



Arizona History and Social Science Standards

STATE BOARD OF EDUCATION MEETING OCTOBER 22, 2018

Purpose

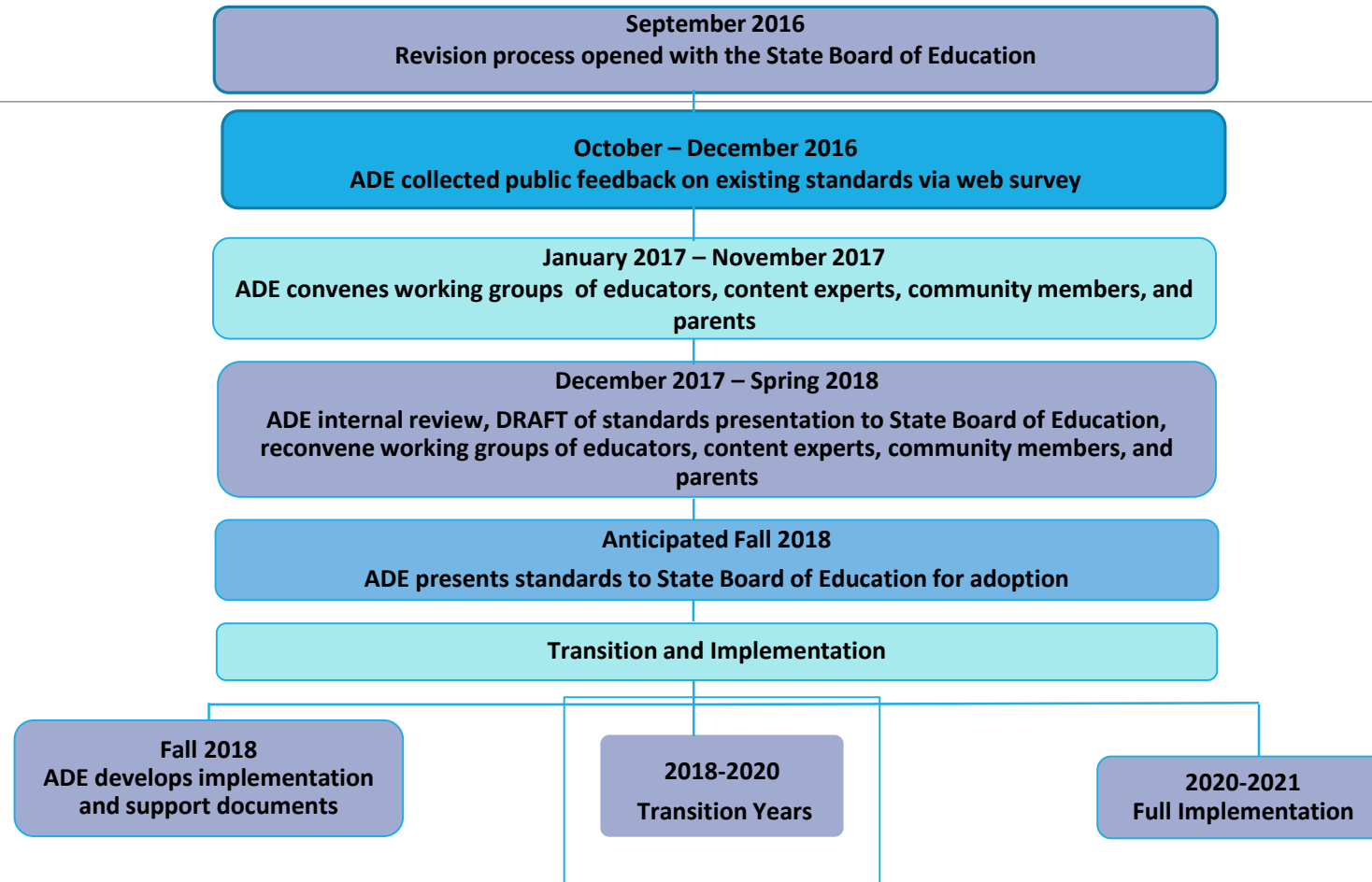
- To present the Arizona History and Social Science draft standards to the State Board of Education for approval
- To answer and questions and clarify information in the Arizona History and Social Science draft standards.

Thank You!

