

# **Content Workgroup Kick-off**

**Monday March 29th**

***3:00 PM - 5:00 PM***



# Welcome & Introductions

- Welcome to the content workgroup kick-off!
- If you feel comfortable, please find one person in the chat and introduce yourself by selecting their name from the drop-down menu.
  - Tell them “Hi” and share a little about yourself, i.e. where you live and what grade(s)/subject you teach.
  - Feel free to share other interesting information, like your favorite vacation destination.





# Workgroup Goals

- Welcome
- Steering committee directives
- Standards review timeline
- Inquiry: C3 Framework and Educating for American Democracy Roadmap
- Work Plans and Logistics
- Next Steps



## **Steering Committee Directives**

# Committee Organization

## ***Steering Committee***

28 members

Guide process and updates

Make final recommendation to BESE

Steering  
Committee

## ***Workgroups***

18 members each

Review public comments

Draft standards

*Each workgroup is represented on the  
Steering Committee*

K-5  
Workgroup

6-12  
Workgroup



# Steering Committee Directives

As part of the review processes, the steering committee has directed these content workgroups to:

(1) Draft **inquiry standards**

(1) Use a **revised course progression** when drafting new social studies standards.

# Review Process: Timeline Overview

Step	Date	Location
<b>Content workgroups kickoff (happening right now!)</b>	3/29	Virtual
<b>Content workgroups #2 reviews and drafts standards</b>	4/17	Virtual
<b>Content workgroups #3 reviews and drafts standards</b>	5/15	Virtual
Steering committee #2 review initial draft of standards and submits feedback	6/26	Baton Rouge
<b>Content workgroup #4 implements feedback</b>	7/17	Virtual
Steering committee #3 review second draft of standards	7/31	Baton Rouge
Public comment	August	Virtual
Steering committee reviews public comments and implements feedback	Sept.	Virtual
BESE Reviews and adopts revised social studies standards	10/12	Baton Rouge



# Timeline: Details

Step	
<b>Content Workgroup Kickoff</b>  <i>Monday, March 29th</i> 3:00 PM- 5:00 PM  Location: Virtual	<p><b>Before workgroup</b></p> <ul style="list-style-type: none"><li>• Participants watch livestream of first steering committee meeting.</li></ul> <p><b>During workgroup</b></p> <ul style="list-style-type: none"><li>• Participants build capacity with C3 framework, Educating for American Democracy Roadmap</li><li>• Participants create work plan and divide up dimensions of the C3 framework to review and edit.</li></ul> <p><b>After workgroup</b></p> <ul style="list-style-type: none"><li>• Participants continue to review resources (C3, Democracy Roadmap, examples from various states).</li><li>• Participants began drafting inquiry standards in shared Google Drive folders.</li></ul>



# Timeline: Details

Step	
<b>Content Workgroup #2</b>	<b>Before the workgroup</b> <ul style="list-style-type: none"><li>• Participants draft and comment on inquiry standards in Google Drive.</li></ul>
<i>Saturday, April 17th</i>	<b>During the workgroup</b> <ul style="list-style-type: none"><li>• Participants discuss current draft of inquiry standards, issues that have come up surrounding inquiry, content, connections between grade levels, etc.</li><li>• Complete draft of inquiry standards or create plan to continue work on inquiry standards.</li></ul>
Location: Virtual	<b>After the workgroup</b> <ul style="list-style-type: none"><li>• Participants continue to draft inquiry and/or content standards in shared Google Drive folder.</li></ul>

