

Archdiocese of Omaha

**Social  
Studies  
Curriculum**

**K-12**

August 2009

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# Introduction

## **Purpose of this curriculum:**

The purpose of this Standards-based curriculum is to assist administrators and teachers of the Archdiocese of Omaha in teaching Social Studies in the Archdiocesan Catholic Schools. This guide contains clear expectations for Social Studies Education Standards as well as specific Nebraska Standards relating to each Program Standard. It is intended that this material be used in the development of local Social Studies education curriculum plans and for the training of teachers of Social Studies education.

Administrators will use this curriculum to assist teachers in applying the desired Social Studies Education Standards to the specific grade levels.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with 20% of their time teaching concepts that enhance the curriculum.

# Archdiocese of Omaha Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- to proclaim the message of faith and morals
- to foster community
- to encourage worship and prayer
- to motivate to serve others

Each school is to educate students to become academically proficient as well as responsible adults who will be active and loyal members of their Church, their community, and world.

(Approved 2007)

# Archdiocese of Omaha Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Religious knowledge, virtues, morals and practices;
- Knowledge of core disciplines and fine arts;
- Higher-order thinking skills;
- Effective communication skills;
- Effective social interaction skills;
- Independent learning skills;
- Life-long learning with the ability to access and utilize resources;
- Knowledge of practices essential to:
  - Sound health and stable families;
  - Responsible stewardship;
  - Mature, responsible and sensible use of technology; and
  - Effective citizenship.

# **Social Studies Program Mission Statement**

Our purpose is to prepare our students to actively participate as responsible citizens of a democratic society in an interdependent world.

# **Social Studies Program Standards**

## **Program Standard #1: Connections**

Interpret and analyze relationships.

## **Program Standard #2: Diversity**

Understand and compare similarities and differences.

## **Program Standard #3: Perspectives**

Evaluate how the experiences of history influence individual and societal views.

## **Program Standard #4: Structures**

Explore and evaluate societal frameworks.



# Social Studies Essential Standards

## Standard #1: Connections

- Interpret and analyze relationships.
- K-2 Explain relationships.
- 3-5 Explore the effects of relationships.
- 6-8 Compare the effects of interactions.
- 9-12 Assess the effects of interactions.

## Standard #2: Diversity

- Understand and compare similarities and differences.
- K-2 Identify similarities and differences.
- 3-5 Explain similarities and differences.
- 6-8 Analyze the effects of similarities and differences.
- 9-12 Evaluate the effects of similarities and differences.

## Standard #3: Perspectives

- Evaluate how the experiences of history influence individual and societal views.
- K-2 Recognize and demonstrate an understanding of how experiences affect individuals and others.
- 3-5 Examine historical and cultural influences on individuals and society.
- 6-8 Analyze values and opinions to realize one's role in society.
- 9-12 Appraise how the perception people have of themselves as individuals and as a culture influences behavior.

## Standard #4: Structures

- Explore and evaluate societal frameworks.
- K-2 Recognize social institutions and environments.
- 3-5 Investigate the components that make up global societies.
- 6-8 Compare and contrast the components that make up global societies.
- 9-12 Analyze and evaluate the components that form global societies.

## **PRIMARY GRADES K-2**

For successful implementation, all teachers need to read, understand and utilize all pieces of information within their section beginning with the Curriculum Implementation Map.

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# Primary Grades K-2 Social Studies Essential Standards

## **Standard #1: Connections**

Explain relationships.

## **Standard #2: Diversity**

Identify similarities and differences.

## **Standard #3: Perspectives**

Recognize and demonstrate an understanding of how experiences affect individuals and others.

## **Standard #4: Structures**

Recognize social institutions and environments.

# Curriculum Implementation Map

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## AUGUST

### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

## SEPTEMBER

### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### **Administrator's role:**

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### **Teacher's role:**

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### **Administrator's role:**

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the **week of April 22**.

### **Teacher's role:**

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### **Administrator's role:**

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22**.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH**

**Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL**

**Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the **week of April 22.**
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1.**

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY**

**Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## **Directions for Administration of the Performance Assessment**

*Refer to the **Curriculum Guide Glossary** found in this section of the Social Studies Curriculum Guide to assist you with the terminology.*

**Before the school year begins**, the teacher will read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the Social Studies Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.



5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

# Teacher Notes

- Vocabulary definitions:
  - rules – a way to act
  - brochure – booklet
  - destination – a stop, end of the line, place (location)
  - delightful – enjoyable
  - activities – something you do
  - location – a place (bedroom, backyard, park, vacation spot)
  - transportation – a way of moving from place to place
- Picture may be clipart, magazine, photo or drawing.
- Lines or lined paper may be inserted into brochure for formatting.
- Information can be typed in technology class or dictated to an older student to be typed.
- Teacher may wish to send home the Parent Letters with principal approval. See Teacher Resources section.
- Teacher may want to present and teach process for each page of the brochure separately. Then have students complete each page before proceeding to the next page of the brochure with the students while teaching guideline #8.
- Teacher should create a sample brochure and model the presentation. Refer to Teacher Resources section for an optional sample brochure.
- To achieve a Level 4 in Content, the student will create a simple activity or project that would attract others to the destination such as a skit, puppet show, postcard, song or jingle, a commercial, etc. The activity or project should be kept simple - at a first grade level.
- Teacher may wish to create a rubric for neatness.
- Teacher will need to teach and model the skills of answering questions and communicating in a clear and understandable manner using the brochure in their presentation.
- Teacher will need to explain that location and destination mean the same thing and are interchangeable.
- Student explanation of rules can be as simple as: to keep people safe, to play fair, etc.
- Students will be given two weeks to complete the assessment. Some will need longer.

Refer to the Curriculum Guide Glossary found in this section of the Social Studies Curriculum

# Social Studies Assessment Grade 1

## Title: Delightful Destination

**Program and Essential Standards:** Connections, Perspectives, Structures

**Administration Time:** Grade 1, Second Semester

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the **week of April 22.***

**Suggested Time Frame:** Students will complete in a two week period. Class time will be used. A presentation will be given at the end of two weeks. Modify time as needed.

*(Refer to the Curriculum Implementation Map and the Curriculum Guide Glossary found within this section of the Social Studies Curriculum Guide.)*

**Essential Question:** How does a location decide activities and rules for behavior?

**Task:** Make a travel brochure of your favorite destination and rules for behavior while at your destination.

**Guidelines:**

1. Students will need to understand the following vocabulary: rules, brochure, delightful, destination, activities, location, and transportation.
2. Students will name their destination. (A destination is any favorite place of the student such as bedroom, backyard, park, vacation spot, etc.) Explain where your destination is located. Examples: home, a state, a park, etc.
3. Students will name the type of transportation used to get to destination.
4. Students will draw or find a picture that represents their destination.
5. Students will create and write a list of 3 activities that can take place at their destination.
6. Students will create and write a list of 3 rules of behavior needed while at their favorite destination.
7. Students will explain why the rules are needed.
8. Students will correctly create a travel brochure using a 9x12 or 12x18 sheet.
  - Page 1 will include the name of the delightful destination along with a picture or drawing of yourself at that location.
  - Page 2 will include in sentence format the name of the location (home, a state, a park etc.) and type of transportation used to travel to their destination.
  - Page 3 will include a list of 3 activities that could be done at that location.
  - Page 4 will include a list of 3 rules of behavior to be followed at the destination and why the rules were needed.
9. Students will present their travel brochure to the class. Students will communicate in a clear and understandable manner and be able to answer questions.

Student Name: \_\_\_\_\_

Assessment Completion Date: \_\_\_\_\_

## Social Studies Student Scoring Guide for Grade 1

### Assessment Task: Delightful Destination

Make a travel brochure of your favorite destination and rules for behavior while at your destination.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than six of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only six of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Names destination</li> <li>• Explains location of destination</li> <li>• Draws or finds a picture of the destination</li> <li>• Names the type of transportation needed to travel to destination</li> <li>• Creates and writes a list of 3 activities that could be done at that destination</li> <li>• Creates and writes a list of 3 rules of behavior needed for the destination</li> <li>• Explains why the rules were needed</li> <li>• Correctly creates a 4 page brochure following Guideline #8</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all items in Level 3, student will create a simple activity or project to attract others to the destination</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only three of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates in a clear and understandable manner</li> <li>• Answers questions</li> <li>• Uses brochure in their presentation</li> <li>• Uses some eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all items in Level 3, uses an entertaining voice</li> </ul>	

List any modifications made:

# Teacher Resources

## My Check List for Delightful Destination

Student Name \_\_\_\_\_

	Yes	No
I named the destination.	_____	_____
I named the location.	_____	_____
I named the type of transportation used to get to my destination.	_____	_____
I drew a picture of myself at my favorite destination.	_____	_____
I listed 3 things I would do at my destination.	_____	_____
I listed 3 rules to use while at my destination.	_____	_____
I told why the rules were needed.	_____	_____
I made a brochure.	_____	_____

## Teacher Resources

This optional activity is designed to assist teachers in reinforcing content from the Content Checklist. Teachers may wish to use this activity as they model a presentation for a sample brochure.

1. The box below includes a sample of teacher-generated questions which includes content from the Primary Grades K-2 Content Checklist. Students should also be encouraged to generate questions after listening to presentations.
2. The questions displayed may be cut into strips and placed in a box so students can choose a question to ask the presenter.

<b>Number from Content Checklist</b>	<b>Sample Question</b>
3.1	What kinds of food could you eat at your destination?
3.2	If I was going to your destination, what kind of clothing would I pack in my suitcase?
5.1	What would I <b><u>need</u></b> to take to your destination? What might I <b><u>want</u></b> to take to your destination?
6.1	Name a job that people do at your destination.

**NOTE:** An optional brochure format is included in this section on pages 21 and 22.







# Teacher Resources

[www.atozteacherstuff.com](http://www.atozteacherstuff.com)

Website for teachers of Pre-school-grade 12. A to Z Teacher Stuff is a teacher-created site designed to help teachers find online resources more quickly and easily. Find lesson plans, thematic units, teacher tips, discussion forums for teachers, downloadable teaching materials & eBooks, printable worksheets and blacklines, emergent reader books, themes, and more.

[www.awesomelibrary.org](http://www.awesomelibrary.org)

Website for teachers of grades K-12. Current events, history, geography, government, politics, American flag, Middle East conflict etc. **Awesome Library** organizes the Web with 37,000 carefully reviewed resources.

[www.busyteacherscafe.com](http://www.busyteacherscafe.com)

Resource website for teachers of grades K-6. Lesson plans, ideas, free printables.

[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)

Website for teachers of grades 9-12. Lesson plans, learning modules, classroom handouts, explorations, E-lectures, flash movies, etc.

[www.drjean.org](http://www.drjean.org)

Songs for early child educators to use within classroom.

[www.historychannel.com](http://www.historychannel.com)

Click on Classroom and find teaching ideas, etc. This site also has Maps, Games, and FREE resources for teachers.

<http://memory.loc.gov/learn>

Website for teachers of grades 3-12. The Learning Page is designed to help educators use the American Memory Collections to teach history and culture. It offers tips and tricks, definitions and rationale for using primary sources, activities, discussions, lesson plans and suggestions for using the collections in classroom curriculum. American Memory is an online archive of over 100 collections of rare and unique items important to America's heritage.

[www.mcrel.org/standards/](http://www.mcrel.org/standards/)

Website for teachers of grades K-12. Lesson plans in economics, history, geography, and civics.

<http://www.rubistar.4teachers.org/>

Website for teachers of grades K-12. Click on create a new rubric under "Try it out". Great site to create or find rubrics. Also under Example Rubrics click on "Inspiration Page". This will take you to sample tasks.

Dear Parents,

Our school and all of the Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Our faculty has been working with the new curriculum-examining the Standards and the Assessments and aligning the curriculum with our current textbooks. Later in the school year, our teachers will be administering grade level Assessments to their students at designated times.

Why was work completed to create Archdiocesan Standards?

- Archbishop Curtiss requested that we begin writing standards, and the first area addressed was Religion. There was a genuine concern and strong desire from pastors, principals, teachers, and parents for consistency in curriculum and teaching across the Archdiocese.
- The Nebraska Department of Education requires non-public schools to include the State Standards in the curricula that are approved by the \*Local Governing Board.

(\*The Local Governing Board consists of the Superintendent, Fr. James Gilg, and the Archdiocesan School Board who report to Archbishop Curtiss.)

At this time, Religion, Math, Science, Language Arts curriculums have been implemented and now Social Studies Standards and curriculum are being implemented.

Students will be learning about the Social Studies Standards and Assessments in their classes. They will be instructed in how to succeed in completing the Assessments so that they meet the Standards. Our goal is have all of our students achieve proficiency.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

Dear Parents,

As you know, all of our Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Students have been learning about their grade level standards and assessments in their Social Studies classes. **Standards** describe what students should know and be able to do at certain stages in their education. Students are now being instructed in how to complete the assessments, so that they can successfully meet the standards listed in the assessment.

An **assessment** is an evaluation or an appraisal used to determine a student's progress toward meeting the standards. The assessments will be administered throughout the school year. Your child's teacher will be contacting you regarding the date of the assessment. Your child will be given the assessment task guidelines sheet along with the student scoring guide to ensure their success.

