

Standards Update

October 2014 KBE Meeting

Social Studies Standards Timeline

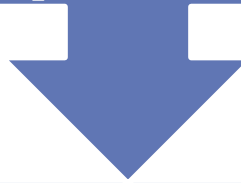
Through 2013

1. Formed a 40+ member stakeholder group to set vision, establish specifications for new standards
2. Established key threads for Kentucky Social Studies Standards



Through August 2014

3. Selected 40 teacher writers to draft standards using vision, priorities set from 2013 stakeholder group
4. Drafted set of standards with anchors/progressions informed by Global Competence Matrix, P21 Skills, C3 Framework and *How Students Learn History in the Classroom*
5. Established protocol for focus groups



September-December 2014

6. Introducing standards via focus groups, Leadership Networks, KBE Meeting and conferences
7. Soliciting and reviewing feedback , revising draft standards when necessary
8. Presenting standards for adoption by KBE

Vision for Social Studies Standards

As social studies educators we should be working toward creating active citizens who participate productively in the world around them. In the 21st century, citizenship has to be global with certain skills needed to navigate the political realm.

Being a global citizen in Kentucky requires an understanding of past and present world events, past and present American events, and the tools and skills of citizenship.

Social studies education in Kentucky should be aimed at providing the curriculum and instruction necessary to produce Kentucky global citizens which possess an

Understanding of KY history (geography, economics)

Understanding of US history (geography, economics)

Understanding of World history (geography, economics)

Understanding of civics and civic responsibility

21st century skills (literacy, CCR)

Vision, continued

In elementary schools, social studies education should provide the foundations for understanding KY, US, and world civilizations, countries, governments, economies. The theme or thread should be *beginning global citizenship*. Students should learn what it means to be a citizen of KY, the US, and the world.

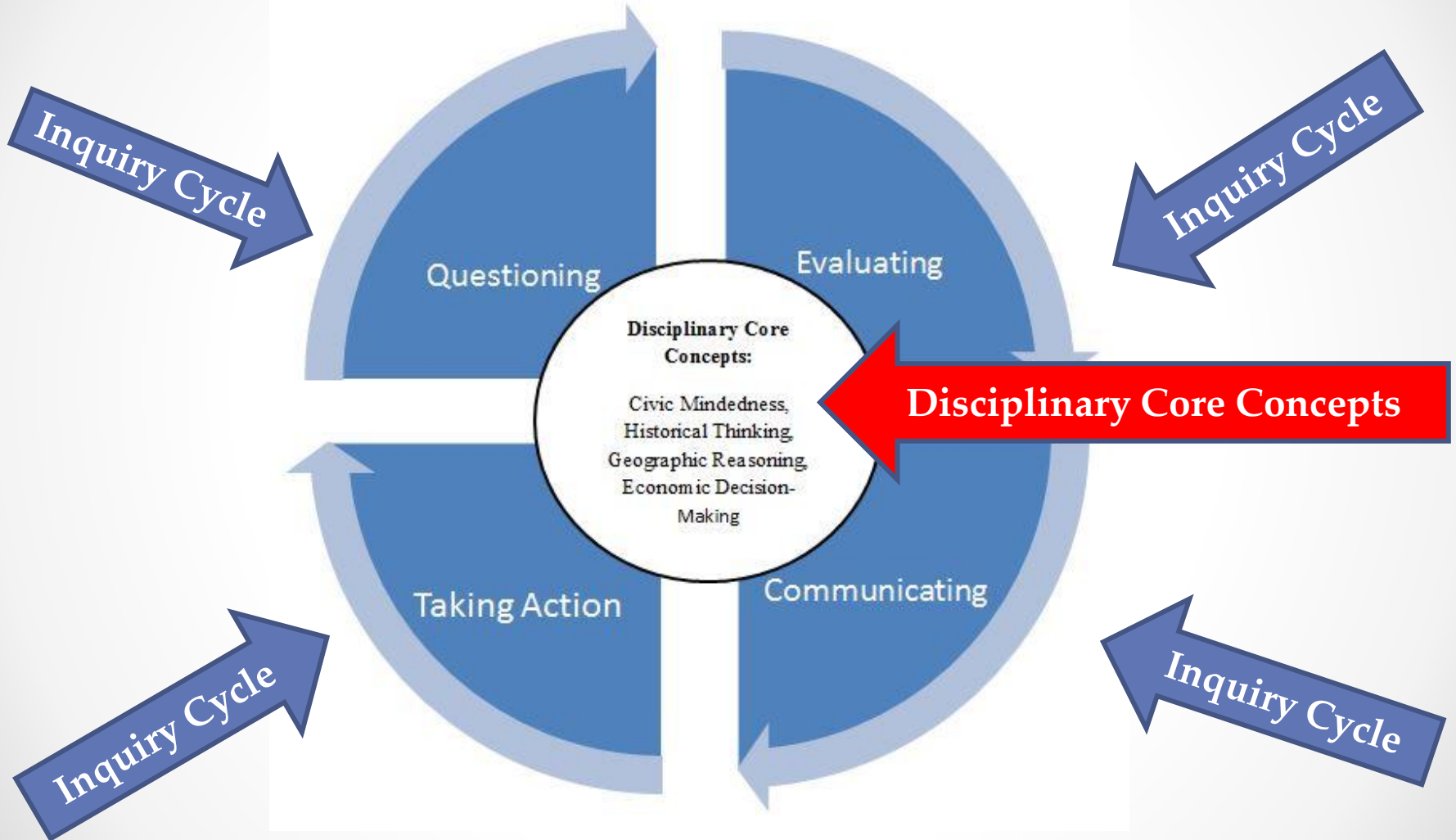
In middle school, social studies education should focus on the formation of KY, US, and world countries, governments, and economies and the similarities among them. Students should be *becoming a global citizen*.