# Timeline: Details

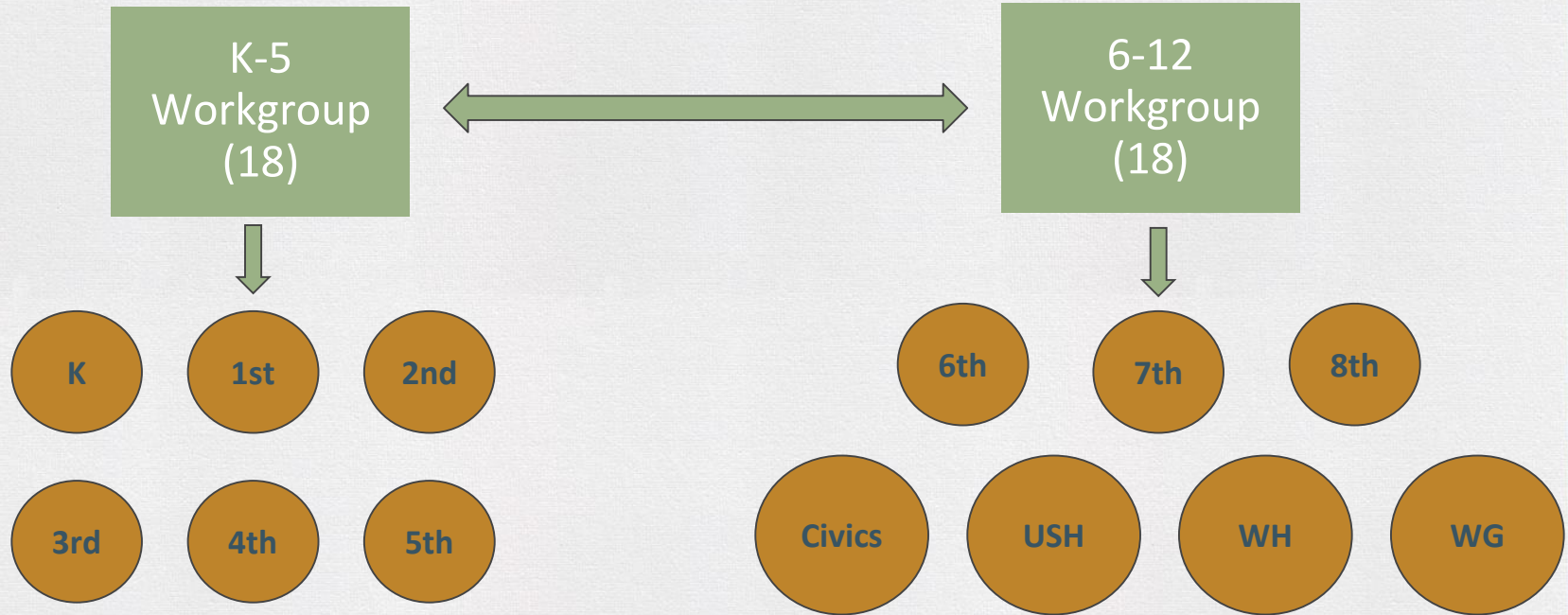
Step	
<b>Content Workgroup #3</b>	<b>Before the workgroup</b> <ul style="list-style-type: none"><li>● Participants draft and comment on standards in shared Google Drive folder.</li></ul>
<i>Saturday, May 15th</i>	<b>During the workgroup</b> <ul style="list-style-type: none"><li>● Participants discuss current draft of standards, issues that have come up surrounding content standards, connections between grade levels, etc</li><li>● Complete first draft of standards to send to steering committee.</li></ul>
Location: Virtual	<b>After the workgroup</b> <ul style="list-style-type: none"><li>● Participants view live stream of June steering committee meeting and review feedback on 1st draft of standards.</li></ul>



# Timeline: Details

Step	
<b>Content Workgroup #4</b>	<b>Before the workgroup</b> <ul style="list-style-type: none"><li>● Review feedback from Steering Committee and begin revisions.</li></ul>
<i>Saturday, July 17th</i>	<b>During the workgroup</b> <ul style="list-style-type: none"><li>● Discuss feedback and revisions to drafted standards, make additional edits and complete revised draft to send back to the steering committee.</li></ul>
Location: Virtual	<b>After the workgroup</b> <ul style="list-style-type: none"><li>● Take a much deserved break!</li></ul>

