



Nebraska Social Studies Standards

State Board Update

October 4, 2018



Nebraska Revised Statute

79-760.01

- Requires the State Board of Education to:
 - Adopt measurable academic content standards for at least the grade levels required for statewide assessment.
 - Cover the subject areas of reading, writing, mathematics, science, and social studies.
 - Develop a plan to review and update standards for each subject area every seven years.



Nebraska Revised Statute

79-760.01

- For reading, writing, mathematics, science, and social studies, the statute requires districts to:
 - Adopt state-approved content standards
 - OR**
 - Adopt content standards deemed **equal to** or **more rigorous** than the state-approved standards



Nebraska's Process

- Utilize Nebraska educators:
 - K-16 Expertise
 - Geographically diverse
 - Writing team
 - Editing team
- Designation from Nebraska's postsecondary institutions that the standards reflection postsecondary expectations.
- Review and utilize nationally recognized resources and best practices research (when appropriate).
- Engage employers to ensure standards reflect the skills needed for the workplace.
- Maintain on-going communication with State Board of Education and State Board subcommittee.
- Incorporate public input .



Standards → Curriculum





Standards vs. Curriculum

- Content Area Standards:
 - Describe what students are expected to know and be able to do
- Curriculum:
 - Determined locally and reflects how teachers help students learn the content within content area standards
- Instructional Materials:
 - Tools and resources that are used as part of a locally-determined curriculum.



Content Area Standards Reference Guide



NEBRASKA
DEPARTMENT OF EDUCATION

Content Area Standards Reference Guide

What Are Content Area Standards?

Content area standards reflect the knowledge and skills students are expected to learn in a given content area. Because these standards create a framework for teaching and learning, they articulate a trajectory for knowledge acquisition across all grade levels so student learning builds on prior knowledge, becoming more in-depth over time. By setting clear benchmarks for learning, content area standards provide guidance to teachers as they develop learning experiences. Additionally, these standards allow teachers to highlight students' progress towards learning goals, rather than relying on predetermined time and schedule factors (Rubin & Spady, 1984).

How Did Content Standards Develop?

Standards-based education (also known as outcome-based education) has many roots, but the modern push to define what all students should know and be able to do began in the U.S. during the 1970s. During this era, an agenda for "back-to-basics" and minimum competency testing pushed educators to define measurable learning targets required of all students (Raizen, 1998). These initial efforts to define content-specific expectations were led by teachers and local school districts. Eventually, national organizations dedicated to the teaching of specific content areas began to identify content area standards. The first notable set of national content area standards was published in 1989 by the National Council of Teachers of Mathematics. These standards emphasized conceptual understanding and mathematical sense-making and were developed as a backlash to the algorithmic focus of the "back-to-basics" movement. The publication of these national mathematics standards influenced the development of other K-12 content area standards by state-level departments of education, school districts, and other subject-specific organizations (Ferrini-Mundy, 1998).

For two decades, states and school districts across the U.S. have identified content area standards to guide teaching and learning, with nearly every state and local school district adopting a standards-based education system by the year 2000 (Marran 2001; Tucker and Coddling 1998). Content-specific teacher organizations, the National Science Foundation, and the National Governors Association have all published sets of standards that serve as guideposts for state departments of education and writers of local standards and curriculum. While content area standards have many names (e.g. benchmarks, outcomes, goals, expectations, indicators, etc.), all are designed to make clear what knowledge and skills are most important for students to learn in a given content area.



Content Area Standards

- Standard:
 - A broad, content-based statement that describes the cognitive, affective, or psychomotor expectations of a student
 - Thinking, feeling, doing
 - Defined by a series of indicators



Content Area Standards

- Indicator:
 - A performance-based statement that specifies what a student must know and be able to do to meet a standard
 - Provides guidance for the assessment of learning



*How do we ensure that we develop
quality learning standards?*



Quality Checklist

- Are the standards:
 - Measurable?
 - Appropriately Challenging?
 - Connected?
 - Clearly worded?
 - Scaffolded?
 - Specific?