High school social studies education should help students understand the transformation of isolated countries, governments, and economies into parts of a global system. Students should leave high school with a global perspective, practicing global citizenship, or *being a global citizen*.

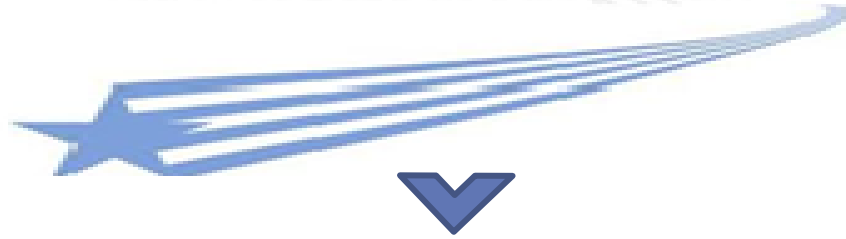
Guiding Questions from Model Curriculum Framework

1. What will the world be like twenty or so years from now when your students have left school and are out in the world?
2. What skills will students need to be successful in this world you have imagined twenty years from now?
3. Now think about your own life and the times when you were really learning, so much and so deeply, that you would call these the “peak learning experiences” of your life. What were the conditions that made your high performance learning experiences so powerful?
4. What would learning be like if it were designed around your answers to the first three questions?

The Architecture

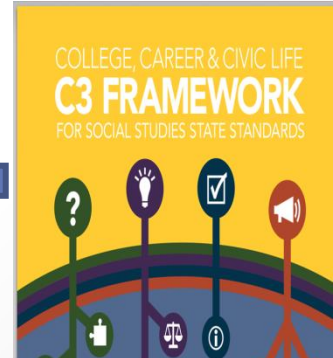
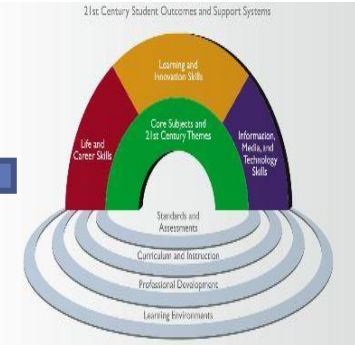
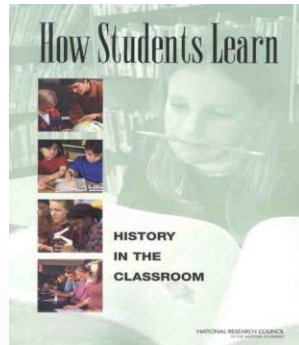