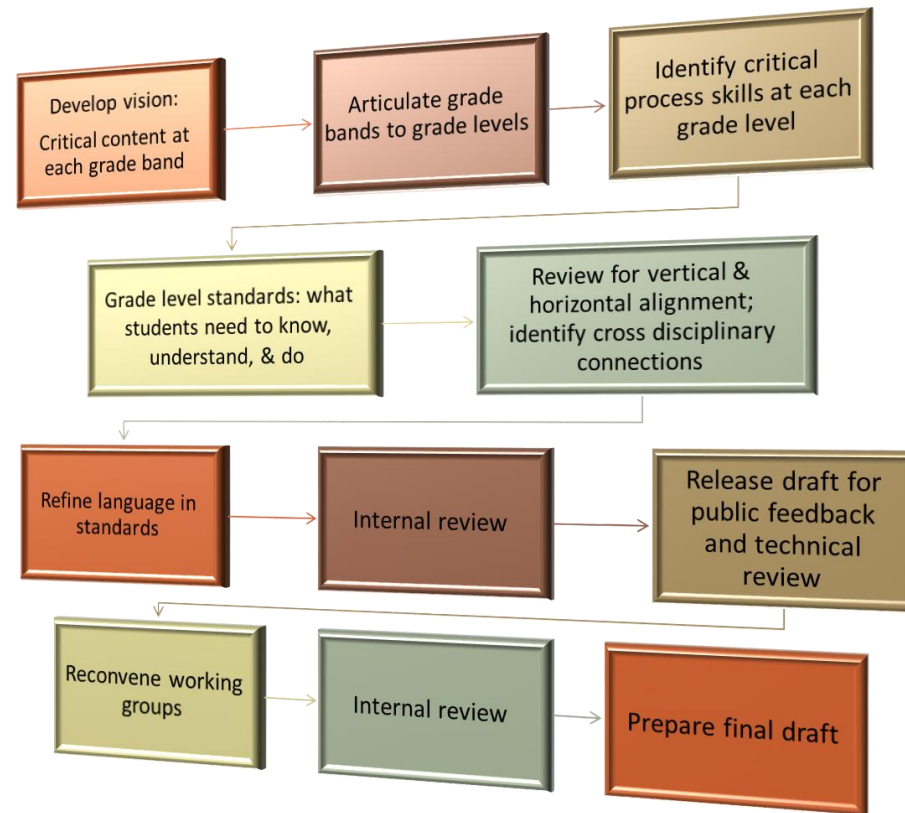


**Arizona
Educators**

Arizona History and Social Science Standards Implementation Timeline



Standards Development Process



Informed by research and public comment; Standards development is an on-going cycle of improvement

Standards, Curriculum, & Instruction

Standards – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

This is the “WHAT”

Standards, Curriculum, & Instruction

Curriculum – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

Instruction – The methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

This is the “HOW”

Standards vs. Performance Objectives

Content Standards

Standards are what students need to know, understand, and be able to do **by** the end of each grade level. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels.

Performance Objectives

Performance Objectives are **incremental steps** toward mastery of individual content standards. Performance Objectives are knowledge and skills that a student must demonstrate at each grade level. Performance objectives do not imply a progression of learning and, because they are discrete skills, reach a limited level of cognitive demand.

History & Social Science Standards

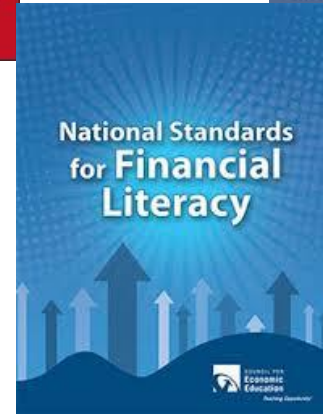
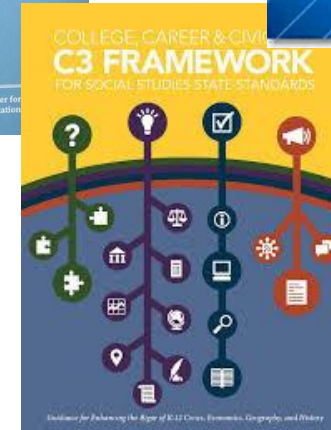
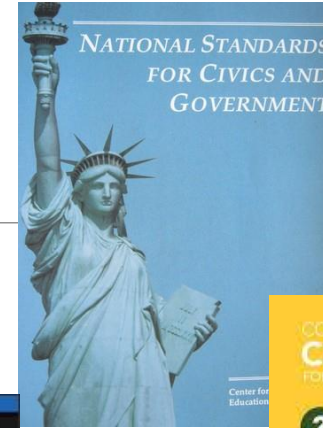
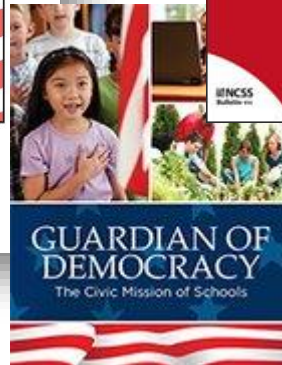
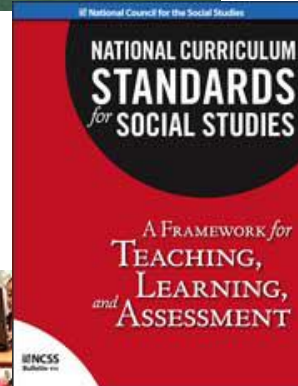
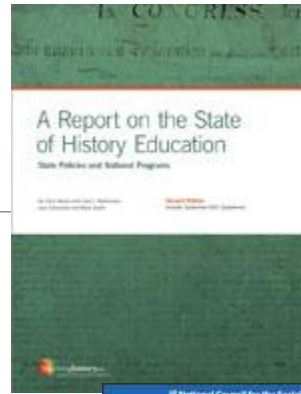
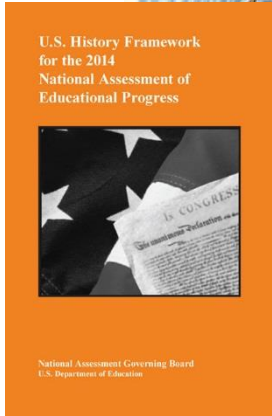
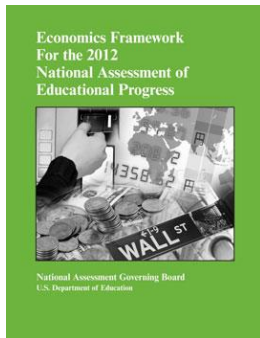
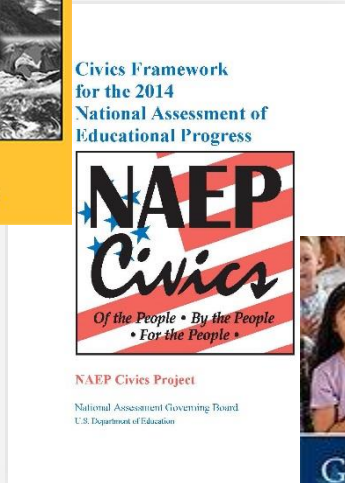
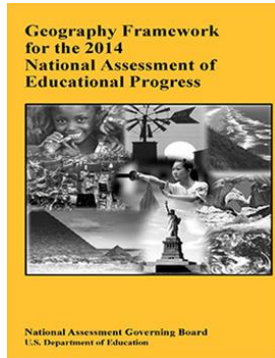
Working Groups

