

Social Studies Standards Revision



May 31, 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

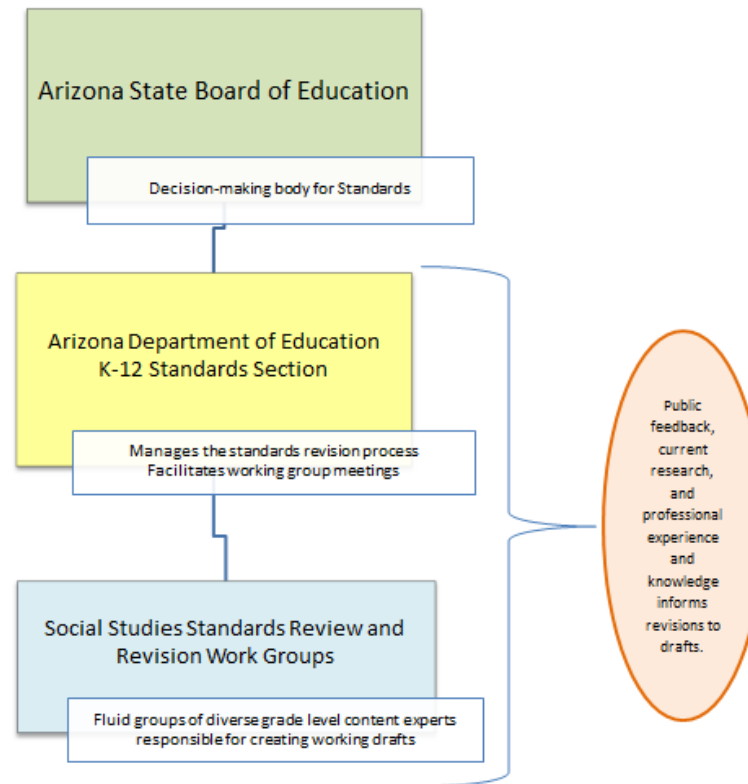


Introductions

Introduce yourself by telling everyone in the group:

