

Social Studies Standards Revision



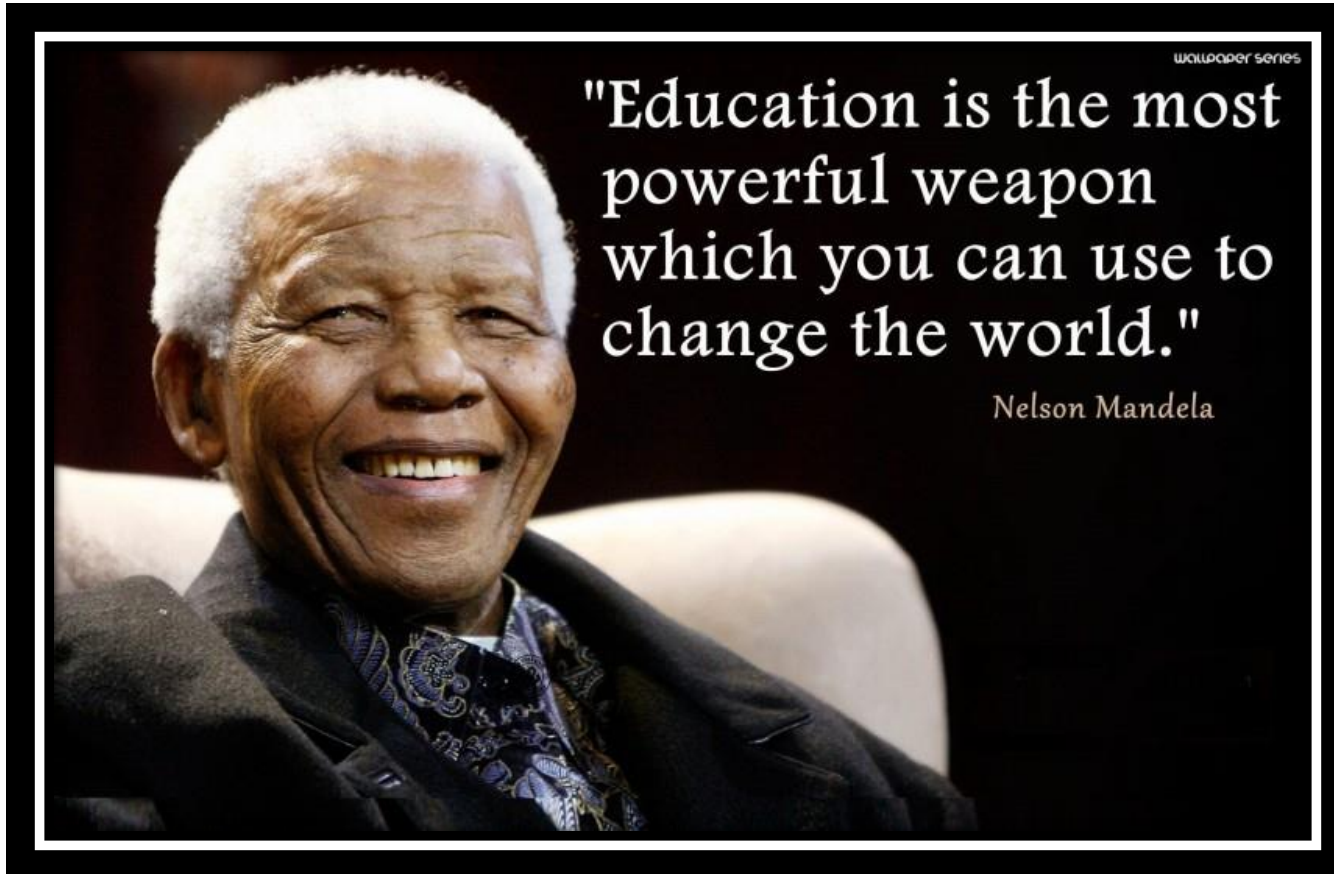
March 3, 2017

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.

