

# Social Studies Standards Revision



October 30, 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



# Goals for the Day.

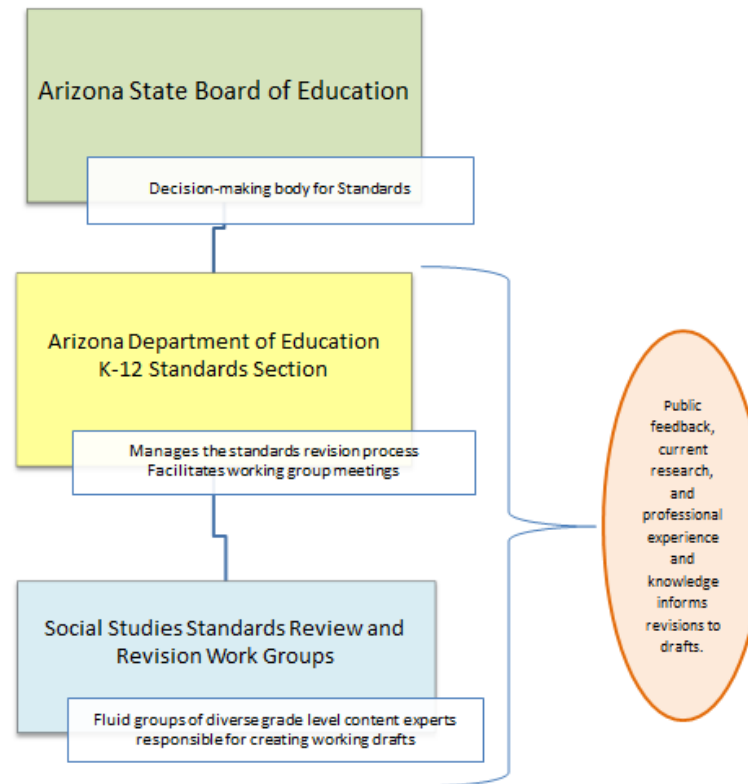
- Refine vertical articulation of grade level content. Look for gaps and redundancy.
- Refine language and content of grade level standards based on the criteria provided.
- Identify terms for the glossary
- Refine wording of Big Ideas

# Introductions

Introduce yourself by telling everyone in the group:

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

# Standards Review - Structure

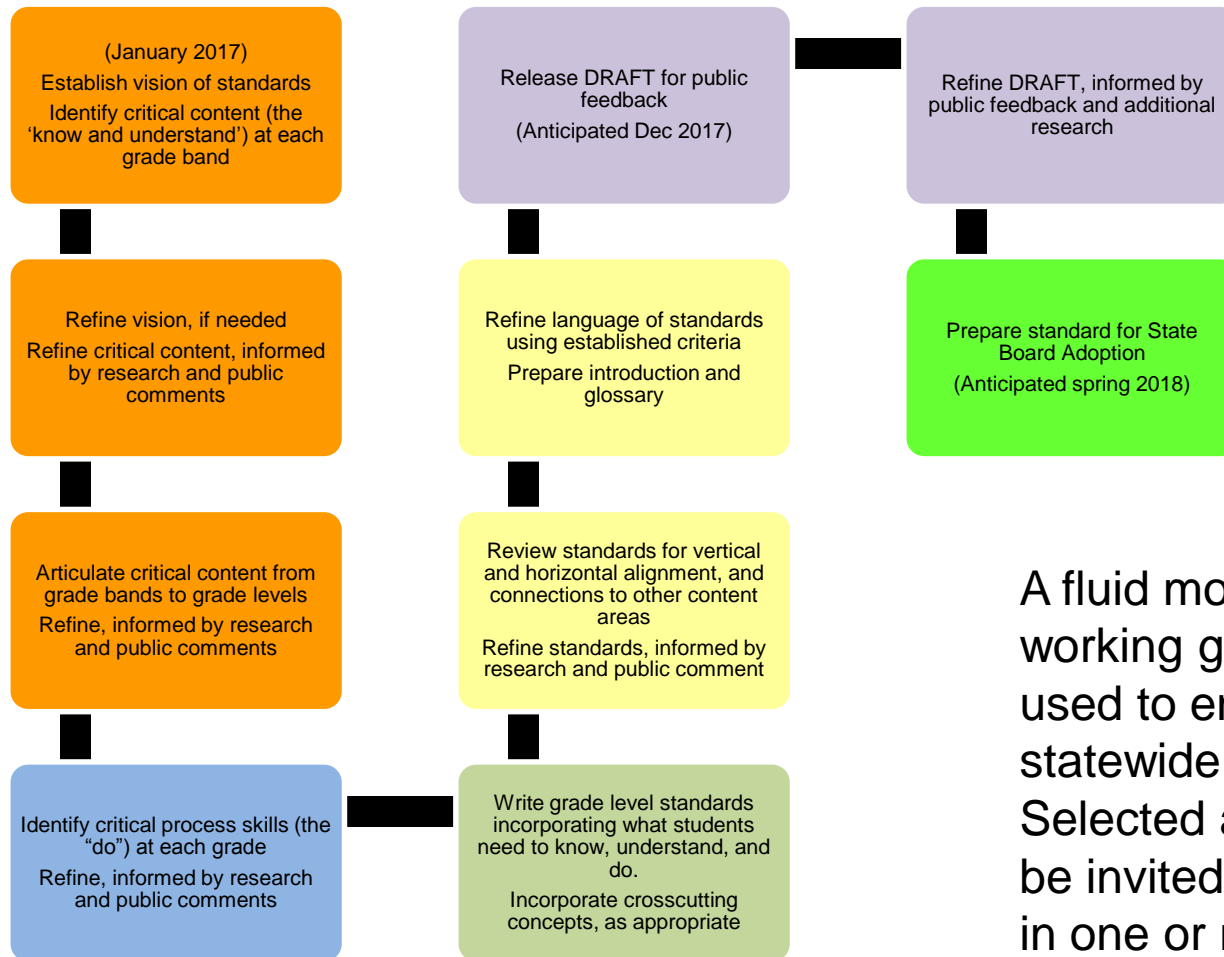


# Roles/Responsibilities: ADE K-12 Standards Staff

- 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



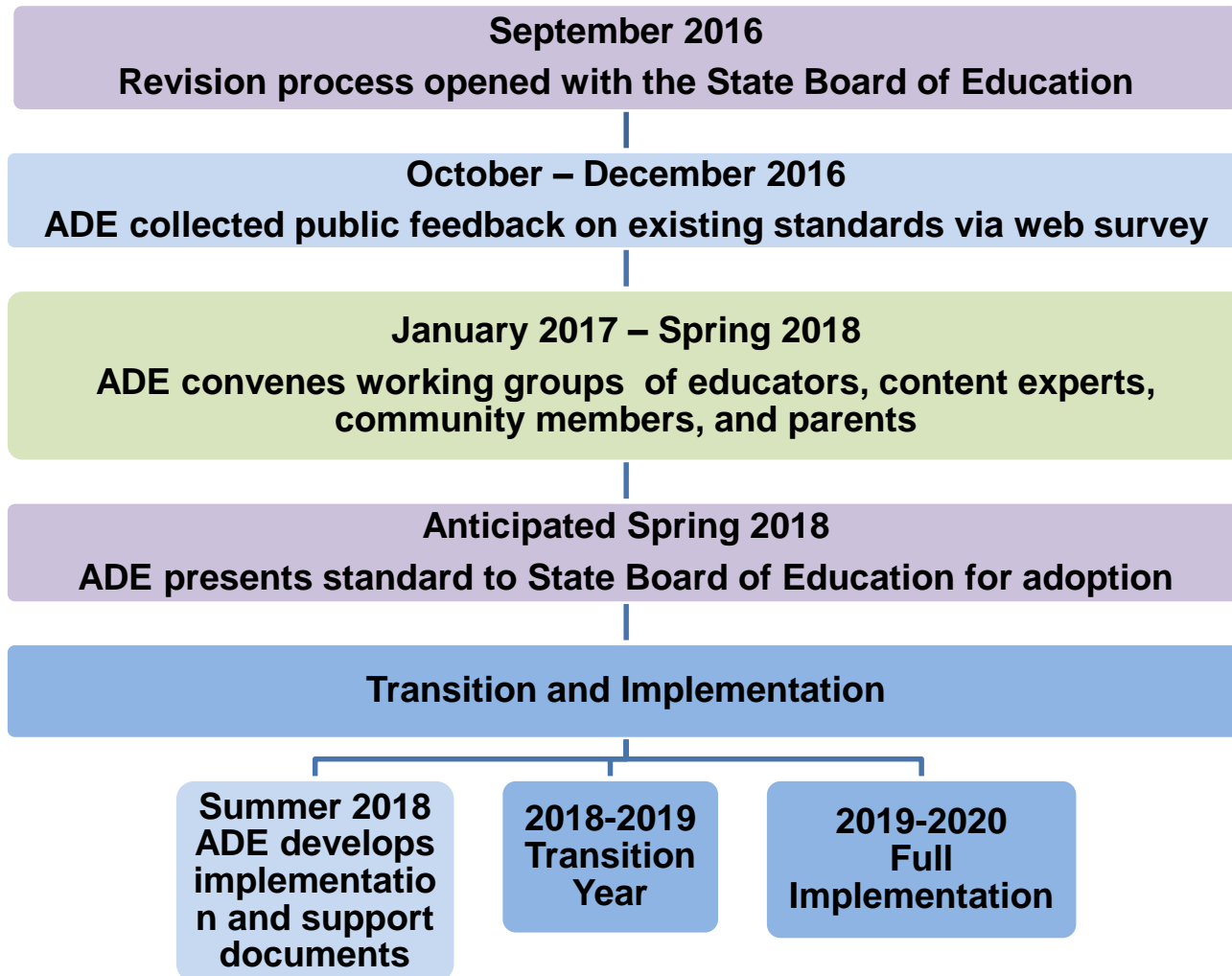
A fluid model for selecting working group members is used to encourage statewide representation. Selected applicants may be invited to participate in one or more working group meetings at any point in the process.