Social Studies Standards for the Next Generation



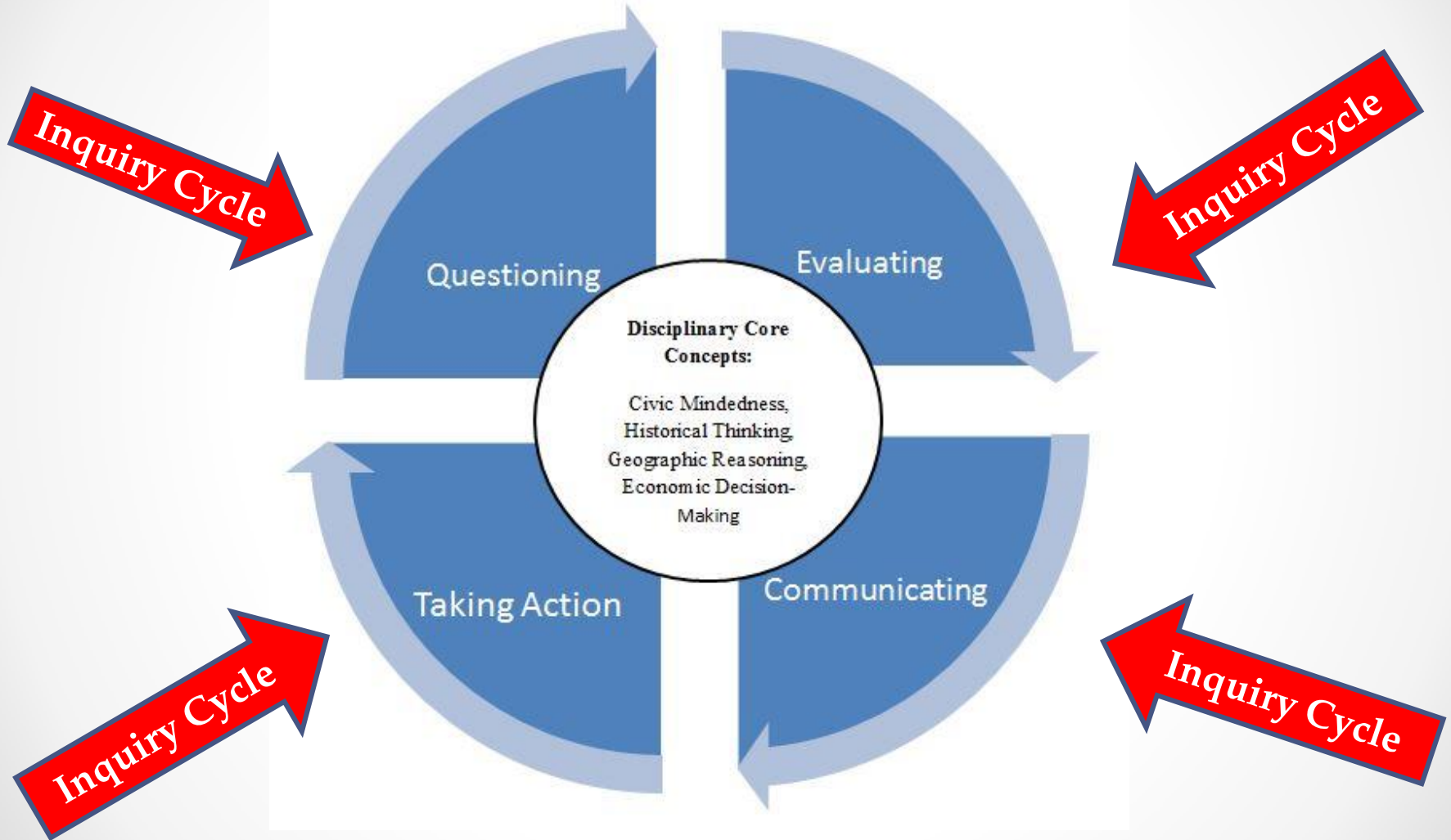
MAIN GLOBAL COMPETENCE MATRIX
Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environments.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> Identify an issue, person, or question, and explore the significance of locally, regionally, or globally-focused, researchable questions. Use a variety of languages and digital and non-digital sources and media to identify and weigh relevant evidence to address a globally significant researchable question. Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. Develop an argument based on compelling evidence that combines multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. Analyze how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, language, and strategies. Select and use appropriate technology and media to communicate with diverse audiences, including the development of knowledge. Reflect on how effective communication affects understanding and collaboration in an interconnected world. 	<p>Students:</p> <ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Assess options and plan action based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. Act personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.



<p>Anchor Standard 1</p>	<p><u>Civic and Political Institutions</u></p> <p>Determine the importance of the institutions of society and the principles that these institutions are intended to reflect, which requires the demonstration of in-depth understanding of law, politics, and government.</p>
<p><u>K</u></p>	<p>Identify the roles and responsibilities of community members.</p>
<p><u>1st</u></p>	<p>Explain the need for and purposes of rules in a community.</p>
<p><u>2nd</u></p>	<p>Explain what governments are and how communities work to accomplish tasks and establish responsibilities.</p>
<p><u>3rd</u></p>	<p>Explain how citizens responsibly participate in democratic processes and practice civic responsibility.</p>
<p><u>4th</u></p>	<p>Describe the origins, functions, and structure of state government to determine how it supports freedom within a democracy.</p>
<p><u>5th</u></p>	<p>Explain how government effects how citizens, political and economic groups function within society.</p>

The Architecture



Inquiry Practices

<p>Questioning</p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> 1. Develop compelling questions that promote inquiry around key disciplinary concepts and embedded enduring issues. 2. Develop supporting questions that identify facts, concepts and research interpretations associated with a key disciplinary concept. 3. Determine the types of sources that will assist in answering compelling and supporting questions. 	<p>Evaluating Sources</p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> 4. Gather relevant information from multiple sources from a wide range of perspectives and evaluate for credibility. 5. Identify and utilize evidence to seek solutions to questions. 6. Develop and create claims and counterclaims using appropriate evidence to construct strengths and weaknesses 	<p>Communicating</p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> 7. Construct viable arguments, relevant explanations and/or public demonstrations that convey ideas and perspectives to a wide array of appropriate audiences. 8. Critique the arguments and explanations of others paying particular attention to credibility and relevance of information. 9. Address options of individuals and groups to identify and apply a range of strategies and complex reasoning to take public action or propose a solution.
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10. **Engage in disciplinary thinking** used by social scientists (*historians, economists, political scientists and geographers*) independently and proficiently resulting in civic readiness.

