

Social Studies Standards Revision



May 30, 2018

Housekeeping

1. Sign in
2. Parking validation
3. Restrooms
4. Breaks/Lunch
6. Travel Questions – Fill out W9 if needed
7. Sign forms – All members

Cell phones should only be used during breaks and lunch. If you need to take a call, please go to the break room. Please check text and email only during break due to non-disclosure.

Thank You



Goals for the Day.

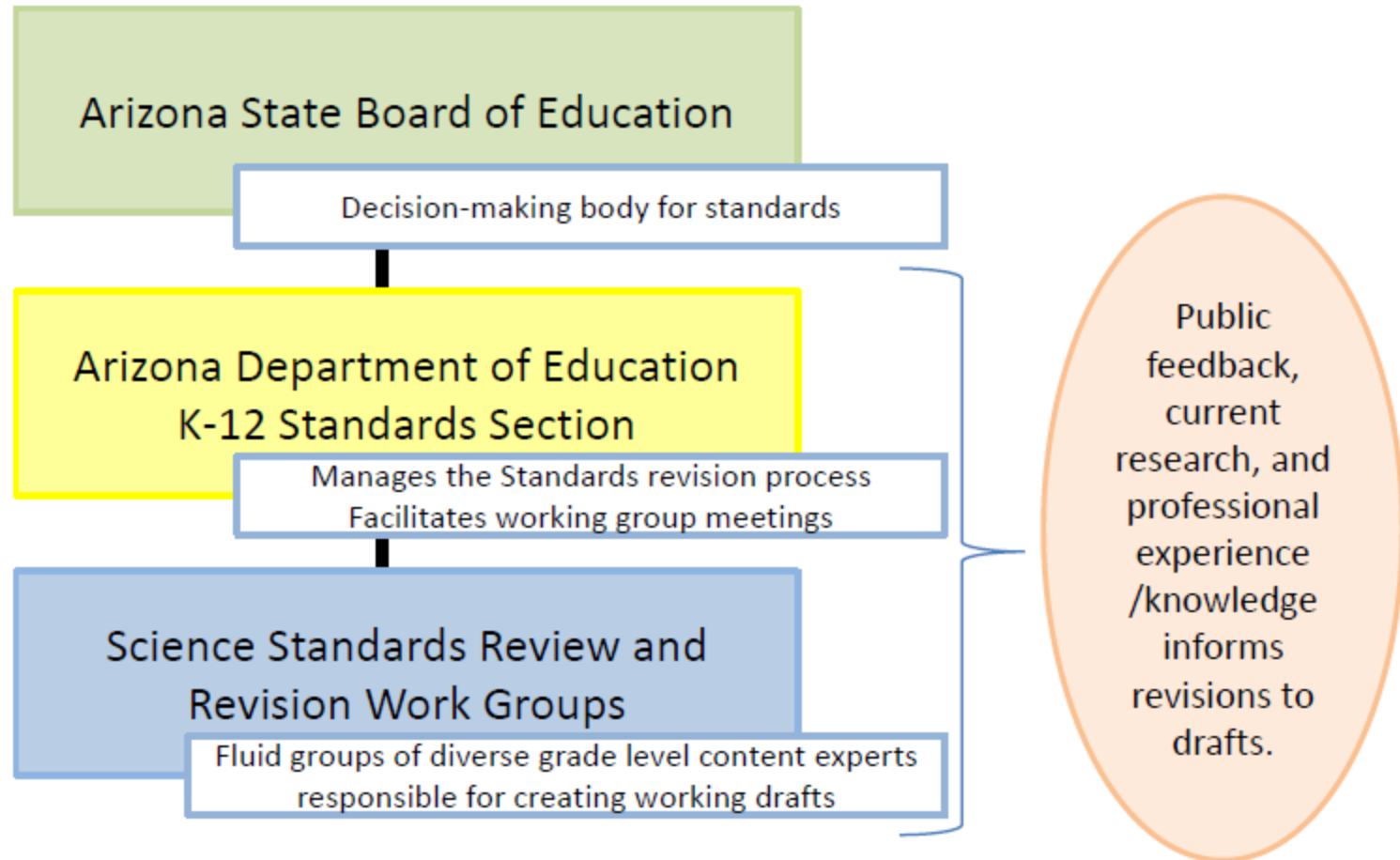
- Read the completed draft
- Review the technical feedback on the draft
- Categorize the feedback
- Make edits and changes to the draft based on the feedback
- Create a list of general concerns to address at later meetings

