

K-5th Grade Progression

Comment	Actionable	Item addressed	Suggested Changes	Committee Notes
I also find K.SP1.2 to be a bit problematic in wording, especially when looking at how to measure student learning. The word “understand” is troublesome for me, as it does not identify a clear way for the student to demonstrate knowledge in the same way that “explain,” “compare,” or “apply” does.	Clarity	Yes	• K.SP1.2 Describe how events of the past affect students’ lives and community	Understand is not measurable
My concerns with kindergarten mostly lie in the “Inquiry Elements” section. Three of the items, “recognize a compelling question,” “recognize a supporting question,” and identify evidence to support a claim,” seem difficult for kindergarten students to master. Maybe examples of the types of compelling or supporting questions that would be appropriate for this grade level could be included here?	Progression and clarity	No		Due to first grade progression and expectations, we feel it should remain the same. Supporting documents could be made at a later time.
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	Clarity	No		Descriptors included are necessary. Descriptors are not necessary for every standard.
Recommend more than “Explain” – Engage students in exploring why these American symbols, traditions and holidays are recognized, celebrated, and questioned.	Wording	No		
K.H4.1 – How does this standard fit with the big idea?	Clarity	No		Standard fits with the Big Idea
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.	Wording	Yes	• K.C1.1 Apply values of respect, responsibility, equality, and fairness when participating in our school and community.	We changed the wording for consistency with K.C2.2. We felt that K.C4 should remain the same to just address the classroom and school.
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).	Progression and wording	No		We feel that it is grade level appropriate. It is scaffolded to the next grade level.
Also recommend the inclusion of economic concepts of goods and services.	Progression	No		We feel that it is grade level appropriate. It is scaffolded to the next grade level.
Suggest the addition as an explanation of K.E2.2: Identify what one gains and gives up when they make choices.	Progression	No		We feel that it is grade level appropriate. It is scaffolded to the next grade level.
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.	Wording	No		Grade level appropriate for students to compare.
• 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?	Progression	No		It is addressed in 2.H3.1 Education has influenced the modern world.

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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?	Progression	No		This is addressed in fifth grade standards 5H4.1
I also have concerns about 1.SP1.2 for the same reason noted above, in that the word “understand” is difficult to assess.	Progression and wording	Yes	1.SP1.2 Explain how events of the past affect students’ lives and community.	Understand is not measurable
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	Wording and key concepts	Yes	Key concepts include but are not limited to voting, solving problems, natural disasters relief efforts.	This gives teachers more options and does not limit them to just voting.
1.C3.3, 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.	Wording and key concepts	Yes	See above	See above
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.	Wording	Yes	Take group or individual action to help address community problems. Use consensus building procedures to make decisions about and act on civic problems in their classrooms.	Sentence is missing from Inquiry Elements.
p. 15: 1.SP1.2 “community” should be plural “communities” just as “lives” are plural.	Wording	Yes	1.SP1.2 Understand how events of the past affect students’ lives and communities.	Needed to be plural just like students' lives.
Civics seems to be missing the types of communities and how these influence experiences and governance.	Related to standard	No		Take out types of communities from the introduction or add standards to better address the this concept.
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?	Progression	No		We feel that this is a valid point but not grade level appropriate for first grade.
1.G3.1 movement of goods is also related to economics. This connection could be made in the standards.	Related to standard	No		This is addressed in second grade descriptors 2G3.1. It is also addressed to 1G3.1.
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.	Wording	Yes	1.H1.1 Explain how ideas and innovation can affect a community by utilizing primary sources (artifacts, photographs, newspapers, speakers)and secondary sources (biographies, stories, articles).	We changed "contribute" to affect to address the possible positive and negative changes.
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.	Progression	No		Included in upper grades
2.SP2.1 Compare perspectives of people in the past to those today.	Error	Yes	2.SP2.2	Coding was incorrect

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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.	Yes		Include a progression chart/document for the Inquiry Elements	"authenticity and accuracy of sources" is addressed in the 7/8 inquiry elements, this is just not prevalent to the reader. By including a progression chart at the beginning of the band this will make this more apparent to the reader.
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.	No- Not within our scope to suggest curriculum/instructional resources	No		
An ' is used for 1500's but not in grade 5 for 1900s. Consistency in use of ' is needed.	Yes	Yes	early civilizations- 1500s	Grammar correction
Would all teachers, novice to experienced, understand what is implied by a case study approach? Could an example be provided for clarity?	Yes	Yes	Understanding time constraints, LEAs should select a manageable amount of content to support the inquiry process to educate students. It is suggested that educators use case studies to compare different regions and civilizations.	Suggest changing the wording of the second sentence to clarify the meaning of "case study".
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.	Yes	Yes	Compare modern geography of the Eastern Hemisphere to early civilizations and the changes of world regions to 1500s.	To clarify the time period to be studied.
6.SP2.2 "people's perspective" – perspective should be plural – perspectives influenced	Yes	Yes	6.SP2 .2Analyze how people's perspectives influenced what information is available in the historical sources they created.	Grammar correction
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?	No- suggestions were too limiting	No		
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	No- suggestion and question are vague	No		
			6.SP4.2Organize applicable evidence into a coherent argument about the past.	Numbering correction
			6.E3.1Describe the relationship between costs of production and external benefits and costs.	Numbering correction
			6.E3.3Analyze the influence of specialization and trade within different cultures and communities in regions studied.	Numbering correction