<p>Civic Mindedness</p> <p>2.CM.1 Civic and Political Institutions <i>Explain what governments are and how communities work to accomplish tasks and establish responsibilities.</i></p> <p>2.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles <i>Compare individual and group perspective and how they affect decisions.</i></p> <p>2.CM.3 Processes, Rules and Laws <i>Describe how people have tried to improve their communities through rules or laws.</i></p>	<p>Geographic Reasoning</p> <p>2.GR.8 Spatial Views of the World <i>Describe places and the relationships and interactions that shape them using maps, graphs, photographs and other models.</i></p> <p>2.GR.9 Human-Environment Interaction <i>Explain how human activities in local-to-global communities affect cultural and environmental characteristics.</i></p> <p>2.GR.10 Human Populations Spatial Patterns and Movements <i>Describe connections between the physical environment and the economic activities of a location.</i></p> <p>2.GR.11 Global Interconnections <i>Describe how changes in physical and cultural characteristics of world regions affect people.</i></p>
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<p>Economic Decision Making</p> <p>2.EDM.4 Economic Decision Making <i>Describe opportunity costs of economic decisions.</i></p> <p>2.EDM.5 Exchange and Markets <i>Identify examples of human, capital and natural resources to explain why individuals and businesses specialize and trade.</i></p> <p>2.EDM.6 National Economy <i>Describe how examples of capital, human and natural resources are related to goods and services.</i></p> <p>2.EDM.7 Global Economy <i>Describe products imported and exported.</i></p>	<p>Historical Thinking</p> <p>K.HT.12 Chronological Reasoning: Causation and Continuity <i>Create and utilize a chronological sequence to generate possible causes for events and developments and how these were shaped by individuals and groups of the past.</i></p> <p>2.HT.13 Historical Understanding: Contextualization and Perspectives <i>Compare different accounts of the same historical event.</i></p> <p>2.HT.14 Historical Arguments <i>Determine which reasons cause historical events and developments to happen using a secondary source.</i></p> <p>2.HT.15 Interpretation and Synthesis <i>Generate questions about a historical source and explain how the source is related to a historical development or event.</i></p>
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Why New?

“This standard of Social Studies education should not only be afforded to those in affluent neighborhoods or only utilized with those students in gifted and talented programs. This level of critical analysis and action should be the expectation of every student in the state of Kentucky.”

-Tiffany Gruen, Elementary Teacher, Covington Independent

“I want my students to have the confidence to make the world a better place.”

-Roger Thomas, Middle School Teacher, Jefferson County

“Students will be immersed in inquiry, but no longer will students be asking ‘Why do we have to learn this?’ They will be asking, ‘How is this learning important,’ and ‘How will this learning help me to better know, understand and question the world in which I live?’ Ahh – what a refreshing thought.”

-Monica Clark, High School Teacher, Bullitt County

Why Now?

“My thought is that content is important, but there is so much knowledge at our fingertips that they need to know what to do with basic knowledge. Skills such as problem solving and critical thinking are important. They need to be able to support their information with evidence.”

--Leslie Moyer, High School Teacher, Greenup County

“In an era when information threatens to overwhelm us, it’s more crucial than ever to choose the right questions to ask.”

-TIME Magazine, September 8-15, 2014, p. 4

“Long ago, in youth, I was brash enough to think myself able to pronounce on ‘The Meaning of History.’ I now know that history’s meaning is a matter to be discovered, not declared.”