Appendix A

Checklist for Standards and Indicators

Measurable <ul style="list-style-type: none"><input type="checkbox"/> Do the standards and indicators start with an action verb at the appropriate level in the relevant learning domain (cognitive, affective, or psychomotor)?<input type="checkbox"/> Can an assessment of learning be designed from the indicator?<input type="checkbox"/> Do the standards/indicators emphasize <i>what</i> students will learn or demonstrate as opposed to <i>how</i> they will learn or demonstrate?
Appropriately Challenging <ul style="list-style-type: none"><input type="checkbox"/> Are the standards and indicators developmentally appropriate for the intended group of learners?<input type="checkbox"/> Do the standards and indicators prepare students for higher levels of thinking, feeling, or doing?<input type="checkbox"/> Are the standards and indicators written at the highest level of thinking, feeling, or doing for the intended group of learners?
Connected <ul style="list-style-type: none"><input type="checkbox"/> Are the standards and indicators connected to future learning?<input type="checkbox"/> Have the Nebraska Career Readiness Standards been embedded, when appropriate?<input type="checkbox"/> Do the standards and indicators allow for connections to other content areas (e.g. English Language Arts, Mathematics, etc.)
Clearly Worded <ul style="list-style-type: none"><input type="checkbox"/> Do the standards and indicators start with an action verb?<input type="checkbox"/> Are the standards and indicators written concisely? Is consistent language used?<input type="checkbox"/> Does the writing of the standards and indicators follow appropriate conventions of writing and grammar?<input type="checkbox"/> Does each indicator include only one topic or thought?<input type="checkbox"/> Has the use of multiple topics or thoughts in one indicator been avoided (e.g. double-barreled statements)?
Scaffolded <ul style="list-style-type: none"><input type="checkbox"/> Does the content in the standards and indicators reflect a content-based learning progression?<input type="checkbox"/> Does the content in the standards and indicators build off of previously mastered content or concepts?<input type="checkbox"/> Is the content in the standards and indicators a prerequisite for future learning?<input type="checkbox"/> Is the learning progression free of gaps?<input type="checkbox"/> Does the verb level the standard reflects the highest level of thinking, feeling, and doing (i.e. The verb level of the indicator should not supersede the verb level of the standard)?
Specific <ul style="list-style-type: none"><input type="checkbox"/> Do the indicators provide a benchmark for identifying student mastery of the standard?<input type="checkbox"/> Can the standard/indicator be made less ambiguous or less obscure?<input type="checkbox"/> Are the standards and indicators measurable?



Nebraska's Social Studies Standards



Guiding Principles for Social Studies Education

- Social Studies Education...
 - Prepares students for college, careers, and civic life.
 - Composed of understandings, concepts, and skills from civics, economics, geography, and history.
 - Driven by inquiry.
 - Creates interdisciplinary applications.
 - Emphasizes skills and practices as preparation for decision-making.
 - Supports and enhances literacy instruction.



Nebraska Social Studies Standards

- Approved in 2012
- Four Strands:
 - Civics, Economics, Geography, History
- K-5 Standards: Grade Level Standards
- 6-8 & 9-12 Standards: Grade Band Standards

Civic Readiness



- The social studies standards must...
 - Require students to learn fundamental knowledge in civics, economics, geography, and history.
 - Encourage students to participate as informed, thoughtful, and engaged citizens.
 - Allow students to develop the actions and dispositions needed to fulfill civic rights and responsibilities.



Writing Team Charge

- Utilize the 2012 Nebraska Social Studies Standards as a starting point for the revision.
- Identify expectations for student learning of civics, economics, geography, and history.
 - K-8 Grade Level Standards; 9-12 organized by domain
- Develop standards, that when mastered, would allow a student to be successful in postsecondary coursework in social studies, without the need for remediation.
- Develop standards that help students become knowledgeable, reflective, and active citizens while gaining skills needed for the workplace.
- Consider and incorporate public input and feedback, as appropriate.



Writing Team

- Application Process:
 - ≈ 100 applicants
- Writing team includes:
 - K-12 educators and administrators
 - Special Education, English Learners, High Ability Learners, etc.
 - ESU representatives
 - The Nebraska State Council for the Social Studies
 - Nebraska Department of Education
 - Nebraska's Postsecondary Institutions



Revision Timeline

Summer 2018	Revision Process Announced
September 2018	Public Input Survey #1 (≈ 240 responses)
September 2018	Postsecondary Education Input (≈ 40 responses)
Fall 2018	Writing Meetings
Fall 2018	Advisory Team Meeting and Editing
Spring 2019	Writing Meetings
Spring 2019	Advisory Team Meeting and Editing
March 2019	Public Input Survey #2
April 2019	Public Input Meetings
Summer 2019	Editing Meetings (as needed)
Summer 2019	Postsecondary Education Validation & Sign-off
Fall 2019	Anticipated State Board Approval

Note: Ongoing Communication and Updates with State Board



Implementation Timeline

Pursuant to Nebraska Revised Statute 79-7601.02, school districts will have one year to adopt the state-approved content area standards or adopt content area standards deemed as equal to or more rigorous than the state-approved content area standards.

Fall 2019 Anticipated State Board Approval

2020-2021 Local Adoption and Exploration

2021-2022 Implementation Year 1

2022-2023 Implementation Year 2



Public Input

- Electronic Survey:
<https://www.education.ne.gov/>
- Email:
nde.standardsinput@nebraska.gov
- U.S. Mail:
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509



Questions/Comments

Cory Epler, Ph.D.

Academic Officer

cory.epler@nebraska.gov

(402) 471-3240

Harris Payne

Social Studies Education Specialist

harris.payne@nebraska.gov

(402) 471-2449