\* 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
- Wrote 3/5 Course Considerations for High School

# Wrote Standards

- Took the critical content for each grade level and wrote standards.
- Need to refine K-5 Social Science Process Skills to keep consistent with 6-12
- Turn Big Idea headings into actual ideas
- Refine K-8 storyline to be consistent. Write course considerations for Civics and Econ.

# Content Descriptions- To Guide Work

## Civics

The civics standards promote the knowledge, skills and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles and foundations of our constitutional republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

# Economic and Financial Literacy

The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade and the distribution of income and wealth in local, regional, national and international economies. Economics also employs students with the skills to analyze current issues and public policies.

# Geography

The geography standards promote the use of multiple geographic tools and emphasize geographic reasoning in order to understand local, national, regional, and global issues. Geographic reasoning rests on deep knowledge of the Earth's Physical and human features including the location of places and regions, the distribution of landforms and bodies of water, and changes in political boundaries. Geography provides an understanding of the Earth's places and regions, how people with different backgrounds interact with their environment, and enhances understanding of history, civics, and economics.

# History

The history standards promote both historical content and historical thinking skills in order to prepare students with the ability to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and World History so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and World History. Students can apply the lessons of history to their lives as citizens of the United States and members of the world community.



# 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- 1- Vertical Articulation

- In mixed grade groups review your discipline area progression for vertical articulation. Master paper with notes

## **Coherence**

- Do the standards convey a unified vision of the discipline and do they establish connections among the major areas of study?

## **Flow/Progression**

- Do the standards show a meaningful progression of content across the grades?

## **Rigor**

- What is the intellectual demand of the standard?
- Highlight any terms in the progression that you believe need to be in glossary
- Turn each Big idea into a Big Idea statement.

# Task 2-Grade Band Revisions

- Make any changes based on progression
- Review each grade level using the **Criteria** and change any language.
- Change by crossing out and adding (in red)
- K-5 add in SS Process Standards/Inquiry
- Revise Storylines – consistency
  - Paragraph and bullets

# Criteria

Criteria	Key Questions
<b>Coherence</b>	Do the standards convey a unified vision of the discipline and do they establish connections among the major areas of study?
<b>Manageability/ Usability</b>	Do the standards provide sufficient guidance for the design of curricula and instructional materials?
<b>Flow/Progression</b>	Do the standards show a meaningful progression of content across the grades?
<b>Disciplinary Balance</b>	Do the standards ask students to engage with the core concepts and/or content of the social studies disciplines?
<b>Rigor</b>	What is the intellectual demand of the standard?
<b>Focus</b>	Does the standard represent what is essential for students to learn
<b>Specificity</b>	Is the standard specific enough to convey what is expected of students?
<b>Clarity/Accessibility</b>	Is the standard clearly written and free of jargon?
<b>Measurability</b>	Is the standard measurable and/or observable?
<b>Analysis</b>	Does the standard ask students to demonstrate disciplinary thinking?

**Thank you!**

THANKS A

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