



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

COVER: SOCIAL STUDIES LEARNING STANDARDS UPDATE

Prepared for the July 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.

Goal Four: Provide effective oversight of the K-12 system.

Other

Relevant to Board roles:

- Policy Leadership
- System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

The Board will be updated by staff of the Office of the Superintendent of Public Instruction (OSPI) on proposed revised social studies learning standards. The Board may provide a response to the proposed learning standards for consideration by the Superintendent of Public Instruction prior to adoption of the standards.

Materials included in packet:

- Memo on the role of the Board concerning learning standards and on social studies learning standards and graduation requirements.
- OSPI presentation in additional materials folder.

Synopsis:

The Board will hear an overview of learning standards and about the updated social studies standards from Kathe Taylor, Assistant Superintendent for Learning and Teaching, and Carol Coe, Social Studies Program Supervisor for OSPI.



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SOCIAL STUDIES LEARNING STANDARDS UPDATE

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Policy Considerations

Legislation passed in 2018 (SHB 2824, Chapter 177, Laws of 2018) clarified and shifted roles and responsibilities of the Superintendent of Public Instruction and the State Board of Education. One of the responsibilities of the State Board of Education that was clarified was the role of the Board in the adoption of state learning standards (or essential academic learning requirements). The section of law addressing learning standards went into effect June 7, 2018, and states that:

Prior to adoption by the superintendent of any new or revised essential academic learning requirements, the superintendent shall submit the proposed new or revised essential academic learning requirements to the state board of education in advance in writing for review at a regularly scheduled or special board meeting. The State Board of Education may provide a response to the superintendent's proposal for consideration prior to final adoption. (SBH 2824, Chapter 177 Laws of 2018).

The Office of the Superintendent of Public Instruction has been in the process of revising and updating social studies learning standards, and plans to adopt the standards on September 19, 2018.

At this Board meeting, Kathe Taylor, Assistant Superintendent of Learning and Teaching, and Carol Coe, Social Studies Program Supervisor, OSPI, will present on the draft social studies learning standards.

The Board may consider providing a response on the proposed standards to the Superintendent of Public Instruction, possibly at the September 2018 Board meeting.

Background

LEARNING STANDARDS

Learning standards define what all students should know and be able to do at each grade level. Learning standards in Washington incorporate the Goals of Basic Education (RCW 28A.150.210):

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

In addition, learning standards in subject areas other than English language arts and math are aligned with the standards for English language arts and math, the Common Core State Standards (which were adopted as Washington learning standards).

Learning standards provide the educational structure for students to progress in their learning, meet graduation requirements, and earn a career- and college-ready diploma.

SOCIAL STUDIES GRADUATION REQUIREMENTS

Learning standards in social studies define the subject area content of the social studies graduation requirements. The graduation requirement in social studies for the Classes of 2016 and beyond ([WAC 180-51-067](#) and [WAC 180-51-068](#)) is three credits, including the following mandatory courses or their equivalent:

- One credit of US History.
 - Through the Class of 2015, the required class was US History and Government.
 - Civics became a requirement in 2016, and study of the government and the US and Washington Constitutions were part of the Civics requirement, and was therefore separated from the US History requirement.
- One credit of Contemporary World History, Geography and Problems.
- One half credit of Civics, including content described in RCW [28A.230.093](#).
 - Legislation passed in 2018 that added additional content to the Civics course and requires that Civics be delivered as a stand-alone course starting in 2020-2021. (SSHB 1896, Chapter 127, Laws of 2018).
 - This legislation also provided for educator professional development in Civics.
- Successful completion of Washington State History and Government, subject to provisions of RCW [28A.230.170](#); RCW [28A.230.090](#) and WAC [392-410-120](#). Districts must consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.
 - Washington State History and Government is a non-credit requirement that many students take in middle school.
 - The requirement may be waived for students who took a state history class in another state, or who transfer to Washington as a junior or senior and didn't take Washington State History and Government because of residence outside of Washington.

REVISION OF THE SOCIAL STUDIES LEARNING STANDARDS

The Washington State K-12 Social Studies Learning Standards that are being updated is Version 1.2 adopted in 2009. Version 1.2 provided updates to Version 1, published in 2008 as a result of the changes in 2009 of graduation credit requirements for the class of 2016.