# Workgroup Organization





# **Inquiry: C3 Framework and The Educating for America Democracy Roadmap**



# What is Inquiry-based Instruction?

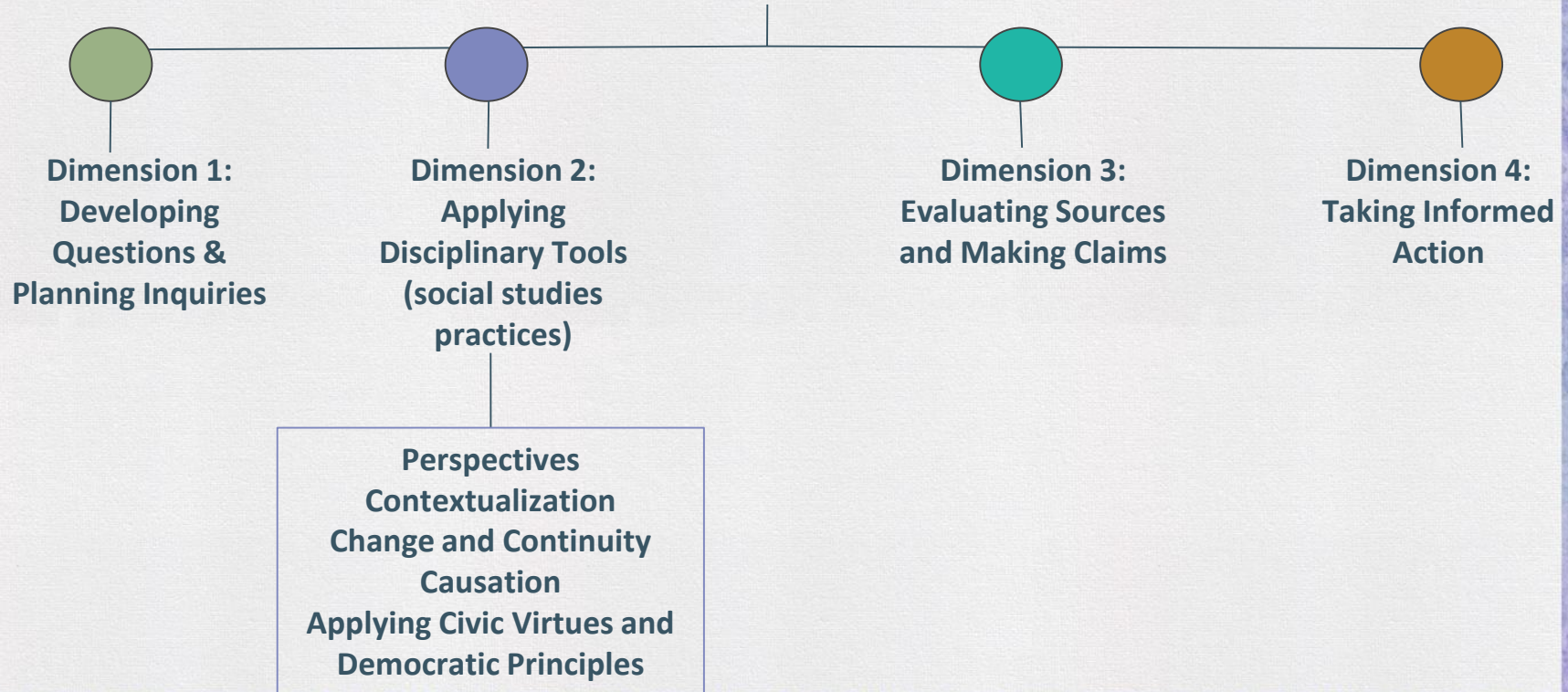
Inquiry is a form of active learning that starts by posing questions, problems or scenarios - rather than only presenting established facts. An inquiry-based approach:

- emphasizes acquisition and application of knowledge to prepare students for college, career and civic life
- teaches students to be critical consumers of information, in addition to learning social studies content.
- emphasizes expressing understanding through writing and speaking.
- builds on the natural curiosity of students and increases engagement by making learning meaningful and applicable in the real world.





# C3 Framework & the Inquiry “Arc”



# Conceptual Vs Curricular Standards

- A key distinction C3's standards what we might typically imagine as traditional social studies standards is the difference between **conceptual and curricular content**.
- Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas that frame the curricular content. For example, rather than delineate every kind of map, a conceptual standard from C3 asks students in grades 3–5 to **“create maps and other graphic representations of both familiar and unfamiliar places.”**
- Nearly all states that have revised their standards to include inquiry also include “content standards” in each grade level that specific curricular content to be covered.