- 110 Educators, Parents, Community Members
- Representing
 - 56 districts, charters, and institutes of higher education
 - 11 counties

All working group agendas and presentations located on the History & Social Science Standards Review Update page

<http://www.azed.gov/standards-practices/category/social-studies/social-studies-review-updates/>

Research Base



Research

Bradley Commission Report on History in the Schools- 9 recommendations and vital themes and narratives,

Blueprint for Student Learning-NCHE

History Habits of the Mind-NCHE

Advanced Placement

C3 Framework for College, Career and Civic Life

Guardians of Democracy: The Civic Mission of the Schools Report

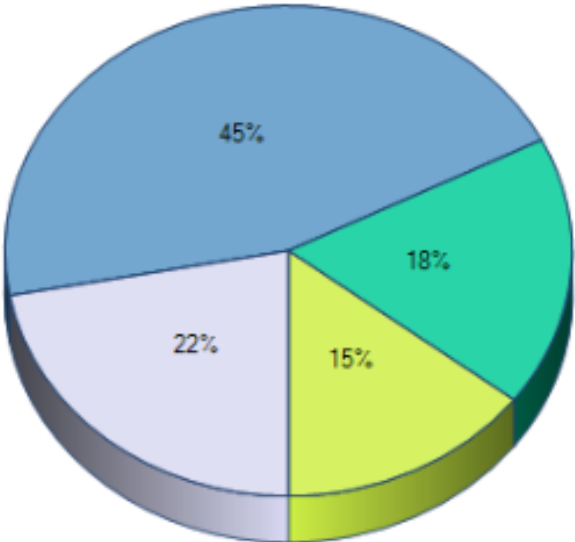
National Standards

NAEP Frameworks

Other state standards

Public Feedback

The History and Social Science Standards sufficient depth of content and rigor.

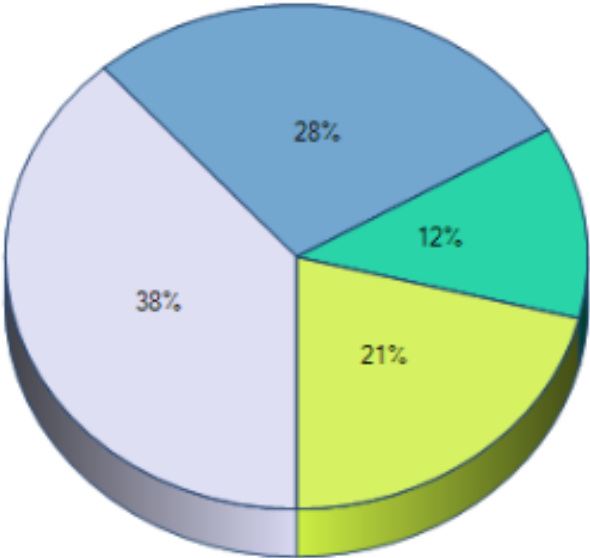


	Response Total	Response Percent
Strongly Agree	68	22%
Agree	140	45%
Disagree	55	18%
Strongly Disagree	45	15%
Total Respondents	308	
(skipped this question)	2029	

67% Agree/Strongly Agree

Public Feedback

This draft of the 2018 History and Social Science Standards is an improvement compared to the Arizona current standard (2005).