-Henry Kissinger, TIME Magazine, September 22, 2014, p. 38

Shifts in Teaching and Learning

- Exploring/inquiring into “*problems that make the content coherent, significant, and fascinating*”(How Students Learn History in the Classroom, NRC, 2005)
- **Crafting Qs that matter; collaborative inquiry; integration of content and skills; “working and thinking” like an historian, social scientist, geographer, etc.; communicating civic solutions** (C3 Framework, 2013)
- Participating productively as **active citizens** in the world around them; being ‘**global Kentuckians**’ by understanding past and present world/American/Kentucky events; **developing the tools and skills of citizenship**—locally and globally (Social Studies Standards Advisory Committee, 2013)

National Core Arts Standards

National Coalition for Core Arts Standards

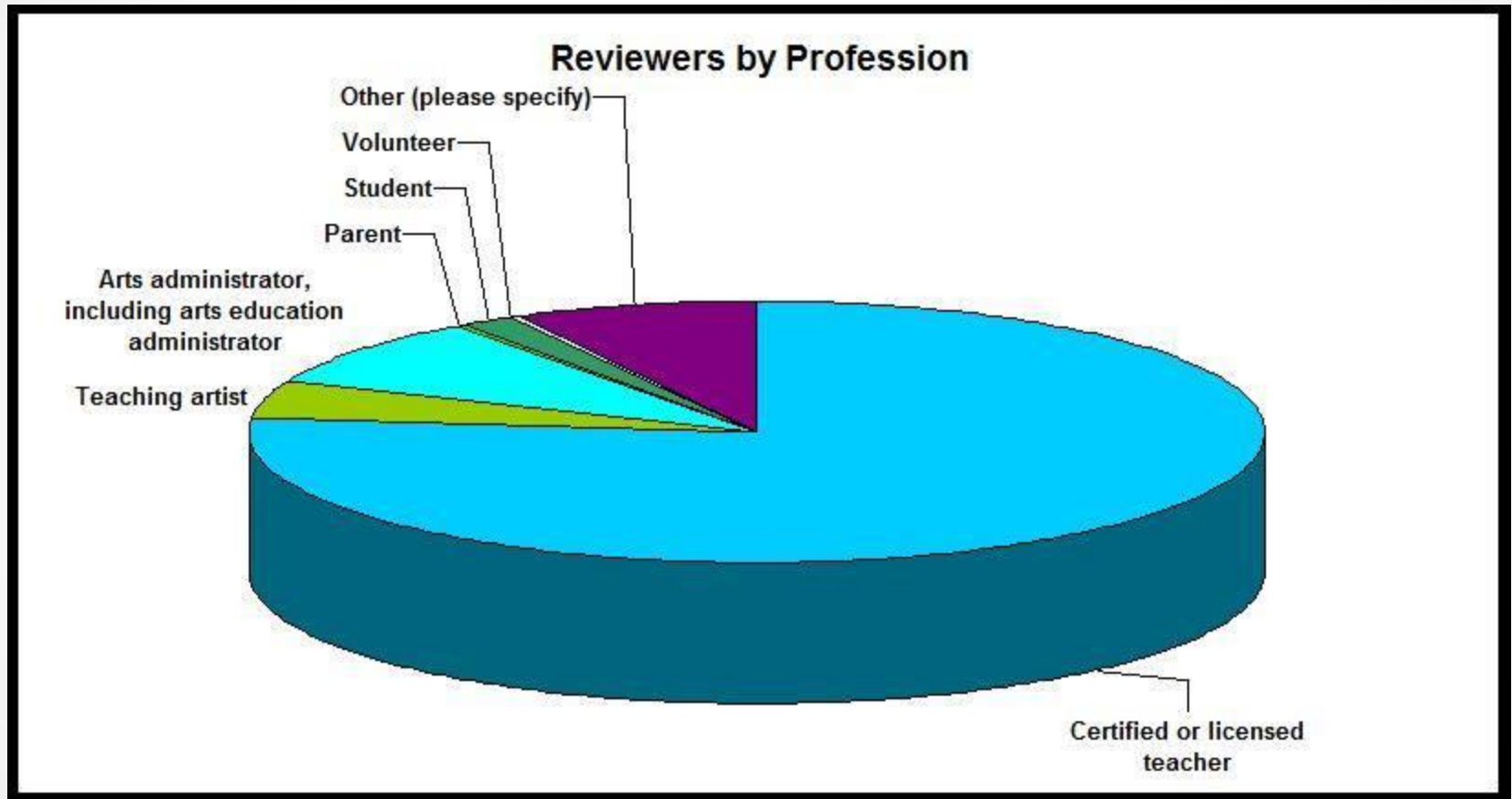


Over the course of three years, seventy writers and NCCAS leadership across the five disciplines of dance, media arts, music, theatre, and visual arts came together in person and virtually to create new arts standards.