The **student scoring guide** is written to accompany the assessment. This is the document used to determine whether the work completed on the assessment is at a Level 4 of exemplary, at a Level 3 of proficiency and meets the standard, at a Level 2 of progressing toward the standard, or at a Level 1 of not yet meeting the standard. Our goal is to have all of our students at a Level 3 which is achieving the level of proficiency and meets the standard. Please discuss the assessment task guidelines sheet and student scoring guide with your child.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

# Teacher Resources

## RECOMMENDATIONS ON TEACHING SOCIAL STUDIES CONTENT

### Increase

In-depth study of topics in each social studies field, in which students make choices about what to study

Activities that engage students in inquiry and problem solving about significant human issues

Student decision making and participation in wider community affairs, to build a sense of responsibility for their school and community

Participation in interactive and cooperative classroom study processes that bring together students of all ability levels

Integration of social studies with other areas of the curriculum: use of real-world reading

Richer content in elementary grades, using children's prior knowledge, from psychology, sociology, economics, and political science, as well as history and geography: younger students' experience can relate to social institutions and problems of everyday living

Students' sense of connection with American and global history, diverse social groups, and the environment that surrounds them

Inquiry about students' cultural groups and others in their school and community, thus building ownership in the curriculum

Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas

### Decrease

Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper understanding of topics

Memorization of isolated facts in textbooks

Isolation from the actual exercise of responsible citizenship; emphasis only on reading about such topics

Lecture classes in which students sit passively; classes in which lower-achieving students are deprived of knowledge and opportunities to learn

Narrowing social studies activity to include only textbook reading and test taking

Assumption that students are ignorant about or uninterested in issues raised in social studies

Postponement of significant curriculum until secondary grades

Use of curriculum restricted to only one dominant cultural heritage

Use of curriculum that leaves students disconnected from and unexcited about social studies topics

Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization

## Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the **week of April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

# Grade Level Tally Sheet for Social Studies Grade 1 Assessment Task Delightful Destination

**School Name/City:**

**Assessment Date:**

**Total # Students Assessed:**

**Total # Students:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the **week of April 22**.

Criteria	Level 1 # Students Not Meeting Standard	Level 2 # Students Progressing Toward Standard	Level 3 # Students Meeting Standard	Level 4 # Students Exceeding Standard
Content				
Presentation				

## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Social Studies Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**



# Archdiocese of Omaha Social Studies Content Checklist

## Primary Grades K-2

		Grade	Grade	Grade
		K	1	2
1	Demonstrate an understanding that history relates to events and people of other times and places:			
1.1	- use calendars and timelines to show sequence and change	I	D,M	
1.2	- recognize that people, places, and things change over time (NE 1.1; PS #1, 2, 3, 4)	I,D	M	
2	Compare the relative location of people, places and things:			
2.1	- recognize cardinal directions on a simple map	I	D,M	
2.2	- name community symbols: traffic signs and traffic lights	I,D,M		
2.3	- recognize the physical shape of our state, nation and continent		I	D,M
2.4	- locate land and water on simple maps, globes, or other models	I	D,M	
2.5	- name destination and identify location (NE 1.3; PS #4)	I	D,M	
3	Recognize that climate, location and physical surroundings affect the lives of people:			
3.1	- discuss environmental influences on food, clothing, shelter, transportation, and recreation	I	D,M	
3.2	- recognize that seasons vary from place to place (NE 1.4; PS #1, 2, 3, 4)	I,D	M	
4	Identify forms and uses of technology, such as transportation and communication past and present:			
4.1	- describe the importance of transportation and communication (NE 1.5; PS #1, 4)	I	D,M	
5	Identify basic economic concepts:			
5.1	- recognize the difference between basic needs and wants: food, clothing, shelter and affection	I	D,M	
5.2	- explain differences between buyers and sellers/goods and services (NE 1.6; PS #1, 2, 3, 4)	I	D,M	
6	Explain how families and individuals earn, spend and save:			
6.1	- match simple descriptions of work that people do with the names of those jobs (NE 1.7; PS #1, 2, 4)	I	D,M	
7	Recognize good citizenship and its importance:			
7.1	- explain the importance of respect for people	I,D	M	
7.2	- role play the importance of respect for people	I	D	M
7.3	- show respect for individuals and other people's belongings	I	D,M	
7.4	- recognize and demonstrate an understanding of how actions affect others: cooperation, fairness and rules	I,D	M	
7.5	- determine rules for location and activities	I	D,M	
7.6	- identify community groups of which students are members: family, school, church, scouts, etc.	I,D	M	
7.7	- participate in classroom elections	I,D	M	
7.8	- name the President or other elected leaders (NE 1.8; PS #1, 2, 3, 4)	I	D,M	
8	Identify patriotic symbols and actions:			
8.1	- name patriotic symbols and actions: flag, Pledge, National Anthem, Statue of Liberty and other important monuments (NE 1.9; PS #1, 2, 3, 4)	I	D,M	

<p>Introduce <b>(I)</b>: To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop <b>(D)</b>: To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master <b>(M)</b>: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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# Archdiocese of Omaha Social Studies Content Checklist

## Primary Grades K-2

		Grade K	Grade 1	Grade 2
<b>9</b>	Compare communities and describe how United States and Nebraska communities changed physically and demographically over time:			
<b>9.1</b>	- identify changes in daily life past and present			<b>I</b>
<b>9.2</b>	- compare environmental influences on food, clothing, shelter, transportation and recreation ( <b>NE 4.1</b> ; PS #1, 2, 3, 4)			<b>I</b>
<b>10</b>	Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans and Asian Americans:			
<b>10.1</b>	- identify regional characteristics			<b>I</b>
<b>10.2</b>	- identify important men and women from different cultural and ethnic groups			<b>I</b>
<b>10.3</b>	- identify contributions of special groups ( <b>NE 4.2</b> ; PS #1, 2, 3, 4)			<b>I</b>
<b>11</b>	Describe social and economic development of Nebraska in the 20th century:			
<b>11.1</b>	- explain the impact of advances in transportation, communication, immigration and economic development			<b>I</b>
<b>11.2</b>	- recognize and identify important inventions and describe the importance of inventions in communication and transportation ( <b>NE 4.3</b> ; PS #1, 2, 3, 4)		<b>I</b>	<b>D</b>
<b>12</b>	Describe characteristics of a market economic system and the interactions of consumers and producers:			
<b>12.1</b>	- explain differences between consumers and producers ( <b>NE 4.8</b> ; PS #1, 2, 4)			<b>I</b>
<b>13</b>	Identify and use essential map elements:			
<b>13.1</b>	- understand map keys, grid system ( <b>NE 4.10</b> ; PS # 1, 4)			<b>I,D</b>
<b>14</b>	Use maps and globes to acquire information about people, places and environments:			
<b>14.1</b>	- sketch maps to illustrate places described in narratives			<b>I</b>
<b>14.2</b>	- locate and identify on maps and globes his/her local city or county ( <b>NE 4.11</b> ; PS #1, 4)			<b>I</b>
<b>15</b>	Identify the geographic and human characteristics of the regions of the United States and Nebraska:			
<b>15.1</b>	- identify capital cities and major cities			<b>I</b>
<b>15.2</b>	- name the countries and bodies of water, which border the United States ( <b>NE 4.12</b> ; PS #4)			<b>I</b>
<b>16</b>	Describe the process of making laws, carrying out laws and determining if laws have been violated:			
<b>16.1</b>	- describe the election process			<b>I</b>
<b>16.2</b>	- identify the consequences of violating the law			<b>I</b>
<b>16.3</b>	- explain the role of citizenship in the promotion of law ( <b>NE 4.13</b> ; PS #1, 3)			<b>I</b>
<b>17</b>	Identify and describe the responsibilities of the elected mayor, governor and president on the local, state and federal level:			
<b>17.1</b>	- name the mayor, governor, and the President of the United States and list several responsibilities of each ( <b>NE 4.15</b> ; PS #1, 4)			<b>I</b>

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Assessment Task Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.

## **Intermediate Grades 3-5**

For successful implementation, all teachers need to read, understand and utilize all pieces of information within their section beginning with the Curriculum Implementation Map.

### Page

34	SOCIAL STUDIES ESSENTIAL STANDARDS
35-38	CURRICULUM IMPLEMENTATION MAP
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41	DIRECTIONS FOR USE OF STUDENT SCORING GUIDE
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# **Intermediate Grades 3-5 Social Studies Essential Standards**

## **Standard #1: Connections**

Explore the effects of relationships.

## **Standard #2: Diversity**

Explain similarities and differences.

## **Standard #3: Perspectives**

Examine historical and cultural influences on individuals and society.

## **Standard #4: Structures**

Investigate the components that make up global societies.

# Curriculum Implementation Map

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## AUGUST

### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

## SEPTEMBER

### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### **Administrator's role:**

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### **Teacher's role:**

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### **Administrator's role:**

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the **week of April 22**.

### **Teacher's role:**

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### **Administrator's role:**

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22**.



**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH**

**Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL**

**Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the **week of April 22.**
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1.**

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY**

**Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Social Studies Curriculum Guide* to assist you with the terminology.

**Before the school year begins**, the teacher will read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the Social Studies Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

# Teacher Notes

## Teacher Notes:

- One sample of a graphic organizer is included. You may need to model how to use a graphic organizer with your students. Any style of graphic organizer may be used on paper or computer program; i.e. Kidspiration or Inspiration.
- Artifacts need to be student generated artifacts. They may be photographs of key people or places from the event obtained off the internet or taken by the student. Items may be two dimensional such as a drawing, picture, photograph, timeline, diary, or they may be 3-D such as a clay sculpture, tool or model.
- Presentations may be reported as whole group, small group, or as a \*history fair format. You may choose what works best for your classroom.
- A museum display could be a diorama, poster board, triorama, suitcase, poster report, power point, etc.
- Teacher will need to define:
  - **artifact** – an object made or modified by a human being (especially an object remaining from another time or culture)
  - **curator** – the director of a museum
  - **event** – something that occurred with a significant impact
  - **influences** – an idea or event that affects a person or course of events
  - **museum** – an institution that acquires, preserves, studies and exhibits works of artistic, historical or scientific value
- Teachers may enhance instruction by utilizing internet resources for a virtual field trip or they may want to incorporate a field trip to a local museum.
- Teachers may need to pre-teach and model presentation skills.
- Teacher may wish to send home the Parent Letters with principal approval. Refer to the Teacher Resources section.
- **Please refer to Teacher Resources for additional information.**

\* *History fair – a display and presentation of individual exhibits where students present to small group audiences that move through the “fair”.*

\* Refer to the Curriculum Guide Glossary found in this section of the Social Studies Curriculum.

# Social Studies Assessment Grade 4

## Title: A Field Trip to the Museum

**Program and Essential Standards:** Connections, Perspectives

**Administration Time:** Grade 4, 2<sup>nd</sup> Semester

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the **week of April 22.***

**Suggested Time Frame:** 2 – 3 weeks

*(Refer to the Curriculum Implementation Map and the Curriculum Guide Glossary found within this section of the Social Studies Curriculum Guide.)*

**Essential Question:** How does the past influence the present?

**Task:** You are a museum curator. Create a display of an important event that shaped state, national, or world history (i.e. Titanic changed Maritime Law, Lewis and Clark-Discovery of Natural Resources). Explain how it influenced our past and present way of life.

**Guidelines:**

### Graphic Organizer

1. Each student will choose a teacher approved event. Using a resource and a graphic organizer, each student will answer the questions below:
  - Who was involved in the event?
  - What happened?
  - When did it happen?
  - Where did it happen?
  - How did it happen?

### Summary

2. Each student will use their graphic organizer to write a one paragraph summary explaining how their event influenced or shaped history past and present. The summary should have 5-7 complete sentences.

### Museum Display

3. Each student will design a museum display based on the topic chosen that contains 2 artifacts and provides information.
  - Explain how the artifacts were important to the event.
  - Include a description of each artifact (1-2 complete sentences).
  - Draw a map, picture or diagram to illustrate the event chosen.

### Presentation

4. Each student will give a presentation using their museum display and summary to explain the importance of the event and the influence on the past and present. The oral presentation should be approximately 1-5 minutes in length. Students will communicate clearly using adequate volume, eye contact and clear enunciation.

## Social Studies Student Scoring Guide for Grade 4

### Assessment Task: A Field Trip to the Museum

You are a museum curator. Create a display of an important event that shaped our history. Explain how it influenced our past and present way of life.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Demonstrates none of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Provides correct answers for all of the questions in the graphic organizer</li> <li>• Answers in graphic organizer are based on event chosen</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all of the criteria in Level 3 and explains why the event happened</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates none of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Summary explains how the event influenced history</li> <li>• Written in no less than 5 complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all of the criteria in Level 3 and explains how the event was positive or negative</li> </ul>	
<b>Display</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than four of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only four of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Museum display contains 2 student generated artifacts</li> <li>• One or more complete sentence descriptions accompany each artifact</li> <li>• Information explains how the artifact is important to the event</li> <li>• Display is based on the topic chosen</li> <li>• Map, picture or diagram illustrates the event</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all of the criteria in Level 3 and selecting one artifact explains why the artifact is important to us today</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates one of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Display is used during the presentation</li> <li>• Communicates clearly by using adequate volume, eye contact, and clear enunciation</li> <li>• Oral presentation is 1-5 minutes in length</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all of the criteria in Level 3 and delivers presentation with confidence and appropriate fluency</li> </ul>	

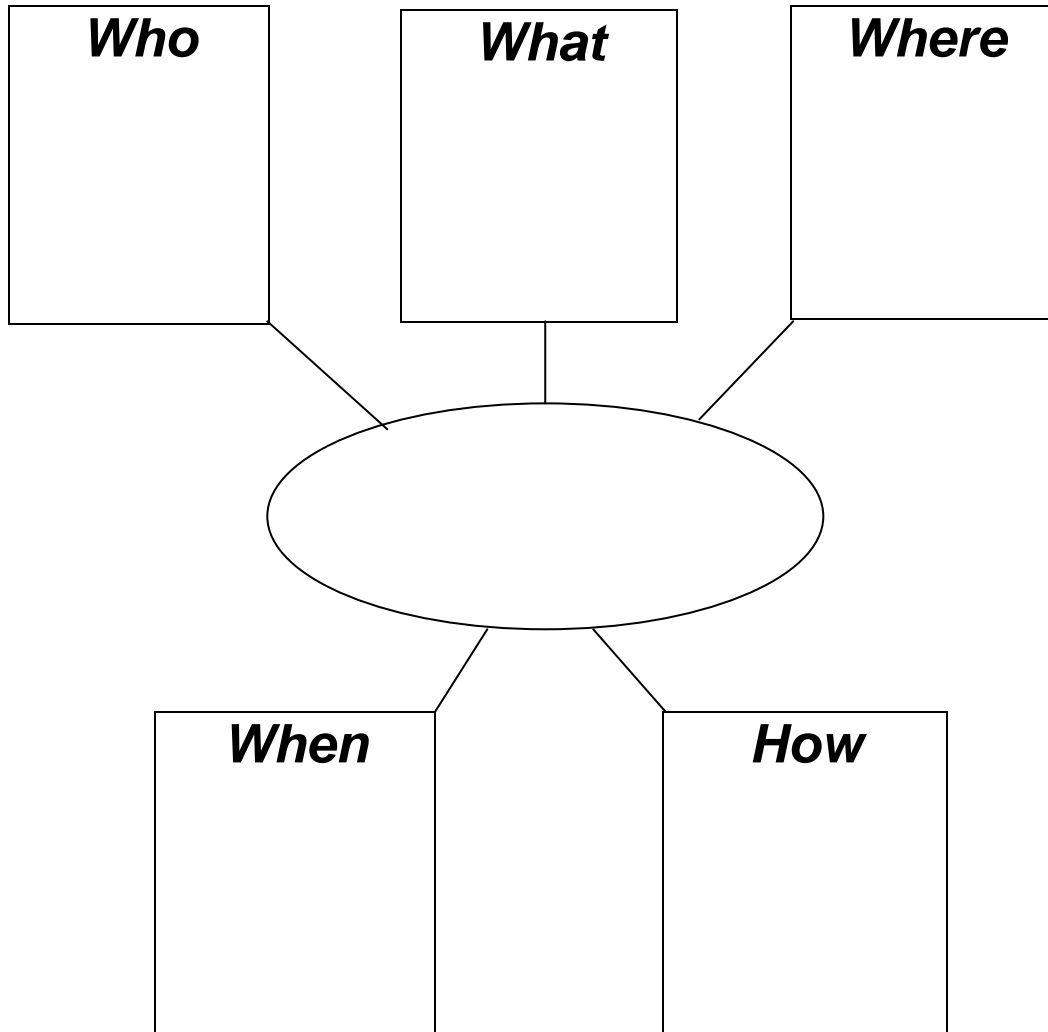
List any modifications made:

# Teacher Resources

Name \_\_\_\_\_

Date \_\_\_\_\_

Put the subject in the center box. Answer the five questions.