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6.E3.2 This standard needs to be contextualized within the content of 6 th 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.	No- addressed in the 6th grade storyline, bullet point 4	No		
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.	No- addressed in the previous standard 6.H3.1	No		
On the whole, the 6 -8 band is not as clearly defined as those in previous grade levels. The way content is pieced together is not always coherent, specifically with the 8 th grade standards.	No- vague			
Right from the start, I struggled to understand the 6 th grade title. I'm not sure why World Regions and Cultures of the Eastern Hemisphere are treated as two separate and seemingly distinct topics. I think the title Global Studies: Early Civilizations to 1500s would communicate both of those concepts, and could be more clearly defined in the standards themselves.	Yes	No	Title: Regions and Cultures of the Eastern Hemisphere	Changing the title would mirror 4th grade, would still clarify and communicate the intended focus for the grade level. Since the focus is not on the entire globe, "Global Studies" may not be necessary.
With regard to the specific standards themselves, there are very few standards that include the “key concepts” explanations. These should be more readily included to give teachers a better understanding of how the standards is to be taught, and more guidance on what specific content should be covered. The lack of these pieces creates much vagueness in the curriculum for 6 th grade. They are clearly defined in the geography standards, but lacking in the other sections.	Yes	No	Either to include a separate supporting document or section with the key concepts defined for all grade levels or limit to the explanations included in the storyline for each grade level. Possibly look at Science example, including an explanation along with the standard.	We acknowledge that including key concepts for some grade levels but not all create inconsistencies in the document. Also, some key concepts are very limiting and seem to mirror old performance objectives.
Unclear what it means to take a “case study” approach	Yes	Yes	Understanding time constraints, LEAs should select a manageable amount of content to support the inquiry process to educate students. Suggested areas of study for comparison of different regions and civilizations include, but are not limited to:	Already addressed based on previous technical comment.
The bullets in the intro use verbs – different than others – and makes them more like standards	Yes	No	Take the verbs out of the storyline bullet points.	The standard defines the action (verb) while the storyline defines the topic.
Middle Ages isn't correlated with Eastern Hemisphere	No- this is based on a misconception	No		
6.SP1.1-3 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	No	No	None	The connections to the regions and time period are defined in the storyline.

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6.H1.1 – not sure what it means by “within designated time” means	Yes	Yes	6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions.	Recommend taking out "within designated time periods" since this is evident from the storyline and if it is included should be included in all standards.
			6.E3.3 Analyze the influence of specialization and trade within different cultures and communities.	Recommend taking out "in regions studied" at the end of this standard, this is defined by the storyline and if it is included should be included in all standards.
6.H1.2 and 6.H2.1 – clearer connections to Eastern Hemisphere	No	No		The connections to the regions and time period are defined in the storyline.
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)	No- based on a misconception	No		These countries and regions are included in the Eastern Hemisphere and are referenced in the storyline.
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?	No			With the focus on "Global Studies" in this grade level the storyline lends itself well to a focus on history and geography content areas. Economics and Civics are still addressed but more limited in scope.
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.	Yes	No		Would recommend expanding upon how the focus of this grade level is to emphasize "global mindedness" with one or two sentences within the introduction to the grade level. The U.S. History sentence should be kept to make sure it is clear that U.S. topics will be taught where they intersect with global issues.
To promote global mindedness, standards could also include a recommendation for international literature and texts. Primary and secondary sources should also include voices from outside of the USA.	No- LEAs determine sources and materials used			
Examine the cultural and regional influences on the identification of issues and challenges in a global society.	No-this skill is already present in the sixth bullet point.			
		Yes	• World War I and World War II including the time period between the wars with the rise of fascism.	wars was singular when it should be plural.

