

Notes- Social Studies Standards Writing Team Meeting

February 18, 2016

Location: Iowa State Bar Association (2nd Floor CLE Classroom)

Time	Topic	Notes
9:00 - 9:15	Welcome	Introduction by Ryan Wise. Email him directly if you want to share questions or comments: ryan.wise@iowa.gov
9:15 - 9:30	What Did You Think About After First Meeting	<p>Reflections on the 2018 activity: High school - concerned about balance between content and skills, Iowa standards vs. C3 Elementary- very excited about the standards being grade specific Middle- Also excited about grade specific instead of grade banded. What changes can people make to get ready for rollout? Helpful to share the upcoming changes before they happen. 3-5 years for implementation, but some districts will be out in front.</p> <p>General feedback: Loved the first meeting and the coordination of thought processes and a way to collaborate. Enjoyed all the brainstorming activities.</p>
9:30 - 9:45	Where Did Social Studies Go Wrong?	<p>Discussion:</p> <ul style="list-style-type: none"> ● Liked reading this to remember that there are people for whom this resonates with ● Don't want to pose multiculturalism and social justice on one side and traditional curriculum on the other. ● Article demonized everything he did not agree with. ● We haven't defined *why we teach social studies*. How do we make transparent why we think social studies should be taught.
9:45- 10:15	Establish Common Language	<p>Objective: A teacher-developed goal about what students will demonstrate as a progressive means of achieving the standard. (Standard→ Benchmark→ objective(s) "I can" statements).</p> <ul style="list-style-type: none"> ● Should objectives exist at the individual teacher level or *among* teachers who

		<p>teach the same course?</p> <p>Curriculum: <i>What</i> (content and skills) we teach to the students to achieve the standards.</p> <p>Indicators: A formative assessment/measurement (tools that measure the learning progression) of progression towards mastery of a standard and/or benchmark.</p> <ul style="list-style-type: none"> ● Is this a task for our group? ● Exemplars? ● Does this include different levels? ● *formative and/or summative <p>Learning Progression: Purposeful sequencing of teaching and learning expectations; steps to accomplish a standard; A road or pathway students travel as they progress towards mastery of the skills (content). Exceeds→ Secure (grade level standard: Evaluate the credibility of a source by determining its relevance and intended use C3.D3.2. 6-8)→ Developing→ Beginning</p> <p>Standards: Written statements about what students should know and be able to do/demonstrate/show at specific stages (benchmarks) of their education, which guide/force/dictate curriculum (what teachers should teach) development and is a framework for monitoring student learning.</p> <ul style="list-style-type: none"> ● “guaranteed and viable curriculum” --guaranteed that it will be taught/addressed ● Scope and sequence--obligation to teach. What must get taught/learned ● What students should learn and what teachers should teach <p>Benchmarks: Benchmarks are learning targets/checkpoints that measure student proficiency of a standard at a given time.</p> <ul style="list-style-type: none"> ● Progress towards mastery ● Assessment? When? ● Benchmarks tied to instruction ● Student proficiency ● Grade level K-8, grade span 9-12 ● Get rid of “learning targets”
10:15 - 10:30	BREAK	

10:30 - 11:00	C3 Framework Overview	<ul style="list-style-type: none"> Stefanie presented an overview of the historical background of the C3 and provided basic information about how the Framework is organized.
11:00 - 11:30	Examine Survey Results	<p>Discussion:</p> <ul style="list-style-type: none"> Focus and manageable are not always the same, and both words are in the definition. Makes scoring this category difficult. Rated based on Iowa--Is this more or less focused, specific, coherent than Iowa. CT was the easiest to read--visually pleasant to read. Had people in school SS dept read it, and they felt overwhelmed. Another comments that her dept thought it was incredibly clear and useful. TN is a trivia game. If it's googelable, it's bad. The way the standard is written dictates the way that it's taught--TN is a list of facts, doesn't encourage inquiry TX: Specific things to learn, but somewhat random content within that. Focus and prioritization are not clear. VA is very specific, but it's a 4-12 grade band. Organized by time period. If it's left up to the school/district, students who move may miss things.
11:30 - 12:15	Working Lunch	
12:15 - 1:30	Finalize Structure Discussion	<p>Elementary School</p> <ul style="list-style-type: none"> Idea of using a theme for each grade level is beneficial. Disciplines focused for each grade level or integrated in all. Offer suggested compelling questions and supporting questions that are not mandated, but suggestions only. How can we embed Iowa history/geography/etc into each grade level? Examples of broad, compelling questions <p>Middle School</p> <p>Possible Class names 6th & 7th (Developing a Global Citizen?)</p> <ul style="list-style-type: none"> Perhaps we need to define "Global Studies" and what that entails. "Global Studies" is a very wide-open topic. Would this include Economics, Geography, History, Civics, etc.?