Thank You

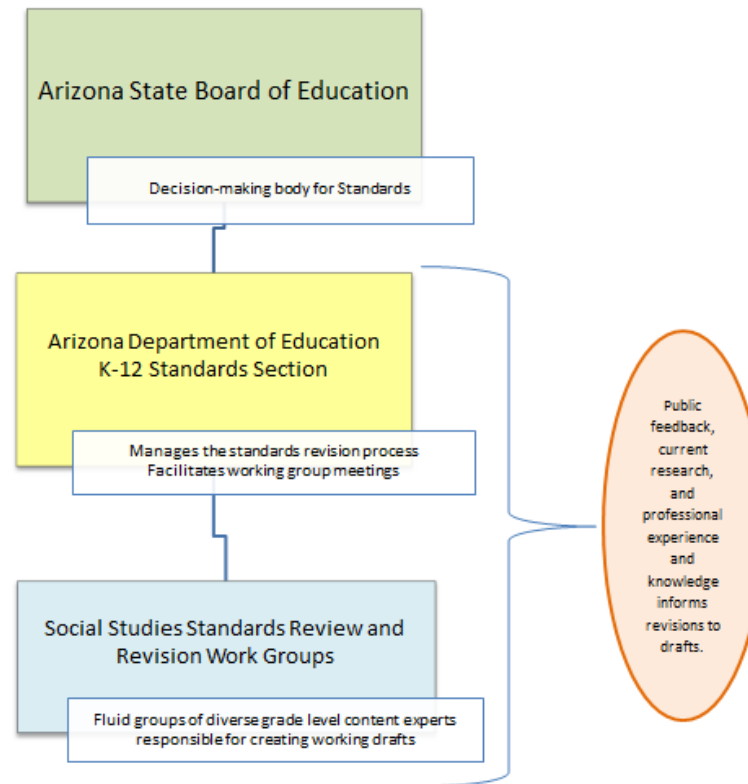


Introductions

Introduce yourself by telling everyone in the group:

1. Your name
2. Your school/district
3. Your current position

Standards Review - Structure

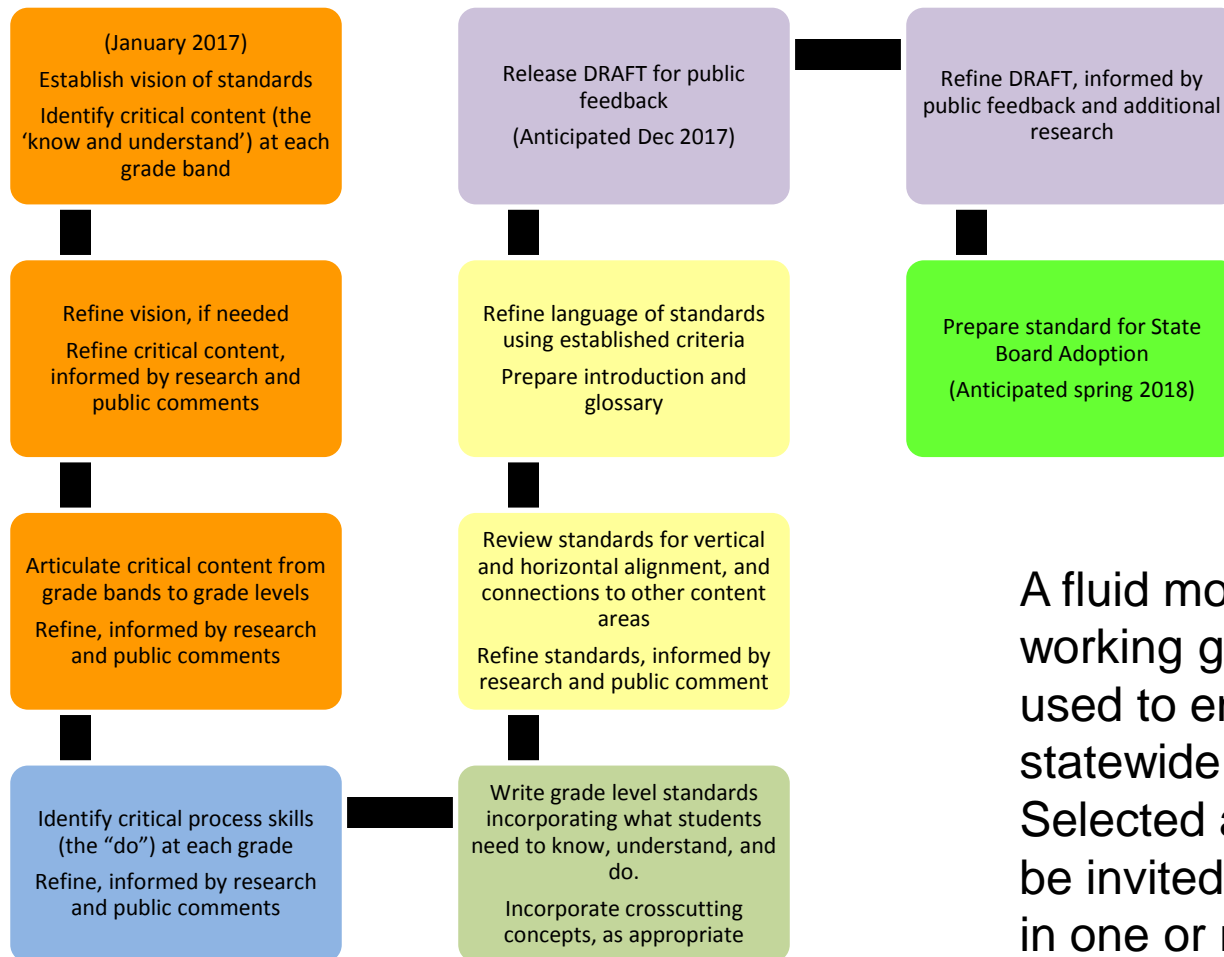


Roles/Responsibilities: ADE K-12 Standards Staff

- 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.

