

## **2018 SCPASS Data Review Report Social Studies Grades 5 and 7**

In October, the South Carolina Department of Education convened a panel of experts to review item data on the South Carolina Palmetto Assessment of State Standards for Social Studies for grades 4-8. The panel looked at items with a high percentage of students answering correctly and items with a low percentage of students answering correctly. The discussions of that panel yielded the following recommendations.

*The panel recognizes the hard work of SC educators and offers the following as suggestions for ways to improve student success. Teachers on this year's panel felt that last year's suggestions were still extremely relevant and that teachers should be reminded to look at last year's Data Review Report (2017). The panel offers these suggestions as an addendum to those from last year.*

### **5<sup>th</sup> Grade Recommendations**

#### **General Recommendations**

Use the support document to guide teaching.

Teach with hands-on activities to increase student engagement. (See suggested strategies list)

Work on building vocabulary using words in the support documents, social studies content words, and vocabulary in general.

#### **Content Concerns:**

Students need to understand Lincoln's goals for Reconstruction. (Standard 1)

Students need to know the rights granted by 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments. (Standard 1)

Students need to be able to compare and contrast the League of Nations and the United Nations (Standard 3)

Students need more instruction about understanding the social, economic, and political events that influenced the United States during the Cold War era.. (Standard 5)

#### **Suggested Instructional strategies:**

Use Venn diagrams.

Use and interpret maps.

Use "the somebody, wanted, but, so" strategy.

Dress in costumes.

Use Reader's Theater.

Act out scenes and do simulations of historical events.

Use note booking or scrapbooking.

Use primary sources.

Use political cartoons, posters, photographs, and timelines.

Use read alouds.

Use excerpts from historical movies or videos.

Take field trips.

## 7<sup>th</sup> Grade Recommendations

### **General Recommendations:**

Use the support document to guide teaching.

Review test taking strategies: read carefully and read all of the answer choices.

Require students to do their part at home. (just like practicing for sports or an instrument)

### **Content Concerns:**

Students struggle with analyzing the beginnings of capitalism and the ways it was affected by mercantilism, the developing market economy and international trade. (Standard 1.4)

Students need to understand that social inequality is an unequal balance of wealth and power. (Standard 3)

Students need to have more global economic understanding of the Depression; it was a global problem, not just an American one. (Standard 4)

Students need to understand the complexity of the missile crisis (Standard 5)

Students need to understand the nationalist and independence movements in Asia and Africa in the post-WWII period to include the conflict between the Hindus and Muslims (Standard 6)

### **Suggested Instructional Strategies:**

Discuss and interpret actual quotes in class.

Have students underline or highlight all the evidence of enlightenment thinking in the text of the Declaration of Independence.

Fold political cartoons into four parts and discuss each section.

Use both ways of describing a century: 1600 vs. 17<sup>th</sup> century

Use maps and primary sources in instruction.

Connect units together and review cyclically.

Use the historical thinking skills in instruction. (causation, periodization, and contextualization)