end of the 5th grade, students will:	Beginning	Progressing	Proficient	Advanced	Met Standard
demonstrate skills necessary for historical analysis (5.1.1.)	0%	2%	9%	89%	98%
explain the structure and operation of the U.S. economy and the role of citizens as producers and consumers (5.3.1)	0%	10%	35%	55%	90%
summarize the rights and responsibilities of U.S. citizens (5.3.2)	0%	5%	13%	81%	94%
improve skills in historical research and geography (5.4.1)	0%	4%	42%	54%	96%

8th Grade

By the end of the 8th grade, students will:	Beginning	Progressing	Proficient	Advanced	Met Standard
compare the U.S. economic system to systems in other countries (8.3.6)	0%	3%	20%	77%	97%
summarize the rights and responsibilities of U.S. citizens (8.3.7)	0%	3%	43%	54%	97%
demonstrate skills for historical analysis (8.4.2)	0%	0%	2%	98%	100%
improve skills in historical research and geography (8.4.6)	0%	0%	13%	87%	100%

12th Grade

By the end of the 12th grade, students will:	Beginning	Progressing	Proficient	Advanced	Met Standard
explain and demonstrate relationships between geographical and historical development of the U.S. (12.1.13)	0%	5%	31%	64%	95%
demonstrate historical research and geographical skills (12.2.11)	0%	0%	0%	100%	100%
explain the rights, freedoms, responsibilities, and benefits of citizenship in the U.S. (12.3.9)	0%	6%	56%	38%	94%
examine the basic economic indicators and fundamentals of international trade (12.3.13)	0%	4%	16%	81%	97%
compare and contrast distribution, growth rates, and characteristics of human population (12.4.3)	0%	5%	19%	76%	95%
analyze the patterns of urban development; the function of towns and cities; and problems related to human mobility, social structure, and the environment (12.4.4)	0%	0%	21%	79%	100%
analyze the forces of conflict and cooperation (12.4.6)	0%	2%	11%	87%	98%
apply geography to interpret the past, understand the present, and plan the future (12.4.7)	0%	1%	2%	97%	99%