Standards Review-Structure

Overview of Process for Social Studies Standards Working Groups

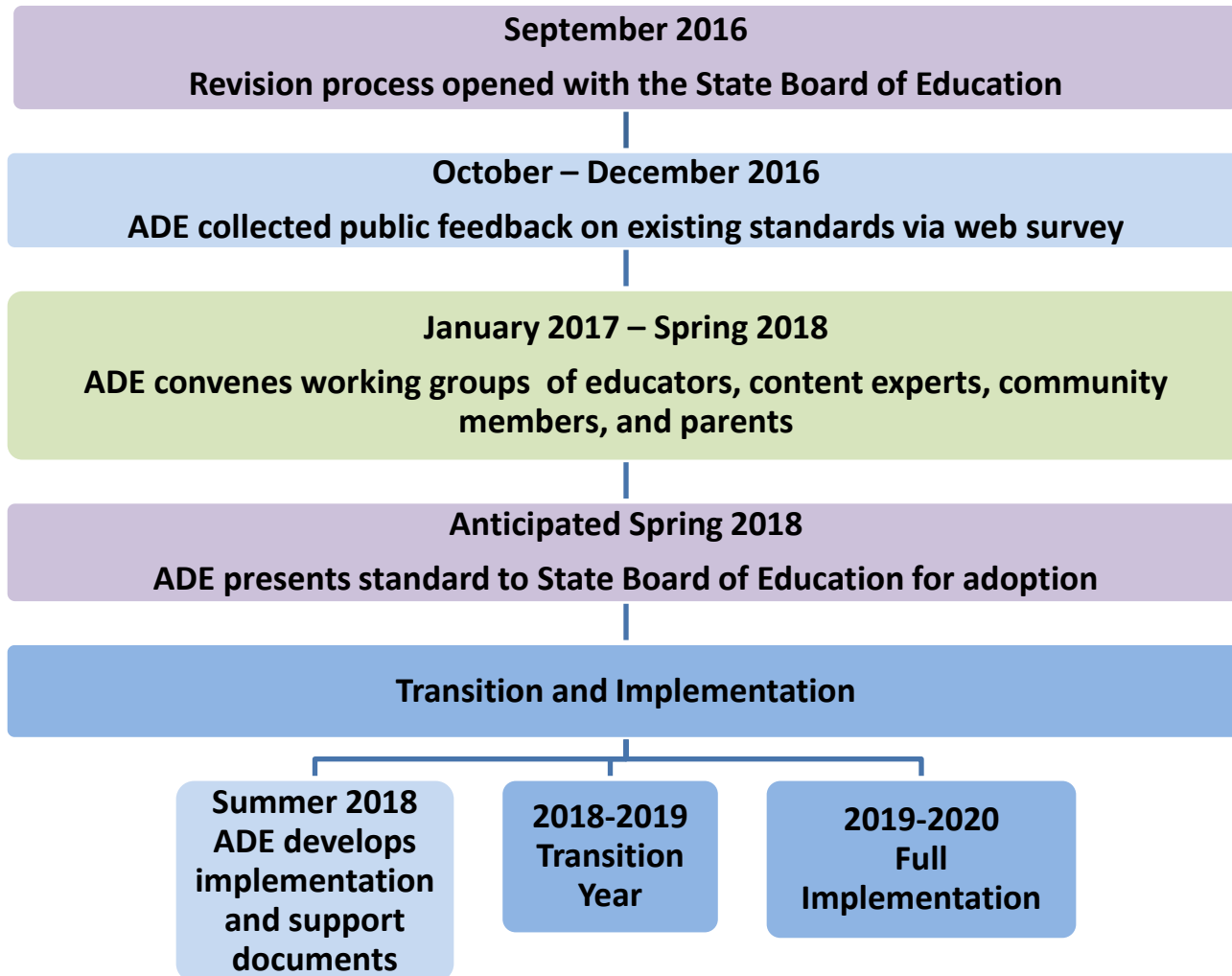


A fluid model for selecting working group members is used to encourage statewide representation. Selected applicants may be invited to participate in one or more working group meetings at any point in the process.

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

Social Studies Standard Revision and Implementation Timeline

Overview for Social Studies Standards Revisions and Implementation Timeline



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, Curriculum, & Instruction

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 the 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

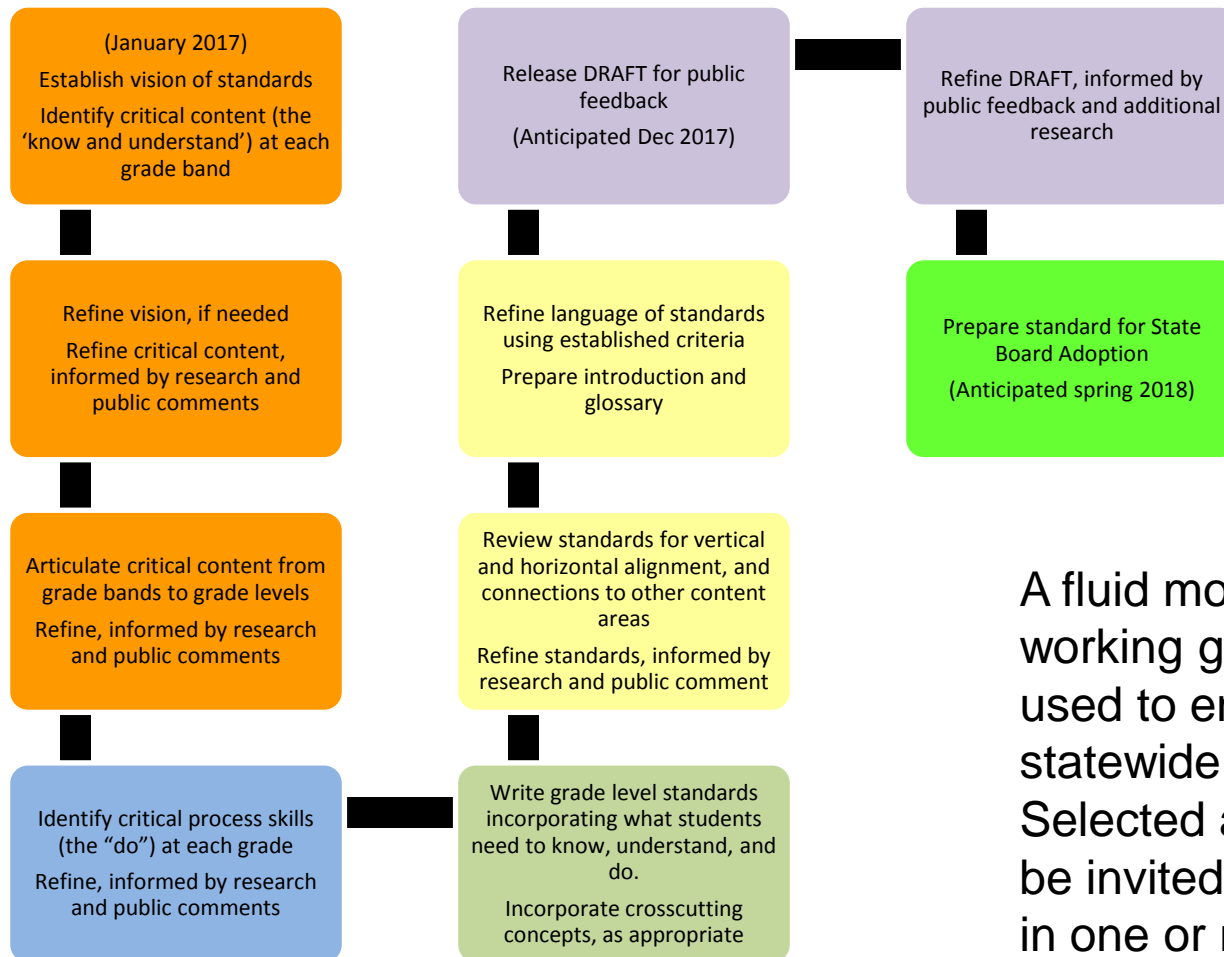
Standards are what students need to know, understand, and be able to do **by** the end of each grade level. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels.

