

Social Studies Standards DRAFT – Expert Panel Review

Reviewer Name _____ **Tina L. Heafner, Ph.D.** _____

Introduction Section

As you conduct your review of the introduction, please consider the following questions.

- A. Does the introduction provide sufficient information and guidance on how to read the standards?

Information is well organized and is easy to follow. The purpose of the standards and how they should be used is effectively communicated.

- B. Does the introduction provide sufficient information on how the standards are structured?

Sufficient information is provided for readers to understand the structure of the standards. The section, Design of the Arizona History and Social Science Standards, is well written and embodies key principles in the field of social studies. The diagrams of coding were particularly helpful.

- C. Is there anything missing that should be included in the introduction?

Identification of missing or unclear elements follow.

General Comments as Recommendations for Improvement:

1. Early in the document, the language “preparing students for the 21st Century” was used. The year of this review is 2018 which is 18 years into the 21st Century. That’s an entire generation of K-12 learning. I recommend that 21st Century be replaced with a term such as modern or contemporary society.
2. Three skills are identified: think, read, and write. A skill that is well established in social studies research that is associated with student learning outcomes is the ability to verbally articulate one’s thinking and to effectively engage in democratic discourse, deliberation and discussion, and to communicate one’s conclusions derived from disciplinary inquiry. Students need to not only be able to think, read and write but to also talk about their thinking in both informal and formal ways. Effective talk is also a core tenant of collaboration and communication as well as a critical measure of the depth of content knowledge (e.g. the ability to verbally communicate conclusions). Another attribute of talk is listening – the ability to hear a point of view which differs from one’s own, to respect divergent perspectives without stifling alternative points of view. I would suggest

a forth cognitive skill strand that could embody these important skills of talk and listening. NOTE: Speaking is called out within inquiry elements on p. 6. Based on this explanation of communication (writing, speaking and visualization), it's plausible that changing write to *communicate* as the 3rd core cognitive tenant would offer a broader and more inclusive representation of the skills of demonstrating knowledge derived from thinking and reading.

3. Social studies is stated but is not defined other than that it is comprised of four core disciplines—civics, economics, geography and history. It would be helpful to provide a definition of social studies in the introduction and within the content descriptors. Inquiry could be introduced within the definition of social studies as this is the central learning process in the field. Here's a possible option: "Social studies provides the intellectual context for studying human interaction with each other and their environments (physical, political, economic, socio-cultural) across time. Through inquiry, social studies offers a unique way of thinking, organizing and verifying knowledge, and understanding of the interdisciplinary complexities of our social world."
4. Big ideas—what are big ideas? As I infer, the big ideas of social studies are the core knowledge, skills, and dispositions across all content disciplines. It might be useful to define big ideas (threads across content disciplines—central ways of knowing and thinking from a discipline specific heuristic). For example, "Knowledge of disciplinary concepts, facts, and tools in civics, economics, geography, and history; structures of inquiry in each discipline (ways of knowing that characterizes subject matter—e.g. historical thinking or chronological reasoning); and disciplinary forms of representation of knowledge (the specialized practices and the norms of sharing information intricately connected to specific discipline such as economics data and trends, geographic maps and 3D visualizations, or AI/VR representations of place)."
5. P. 5 Big ideas chart: SP1 through SP4 are possibly narrow in their scope related to all four disciplines. For example, SP2-SP4 are skills and process that are specific to history. These could be broadened by using "Disciplinary" in lieu of history – SP2: Disciplinary Thinking, SP3: Disciplinary sources and evidence, SP4: Disciplinary thinking.
6. The statement that the aims of the standards are to present a "vision of what is means to be a civic, economic, geographic, and historically literate person" is a powerful statement and I would recommend introducing this purpose in the introduction as well.
7. P. 6-7 Time expectations: I recommend the addition of the work minimum, "The chart below specifics the [minimum] expected social studies time necessary..." to ensure that these thresholds for social studies learning opportunities are met.
8. P. 11 CONTENT STANDARDS – I find the statement "organized into five social studies content areas" confusing. Why five? I thought there were four core disciplines—civics, economics, geography, and history. I would suggest stating four content areas and one inquiry strand (e.g. Disciplinary Skills and Processes). I also recommend the same point as #5 above for changing history to disciplinary in this chart on p. 11.