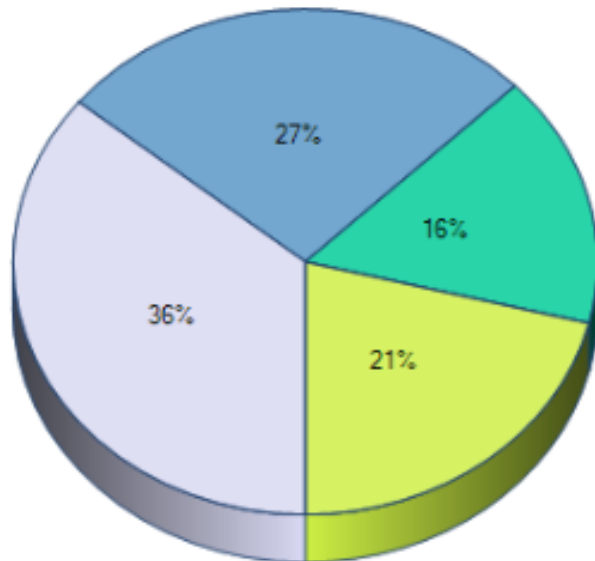
	Response Total	Response Percent
Strongly Agree	137	38%
Agree	100	28%
Disagree	44	12%
Strongly Disagree	75	21%
Total Respondents	356	
(skipped this question)	1981	

64% Agree/Strongly Agree

Public Feedback

I support the State Board of Education adopting this DRAFT as Arizona's History and Science Standards.

Answers:



	Response Total	Response Percent
Strongly Agree (draft needs very few revisions)	131	36%
Agree (draft needs moderate revisions)	98	27%
Disagree (draft needs extensive revisions)	59	16%
Strongly Disagree (draft does not represent student History and Social Science learning needs)	77	21%
Total Respondents	365	
(skipped this question)	1972	

63% Agree/Strongly Agree

Public Feedback- Positives

- **K-8 Progression**
- **Balance between content and skills**
- **Organization around Anchor Standards**
- **Move away from checklist**
- **More time to go into depth on topics**
- **Flexibility to teach different ways**
- **Financial Literacy**
- **Addition of Integrated Global Studies**
- **Inquiry**
- **Culturally inclusive**

Public Feedback- Concerns

- **Organization-** addressed by changing Big Ideas to Anchor Standards, reorganized Skills and Process Anchors and put inquiry into the standards, created visuals, and cleaned up storylines.
- **United States History-** addressed by adding standards to K-1 exploring origins of holidays, symbols, documents, and landmarks, added historical figures to K-1, all grades except 2nd and 6th have explicit United States History.
- **3rd/4th Progression-** addressed in standards already- current standards include study of Americas including early civilizations, indigenous peoples/cultures, and European exploration. Moved Arizona portion to 3rd and colonization from 5th to 4th. Appropriate and necessary for progression. Working with Arizona Geographic Alliance and the Heard Museum to create materials and professional development.
- **Economic Gaps-** addressed by adding financial literacy to 3rd and 6th grade, adding debt to 8th grade, and economic philosophers and their theories including Adam Smith, John Maynard Keynes, and Karl Marx. Marginal Analysis added to High School
- **World History-** suggestion based on feedback to focus on 1500's to present. LEA's have flexibility since standards minimum, Government can address historical and philosophical influences on Constitutional Government, need for students to understand Modern World History.

Technical Reviewers

Christi Carlson- Northern Arizona University, Department of History

Dr. Tina Heafner- University of North Carolina, Professor, Department of Middle, Secondary, and K-12 Education

Dr. Kelly Stewart- Ashford University, Assistant Professor, College of Education

Beth Ratway- American Institute for Research, Senior Consultant

Technical Review Summary- Positives

- **Big Ideas**
- **Standards inclusive of multiple perspectives and experiences**
- **Disciplinary Skills and Process**
- **Global Studies**
- **Primary Sources**
- **Visionary Standards**
- **K-8 Progression/Storylines**
- **Prepare for College, Career, and Civic Life**
- **Grade 3-12 content rich- All grades rich in skills and disciplinary literacy**
- **8th grade theme**
- **Financial Literacy**
- **Expanding beyond traditional map skills**
- **Inquiry**

Technical Review- Recommendations

- **Change Big Ideas to Anchor Standards**
- **Combine Inquiry Elements into Disciplinary Skills and Process Standards**
- **Expand disciplinary literacy and skills standards to include geography, civics, econ**
- **Key concepts/ideas too narrow in some grade levels**
- **Visuals**
- **Support document with primary sources**
- **Include Compelling/supporting questions for each grade level**
- **Too much duplication between middle and high school**
- **H.S needs support document to show how to integrate the standards into courses**

What does it mean to learn history?

In 1492 Columbus sailed the ocean blue.