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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.	Y	Course Consideration for US pg 44	removing time period starting with "It is expected that students in elem and middle school will have analyzed events, document, movements, and people in AZ and US history from Colonial period through Civil War	Should not limit to a time period, review and go deeper
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.	Y	Progression of standards starting on pg 44	This needs to be done with grade band	This could be done by committee, district and used to create a resources for schools
Etc needs a period "and etc."	Y	World History pg 45	This need to be organized different to cover topics better, so grammar issues can be changed then	
Add digital literacy, digital citizenship	Y	Digital Literacy and Citizenship	could add a component to the Skills and Processes and	This is something that students should be covered in each area but could be curriculum and instruction based on district, however there could be a point made for skills and processes about being a digital citizen and what that means
Add economic decision making to economic reasoning	Y	Organization	List the skills and processes before the course consideration	Reviewer did not see discipline skill when making comments, would be easier for teacher planning and review if they were earlier in the document
Concepts to add: allocation, specialization, institutions (e.g. banks, labor unions, markets, corporations, non-profits, legal systems), property rights	Y	Organization	List the skills and processes before the course consideration	Mirror K8 organizational structure with Inquiry, skills, ect
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	Y	Current v. contemporary	Bulleted areas for course consideration add in current information	For example 9/11 is contemporary but it is not current for students now
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.	Y	Use of word History to be changed to Discipline	Agree with change	This is a term being used throughout educational communities and would bring the standards to common language also limits importance to other disciplines as discussed by reviewed

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Geography seems lean...also reflects how little it’s taught..might add more here to stress the importance	Y	Geo is lean, could use word/diction updates	Add more geography components/detail	Teachers may feel more comfortable teaching geo if they had more content standards to work with
Who developed the “Big Ideas”? Where are these from? Why are they valuable/necessary? How are teachers supported in understanding their impact?	Y	Overall organization of document	Restructuring the document could make it more user friendly for teachers and public, see above comments	
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	Y	SP 3 pg 48- verb usage	Two items, either reorder and have SP3 be SP1 OR rewrite phrasing so that verb is what comes first and aligns with the other Skills and Processes	
Please provide feedback on the progression for C3: Seems significantly more complex than the other three	Y	pg 49 C3	Wordy language used	rewrite to fit more of the point of the statement see Christi Carlson pg 14
A. 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.	Y	pg 49 Economic	Change language for all to use parallel language	These were written by variety of groups need to be rewritten to use same format and language, the majority of her review focused on these ideas
A. 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.	Y	starting pg 44	Create a visual or explanation how inquiry elements could be implemented,connected, embedded	
course consideration should be listed as more or less the introductory section, then each of the standards should follow	Y	Pg 44	Redesign fits comments from above, need to rework document to fit teacher needs and organization	Courses need to be shown as stand along
Arizona history is in the title, yet it is not mentioned at all in the list of content considerations.	Y	pg 44	Add specifics or information about Arizonain each discipline	
Guidance and direction of themes	Y		Create training material for teachers to use the documents and understand how to read and interpret the documentation	in Introduction and then repeated at every level have a statement about what to look for, what will be found and how to read. Use the commone core format as guidance as well as C3.
With the Civics/Government course considerations, I think it is important (as was mentioned before) to explicitly list the creation of the Constitution, and the study of the principles contained within the Constitution.	Y	pg 46	Add wordage to the standard to include US constitution and principles	Need to make sure to specifically mention the US constitution, once you reorganize information you will help bolster the teaching of the constitution and its importance
The geography course considerations seem quite vague, especially when compared to the other course considerations, and given the fact that the geography standards carry significant weight in the standards list.	Y	pg 44 and 45	Embed geography within the US,World, and civic standards, give examples throughout the geography section to help teachers know how to intergrate into the other disciplines	
My only suggestion would be to consider adding something regarding the development of historical empathy to the high school standards.	Y	pg 48	Rewrite of the standard could be to Analyze how diversity viewpoint of various groups influence interpretation of historical events	

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<p>As mentioned above, there is some overlap between C1 and C2, though both are not present at all grade levels. I appreciate in C1 that much attention is given to cooperation, compromise, and open mindedness, particularly at the younger levels. This is something that might be more explicitly addressed at the 8th grade and high school level, as key principles to civic virtue and civil discourse and dissent.</p>	Y	pg 48 and 49	When including a speaking and listening addition, as well digital literacy and citizenship this could be added to HS.C1.3 and Inquiry Skills specifically include academic and civil discourse	
<p>High school standards might include information relating to the history of voting, disenfranchisement, current concerns over the stability of voting systems and processes, Electoral College, etc.</p>	Y	pg 49	HS.C2.4 rewrite standard to say analyze the responsibilities of citizens in the US and Arizona specifically to include voting, jury duty, selective service, and paying taxes	
<p>Perhaps this could be more accurately worded as “By applying economic reasoning, we can seek to understand the decisions of people, groups, and societies.”</p>	Y	pg 50	addition of "seek to understand"	see Christi Carlson's technical review pg 15
<p>Even at the high school level, the standard is only listed as “Explain the roles of institutions in a market economy.” Much more guidance should be given on what institutions are to be discussed.</p>	Y	pg 50	such as federal reserve banking system, US treasury, stock market	see Christi Carlson notes pg 15