

## Notes- Social Studies Standards Writing Team Meeting

January 21, 2016

**Location:** State Historical Museum of Iowa- 3rd Floor Classroom

Time	Topic	Notes
9:00 - 9:15	Welcome	
9:15 - 9:45	Introductions	<p><b>Iowa History:</b> excited that someone is excited about Iowa history</p> <p><b>Geography:</b> rich visual resources, GSS, geography into more contemporary, make standards more relevant and meaningful for students moving from high school to college</p> <p><b>High school:</b> make standards more relevant to teachers blend financial literacy and economics. More clarity and meaning out of social studies- communicate to parents, teacher leaders, etc. the importance of SS</p> <p><b>Elementary:</b> best practices and importance of teaching SS in elementary</p> <p><b>Middle school:</b> know how to do more than use the word “understand”</p>
9:45 - 10:15	Beginning with the End in Mind Activity	<ol style="list-style-type: none"> <li>1. How did they determine that they are some of the best standards in the country?               <ol style="list-style-type: none"> <li>a. <b>Overview: complementing ELA standards, allowing for teachers to be creative, but standardized around the state. Balance C3 and ELA, proof in improved outcomes, students love it</b></li> <li>b. User-friendly for all stakeholders, relevant, promote citizenship, impact to teaching and learning, measurable, creates lifelong learners, clear objectives, innovative, active-participation encouraged, allows for teacher creativity, connections across disciplines, clear progression from kindergarten to 12th grade, prepared for college and career, what a teacher can *do* to bring standard to students, mindset of collaboration-- resource website for teachers, interactive, by standard, exemplars, promotes inquiry, engaging for teachers and students, realistic and rigorous in what can be accomplished, research-based, complement of literacy and SS standards with a common assessment, balanced between specificity and allowing teachers creativity, scope must be focused, multiple opportunities to “hit” standards, focus on transferability of standards to world and citizenship, includes historical thinking skills and content, parental/public buy-in and students “own” their learning,</li> </ol> </li> </ol>

		<p>covers 5 strands of social studies, “teach to the future”, ELA and C3 are a focal point of social studies standards, allows for flexibility, created by teachers for teachers and experts in field and college an career, teacher feedback is favorable, produces students who are responsible, global citizens, data shows it, students demonstrate mastery at a high level of rigor, proof it improved classroom instruction, praised nationwide/ states seek our help, progression is evident, students are engaged and love social studies</p> <p>2. What aspects of the standards does the article highlight about the standards?</p> <ol style="list-style-type: none"> <li>a. <b>Overview: relevant- promoting citizenship, relates to other disciplines, coherence across grades, CCR, critical thinking</b></li> <li>b. Impact on kids in the classroom? Measuring when kids go to college - is there consistency? Colleges collaborate with K-12, Relevancy to today-- applicable beyond the classroom, some specificity, adaptability, standards connected to all content areas, clear and concise, depth of critical thinking skills, creating learners who can learn for themselves, resources, supports, and PD are available, standards framed/bucket with best practice, classroom practices better reflect best practices, assessment that reflect understanding and aren't superficial, students have the opportunity to reflect, shift in instruction to be more student centered</li> </ol> <p>3. What does the article mention regarding impact of the standards?</p> <ol style="list-style-type: none"> <li>a. <b>Overview: Community engagement both students in the community, and community with students, civic participation, lifelong learners, intrinsically motivated, reestablishes relevance of SS, integrates technology</b></li> <li>b. Increased student achievement (quality SS increases literacy and math achievement), cross-curricular integration, transfer of learning beyond the classroom, students “do” social studies--not just learn facts--*do* the work of historian, economist, etc, students become lifelong citizens, teachers feel equipped to teach SS, critical thinking, synthesis and argumentation skills can be “seen” on students, writing is emphasised, student coming out of K-12 systems are college and career ready, re-establish the relevancy of SS in the 21st century including citizenship and technology, civic engagement is evident, student scores, employment testimonials. Students can: problem solve, apply their learning to the real</li> </ol>
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		<p>world, have the lens of a social scientist, see themselves as intrinsically motivated lifelong learners of social studies, move between SS courses and still see interconnectedness, increase civic participation and literacy in social studies, increased youth political vote across the state, increased attendance at local government meetings, lower credit card debt/loan debt, fewer bankruptcies, saving earlier in life. Teachers can: expectations of a clear and concise content to teach (“what” is concrete, “how” is fluid), see increase of rigor and relevance, ability to assess every student, cohesion between districts across the state in what is being taught, rise in state rank, SS is relevant in states, increase in student achievement, college career and civic ready</p>
10:15 - 10:45	Setting Norms for Our Work	<ul style="list-style-type: none"> <li>• Like what is there, but add that decisions are made based on consensus.</li> </ul>
10:45 - 11:30	Background	<p><b>Reflections on code:</b>  Middle-- Figuring out how to meet all the strands  Elementary-- ELA first, SS second, but integrated  High school-- geography--need to create crosswalk to NGSS, govt: assessment piece is lacking. Anthropology is in code, but not widely (if ever) offered in schools. No world history.</p> <p><b>Reflections on Mission/vision:</b>  not enough about what students “become”--too much emphasis on career. Like the emphasis on understanding the importance of US global leadership</p> <p><b>Reflections on Purpose of standards:</b>  level that we want our students to achieve, framework of expectations, what students should know and be able to do, provide guidance and common understanding across the state.  -What is the difference between Iowa Core essential concepts and standards?</p> <p><b>Reflections on SS report:</b>  SS teachers see the need to write more specific standards, but no point if there isn’t an IDE assessment. 5% time on SS in elementary grades is startling-- the beginning of the progression is missing, there is no foundation for 6-12. 5% is likely an inflated number--</p>