FACTS

PEOPLE, EVENTS, DATES,

**WHAT DOES THIS
MEAN?**

**WHY IS THIS
IMPORTANT?**

**WHY SHOULD I
CARE AS A
STUDENT?**

The new standards build on the facts to look at the larger picture.

What was happening in Europe that led to exploration and discovery?

How did the voyages of Columbus and other explorers impact the lives of Europeans?

How did the voyages of Columbus and other explorers impact the lives of the native peoples in the Americas.

What technological advances did his voyages spur?

How did his voyages link the world through globalization?

What were the impacts of his voyage on the creation of the United States? On me?

Why does pizza have tomato sauce on it?

Why is Columbus Day a national holiday but also a source of conflict among different communities today?

Thinking like a geographer,
historian, economist, financial
advisor, political scientist....



Engaging students in the pursuit of active, informed citizenship will require:

Thinking analytically by

- Posing questions, gathering evidence, recognizing continuity and detecting change over time, utilizing chronology to examine cause and effect relationships, and drawing reasonable inferences from a variety of sources.

Read widely and critically by

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source, identifying and comparing historical, geographic, economic, and political science interpretations of a wide variety of secondary sources, utilizing broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner by

- Developing and defending evidence based arguments, utilizing multiple perspectives for comprehensive explanations, and practicing and cultivating a wide variety of different types of writing.

21 Anchor Standards



- Disciplinary Skills and Processes
- Civics
- Economics
- Geography
- History

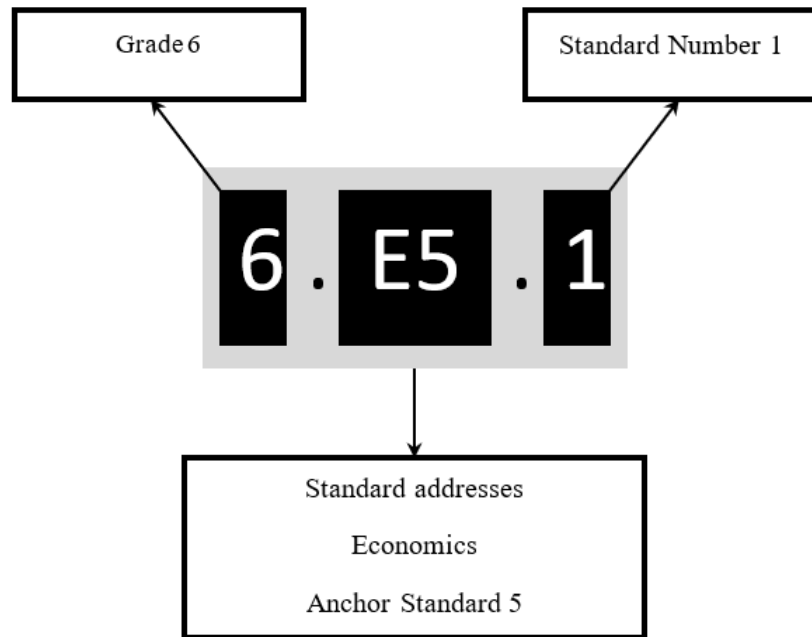
21 Anchor Standards

Disciplinary Skills and Processes	Civics	Economics	Geography	History
<p>SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</p>	<p>C1: Civic virtues and democratic principles are key components of the American political system.</p>	<p>E1: A financially literate individual understands how to manage income, spending, and investment.</p>	<p>G1: The use of geographic representations and tools helps individuals understand their world.</p>	<p>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</p>
<p>SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</p>	<p>C2: Citizens have individual rights, roles, and responsibilities.</p>	<p>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p>	<p>G2: Human-environment interactions are essential aspects of human life in all societies.</p>	<p>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</p>
<p>SP3: Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p>	<p>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</p>	<p>E3: Individuals and institutions are interdependent within market systems.</p>	<p>G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p>	<p>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</p>
		<p>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</p>		
<p>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p>	<p>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</p>	<p>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</p>	<p>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</p>	<p>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</p>

