



Nebraska's Social Studies Standards

Draft #1

April 4, 2019



Since the founding of this Nation, education and democracy have gone hand-in-hand.

The Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate. Their purpose was not only to teach reading and writing but to instill the self-evident truths that are the anchors of our political system.

- President Ronald Reagan (September 10, 1988)



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.

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.

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- Utilized the 2012 Nebraska Social Studies Standards as a starting point.
- Reviewed evaluations of the 2012 Nebraska Social Studies Standards:
 - [Social Studies Instruction in Nebraska](#)
 - [Educator Focus Groups](#)
- Reviewed evidence-based practices and social studies standards from other states.

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- Incorporated state law and policy to ensure requirements are included in the standards:
 - Provisions for American Civics (79-724)
 - Provisions for Multicultural Education (79-719)
 - Provisions for Character Education (79-725)
 - Position Statement for Developing Global Competence

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- Reviewed and incorporated, upon subject matter expert review, public input:
 - Public Input Survey #1
 - Postsecondary Input Survey
 - Direct correspondence (letters, email, etc.)



Key Differences Between 2012 and 2019

2012	2019
Feedback reflected a need to reduce number of standards (depth vs. breadth)	Standards are more focused and provide greater depth versus breadth.
Standards should reflect college, career, and civic readiness.	Specific attention was given to skills that help students prepare for college, career and civic life (e.g. embedded inquiry, historical thinking skills, academic vocabulary, civic participation, etc.).
Middle school standards are written at a grade band versus grade level.	The K-8 standards are grade-level specific offering more focus and guidance for middle school instruction.
The provisions within 79-724 are not harmonized with social studies standards and instruction.	Intentional integration of the revised 79-724 (as signed by Gov. Ricketts).



Organization & Structure

- K-8 grade level standards grouped by **disciplines** (civics, economics, geography, and history).
- HS grade band standards organized by **discipline** (civics, economics, geography, and history).
- Standards are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005).
- Prior to each grade level and the high school grade band, a **summary statement** and **theme** are included to provide a high-level overview of what students are expected to learn.



Organization & Structure

- Standard:
 - A broad, content-based statement that describes the cognitive, affective, or psychomotor expectations of a student.
- Indicator:
 - Specifies what a student must know and be able to do to meet a standard.
- Examples:
 - Provide guidance relative to topics that may be included in the local curriculum to meet the learning expectations of the standards and indicators.



Organization & Structure

Grades K-8 Example:

SS 1.1.1.a

Content Area – Grade Level – Discipline – Standard – Indicator

High School Example:

SS HS.1.1.a

Content Area – HS – Discipline – Standard – Indicator



An example...

- Discipline:
 - Civics
- Big Idea:
 - Civic Participation
- Standard (SS 4.1.2):
 - Investigate how different perspectives impact government decisions at the state level.
- Indicator (SS 4.1.2.a):
 - Identify and model rights and responsibilities of citizens at the state level
- For Example:
 - voting, public service, service learning projects



Next Steps

- Collect public input:
 - Public Input Survey #2
 - Postsecondary education review
 - Targeted stakeholder feedback (e.g. students, parents, community organizations, etc.)
- Review and incorporate, upon subject matter expert review, public input.
- Develop standards implementation timeline and resources.



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.

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|-----------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Fall 2019 | Anticipated State Board Approval |
| 2020-2021 | Local adoption and exploration of social studies standards
Identify and select instructional materials
Determine local curriculum |
| 2021-2022 | Implementation Year 1 |
| 2022-2023 | Implementation Year 2 |



Public Input

- Electronic Survey:
www.education.ne.gov/socialstudies/social-studies-standards-revision/
- Email:
nde.standardsinput@nebraska.gov
- U.S. Mail:
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509



Writer Perspectives...

- “These standards were reviewed and rewritten by those who will be using them. All those involved looked deeply at state statute and worked with fidelity to bring forth a great revision.”
- “In conversations I have had with others who participated on the team, they would say that they are extremely proud of the work that we have done. They are more rigorous than the 2012 standards and all decisions that made were in the best interest of Nebraska students.”



For more information...

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