## Teacher Resources

Ideas for Events for students to use for the 4<sup>th</sup> grade assessment “**A Field Trip to the Museum**”. Students should not be limited to these suggestions, but the “Event” should be one of significant historical impact from at least 40-50 plus years ago.

### **State**

The Unicameral  
Oregon Trail through Nebraska  
Impact of the Railroad – Golden Spike  
Arbor Day  
Discovery of the Mammoth Site at Ashfall  
Eisenhower Interstate System  
Boystown  
Strategic Air Command

### **National**

American Revolution  
Civil War  
Underground Railroad  
World War II  
Louisiana Purchase  
Statue of Liberty  
Immigration – Ellis Island  
Signing of the Declaration of Independence  
Homestead Act of 1863  
Lewis and Clark Exploration  
Space Exploration – First Moon Landing  
Civil War  
Civil Rights Movement  
Assassination of Martin Luther King  
Settlement of the 13 Colonies  
California Gold Rush  
Women’s Right to Vote  
Discovery of Polio Vaccine  
Preservatives in Food  
Refrigeration  
Beginning of Computers  
Telephone  
Television  
Olympics  
Formation of Professional Sports Teams  
Gas-powered Transportation

# Teacher Resources

## Suggested Timeline

September	Introduce use of graphic organizer. Teach how to answer who, what, when, where and how questions.
October	Create classroom list of possible events. Refer to sample list included for ideas.
November	Practice writing paragraphs using information from the graphic organizer.
December	Practice presentation skills.
Jan/Feb	Teacher introduces Assessment and Scoring Guide. Teacher takes class time to thoroughly teach all Assessment Task Guidelines. Students choose a teacher approved event and begin to gather resources and materials for the museum display.
March/April	Complete assessment and present museum display and summary. Teacher submits Grade Level Tally Sheet to administrator by week of April 22.

# Teacher Resources

## Social Studies Assessment Checklist

- \_\_\_\_\_ Graphic Organizer - all questions answered correctly based on the event chosen
- \_\_\_\_\_ Summary - at least a 5 sentence summary that explained how event influenced history and affected history today- written with very few mistakes
- \_\_\_\_\_ Museum Display - Artifact #1- related to event- with a two sentence description - including how artifact is important to event
- \_\_\_\_\_ Museum Display - Artifact #2- related to event- with a two sentence description - including how artifact is important to event
- \_\_\_\_\_ Museum Display - created a map, picture or diagram that illustrated the event
- \_\_\_\_\_ Presentation - used the display during presentation
- \_\_\_\_\_ Presentation - 1-5 minutes in length
- \_\_\_\_\_ Presentation - communicated clearly by using adequate volume, eye contact and clear enunciation

Comments:

## Teacher Resources

[www.awesomelibrary.org](http://www.awesomelibrary.org)

Website for teachers of grades K-12. Current events, history, geography, government, politics, American flag, Middle East conflict etc. **Awesome Library** organizes the Web with 37,000 carefully reviewed resources.

<http://www.councilforeconed.org/ea/standards/>

Excellent website featuring lesson plans for economic education.

[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)

Website for teachers of grades 9-12. Lesson plans, learning modules, classroom handouts, explorations, E-lectures, flash movies, etc.

[www.funbrain.com](http://www.funbrain.com)

Click on Teachers' Home for games and activities by title, subject or grade level. Includes one called "Change Maker" to help with economics content.

[www.funsocialstudies.learninghaven.com](http://www.funsocialstudies.learninghaven.com)

Lessons include links for geography, history, economics with activities , games, puzzles, etc.

<http://www.historychannel.com/>

Click on Classroom and find teaching ideas etc. This site also has Maps, Games, and FREE resources for teachers.

<http://history.misu.nodak.edu/>

Lewis and Clark teaching resources.

[www.hotchalk.com](http://www.hotchalk.com)

Free to K-12 teachers. NBS news archives date back to 1930's and include more than 5000 video resources with an emphasis on U.S. history. Lesson plans, quizzes. Free to teachers.

<http://www.learner.org/>

Annenberg Media website. You can go to the top and click on subject area and grade level and access information, lessons, video clips. Click on Teacher Resources and then click on Free Annenberg Channel in the classroom. Free Video clips.

[www.mcrel.org/standards/](http://www.mcrel.org/standards/)

Website for teachers of grades K-12. Lesson plans in economics, history, geography, and civics.

<http://memory.loc.gov/learn>

Website for teachers of grades 3-12. The Learning Page is designed to help educators use the American Memory Collections to teach history and culture. It offers tips and tricks, definitions and rationale for using primary sources, activities, discussions, lesson plans and suggestions for using the collections in classroom curriculum. American Memory is an online archive of over 100 collections of rare and unique items important to America's heritage.

[www.mrdonn.org/americanhistory.html](http://www.mrdonn.org/americanhistory.html)

Links to lesson plans for American, United States, and Ancient History as well as links to numerous websites with games, puzzles, etc.

[www.mrdonn.org/geography.html](http://www.mrdonn.org/geography.html)

Links to lessons plans for geography as well as links to numerous websites with games, and puzzles.

[www.nationalgeographic.com](http://www.nationalgeographic.com)

Daily news, photos, video, and historical information. Games, stories, activities for students.

[www.nebraska.gov/](http://www.nebraska.gov/)

Nebraska facts and virtual tour of the Capitol building.

[www.nebraskastudies.org](http://www.nebraskastudies.org)

Nebraska events and themes from pre 1500 to current events with timeline links to world events.

<http://www.newscurrents.com/>

Click on the News Currents Quiz. Great current Events Quiz for Middle School student.

<http://www.ncss.org/>

Click on Your Classroom and you will find teaching resources-lots of FREE ones. You can also click on Lessons and find a variety of lesson plans.

[www.palmbeach.k12.fl.us/](http://www.palmbeach.k12.fl.us/)

Tons of information and lessons K-12. Click on Learning Tools on the left side then click on Teachers (at the top) and scroll down to bottom-Free materials for teachers.

[www.pics4learning.com](http://www.pics4learning.com)

Pictures sorted by topics to be used in lessons.

<http://www.rubistar.4teachers.org/>

Click on create a new rubric under "Try it out". Great site to create or find rubrics. Also under Example Rubrics click on "Inspiration Page". This will take you to sample tasks. Sample rubrics for "neatness" can be found at this site.

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)

Current events, history, geography, government, history, timelines, cultures and much more.

[www.takingitglobal.org](http://www.takingitglobal.org)

Online community that connects youth to find inspiration and access information about local and global communities. Website about incorporating global issue and positive change. Good links to further expand ideas.

[www.teachertube.com](http://www.teachertube.com)

Teacher inspired videos and blogs.

[www.technology.com](http://www.technology.com)

Sample rubrics to supplement the scoring guide, example – a neatness rubric. Click on Process Rubric makers then Click on General Rubric Generator or Project Rubric Generator.

[www.thinkfinity.org](http://www.thinkfinity.org)

Free lesson plans and educational resources K-12 including standards-based lesson plans. Links to many other websites.

[www.timeforkids.com](http://www.timeforkids.com)

Mini-lessons, worksheets for current events and world news.

[www.weeklyreader.com](http://www.weeklyreader.com)

Some free digital and print resources. Some content available for subscriber only.

[www.wheresgeorge.com](http://www.wheresgeorge.com)

Track U.S. currency by entering a serial number. If the dollar bill you enter has been entered here before, you will get back a list of all the cities/states where that bill has been, as well as travel time, distance and speed of each hop! If this dollar bill has not been entered before, you started the list!

<http://www.whitehousekids.org/>

Resources, activities, quizzes, current events and more for social studies.

**Other Resources:**

*Nebraska Social Studies Weekly*

*Trail Blazer*

Dear Parents,

Our school and all of the Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Our faculty has been working with the new curriculum-examining the Standards and the Assessments and aligning the curriculum with our current textbooks. Later in the school year, our teachers will be administering grade level Assessments to their students at designated times.

Why was work completed to create Archdiocesan Standards?

- Archbishop Curtiss requested that we begin writing standards, and the first area addressed was Religion. There was a genuine concern and strong desire from pastors, principals, teachers, and parents for consistency in curriculum and teaching across the Archdiocese.
- The Nebraska Department of Education requires non-public schools to include the State Standards in the curricula that are approved by the \*Local Governing Board.

(\*The Local Governing Board consists of the Superintendent, Fr. James Gilg, and the Archdiocesan School Board who report to Archbishop Curtiss.)

At this time, Religion, Math, Science, Language Arts curriculums have been implemented and now Social Studies Standards and curriculum are being implemented.

Students will be learning about the Social Studies Standards and Assessments in their classes. They will be instructed in how to succeed in completing the Assessments so that they meet the Standards. Our goal is have all of our students achieve proficiency.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

Dear Parents,

As you know, all of our Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Students have been learning about their grade level standards and assessments in their Social Studies classes. **Standards** describe what students should know and be able to do at certain stages in their education. Students are now being instructed in how to complete the assessments, so that they can successfully meet the standards listed in the assessment.

An **assessment** is an evaluation or an appraisal used to determine a student's progress toward meeting the standards. The assessments will be administered throughout the school year. Your child's teacher will be contacting you regarding the date of the assessment. Your child will be given the assessment task guidelines sheet along with the student scoring guide to ensure their success.

The **student scoring guide** is written to accompany the assessment. This is the document used to determine whether the work completed on the assessment is at a Level 4 of exemplary, at a Level 3 of proficiency and meets the standard, at a Level 2 of progressing toward the standard, or at a Level 1 of not yet meeting the standard. Our goal is to have all of our students at a Level 3 which is achieving the level of proficiency and meets the standard. Please discuss the assessment task guidelines sheet and student scoring guide with your child.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.



# Teacher Resources

## RECOMMENDATIONS ON TEACHING SOCIAL STUDIES CONTENT

### Increase

In-depth study of topics in each social studies field, in which students make choices about what to study

Activities that engage students in inquiry and problem solving about significant human issues

Student decision making and participation in wider community affairs, to build a sense of responsibility for their school and community

Participation in interactive and cooperative classroom study processes that bring together students of all ability levels

Integration of social studies with other areas of the curriculum: use of real-world reading

Richer content in elementary grades, using children's prior knowledge, from psychology, sociology, economics, and political science, as well as history and geography: younger students' experience can relate to social institutions and problems of everyday living

Students' sense of connection with American and global history, diverse social groups, and the environment that surrounds them

Inquiry about students' cultural groups and others in their school and community, thus building ownership in the curriculum

Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas

### Decrease

Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper understanding of topics

Memorization of isolated facts in textbooks

Isolation from the actual exercise of responsible citizenship; emphasis only on reading about such topics

Lecture classes in which students sit passively; classes in which lower-achieving students are deprived of knowledge and opportunities to learn

Narrowing social studies activity to include only textbook reading and test taking

Assumption that students are ignorant about or uninterested in issues raised in social studies

Postponement of significant curriculum until secondary grades

Use of curriculum restricted to only one dominant cultural heritage

Use of curriculum that leaves students disconnected from and unexcited about social studies topics

Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization

## Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the **week of April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

# Grade Level Tally Sheet for Social Studies Grade 4 Assessment Task A Field Trip to the Museum

**School Name/City:**

**Assessment Date:**

**Total # Students Assessed:**

**Total # Students:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the **week of April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Connections				
Content				
Display				
Presentation				

## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Social Studies Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

## Archdiocese of Omaha Social Studies Checklist Intermediate Grades 3-5

		Grade 3	Grade 4	Grade 5
1	Compare communities and describe how United States and Nebraska communities changed physically and demographically over time:			
1.1	- identify changes in daily life past and present	D	M	
1.2	- compare environmental influences on food, clothing, shelter, transportation and recreation ( <b>NE 4.1</b> ; PS #1, 2, 3, 4)	D	M	
2	Describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans and Asian Americans:			
2.1	- identify regional characteristics	D	M	
2.2	- identify important men and women from different cultural and ethnic groups	D	M	
2.3	- identify contributions of special groups ( <b>NE 4.2</b> ; PS #1, 2, 3, 4)	D	M	
3	Describe social and economic development of Nebraska in the 20th century:			
3.1	- recognize and identify important inventors and describe the importance of inventions in communications	M		
3.2	- explain the impact of advances in transportation, communication, immigration and economic development ( <b>NE 4.3</b> ; PS #1, 2, 3, 4)	D	M	
4	Describe the interaction between Native Americans and their environment prior to European contact ( <b>NE 4.4</b> ; PS #1, 2, 3, 4)	I,D	M	
5	Describe Nebraska's history, including geographic factors, from European contact to Statehood ( <b>NE 4.5</b> ; PS #1, 2)	I	D,M	
6	Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance:			
6.1	- recognize and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans and Asian Americans	I	D,M	
6.2	- recognize accomplishments of prominent Nebraskans ( <b>NE 4.6</b> ; PS #1, 2, 3, 4)	I	D,M	
7	Use higher level thinking processes to evaluate and analyze primary sources and other resources:			
7.1	- identify, analyze and make generalizations using primary sources	I	D,M	
7.2	- compare documentary sources on historical figures, events with fictionalized characters and events to distinguish fact from fiction ( <b>NE 4.7</b> ; PS #1, 2, 3)	I	D,M	
8	Describe characteristics of a market economic system and the interactions of consumers and producers:			
8.1	- explain differences between consumers and producers	D	M	
8.2	- identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska	I	D,M	
8.3	- explain the purpose of taxes and their use and collection in the United States economic system ( <b>NE 4.8</b> ; PS #1, 2, 4)	I	D,M	
9	Demonstrate an understanding of money and the financial system used in the United States ( <b>NE 4.9</b> ; PS #1, 4)	I	D,M	
10	Identify and use essential map elements:			
10.1	- distinguish between longitude and latitude	I	D,M	
10.2	- use the equator and prime meridian to identify the hemisphere	I	D,M	
10.3	- use cardinal directions	I	D,M	
10.4	- use the grid system and find locations	M		
10.5	- use and understand map keys ( <b>NE 4.10</b> ; PS #1, 4)	M		

<p>Introduce <b>(I)</b>: To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop <b>(D)</b>: To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master <b>(M)</b>: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Archdiocese of Omaha Social Studies Checklist Intermediate Grades 3-5