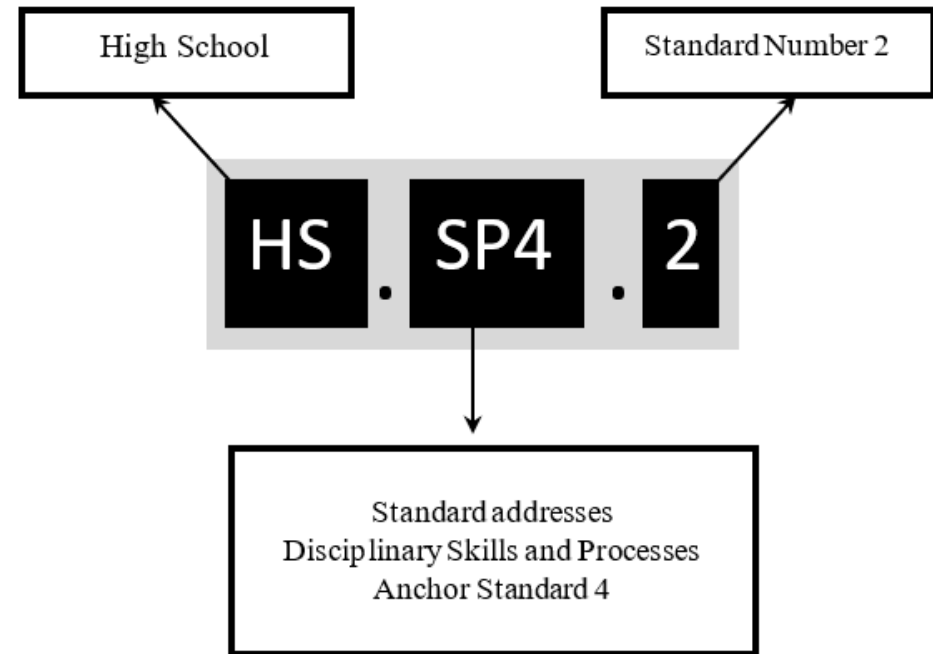
CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Reading the Standards

6.E5.1 Describe the factors that influence trade between countries and cultures.



HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.



Disciplinary Skills and Processes

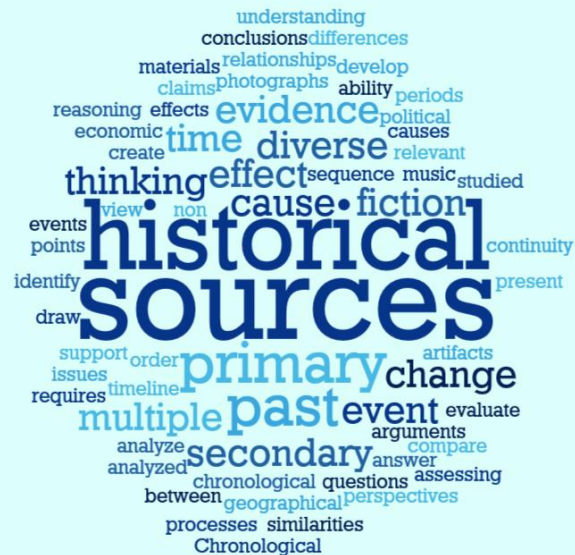
Anchor SP1-Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.

1.SP1.1-Place important life events in chronological order on a timeline.

4.SP1.1- Create and use a chronological sequence of related events to **compare** developments that happened at the same time.

7.SP1.1-Analyze connections among events and developments in broader historical contexts.

HS.SP1.1- Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.



Civics

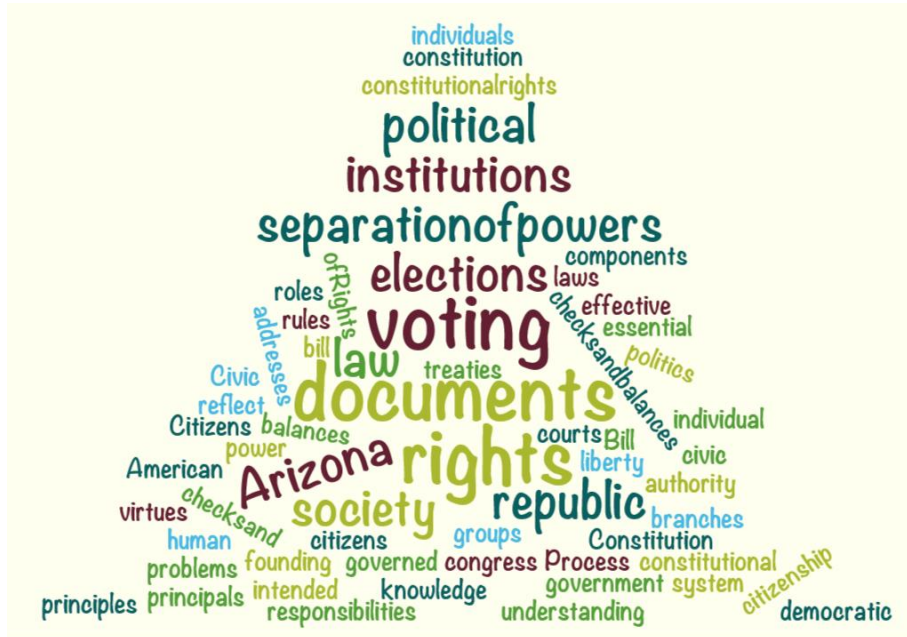
Anchor C3-An understanding of civic and political institutions in **society and** the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

1.C3.1- Explain the importance of rules and laws in our community.

3.C3.1-Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.

8.C3.3-Compare the structures, powers, and limits of government at different levels in the United States.

HS.C3.1-Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and **analyze** how those powers, responsibilities, and limits have changed over time.



Economics

Anchor E1-A financially literate individual understands how to manage income, spending, and investment.

1.E1.2- Describe reasons to save or spend money.

