Housekeeping

1. Sign in
2. Parking validation
3. Restrooms
4. Breaks/Lunch
6. Travel Questions – Fill out W9 if needed
7. Sign non-disclosure form – All members

Cell phones should only be used during breaks and lunch. If you need to take a call, please go to the break room. Please check text and email only during break due to non-disclosure.
"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela
**Introductions**

Introduce yourself by telling everyone in the group:

1. Your name
2. Your school/district
3. Your current position
Standards Review - Structure

- Arizona State Board of Education: Decision-making body for Standards
- Arizona Department of Education K-12 Standards Section: Manages the standards revision process, facilitates working group meetings
- Social Studies Standards Review and Revision Work Groups: Fluid groups of diverse grade level content experts responsible for creating working drafts

Public feedback, current research, and professional experience inform revisions to drafts.
Roles/Responsibilities: ADE K-12 Standards Staff

• ADE K-12 Standards Members
  – Facilitate work group meetings
  – Provide meeting goals, agendas, tasks, and instructions
  – Provide needed materials
  – Organize committee members into vertical, horizontal, and/or content groups, as appropriate.
Overview of Process for Social Studies Standards Working Groups

1. (January 2017)
   - Establish vision of standards
   - Identify critical content (the 'know and understand') at each grade band

2. Refine vision, if needed
   - Refine critical content, informed by research and public comments

3. Articulate critical content from grade bands to grade levels
   - Refine, informed by research and public comments

4. Identify critical process skills (the “do”) at each grade
   - Refine, informed by research and public comments

5. Write grade level standards incorporating what students need to know, understand, and do.
   - Incorporate crosscutting concepts, as appropriate

6. Review standards for vertical and horizontal alignment, and connections to other content areas
   - Refine standards, informed by research and public comment

7. Refine language of standards using established criteria
   - Prepare introduction and glossary


9. Refine DRAFT, informed by public feedback and additional research


A fluid model for selecting working group members is used to encourage statewide representation. Selected applicants may be invited to participate in one or more working group meetings at any point in the process.

* Note: each box in the process may require more than one working group meeting.
Overview for Social Studies Standards Revisions and Implementation Timeline

**September 2016**
Revision process opened with the State Board of Education

**October – December 2016**
ADE collected public feedback on existing standards via web survey

**January 2017 – Spring 2018**
ADE convenes working groups of educators, content experts, community members, and parents

**Anticipated Spring 2018**
ADE presents standard to State Board of Education for adoption

**Transition and Implementation**

- **Summer 2018**
  ADE develops implementation and support documents

- **2018-2019**
  Transition Year

- **2019-2020**
  Full Implementation
Structure: Working Groups

Use a fluid membership model ("accordion model") to include multiple voices and perspectives throughout the process

– K-12 teachers, coaches, curriculum directors, administrators
– Higher education: social studies education and social studies content instructors, professors, and/or researchers
– Content experts from the community
– Parents
Roles/Responsibilities: Working Groups

1. Develop the vision for the revised Social Studies Standards

2. Write the revised Social Studies Standards
   - Make decisions about content and structure of grade level standards
   - Apply content knowledge, grade-level expertise, research, and public feedback to inform all decisions

3. Develop drafts of K-12 Social Studies Standards, including an introduction, glossary, and other appendices, as needed
Working Group Norms

• Actively engage in all discussions
• Be open-minded
• Have an attitude that fosters collaboration, agreement, and consensus
• Be mindful of timelines and scope of work
• Cell phone/email checks are limited to breaks (non-disclosure)
Questions on Structure
ADE Directive for the Social Studies Standards

- Arizona standards, written for Arizona teachers and students, by Arizona educators and content experts
- Write grade-level standards and not performance objectives
Standards — What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.
Standards, Curriculum, & Instruction

Curriculum – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

Instruction – The methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.
Standards versus Performance Objectives

**Content Standards**

Standards are what students need to know, understand, and be able to do by the end of each grade level. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels.