		Grade 3	Grade 4	Grade 5
<b>11</b>	Use maps and globes to acquire information about people, places and environments:			
<b>11.1</b>	- sketch maps to illustrate places	<b>D</b>	<b>M</b>	
<b>11.2</b>	- locate and identify on maps and globes his/her local city or county ( <b>NE 4.11</b> ; PS #1, 4)	<b>D</b>	<b>M</b>	
<b>12</b>	Identify the geographic and human characteristics of the regions of the United States and Nebraska:			
<b>12.1</b>	- identify the capital cities and major cities	<b>D</b>	<b>M</b>	
<b>12.2</b>	- name the countries and bodies of water, which border the United States ( <b>NE 4.12</b> ; PS #1, 4)	<b>D</b>	<b>M</b>	
<b>13</b>	Describe the process of making laws, carrying out laws and determining if laws have been violated:			
<b>13.1</b>	- describe the constitutional rights and responsibilities of being a U.S. citizen	<b>I</b>	<b>D</b>	<b>M</b>
<b>13.2</b>	- describe the election process	<b>D</b>	<b>M</b>	
<b>13.3</b>	- identify the consequences of violating the law	<b>D</b>	<b>M</b>	
<b>13.4</b>	- explain the role of citizenship in the promotion of laws ( <b>NE 4.13</b> ; PS #1, 3, 4)	<b>D</b>	<b>M</b>	
<b>14</b>	Name the elected mayor, governor and president on the local, state and federal level and describe the responsibilities of each ( <b>NE 4.15</b> ; PS #1, 4)	<b>I</b>	<b>D,M</b>	
<b>15</b>	Describe how our community, state and nation rely on people in other parts of the world (PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>16</b>	Explain how technology has changed the way we live and how it will help shape our future (PS #1, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>17</b>	Explore careers using knowledge gained from talents and interests (PS #1, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>18</b>	Recognize how race, religion, gender and ethnicity have influenced different points of view (PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>19</b>	Demonstrate skills for historical analysis:			
<b>19.1</b>	- sequence interrelated ideas, events, people and places	<b>I</b>	<b>D</b>	<b>M</b>
<b>19.2</b>	- distinguish fact from fiction by examining a variety of sources from different points of view	<b>I</b>	<b>D</b>	<b>M</b>
<b>19.3</b>	- explain historical perspectives of diverse cultural and ethnic groups ( <b>NE 5.1</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>20</b>	Explain the structure and operation of the United States economy and the role of citizens as producers and consumers:			
<b>20.1</b>	- describe the function of money, savings and credit	<b>I</b>	<b>D</b>	<b>M</b>
<b>20.2</b>	- explain the impact of human, capital and natural resources on the economy ( <b>NE 5.3.1</b> ; PS #1, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>21</b>	Summarize the rights and responsibilities of United States citizens ( <b>NE 5.3.2</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>22</b>	Improve skills in historical research and geographical analysis:			
<b>22.1</b>	- recognize and interpret primary and secondary sources to make generalizations about events and life ( <b>NE 5.4.1</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>23</b>	Compare the United States economic system to systems in other countries:			
<b>23.1</b>	- describe the government's role in the United States economy			<b>I</b>
<b>23.2</b>	- describe the impact of government policies on individuals and businesses, taxation and government borrowing ( <b>NE 8.3.6</b> ; PS #1, 4)			<b>I</b>
<b>24</b>	Demonstrate skills for historical analysis:			
<b>24.1</b>	- construct various timelines of history highlighting landmark dates, technological changes, major political and military events and major historical figures			<b>I</b>
<b>24.2</b>	- examine geography to interpret the past by using maps and place events to recognize the shift in boundaries and culture/religious groups through time ( <b>NE 8.4.2</b> ; PS #1, 2, 3, 4)			<b>I</b>

<p>Introduce (<b>I</b>): To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop (<b>D</b>): To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master (<b>M</b>): To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Assessment Task Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.

## **Middle School Grades 6-8**

For successful implementation, all teachers need to read, understand and utilize all pieces of information within their section beginning with the Curriculum Implementation Map.

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# **Middle School Grades 6-8 Social Studies Essential Standards**

## **Standard #1: Connections**

Compare the effects of interactions.

## **Standard #2: Diversity**

Analyze the effects of similarities and differences.

## **Standard #3: Perspectives**

Analyze values and opinions to realize one's role in society.

## **Standard #4: Structures**

Compare and contrast the components that make up global societies.

# Curriculum Implementation Map

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## AUGUST

### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

## SEPTEMBER

### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### **Administrator's role:**

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### **Teacher's role:**

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### **Administrator's role:**

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the **week of April 22**.

### **Teacher's role:**

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### **Administrator's role:**

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22**.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH**

**Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22**.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL**

**Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the **week of April 22**.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1**.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY**

**Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## Directions for the Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Social Studies Curriculum Guide* to assist you with the terminology.

**Before the school year begins**, the teacher will read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the *Social Studies Curriculum Guide*. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.



## Teacher Notes

The Assessment is designed as a student-centered task. Teachers should not limit students by requiring a specific theme, time period or list of projects.

- When introducing this lesson, the teacher should brainstorm characteristics of leaders and the ways in which he/she influenced society.
- Teacher should encourage some pre-research to ensure that the leader the student chooses meets the criteria listed in Assessment Task Guideline #2.
- Teacher should have students complete Assessment Task Guideline #2 in class.
- Teachers should exclude entertainment and sports figures.
- Appropriate student choice of leaders should not be limited.
- Teachers may limit duplication of leaders chosen within a class/homeroom.
- Research guidelines and writing conventions may be set by individual teachers/schools (ex. 12 point font, 1 inch margins, double-spaced).
- Students will hand in research report and present their project.
- Teacher may wish to send home the Parent Letters with principal approval. See Teacher Resources section.

Refer to the Curriculum Guide Glossary found in this section of the Social Studies Curriculum Guide.

# Social Studies Assessment Grade 8

## Title: History Hall of Fame

**Program and Essential Standards:** Connections and Perspectives

**Administration Time:** Grade 8, 2nd Semester

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the **week of April 22.***

**Suggested Time Frame:** Four Weeks for student creation and presentations.

*(Refer to the Curriculum Implementation Map and the Curriculum Guide Glossary found within this section of the Social Studies Curriculum Guide.)*

**Essential Question:** How have leaders influenced society and the course of history?

**Task:** You have been chosen to be on the selection committee for the newly created History Hall of Fame. Your task is to select a historical leader and analyze his/her influence on society and the course of history.

**Guidelines:**

1. Choose a leader (with teacher approval).
2. Research the leader and write a 2-3 page report that focuses on the leader's influence on society and the course of history. The report will include the following information about the leader:
  - Brief biographical information
  - Challenges faced by the leader
  - Contributions made by the leader
  - Political/religious ideals of the leader
  - Explanation of cultural/economic impact made by the leader
3. Choose a teacher approved project. Project reflects student-generated work.
  - Select a project to demonstrate how that leader influenced society and the course of history (see chart with project ideas).
  - Project enhances the report.
  - Projects ideas are not limited to the examples provided. Other project ideas need to be approved by the teacher.

Multiple Intelligences	Project Ideas
Verbal/Linguistic	Student generated first person speech, TV/radio program, editorial
Logical/Mathematical	campaign poster, brochure, chart
Visual/Spatial	poster, video, power point
Bodily/Kinesthetic	interview, role play, game
Musical/Rhythmic	ballad, sonnet, original performed song, short musical
Interpersonal	interview, role play, press conference
Intrapersonal	journal/diary, photo essay, advice column

4. Present your project to the class
  - Presentation length 2-4 minutes.
  - Speaker must use adequate eye contact and volume.
  - Speaker must enunciate clearly.

## Social Studies Student Scoring Guide

### For Grade 8 Assessment Task: History Hall of Fame

You have been chosen to be on the selection committee for the newly created History Hall of Fame. Your task is to select a historical leader and analyze his/her influence on society and the course of history.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Written Perspective</b>	<ul style="list-style-type: none"> <li>● Demonstrates less than two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates only two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Chooses and researches a leader with teacher approval</li> <li>● Writes 2-3 page report that focuses on the chosen leader's influence in society and the course of history</li> <li>● Includes all requirements of Guideline #2</li> </ul>	<ul style="list-style-type: none"> <li>● Meets all criteria in Level 3 and compares the leader to another potential Hall of Fame leader</li> </ul>	
<b>Project</b>	<ul style="list-style-type: none"> <li>● Demonstrates less than two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates only two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Project is student generated work</li> <li>● Project demonstrates how leader influenced society and the course of history</li> <li>● Project demonstrates knowledge of content</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates all criteria in Level 3 and explains how society might be different if this leader had not lived</li> </ul>	
<b>Oral Presentation</b>	<ul style="list-style-type: none"> <li>● Demonstrates less than two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates only two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation is 2-4 minutes in length</li> <li>● Speaker uses adequate eye contact and volume</li> <li>● Speaker clearly enunciates</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates all criteria in Level 3 and student delivers presentation confidently (pacing, gestures and inflection)</li> </ul>	

List any modifications made:

## Teacher Resources

[www.archives.gov](http://www.archives.gov) **National Archives:**

Click on Educators and Students on the right. This will bring up lesson plans, activities, training opportunities and much more.

[www.awesomelibrary.org](http://www.awesomelibrary.org)

Website for teachers of grades K-12. Current events, history, geography, government, politics, American flag, Middle East conflict etc. **Awesome Library** organizes the Web with 37,000 carefully reviewed resources.

<http://www.councilforeconed.org/ea/standards/>

Website featuring lesson plans for economic education.

[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)

Website for teachers of grades 9-12. Lesson plans, learning modules, classroom handouts, explorations, E-lectures, flash movies, etc.

[www.ecedweb.unomaha.edu](http://www.ecedweb.unomaha.edu)

K-12 Economics teaching resources, lessons related to the Nebraska Standards.

[www.history.com](http://www.history.com)

History every day from ancient history to current events. Everything you want to know in print and video form. Click on Classroom and find teaching ideas etc. This site also has Maps, Games, and FREE resources for teachers.

<http://history.misu.nodak.edu/>

Lewis and Clark teaching resources.

<http://www.learner.org/>

Annenberg Media website. You can go to the top and click on subject area and grade level and access information, lessons, video clips. Click on Teacher Resources and then click on Free Annenberg Channel in the classroom. Free Video clips.

**Library of Congress:** [www.locweb.loc.gov](http://www.locweb.loc.gov)

Packed with resources for K-12 education.

[www.mcrel.org/standards/](http://www.mcrel.org/standards/)

Website for teachers of grades K-12. Lesson plans in economics, history, geography, and civics.

<http://memory.loc.gov/learn>

Website for teachers of grades 3-12. The Learning Page is designed to help educators use the American Memory Collections to teach history and culture. It offers tips and tricks, definitions and rationale for using primary sources, activities, discussions, lesson plans and suggestions for using the collections in classroom curriculum. American Memory is an online archive of over 100 collections of rare and unique items important to America's heritage.

[www.mrdonn.org/americanhistory.html](http://www.mrdonn.org/americanhistory.html)

Links to lesson plans for American, United States, and Ancient History as well as links to numerous websites with games, puzzles, etc.

[www.mrdonn.org/geography.html](http://www.mrdonn.org/geography.html)

Links to lessons plans for geography as well as links to numerous websites with games, and puzzles.

[www.nationalgeographic.com](http://www.nationalgeographic.com)

Daily news, photos, video, and historical information. Games, stories, activities for students.

<http://www.newscurrents.com/>

Click on the News Currents Quiz. Great current Events Quiz for Middle School student.

[www.palmbeach.k12.fl.us/](http://www.palmbeach.k12.fl.us/)

Tons of information and lessons K-12. Click on Learning Tools on the left side then click on Teachers (at the top) and scroll down to bottom-Free materials for teachers.

[www.pics4learning.com](http://www.pics4learning.com)

Pictures sorted by topics to be used in lessons.

<http://www.rubistar.4teachers.org/>

Click on create a new rubric under "Try it out". Great site to create or find rubrics. Also under Example Rubrics click on "Inspiration Page". This will take you to sample tasks. Sample rubrics for "neatness" can be found at this site.

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)

Current events, history, geography, government, history, timelines, cultures and much more.

[www.takingitglobal.org](http://www.takingitglobal.org)

Online community that connects youth to find inspiration and access information about local and global communities. Website about incorporating global issue and positive change. Good links to further expand ideas.

[www.teachertube.com](http://www.teachertube.com)

Teacher inspired videos and blogs.

[www.technology.com](http://www.technology.com)

Sample rubrics to supplement the scoring guide, example – a neatness rubric. Click on Process Rubric makers then Click on General Rubric Generator or Project Rubric Generator.

<http://www.whitehousekids.org/>

Resources, activities, quizzes, current events and more for social studies.

Dear Parents,

Our school and all of the Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Our faculty has been working with the new curriculum-examining the Standards and the Assessments and aligning the curriculum with our current textbooks. Later in the school year, our teachers will be administering grade level Assessments to their students at designated times.

Why was work completed to create Archdiocesan Standards?

- Archbishop Curtiss requested that we begin writing standards, and the first area addressed was Religion. There was a genuine concern and strong desire from pastors, principals, teachers, and parents for consistency in curriculum and teaching across the Archdiocese.
- The Nebraska Department of Education requires non-public schools to include the State Standards in the curricula that are approved by the \*Local Governing Board.

(\*The Local Governing Board consists of the Superintendent, Fr. James Gilg, and the Archdiocesan School Board who report to Archbishop Curtiss.)

At this time, Religion, Math, Science, Language Arts curriculums have been implemented and now Social Studies Standards and curriculum are being implemented.

Students will be learning about the Social Studies Standards and Assessments in their classes. They will be instructed in how to succeed in completing the Assessments so that they meet the Standards. Our goal is have all of our students achieve proficiency.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

Dear Parents,

As you know, all of our Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Students have been learning about their grade level standards and assessments in their Social Studies classes. **Standards** describe what students should know and be able to do at certain stages in their education. Students are now being instructed in how to complete the assessments, so that they can successfully meet the standards listed in the assessment.

An **assessment** is an evaluation or an appraisal used to determine a student's progress toward meeting the standards. The assessments will be administered throughout the school year. Your child's teacher will be contacting you regarding the date of the assessment. Your child will be given the assessment task guidelines sheet along with the student scoring guide to ensure their success.

