

Social Studies Standards Writing Team

April 21, 2016

Location: Heartland AEA

Time	Topic	Notes											
9:00 - 9:15	Team Updates and Reflection	<p>Geography: Going through each of the C3 geography standards one by one and tweaking. Have decided to keep C3 as is, with small changes such as adding examples, and changing specific words (particularly the verbs). The group likes that the C3, has been developed through consensus of geography professionals. Looking at logic of the progression from elementary through high school. Discussing exact wording/terminology. Adding examples in parentheses.</p>											
9:15 - 10:15	Standards Writing												
10:30 - 11:00	Checking In												
11:00 - 11:30	Standards Writing	<p>Behavioral sciences: Reading through the C3 psychology and sociology standards, combining and narrowing them into central categories. Blend anthropology later.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Theme</th> <th style="text-align: center;">Behavioral science standard</th> <th style="text-align: center;">Possible interpretation</th> <th style="text-align: center;">Source(s)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">C3 theme headings for sociology and psychology</td> <td style="vertical-align: top;">Themes are broken into buckets, composed by the writing team. These buckets are developed first without looking at</td> <td style="vertical-align: top;">Psyc or soc interpretation “approaches and perspectives” possible appendix</td> <td style="vertical-align: top;">Individual C3 standards have been grouped into the <i>Behavioral science standard</i> buckets—team is revisiting these groupings, and consolidating the standards into a new standard, which they then compare to the <i>Behavioral science standard</i> and tweak.</td> </tr> </tbody> </table>				Theme	Behavioral science standard	Possible interpretation	Source(s)	C3 theme headings for sociology and psychology	Themes are broken into buckets, composed by the writing team. These buckets are developed first without looking at	Psyc or soc interpretation “approaches and perspectives” possible appendix	Individual C3 standards have been grouped into the <i>Behavioral science standard</i> buckets—team is revisiting these groupings, and consolidating the standards into a new standard, which they then compare to the <i>Behavioral science standard</i> and tweak.
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1:45 - 2:15	Standards Writing												
2:30 - 3:20	Standards Writing												
3:20 - 3:30	Checking In and Next Meeting												

3:30 - 4:00	Meeting with Writing Team Leaders	<table border="1"> <tr> <td data-bbox="634 194 852 641"></td> <td data-bbox="852 194 1062 641">the individual C3 psyc/soc standards, and then revisited once the C3 psyc/soc standards have been grouped.</td> <td data-bbox="1062 194 1289 641"></td> <td data-bbox="1289 194 1801 641"></td> </tr> </table>				the individual C3 psyc/soc standards, and then revisited once the C3 psyc/soc standards have been grouped.		
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		<p>History: writing CONTENT standards which they will then align with C3 skills-based standards</p>						
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<p>Discussion: Discussion of non-negotiable content topics. E.g., civil rights as</p>								

broad bucket that that includes women's rights? Specific standard about the civil rights movement?

C3 is skills based, so they'll map content standards onto C3 anchor standards later. Then refine into the C3 skills standards.

Iowa History

Writing one standard for each subject area in high school; one standard per grade in K-5 and 6-8. At the high school level the standards are being crafted based on the anchor standards/guiding principles.

K-5

Each grade-level has a theme. Looked to other states and what Iowa districts were already doing to develop them. The writing team brainstormed unit-level "compelling questions" to help organize the standards writing.

C3 standards were put into a matrix—the standards with the most votes are included in each grade, with increasing DOK level. Standards with the second most votes are included somewhere within the K-5 band, but not necessarily in every grade.

K-5 team is consulting with each subject area group (e.g., behavioral sciences, financial literacy, etc) to gain input about infusing these topics.

Civics

Anchor standards/guiding principles	C3	Rewrite
Thematic buckets based on the anchor standards were developed by the civics writing group.	C3 standards are selected and organized based on thematic group. Foundations of	Debate and tweak wording of C3 standards. Tension between specificity and flexibility. Discussion about DOK level.

			<p>American democracy is present in k-8, but absent in 9-12, so standards on this topic were written from scratch.</p>	
<p>Middle school Grade-level topics were agreed upon at the last meeting. The writing group made a matrix of every strand area and prioritized which standards are important and which grade(s) each standards should go into. Refined individual standards for brevity and clarity. Considered specificity, flexibility, and assessability.</p> <p>Overall comments: Would be nice to have a K-5 and a 6-8 delegate to each subject area to ensure vertical alignment between elementary, middle, and high school. We should make sure to discuss vertical alignment as a whole K-12 group before we finalize.</p>				