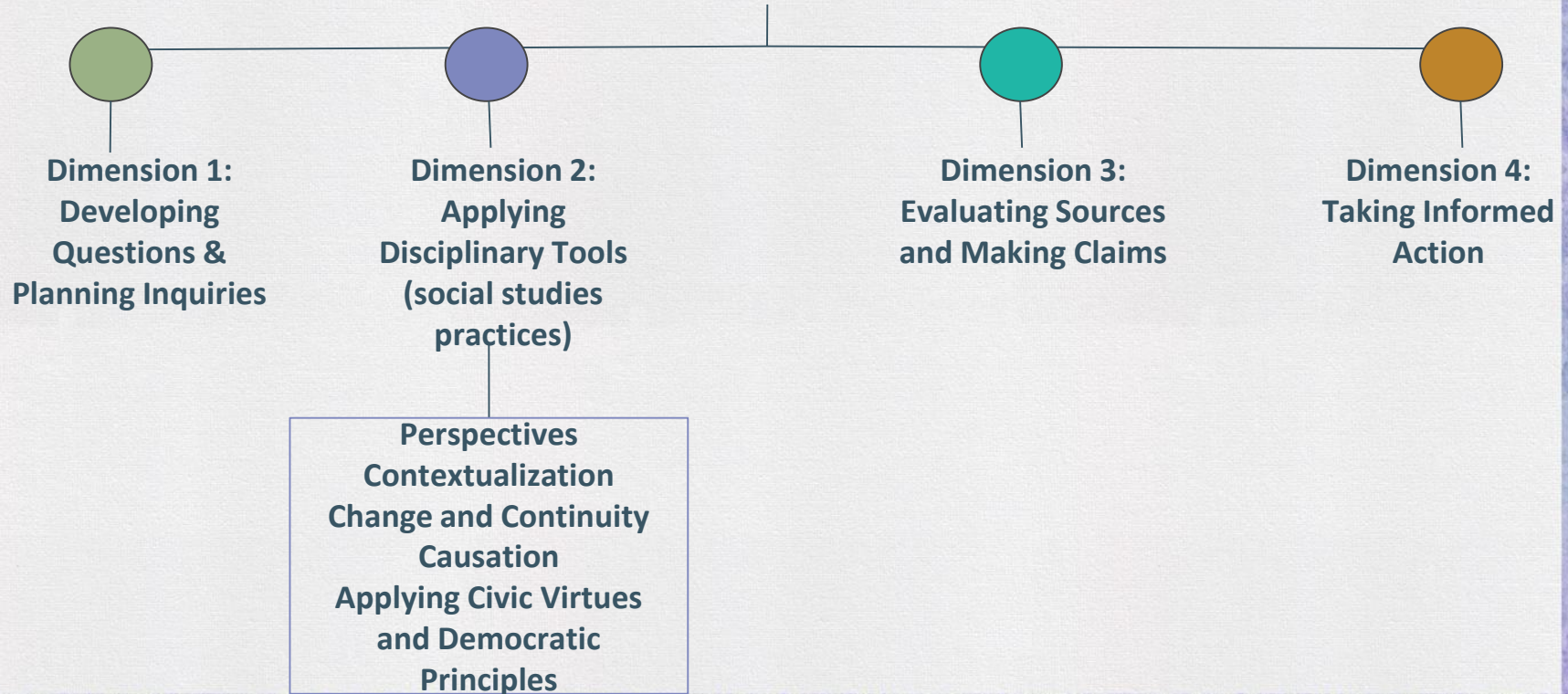


## C3: Grade Banding

The C3 Framework indicators are presented in **four grade-level bands**. An example from Dimension 1 (questioning) is shown below.

K - 2	3 - 5	6 - 8	9 -12
D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have had over time about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

# The Inquiry “Arc”





# Dimension 1

*Developing Questions and  
Planning Inquiries*



K-2 Grade Band	
<b>Constructing Compelling Questions</b>	Explain why the compelling question is important.
	Identify disciplinary ideas associated with a compelling question.
<b>Supporting Compelling Questions</b>	Identify facts and concepts associated with a supporting question.
	Make connections between supporting questions and compelling questions.
<b>Determining Helpful Sources</b>	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

# Compelling & Supporting Questions



**Compelling :** Can disease change the world?

**Supporting:**

- (1) What was the Black Death?
- (2) How did the Black Death spread so quickly?
- (3) How did the Black Death affect people in the 14th century?

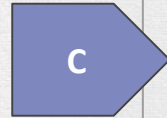


# Dimension 2

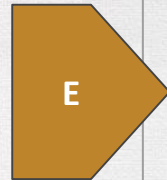
*Applying Disciplinary Concepts and  
Tools*



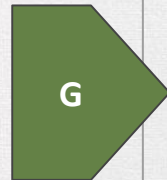
- change, continuity and content
- perspectives
- historical sources and evidence
- causation and argumentation
- civic and political institutions



- participation and deliberation: civic virtues and democratic principles



- process, rules, and laws
- economic decision-making
- exchange and markets
- the national economy
- the global economy
- geographic representations: spatial views of the world



- human-environment interaction: place, regions and culture
- human population: spatial patterns and movements
- global interconnections: changing spatial patterns

# Dimension 3

*Evaluating Sources and Using Evidence*



6-8 Grade Band	
<b>Gathering and Evaluating Sources</b>	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	Evaluate the credibility of a source by determining its relevance and intended use.
<b>Developing Claims and Using Evidence</b>	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
	Develop claims and counterclaims while pointing out the strengths and limitations of both.