The **student scoring guide** is written to accompany the assessment. This is the document used to determine whether the work completed on the assessment is at a Level 4 of exemplary, at a Level 3 of proficiency and meets the standard, at a Level 2 of progressing toward the standard, or at a Level 1 of not yet meeting the standard. Our goal is to have all of our students at a Level 3 which is achieving the level of proficiency and meets the standard. Please discuss the assessment task guidelines sheet and student scoring guide with your child.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

# Teacher Resources

## RECOMMENDATIONS ON TEACHING SOCIAL STUDIES CONTENT

### Increase

In-depth study of topics in each social studies field, in which students make choices about what to study

Activities that engage students in inquiry and problem solving about significant human issues

Student decision making and participation in wider community affairs, to build a sense of responsibility for their school and community

Participation in interactive and cooperative classroom study processes that bring together students of all ability levels

Integration of social studies with other areas of the curriculum: use of real-world reading

Richer content in elementary grades, using children's prior knowledge, from psychology, sociology, economics, and political science, as well as history and geography: younger students' experience can relate to social institutions and problems of everyday living

Students' sense of connection with American and global history, diverse social groups, and the environment that surrounds them

Inquiry about students' cultural groups and others in their school and community, thus building ownership in the curriculum

Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas

### Decrease

Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper understanding of topics

Memorization of isolated facts in textbooks

Isolation from the actual exercise of responsible citizenship; emphasis only on reading about such topics

Lecture classes in which students sit passively; classes in which lower-achieving students are deprived of knowledge and opportunities to learn

Narrowing social studies activity to include only textbook reading and test taking

Assumption that students are ignorant about or uninterested in issues raised in social studies

Postponement of significant curriculum until secondary grades

Use of curriculum restricted to only one dominant cultural heritage

Use of curriculum that leaves students disconnected from and unexcited about social studies topics

Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization



## Directions for Use of the Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the **week of April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

# Grade Level Tally Sheet for Social Studies Grade 8 Assessment Task History Hall of Fame

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the **week of April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Written Perspective				
Project				
Oral Presentation				

## Directions for Use of the Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Social Studies Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

# Archdiocese of Omaha Social Studies Content Checklist Middle School 6-8

		Grade	Grade	Grade
		6	7	8
<b>1</b>	Compare the United States economic system to systems in other countries:			
<b>1.1</b>	- describe the government's role in the United States economy, e.g., maintaining competition, providing goods and services	<b>D</b>	<b>D</b>	<b>M</b>
<b>1.2</b>	- describe the impact of government policies, on individuals and businesses, taxation and government borrowing	<b>D</b>	<b>D</b>	<b>M</b>
<b>1.3</b>	- explain the difference between traditional command and market economies	<b>I</b>	<b>D,M</b>	
<b>1.4</b>	- analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.5</b>	- analyze skills necessary for career opportunities, e.g., individual abilities, skills and education and the changing supply and demand for those skills in the economy ( <b>NE 8.3.6</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>2</b>	Summarize the rights and responsibilities of United States citizens:			
<b>2.1</b>	- describe ways individuals participate in the political process, e.g. registering and voting, communicating with government officials, participating in political campaigns and serving on juries and in voluntary appointed positions	<b>I</b>	<b>D</b>	<b>M</b>
<b>2.2</b>	- identify the way individuals of cultural, ethnic and other interest groups can influence government	<b>I</b>	<b>D</b>	<b>M</b>
<b>2.3</b>	- describe the election process and appointment of officials	<b>I</b>	<b>D</b>	<b>M</b>
<b>2.4</b>	- describe the impact of the media on public opinion and policy makers	<b>I</b>	<b>D,M</b>	
<b>2.5</b>	- compare the election process at the local, state and national levels of government ( <b>NE 8.3.7</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>3</b>	Demonstrate skills for historical analysis:			
<b>3.1</b>	- identify, analyze and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers and contemporary media, e.g. television, movies and computer information systems to better understand and make generalizations about events in the United States and world	<b>I</b>	<b>D</b>	<b>M</b>
<b>3.2</b>	- identify and describe characters, settings and events from American and world history from various literary sources	<b>I</b>	<b>D,M</b>	
<b>3.3</b>	- construct various time lines of history highlighting landmark dates, technological changes, major political and military events and major historical figures	<b>D</b>	<b>M</b>	
<b>3.4</b>	- examine geography to interpret the past by using maps and place events to recognize the shift in boundaries and culture/religious groups through time	<b>D,M</b>		
<b>3.5</b>	- recognize and explain how nationalism, race, religion, gender and ethnicity have influenced different points of view	<b>I,D</b>	<b>M</b>	
<b>3.6</b>	- distinguish fact from fiction by examining documentary sources ( <b>NE 8.4.2</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D,M</b>	
<b>4</b>	Develop skills in discussion, debate and persuasive writing by analyzing historical situations and events ( <b>NE 8.4.3</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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# Archdiocese of Omaha Social Studies Content Checklist

## Middle School 6-8

		Grade 6	Grade 7	Grade 8
<b>5</b>	Improve skills in historical research and geographical analysis:			
<b>5.1</b>	- identify, analyze and interpret primary sources and secondary sources to make generalizations about events and life throughout history	<b>I</b>	<b>D</b>	<b>M</b>
<b>5.2</b>	- Identify, analyze and interpret global population distribution	<b>I</b>	<b>D,M</b>	
<b>5.3</b>	- identify and compare contemporary national political boundaries with the location of past civilizations, empires and kingdoms	<b>I,D</b>	<b>M</b>	
<b>5.4</b>	- identify and compare the distribution of cultural elements in the contemporary world ( <b>NE 8.4.6</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D,M</b>	
<b>6</b>	Develop skills for historical analysis:			
<b>6.1</b>	- evaluate the authenticity, authority and credibility of sources			<b>I</b>
<b>6.2</b>	- formulate historical questions and defend findings based on inquiry and interpretation			<b>I</b>
<b>6.3</b>	- develop perspectives of time and place, such as the construction of various timelines of events, periods and personalities in American History			<b>I</b>
<b>6.4</b>	- communicate findings orally, in brief analytical essays, or in a comprehensive paper ( <b>NE 12.1.13</b> ; PS #1, 2, 3, 4)			<b>I</b>
<b>7</b>	Explain the rights, freedoms, responsibilities and benefits of citizenship in the United States ( <b>NE 12.3.9</b> ; PS #1, 2, 3, 4)			<b>I</b>
<b>8</b>	Examine the basic economic indicators and fundamentals of international trade:			
<b>8.1</b>	- define Gross Domestic Product	<b>I</b>	<b>D,M</b>	
<b>8.2</b>	- define and analyze Consumer Price Index, employment statistics and other measures of economic conditions		<b>I</b>	<b>D</b>
<b>8.3</b>	- compare and contrast the inequities in the use and exploitation of resources ( <b>NE 12.3.13</b> ; PS #1, 2, 3, 4)		<b>I</b>	<b>D</b>
<b>9</b>	Compare and contrast the distribution, growth rates and characteristics of human population, e.g. settlement patterns and the location of natural and human resources:			
<b>9.1</b>	- recognize past and present migration trends		<b>I</b>	<b>D</b>
<b>9.2</b>	- recognize past and present trends in human migration and cultural interaction as they are influenced by social, economic, political and environmental factors			<b>I</b>
<b>9.3</b>	- recognize the social, economic, political and environmental factors that influence cultural interaction			<b>I</b>
<b>9.4</b>	- recognize the importance of conserving and protecting resources		<b>I</b>	<b>D</b>
<b>9.5</b>	- recognize the impact of technology on individuals and societies		<b>I</b>	<b>D</b>
<b>9.6</b>	- recognize how the government addresses third-party costs and benefits, e.g. pollution and medical research ( <b>NE 12.4.3</b> ; PS #1, 2, 3, 4)			<b>I</b>
<b>10</b>	Describe disputes over borders ( <b>NE 12.4.6</b> ; PS #1, 2, 3, 4)		<b>I</b>	<b>D</b>
<b>11</b>	Demonstrate geographical skills:			
<b>11.1</b>	- recognize different map projections and explain the effects of distortion	<b>I,D,M</b>		
<b>11.2</b>	- apply the concepts of scale, orientation, and latitude and longitude	<b>I,D</b>	<b>M</b>	
<b>11.3</b>	- create and compare political, physical, and thematic maps of countries and regions (PS #1, 4)	<b>I</b>	<b>D</b>	<b>M</b>

**Introduce (I):** To provide with a beginning knowledge or brief first experience. No assessment.

**Develop (D):** To progress from simple to more complex through practice. Check for understanding as needed.

**Master (M):** To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Assessment Task Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.

## High School Grades 9-12

For successful implementation, all teachers need to read, understand and utilize all pieces of information within their section beginning with the Curriculum Implementation Map.

### Page

85	SOCIAL STUDIES ESSENTIAL STANDARDS
86-89	CURRICULUM IMPLEMENTATION MAP
90-91	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
92	DIRECTIONS FOR USE OF STUDENT SCORING GUIDE
93	TEACHER NOTES
94	PERFORMANCE ASSESSMENT
95	STUDENT SCORING GUIDE
96-128	TEACHER RESOURCES
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132-133	CONTENT CHECKLIST
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# **Social Studies Essential Standards High School Grades 9-12**

## **Standard #1: Connections**

Assess the effects of interactions.

## **Standard #2: Diversity**

Evaluate the effects of similarities and differences.

## **Standard #3: Perspectives**

Appraise how the perception people have of themselves as individuals and as a culture influences behavior.

## **Standard #4: Structures**

Analyze and evaluate the components that form global societies.



# Curriculum Implementation Map

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## AUGUST

### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

## SEPTEMBER

### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### **Administrator's role:**

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### **Teacher's role:**

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### **Administrator's role:**

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the **week of April 22**.

### **Teacher's role:**

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### **Administrator's role:**

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22**.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH**

**Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the **week of April 22.**

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL**

**Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the **week of April 22.**
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the **Catholic Schools Office by May 1.**

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY**

**Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the *Social Studies Curriculum Guide* to assist you with the terminology.

**Before the school year begins**, it is highly recommended that the teacher will read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. **At the beginning of the school year**, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the Curriculum Implementation Map found in the Social Studies Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Assessment which is recorded on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. While successful instruction of the Assessment Task Guidelines is taking place, the teacher will assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

# Teacher Notes

The history assessment will be administered only one time in grades 9-12, preferably Sophomore or Junior year.

Teachers who wish to assign a grade value to the assessment may want to consider the following suggestions/criteria:

- Mechanics
  - Research
  - Six Traits
  - Presentation style
  - Historical accuracy
  - Connections strong and obvious
- 
- Teacher may want to break project down into check-in dates.
  - Teacher may choose to add other criteria to the Assessment Task Guidelines for classroom grade.
  - Teacher may choose the historical era for the project.
  - Teacher may choose the format of works cited page and format of the paper (paragraph form).
  - Paper should be scored using Six Traits writing guide.
  - Teachers should highly encourage their students to rehearse their presentations. Stress the following:
    - eye contact
    - appropriate voice tone
    - use of one note card
  - Teacher may wish to send home the Parent Letters with principal approval. Refer to the Teacher Resources Section.
  - Included in the Teacher Resources Section is a Student Feedback form.

Refer to the Curriculum Guide Glossary found in this section of the Social Studies Curriculum Guide.



# Social Studies Assessment Grades 9-12

## Title: Viewpoint

**Program and Essential Standards:** Perspectives

**Administration Time:** 2<sup>nd</sup> Semester

The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the **week of April 22**. If extension is needed, please contact the CSO for approval.

**Suggested Time Frame:** 3 weeks

(Refer to the Curriculum Implementation Map and the Curriculum Guide Glossary found within this section of the Social Studies Curriculum Guide.)

**Essential Question:** How does perception shape one's personal view of history?

**Task:** You are applying for a job as an International Affairs correspondent for a major news network. The final portion of the interview process involves completing a historical analysis of United States/ World involvement in a specific historical event.

**Guidelines:**

Each student will:

1. Select an event in history illustrating a time of conflict or cooperation.
2. Explain the event with historical accuracy.
3. Explain how the event affected the interactions of those involved.
  - a) Analyze the relationships that existed before and after the historical event.
  - b) Explain how the relationships were strengthened or weakened by the historical event.
4. Explain how the event changed the perception of the country or region involved.
5. Explain why the event changed the perception of the country or region involved.
6. Connections must be strong and obvious.

**Required Resources:**

7. Must have a minimum of four teacher approved sources including one primary source.  
Sources must include the following:
  - A minimum of two books
  - One internet site
  - One source of author choice
8. Using the information collected, students may select one of the following options to complete the historical perspective.

**Options:**

*Paper*

- Must be three to five pages in length. In addition, include a cover page and a bibliography.
- Formatting will consist of double spacing, twelve point font and 1" margins on all sides.
- Bibliography page should use school-approved format separating primary and secondary sources.
- In-text citations and footnotes must be used.

*Presentation*

- PowerPoint: Must be a minimum of 10 slides in length. In addition, include a cover page and bibliography slide. If using a video clip, the video may not exceed two minutes in length.
- Skit, newscast, and video presentation scripts must be submitted for approval by the instructor.
- Other teacher approved projects:
  - Demonstration board with props and/or costumes.
  - Character speech in which a student accurately portrays a historical figure's actions, motivation and impact.
  - Moviemaker, other X-media software or other multi-media software.

## Social Studies Student Scoring Guide for Grade 9-12

### Assessment Task: Viewpoint

You are applying for a job as an International Affairs correspondent for a major news network. The final portion of the interview process involves completing a historical analysis of United States/World involvement in a specific historical event.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only three of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Select an event illustrating a time of conflict or cooperation</li> <li>• Explanation of event is historically accurate</li> <li>• Four resources including one primary source used</li> <li>• Student meets the required guidelines for the paper or presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria listed in Level 3 and event chosen illustrates a time of conflict <b>and</b> cooperation</li> </ul>	
<b>Perspective</b>	<ul style="list-style-type: none"> <li>• Demonstrates none of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how the historical event changed the perception of the country or region</li> <li>• Describes why the historical event changed the perception of the country or region</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria listed in Level 3 and includes moral and/or ethical implication of events based on moral and/or ethical teaching</li> </ul>	
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Demonstrates one of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes relationships that existed before and after the event</li> <li>• Explains how the relationships were strengthened or weakened</li> <li>• Makes strong and obvious connections</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria listed in Level 3 and gives student's viewpoint about how things might be today if the event had never happened</li> </ul>	

List any modifications made:

## Teacher Resources

[www.4teachers.org](http://www.4teachers.org)

[http://www.adl.org/main\\_Education/default.htm](http://www.adl.org/main_Education/default.htm) ADL Education

[www.awesomelibrary.org/](http://www.awesomelibrary.org/)

<http://www.awesomelibrary.org/history.html>

<http://www.besthistorysites.net> Best of History websites

[www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/)

[www.edutopia.org](http://www.edutopia.org)

<http://www.freerice.com>

[www.gilderlehrman.org](http://www.gilderlehrman.org)

[http://www.harlan.k12.ia.us/mrsc/favorite\\_social\\_studies\\_websites.htm](http://www.harlan.k12.ia.us/mrsc/favorite_social_studies_websites.htm)

<http://www.historicaltextarchive.com> Historical Text Archive

[www.hotchalk.com](http://www.hotchalk.com)

<http://indiana.edu/>

<http://jc-schools.net/tutorials/interact-socst.htm> Interactive Social Studies

[www.library.yale.edu](http://www.library.yale.edu) Yale University

[www.loc.gov](http://www.loc.gov) The Library of Congress

[www.nara.gov](http://www.nara.gov) The National Archives

[www.nara.gov/exhall/treasures/preslib.html](http://www.nara.gov/exhall/treasures/preslib.html) The Presidential Library System

[www.Pics4Learning.com](http://www.Pics4Learning.com)

[www.socialstudiesclassroom.com](http://www.socialstudiesclassroom.com)

[www.TakingITGlobal.org](http://www.TakingITGlobal.org)

[www.teachfirstamendment.org](http://www.teachfirstamendment.org)

[www.thinkfinity.org](http://www.thinkfinity.org)

<http://memory.loc.gov/learn/> American Memory (Library of Congress)

[www.mcrel.org/standards/](http://www.mcrel.org/standards/) Mid-Continent Research for Education and Learning (McRel)

[www.lib.umich.edu/libhome/Documents.center/index.html](http://www.lib.umich.edu/libhome/Documents.center/index.html) Univ. of Michigan Document Center

<http://law.ou.edu/hist> U.S. Historical Documents

<http://www.moa.umdl.umich.edu> U.S. Historical Documents

<http://www.ushmm.org/education/forstudents/>

<http://www.webcorp.com/sounds/index.html> Historical Speeches Archive

# Teacher Resources

## Student Feedback Form

Please complete this form and attach it to your completed assessment task.

