

Welcome to the Social Studies Standards Revision!

All Participant
June 16, 2021 - DAY 3

Group Norms

- Speak with the possibility of being heard and listen with the possibility of being changed.
- Everyone has an equal opportunity to share their thoughts and questions.
- We are all here to work together to make the standards stronger for our fellow teachers.
- Be ready to accept non-closure.
- This is a safe space to discuss tough conversations.
- Pay attention to what your peers need (include everyone and monitor your airtime).
- Find and be the positive in the work you do! :)
- Everyone is in charge of making sure the norms are met to ensure success!

Your Role as a Participant

- Work with your group to analyze state data and other research and pinpoint key details.
- Revise wording and change or add additional wording as the group feels is necessary.
- Make the standards easier to understand and use for all K-12 social studies teachers.
- Work with your group to revise the standards to prepare South Dakota students to be active, aware, and engaged citizens in their city, state, country, and world.
- Work with your group to determine any gaps within the current standards.

Goals for Today

- Review Day 2
- Finalize draft scope and sequence to frame the standards
- Review how to write a standard
- Begin to fill the gaps of the current standards
- Review next steps for the work

- To collaboratively revise the South Dakota Social Studies Standards using current evidence-based practices, research and data to create a set of Social Studies Standards that reflect current, sustainable best practices that guide teachers and prepare our students to be active, aware, and engaged citizens of their communities, state, country, and world.

Clarifying the Work

- How changes and adjustments are made
- Reviewing the flow from anchors to standards to unpacking documents
 - Umbrella
 - **Anchor Standards:** The **most essential ideas** in the social studies disciplines that all students should understand during their k-12 experience (no specifics)
- Unpacked documents

Clarifying the Work

- Standards numbering

Example:

Anchor Standard

Grade-level Standard

High School Geography	
K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.	
9-12.G.1.1	Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective
9-12.G.1.2	Employ mental maps to organize information about cultures, places, and environment in a spatial context

Grade Level Standard Example

9-12.



Grade Level

G.



Discipline

1.



Anchor Standard

1



Grade Level
Standard

Example: 9-12.G.1.1 (9th through 12th grade, Geography, Anchor Standard 1, Grade Level Standard 1)

Anchor Standards

- The **most essential ideas** in the social studies disciplines that all students should understand during their k-12 experience.
- *Specifically, an anchor standard for K-12 social studies should:*
 - *Have broad importance and/or be a key organizing principle of a single discipline.*
 - *Provide a key tool for understanding or investigating more complex ideas and solving problems.*
 - *Relate to the interests and life experiences of students or be connected to societal or personal concerns.*
 - *Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. That is, the idea can be made accessible to younger students but is broad enough to sustain continued investigation over years.*

COGNITIVE DISSONANCE

an unpleasant state that arises when an individual holds beliefs, attitudes or behaviors that are at odds with one another



CONFLICTING THOUGHTS

"I know it is good for my health to exercise three times a week," and
"I did not exercise at all this week."

CAUSE

Anxiety & discomfort;
individuals are motivated to move themselves out of dissonance

COPING STRATEGIES

Rationalization, Denial, Minimization
"That was a long walk from the parking lot, I can count that as my exercise."

RECOGNIZE & CHALLENGE

Recognize and challenge the anxiety and discomfort. Transformational learning occurs when we open our minds and hearts to this work.

Step by Step Process for Writing Standards

Review the step by step guide

~~Is~~ your standard observable and measurable?

Avoid standards that are not Observable and measurable.

Think about standards that are observable and measurable:

Is your standard more narrow than a goal and broader than an objective?

- **Avoid standards that cannot be reasonably assessed or that cover at large amounts of subject matter in one statement.**

Students will understand political systems, with an emphasis on the United States.
- **Avoid coupling of two or more standards in a single statement.**

Students will compare and contrast world political systems *and* analyze the relationships and tensions between different countries.
- **Avoid statements that are too narrow**

Does your standard mention a specific task?