3.E1.3- Identify positive and negative incentives that influence financial decisions people make to save and spend money.

8.E1.2- Analyze the relationship between interest rates, saving, and use of credit.

HS.E1.4- Compare the costs and benefits of different types of investments.



Geography

Anchor G1-The use of geographic representations and tools help individuals understand their world.

2.G1.1- Use and **construct** maps, graphs, and other geographic representations of familiar and unfamiliar places in the world to locate physical and human features.

4.G1.1- Use and **construct** maps and graphs to represent changes in the Americas over time.

7.G1.1- Use and **construct** maps and other geographical representations to **explain** the spatial patterns of cultural and environmental characteristics.

HS.G1.1- Use geographic data to **explain** and **analyze** relationships between locations of place and regions.



History

Anchor H2—Cycles of conflict and cooperation have shaped relations among people, places, and environments.



1.H2.1- Explain the benefits of cooperation and compromise as ways to solve conflict in communities past and present.

4.H2.1- Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.

8.H2.1-Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.

HS.H2.3- Evaluate the short and long-term impacts of conflicts and their resolutions.

Inquiry Elements- Supporting and Reinforcing the ELA Standards



Read, write, speak, and listen about history, geography, economics, and civics by:

Developing Questions

Gathering and Evaluating Sources

Developing Claims

Communicating Conclusions

K-8 Themes/Focus

K- Children as Citizens

1- Communities: Living and Working Together

2- The World Around Me

3- Arizona Studies (*prehistory-present day*)

4- Regions and Cultures of the Americas (*pre-contact America-European settlement- 1763*)

5- United States Studies (*American Revolution-Industrialism- 1763-1900*)

6- Global Studies: World Regions and Cultures of the Eastern Hemisphere (*early civilizations-Renaissance and Reformation*)

7- Integrated Global Studies (*Scientific Revolution and Enlightenment-present*)

8- Citizenship and Civic Engagement in Today's Society

K-2

K- Children as Citizens

1- Communities: Living and Working Together

2- The World Around Me

A student in kindergarten through second grade will be developing their foundational reading and writing skills. The standards will support the development of literacy by providing content and background knowledge in history, civics, geography, and economics while introducing students to content specific skills like chronological thinking, civic principles, the use of maps and globes, and interpreting primary sources.

3-5

3- Arizona Studies

4- Regions and Cultures of the Americas to the Revolution

5- United States Studies from the Revolution through Industrialism

A student in third through fifth grade will continue to build their literacy skills and increase their content knowledge and skills in history, civics, economics, and geography. Standards at this grade band will focus on state, regional, and national history and geography setting the stage for the introduction of world/global studies in the middle grades.

6-8

6- Global Studies: World Regions and Cultures

7-Integrated Global Studies

8- Citizenship and Civic Engagement

A student in sixth through eighth grade begins to look at the world and the role of the United States within the world. In sixth grade students explore the beginnings of history and civilizations through the Enlightenment. Influences of Greece and Rome along with European impacts on our society and development are introduced. As students enter 7th grade, United States history is taught through global turning points including Imperialism, World War I, World War II, and the Cold War. Comparative governments and economic systems are introduced.

By eighth grade students have spent 7 years learning about the world and their nation. In eighth grade they begin to see their place in this story. Civics, Economics and History are the focus of the year with students going back to the foundations of our political system and examining how the ideas in the founding documents are enduring today through many different topics.

High School

- Legislation dictates the course requirements for graduation.
- 1 Credit American/Arizona History
- 1 Credit World History/Geography
- ½ Credit each of Government and Economics
- Standards are put into courses by LEAs.
- Standards repeat in various courses- example World and American History.
- Geography integrated among all four courses.

Skills and Process Standards

SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.

SP2: Thinking within the discipline involves the ability to identify, compare and evaluate multiple points of view about events and issues.