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.

Standards Review-Structure

Overview of Process for Social Studies Standards Working Groups



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.

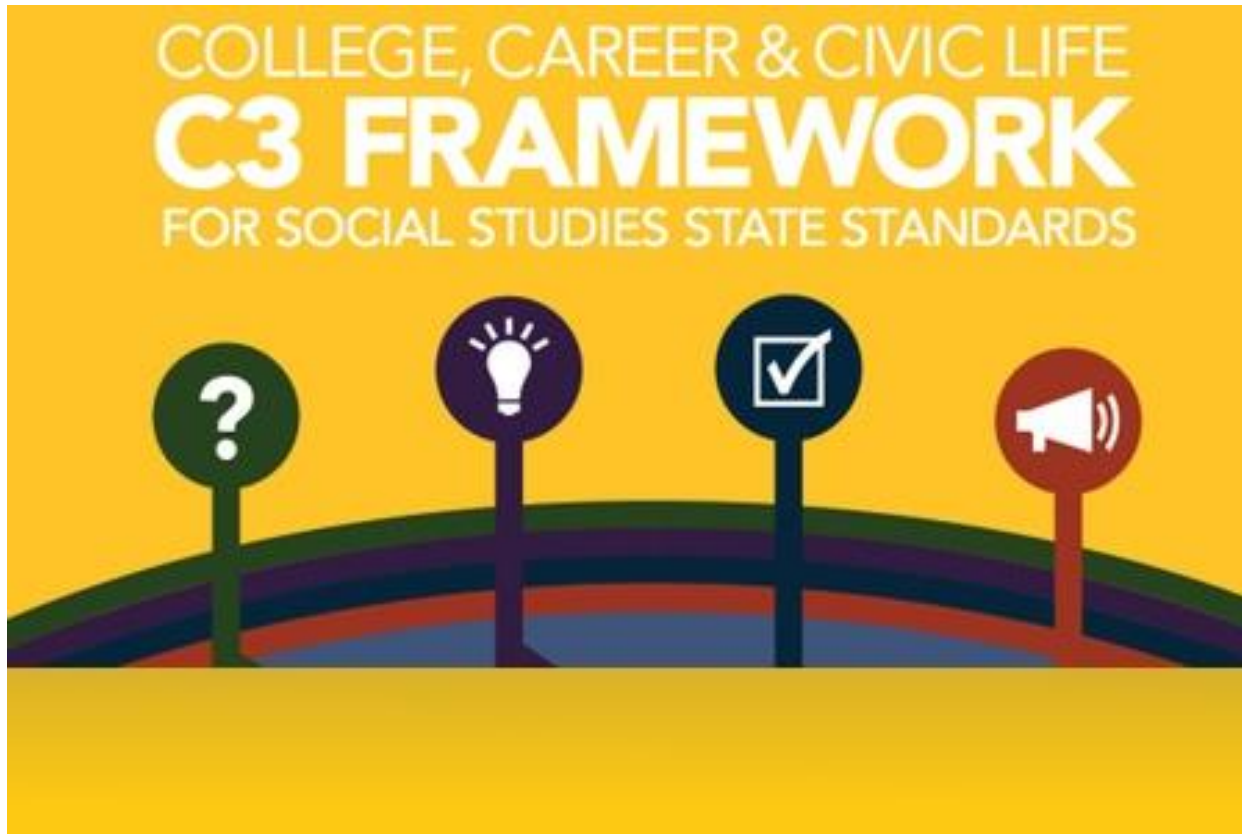
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Refining the Vision