- **Avoid standards that call for a specific task or activity to be completed.**

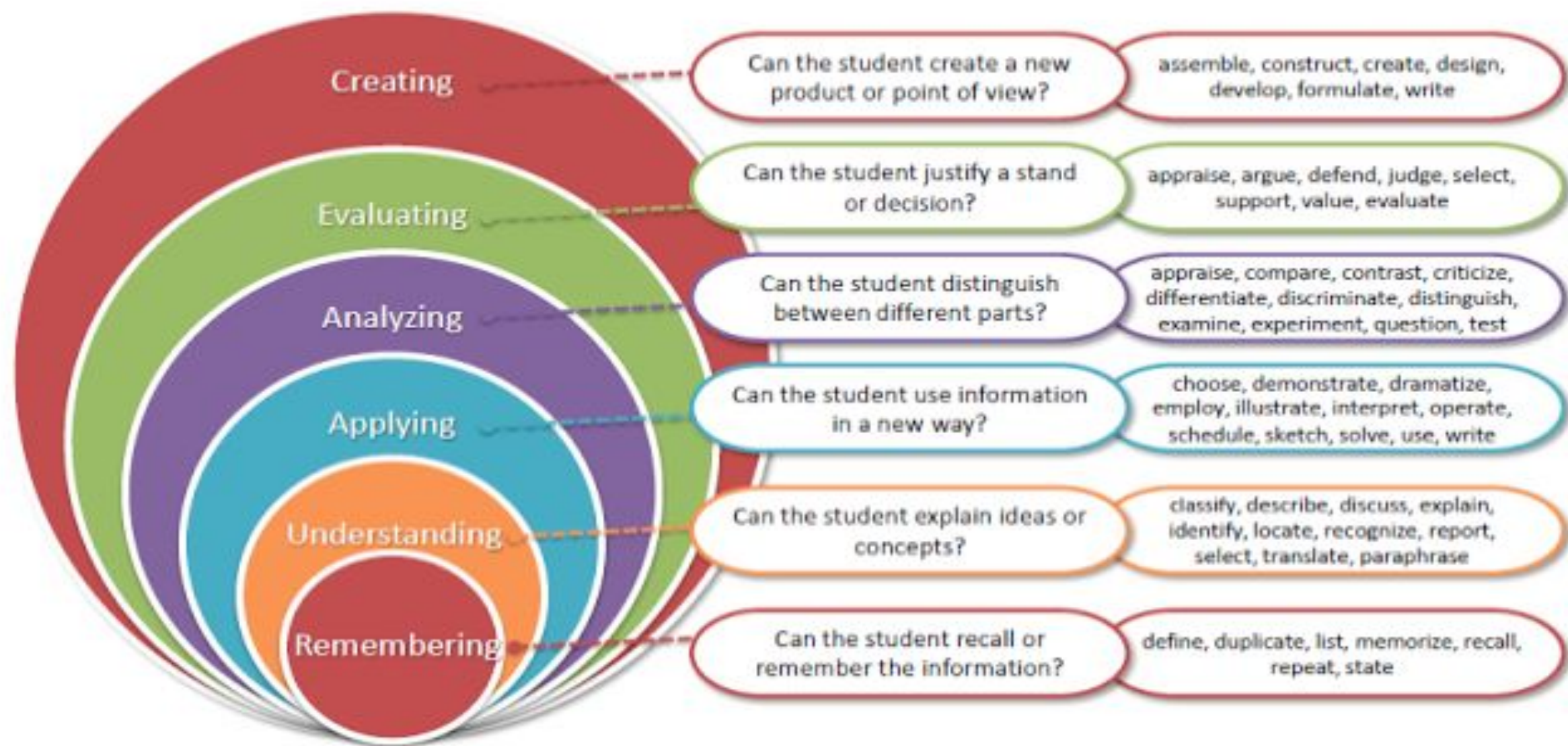
Is your standard written in clear language?

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- Discuss:
 - What do you notice across grade levels?
 - Is there a K-12 progression of complexity of that standard?
 - Does the standard meet the “step by step process” criteria for writing standards?
 - Go back to grade level teams:
 - What did you learn from the cross grade discussions (things to remember)?
 - Share out.

Check

-
- Is the standard observable and measurable?
 - Is the standard more narrow than a goal and broader than an objective?
 - Does the standard mention a specific task?
 - Is the standard written in clear language?

Bloom's Taxonomy (Revised)



Non-Negotiables

- Existing SD Laws :
 - 13-33-4 – Instruction on US and state constitutions required
 - 13-33-6.1 – Character development instruction
 - Core values to be an effective citizen
 - 13-24-22 – Representatives of patriotic societies permitted to speak to students at public schools
- Graduation requirements
 - 3 units of social studies
 - 1 unit U.S. History
 - .5 unit U.S. Government
 - 1.5 units social studies electives
 - .5 unit personal finance or economics
- Public Comment and BOE hearings in fall 2021-spring 2022
- We will have tough conversations, so please follow the norms to ensure everyone has a voice.
 - It is best to have these discussions now to prepare for public comment and BOE hearings

Choosing Events and Voices

- When deciding what content to include
- Best exemplifies the student expectation
- Developmentally appropriate for the grade level
- Impact:
 - Test of time, lasting impact,
 - Sphere of influence state/national/ global
 - Multiple ways/ events
 - On/for underrepresented groups
 - Cause or part of watershed/ turning point
- Instigator, initiator, inventor, or decision maker
- Represents diverse perspectives
- Represents diverse cultures

Connecting to Anchor Standards

- Work with your team in your templates
- Assign the following roles in your group
 - Someone to be the “norm checker”
 - Someone to ensure all voices from SD
 - Someone to use the checklist for writing standards