## Dimension 4



9-12 Grade Band	
<b>Communicating Conclusions</b>	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
<b>Critiquing Conclusions</b>	Critique the use of claims and evidence in arguments for credibility.
<b>Taking Informed Action</b>	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems.
	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

A watercolor illustration of a tree on the left side of the frame. The tree has a thick, light green trunk and several branches with green leaves. The ground is depicted with a dark green, textured watercolor wash at the bottom. A small, purple, pointed shape is visible near the base of the tree. The background is a light grayish-white.

## C3 Framework: Issues to Consider



# Collapsing, or Refining Inquiry Arc

Many states that have recently revised standards have **collapsed C3's inquiry arc into simplified categories**.

Inquiry Practice	Definition
Questioning	The development of two types of questions – compelling and supporting – is essential to the study of each social studies discipline. Compelling questions are open-ended, enduring and centered on significant unresolved issues. Supporting questions can be answered through use of the concepts and practices of each social studies discipline

# Examples of Repetition in Dimension 2 Indicators



**D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change.

Repeats language and ideas from Dimension 1

**D2.His.6.6-8.** Analyze how people's perspectives influenced what information is available in the historical sources they created.

**D2.His.11.K-2.** Identify the maker, date, and place of origin for a historical source from information within the source itself.

Repeats language from Dimension 3

**D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.

Repeats language from both Dimensions 3 and 4.



## Curricular Indicators in Dimension 2



**D2.Civ.5.6-8.** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

The C3 framework is conceptual rather than curricular, but some indicators, like this one, are more specific and veer into curricular.

**D2.Eco.3.3-5.** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

This indicator is content specific, rather than conceptual.

**D2.Civ.9.K-2.** Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

This indicator describes a classroom procedure.

# Approach to Curricular Content

States that have revised their standards to reflect the process of inquiry have taken different approaches to specifying the particular content to be taught in each grade level. Generally speaking these approaches fall into one of two categories

- Embedded into inquiry standards (KY, NE)
- Separated into content standards (IA, HI)





# Curricular Content Embedded Into Inquiry

## Grade 4: Migration and Settlement Standards

### Introduction

The focus of grade 4 builds on students' knowledge of local, national and world social studies to discover how and why people move from one place to another. Through the lens of European Exploration to the Thirteen Colonies, students engage in the study of geographic, political, economic and cultural reasons people move as well as what they experience during the transition.

Inquiry  
D1

Concepts and Practices	Standards	
I: Questioning	4.I.Q.1	Ask compelling questions about migration and settlement.
	4.I.Q.2	Develop supporting questions to answer compelling questions about migration and settlement.

Inquiry  
D4

I: Communicating Conclusions	4.I.CC.1	Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.
	4.I.CC.2	Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.
	4.I.CC.3	Describe different strategies that can be taken to address issues of migration and settlement.
	4.I.CC.4	Use listening and consensus-building to determine ways to support people in transitioning to a new community.



# Curricular Content Embedded Into Inquiry

## ***Historical Inquiry and Research***

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives



# Separate Content Standards

## 3<sup>rd</sup> Grade: Immigration and Migration

In third grade, students study how and why people move from one place to another with the theme “Immigration and Migration.” Students look at the geographic, political, and cultural reasons that people move to a new place as well as what they experience during the transition. They understand that a society is a complex and changing place shaped by laws and the civic virtues of the citizens who live there.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.3.1. Identify disciplinary ideas associated with a compelling question.
Constructing Supporting Questions	SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.3.3. Determine the credibility of one source.
Developing Claims and Using Evidence	SS.3.4. Cite evidence that supports a response to supporting or compelling questions.
Communicating and Critiquing Conclusions	SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	SS.3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results.
	SS.3.7. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Inquiry  
D1 - D4



# Separate Content Standards

## K-12 Iowa Core in Social Studies

Content Anchor Standard	4 <sup>th</sup> Grade: Change and Continuity
Apply Civic Virtues and Democratic Principles (Civics/Government)	<b>SS.4.8.</b> Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)
Interpret Processes, Rules and Laws (Civics/Government)	<b>SS.4.9.</b> Explain how the enforcement of a specific ruling or law changed society. (21st century skills)
	<b>SS.4.10.</b> Describe how societies have changed in the past and continue to change. (21st century skills)
Engage in Economic Decision Making (Economics)	<b>SS.4.11.</b> Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
Critique Exchange and Markets (Economics)	<b>SS.4.12.</b> Using historical and/or local examples, explain how competition has influenced the production of goods and services.
	<b>SS.4.13.</b> Compare and contrast different ways that the government interacts with the economy.
Evaluate the National Economy (Economics)	<b>SS.4.14.</b> Explain the reasons why the costs of goods and services rise and fall.