		also not a number for all students. Needs to be a priority that is tied into other subjects
11:30 - 12:15	Working Lunch	
12:15 - 12:45	Discuss Homework	<p><b>Scope and sequence: What's taught when? Who decides?</b></p> <p><b>K-5:</b> Decisions are made based on progression in textbook or a given curriculum. Expanding horizons is happening.</p> <p><b>6-8:</b> 8th dictated by what's needed in 9th. 6th is intro, 7th is global studies--teachers make decisions, also based on textbook.</p> <p><b>9-12:</b> Veteran staff members. Semester long classes for students who need something. Tradition--we've always done it this way. ICAT results reflecting on what standards were missing. Gaps in teaching Iowa Core standards. District curriculum committee of full time classroom teacher. NCAA requirements.</p> <p><b>Report out:</b></p> <ul style="list-style-type: none"> <li>● Including state and local references in every grade</li> <li>● stand-alone vs. integrated</li> <li>● Blending state vs. local control**</li> <li>● Licensure problems when thinking about SS in terms of grade-level</li> <li>● Vertical alignment and consistency</li> <li>● Systematic approach to why and when courses occur when they do--have justification</li> <li>● Skills-based</li> <li>● Govt. and economics should occur later</li> <li>● Where does Iowa history fit in each grade level</li> <li>● New unifying themes for elementary SS (not just community)</li> <li>● Skills vs. knowledge</li> <li>● Middle school grade level standards, but also local control</li> </ul>
12:45 - 1:15	Sharing Resources and Strategies for Designing Standards	
1:15 - 2:00	Processing Lessons Learned	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>● C3 framework</li> </ul>

	from Others	<ul style="list-style-type: none"> <li>● PD and assessment</li> <li>● Tools and resources</li> <li>● pay attention to financial literacy</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>● Take on a multidimensional approach</li> <li>● considerations <ul style="list-style-type: none"> <li>○ tension between skills and content</li> </ul> </li> <li>● perspectives <ul style="list-style-type: none"> <li>○ community, political, practitioners (teachers), students</li> </ul> </li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>● Concept vs. Content <ul style="list-style-type: none"> <li>○ Engagement strategies</li> <li>○ Compelling supporting questions</li> <li>○ Inquiry</li> <li>○ Skill progression</li> <li>○ Contextual Comprehension</li> <li>○ Clear and concise language</li> <li>○ Shared, understood vocabulary</li> </ul> </li> <li>● Scope and Sequence <ul style="list-style-type: none"> <li>○ Banding vs. grade level</li> <li>○ K-12 consistency</li> <li>○ Include FL K-12</li> <li>○ Flexibility vs. rigidity</li> <li>○ Chronological order (world and US)</li> <li>○ IA history embedded in all grade levels</li> <li>○ Progression of inquiry</li> </ul> </li> <li>● Resources for implementation <ul style="list-style-type: none"> <li>○ literature suggestions each grade level</li> <li>○ Support effective, dynamic instruction</li> <li>○ developmental needs of learners</li> </ul> </li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Guide, but avoid dictating details</li> <li>● Provide a framework AND provide resources to choose from, maybe including examples</li> <li>● Keep assessment in mind (practicability)</li> <li>● C3 framework/inquiry</li> </ul>
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		<ul style="list-style-type: none"> <li>● Incorporate C3 standards</li> <li>● Other skills including civic literacy, financial literacy, geography skills, local IA history, etc.</li> <li>● Don't assume quantity = quality</li> <li>● Don't only focus on history/government</li> <li>● Don't "copy" other states, rather learn from research and best practices to produce a quality result for Iowa.</li> </ul>
2:00 - 2:30	Beginning the Work	<p>Discussion:</p> <p>Grade band vs. grade level -- grade level particularly in elementary and middle school</p> <p>Districts interpret standards based reference differently</p> <p>Districts have the ability to decide which standards they emphasize/prioritize. If there are fewer standards there isn't a need to prioritize.</p> <p>Concerned that having too many standards will be unwieldy to implement</p> <p>Should we include anthropology in addition to psychology and sociology?</p> <p>Civic participation throughout, not a pull out</p>
2:30 - 3:15	Determining Next Steps	<p>Balancing skill and content within structure of local control</p> <p>Need common language</p> <p>IA history group should determine non-negotiables and then help elementary, middle, high school groups incorporate</p>
3:15 - 3:30	Homework and Next Meeting	
3:30 - 4:00	Writing Team Leaders Meeting	<ul style="list-style-type: none"> <li>● High School History <ul style="list-style-type: none"> <li>○ How to take care of history dimension 4 and including it in history standards.</li> <li>○ Go back to states using C3 and its applicability</li> <li>○ World History for Us All, AP World, NCSS are good resources to look at for content based standards</li> <li>○ Connect content, skills, and concepts</li> <li>○ Division of US and world and do we demo that decision</li> <li>○ Eval proposed structure</li> <li>○ Skills focus</li> </ul> </li> </ul>

Standards Survey:

<https://drive.google.com/file/d/0B19-Jhp-i4SFdThsYjMwNGtJdHc/view?usp=sharing>