

Social Studies Standards DRAFT – Expert Panel Review

Reviewer Name _____ **Beth Ratway** _____

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?
- B. Does the introduction provide sufficient information on how the standards are structured?
- C. Is there anything missing that should be included in the introduction?

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

I think there is a lot to work with in the current introduction. My thoughts are to start with the introduction/vision/purpose....then go into the key design components (Content descriptors (should this be Core disciplines instead), Big ideas, and inquiry elements (maybe clearer explanation on how they all connect back to vision for Social studies and maybe a visual)...They go into standards at a glance focusing on grades and content focus (include HS in the chart on pg 4 like HS 9-12 history, geography, etc...)...then how to read the standards (including the coding)

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:

A. Please provide feedback on Kindergarten:

Just a warning – we are running into push back from the econ world about the concept of needs – we are pushing back for this age but just wanted to warn you what feedback you might get

A lot of verbs in K.G1.1

There are descriptors for some and not for others – does this belong here or in a supplementary document – you might also want suggested content and concepts written after each standard if you want to keep it- the concern there is that that is only what teachers will teach

K.H4.1 – How does this standard fit with the big idea?

B. Please provide feedback on Grade 1:

American symbols and traditions again – I think we can push further than that

An example of what I was discussing in K – 1.C3.3 – the example is voting – that is what teachers will see and may only work with that and there is so much more to that standard
Clearer connections needed between the geography standards and the grade theme of community

Don't need the word "by" in 1.H1.1

Not sure of purpose or connections of 1H4.1 and 1.H4.2 – seem random

C. Please provide feedback on Grade 2:

Not sure the intro focuses on the "world around me" seem to focus on them and their community - some of the standards focus on regions – is this the focus?

Not sure the intro gives them enough to work from for the content standards that follow- 2.SP1.1-3 are very broad and will be difficult for teachers to make connections to a theme for students

All of the disciplinary skills are hard to connect – and very vague

2G1.1 – written like it should be 2 standards

Maybe flip the wording in 2.G1.1 – Identify and explain cultural and environment
....using maps globes.... – focusing on higher level of DOK for students

The concept of civilization seems new to 2nd grade – maybe there needs to be a standard focusing on that prior to 2.H1.1

2.H1.3 add culture in a place or region studied

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

A. Please provide feedback on Grade 3:

What is meant by prehistoric Arizona?

What does economic, political and geographic elements mean?

The intro seems vague and doesn't give enough for a teacher to focus on AZ studies

3.SP1.1 – awkward wording –

Maybe 3.SP3.2 – generate questions “using” multiple historical sources

Trying to figure out how 3.C3.2 connects to AZ studies

There are a lot of key concepts for 3.C3.1

3.G2.1 Explain how culture influences **the** way...

Should 3.H1.1 be Construct a historical narrative using a variety of sources...

3.H2.1 maybe Generate questions using primary and secondary sources...

B. Please provide feedback on Grade 4:

Think about connecting the SP standards more clearly to the theme for the year same with 4.C2.1(the key concepts for that one are very North American)

4.G1.1 and 4.G4.1 and 4.H3.1 examples are very North American

4.H2.1 and 4.H2.2 are both written from North American perspectives

C. Please provide feedback on Grade 5:

Intro bullets could be a little more specific. The last bullet seems to be in big ideas.

Not sure of wording in 5.SP4.3

Like the end of 5.C2.1 – may want to include something like that throughout

Not sure of second bullet under 5.C2.1 – more of direction than key concepts

When do they get pre American revolution studies?

Not sure how 5.E5.1 fit into this grade?

Don't understand the wording in 5.G3.1 and 5.G4.1 “Use key historical events with geographic tools”?

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

A. Please provide feedback on Grade 6:

Not sure what “case study approach” means

The bullets in the intro use verbs – different than others – and makes them more like standards – Middle Ages isn’t correlated with Eastern Hemisphere

6.SP.1.1-3 and 6.SP.2.1-2 maybe clearer connections to the Eastern Hemisphere (probably all of the SP standards)

Not sure how 6.C1.1-2 and 6.E3.2 connect to the theme for the grade

The geography standards also need to be connected more clearly to the theme

6.G4.2 vague

6.H1.1 – not sure what is meant by “within designated time” means

6.H1.2 and 6.H2.1 – clearer connections to Eastern Hemisphere

Where do students get to study Western Hemisphere? I know a little in the study of the Americas and through US studies but what about Greece/Rome...Middle Ages...Ren/Ref...Russian history...(usually I am concerned the other way☺)

B. Please provide feedback on Grade 7:

Need more of a content focus in the intro bullets to help guide instruction – the last bullet again seems like it is in the big ideas piece already?

Not sure how to connect the SP standards to the content theme

Hard to see connections to civics and economics and geography standards as well

Overall I feel these standards are vague and don’t give enough direction

C. Please provide feedback on Grade 8:

Need a clearer storyline in the bullets – it is basically a civics course? If so need clearer bullets to guide –

How to connect civic and economic lenses?

How does this fit into your overall storyline K-8 to HS

Because of the lack of direction in opening hard to contextualize the standards and connect them to the theme

Not sure of 8.C1.4 – Engage in projects to help inform others.community service and service learning? Hard to put instructional strategies into standards and becomes very limiting – may need to rewrite

4. Please provide feedback on the High School Standards:

Course considerations are good but how did you choose – are these courses most commonly offered? Are there specific course requirements in law?

The World History is very Western – may have done that for a reason (because of Eastern Hemisphere earlier) but not a true outline of World History

Like the text that explains that geography needs to be included but the list seems a little weak? Maybe no list just the discussion that geography and economics need to be incorporated into required courses at the local level and have lists of key concepts that need to be incorporated no matter what the course is –

Where and how do the disciplinary skills and processes fit within the high school work – not clear instructions...connections.....

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?
- B. Do the standards within each progression have appropriate **depth of content and rigor**?
- 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?

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

I am a little unclear of this – it does not seem that the SP are truly disciplinary – they are very history focused? Do they belong on their own or incorporated into the history strand? I also think there are gaps in disciplinary skills in geography, civics and economics across the board – I would suggest either adding other disciplines to this or adding a skills piece to each of the strands

The SP seem to flow from grade to grade but are often hard to connect to the theme for a year –

I do think the big ideas hit the core of each of the disciplines - Each of the big ideas seem to flow from grade to grade and some were skipped as needed which makes sense – sometimes (where I commented above) it was difficult to make clear connections to the grade theme. I would make charts showing the flow of each big idea from grade to grade and have the review team look at the progressions to ensure they do flow in a cohesive manner and that they do ask students to engage in the ideas at deeper levels

Please provide feedback on the progression for H3: No cultural – just religious?

6. 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?
- B. Are the Inquiry Elements clear and easy to understand?
 - a. Will teachers be able to integrate the elements into their instruction?
 - b. Is there more guidance needed to illustrate how to use the Inquiry Elements?

Not sure about these elements – are they standards? It is hard when they are separated out and not set as standards – I do think they make sense and are developmentally appropriate but I will say if they are not standards (or coded that way) they may be forgotten....