NCCAS Leadership Organizations

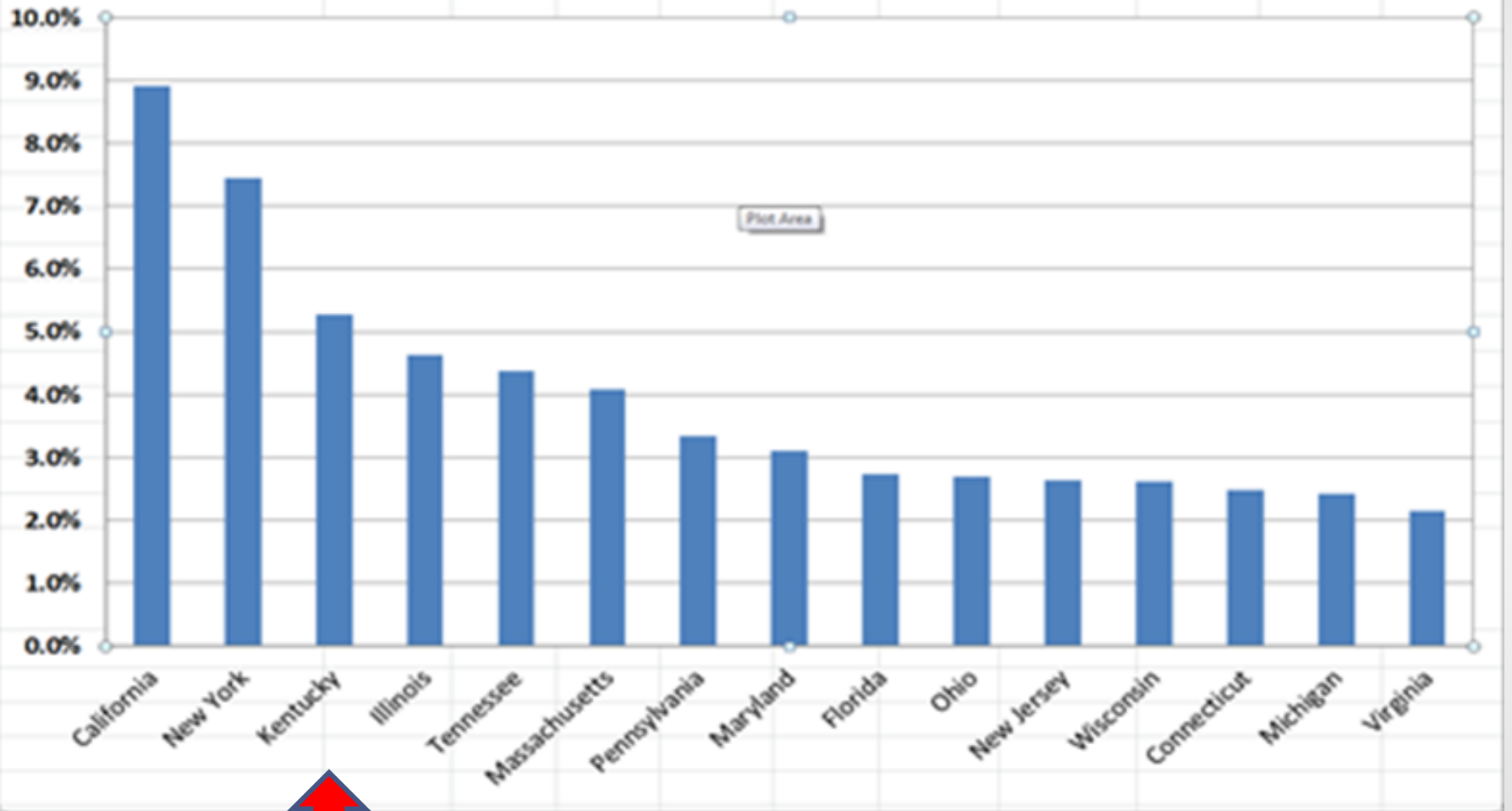
- American Alliance for Theatre and Education
- **Americans for the Arts**
- The College Board
- **Educational Theatre Association**
- National Art Education Association
- **National Association for Music Education**
- NCCAS Media Arts Committee
- **National Dance Education Organization**
- State Education Agency Directors of Arts Education
- **Young Audiences**

Q: Who determined what the standards would look like?