9. A strength of the standards are high expectations for learners and the importance of primary and secondary sources. There is also a commitment within the social studies to providing opportunities for all students to develop disciplinary literacies. The overlap of ELA standards also creates an opportunity to use non-fiction and literature and to identify ways to motivate students to enjoy reading about social studies; yet, primary and secondary sources are the only types of texts called out in the standards. An interdisciplinary approach with historical fiction, picture books, graphic novels, and etc., could enhance both the reading skills and interests of emergent readers in the primary grades, early adolescent readers in the intermediate grades and adolescent readers in middle and high school.

General Editing Comments:

10. p. 4 – there is an additional line above History which is not consistent with other core content domains.

Please provide feedback on the Introduction section. Include strengths and well as suggestions for refinements.

Standards Section by Grade Level

As you conduct your review of the grade level standards, please consider these questions.

- A. Does the introductory information for the grade band and for each grade level provide enough context to understand how the standards connect within the grade and between grades within each band?
- B. Does each standard clearly state what students should know and be able to do?
- C. Can the standard be measured?
- D. Are there any ambiguous or unclear words/phrases?
- E. Do the standards in each section have appropriate **breadth**?
- F. Do the standards in each section have appropriate **depth of content and rigor** for the grade level?
- G. Is there meaningful alignment and development of skills/knowledge within each grade and from one grade band/grade level to the next?

1. Please provide feedback on Kindergarten-Grade 2 Band:

Introductory information is clear and understandable. The introduction of expectations for primary source use beginning in Kindergarten is noteworthy and age appropriate, rigorous expectations. The standards should include this language as well. It's possible that teachers may not merge the inquiry elements with disciplinary skills and process unless more explicitly stated in the standards.

Context is appropriate, but there are some specific recommendations which follow that might enhance specific standards. The connection across grades is present in the Big Ideas table and in the specific reference to which ideas are relevant at each grade level. However, notable differences in grade levels are presented in the introductory statement for each grade level. It would be easy to miss these differences if a reader is not examining the standards closely across grade levels. A chart or crosswalk of these would reveal differences in progressions of learning by grade and identify vertical alignment. For example, “own context” is the space for learning in Kindergarten; whereas, “urban, suburban, and rural communities” are the 1st grade context.

Within grade alignment for the four disciplines is somewhat connected but this is less clear than progressions of learning. The way the standards are structured as listed by discipline could be misinterpreted as segmented content to be taught independent of others. For example, teachers might see ... The K-8 grade level storylines on p. 4 became a reference point as I considered how the grade level standards were integrated within a grade even though it was listed as the title for each grade. I would recommend beginning with this storyline in each of the K-8 grade standards within the standards language. The storyline should also be the focus of how standards for grades should be interpreted and taught. For example, K.SP2.1: Children who view themselves as citizens, “compare diverse cultures....”

Some standards are measurable and others are not; however, does everything have to be measurable especially when social studies topics are often complex and controversial. Many of the civics standards that include community or personal values as well as items that have subjectivity (e.g. understanding) cannot be effectively measured. However, students can identify, explain, compare, describe, use, construct, compare... and so forth. These verbs are measurable and have tangible outcomes. I also caution that hyper-emphasis on measurement can limit the aims and effectiveness of standards. Thinking is a process that is often unfinished and exercised with great variability as children’s cognitive development grows. Opportunities to grapple with problems, issues, and uncertainty are important learning exercises that teach thinking. I would recommend approaching measurement not at the standard level but as an articulation to a compelling question that could be posed at each grade level. For example, first graders explore the question, what is a community from a civic, economic, geographic, and historic perspective? Students could be asked to describe their communities in civic spaces (voting and organizing), economics interactions (e.g. decision-making), geographic mapping (e.g. community boundaries), and historical perspectives (e.g. conflict resolution or remembrances of the past). This comment is not only applicable to K-2 standards but is my general assessment of K-8 standards.

A way of thinking about the standards and the focus for each grade level could be in the form of grade compelling and supporting questions. This approach might elevate the importance of the grade level storyline. Example for grade 1 follows:

Compelling question: What is a community, how does it function, and for what purpose?

Supporting questions: What are communities? How are they formed and why? What is the purpose of a community? Who are members of a community and how do they live and work together for the betterment of the overall community? How are competing interests managed within communities? Who determines how community resources are used and for what purpose?

Personal questions: What are my communities? Who are members of my communities and how do they live and work together for the betterment of the overall community?

In general, K-2 standards have appropriate breadth, depth and rigor. A few suggestions for improvement are offered in the grade specific review.