# **Educating for American Democracy Roadmap**

# Educating for American Democracy Roadmap

- “The aim of the Roadmap is to provide guidance that shifts content and instruction from breadth to depth by offering an **inquiry framework** that weaves history and civics together and inspires students to learn by asking **difficult questions**, then seeking answers in the classroom through facts and discussion about civics and history to invigorate classrooms with engaging and relatable questions.”
- The EAD Roadmap is meant to complement, not compete with, the C3 Framework, as it identifies specific topics for study.





# EAD: Driving Questions



K - 2	<ul style="list-style-type: none"><li>What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?</li></ul>
3-5	<ul style="list-style-type: none"><li>What has tended to motivate people to engage in civic [and political] action throughout history?</li></ul>
6-8	<ul style="list-style-type: none"><li>What or who are some great exemplars of civic action or constructive dissent in the United States?</li></ul>
9 - 12	<ul style="list-style-type: none"><li>Why do some great advocates of constitutional democracy (e.g., Tocqueville) argue that this arena for participation is just as important for a healthy American democracy as our political institutions and laws?</li></ul>



## Revised Course Progression

K	Introduction to Social Studies I: Communities
1	Introduction to Social Studies II: State
2	Introduction to Social Studies III: Country
3	World Studies I
4	World Studies II
5	World Studies III
6	U.S. and Louisiana Studies I
7	U.S. and Louisiana Studies II
8	U.S. and Louisiana Studies III
9-12	Civics/Economics-Free Enterprise U.S. History World History World Geography





## Next Steps

# Beginning the Work



D1	<ul style="list-style-type: none"><li>● Responsible for drafting the questioning portion of inquiry standards and that they align K -12.</li></ul>
D2	<ul style="list-style-type: none"><li>● Responsible for pulling out needed practices and skills from D2 and determine the disciplinary concepts to use for content standards.</li></ul>
D3	<ul style="list-style-type: none"><li>● Responsible for drafting the evaluating sources and developing claims portion of the inquiry standards and that they align K - 12.</li></ul>
D4	<ul style="list-style-type: none"><li>● Responsible for drafting the communicating and critiquing conclusions and taking informed action portion of the inquiry standards and that they align K -12.</li></ul>



# Work Plan Example

- Sort workgroup members into teams to review and modify a specific dimension of the C3 framework (drawing also from other states and EAD).
- Establish due dates for 1st draft of revised standards and interim check-ins.

C3 Section	Team Members	Drafts Due	Comments and Suggestions	Workgroup Check-in
Dimension 1	Beyoncé , Kelly and Michelle (3 people)	4/10	4/11 - 4/16	Saturday 4/17  10:00AM - 2:00PM
Dimension 2	Arya, John, Catelyn, Ned, Robb, Sansa, Bran, (7)	4/10		
Dimension 3	John, Paul, George, Ringo (4)	4/10		
Dimension 4	Scary Spice, Sporty Spice, Posh Spice, Sean Spicer (4)	4/10		

# Navigating Shared Folder and Templates

- We will screen share at this point to go through templates for entering new standards, how to comment/suggest, etc.
- Document storage and collaboration will take place in the Shared Folder.
- You will use the Templates in the shared folder to draft your work.



# Resources

The department has compiled a library of resources that can be used while drafting standards. These can be found in your shared drive and include:

- C3 Framework
- Educating for American Democracy “Roadmap”
- Social Studies Standards by State - Links
- Contact List

# Work Group Assignments

- Break out into two rooms here: **elementary** and **secondary**.
- Each workgroup will take an assigned Dimension to work on and fill out the work plan.





# Before Next Workgroup on April 17th

- (1) Dig into your assigned dimension of the C3 Framework, the Educating for American Democracy Roadmap, and examples from other states - all available in the **shared drive resources folder**.
- (2) Write inquiry standards based on the focus of your dimension in the relevant template in the shared drive.
- (3) Be prepared to discuss these topics for **April 17th Check-In**
  - Grade Banding
  - Re-labeling / collapsing C3 Dimensions into different categories
  - Organization of content standards