Introductions

Introduce yourself by telling everyone in the group:

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

Standards Review - Structure

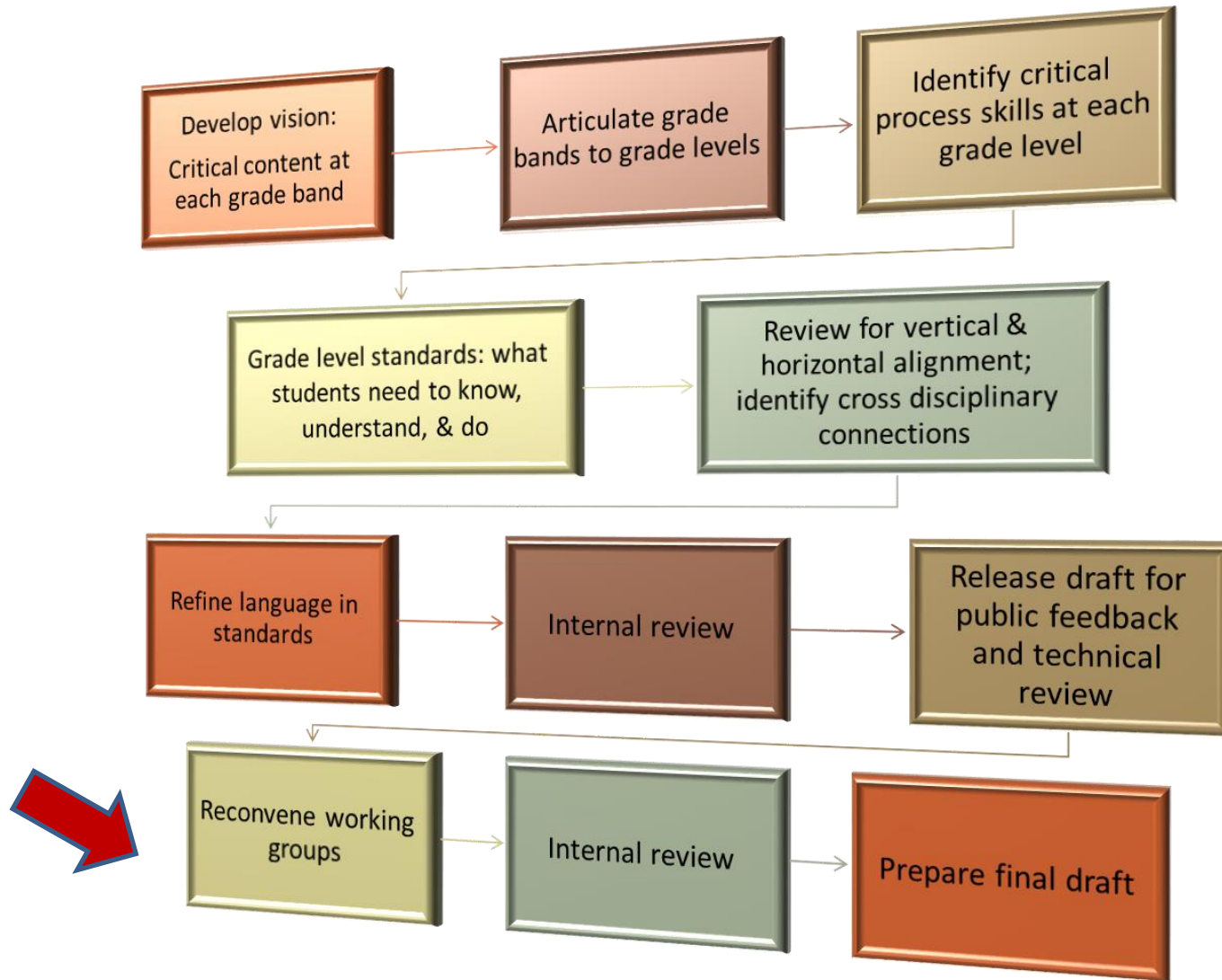


Roles/Responsibilities: ADE K-12 Standards Staff

- ADE K-12 Standards Members
 - Facilitate work group meetings
 - Provide meeting goals, agendas, tasks, and instructions
 - Provide needed materials
 - Organize committee members into vertical, horizontal, and/or content groups, as appropriate.

Standards Review-Structure

Overview of Process for Social Studies Standards Working Groups



* Note: each box in the process may require more than one working group meeting.

Internal Review

FOURTH GRADE - REGIONS AND CULTURES OF THE AMERICAS

prehistoric Americas to European settlements (up to 1763)

Students understand the geography and history of the Americas (North, Central, and South America along with the Caribbean Islands) using an integrated approach considering the following factors:

- Theories about the first peopling of the Americas.
- The development of Mesoamerican Civilizations including the Olmec, Incas, Mayas, and Aztecs
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- African life before the 16th Century
