

# Welcome to the Social Studies Standards Revision!

All Participant  
June 17, 2021 - DAY 4

# 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

- Continue the good work!
- Vertical Alignment discussions
  - Geography - Review and prior knowledge

- 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.

# Perception and Bias

**Perception** is the process by which individuals mentally organize sensory information in their environment to give it meaning, can help us understand why things might not always be as they appear. Perception is a process of observation and interpretation.

**Bias** is the unequal assessment between two alternatives, which typically puts one option in a favorable position and the other in an unfavorable one.

Perception and bias are influenced by several factors that can shape and sometimes distort our view. Every person has their own set of personal characteristics (goggles, if you will), such as their personality, life experiences, age, gender, culture, attitudes, values, motives, goals and expectations, that influence how he or she interprets the world around them. We also see those same personal characteristics in others and use them to form perceptions. Finally, the context in which the observation occurs is also important. When all three are taken into consideration, it is easy to see how quickly perceptions of the same thing can differ from person to person.

# Towards Reducing Perception and Bias

- Focus on goals.
  - Clear goals make decision making easier and help to eliminate options inconsistent with your interests.
- Look for information that disconfirms beliefs.
  - Overtly considering ways we could be wrong challenges our tendencies to think we're smarter than we actually are.
- Don't try to create meaning out of random events.
  - Don't attempt to create meaning out of coincidence.
- Increase your options.
  - The number and diversity of alternatives generated increase the chance of finding an outstanding one.

# 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

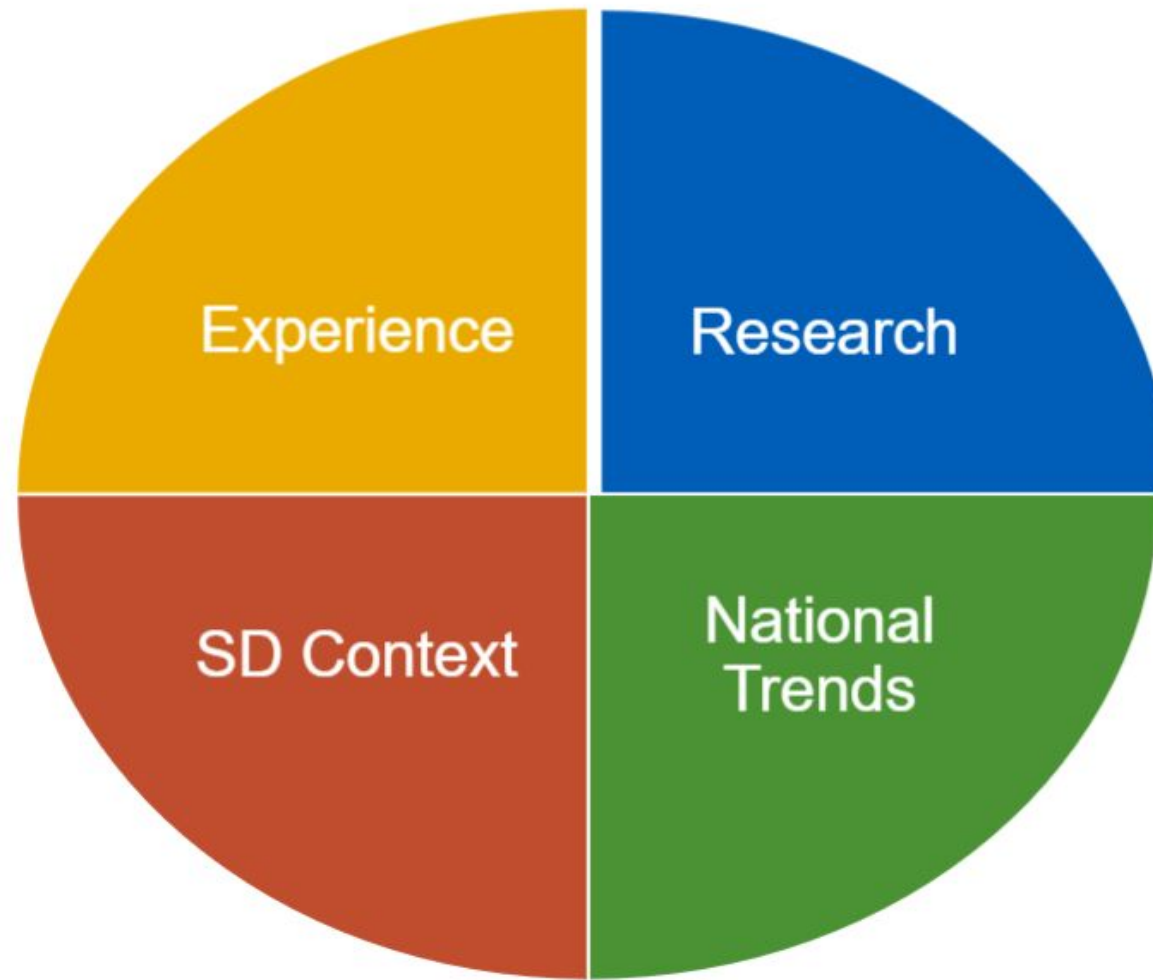
Rationalization, Denial, Minimization  
"That was a long walk from the parking lot, I can count that as my exercise."

## RECOGNIZE & CHALLENGE

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



# Key Elements When Revising Standards



# 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

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- 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?

## 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