

Social Studies Board Report 2025-2026

What do we want students to learn?

Social studies curriculum is based upon state and federal standards with course objectives being determined and aligned according to those standards. Through PLC meetings the department is able to consistently revisit and discuss those standards and grow in the area of Marzano's instructional practices.

The state board of education passed the new social studies standards at their November 8, 2019 meeting. The department has correlated those new standards into Arlington's social studies curriculum.

In the last two years there has been increased emphasis on *historical document analysis* throughout the middle and high school social studies courses. To that end, the department has adopted Student Learning Objectives(SLOs) that are focused on historical analysis. Below are examples with content, student objectives, growth targets, strategies, and assessment plans.

Document 4A



Source: The Japanese quarter of San Francisco on the first day of evacuation from this area. About 660 people left their homes on this morning for the Civil Control Station-- Photographer: Lange, Dorothea -- San Francisco, California. 4/29/42 Contributing Institution: UC Berkeley, Bancroft Library

7th Grade World History & 8th Grade American History

Students in grade 7 are studying modern world history beginning with the Middle Ages and concluding with present day. Along with the course curriculum, students will be interacting with a variety of primary sources relevant to the time periods being discussed. An example would be the study of accounts from the Middle Passage that the students had completed. They had to make inferences of the accounts and in their relation to the Middle Passage. This interaction allows students to begin developing their analyzing skills. This is a skill that is required by the state standards and is the focus of our department's SLOs.

Students in grade 8 are studying American History beginning with colonization and continuing through to the Progressive Era. Along with the course curriculum, students will be interacting with a variety of primary sources relevant to the period in American History that is being discussed. An example of this would be the analysis of Paul Revere's engraving of the Boston Massacre. Students analyzed the engraving, making inferences of the details and the influence this engraving would have had on American society. This interaction allows students to continue developing their analyzing skills. This skill is required by the state standards and is the focus of our department's SLOs.

8th Grade - American History SLO

Subject/Content

- My SLO will focus on students' abilities to analyze historical documents by identifying primary and secondary sources. This SLO ties into the Nebraska Social Studies Standard SS 8.4.4, as well as SS 8.4.4.a

Student Learning Objective

- By the end of the school year, students will analyze historical documents with accuracy by correctly identifying if it is a primary or secondary source and explaining how they reached their conclusion.

Growth Targets

- Case study students will include based on their scoring from the pre-test- High: G.N. (Proficient), Middle: M.C. (Beginning), Low: R.W. (Beginning)
- My expectations for student growth are as follows- High: G.N. (Exemplary), Middle: M.C. (Proficient, able to correctly explain and identify), Low: R.W. (Proficient, able to correctly explain)

Strategies

- In order to meet my SLO I will employ the following activities, resources, and strategies:
 - Analysis of various types of primary sources; written documents, photos, cartoons, posters, maps, artifact, motion pictures, speeches, etc.
 - Analysis of various types of secondary sources; biographies, reference books, articles, literature reviews, reports, summaries, etc.
 - Document analysis worksheets
 - Cooperative learning groups
 - Marzano strategies:
 - Lesson within units (#43)
 - Attention to established content standards (#44)
 - Identifying critical information (#6)
 - Organizing students to interact with new knowledge (#7)
 - Processing of new information (#10)
 - Recording and representing knowledge (#12)
 - Organizing students to practice and deepen knowledge (#15)
 - Examining errors and reasoning (#18)
 - Practicing skills, strategies, and processes

Assessment Plan

- Students' growth will be measured using the baseline data from the pre-assessment. Throughout the school

year, completion of historical document analysis worksheets will allow for growth to be tracked. The focus of completion will be the section on identifying the document as a primary or secondary source. The post-assessment administered towards the end of the school year will serve as the summative assessment to show student growth toward mastering the SLO.

9th Grade – World Geography

Subject/Content

Geography allows people to find answers to questions about the world. Through the study of geography, students will explore and discover the processes that shape the earth, the relationships between people and environments, and the links between people and places. Geography will help students build a global perspective and to understand the connections between global and local events. Students will analyze physical and human landscapes of the world, analyze how selected physical and ecological processes shaped the surface, analyze how certain cultural characteristics link and divide regions, compare and contrast human populations, identify by name major geographical features, and analyze economic factors in relation to geography.

Student Learning Objective

NE State Geography standard: SSYS.3.3. b Evaluate how humans have utilized and adapted to their physical environment.

Growth Targets

By the end of the school year, all students will be proficient or exemplary as demonstrated by the final assessment

Strategies

A variety of instructional strategies will be used, lecture notes, small group work and projects that include a presentation.

Assessment Plan

Students will be assessed this fall, winter and spring. The following questions will be used as the assessment. 1) Provide five examples of how humans utilize their environment. 2) Provide five examples of how humans adapt their environment.