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries
- Regional settlement patterns and significant developments in Southern, New England, and Mid- Atlantic colonies
- European slave trade and slavery in Colonial America
- Life in Colonial America
- Roles and responsibilities as members of a society
- The contributions of various cultural and ethnic groups to the development of the Americas
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

Internal Review

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.
 - Key concepts include but are not limited to impact of Native Americans, Hispanics, African Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations
 - Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers
 - Key events include but are not limited to statehood
 - The influences of key people in the history and development of Arizona

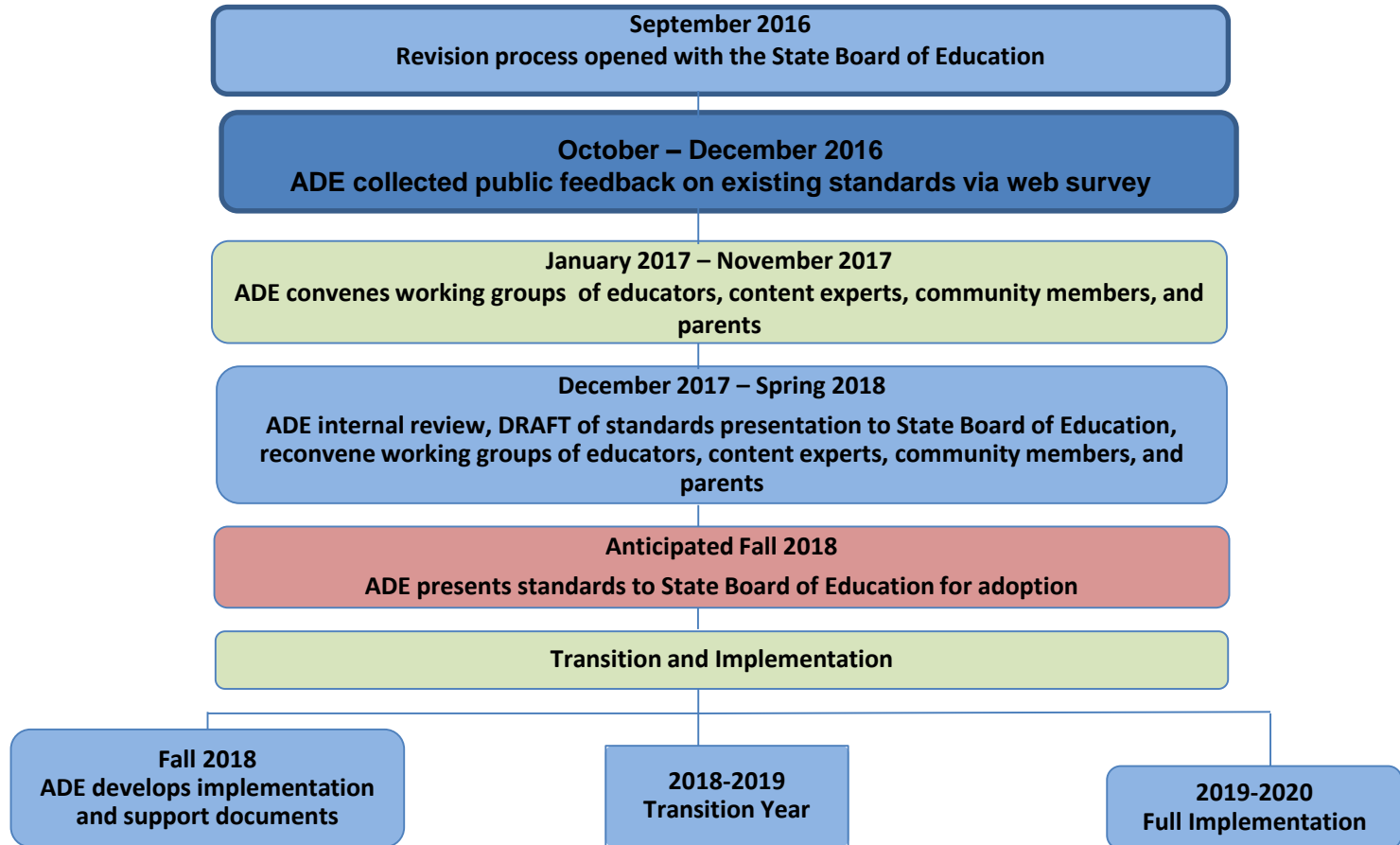
Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.
 - Key concepts include but are not limited to conflicts over exploration, colonization, the Mexican Revolution, Mexican-American War, Civil War, settlement, industrialism, and the 22 Arizona Indian Nations