A: NCCAS Leadership, 70 writers and 6000+ reviewers

Where do you live? - Top 15 Locations





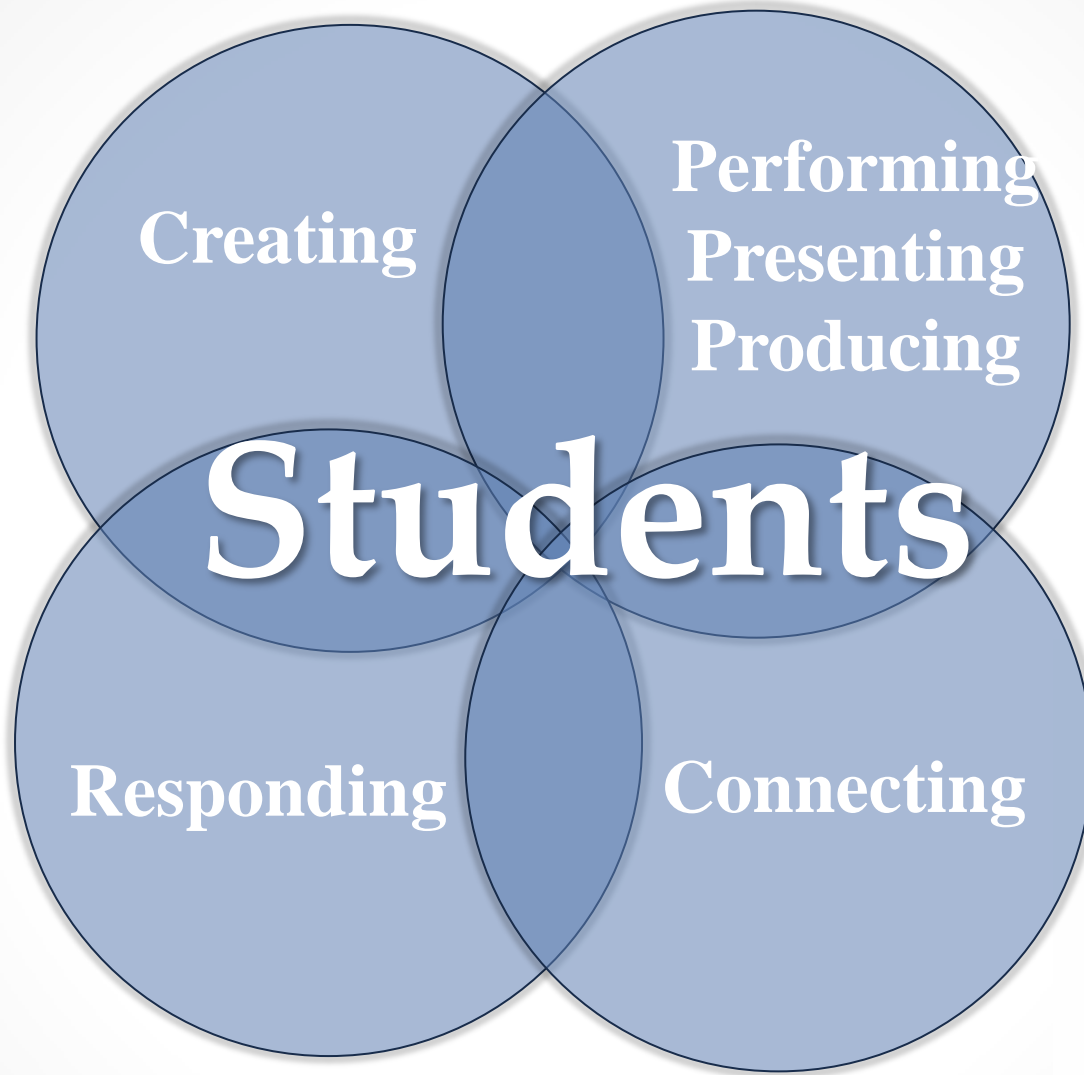
Artistic Literacy is woven through the standards ...

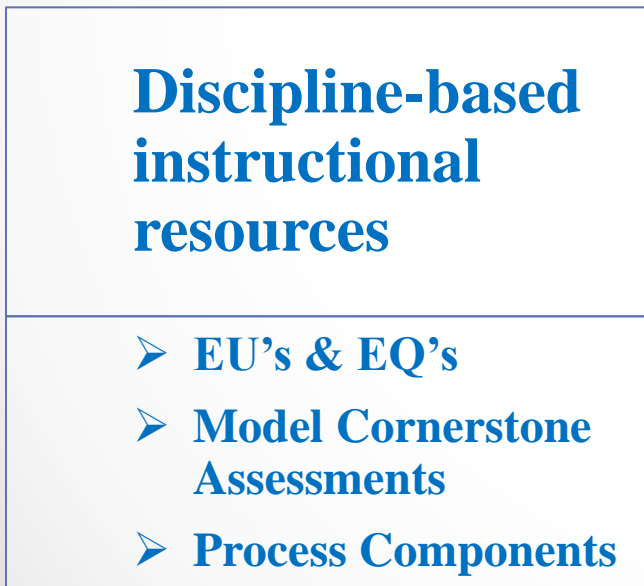
grounded in a common philosophical foundation and lifelong learning goals.



