

Rhode Island Draft Social Studies Standards and Frameworks

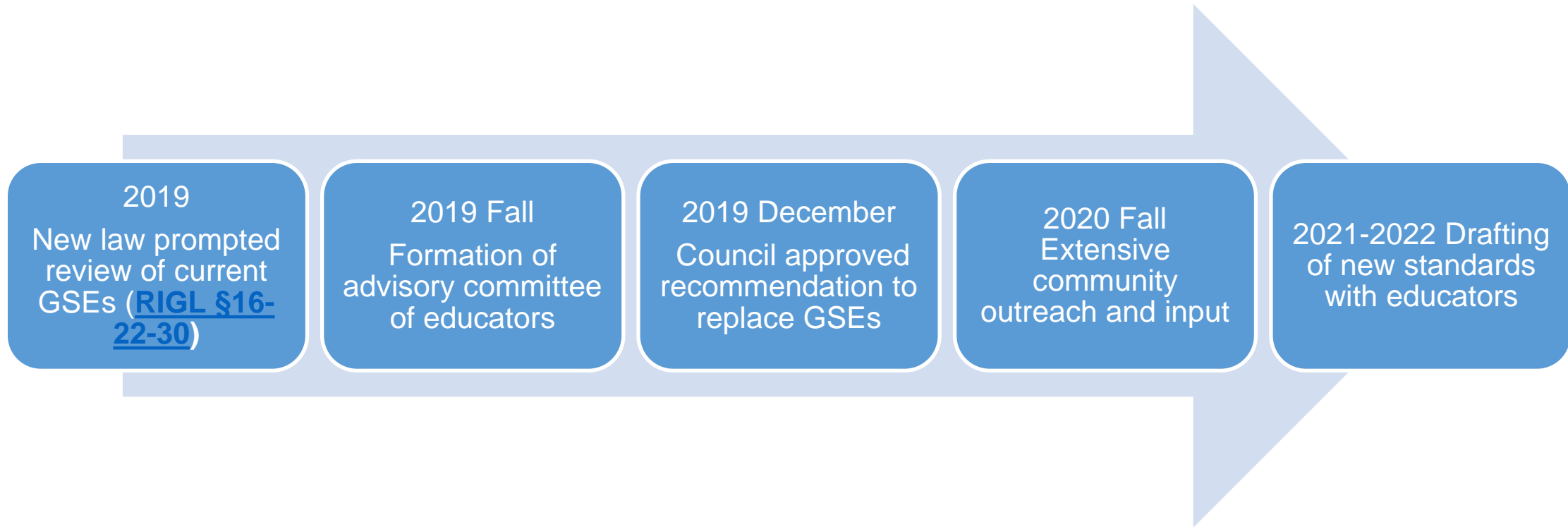
November 2022

Agenda

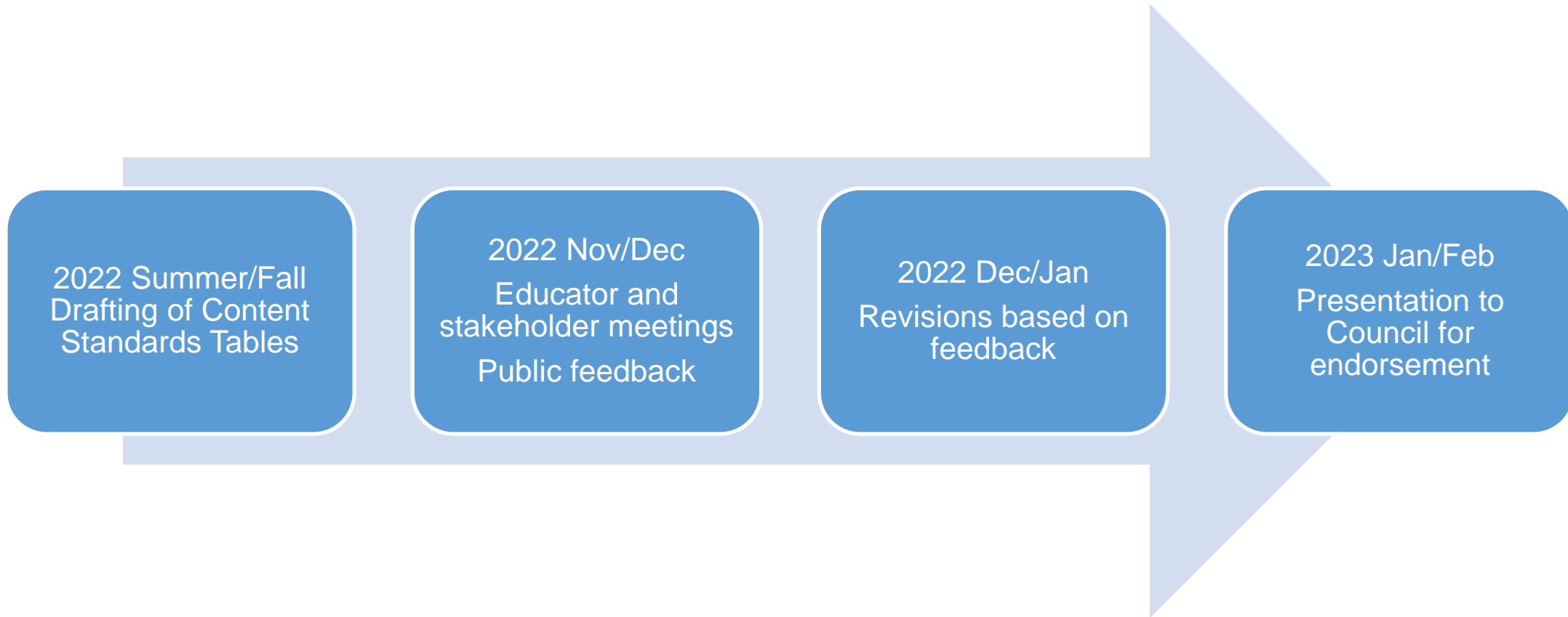
- Brief timeline of standards development process
- Overview of standards structure
- Legislative requirements for social studies content
- Draft grade/course content standards
- Examples of content standards tables
- Next Steps
- How to provide feedback