A. Please provide feedback on Kindergarten:

p. 13 Civics

K.C1 and K.C4 should also encourage students to connect learning to their communities and not constrain learning to the classroom only (as in K.C4). The language “out of school” in K.C1 implies education-focused experiences. Recommend the use of language “in our school and communities” like that used in K.C2.

p. 14 Economics

Suggest the addition as an explanation of K.E2.1: Resources are limited and one cannot have all they want; they must choose some things (goods and services) and give up others. Decisions are also not either/or but rather a little of some things and more of others—a balance between choices (e.g. to play outside or to read).

Also recommend the inclusion of economic concepts of goods and services.

Suggest the addition as an explanation of K.E2.2: Identify what one gains and gives up when they make choices.

p. 14 Geography

Students as early as Kindergarten should be introduced to the diverse and technology-enhanced visual forms of representation in geography such as GIS or multidimensional (3D) digital mapping. Inclusion of language of digital or multidimensional mapping would encourage teachers to integrate technology in meaningful ways.

p. 14 History

Recommend more than “Explain” – Engage students in exploring why these American symbols, traditions and holidays are recognized, celebrated, and questioned.

B. Please provide feedback on Grade 1:

Why is “Take group or individual action to help address classroom and school problems” (p. 15) missing from grade 1 Inquiry elements? It’s present in Kindergarten and 2nd grade.

The introduction of types of communities—urban, suburban, and rural—is a meaningful progression for self-context of Kindergarten.

p. 15: 1.SP1.2 “community” should be plural “communities” just as “lives” are plural.

Civics

Civics seems to be missing the types of communities and how these influence experiences and governance.

1.C3.2, voting should not be a singular example. There are other ways communities engage to address community needs—e.g. volunteering, community clean-up or recycle campaigns, community fundraising for disaster relief (that also involves communities organizing to help other communities).

Economics

Suggest the addition as an explanation of 1.E2.1: Resources are limited and one cannot have all they want; they must choose some things (goods and services) and give up others. Decisions are also not either/or but rather a little of some things and more of others—a balance between choices (e.g. to play outside or to read).

Also recommend the inclusion of economic concepts of goods and services.

Suggest the addition as an explanation of 1.E2.2: Identify what one gains and gives up when they make choices.

1.E3.2 – income [competition could also be introduced as the level of competition can affect job opportunities and salary]. What happens when people can’t find jobs and can’t earn income?

Geography

1.G3.1 movement of goods is also related to economics. This connection could be made in the standards.

History

1.H1.1 addresses my comment of calling out the use of primary sources. This a rigorous expectation and I complement the authors of the standards for formalizing this expectation in grade 1.

1.H1.1 Ideas and innovation also change communities in sometimes negative ways. The use of “contribute” suggests only consideration of positive changes. This limits critique and important part of your inquiry elements. The same point could be made of 1.H2.1 which doesn’t address conflict as a division in communities which could explain the collapse or decline of some societies while others survive and thrive.

Traditions. My same critique applies here. Recommend more than “Explain” – Engage students in exploring why these American symbols, traditions and holidays are recognized, celebrated, and questioned.

1.H4.2 Education is beneficial but it has been used in history to deculturalize (e.g. Indian Schools) and oppress (e.g. educational tracking). The omission of the plausibility of negative effects of education silences marginalized voices of Arizona students whose families may have had negative schooling experiences. Could this be expanded to include why education benefits the individual but may also limit opportunities for some groups?

C. Please provide feedback on Grade 2:

It seems logical that the use of data, not just texts, would be introduced at this level. This would fit well with Historical [Disciplinary] Thinking 2.SP2 and 2.SP3. Data, a simple creation of a bar graph comparing one culture to another or past to present, could also be used to demonstrate use of evidence and argumentation.

Economics

How is 2.E1.2 affected by poverty? Children and people living in poverty frequently do not have an option to save.

2.E4.1 – do more than describe government services. Explore why these services are provided and how they meet a need of citizens.

Do students know they are studying an expanding communities curriculum? There would need to be some intentionality across elementary grades to ensure that students make connections back to self and their communities as they begin to see their place in the world.

Some of the earlier points, such as digital mapping with GIS, are also applicable at this grade level. I have chosen not to continue to replicate these at each grade level to reduce redundancy in my review.