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.
 - Key concepts include women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers, Latino American, and juveniles
- 3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona since the 1950's.

Arizona History and Social Science Standards Implementation Timeline



Structure: Working Groups

Use a fluid membership model (“accordion model”) to include multiple voices and perspectives throughout the process

- K-12 teachers, coaches, curriculum directors, administrators
- Higher education: social studies education and social studies content instructors, professors, and/or researchers
- Content experts from the community
- Parents

Roles/Responsibilities: Working Groups

- 1. Develop the vision for the revised Social Studies Standards**
- 2. Write the revised Social Studies Standards**
 - Make decisions about content and structure of grade level standards
 - Apply content knowledge, grade-level expertise, research, and public feedback to inform all decisions
- 3. Develop drafts of K-12 Social Studies Standards, including an introduction, glossary, and other appendices, as needed**
- 4. Review the technical and public feedback and make revisions to the draft**
- 5. Create support documents**

Working Group Norms

- Actively engage in all discussions
- Be open-minded
- Have an attitude that fosters collaboration, agreement, and consensus
- Be mindful of timelines and scope of work
- **Cell phone/email checks are limited to breaks (non-disclosure)**

Standards, Curriculum, & Instruction

- **Standards** – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

This is the “WHAT”

Standards, Curriculum, & Instruction

Curriculum – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

Instruction – The methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

This is the “HOW”

Questions on Structure



What does it mean to learn history?

- In 1492 Columbus sailed the ocean blue.



FACTS

PEOPLE, EVENTS,
DATES,

WHAT DOES
THIS MEAN?
WHY IS THIS
IMPORTANT?
WHY SHOULD I
CARE AS A
STUDENT?

The new standards build on the facts to look at the larger picture.

- What was happening in Europe that led to exploration and discovery?
- How did the voyages of Columbus and other explorers impact the lives of Europeans?
- How did the voyages of Columbus and other explorers impact the lives of the native peoples in the Americas.
 - What technological advances did his voyages spur?
 - How did his voyages link the world through globalization?
 - What were the impacts of his voyage on the creation of the United States? On me?
 - Why does pizza have tomato sauce on it?
- Why is Columbus Day a national holiday but also a source of conflict among different communities today?