Social Studies Standards and Frameworks Timeline



Social Studies Standards and Frameworks Timeline



Social Studies Standards Structure

Anchor Standards

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Content Standards

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RI Social Studies Standards

Social Studies Anchor and Content Standards

Social Studies Anchor Standards

- Document stating what students should know and be able to do
- Written as goals/objectives in terms of student outcomes
- Fewer and clear
- Incorporates community feedback regarding clarity and skills coverage

Social Studies Content Standards

- Contains principles and topics aligned to anchor standards (the content)
- Grade level / course specific
- Detailed, 'gets into the weeds'
- Incorporates community feedback regarding specific content inclusion

Overview of Draft Anchor Standards

- The *Social Studies Anchor Standards* emphasize four disciplines through twelve standards, each with four levels of rigor and the elements of Culturally Responsive and Sustaining Education (CRSE). They provide the foundation for the content standards.
- The *Social Studies Content Standards* identifies essential content for the grade/course.

The Twelve Anchor Standards

Civics & Government <ol style="list-style-type: none">1. Power<ul style="list-style-type: none">○ Political Processes & Structures; Positionality & Privilege; Decision-Making & Consequences2. Rules and Laws<ul style="list-style-type: none">○ Authority & Equity; Participation & Equality3. Rights and Responsibilities<ul style="list-style-type: none">○ Freedom & Control; Individuals & Society; Belonging & Citizenship	History <ol style="list-style-type: none">4. Change / Continuity<ul style="list-style-type: none">○ Past & Present; Causation; Social Action & reactions5. Historical Perspectives<ul style="list-style-type: none">○ Facts, perspectives, and biases; Sources & representation6. Individuals/Groups<ul style="list-style-type: none">○ Identity & Social Roles; Class, Gender, Ethnicity, Race, Religion; Community & Culture
Geography <ol style="list-style-type: none">7. Human, Physical, and Environmental Interactions<ul style="list-style-type: none">○ Modification & Adaptation; Naming Environments; Resources (Distribution and Access)8. Human Systems and Populations<ul style="list-style-type: none">○ Movement; Density & Distribution; Cultures9. The World in Spatial Terms<ul style="list-style-type: none">○ Landforms; Locations; Climate & Weather	Economics <ol style="list-style-type: none">10. Scarcity/Abundance<ul style="list-style-type: none">○ Choices & Consequences; Trade-offs; Economic Systems & Opportunities11. Producers/Consumers<ul style="list-style-type: none">○ Goods & Services; Means of Exchange; Technology12. Economics/Government<ul style="list-style-type: none">○ Roles; Interdependence; Influence

Levels of Rigor

- » **Level 1 Identify** - Students define key concepts
- » **Level 2 Explain** - Students describe relationships between key concepts
- » **Level 3 Analyze** - Students explore relationships between key concepts in specific contexts
- » **Level 4 Argue** - Students apply knowledge of concepts within situational contexts to propose and advocate for better solutions

Components of CRSE

- 1. Diverse Identities:** *Learning about and valuing other identities, perspectives, and cultures*
- 2. Cultural Awareness:** *Incorporating relevant cultural information into instruction*
- 3. Instructional Engagement:** *Opportunities for students to share and learn from their experiences*
- 4. Critical Consciousness:** *Taking action to promote equity*

Civics & Government: Rights and Responsibilities

Students act as informed citizens as they...

1. **Identify** what rights and responsibilities individuals and communities have in a society and who can take advantage of them.
2. **Explain** different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes.
3. **Analyze** how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society.
4. **Argue** for a possible solution to make rights equitable and the roles of those involved in pursuing that solution.



