

# Social Studies Standards Revision



# 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

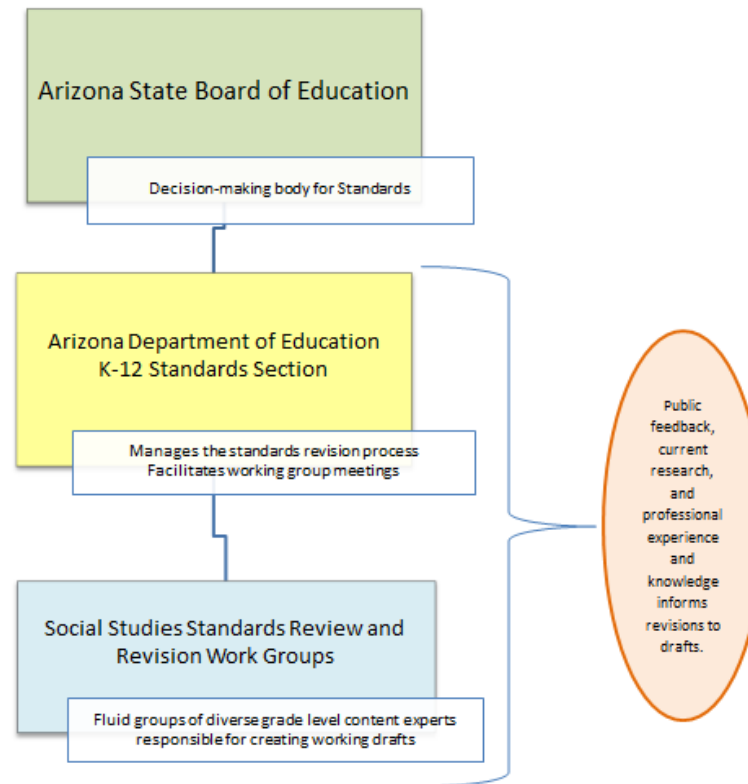


# Introductions

Introduce yourself by telling everyone in the group:

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

# Standards Review - Structure

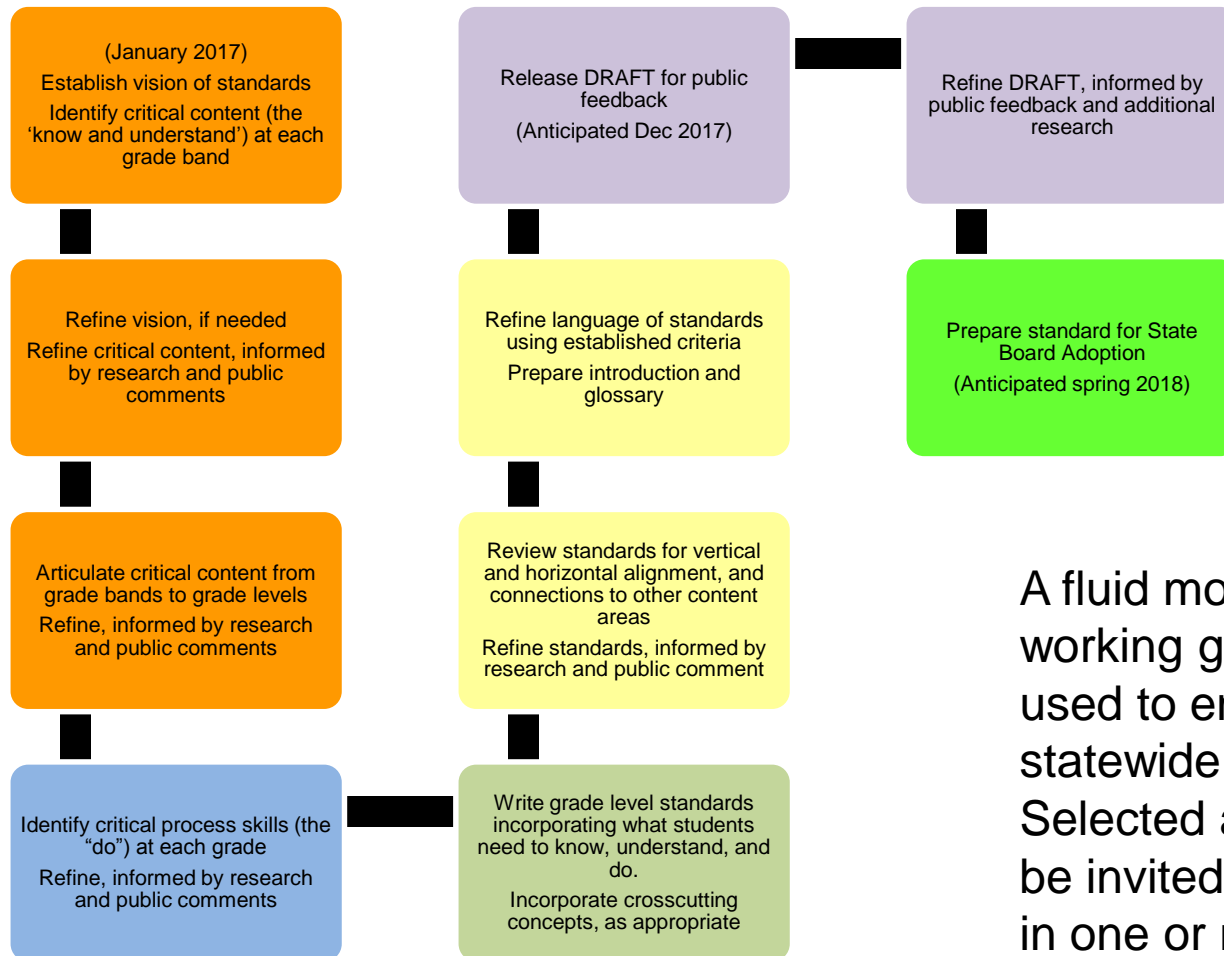


# Roles/Responsibilities: ADE K-12 Standards Staff

- 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

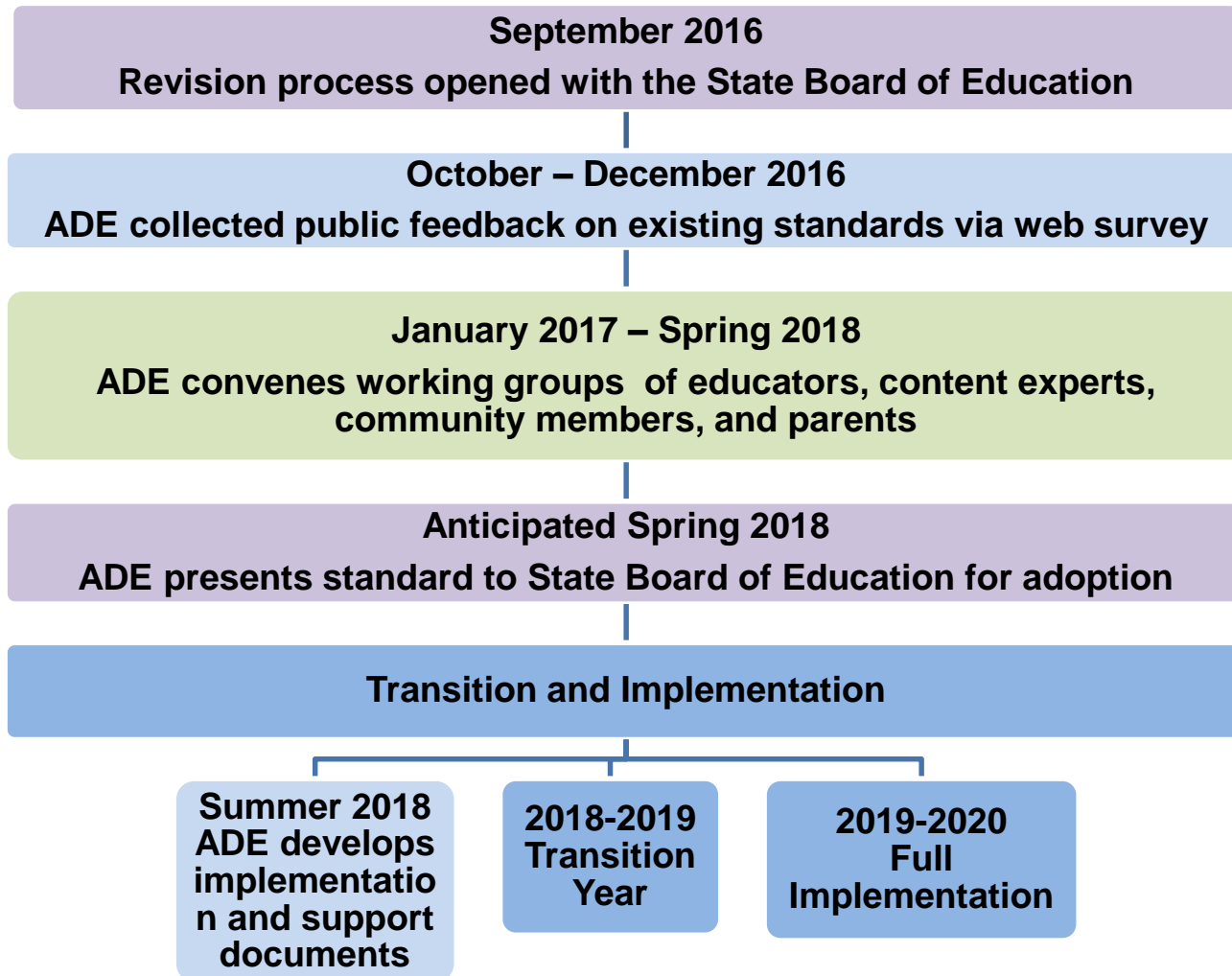


A fluid model for selecting working group members is used to encourage statewide representation. Selected applicants may be invited to participate in one or more working group meetings at any point in the process.

\* 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.



# Work to date

- Developed a working vision and agreements to guide our work.
- Agreed big meaty standards focused on skills and big ideas
- Agreed that inquiry would be integrated
- Reviewed public feedback on 2005 standard
- Identified 4 disciplinary area- Civics, Economics, Geography, History
- Identified 4-5 Big Ideas for each area
- Identified 4 Social Science Practices

# Work to Date

- Distilled critical content for each big idea by grade band
- Chose critical content for each grade level
- Decided on Instructional Time for design considerations
- Agreed that ELA integration would be explicit
- Chose our K-8 content focus/theme

# Standards

- Standards must include what a student should **know, understand**, and be **able to do**.
- Standards should be limited in number but meaty in content
- Standards should intersect the Big Ideas and the Social Science Practices when practical
- Standards can combine several big ideas if appropriate

# Task- Write Grade Level Standards

Review Critical Content and make any changes. Redline all changes.

Standards should intersect the practices and content when appropriate

Standards must include what a student should **know, understand,** and be **able to do.**

Use the resources to guide your writing.

**Thank you!**

THANKS A

$1 \times 10^6$