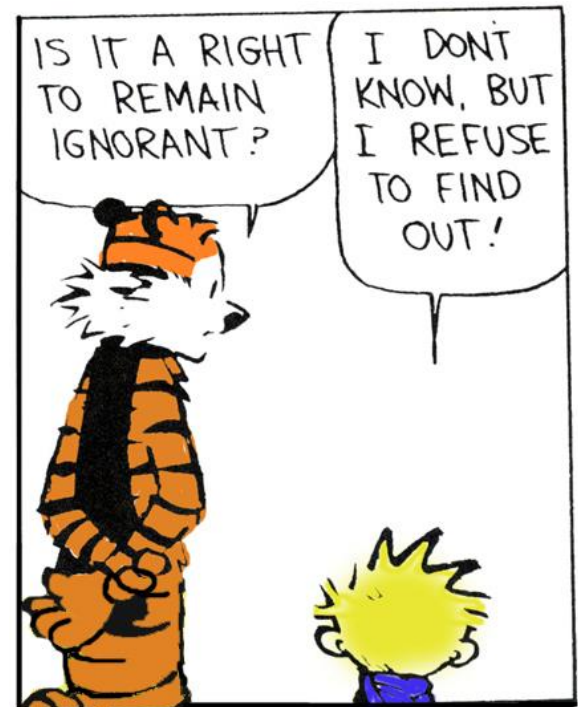
- Read the key components of the vision from the January working group
- Identify any needed refinements
- Grade-band discussions about refinements
- Whole room discussion and building consensus on the vision

C3 Framework



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

Purpose of the Framework

“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

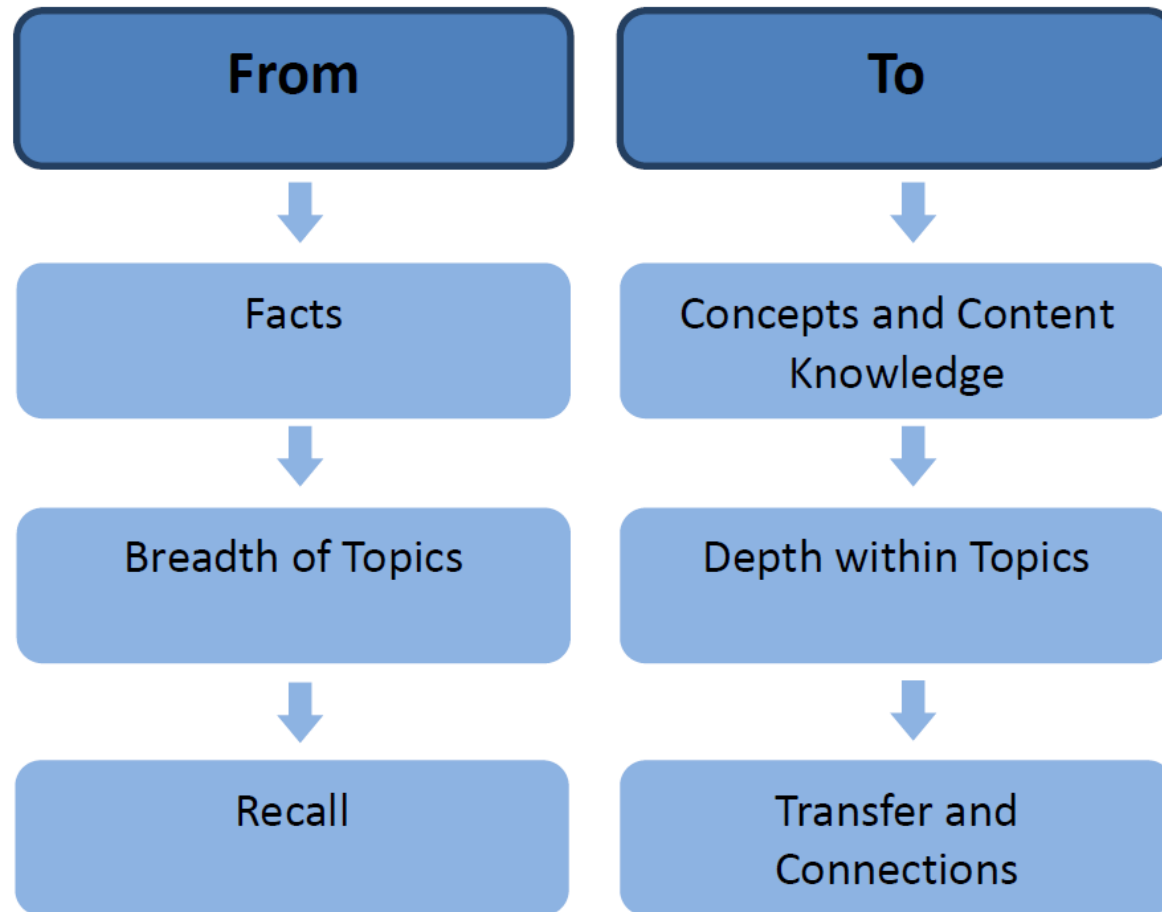
Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