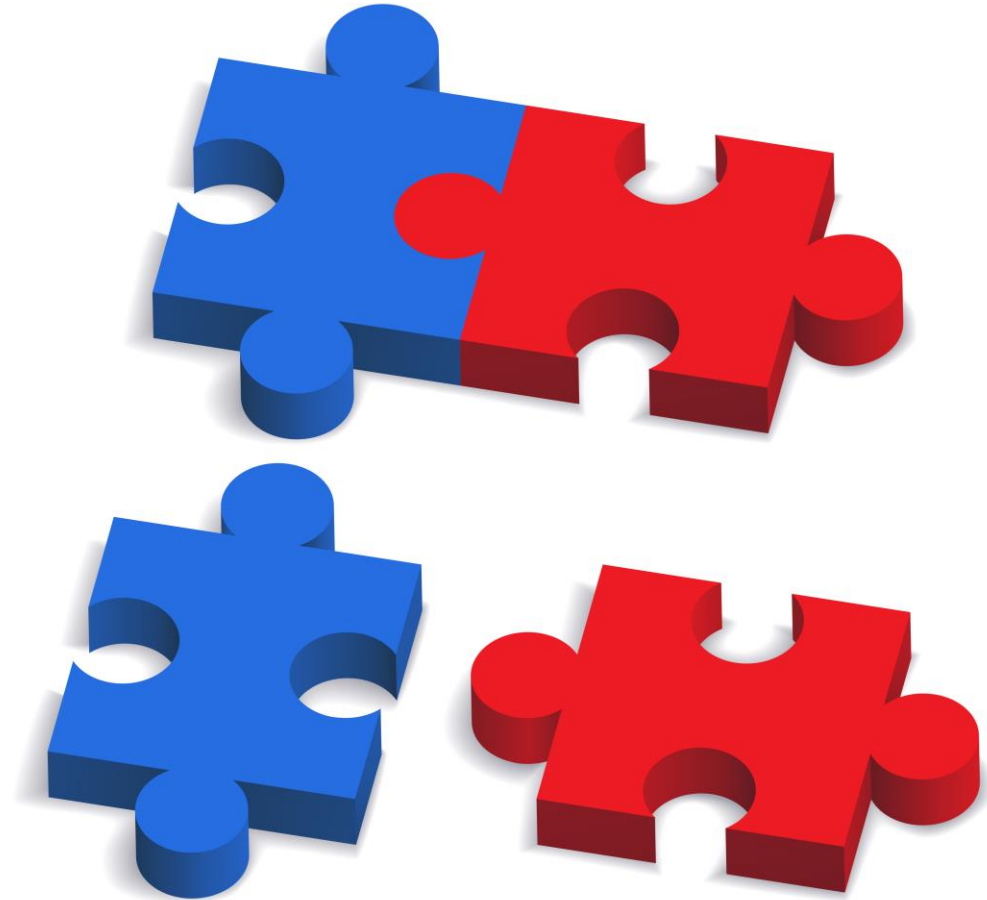
SP3: Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Putting it Together

Part 1: Storyline or
Course Consideration- Content

Part 2: Standards- Apply
the standards to the
content focus



Example: 4th Grade- Regions and Cultures of the Americas

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries
- Regional settlement patterns, significant developments, and life in the Southern, Middle, and New England colonies

Standards

Chronological reasoning requires understanding of the processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and the present.

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.

- Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

Standards

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
- Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies

Example: High School- American/Arizona History

- **Revolution and a New Nation** including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy, and society, and the creation of the American political system looking at origins, and key political and social figures,
- **Nation Building and Sectionalism** including but not limited to territorial expansion and its impacts on external powers and Native Americans, regional tensions due to industrialism, immigration, and the expansion of slavery, changes in the political democracy after 1800, and cultural, religious, and reform movements in the Antebellum period
- **Civil War and Reconstruction** including but not limited to causes, course, and impact of the Civil War on various groups in the United States, the impacts of different reconstruction plans, and the emergence of **Jim** Crow and segregation

Standards

H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments

- HS.H2.1 Explain multiple causes of conflict.
- HS.H2.2 Analyze approaches to conflict management and resolution.
- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.
- HS.H2.4 Compare causes and effects of isolationism and globalism.

Standards

H4:Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- HS.H4.3 Examine how access to information and technology has been used to influence society.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

Overview of the Shifts

1. Shifting from performance objectives to broader standards to allow for greater depth and more connections
2. Organizing standards around Anchor Standards allows for coherence, depth and rigor
3. Connecting social studies content with disciplinary skills
4. The addition of Financial Literacy in each grade band

Shifts Continued

5. Moved state history to 3rd grade
6. Two consecutive years of United States at 4/5th grade
7. Two years of Global at 6th/7th
8. Focusing on Civics, Economics and history related to the Constitution and Bill of Rights
9. Focus on the Disciplinary Skills and Processes
10. Inquiry Standards
11. Space for culturally inclusive practices

Implementation Overview

Phase 1: Standards Introduction 1/19-4/19

- Reading the new standards
- Comparing new to old standards
- Standards gap analysis
- Webinars and recorded presentations
- Technical Assistance

Target Audience- educators interested in learning about the new standards

Implementation Overview

Phase 2: Capacity Building 5/19-2/20

- Conceptual shifts from the old to the new
- Tools and resources for mapping the standards into curriculum/instruction
- Develop an implementation and tool kit for teachers and leaders in collaboration with WestEd
- Guidance and resources for vertical and horizontal progressions within the standards
- Shifts from performance objectives to anchor standards
- Train the trainer workshops
- Content specific workshops
- Live and recorded webinars
- Technical

Target Audience- educators interested in learning about the new standards

Implementation Overview

Phase 3: Full Implementation 3/20-ongoing

- Designing learning sequences for units and lessons
- Inquiry development and design
- How to integrate formative assessment with the new standards
- Evidence based learning
- Workshops
- Content expert seminars
- Guidance documents
- Live and recorded webinars
- Technical assistance

Target Audience- educators interested in learning about the new standards, specifically implementation of the new standards and district and school-based curriculum leaders

Questions