2.G3.1 introduces migration and immigration. Human movement also has economic and political effects. There are also stories in history about movements of people and how this influenced social and cultural changes. This is an example of topics that could be woven across the disciplines for 2nd grade and model a way to think holistically about the social studies standards. The mention in this standard of immigration for example, and the absences of this

topic in civics could imply that the disciplines should not be integrated. 2.C4.1 could include a world problem as immigration or migration. 2.E4.1, would also be place where immigration could be included—the Government has procedures for foreigners to become citizens of the USA and passes laws to govern legal and illegal immigration. My point is that particularly for elementary school teachers, more explicit cross-discipline connections are needed to help primary grades teachers understand how to integrate the standards.

2. Please provide feedback on Grade 3-5 Band:

Data are introduced at grade three as an expectation for constructing explanations. It would be helpful to have a chart across grade bands: K-2, 3-5, 6-8 that compare inquiry elements.

A. Please provide feedback on Grade 3:

Civics

The level of detail in descriptors in Civics is appreciated and makes expectations for how standards can be addressed more transparent.

I compliment the standards authors on the comparison of benefits and challenges in standard 3.C3.2.

Geography

3.G2.1—This first standards could integrate expectations for technology-supported maps to represent changes. In its current state, this standards and descriptors could be taught using static, two-dimensional maps. Adding the expectation for digital enhancements or 3D modeling would improve students' knowledge of their state's geography and how geography affects people living in different regions of the state. Data also could inform geographical understanding. ArcView displays population concentrations (e.g. urbanity) and movement over time. These maps can also have data about population demographics.

Economics

How has the Arizona government supported industries and occupations over time? I pose this question as an example of the integration that's missing across discipline standards within grade levels. This is a point that I explained in K-2 grade band overview.

3.E1.2. What is the unemployment rate in Arizona? What is the association between education and income earned? I recognize these are complex concepts but is it information that could be presented to 3rd grades to introduce income-earning challenges that could affect future educational interest of children.

3.E2.1 "affect" should be affects – availability affects...

History

3.H1 coupled with 3.H2 and 3.H3 are excellent and well-articulated social studies standards that include the diversity of peoples in Arizona's history and their contribution to the formation of the Arizona culture and state identity.

For 3.H3.2, why was 1950's selected as the start point in the use of sources? Could this purpose be explained with a footnote?

B. Please provide feedback on Grade 4:

The content focus of this grade is Latin and South America. Within the bullets listed for the grade, African life before the 16th Century is noted as well as African peoples in late 15th-17th Century. Another bullet also includes slave trade. Why is Africa not one of the continents including in this regional study?

Regional settlement patterns of the North American colonies is called out. Why would this be studied now? What about settlement patterns from Latin and South America or from Asia? Why the east-centric focus? Arizona was the context focus of 3rd grade. A natural progress in 4th grade would be to look at the peoples who influenced this state's historical development and heritage. To look outward from a regional perspective—the influence of Latin America and South America. To examine how these regions were shaped by African through the slave trade. To understand this point, students would need some background in the study of Africa. Linguistic influences should also be studied at this grade level.

The addition of source types, such as oral history, is noted. However, shouldn't younger students also have access to oral histories? Why is source type a grade-appropriate measure? Artifacts such as fine art and crafts and language would complement this content and context of grade 4.

How does colonial life in America compare to colonial life in Latin and South America in the territory that would become Arizona?

This is the first mention of time constraints. This is an interesting placement of this note. It also assumes there's no time for social studies. Maybe that is not what was intended but it could be interpreted as such. What if you restated: "There are many topics to pursue in 4th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage students/learners in the inquiry process."

Disciplinary Skills

4.SP1.3 should also include women, landowners, military, organizations (e.g. labor unions), entrepreneurs, governments. Institutions evolve to help individuals and groups accomplish their goals.

4.SP2.1 should also include property rights (an important economic concept)

4.SP4.2 suggests that a single source is acceptable. This creates a singular view of an event or historical experience. It is recommended that students summarize claims from multiple sources and compare these.

4.SP4.3 Use evidence [from multiple sources] to develop a claim. NOTE: Why does the claim have to be about the past? Economics claims can be future projections based on years of data to predict consumer/producer behavior. I strongly recommend that the disciplinary skills be revised to be more inclusive of all four disciplines with less emphasis on history only.

Civics

4.C1.1 what are the democratic principles? Land ownership? What if governments are not democratic? There are Latin American countries and civilizations (e.g. Mayans) that would not have followed democratic principles. What about Africa? I suggest using the language “virtues and principles” and then adding comparisons to the American political system.