Directions: Mark an "x" in the box that best represents your feelings.

1. How well were you prepared for your history assessment?

High      5   4   3   2   1      Low

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Comments:

2. Were you adequately prepared to discuss perspectives, connections, structures and diversity?

High      5   4   3   2   1      Low

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Comments:

3. Did you feel like this project made sense based on your course of study up to this point?

High      5   4   3   2   1      Low

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Comments:

**OPTIONAL**

**PUTTING IT ALL TOGETHER**

This worksheet activity may be used to help students gain a deeper understanding of the Program Standards in a World Geography class.

Total of 25 points per category. Minimum 150 word essay.

Directions:

1. Students should prepare a first draft essay using the following statements to respond.
2. Responses should be typed and edited using a word processor.
3. Students present their essay orally.

1. **CONNECTIONS:** Assess the effects of interactions in the world.

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2. **DIVERSITY:** Evaluate the effects of the similarities and differences in the world.

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3. **PERSPECTIVES:** Appraise how the perception people have of themselves as individuals and as nations influences behavior.

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4. **STRUCTURES:** Analyze and evaluate the components that form global societies.

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## OPTIONAL

### AMERICAN STUDIES RUBRIC END OF THE YEAR PROJECT

NAME \_\_\_\_\_

The studies of the conflicts in American History are very important. Not only are the result of these conflicts important, but it is important, as history students, to know what these conflicts have in common and what brought us to the point of conflict in each situation.

Your assignment is to create a videotaped presentation on one of the three major American conflicts (the Revolutionary War, the Civil War and World War II). You, along with three other classmates, will create a major news network report (think CNN or Fox News) that reports these findings to the class.

Your report should answer the following questions:

1. Give us an expressed time period during your telecast, including the proper dress, dialect etc...
2. Briefly explain the events of the conflict you've chosen.
3. Explain how these events changed the perception of the United States.
4. Explain why the event changed the perception of the United States.
5. Discuss if this perception remains today.
6. Explain how these events affected the interactions of those involved.
  - A. Analyze the relationships that existed before and after these conflicts
  - B. Explain how the relationships were strengthened or weakened by this historical event.

Grading scale that will be used for this project:

Authenticity and originality of presentation:	15 points
Explanation of important events of conflict:	15 points
Changing perceptions of the US (#3-#5 above):	30 points (10 points apiece)
Changing relationships of the US (#6 above):	20 points (10 points apiece for A & B)
Organization and editing (Including script):	10 points
Script:	5 points
Bibliography:	<u>5 points</u>
TOTAL:	100 Points

Your moviemaker/videotaped presentation will be between 5 to 7 minutes in length, and the finished product should be compatible to either VHS or DVD format so that it is easily played in a regular classroom setting.

We will begin showing these presentations on \_\_\_\_\_

If you have any questions, please see your instructor.

**OPTIONAL**

GRADING RUBRIC  
END OF THE YEAR PROJECT

GROUP MEMBERS

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CONFLICT REPORTED ON

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Authenticity of presentation	15 points	_____
Explanation of conflict	15 points	_____
How perception changed	10 points	_____
Why perception changed	10 points	_____
Is perception still there?	10 points	_____
Changing relationships Before and after	10 points	_____
Changing relationships Better or worse	10 points	_____
Organization and editing	10 points	_____
Script	5 points	_____
Bibliography	5 points	_____
TOTAL	100 points	_____

## OPTIONAL

## SAMPLE SCRIPT

Honors American Studies  
Video Project: Revolutionary War

### **Boston Massacre**

(News reporters sitting at desk)

Welcome to KMBC Boston! I'm Anna Turner and I'm Elizabeth Grant.

**Anna** - Today is October 22, 1774. In case you haven't been tuned in for the last three years due to the lack of technology, we will clue you in to what's been going on in the world today.

**Elizabeth** - Since the British came to Massachusetts in 1776 the American have been upset of their invasion on their land. After other British soldiers came to the assistance they ended up shooting 5 men.

**Anna** - Oh my! And six others wounded. What a poor, poor day...How horrific it was. We have video footage of this massacre that occurred three years ago. – play video

**Elizabeth** - it was quite dreadful

**Anna** - This event gave us a reason to stand up for our rights, but unfortunately it was also the beginning sufficient downfall in our relationship with Britain that still exists today.

### **Boston Tea Party**

**Anna** - It was nearly a year ago on December 16, 1773, when another incident involving the British occurred. A group of American colonists known as the Sons of Liberty, boarded three British ships in rebellion regarding a tax placed on tea. Here is exclusive footage from the scene.-play video

**Elizabeth** - oh what shame to let all that tea go to waste (while drinking some tea) The Boston tea party is known around the world and has inspired other world known activists. It was a symbol of rebellion. As Americans we stood up for our country and were to rebel against Britain.

### **First Continental Congress**

**Anna** - And now for late breaking news just in from Philadelphia. The First Continental Congress started on September 5, 1774. It was a group of 56 delegates from 12 different colonies that united for this secret meeting. Here is Naomi Hugh with this developing story....

**Naomi** - I'm here with one of the members of Congress. Sir Congressman, what are some goals that Congress hopes to accomplish at this meeting?



**Congressman** - Most importantly, we plan to let the British know we will not stand for rubbish. We plan to discuss the Intolerable Acts. We are planning a boycott of British trade. We will be sending King George a petition for our grievances.

**Naomi** - Who will the Congress affect?

**Congressman** - the 1<sup>st</sup> Congress will affect all of the colonists and British citizens. King George may not appreciate our actions, so we need to be prepared for further injustices, because we are colonies under British rule. Our actions will also affect the British citizens. Our boycott of their goods will affect their incomes. Hopefully the First Continental Congress will affect the whole world. Hopefully all oppressed people will stand up for themselves.

**Naomi** - How do you think the Congress will affect the future generations?

**Congressman** - If the British government continues to oppress us, I truly believe we will retaliate even more. If these injustices continue, war might even break out; we may become independent of British rule.

**Naomi** - Thank you for your time Congressman Charlie. Now back to Anna and Elizabeth in the studio.

**Anne** - Naomi thanks for that live report. We will continue to follow this story and bring you live coverage as it comes in.

**Elizabeth** - Thanks for watching, we hope to see you next time.

U.S. HISTORY  
HOUR

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**SOCIAL STUDIES ESSENTIAL STANDARDS**

**1. CONNECTIONS-INTERPRET AND ANALYZE RELATIONSHIPS**

- List relationships you have as an individual (example: sibling, friend etc)
- List relationships you have as a member of the school community
- List relationships you have as a resident of Omaha
- List relationships you have as a citizen of the United States
- List relationships you have as an inhabitant of Earth

**2. DIVERSITY – UNDERSTAND AND COMPARE SIMILARITIES AND DIFFERENCES**

- How are you similar to people in this room?
- How are you different?
- How are you similar to people in the U.S.?
- How are you different?
- How are you similar to people in other countries?
- How do the similarities affect your thoughts and behavior?
- How do the differences affect your thoughts and behavior?

**3. PERSPECTIVES-VIEWPOINT**

- How do your relationships affect your values and opinions?
- How does your view of yourself affect your values and opinions?
- How does your view of yourself as an American affect your values and opinions?
- How does your view of other nationalities affect your values and opinions?

**4. STRUCTURES –EXPLORE AND EVALUATE SYSTEMS**

- What components make up your family structure?
- What components make up your national structure?
- What components make up the global structure?

**OPTIONAL**

**U.S. HISTORY**  
**HOUR** \_\_\_\_\_

**NAME** \_\_\_\_\_  
**NAME** \_\_\_\_\_

**PERSPECTIVE**

WRITE A SHORT PARAGRAPH FROM THE PERSPECTIVE OF EACH OF THE FOLLOWING:

A PARENT

A TEENAGER

ON THE QUESTION OF ***WHY THE TEENAGER WAS GROUNDED.***

YOU MAY NOT LIE, YOU MUST SIMPLY LOOK AT THE SITUATION FROM DIFFERENT VIEWPOINTS. NO INAPPROPRIATE LANGUAGE.

**PARENT**

**TEENAGER**

**OPTIONAL**

**PERSPECTIVE**

WRITE A SHORT PARAGRAPH FROM THE PERSPECTIVE OF:

A BOYFRIEND  
A GIRLFRIEND

ON THE QUESTION OF ***WHY THEY BROKE UP***. YOU MAY NOT LIE, YOU MUST SIMPLY LOOK AT THE SITUATION FROM DIFFERENT VIEWPOINTS. NO INAPPROPRIATE LANGUAGE.

**BOYFRIEND**

**GIRLFRIEND**

## OPTIONAL

U.S. HISTORY  
HOUR \_\_\_\_\_

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

### PERSPECTIVE ARTICLE ANALYSIS

1. Read the entire article that follows on page 107.
2. What is the issue the Supreme Court needs to decide?
3. Go through the article and mark the paragraphs which support arguments in favor of law. Mark those paragraphs with a capital P, for pro-gun control.
4. Go through the article and mark the paragraphs which support arguments opposed to the law. Mark those paragraphs with a capital A, for anti-gun control.
5. Using the information in the paragraphs marked "P", write an explanation of the issue from the **perspective** of those who support gun control.
6. Using the information in the paragraphs marked "A", write an explanation of the issue from the **perspective** of those who oppose gun control.
7. Which perspective best reflects your views? Briefly explain why...

# HIGH COURT TO HEAR GUN LAW CHALLENGE

## The District of Columbia has one of the toughest bans in the country.

Washington (AP) – On Sept. 24, 1976, one of the toughest gun laws in the nation took effect in the District of Columbia, essentially outlawing the private ownership of new handguns in a city struggling with violence.

Over the next few weeks, a man with a .32-caliber pistol held up workers at a downtown federal office at midday, a cab driver was shot in the head, and a senator was mugged near the U.S. Capitol by three youths, one carrying a revolver.

Since the ban was passed, more than 8,400 people have been murdered in the district, many killed by handguns. Nearly 80 percent of the 181 murders in 2007 were committed with guns.

On Tuesday, the Supreme Court is scheduled to hear arguments in a challenge to the city's handgun ban. The case is likely to produce the most important firearms ruling in generations and could undermine other gun control laws nationwide if the court takes an expansive view of the right to bear arms.

The central question is whether the Second Amendment guarantees the right of individuals to bear arms, or instead protects the collective right of states to maintain militias. The court probably won't base its ruling on the effectiveness of Washington's law.

Outside the court, however, a long-debated question is whether a strict gun law such as Washington's has any effect on violent crime.

City leaders say the law has kept many guns off the street and warn that violence could increase without it. Firearms still flow in from states such as Maryland and Virginia, but District of Columbia officials say the ban reduces the number of legally owned firearms that are stolen or used in domestic killings and suicides.

"Whatever right the Second Amendment guarantees, it does not require the district to stand by while its citizens die," the city wrote in its petitions to the Supreme Court last year.

To gun rights advocates, the numbers prove a different point: Violence continues unchecked despite the ban. And while criminals seem to be able to get guns with ease, law-abiding people are being denied the means to protect themselves, they say.

"I should be able to live in the district and protect myself," said Shelly Parker, who said she was harassed and threatened in her former Capitol Hill home by a drug dealer who once tried to break down her door. Parker was a plaintiff in the original case against the city.

**OPTIONAL**

**U.S. HISTORY**  
**HOUR** \_\_\_\_\_  
**STEP 1**

**NAME** \_\_\_\_\_  
**DATE** \_\_\_\_\_

**YOU MUST HAVE THE FOLLOWING INFORMATION FOR THESE TYPES OF SOURCES:**

**BOOK (1)**

AUTHOR  
TITLE  
CITY OF PUBLICATION  
PUBLISHER  
COPYRIGHT DATE

**BOOK (2)**

AUTHOR  
TITLE  
CITY OF PUBLICATION  
PUBLISHER  
COPYRIGHT DATE

**MAGAZINE (3)**

AUTHOR  
TITLE  
MAGAZINE TITLE  
DATE PUBLISHED  
PAGE NUMBERS OF ARTICLE (NOTE IF PAGES ARE NOT CONSECUTIVE)

**NEWSPAPER (4)**

AUTHOR  
ARTICLE TITLE  
NEWSPAPER NAME  
DATE PUBLISHED  
EDITION  
SECTION  
PAGE NUMBER (START, FINISH, NOTE IF NOT CONSECUTIVE PAGES)

**ARCHDIOCESAN PROJECT WORKSHEET #1**

**STEP II**

**INDICATE WHICH SOURCE YOU ARE USING (1, 2, 3, 4, ETC.)**

**EXPLAIN THE EVENT YOU HAVE CHOSEN. BE SURE TO INDICATE ON WHICH PAGE YOU FOUND THE INFORMATION.**

<b>SOURCE</b>	<b>PAGE</b>	
_____	_____	<b>WHEN DID THIS EVENT HAPPEN?</b>
_____	_____	<b>WHERE DID THIS EVENT HAPPEN?</b>
_____	_____	<b>WHO WAS INVOLVED?</b>
_____	_____	<b>WHY DID IT HAPPEN?</b>
_____	_____	<b>EXPLAIN THE DETAILS OF THE EVENT AS FULLY AS POSSIBLE (MAKE AT LEAST TEN SEPARATE STATEMENTS OF <u>WHAT HAPPENED</u>)</b>
_____	_____	1.
_____	_____	2.
_____	_____	3.
_____	_____	4.
_____	_____	5.
_____	_____	6.
_____	_____	7.
_____	_____	8.
_____	_____	9.
_____	_____	10.

**You may add other information. Be sure to mark your source and pages.**



**OPTIONAL**

**U.S. HISTORY**  
**HOUR** \_\_\_\_\_

**NAME** \_\_\_\_\_  
**DATE** \_\_\_\_\_

**ARCHDIOCESAN ASSESSMENT WS#2**

**CONTENT AND IN-TEXT DOCUMENTATION**

You will be writing one or two paragraphs from the information on the sheets you worked on yesterday. Information which is not considered common knowledge must be documented. The easiest way to document is to use in-text documentation. This means you do not use footnotes or endnotes, but simply refer to the source you have listed in your bibliography by stating the name and page number in parentheses after the information.