10th Grade – World History

Subject/Content

- Historical Analysis and Interpretation
 - SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context
 - SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media

Student Learning Objective

- By the end of the school year, students will be able to analyze historical documents at a proficient level.

Growth Targets

- Students will grow in the area of historical analysis. Students will be able to:
 - Identify and distinguish between primary and secondary sources
 - Understand purpose
 - Draw conclusions

Strategies

- In order to meet my SLO I will employ the following activities, resources, and strategies:
- Introduce and examine various types of primary sources and secondary sources.
 - The DBQ Project
- Document analysis worksheets

Assessment Plan

- Pre-assessment then assessments in winter, early spring, late spring

11th Grade – American History

Subject/Content

- **Historical Analysis and Interpretation as Per the Nebraska Social Studies High School Standards**
 - SS HS.4.4 Analyze and interpret sources for perspective, limitations, accuracy, and historical context.
 - SS HS.4.4.b Evaluate strengths and limitations of a variety of primary and secondary historical sources.

Student Learning Objective

- By the end of the school year, students will be able to analyze historical documents at a proficient level.

Growth Targets

- Students will grow in the area of historical analysis. Students will be able to:
 - Identify and distinguish between primary and secondary sources
 - Understand purpose
 - Draw conclusions

Strategies

- In order to meet my SLO I will employ the following activities, resources, and strategies:
Introduce and examine various types of primary sources and secondary sources.
 - The DBQ ProjectDocument analysis worksheets
Cooperative learning groups
Marzano strategies

Assessment Plan

- Pre-assessment then assessments in winter, early spring, late spring

12th Grade – Government

Subject/Content

This course includes a study of the institutions that make up the levels of American government (Federal, State, Local). Time is spent on the foundation of America and our founding documents, Declaration of Independence, Articles of Confederation, Constitution, responsibilities of each branch of government, propaganda, political parties, elections, etc.

Student Learning Objective

Students will identify which level of government would best address certain issues.

Growth Targets

By the end of the semester, all students will be proficient or exemplary as demonstrated by the final assessment

Strategies

Students will be exposed to the content in a variety of ways. Class discussions, use of the test book and a matching exercise.

Assessment Plan

Students will demonstrate their mastery of the SLO goal in two ways. A matching exercise and a written quiz.

Social Studies Electives

11th-12th Grade – Current Issues and Events

Subject/Content

This class examines timely issues and events in American society as well as the world. The main focus of the course is to increase students' exposure to societal problems as well as news items through the examination of a variety of mediums. Students will be required to develop and express their opinions on a wide array of topics, and deliver those opinions through written assignments, debates, and class presentations.

Student Learning Objective

SLO goal is not attributed to this course.

Growth Targets

N/A

Strategies

N/A

Assessment Plan

N/A

11th-12th Grade – United States Military History I/II

Subject/Content

- Students develop an in-depth understanding of social studies concepts. This course provided students with an overview of American military history relative to causes, nature, outcomes, and significance of major wars and related issues; essentially it is a study of the concepts, events, leaders, and outcomes of American military history from the American Revolution to recent times. With the subject of diplomacy and defense so much in the news today (e.g., alliances, the budget, nuclear debate, terrorism, the all-volunteer Army, and women in combat roles). Students need to understand America's unique military past so they can understand the present

How do we respond when students are not learning?

Currently students who are failing social studies courses due to incomplete assignments are referred to GRIP. Classroom interventions are also incorporated by department teachers to provide alternative instruction and assessments to meet the needs of individual, struggling students. Such interventions include modified reading summaries, copies of notes, modified tests and testing procedures. Students can also take advantage of Odysseyware for credit retrieval via the school counselor.

How do we extend or enrich the learning for students who exceed proficiency?

Currently the Social Studies department offers Honors American History in the form of a college credit online course offered to students in the junior class.

At the middle school level, students are broken up into intervention and enrichment groups.

Multi-cultural Aspect:

Social studies courses lend themselves to the multicultural concept, as ethnicity and culture traits are seen throughout all levels of the courses and aspects that are taught within the school day. Multiculturalism is outlined in lesson plans, essential learnings, and is a constant discussion throughout PLC meetings.

Examples of multiculturalism taught through the social studies department include:

- World Geography: Multiple units analyzing various peoples and their cultures around the world.
- World History: Various cultures' roles in world development and the role of globalization in the world today.
- 20th Century American History: The immigrant experience and their contributions to American society.
- Black History Month: Recognize significant African-Americans in current and past American history.
- American History: Native American culture study, The Indian Removal Act, The abolitionist movement, the growth of the black culture throughout American history.
- American Government: Examination of civil rights and their application to modern America.