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

Standards Review - Structure

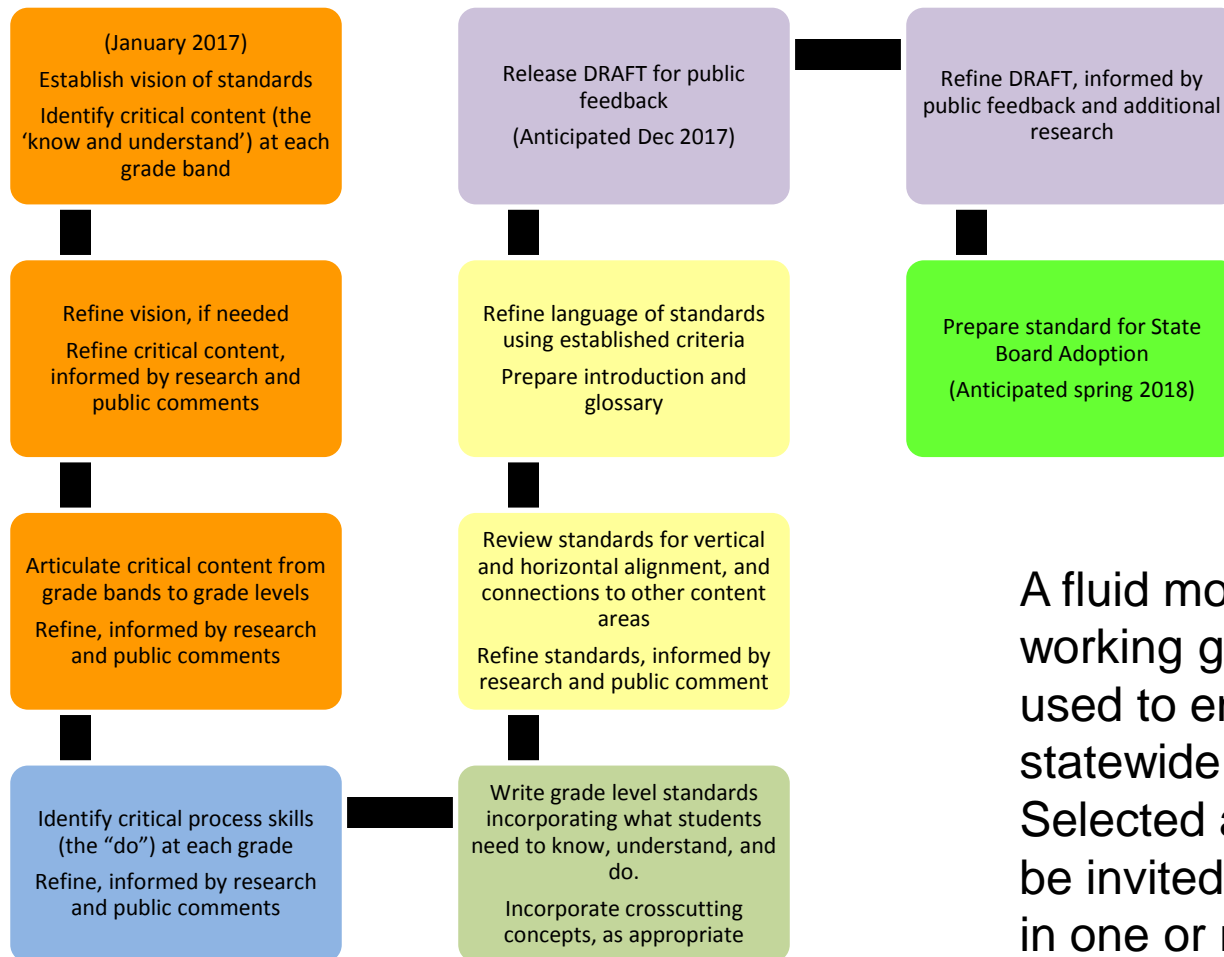


Roles/Responsibilities: ADE K-12 Standards Staff

- 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

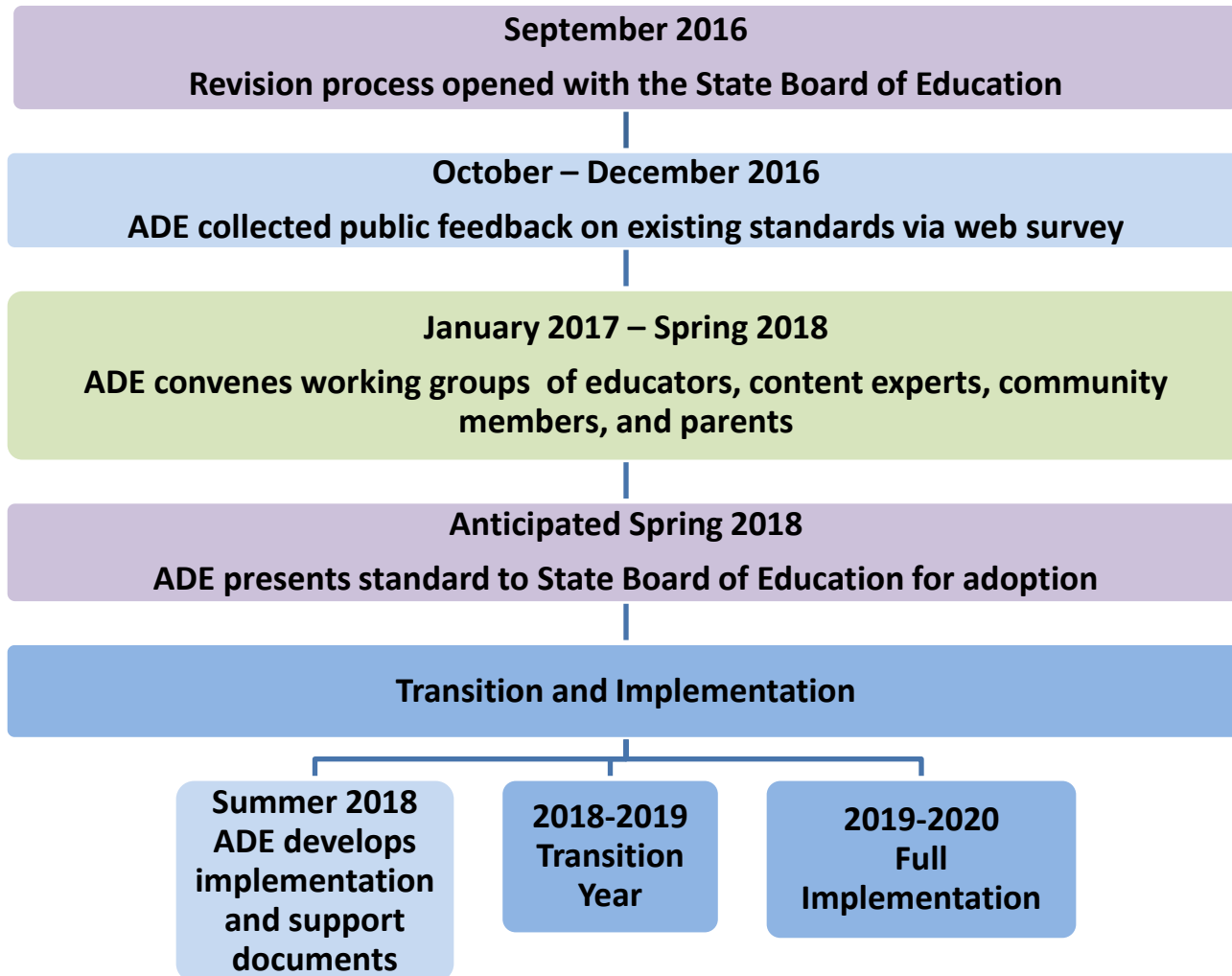


A fluid model for selecting working group members is used to encourage statewide representation. Selected applicants may be invited to participate in one or more working group meetings at any point in the process.