- Would we define what's included in "Western Hemisphere" and "Eastern Hemisphere"? For example, name the continents studied each year.
- Where does MS fit in with the alignment of high school? i.e. US History to 1877 in 8th grade, then 1877 to present in 9th grade (many schools study US History in 11th grade, but a 3 year gap isn't necessarily positive for student learning.)
- Needs to be an interconnectedness of global issues → it seems that each country/continent is very compartmentalized. It may be better to teach about the world as a whole and how it's connected.
- We feel that maybe we should organize more thematic instead of Western vs. Eastern Hemisphere because then there isn't a connectedness between the two.
- 6th Grade: regions of the world (geography, government, economics, etc.)-- Compartmentalized by region
- 7th Grade: global issues
- 8th US History
- If we divide Global Studies into Eastern & Western, Americas and Europe could be West, Asia & Africa could be east.

-Do we risk alienating teachers by only using "Global" as our heading?
 -Echoing the elementary comments, don't leave an opening for grade levels to say "I don't have to teach that this year" by including all of the topics in each grade levels

High school

History:

- buckets are familiar which assists in understanding
- specificity may be lacking with the buckets
- avoid indicators at the level SC shows
- themes might be a possible way to cover content
- avoid "muddying" the documents with too much
- must consider flexibility-especially when considering size of districts
- bigger concepts and ideas like how NCSS might be considered

- examples of themes: revolutions, nationalism, imperialism
- must consider multiple perspectives-agency of all actors
- Establish structure?

Behavioral Science: We agree that as long as the “bucket” can have specificity and standards don’t get “watered down”. We would recommend having three “recommended strands” that would be specific for Psychology, Sociology, and Anthropology.

Civics:

- Buckets are fine for Civics/Govt. Ours is relatively easy to deal with because we are protected by Iowa law and this is a clear-cut division, whereas Behavioral Sciences is a large category with many subjects that may be difficult to bucket together
- Things like citizenship tests might make this more difficult

Iowa History:

- We agree with what was written with the idea that Iowa content will be seamlessly infused into the buckets, where appropriate.

Geography:

- We like the idea of “buckets” because it’s not practical to offer standalone courses in all districts due to pressure from other fields, staffing, and/or student demand.

Group discussion:

- Have to be careful about infusing geography into history without diluting it. Theme is emphasized, but other topics woven in.
- 21st financial literacy: How and where does that fit in the HS curriculum

		<ul style="list-style-type: none"> ● Geography: Stand-alone geography course doesn't make sense. In the real world, what is the best approach? ● Behavioral sciences: can't expect schools to teach each sociology, anthro, psych, etc. Have a behavioral science strand. ● History- buckets are good, but specificity might be lacking. How to incorporate multiple perspectives within a strand--agency of all the actors. Honoring all disciplines in every course is one way to incorporate multiple perspectives. ● Iowa History should be seamlessly infused into the history instruction.
1:30 - 2:15	Standards Writing Process Step by Step	<p>High school History: What do we need students to know and be able to do? Historical processes/content. How do students understand power in history, through these skills. How much do you tell districts what to do? Should standards be broad? Units of study? Don't have an answer.</p> <p>Civics: Cross cutting--goal about what to include. Make sure to blend. List of suggested themes for behavioral sciences. List standards that fit under the themes.</p> <p>Economics: K-12 standards should be the same across grades. Geography: Like 4 geography strands.</p> <p>Iowa History: D2-should "Iowa Content" be a bucket along with civics, economics, ect.</p> <p>Middle school How much to lay out, how much to leave to districts? Like C3 framework.</p> <p>Elementary school Also struggle with grain size/broadness. Considering themes. If themes are too broad will they teach the titanic every year? Perhaps developing compelling questions will help to add specifics. Can we emphasize inquiry standards by separating from discipline content standards. Each grade level has a poster. MI has something like this. Inquiry standards with same</p>

		verbiage, increasing complexity.
2:15 - 2:30	BREAK	
2:30 - 3:00	Establish Inter-rater Reliability	<p>Observations on standard writing activity:</p> <ul style="list-style-type: none"> • In early grades the standard is shorter, then gets longer and more complex as the grade level increases. • Struggle with too narrow vs. too broad. • Listing 2-3 exemplars would be helpful. AZ has 6-8, and that's too many.
3:00 - 3:20	Planning to Begin Writing	
3:20 - 3:30	Next Meeting	
3:30 - 4:00	Meeting with Writing Team Leaders	<p>What do you need from facilitators in order to begin writing standards at the next meeting?</p> <p>Elementary: n/a</p> <p>Middle:</p> <ul style="list-style-type: none"> • Time to collaborate with elementary/high school in order to create fluidity of standards. • Work K-8 (or K-12) and go through to prioritize Dimension 2 in order to identify which bands we want to keep and use those as a guide. Build grade-level standards from there. • Reminder: we have to keep in mind that we're talking about the entire state. Keep in mind the voice and balance. • C3 documents to cut up and move around. <p>High:</p> <ul style="list-style-type: none"> • Geography: Concerned about grain size for writing. • Iowa Content: Do we figure out what others are doing and then insert Iowa specific or vice versa?

		<ul style="list-style-type: none">• Financial literacy: would like hard copies of standards to mark up. Would like their own table.• History: Q: Do you have a model in mind about how we should structure? A: could look at national history standards• Govt: are we US govt or civics? Could we have US govt standards AND civics and have a guide for how they can be paired?• Behavioral sciences: want to know what k-8 would like from behavioral science group.<ul style="list-style-type: none">- American sociological standards are new-- will need to look at those- Grappling with how to incorporate anthropology
--	--	--