Philosophical Foundations

- **The Arts as Communication**
- **The Arts as Creative Personal Realization**
- **The Arts as Culture, History, and Connectors**
- **The Arts as Means to Wellbeing**
- **The Arts as Community Engagement**





Built on 4 Artistic Processes and 11 Overarching Anchor Standards

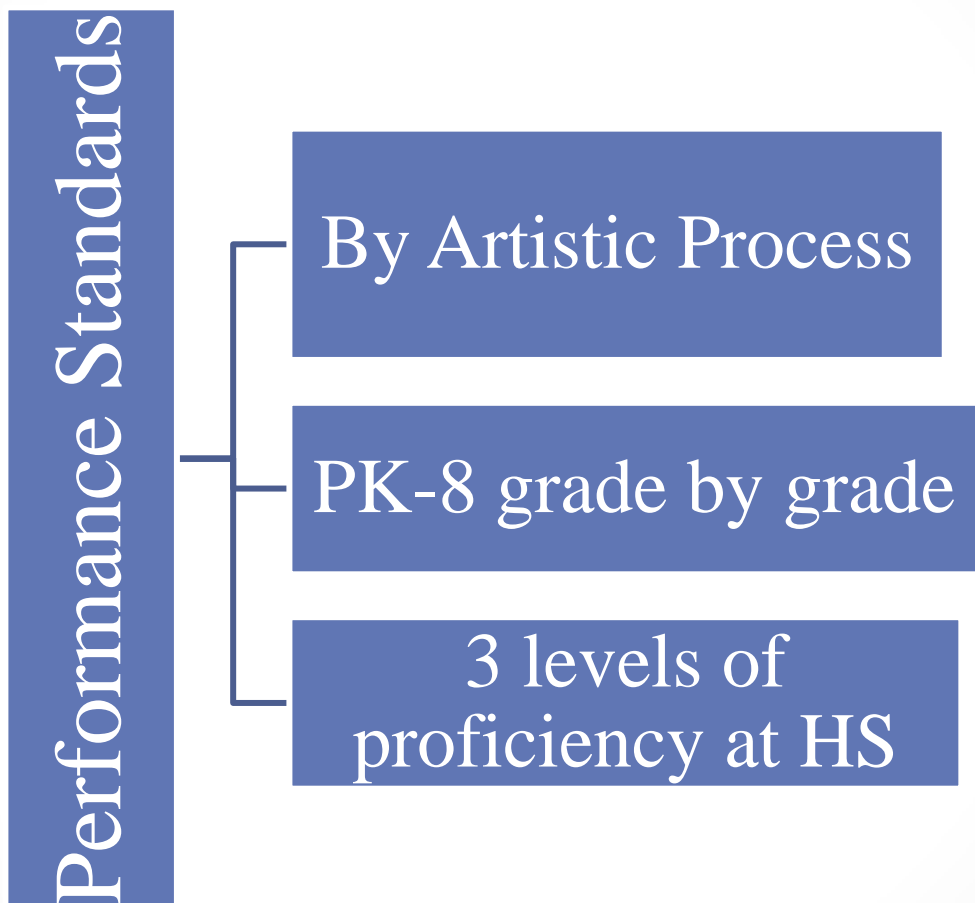
National Core Arts Standards

Anchor Standards

Consensual Agreements as of 1-7-14

Artistic Process and definition	Creating Conceiving and developing new artistic ideas and work.	Performing/Presenting/Producing Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Understanding and evaluating how the arts convey meaning.	Connecting Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.	Select, analyze and interpret artistic work for presentation. Develop and refine artistic techniques and work for presentation. Convey meaning through the presentation of artistic work.	Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work.	Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Discipline Specific Performance Standards



National Core Arts Standards by the Numbers

- **4 Artistic Processes**
- **11 Anchors**
- **5 Disciplines**
- **Performance Standard numbers vary by arts discipline**



www.nationalartsstandards.org



Model Cornerstone Assessments

at the benchmark grades of 2, 5, 8 and the three high school levels (proficient, accomplished, advanced) are examples of the type of evidence needed to show student achievement aligned to targeted performance standards.

They will be field tested and include:

- ✓ **assessment tools**
- ✓ **differentiated learning strategies**
- ✓ **benchmarked student work**

Resources

Customize



Students with Disabilities
and the Core Arts Standards

GUIDING PRINCIPLES
FOR TEACHERS

Print

Share

VSA

The International Organization on Arts and
Disabilities - The Kennedy Center

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.



Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

BROWSE THE HANDBOOKS:



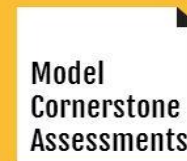
Standards at a Glance



Anchor Standards View



Grade Band View



Model Cornerstone Assessments



Customize your own handbook.



Enduring Skill: Creating

Creating: Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Performance Standards Criteria	Not Yet		Approaches Expectations		Meets Expectations		Exceeds Expectations
	1	1.5	2	2.5	3	3.5	4
VA:Cr1.2.5 Combine ideas to generate an innovative idea for art making.							
VA:Cr1.2.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.							

Grade 5 Performance Standard:

Combine ideas to Generate an innovative idea for art making.

College and Career Arts Pathways