4.C2.1 What about oppression? Freire’s pedagogy of the oppressed and his work in Latin and South American clearly call out forms of oppression. Human trafficking could be added as well as indentured servitude.

Economics

Governments define and protect property rights and attempt to make markets more competitive. Protection of property (such as slaves) can be in conflict with human rights. Most government policies have a direct and indirect effect on people’s income and opportunities to earn income.

Identify and evaluate the winners and losers of policies – who enjoys the benefits and who bears the costs. Triangular trade could be examined through his lens.

Clearly defined and enforced property rights are essential to a market economy. What laws and policies had to exist to enable triangular trade? What laws and policies would be necessary for the emerging labor force in the colonies and in the territory that would become Arizona?

Geography

Add cultural assimilation and cultural amalgamation to 4.G2.1.

4.G3.1 property rights and policies (economics), governmental policies/laws (civics) provide incentives and disincentives for the current and future use of resources. Human interaction with the resources and the environment are also mitigated by policies and economic incentives.

4.G4.1 includes an explicit connection to economics.

History

4.H1.1. It would be good to emphasize the use of multi-genre sources, such as music, fine art, linguistics, and etc.

4.H2.1 NOTE: There is an extra space before 1492 that needs to be deleted. --- also encourage examination of the convergence and integration of cultures, e.g. La Raza or mestizo.

4.H2.2 What about interactions between American Indians and Africans?

4.H3.1 add property rights, concepts of citizenship, human rights, ... ways in which society expresses itself (e.g. music, art, dance, crafts, writings, and etc.) were also influenced by ideas and institutions.

C. Please provide feedback on Grade 5:

The content focus of this grade is US History from the American Revolution to industrialization at the turn of the 20th century. The detail of these standards provides a clear understanding of content and learning processes expected in 5th grade. Content disciplines have elements/standards with more explicit links noted. All content seems to fall under the study of the time period of 1754-1900. It is likely that this grade's standards will be interpreted in a chronological manner and that 5th grade curriculum will become a time line sequence. If a thematic approach is welcomed, then it might be helpful to suggest that the content of this grade could be taught either in approach.

At the beginning of the standards for grade 5 it is noted that an "integrated approach" is to be employed. What is this integrated approach? A definition or brief explanation is needed to improve understanding of the recommended process.

Measurement of this grade could easily take the form of a checklist of knowledge about American History. Examination of types of items used in NAEP-USH 4th grade assessment might offer some ideas for how to create a meaningful evaluation of students' knowledge of foundational American history and national development/identity.

The amount of content is 5th grade far exceeds that of prior grade level expectations. 5th grade standards would seem to be most effectively addressed through a survey of American history. This survey approach may lack in depth. It might be meaningful to suggest deep dives (e.g. social movements and primary source analyses) at critical points in the development of America.

A strength of the standards are high expectations for learners and the importance of primary and secondary sources. There is also a commitment within the social studies to providing opportunities for all students to develop disciplinary literacies. The overlap of ELA standards also creates an opportunity to use non-fiction and literature; yet, primary and secondary sources are the only types of texts called out in the standards. An interdisciplinary approach with historical fiction, picture books, graphic novels, and etc., could enhance both the reading skills and interests of young readers in 5th grade. The interaction of multi-genre texts also could support the use of technologies to teach social studies and to consider culturally responsive/sustaining texts for greater inclusion of student voices.

Overall, the discipline standards for grade 5 are well written and expectations are effectively communicated. However, the amount of content could be overwhelming unless there is adequate time devoted for stand-alone social studies instruction.

3. Please provide feedback on Grade 6-8 Band:

Middle schoolers should also be able to question the authenticity and accuracy of sources. This is a skill missing from the standards for this grade band. This might be implied in limitations in the historic record but it's not transparent.

It would be highly beneficial to develop a web resource for teachers to share primary and secondary sources as a repository of materials that could be organized by grade level and standards.

A. Please provide feedback on Grade 6:

An ' is used for 1500's but not in grade 5 for 1900s. Consistency in use of ' is needed.

The recommendation of various approaches to content of 6th grade standards is a strength of this grade level.

Would all teachers, novice to experienced, understand what is implied by a case study approach? Could an example be provided for clarity?

Modern geography exceeds time parameters of up to 1500s. Perhaps add comparisons of modern geography to early civilizations and the changes of world regions to 1500s.