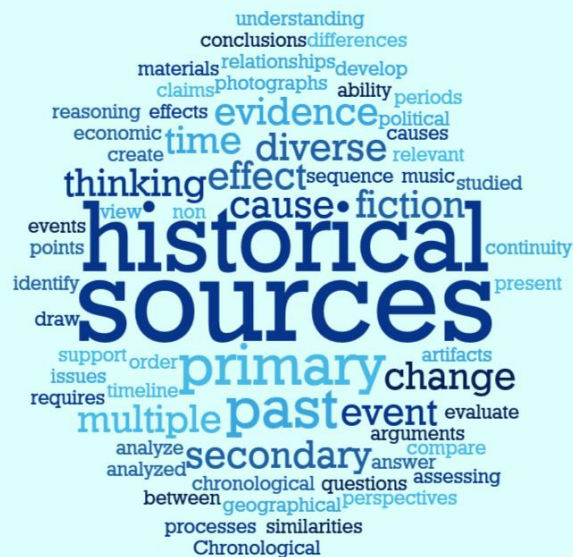
Standards Organized Around 21 Big Ideas



- Disciplinary Skills and Processes
- Civics
- Economics
- Geography
- History

Disciplinary Skills and Processes

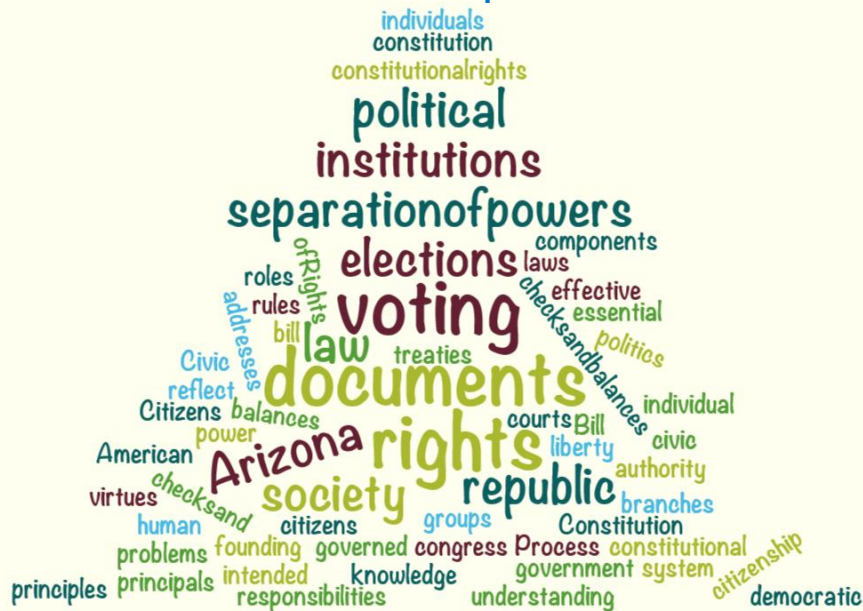
Big Idea Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.



- **1.SP1.1-Place** important life events in chronological order on a timeline.
- **4.SP1.1- Create** and **use** a chronological sequence of related events to **compare** developments that happened at the same time.
- **7.SP1.1-Analyze** connections among events and developments in broader historical contexts.
- **HS.SP1.1- Evaluate** how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Civics

Big Idea An understanding of civic and political institutions in society and the principals these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.



- **1.C3.1- Explain** the importance of rules and laws in our community.
- **3.C3.1-Describe** the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.
- **8.C3.3-Compare** the structures, powers, and limits of government at different levels in the United States.
- **HS.C3.1-Examine** how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

Economics

- **Big Idea** A financially literate individual understands how to manage income, spending, and investment.