* 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

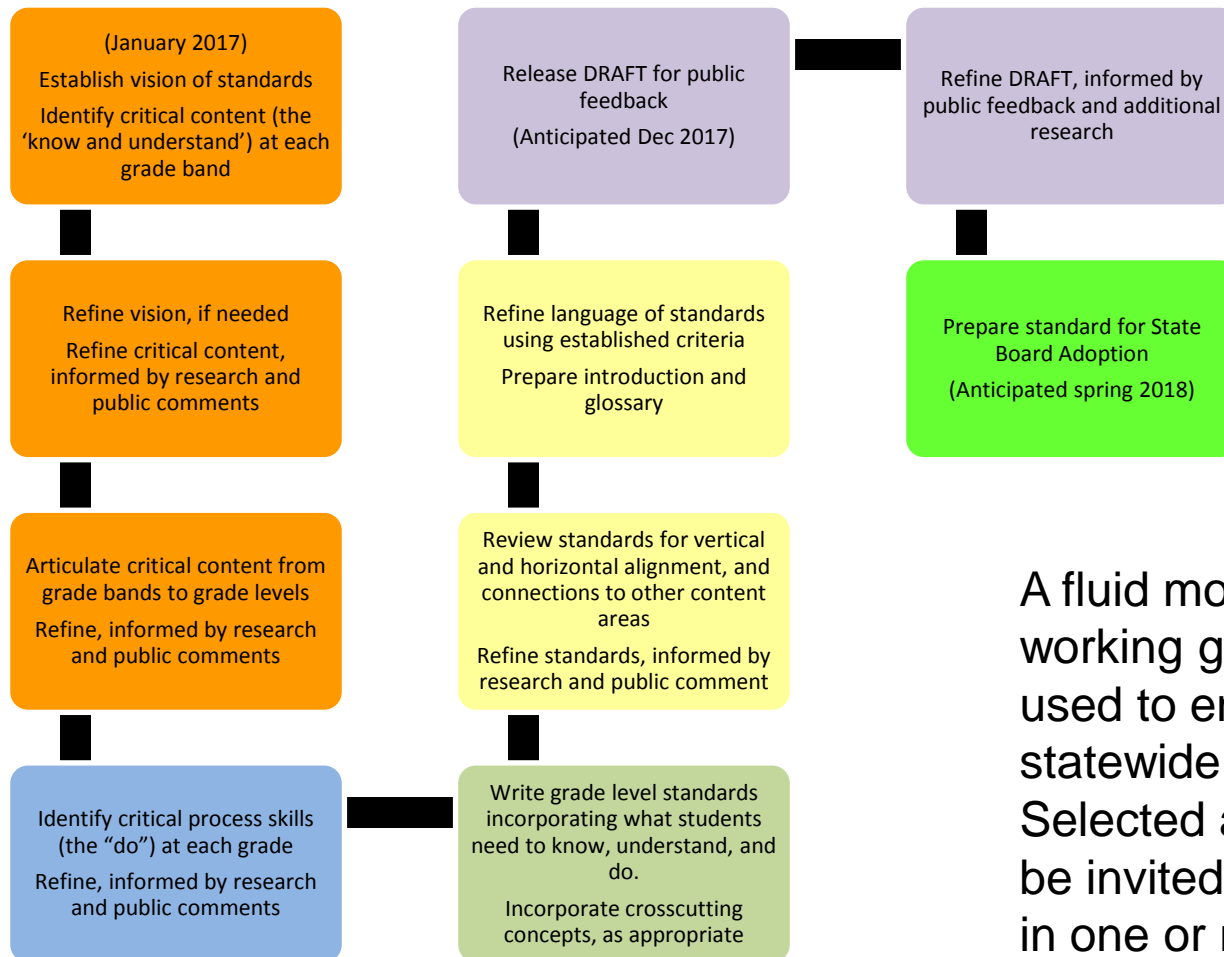
Standards are what students need to know, understand, and be able to do **by** the end of each grade level. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels.

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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Culturally Inclusive Practices



Diane Douglas

Superintendent of Public Instruction

Guidelines for Local Educational Agencies

March 30, 2017

Tammy Waller

Charge to the Committee

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**?



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	Communicating and
	Economics	Evaluating Sources	Critiquing Conclusions
	Geography	Developing Claims	Taking Informed Action
	History	and Using Evidence	

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

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

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