

Social Studies Standards DRAFT – Expert Panel Review

Reviewer Name Dr. Kelly Olson Stewart

Introduction Section

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

Unclear as to where the Intro stops & standards start...a Table of Contents could help or using color coding 😊

- A. Does the introduction provide sufficient information and guidance on how to read the standards? The Storyline/Big Ideas/Inquiry notes are confusing and detract from info on the standards themselves
- B. Does the introduction provide sufficient information on how the standards are structured?
 - Unclear on term “Storyline” and then page 6 switches to Big Ideas-where do the Big Ideas come from?
 - Then adds Inquiry Elements....seems confusing
- C. Is there anything missing that should be included in the introduction?
 - How the standards were developed? Who was involved in this? Why the change from the spiraling or how have they changed?
 - Is there an overall plan or more visual document that supports the concepts by grade level so the entire K-8 and HS is laid out? Example, I want to, at a glance, see the history concepts taught K-8? Ideally an INFORGRAPHIC for each of the strands, Econ, Geo, History, etc. would be SUPER helpful

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? I am missing grade bands rather the intros provide some info but I have concerns about the large breadth of time that some grade levels are expected to address and have discretion to choose; i.e. never getting past Vietnam or Cold War
- B. Does each standard clearly state what students should know and be able to do? Unclear on standards that state “understand” as that cannot be measured. A lot of compare seeming to indicate a lean towards elite-ism...wondering about verb choices for standards...Examples are helpful

- C. Can the standard be measured? Some of them...those that say “Understand how...” are challenging..how do you measure understanding (ex. K, 2)? Along with “Apply values of respect...”...how would that be measured (ex. K)? Difficult to measure “Follow agreed upon...” (1st)
- D. Are there any ambiguous or unclear words/phrases? Noted in the specific grade levels-unclear on “key concepts”, “key origins” “key functions”, “key structures” ..may note that these are examples...do they HAVE to be addressed or CAN be addressed?
- E. Do the standards in each section have appropriate **breadth**? I believe they are very wide reaching for most grade levels
- F. Do the standards in each section have appropriate **depth of content and rigor** for the grade level? It seems that the depth is often lacking in SS due to time...the document still has VERY high expectations (rigor maybe) but is it realistic? Until there is a test holding the content accountable, I fear it will continue to not be taught (I am not a testing fan..just know how little my own kids have received!)
- G. Is there meaningful alignment and development of skills/knowledge within each grade and from one grade band/grade level to the next?
 - *Ideally have a Table of Contents that allows me to see what page number grade level standards are on...perhaps titles w/grade levels could be underlined to make it easier to tell you are in another grade level.

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

A. Please provide feedback on Kindergarten:

- Unclear on “National” culture in the overview
- K.H1.1 Compare one’s own culture with the culture of others. Is it compare; i.e. one is better than another or rather Describe or Explore.

B. Please provide feedback on Grade 1:

- This standard seems unclear as to how it relates:
1.H4.2 Generate reasons why education benefits the individual. Doesn’t it benefit the entire society?

C. Please provide feedback on Grade 2:

- Unclear on “understand” how events of past lives...How would this be measured?
- 2.H3.1 Generate questions about the institutions and belief systems of different societies. This is unclear....which societies are 2nd grade focused on? Missing key concepts/examples

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

- **Please provide feedback on Grade 3:**
- 3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money. This seems like it should also include external factors, like poverty, hardship, medical crisis, etc...not always a “choice” to save/spend
- **Please provide feedback on Grade 4:**
- **Please provide feedback on Grade 5:**
- 5.E3.1 Develop an understanding of the characteristics of entrepreneurship and apply these characteristics to individuals during the time-period studied. Again-review verb choice

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

- **Please provide feedback on Grade 6:**
 - Unclear what it means to take a “case study” approach
- **Please provide feedback on Grade 7:**
 - This is a HUGE time span and yet we never seem to get to present day...there is much past the Gulf War that should be addressed...how do we ensure that happens?
- **Please provide feedback on Grade 8:**
- 8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings. (Again, examples/suggestions might be helpful here)

4. Please provide feedback on the High School Standards:

These seem very open ended for topics...unclear how SS teachers would ensure consistency in what they are teaching across state...teachers seem to choose what they like/favorite eras..how can we ensure consistency?

- Geography seems lean...also reflects how little it’s taught..might add more here to stress the importance
- Unclear on how it shows Geo, Civics, then Econ on p.47 and then switches to Inquiry Elements-is this for all areas?
- Color Coding-using underlining..some way to clarify the doc

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.

Who developed the “Big Ideas”? Where are these from? Why are they valuable/necessary? How are teachers supported in understanding their impact? How would they be navigated as a classroom teacher? Are these things I would address w/my students or I just know they exist?

- 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:

Are these “behavior” expectations for students? Unclear how these are helpful for teachers. How do they use?

- A. Please provide feedback on the progression for SP1: Makes sense
- B. Please provide feedback on the progression for SP2: Makes sense
- C. Please provide feedback on the progression for SP3: this one seems different as it is about the materials used rather than the process...seems like it should indicate Historical Detective thinking or Historical analytical thinking
- D. Please provide feedback on the progression for SP4: Makes sense

6. Please provide feedback on Big Ideas for Civics:

- A. Please provide feedback on the progression for C1: Makes sense
- B. Please provide feedback on the progression for C2: Makes sense
- C. Please provide feedback on the progression for C3: Seems significantly more complex than the other three

D. Please provide feedback on the progression for C4: Makes sense

7. **Please provide feedback on Big Ideas for Economics:** Confusing as these are all written differently...some of these seem more like philosophies rather than a process/strategy/idea that a teacher would be able to teach

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:** Confusing as these are all written differently...some of these seem more like philosophies rather than a process/strategy/idea that a teacher would be able to teach

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:** Confusing as these are all written differently...some of these seem more like philosophies rather than a process/strategy/idea that a teacher would be able to teach...I get these are a big idea but again unclear on how these are useful/helpful or needed

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? *Yes and no-I think this is a huge shift for teachers..unclear as to how these layout..made more sense when the connection to ELA was more explicit.*
- B. Are the Inquiry Elements clear and easy to understand? *No-unclear on what teachers would do w/these*
 - a. Will teachers be able to integrate the elements into their instruction? *They will skip to the standards...make ELA standard connections there*
 - b. Is there more guidance needed to illustrate how to use the Inquiry Elements? *YES and No-do teachers have time to additionally teach these? How are these fully connected to Social Studies standards...very unclear ..might make more sense to purposefully show how SS standards are connected to ELA standards*