The revisions align with the National Council for the Social Studies' [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#). The guiding principles explicated in the framework are:

- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

This approach to social studies, with a focus on inquiry, lends itself a cross-disciplinary approach that is intended to lead to effective, interesting, and engaging instruction. The focus on civic life aligns with Superintendent Reykdal's newly refined vision for OSPI of "All students prepared for post-secondary pathways, career and civic engagement."

Action

No business item is associated with this agenda item at the July meeting. The Board may review the draft proposed social studies learning standards and may provide a response for consideration by the Superintendent of Public Instruction prior to the adoption of the standards.

Please contact Linda Drake at linda.drake@k12.wa.us if you have questions about this memo.

Social Studies K-12 Learning Standards Revision

KATHE TAYLOR, PH.D., ASSISTANT SUPERINTENDENT OF LEARNING AND TEACHING, OSPI

CAROL COE, PH.D., PROGRAM SUPERVISOR, SOCIAL STUDIES



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Standards are the foundation of K-12 learning and teaching.

The legislature further finds that improving student achievement will require:

Establishing what is expected of students...(1993)

RCW 28A.150.210



2

Basic Education Goals Describe Broadly What Is Expected of Students

(1) **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of **mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;**

(3) **Think** analytically, logically, and creatively, and to **integrate technology literacy and fluency** as well as different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the **importance of work and finance** and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.150.210



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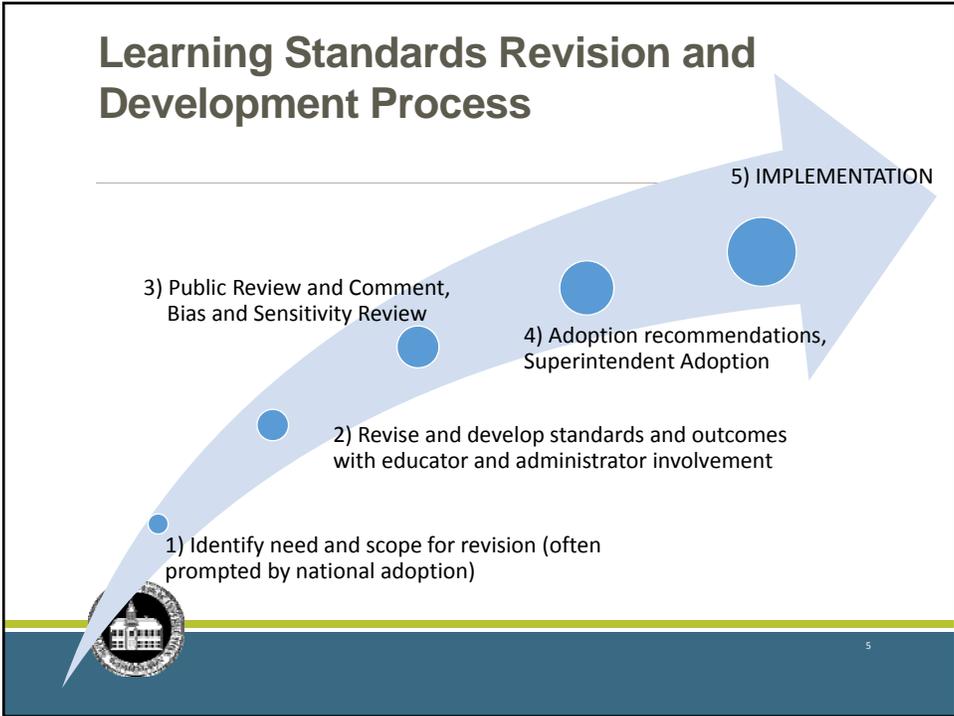
Over 25 Years, the System Has Evolved

From a unique, Washington state-based framework shared across every basic education goal area (EALRs and GLEs), measured by home-grown assessments (WASL, MSP, HSPE, etc.)

To unique subject-area based frameworks, each with their own organizing structures and terminology, measured by consortium-based assessments (SBA) and home-grown assessments (WCAS, WA-AIM)



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Learning Standards are Revised “Periodically”

RCW 28A.655.070

(2) The superintendent of public instruction shall:

*(a) **Periodically revise the essential academic learning requirements, as needed**, based on the student learning goals in RCW 28A.150.210. Goals one and two shall be considered primary. To the maximum extent possible, the superintendent shall integrate goal four and the knowledge and skill areas in the other goals in the essential academic learning requirements; and*

*(b) **Review and prioritize** the essential academic learning requirements and identify, with clear and concise descriptions, the grade level content expectations to be assessed on the statewide student assessment and used for state or federal accountability purposes.*

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Washington K-12 Learning Standards

If a 3rd grade teacher were to teach all of the learning standards in Arts, ELA, Health & Physical Education, Math, Science, Social Studies, how many standards would they be teaching?