Disciplinary Skills

6.SP2.2 "people's perspective" – perspective should be plural – perspectives influenced

Civics

6.C1.1 – what civic issues are of interest? Could this be framed within the study of this time period associated with grade 6? Some possibilities are: civic issues Ancient Greece as compared to civic issues in the Renaissance. How do civic issues vary by culture or region?

6.C1.2 How does this standard fit within the context of early civilizations to 1500s?

This standard does fit within the middle school philosophy for this adolescent development but this isn't addressed in the 6-8 grade band.

This standard could be modified similar to suggestions for 6.C1.1

Economics

6.E3.2 This standard needs to be contextualized within the content of 6th grade. What goods and services were produced in each region and why? What were the benefits and costs of these? Make comparisons across regions and cultures. Were there any unique goods and services that were associated with a specific culture? If so, why were these important to that culture? This latter point fits nicely with 6.E3.2.

Geography

These look great!

History

6.H3.2 – this standard could be extended to examine the role of religion in the formation of regions and their cultural, political, economic and social identity. This addition could merge well with the subsequent standards.

B. Please provide feedback on Grade 7:

Why is content viewed through historical and geographic lenses without inclusion of civic and economic lenses, yet these disciplines are standards within this grade level? What different approach is expected that is not provided through the four content pillars?

Why is US history emphasized in the introduction? Perhaps restate to emphasize global mindedness. With the current statement about US history, it might be interpreted as justification for western centric and American centric views of the world. This monolithic approach seems to counter the globally diverse intent of grade 7 curriculum.

To promote globalmindedness, standards could also include a recommendation for international literature and texts. Primary and secondary sources should also include voices from outside of the USA.

Inquiry Elements

Examine the cultural and regional influences on the identification of issues and challenges in a global society.

Disciplinary Skills

7.SP1.3 – add *the global society*

7.SP3.2 add multiple historical sources *including international sources*

Civics

7.C4.1 common good is not the same across cultures and societies. What happens with the common good for one nation is in conflict with another? Examination of this conflict falls within the capabilities of middle schoolers.

Digital citizenship could be added as way for students to begin to consider the interconnectedness of the global society through technology. Governments also regulate technology (e.g. social media) differently.

Economics

The same point about civics could also be made of competing economic interests, conflicts in international trade agreements, how international collaborations/agreements are formed to mitigate differences and to establish shared interests, and etc.

As a result of increased economic interdependence, economic conditions and policies in one national have greater effects on economic conditions and policies in other nations. To understand this interconnectedness, students would need skills in data analysis, e.g. kinds of goods exported and imported by whom and with whom. Economic recessions, tariffs, and trade bands have global effects. How does the distribution of wealth and resources affect interests of different nations? A nice case study for this grade level would be the examination of the washline, who has a washing machine and who does not.

This is an appropriate grade level to introduce incentives and barriers to international trade that are adopted through political processes (a connection with Civics and Geography 7.G4 could also be made). International trade promotes specialization, division of labor, and increases productivity of labor, output and consumption.

No recommendations for changes to History or Geography (other than the one mentioned above) are needed.

In general, this grade level curriculum is well organized and expectations are communicated clearly. Measuring standards in this grade level could be challenging as the content under study will likely vary significantly. General concepts of interdependence and cultural diffusion could be explicated in a short answer and key terms could be assessed. Asking students to design an

inquiry that addresses a global issue could be an excellent capstone measure of student learning for this grade level.

C. Please provide feedback on Grade 8:

Why is content viewed through civic and economic lenses without inclusion of historical and geographic lenses, yet these disciplines are standards within this grade level? What different approach is expected that is not provided through the four content pillars?

Digital citizenship may also be a topic for consideration in this grade level study of citizenship. Civic engagement could also include the ways in which grassroots organization occurs through social media. Additional concerns and effects of technology and how technology is used by individuals, governments, and societies could enhance the study of citizenship.

There is potential redundancy with this grade level's focus on formal institutions and prior grade (5th) study of governments. Likewise, social movements have also been studied in prior grades. Identifying overlap of standards might be helpful and also suggest to teachers that a more complex study is needed in 8th grade. This additive step would also identify prior and prerequisite knowledge expectations.

Suggest adding digital literacy to news literacy. This standard also implies a need to include multigenre sources beyond images and artifacts (e.g. video and interactive digital sources). Students should also be able to identify sources, perspective, authenticity and accuracy of digital media sources just like primary sources. Current sources of information are also important to developing discerning and critical democratic citizenship.