The following is a **sample source** which will be used in the **sample paragraph** which follows.

AUTHOR: BAUER, CAROL

TITLE: *ASSESSMENTS CAN BE FUN AND EXCITING*

CITY OF PUBLICATION: OMAHA

PUBLISHER: SCHOOL PRESS

COPYRIGHT DATE: 2008

Although the term “assessment” can sometimes send shivers up students’ spines, they are really nothing to fear. There is strong information that ancient civilizations often did assessments for entertainment before sports were invented (Bauer 28). These primitive people especially liked in-text documentation because it was so easy to do. Sometimes there were large competitions with different groups chipping on their rocks to see who could document the most information in the least amount of time (Bauer 385). Not needing to include the difficult “P” to indicate the page saved much time and many rock chips. There was often one unfortunate aspect to these competitions. After the winner was declared, the excited participants would throw their documented rocks into the air, often smashing spectators when they inevitably returned to earth (Bauer 573). It is generally agreed that the more modern method of using a computer rather than a rock is an important advance in spectator safety.

**OPTIONAL**

ARCHDIOCESAN ASSESSMENT WS#2 DOCUMENTATION AND CONTENT 2

**THE NEXT STEP**

USING THE SOURCE AND CONTENT INFORMATION FROM YESTERDAY'S WORKSHEET, WRITE ONE OR TWO PARAGRAPHS ON THE BOTTOM OF THIS SHEET EXPLAINING **WHAT HAPPENED** IN THE EVENT YOU HAVE CHOSEN. REMEMBER TO USE IN-TEXT DOCUMENTATION FOR FACTS WHICH ARE NOT COMMON KNOWLEDGE. YOUR INFORMATION WILL NOT BE COMPLETE, BUT DO THE BEST YOU CAN.

**DON'T PLAGIARIZE AND DON'T MAKE THINGS UP!! WRITE LEGIBLY**

**OPTIONAL**

**U.S. HISTORY**  
**HOUR** \_\_\_\_\_

**NAME** \_\_\_\_\_  
**DATE** \_\_\_\_\_

**ARCHDIOCESAN ASSESSMENT #3 —INTERNET SOURCE**

**INTERNET SOURCE (4)**

- AUTHOR
- TITLE
- URL (INTERNET ADDRESS)
- SEARCH ENGINE USED
- DATE WRITTEN
- DATE ACCESSED

**INTERNET SOURCE (5)**

- AUTHOR
- TITLE
- URL (INTERNET ADDRESS)
- SEARCH ENGINE USED
- DATE WRITTEN
- DATE ACCESSED

**USING YOUR INTERNET SOURCES, LIST AS MANY NEW FACTS ABOUT WHAT HAPPENED AS YOU CAN FIND.**

<u>SOURCE</u>	<u>PAGE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**WRITE OR RE-WRITE YOUR TWO DOCUMENTED PARAGRAPHS USING AS MANY SOURCES AS YOU CAN. YOU MAY ATTACH ANOTHER PIECE OF PAPER IF NECESSARY.**

## OPTIONAL

U.S. HISTORY  
HOUR \_\_\_\_\_

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

### ARCHDIOCESAN ASSESSMENT WS#4-PARAPHRASING

*PARAPHRASE EACH OF THE FOLLOWING STATEMENTS. KEEP THE SAME MEANING. USE YOUR OWN WORDS.*

1. “ The United States has stepped up its use of pilot less planes to strike at al Qaeda targets along Pakistan’s rugged border area, a measure that in the past drew protests from President Pervez Musharraf but now has his government’s tacit approval.” (Newsweek, March 31)

2.”The Presidency,” Franklin D. Roosevelt told a reporter shortly after he was elected in 1932, “is preeminently a place of moral leadership.” (Newsweek, March 31)

3. “Exercising with a friend can make it easier to face the gym. Now, it seems, technology may provide the same “hold you to it” effect.” (Reader’s Digest, May 2008)

4. “America is not just a country. It’s an idea.” (Bono)

5. “Famous people always seem to look happy. They always look rich. They always look thin.....But fame isn’t a worthy goal.... Fame can’t make you happy.” (Maria Shriver)

6. “In the West, it’s long been understood that there will never be enough rain and that the solution is to make existing stocks of water go further. Western writer and environmentalist Wallace Stegner captured this fact of life eloquently: “Water,” he wrote, “is the true wealth in a dry land.” (Reader’s Digest)

7. All of America’s popular music—jazz, country, rock and roll, and hip-hop—has its roots in the sound and sprit of the Delta blues. Its lyrics gave voice to the lives and laments of workers in the fields and plantations of the Deep South, who grew up in the shadow of slavery. The blues may be synonymous with sorrow, but singing it is an act of defiance, not despair.” (Reader’s Digest)

## OPTIONAL

### ARCHDIOCESAN ASSESSMENT WS#4—PARAPHRASING

2

8. "Leave it to Snoop Dogg to breathe new life (and a few laughs) into a borderline-overused urban music trend. On the slinky first single "Sensual Seduction," the West Coast rap veteran utilized digitized vocals to score with a major hit and a hilarious '80's-inspired throwback video." (Omaha World Herald, April 2, 2008)

9. "Nebraska has signed a contract to play three future games with Southern Mississippi, a Conference USA team the Huskers met three times between 1999 and 2004." (Omaha World Herald, April, 2, 2008)

10. "The Huskers held their second straight practice in full pads Monday. Head coach Bo Pelini said the 'effort's been great and we're making progress through four workouts." (Omaha World Herald, April 2, 2008)

11. "According to the U.S. Department of Health and Human Services, human trafficking is now the fastest-growing criminal industry in the world. As many as 800,000 people are trafficked across international borders annually; the United States is a popular destination, with as many as 17,500 people brought in each year and exploited for sex or labor." (Reader's Digest, May 2008)

OPTIONAL

U.S. HISTORY  
HOUR \_\_\_\_\_

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**POSSIBLE TOPICS FOR ARCHDIOCESAN ASSESSMENT. OTHER TOPICS ARE POSSIBLE, BUT MUST BE APPROVED BY TEACHER. TOPICS MUST FIT THE TASK LISTED BELOW.**

*You are applying for a job as an International Affairs correspondent for a major news network. The final portion of the interview process involves completing a historical analysis of United States/World involvement in a specific historical event.*

**GUIDELINES**

Each student will:

1. Select an event in history illustrating a time of conflict or cooperation.
2. Explain the event with historical accuracy.
3. Explain **how** the event changed the perception of the United States.
4. Explain **why** the event changed the perception of the United States.
5. Discuss if that perception remains today.
6. Explain how the event affected the interactions of those involved.
  - A. Analyze the relationships that existed **before** and **after** the historical event.
  - B. Explain how the relationships were **strengthened** or **weakened** by the historical event.

**TOPIC LIST**

1. Immigration laws (may deal with any of the following)
  - 1924 National Origins Act
  - Chinese Exclusion Act
  - Gentlemen's Agreement with Japan
  - World War II immigration restrictions on Jews
  - Current debate over illegal immigration
2. Marshall Plan to help rebuild economy of Europe after WW II
3. Berlin Airlift
4. Korean War
5. Vietnam
6. World War II Japanese internment camps
7. U.S. support of Israel
8. Persian Gulf War: Operation Desert Storm

**OPTIONAL  
ARCHDIOCESAN ASSESSMENT TOPIC LIST**

2

9. Capital Punishment
10. Assassination of JFK
11. The Nuremberg War Crimes Trials
12. NATO-The Pledge of Mutual Defense
13. McCarthyism and the Red Scare of the 1950's
14. Cuba/The Bay of Pigs
15. Cuban Missile Crisis
16. The Murder of Emmett Till: The Catalyst of The Civil Rights Movement
17. Brown v Board of Education of Topeka
18. Rosa Parks and the Montgomery Bus Boycott
19. Integration of Little Rock Central High School/The Little Rock Nine
20. Demonstrations and Reactions in Southern Communities such as Birmingham
21. Martin Luther King/ Nobel Peace Prize
22. Civil Rights Act of 1964
23. Voting Rights Act of 1965
24. Election of John F. Kennedy: First Catholic President
25. Impeachment of President Clinton
26. Watergate Investigation
27. Moon Landing
28. Assassination of Martin Luther King, Jr.
29. 9/11
30. Use of Atomic Bombs on Hiroshima and Nagasaki
31. \_\_\_\_\_

# TEACHER RESOURCES

## TOPICS:

1. Conflict over Representation: The Boston Tea Party
2. Indian Removal Act of 1830
3. Andersonville: The Worst Civil War Prison
4. General Sherman's War on Civilians
5. The Sioux and the Fate of the Fort Laramie Treaty
6. Thoreau's "On Civil Disobedience" and the Impact
7. Ku Klux Klan, Southern Politics and Civil Rights
8. Reaction to Labor Unrest: the Suppression of the Homestead Strike
9. Labor v. Management: the Homestead Strike
10. Angel Island
11. Exploring America: The Immigrant and the United States
12. The Chinese Exclusion Act and Immigration Restrictions
13. The Annexation of Hawaii
14. Yellow Journalism and the Spanish American War
15. Anti-Imperialism in the Philippines War
16. The Espionage and Sabotage Act
17. The Sinking of the Lusitania
18. Alliances and Arms Race as Causes of World War I
19. Socialists and World War I: American and Europe
20. The Hawley-Smoot Tariff
21. American Isolationism
22. The Treaty of Versailles: The Prelude to the Second World War
23. Feminism and Suffrage
24. Religious Intolerance of the 1920s America
25. National Origins Act of 1924: Ethnic Conflict and Compromise
26. The Scopes Trial and the Right to Teach Evolution in the 1920s America
27. The Stock Market Crash of 1929
28. The Civilian Conservation Corps Aided in the Employment of Citizens During The Depression
29. Political Pressures in the 1930s Neutrality Debates
30. How did Eleanor Roosevelt Become Known as "First Lady of the World"
31. The Kellogg-Briand Pact (1928)
32. Eleanor Roosevelt and the Universal Declaration of Human Rights
33. The Big Three: Conflict and Compromise at Yalta
34. Conflict and Compromise: FDR and the Lend-Lease Policy
35. World War II: Jews and Immigration Restrictions
36. Discrimination and Segregation During World War II
37. Japanese-American Rights and Resettlement in World War II
38. Reaction to Pearl Harbor: Japanese Internment Camps
39. Opposition to Intervention in World War II
40. Conscientious Objectors in World War II: Civilian Public Service Camps
41. Social Conflict During War: Japanese Internment
42. Segregation of Troops: Conflicting Loyalty
43. The Nuremberg War Crime Trials and Principles
44. General Douglas MacArthur Crafted the Foundation of the Japan We Know Today



45. The Truman Doctrine
46. The Containment Policy
47. Collective Security and the Cold War Containment
48. Pledged to Mutual Defense: NATO's Role in The Cold War
49. Cuba and The Bay of Pigs
50. The 2<sup>nd</sup> Red Scare
51. The Military Industrial Complex
52. The Cuban Missile Crisis
53. McCarthyism (Alger Hiss, the Rosenbergs)
54. Emmett Till: The Catalyst of the Civil Rights Movement
55. Brown v. Board of Education of Topeka
56. To the Back of the Bus No More: Rosa Parks and the Montgomery Bus Boycott
57. Eisenhower and the Integration of Central High: Civil Rights and Federal Responsibility
58. Racial Conflict and the Right to Vote: Southern Voting Rights
59. The Peace Corps
60. Voting Rights Act of 1963
61. Conflict from Within: Martin Luther King v. Malcolm X
62. Civil Rights Act of 1964
63. The Tet Offensive
64. Media Coverage of the Viet Nam War May Have Been a Determining Factor of the Reactions of American Citizens
65. Challenging the War in the 1968 Presidential Campaign
66. Impact of the Women's Liberation Movement
67. Conflict at Home and at Work: The Modern American Women's Movement
68. The Space Race and The Moon Shot
69. The American Indian Movement (AIM) and the Indian Civil Rights in 20<sup>th</sup> Century America
70. The Oil Embargo of the early 1970s
71. Détente
72. The Reagan Doctrine
73. Reaganomics
74. Military and Political Conflict: The Use of Chemical Weapons
75. Nuclear Freeze: Citizen Peace Activism of the 1980s
76. Civil Disobedience and the Nuclear Testing in the 1950s
77. The Collapse of Communism
78. The Fall of the Berlin Wall and the Decline of the Soviet Union
79. Economic Reconversion at the End of The Cold War
80. "50 Years After Brown v Board of Education: Are Our School Desegregated?"
81. Problems of Verification: Iraq and North Korea
82. United Nations Peace Keeping Missions: Conflict Interventions
83. Lessons Learned From the Media: Sensationalism v. Good Reporting
84. Global Warming Affects You and Me
85. Alternative Energy Sources Changed Lifestyles Worldwide

## OPTIONAL

	Total Points	Points Received
<b>General Guidelines</b>	<b>25</b>	
Explain the event.	5	
Explain how the event changed the perception of the United States.	5	
Explain why the event changed the perception of the United States.	5	
Discuss if that perception remains today.	5	
Explain how the event affected the interactions of those involved. <ul style="list-style-type: none"> <li>Analyze the relationships that existed before and after the historical event.</li> <li>Explain how the relationships were strengthened or weakened by the historical event.</li> </ul>	5	
<b>Required Resources:</b>	<b>5</b>	
Must have a minimum of FOUR teacher approved sources including ONE primary source. <ul style="list-style-type: none"> <li>A minimum of two books</li> <li>One internet site</li> <li>One source of the author's choice</li> </ul>	5	
<b>Mechanics:</b>	<b>40</b>	
Title Page	5	
<u>Introduction:</u> all introductions must include your thesis statement and a minimum of 3 facts to support your thesis statement	5	
<u>Body:</u> the body of your paper must mention the 3 facts that support your thesis statement.	5	
<u>Conclusion:</u> with your conclusion, you should re-state your thesis statement and your 3 facts that support your thesis statement.	5	
<u>Length:</u> Must be three to five pages in length.	5	
<u>Bibliography/Works Cited Page:</u> please refer to the above section "Required Resources" for your minimum requirements. This page needs to be typed in proper format. The Bibliography page should use school approved format separating primary and secondary sources.	5	
<u>Formatting</u> will consist of double spacing, twelve point font and 1 inch margins on all sides, correct grammar and spelling	5	
In-text citations.	5	

<b>6 Trait Writing Requirements</b>	<b>30</b>	
<b>Word Choice</b> Precise, vivid natural language that presents a clear and complete picture in the reader's mind	<b>5</b>	
<b>Sentence Fluency</b> An easy flow and sentences that make the text easy to read aloud	<b>5</b>	
<b>Conventions</b> The writer shows excellent control over a wide range of standard writing conventions and uses them accurately (when appropriate) creativity to enhance meaning	<b>5</b>	
<b>Idea Development</b> The writing is clear, well supported or developed, and enhanced by the kind of detail that keeps the reader reading.	<b>5</b>	
<b>Organization</b> The order, presentation, or internal structure of the paper is compelling and guides the reader purposely through the text.	<b>5</b>	
<b>Voice</b> The writer's energy and passion for the subject drive the writing, making the text lively, expressive, and engaging.	<b>5</b>	

## OPTIONAL

History I

Omaha Archdiocesan Assessment

February/March 2009

### Essential Questions:

- How does one's perception shape the view of the United States' role in history?