- **1.E1.2- Describe** reasons to save or spend money.
- **3.E1.3- Identify** positive and negative incentives that influence financial decisions people make to save and spend money.
- **8.E1.2- Analyze** the relationship between interest rates, saving, and return.
- **HS.E1.4- Compare** the costs and benefits of different types of investments.

Geography

- **Big Idea** The use of geographic representations and tools helps individuals understand their world.



- **2.G1.1- Use and construct** maps, graphs, and other geographic representations of familiar and unfamiliar places in the world to locate physical and human features.
- **4.G1.1- Use and construct** maps and graphs to represent changes in the Americas over time.
- **7.G1.1- Use and construct** maps and other geographical representations to explain the spatial patterns of cultural and environmental characteristics.
- **HS.G1.1- Use** geographic data to explain and analyze relationships between locations of place and regions.

History

- **Big Idea** –Cycles of conflict and cooperation have shaped relations among people, places, and environments.



- **1.H2.1- Explain** the benefits of cooperation and compromise as ways to solve conflict in our community.
- **4.H2.1- Describe** the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas after 1492 from the perspectives of all three groups.
- **8.H2.1-Explain** how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.
- **HS.H2.3- Evaluate** the short and long-term impacts of conflicts and their resolutions.

Inquiry Elements

Supporting and Reinforcing the ELA Standards



- Read, write, speak, and listen about history, geography, economics, and civics by:
- **Developing Questions**
- **Gathering and Evaluating Sources**
- **Developing Claims**
- **Communicating Conclusions**

K-8 Storylines

K- Children as Citizens

1- Communities: Living and Working Together

2- The World Around Me

3- Arizona Studies

4- Regions and Cultures of the Americas to the Revolution

5- United States Studies from the Revolution through
Industrialism

6- Global Studies: World Regions and Cultures

7- Contemporary Global Studies

8- Citizenship and Civic Engagement

High School

- **Legislation dictates the course requirements for graduation.**
 - One Credit of American/Arizona History
 - One Credit of World History/Geography
 - One- half of Credit each of Government and Economics
- **Standards are put into courses by LEAs.**
- **Standards repeat in various courses- example World and American History.**
- **Geography integrated among all four courses.**

Today's Task- Review Feedback

Actionable Feedback

- Specific
- Related to Standards
- Organization
- Introduction
- Clarity
- Progression
- Wording
- Errors
- Key concepts

Non Actionable Feedback

- Vague
- Curriculum
- Instruction
- Resources/Textbooks
- Funding/Budget
- Assessment
- Rants
- New course requirements

Is it actionable?

- 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. **Changing the word 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.**

Is it actionable?

- 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!)

Task

1. Go through assigned technical review in table groups. Use one copy of feedback as the master.
2. Decide if feedback is actionable or not. Highlight all actionable feedback.
3. Jot down a note next to unactionable feedback (vague, curriculum, rant)
4. **Remember everything is public.**
5. Transfer actionable feedback to Excel Spreadsheet on flash drive.
6. What item does comment/feedback address (list)
7. Should changes be made? What should they be? Are they quick changes to be made today or changes by grade bands in a future meeting.

When should changes be made?

Non Negotiables

1. Storylines- theme stays the same but tweaks can be made on content choices within or scope.
2. Big Ideas stay the same but can be clarified
3. Key concepts but can change how formatted and content of concepts
4. Diverse viewpoints must be included

Change if

- Key information/content is missing
- Progression has gaps or redundancy
- Change clarifies standard
- Organization of document and/or standards needed
- Course considerations have problems
- Grammar error
- Change affirms vision and goals of standards

Task 2- Geography/Econ

- Working in grade bands review technical review from Geo-Alliance and Thomas Brown.
- Highlight actionable feedback and add to excel sheet.
- Determine if changes are to be made using criteria. If yes- make changes in blue on the draft on the flash drive or save for content groups with a note in spread sheet.

Debrief and Next Steps

- Record themes, commonalities, and concerns from the technical review
- What if any big items need to be addressed?
- What type of changes did your group make to the document?
- What AHA moments did you have?



Thank you!

THANKS A

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