What is civic engagement and how does it manifest within the standards? This is not explicit in the 8th grade standards and disciplines. Assuming personal responsibility and taking informed action based on inquiry and research are possible areas for promoting civic engagement. Civic engagement can advance social justice and promote human rights through informed action within schools and communities.

Inquiry Elements

“Explain points of agreement [and disagreement] experts... “

Disciplinary Skills

8.SP2.3 perspective should be plural

8.SP4.4 could also include credibility and authenticity of information within sources

Civics

8.C2 – how do citizenships have a voice in government? Organization and protest might fit within this standard.

8.C3.1 Add gerrymandering and census

8.C4 These standards could be expanded to include examination of who benefits and who loses when laws are passed and enforced. There are limitations to laws as they promote some interests over others. Also, the common good may also adversely affect marginalized or otherized groups. This could also be situated in history as reasons why laws change.

What about immigration and its effects on communities? How do immigrants become citizens?

Economics

Consider adding debt and its affects for individuals as well as budgeting to 8.E1 and 8.E2. In addition, I would recommend the inclusion of interest rates and hidden fees. Insurance may also increase expenses. What about a family living in poverty who can't afford the cost of insurance? How do insurance companies influence legislation or other regulation that promotes corporate interests over the interests of individuals? The assumption that insurance is only good is an incomplete picture and one that ignores the rights of consumers. There are moral hazards of insured behaviors that allow risk and bad decisions. Individuals (and corporations) may be more apt to take risk if they believe they are protected by insurers. Likewise, government policies can lead to adverse economic outcomes (e.g. too big to fail).

Geography

Gerrymandering is a concept that fits within the drawing of maps and census is also geographically sensitive.

Citizens can study their communities and population characteristic of communities using GIS or interactive mapping. Students should also study their movements in their geographic areas and this can be accomplished with social media tools. Who do students engage with in their communities based on their geographic behaviors?

The study of space and how its used within communities would also help with 8.C4.

Geography for this grade is not as comprehensive as it could be.

History

8.H2.4 could be more civic-minded. Rather than a general topic, it could be a topic related to citizenship. Students could also engage in service learning to take informed action on this issue.

4. Please provide feedback on the High School Standards:

The content focus suggests that K-8 students have studied up to the Cold War. It's quite likely that students have studied in multiple grades contemporary eras. Citizenship and Global Studies are both grades that have modern contexts.

There is a good deal of overlap in much of the content. Identification of a cross-walk of standards would help high school teachers recognize prior knowledge of students and reduce repetition that could lead to student lack of interest in social studies.

World History

Etc needs a period "and etc."

Geography

Add data analysis to understand geographic patterns

Civics

Add digital literacy, digital citizenship

Economics

Add economic decision making to economic reasoning

Concepts to add: allocation, specialization, institutions (e.g. banks, labor unions, markets, corporations, non-profits, legal systems), property rights

The high school discipline standards mirror expectations in the field for a meaningful and powerful program of study in the social studies.

Standards Section organized by Big Idea/learning progression

You have also been provided with each standard organized by content area and big idea to review and provide feedback on the development of the learning progression for each big idea. As you conduct your review of the progression, please consider the following questions.

- A. Does the standard address meaningful content within both the content area and the big idea?
 - a. Yes, high school standards articulate meaningful content within each discipline and big idea.
- B. Do the standards within each progression have appropriate **depth of content and rigor**?
 - a. A strength of the high school standards is the emphasis on general aims and not micro level standards of learning. However, it might be helpful to offer guidance of other sources that might be useful. The National Council for the Social Studies College, Career and Civic Life Framework provides a good overview of disciplinary concepts and tools for Civics, Economics, Geography and History.
 - b. Content depth and rigor are age appropriate for high school learners.
 - c. Redundancy of content from prior grades requires professional training for high school teachers so they are informed of prior knowledge of learners so that they are require a deeper and more in-depth understanding of high school students.
 - d. The emphasis on current topics is noted but might be overlooked as this is listed at the introductory section of content foci. Situating curriculum as a modern examination of issues is an ambitious and significant aim. I compliment the authors on the relevance of the high school curriculum as a means for helping students see themselves in contemporary society and to recognize how their lives are affected and shaped through civics, economics, geography and history. Students will also begin to identify as citizens and power brokers who influence their communities.
- C. Is there meaningful alignment and development of skills/knowledge within each grade and from one grade band/grade level to the next for each progression?
 - a. Skills and knowledge expectations are sufficient. Progressions of learning are noted. Emphasis could be given to the fact that many of these skills are introduced early in a student's educational experiences and that the progression implies not just the use of a skill but the mastery of a skill, such as sourcing, with various sources and in multiple contexts—across disciplines.