### Task:

- **You are applying for a job as an International Affairs correspondent for a major news network. The final portion of the interview process involves completing a historical analysis of the United States involvement in a specific historical event.**

### Guidelines: Each student will:

- Select an event in history illustrating a time of conflict or cooperation.
- Explain the event.
- Explain how the event changed the perception of the United States.
- Explain why the event changed the perception of the United States.
- Discuss if that perception remains today.
- Explain how the event affected the interactions of those involved.
  - Analyze the relationships that existed before and after the historical event.
  - Explain how the relationships were strengthened or weakened by the historical event.

### Required Resources:

- Must have a minimum of FOUR teacher approved sources including ONE primary source.
  - Sources must include the following:
    - A minimum of two books
    - One internet site
    - One source of the author's choice

### All Papers Must Include the Following:

- Title Page
- Introduction: all introductions must include your thesis statement and a minimum of 3 facts to support your thesis statement
- Body: the body of your paper must mention the 3 facts that support your thesis statement. You must also include your in-text citations of resources.
- Conclusion: with your conclusion, you should re-state your thesis statement and your 3 facts that support your thesis statement.
- Length: Must be three to five pages in length.

- Bibliography/Works Cited Page: please refer to the above section "Required Resources" for your minimum requirements. This page needs to be typed in proper format. The Bibliography page should use school approved format separating primary and secondary sources.
- Formatting will consist of double spacing, twelve point font and 1 inch margins on all sides, correct grammar and spelling
- In-text citations.

#### Due Date:

Topic Organizer/Topic Approval Worksheet is due February 20, 2009 (Friday)

Rough Draft is due March 18, 2009 (Wednesday)

Final Draft is due March 23, 2009 (Monday)

#### Points:

Topic Organizer/Topic Approval Worksheet is worth 25 points

Rough Draft is worth 25 points

Final Draft is worth 100 points

#### Resources:

- [www.gilderlehrman.org](http://www.gilderlehrman.org)
- [www.nara.gov](http://www.nara.gov) The National Archives
- [www.loc.gov](http://www.loc.gov) The Library of Congress
- [www.nara.gov/exhall/treasures/preslib.html](http://www.nara.gov/exhall/treasures/preslib.html) The Presidential Library System
- [www.library.yale.edu](http://www.library.yale.edu) Yale University
- [www.lib.umich.edu/libhome/Documents.center/index.html](http://www.lib.umich.edu/libhome/Documents.center/index.html) Univ. of Michigan Document Center
- <http://www.webcorp.com/sounds/index.html> Historical Speeches Archive
- <http://www.historicaltextarchive.com> Historical Text Archive
- <http://law.ou.edu/hist> U.S. Historical Documents
- <http://www.moa.umdl.umich.edu> U.S. Historical Documents

#### Topics:

1. Indian Removal Act of 1830
2. Andersonville: The Worst Civil War Prison
3. General Sherman's War on Civilians
4. The Sioux and the Fate of the Fort Laramie Treaty
5. Reaction to Labor Unrest: the Suppression of the Homestead Strike.
6. Labor v. Management: The Homestead Strike
7. The Chinese Exclusion Act and Immigration Restrictions
8. The Annexation of Hawaii
9. Yellow Journalism and the Spanish American War
10. The Treaty of Versailles: The Prelude to the Second World War

11. The Stock Market Crash of 1929
12. Political Pressures in the 1930s Neutrality Debates
13. The Kellogg-Briand Pact (1928)
14. World War II: Jews and Immigration Restrictions
15. Discrimination and Segregation During World War II,
16. Japanese-American Rights and Resettlement in World War II.
17. Segregation of Troops: Conflicting Loyalty
18. The Truman Doctrine
19. The Containment Policy

## OPTIONAL

### What is History

In this activity, the students will examine a quote from history about history. This activity is designed to help the student identify perspectives in history, but also to formulate their perspective of history.

The students will examine at what notion of point of view was expressed within the proverb, quotation or sayings? And what points of view are being expressed in the saying?

The main idea is to have the students commit to an idea of their own about what history is before shifting to look at history through the eyes of another.

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“History is like a story in a way: It depends on who’s telling it.”

Dorothy Salisbury Davis

“The history of all previous societies has been the history of class struggles.”

Karl Marx

“History is but the biography of great men.”

Thomas Carlyle

“It is sometimes very hard to tell the difference between history and the smell of a skunk.”

Rebecca West

“The history of every country begins in the heart of a man or a woman.”

Willa Cather

“All big changes in human history have been arrived at slowly and through many compromises.”

Eleanor Roosevelt

“We are not makers of history. We are made by history.”

Martin Luther King, Jr.

“History would be a wonderful thing...if only it were true.”

Leo Tolstoy

“History is more or less bunk. It’s tradition. We don’t want tradition. We want to live in the present and the only history that is worth a tinker’s damn is the history we make today.”

Henry Ford

“History, real solemn history, I cannot be interested in. The quarrels of popes and kings, with wars and pestilences in every page; the men all so good for nothing, and hardly any women at all.”

Jane Austen

“That men do not learn much from the lessons of history is the most important of all lessons that history has to teach.”

Aldous Huxley

“There is no life that does not contribute to history.”

Dorothy West

“The past is always being changed.”

Jorge Luis Borges

“History does not unfold. It piles up.”

Robert M. Adams

OPTIONAL STUDENT WORKSHEET

Name \_\_\_\_\_

**What Is History (Quotation Search)**

1. What quote are you researching?
  
2. Who was the author of this quotation?
  
3. When and where was she/he born?
  
4. Why is this person well known to us?
  
5. What were his or her major accomplishments?
  
6. What were you able to find out about this person's beliefs, philosophy, or thinking in general?
  
7. What important events were happening in history when this person lived that might have had an effect on him/her?
  
8. What do you think this person meant in the quotation? Put it into your own words.
  
  
9. Where did you find out about this person?



Dear Parents,

Our school and all of the Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Our faculty has been working with the new curriculum-examining the Standards and the Assessments and aligning the curriculum with our current textbooks. Later in the school year, our teachers will be administering grade level Assessments to their students at designated times.

Why was work completed to create Archdiocesan Standards?

- Archbishop Curtiss requested that we begin writing standards, and the first area addressed was Religion. There was a genuine concern and strong desire from pastors, principals, teachers, and parents for consistency in curriculum and teaching across the Archdiocese.
- The Nebraska Department of Education requires non-public schools to include the State Standards in the curricula that are approved by the \*Local Governing Board.

(\*The Local Governing Board consists of the Superintendent, Fr. James Gilg, and the Archdiocesan School Board who report to Archbishop Curtiss.)

At this time, Religion, Math, Science, Language Arts curriculums have been implemented and now Social Studies Standards and curriculum are being implemented.

Students will be learning about the Social Studies Standards and Assessments in their classes. They will be instructed in how to succeed in completing the Assessments so that they meet the Standards. Our goal is have all of our students achieve proficiency.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

Dear Parents,

As you know, all of our Archdiocesan schools are implementing the new Archdiocesan Social Studies Curriculum this year. Students have been learning about their grade level standards and assessments in their Social Studies classes. **Standards** describe what students should know and be able to do at certain stages in their education. Students are now being instructed in how to complete the assessments, so that they can successfully meet the standards listed in the assessment.

An **assessment** is an evaluation or an appraisal used to determine a student's progress toward meeting the standards. The assessments will be administered throughout the school year. Your child's teacher will be contacting you regarding the date of the assessment. Your child will be given the assessment task guidelines sheet along with the student scoring guide to ensure their success.

The **student scoring guide** is written to accompany the assessment. This is the document used to determine whether the work completed on the assessment is at a Level 4 of exemplary, at a Level 3 of proficiency and meets the standard, at a Level 2 of progressing toward the standard, or at a Level 1 of not yet meeting the standard. Our goal is to have all of our students at a Level 3 which is achieving the level of proficiency and meets the standard. Please discuss the assessment task guidelines sheet and student scoring guide with your child.

Please know that we will continue sharing information with you throughout the school year. If you have any questions, please do not hesitate to contact us.

# Teacher Resources

## RECOMMENDATIONS ON TEACHING SOCIAL STUDIES CONTENT

Increase	Decrease
In-depth study of topics in each social studies field, in which students make choices about what to study	Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper understanding of topics
Activities that engage students in inquiry and problem solving about significant human issues	Memorization of isolated facts in textbooks
Student decision making and participation in wider community affairs, to build a sense of responsibility for their school and community	Isolation from the actual exercise of responsible citizenship; emphasis only on reading about such topics
Participation in interactive and cooperative classroom study processes that bring together students of all ability levels	Lecture classes in which students sit passively; classes in which lower-achieving students are deprived of knowledge and opportunities to learn
Integration of social studies with other areas of the curriculum: use of real-world reading	Narrowing social studies activity to include only textbook reading and test taking
Richer content in elementary grades, using children's prior knowledge, from psychology, sociology, economics, and political science, as well as history and geography: younger students' experience can relate to social institutions and problems of everyday living	Assumption that students are ignorant about or uninterested in issues raised in social studies
Students' sense of connection with American and global history, diverse social groups, and the environment that surrounds them	Postponement of significant curriculum until secondary grades
Inquiry about students' cultural groups and others in their school and community, thus building ownership in the curriculum	Use of curriculum restricted to only one dominant cultural heritage
Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas	Use of curriculum that leaves students disconnected from and unexcited about social studies topics
	Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization

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## Directions for Use of Grade Level Tally Sheet

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the **week of April 22**.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the **Catholic Schools Office by May 1**.

# Grade Level Tally Sheet for Social Studies Grades 9-12 Assessment Task Viewpoint

School Name/City:

Assessment Date:

Total # Students Assessed:

Total # Students:

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the **week of April 22**.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Content				
Perspective				
Connections				

## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Social Studies Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

# Archdiocese of Omaha Social Studies Content Checklist High School 9-12

		Grade	Grade	Grade	Grade
		9	10	11	12
<b>1</b>	Develop skills for historical analysis: <b>(NE 12.1.13; PS #1, 2, 3, 4)</b>				
<b>1.1</b>	- analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers and historical accounts				<b>M</b>
<b>1.2</b>	- evaluate the authenticity, authority and credibility of sources				<b>M</b>
<b>1.3</b>	- formulate historical questions and defend findings based on inquiry and interpretation				<b>M</b>
<b>1.4</b>	- develop perspectives of time and place				<b>M</b>
<b>1.5</b>	- communicate findings orally, in brief analytical essays, or in a comprehensive paper				<b>M</b>
<b>2</b>	Demonstrate historical research and geographical skills: <b>(NE 12.2.11; PS #1, 2, 3, 4)</b>				
<b>2.1</b>	- identify, analyze and interpret primary and secondary sources and artifacts				<b>M</b>
<b>2.2</b>	- validate sources as to their authenticity, authority, credibility and possible bias				<b>M</b>
<b>2.3</b>	- construct various time lines of key events, periods and personalities				<b>M</b>
<b>2.4</b>	- identify and analyze major shifts in national political boundaries				<b>M</b>
<b>2.5</b>	- identify the distribution of major religious cultures in the contemporary world				<b>M</b>
<b>2.6</b>	- apply geography to interpret the past by using maps of time periods				<b>M</b>
<b>3</b>	Explain the rights, freedoms, responsibilities and benefits of citizenship in the United States: <b>(NE 12.3.9; PS #1, 2, 3, 4)</b>				
<b>3.1</b>	- compare and contrast the rights guaranteed in the Constitution, including the Amendments with past and current global events				<b>M</b>
<b>3.2</b>	- summarize government policies and their impact on the rights of people				<b>M</b>
<b>3.3</b>	- participate in debates, discussions and readings to analyze public issues, candidates and the performance of public officials				<b>M</b>
<b>4</b>	Examine the basic economic indicators and fundamentals of international trade: <b>(NE 12.3.13; PS #1, 2, 3, 4)</b>				
<b>4.1</b>	- analyze Gross Domestic Product				<b>M</b>
<b>4.2</b>	- define and analyze Consumer Price Index, employment statistics and other measures of economic conditions				<b>M</b>
<b>4.3</b>	- compare and contrast the inequities in the use and exploitation of resources				<b>M</b>
<b>4.4</b>	- explain international trade policies and the United States relationship to the global economy, such as outsourcing				<b>M</b>

<p>Introduce <b>(I)</b>: To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop <b>(D)</b>: To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master <b>(M)</b>: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the Specified material for use as needed. Must be assessed.</p>
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## Archdiocese of Omaha Social Studies Content Checklist High School 9-12

		Grade	Grade	Grade	Grade
		9	10	11	12
5	Compare and contrast the distribution, growth rates and characteristics of human population, e.g., settlement patterns and the location of natural and human resources: <b>(NE 12.4.3; PS #1, 2, 3, 4)</b>				
5.1	- analyze past and present migration trends				M
5.2	- analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political and environmental factors				M
5.3	- analyze the social, economic, political and environmental factors that influence cultural interaction				M
5.4	- analyze the importance of conserving and protecting resources				M
5.5	- explain the impact of technology on individuals and societies				M
6	Analyze the patterns of urban developments, such as site and situation; the function of towns and cities and problems related to human mobility, social structure and the environment: <b>(NE 12.4.4; PS #1, 2, 3, 4)</b>				
6.1	- compare and contrast site and situation as reasons for location				M
6.2	- explain the functions of towns and cities				M
6.3	- explain the problems caused by human mobility				M
6.4	- analyze the changes in social structure and the environment caused by urbanization				M
7	Analyze the forces of conflict and cooperation: <b>(NE 12.4.6; PS #1, 2, 3, 4)</b>				
7.1	- explain how power and wealth are divided among nations				M
7.2	- describe disputes over borders, resources and settlement areas				M
7.3	- describe the historic methods used by nations to survive and prosper				M
7.4	- predict what will be necessary for nations to survive and prosper				M
7.5	- analyze the expansion and disintegration of empires				M
7.6	- explain the expanding role of multinational organizations				M
8	Apply geography to interpret the past, understand the present and plan for the future: <b>(NE 12.4.7; PS #1, 2, 3, 4)</b>				
8.1	- explain the effect of topography/climate and resources on migration				M
8.2	- trace the growth of economic systems				M
8.3	- relate current events to the physical and human characteristics of places and regions				M

<p>Introduce <b>(I)</b>: To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop <b>(D)</b>: To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master <b>(M)</b>: To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Assessment Task Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.