

## Notable Changes from the current 2007 SS Standards to the proposed 2014 SS Standards

The Social Studies workgroup included a list of notable changes to help the reader understand the shifts made from the 2007 standards document. Since the 2014 propose standards were modified based on the 2007 standards, it is important to share some of these distinctions. Following this list of changes is an example comparison between the current and proposed standards to help the reader visualize some of the differences.

- Unified standards K-12 in all disciplines
- Used the terms "Anchor Standards" and "Grade-level Standards" to indicate larger goals and their subsequent grade level aim
- Moved World and US History under the discipline History and aligned them to the same History Anchor Standards
- Used College, Career and Civic Life Framework (C3 Framework) skills and parallel South Dakota Literacy for History/Social Studies in Reading and Writing Standards to inform developmentally appropriate standards and outcomes
- Created skill-based content standards including college, career, and civic readiness thinking skills: inquiry, communication, critical thinking, and problem solving
- Integrated Webb Leveling /DOK (Depth of Knowledge)
- Removed "Core" and "Advanced" distinctions so that the standards are written for all students
- Removed specific curriculum examples from within the standards to reduce limitations in curriculum development
- Removed enabling skills and ensured they were embedded and required within content standards
- Wrote HS Economics for stand-alone Economics course compared to the 2007 document, which had HS Economics standards cross-referenced to another discipline
- Included standards for how humans culturally adapt to their environment in the K-2 Geography standards
- Ensured that SD History now spans 3-5th grade, leaving the majority of the SD History outcomes in 4th grade and also ensuring the content is built in a learning progression

## Example Comparison between the current Social Studies Standards and the proposed Social Studies Standards

On the following two pages, a table exists to compare and contrast some of the notable changes as described, above. Please notice that the highlighted terms are simply a comparison between the current standards, having used Bloom's taxonomy to develop outcomes, and the proposed standards, having used Webb leveling and the C3 Framework.

The purpose defined within the introduction of both the current and proposed standards read as follows: *The standards are developmentally appropriate and logically sequenced for use as a framework to assist student growth in the following skills:*

1. Responsible citizenship found in the Civics/Government standards.
2. Spatial awareness found in the Geography standards.
3. Economic literacy found in the Economics standards.
4. Historical analysis found in the History standards.

From this purpose, the indicators (in the current standards) and the anchor standards (in the proposed) are most often written to achieve these skills. In the example provided, both the current standards indicators and the proposed standards anchor standards are written at the level requiring analysis as a K-12 outcome. The workgroup made an effort to write more challenging skill verbs to build a system that provides students experience with historical analysis. Simultaneously, there is an increased demand in rigor within the proposed standards to meet the purpose, as described above. In the example standards on the following two pages, you also will notice clearer expectations for skills to be used by students to ensure they are engaging in historical analysis. You will also notice that specific examples are left out of the proposed standards. The proposed standards are meant to be flexible enough for teaching multiple topics and pieces of content, but specific enough to guide the teacher to develop challenging curriculum that engages students in the skills essential to the discipline. The examples and bullets that are included in the current standards were deemed by the workgroup to be too prescriptive to be included in the proposed standards.

2014 Proposed Social Studies Standards Comparison Document

Current Standards	Proposed Standards Example
<p><u>US History Indicator 1: Analyze</u> U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p><u>World History Indicator 1: Analyze</u> historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>	<p><u>History Anchor Standard 1: K-12.H.1</u> Students will <b>analyze</b> how major events are chronologically connected and evaluate their impact on one another.</p> <p><i>Notable Change: World and US History are combined under the discipline History and aligned to the same History Anchor Standards.</i></p>
Grade-Level Standard(s)	Grade-Level Standard(s)
<p><u>3.US.1.1. Students are able to <b>identify</b> the obstacles and successes of the early settlers and Native Americans in creating communities.</u></p> <ul style="list-style-type: none"> <li>• Recognize landforms, natural resources, and waterways as important factors in building communities.</li> </ul> <p>Examples: following the buffalo (nomadic life style), building settlements near natural resources</p> <p><u>3.W.1.1. Students are able to <b>identify</b> events as past or present.</u></p> <p>Examples: timelines, historical fiction literature, biographies</p>	<p><u>3.H.1.1 <b>Demonstrate knowledge</b> of the obstacles and successes of the early settlers and in creating communities</u></p> <p><u>3.H.1.2 <b>Explain</b> cause and effect relationships that impacted early settlement and development in the United States</u></p>
<p><u>4.US.1.1. Students are able to <b>explain</b> factors affecting the growth and expansion of South Dakota.</u></p> <ul style="list-style-type: none"> <li>• Identify historic tribes.</li> </ul> <p>Examples: Arikara, Lakota, Dakota, Nakota</p> <ul style="list-style-type: none"> <li>• Explain the significance of the explorers Lewis and Clark and the Verendrye brothers and traders.</li> </ul> <p>Example: Manuel Lisa</p> <ul style="list-style-type: none"> <li>• Relate railroad expansion and town building.</li> </ul> <p>Example: how Sioux Falls developed versus the way Aberdeen or Brookings began</p> <ul style="list-style-type: none"> <li>• Explain the impact of homesteading and gold mining on the growth of South Dakota.</li> </ul> <p>Examples: Homestead Act, Black Hills Communities</p> <p><u>4.US.1.2. Students are able to <b>identify</b> basic environmental, economic, cultural, and population issues of concern to South Dakota.</u></p> <ul style="list-style-type: none"> <li>• Identify water issues, farming and ranching issues, and Native American and non-Native American relationships.</li> </ul> <p>Examples: Missouri River, open range vs. homesteaders, east vs. west river, unemployment</p> <ul style="list-style-type: none"> <li>• Identify urban/rural population changes.</li> </ul> <p>Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation</p> <p><u>4.W.1.1. Students are able to <b>describe</b> how wars affected South Dakotans.</u></p> <p>Examples: WWI, WWII, Code Talkers, ration stamps, economy</p>	<p><u>4.H.1.1 <b>Analyze</b> the impact of significant historical events on the development of cultures in South Dakota</u></p> <p><u>4.H.1.2 <b>Generate questions</b> about multiple historical sources and their relationships to particular historical events and developments</u></p> <p><i>Notable Changes: The highlighted words represent skill-based content standards including college, career, and civic readiness thinking skills: inquiry, communication, critical thinking, and problem solving.</i></p> <p><i>The proposed standards display a progression of skills through the verbs used.</i></p>