5. Please provide feedback on Big Ideas for Disciplinary Skills and Processes:

Big ideas SP1through SP4 are narrow in their scope related to all four disciplines. For example, SP2-SP4 are skills and process that are specific to history. These could be broadened by using “Disciplinary” in lieu of history – SP2: Disciplinary Thinking, SP3: Disciplinary sources and evidence, SP4: Disciplinary thinking. Changing the broad statements to disciplinary would also

require changes for each standard. I provided one example below. This is in my opinion one area that needs to be changed throughout the document. The overemphasis on history neglects the importance of the other three disciplines—civics, economics, and geography. It also contradicts the structure and orientation for the 4 core content domains as equally important threads across grade bands.

A. Please provide feedback on the progression for SP1:

Chronological reasoning could be expanded to geographical reasoning, economical reasoning/decision-making; although, chronological reason can stand alone as an important skill.

B. Please provide feedback on the progression for SP2:

Disciplinary thinking...

HS.SP2.1 Analyze how historical, economic, civic, and geographic contexts shaped and continue to shape people's perspectives.

C. Please provide feedback on the progression for SP3:

Disciplinary thinking...

D. Please provide feedback on the progression for SP4:

Disciplinary thinking...

6. Please provide feedback on Big Ideas for Civics:

Content and age appropriate expectations are outlined in standards that align with discipline-specific aims. No specific changes are recommended.

A. Please provide feedback on the progression for C1:

B. Please provide feedback on the progression for C2:

C. Please provide feedback on the progression for C3:

D. Please provide feedback on the progression for C4:

7. Please provide feedback on Big Ideas for Economics:

Content and age appropriate expectations are outlined in standards that align with discipline-specific aims. No specific changes are recommended.

A. Please provide feedback on the progression for E1:

B. Please provide feedback on the progression for E2:

C. Please provide feedback on the progression for E3:

D. Please provide feedback on the progression for E4:

E. Please provide feedback on the progression for E5:

8. Please provide feedback on Big Ideas for Geography:

Content and age appropriate expectations are outlined in standards that align with discipline-specific aims. No specific changes are recommended.

A. Please provide feedback on the progression for G1:

B. Please provide feedback on the progression for G2:

C. Please provide feedback on the progression for G3:

D. Please provide feedback on the progression for G4:

9. Please provide feedback on Big Ideas for History:

Content and age appropriate expectations are outlined in standards that align with discipline-specific aims. No specific changes are recommended.

A. Please provide feedback on the progression for H1:

B. Please provide feedback on the progression for H2:

C. Please provide feedback on the progression for H3:

D. Please provide feedback on the progression for H4:

10. Please provide any additional comments about this draft that you want the revision committee to consider.

Inquiry Elements

Within the standards are Inquiry Elements organized by grade level. As you conduct your review of the Inquiry Elements, please consider the following:

- A. Are the Inquiry Elements developmentally appropriate for each grade level?
 - a. Yes. These were grade appropriate. Some specific recommendations were offered within the grade band review.
 - b. Argumentation could also be demonstrated through discussion. This references the point I made at the beginning about “talk.” Discussion is process positively associated with student learning in social studies and method of instruction identified as a high leverage practice in the field’s scholarship.
 - c. Inquiry is a process for thinking and understanding that spans beyond the scope of social studies disciplines. Institutions of higher education and fields abound with the demands of college ready student as those who understand the inquiry process and who can leverage this skill for learning.
- B. Are the Inquiry Elements clear and easy to understand?
 - a. Will teachers be able to integrate the elements into their instruction?
 - i. Yes. Teachers will need professional development to learn inquiry strategies and to implement these with fidelity.
 - b. Is there more guidance needed to illustrate how to use the Inquiry Elements?
 - i. There are some grade-specific recommendations noted but in general these expectations are clearly communicated particularly at the high school level.

In closing, I want to acknowledge the important and difficult work of standards writing. The Arizona standards are more inclusive of diverse voices and welcoming of challenging students to grapple with the complexities and uncertainties of the human experience in the past and in modern times than standards in other states. These standards even without revisions are a model of visionary and forward thinking for social studies. Thank you for the opportunity to offer my professional review of standards.

Kindly,

Tina L. Heafner, Ph.D.