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.

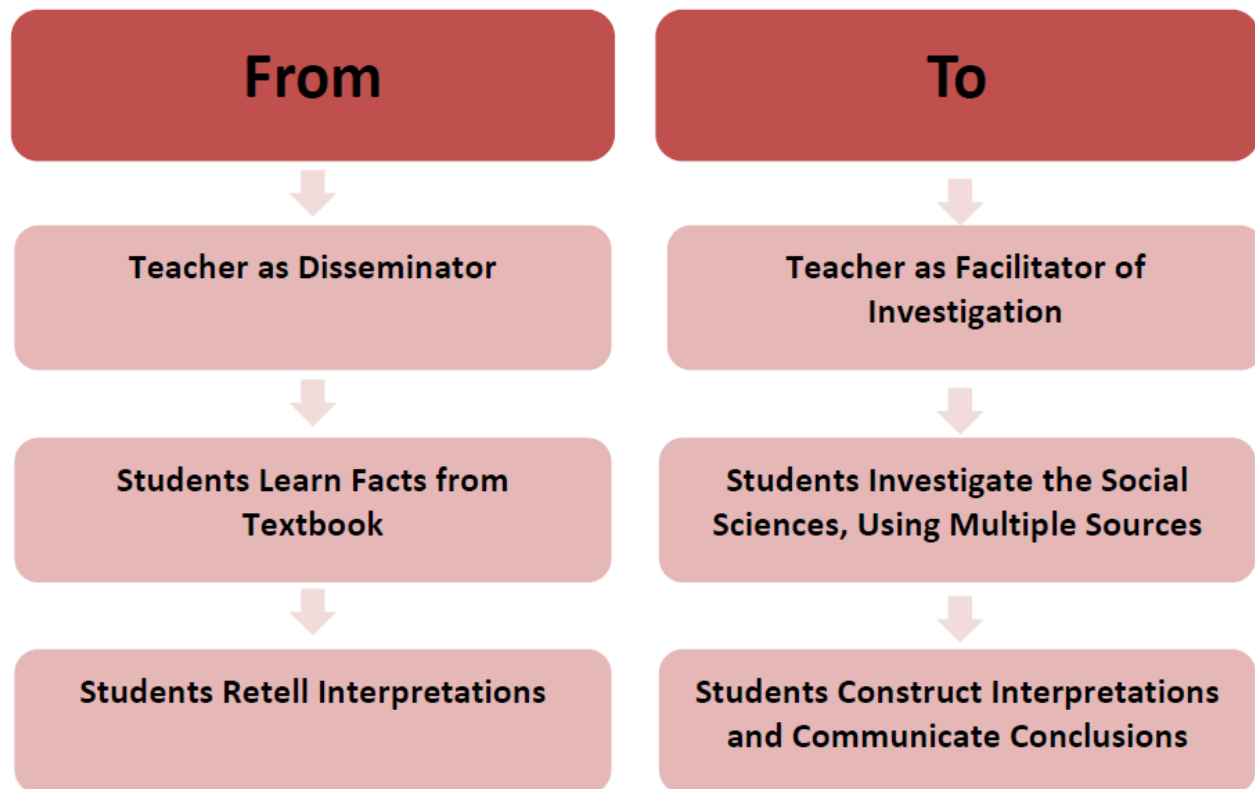
Shift 1

Shift #1: Focus on Conceptual Understanding



Shift 2

Shift #2: Foster Student Inquiry, Collaboration, and Informed Action



Shift 3

Shift #3: Integrate Content and Skills Purposefully

FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

Dimension 2- Applying Disciplinary Concepts and Tools.

TABLE 2: Dimension 2—Applying Disciplinary Tools and Concepts

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

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

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