- A. 32
- B. 78
- C. 141
- D. 172



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Social Studies Writ Large

National Council for the Social Studies, 1992

Definition: The integrated study of the social sciences and humanities to promote civic competence

Purpose: To help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world

Disciplines: anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, sociology, and content from the humanities, mathematics, and natural sciences



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Context for Standards Revision Work

❖ OSPI Vision and Mission

❖ Civic Education Initiative

❖ 2SHB 1896
Civics and much, much more!



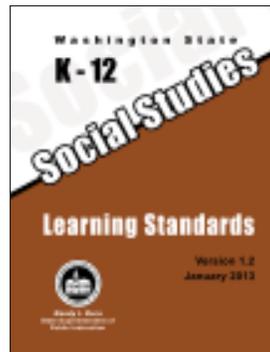
"Learning to make and evaluate evidence-based arguments (claims) is the singular, unifying, intellectual goal of all social studies courses."

—Walter C. Parker
Inquiry Design Model, 2018



Social Studies Standards Current Version 1.2

Washington State
K-12 Social Studies
Learning Standards
(EALRs/GLEs)



K-12 Social Studies Standards

Civics: The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Economics: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

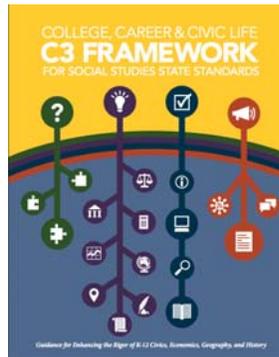
Geography: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

History: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Skills: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.



The C3 Framework College, Career, and Civic Life



- ❖ Inquiry Arc with Four Dimensions
- ❖ Three-Year Collaborative Effort
- ❖ Released September 17, 2013
- ❖ Provides Instructional Direction
- ❖ Aligned to Common Core



Four Dimensions of the C3 Framework

Dimension 1	Dimension 2	Dimension 3	Dimension 4
Develop Questions and Plan Inquiries	Apply Disciplinary Tools and Concepts <ul style="list-style-type: none"> • Civics • Economics • Geography • History 	Evaluate Sources Use Evidence Develop Claims	Communicate and Critique Conclusions Take Informed Action



Format of Revised Standards

- Anchor Standards
- Each Standard: 3 to 4 components
- Enduring Understandings
- Sample Questions



Standard Example: Geography

▪ Anchor Standard

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement, and demonstrates knowledge of how geographic features and human cultures impact environments.

▪ Components

G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

G2: Understands human interaction with the environment.

G3: Understands the geographic context of global issues and events.



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Standard Example: Geography

▪ Enduring Understanding (K-2)

I know that people, products, and ideas can move, connecting local and global communities to each other.

▪ Sample Questions (1st Grade)

- What are different ways people can get to school?
- How are goods brought in to school from different places?
- How does your lunch get to school?



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Similarities and Differences

2008 Version #1	2018 Version #2
Five Standards	Five Standards
Three to Four Components	Three-to-Four Components
Teacher Created	Teacher Created
Content Standards First	Skill Standard (Inquiry) First
Suggested Examples	Sample Questions
	Core Concepts Section
	Enduring Understandings



Standards Adoption *You are invited!*

- **Newcomer Center
Ferris High School Spokane**
- **Constitution Day
September 17, 2018**
- **Superintendent Reykdal
National Teacher of the Year Mandy Manning**





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NOTICE OF EXTERNAL MATERIALS

Prepared for the July 2018 Board meeting

The State Board of Education (SBE) sometimes receives materials produced by external organizations that they present at our Board meetings. In the interest of transparency, the SBE posts these external materials to our website for each Board meeting under a section entitled: “Externally Produced Materials.”

The SBE cannot ensure the full accessibility of externally produced materials. If you have difficulty accessing the following document, please contact our Communications Manager Alissa Muller at Alissa.Muller@k12.wa.us. We will try to locate an accessible copy from the originator agency.

[OSPI Washington K-12 Learning Standards Timeline](#)



OSPI Vision, Mission, Values, & Equity Statement

Vision: All students prepared for post-secondary pathways, careers, and civic engagement.

Mission: Transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity: Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.