**Performance Objectives**

Performance Objectives are *incremental steps* toward mastery of individual content standards. Performance Objectives are knowledge and skills that a student must demonstrate at each grade level. Performance objectives do not imply a progression of learning and, because they are discrete skills, reach a limited level of cognitive demand.
Overview of Process for Social Studies Standards Working Groups

(1 January 2017)
- Establish vision of standards
- Identify critical content (the ‘know and understand’) at each grade band
- Articulate critical content from grade bands to grade levels
- Identify critical process skills (the "do") at each grade

Release DRAFT for public feedback
- Refine vision, if needed
- Refine critical content, informed by research and public comments
- Refine language of standards using established criteria
- Review standards for vertical and horizontal alignment, and connections to other content areas
- Write grade level standards incorporating what students need to know, understand, and do.
- Incorporate crosscutting concepts, as appropriate

Prepare introduction and glossary
- Prepare standard for State Board Adoption

Refine DRAFT, informed by public feedback and additional research
- Refine standards, informed by research and public comment

Prepare introduction and glossary
- Refine DRAFT, informed by public feedback and additional research
- Prepare standard for State Board Adoption

(Anticipated Dec 2017)
(Anticipated spring 2018)

A fluid model for selecting working group members is used to encourage statewide representation. Selected applicants may be invited to participate in one or more working group meetings at any point in the process.

* Note: each box in the process may require more than one working group meeting.
Refining the Vision

• Read the key components of the vision from the January working group
• Identify any needed refinements
• Grade-band discussions about refinements
• Whole room discussion and building consensus on the vision
C3 Framework

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS
Rational for Framework

• Marginalization of social studies
• Motivation of students
• The future of our democracy
History of Framework

• Work began in 2010
• Created through CCSSO’s Social Studies Assessment, Curriculum, and Instruction (SSACI) Collaborative
• Who was involved:
  • State department social studies consultants
  • Over 15 professional social studies organizations
  • Higher education
  • Classroom teachers
• Published by the National Council for the Social Studies (2013)
• Aligned to ELA standards
“The primary purpose of the C3 Framework for Social Studies State Standards is to provide guidance to states and districts on the concepts, skills and disciplinary tools necessary to prepare students for college, career, and civic life. In doing so, the C3 Framework offers guidance and support for rigorous student learning.”
## Organization

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Questions and Planning Inquiries</td>
<td>Civics</td>
<td>Gathering and Evaluating Sources</td>
<td>Communicating and Critiquing Conclusions</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Developing Claims and Using Evidence</td>
<td>Taking Informed Action</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Studies....

• prepares students for college, career, and civic life. Inquiry is at the heart of social studies
• involves interdisciplinary applications and welcomes integration
• is composed of deep and enduring understandings, concepts, and skills from the disciplines.
• emphasizes skills and practices as preparation for democratic decision-making.
• Should have direct and explicit connections to ELA Standards.
Shift #1: Focus on Conceptual Understanding

From
- Facts
- Breadth of Topics
- Recall

To
- Concepts and Content Knowledge
- Depth within Topics
- Transfer and Connections
Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

From

Teacher as Disseminator

Students Learn Facts from Textbook

Students Retell Interpretations

To

Teacher as Facilitator of Investigation

Students Investigate the Social Sciences, Using Multiple Sources

Students Construct Interpretations and Communicate Conclusions
Shift #3: Integrate Content and Skills Purposefully

<table>
<thead>
<tr>
<th>FROM A Social Studies Classroom Where...</th>
<th>TO A Social Studies Classroom Where...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students experience an additional nonfiction reading class or textbook-focused instruction.</td>
<td>Students learn to read, discuss, and write like social scientists.</td>
</tr>
<tr>
<td>Students develop literacy skills and social studies practices separately.</td>
<td>Students develop disciplinary literacy skills and social science practices in tandem.</td>
</tr>
<tr>
<td>Students learn content knowledge.</td>
<td>Students integrate and apply concepts, skills, and content knowledge.</td>
</tr>
</tbody>
</table>
### Dimension 2—Applying Disciplinary Tools and Concepts

<table>
<thead>
<tr>
<th>CIVICS</th>
<th>ECONOMICS</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and Political Institutions</td>
<td>Economic Decision Making</td>
<td>Geographic Representations: Spatial Views of the World</td>
<td>Change, Continuity, and Context</td>
</tr>
<tr>
<td>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Regions, and Culture</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Processes, Rules, and Laws</td>
<td>The National Economy</td>
<td>Human Population: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
</tr>
<tr>
<td></td>
<td>The Global Economy</td>
<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>
Thinking About the C3 Framework

Do we like the idea of using the C3 Framework to help organize our Anchor Standards?

Looking at the Framework

• Read p. 29- Applying Disciplinary Concepts and Tools

• Share thoughts at table
Deep Dive into Framework

- Civics p. 21-34
- Economics p. 35-39
- Geography p. 40-44
- History p. 45-49
- What do you like about the C3?
- What concerns you?
- What if anything is missing?
- Could we organize the standards around the C3?
- Could they serve to guide our anchor standards?
Thank you!

THANKS A

$1 \times 10^6$