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

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

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 informs revisions to drafts.
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.
Establish vision of standards
Identify critical content (the ‘know and understand’) at each grade band

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

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

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

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

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

Release DRAFT for public feedback
(Anticipated Dec 2017)

Refine DRAFT, informed by public feedback and additional research

Prepare standard for State Board Adoption
(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.
Social Studies Standard Revision and Implementation Timeline

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.
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.
In 2015, Arizona Superintendent of Public Instruction, Diane Douglas, formed the Culturally Inclusive Practices Committee because she recognized that our students did not have equitable access to rich educational opportunities and issued this charge:

*Develop culturally inclusive guidelines which are subsequently adopted by each local educational agency.*

This dedicated committee, comprised of educators and community members, carried out this charge to develop the guidance which can be easily implemented.
Culturally Inclusive Practices: Implementation Guidelines

**Curriculum**

Every Local Educational Agency (LEA) should teach a balanced curriculum adhering to State adopted standards and mandates for the content areas, using complementary materials that address the contributions of diverse cultures.

**To what extent does the curriculum…**

- Reflect students’ experiences and the communities in which they live?
- Include multiple voices and perspectives:
  - What they have been,
  - What they are, and
  - What they could be?
- Address the contributions of diverse cultures?
- Prepare students for success in college, career and community?
Our Vision
## Organization

<table>
<thead>
<tr>
<th></th>
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</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>
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<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>
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</tbody>
</table>
## Dimension 2- Applying Disciplinary Concepts and Tools.

<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>
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.
Anchor Standards

• Developed Anchor Standards in History, Economics, Geography and Civics
• Broke down Anchor Standards by grade bands
• Have not developed practices/literacy pieces
• Have not determined essential content.
History and Economics

• Economics- key content bullets
• Break down anchor standards by grade band using expertise, resources, and public feedback.
Redo Anchor Standards

Bradley Commission Report
National Center for History in the Schools
Massachusetts History and Social Science Curriculum Framework
Decide anchor standards
Distill anchor standards by grade band
Thank you!

THANKS A

$1 \times 10^6$