Draft K-8 Grade Progressions for Content Standards

- K. Living and Working Together in Schools, Families, and Neighborhoods
 - 1. Living and Working Together in Local Communities
 - 2. Living and Working Together in Global Communities
 - 3. Living and Working Together in Regions of the United States
 - 4. Living and Working Together in Rhode Island
 - 5. United States History: Pre-European Contact to Reconstruction
 - 6. United States History: Late 19th Century to Present
 - 7. Ancient to Medieval World History: Early Man to 1300CE
 - 8. United States and Rhode Island Government and Civic Life

High School Social Studies Course Content Standards

- Civics
- United States History I: Pre-Contact to Reconstruction
- United States History II: Late 19th Century to the Present
- Ancient to Medieval World History
- Early Modern to Modern World History

Legislative Requirements for Social Studies Content

- Civics Literacy Act {RIGL §16-22-2}
- Holocaust and Genocide Education {RIGL §16-93-3}
- African-American History Education {RIGL §16-110-3}
- Asian-American, Native Hawaiian, and Pacific Islander History Study {RIGL §16-22-36}

Grade 2: Living and Working Together in Global Communities

During the second grade, students expand their understanding of social studies and citizenship to explore how people in a sampling of communities around the world organize themselves, meet their needs and wants, and resolve problems. Students begin to look outward beyond their own communities to gain a global perspective and contextualize their place in the world before zooming back in on their nation and state in subsequent grades.

Topics of Inquiry

Topic 1: Global Places

Compelling Question: How does geography determine where people live?

Strand 1: Understanding maps

Strand 2: Physical features of the globe

Strand 3: Natural resources around the globe

Strand 4: Global environments

Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

Strand 1: Characteristics of culture

Strand 2: Human interactions with and effects on global environments

Strand 3: Migrations and movement

Topic 3: Global Connections

Compelling Question: How are we connected to others around the world?

Strand 1: Local cultures and their global connections

Strand 2: Global goods and services

Strand 3: Global communications

Topic 4: Countries and Governments

Compelling Question: What does it mean to be a global citizen?

Topic 1: Global Places

Compelling Question: How does geography determine where people live?



Inquiry Strand SS2.1.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Understanding maps The focus of this inquiry strand is for students to learn basic geography terms about maps. <ul style="list-style-type: none"> What is the meaning of absolute location? What is the meaning of relative location? What do different types of maps show us? What are some examples of map terms and concepts? 							X	X	X			
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS2.1.1.1 - G.WST 1: The basic concept of latitude and longitude in geographical terms as ways of showing absolute location SS2.1.1.2 - G.WST 1-2: Relative locations around students' homes and schools and the difference between absolute location and relative locations SS2.1.1.3 - G.HPE 1; G.HSP 1-2; G.WST 1-2: How to look at various types of maps; how they show different features such as populations, culture, socio-political lines, and topographies; and different uses for these maps SS2.1.1.4 - G.WST 1-2: Basic geographical map terms such as compass rose, map key, <u>latitude</u> and longitude, etc.											
Teacher Notes	Instructional Ideas											
	Assessment Ideas											

Inquiry Strand Label

Checked boxes identify which Anchor standards are addressed in this inquiry strand.

These items identify the Content Standards and what student work should demonstrate in relation to the Anchor Standards.

Inquiry Strand Title and description

Supporting questions to guide students' inquiry

Space for teacher notes and ideas

Inquiry Strand SS2.2.3	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Migrations and movement The focus of this inquiry strand is for students to understand why people move.				X	X	X		X		X	X	X
<ul style="list-style-type: none"> Why do people migrate? What are the differences between voluntary and forced migration? What events and other factors lead people to migrate? What effects can migration have on environments or other peoples? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS2.2.3.1 - H.CC 1; H.HP 1; H.IG 1; E.EG 1; E.SA 1: Reasons people throughout time have moved and migrated to other places whether they need to, want to, or are forced to (e.g., family, a new job, war, a change in the environment like drought, enslavement) SS2.2.3.2 - H.CC 1; G.HSP 1 Differences between voluntary migrants, refugees, and people who are enslaved SS2.2.3.3 - H.IG 1; G.HSP 1; E.PC 1 Reasons that people migrate seasonally (e.g., for work like in certain types of agriculture or to enjoy seasonal climate conditions like "snowbirds") SS2.2.3.4 - H.CC 1-2; H.IG 1-3 Ways mass migrations of people can affect locations (e.g., depletion of resources or a change in the environment) and other people (e.g., colonialism's effects on Indigenous peoples) and who benefits											
Teacher Notes	Instructional Ideas Assessment Ideas											

Next Steps

- Public feedback period (Now)
- Further revisions (Dec/Jan)
- Presentation to Council for endorsement (Jan/Feb)

How to provide input

- Visit the Social Studies landing page on RIDE's website:
<https://www.ride.ri.gov/InstructionAssessment/SocialStudies.aspx>
 - View the draft RI Social Studies Standards
 - Click on the link to the online input survey
- or
- Email your feedback to socialstudies@ride.ri.gov

