

Alignment of Delaware Social Studies Standards

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SSCD Lead Teacher Training



The Delaware Recommended Curriculum

- A toolbox of resources to effectively align curriculum, instruction, and assessment
- Models for educators to follow when aligning curriculum to standards
- The new website - <http://www.doe.k12.de.us/programs/ci/default.shtml>

What is Regulation 502?

- Each district will submit evidence of curriculum alignment to D.O.E. one year after the Social Studies DRC is released (August 13, 2007)

Standards = Curriculum

- Each benchmark should be achieved at some point in a grade cluster
(K-3, 4-5, 6-8, 9-12)
- The DRC is a toolbox full of resources, not a mandated state-wide curriculum.

Tools in the toolbox

- Currently available on-line:
 - Content Standards
 - Clarifications
 - Grade Level Expectations (GLEs)
 - Performance Level Descriptors (PLDs)
 - DSTP Item Sampler
 - Model Units

What do the standards and Clarifications tell us about social studies...

- Integration
- Content
- Assessment

Paper Pass Directions

- Divide into three groups. On the top of your chart paper write one of the following questions:
 - Group 1: What do the standards tell us about integration?
 - Group 2: What do the standards tell us about content?
 - Group 3: What do the standards tell us about assessment?
- Brainstorm & record answers to the question.
- After approximately 5 minutes you will pass your paper to the next group.

The Clarifications & Integration

- achieved within instructional strategies
- benchmarks should be viewed as building blocks
- combined to show connections between civics, economics, geography, & history

The Clarifications & Content

- contemporary issues emphasized
- prepare students to live in the 21st century
 - applying the skills gained in the study of the core disciplines to contemporary issues

What are contemporary issues?

- NOT CURRENT EVENTS
- threats to society - poverty, pollution, war
- how Americans view themselves - civil rights, civic participation
- solving problems - energy policy, citizen's groups, technology

The Clarifications & Assessment

- critical analysis, problem-solving, & application of knowledge
- demonstrating understanding by transferring concepts into new contexts
- not recall
- open-ended questions using the tools to “think with”

The sequencing of concepts

- How do the standards, the Clarification Document, and the GLE's inform the sequencing of concepts?
 - The standards
 - Scaffolding: Benchmarks grow more complex K-12
 - The Clarifications
 - Explain the scaffolding in more detail
 - The GLE's...

Grade Level Expectations

- inform a teacher's understanding of the expectations of a benchmark
- not intended to replace the benchmarks as learning targets
- GLEs scaffold to the benchmark

Creating a Graphic Organizer: Sequencing Concepts

- Model: See Economics Standard 4

Grade Cluster	Concepts to be learned	Assessment & Instructional Ideas
9-12		
6-8		
4-5		
K-3		

Discussion

- Why is sequencing content important?
- How can a school or district staff accomplish sequencing of content?

The DRC Model Units

- Can be used as models to help analyze curriculum, instruction, and assessment
- Use the process of backward design
- Are available via the DRC website:
<http://www.doe.k12.de.us/programs/ci/default.shtml>

What is backward design?

- Starting with the end in mind
- Three stage process
 - Stage One: What are the desired results?
 - Stage Two: Assessment - Performance Task/Transfer Task
 - Stage Three: Learning Plan

Important Elements of Backward Design

- Use of essential questions & enduring understandings
- Uncoverage rather than coverage
- Scaffolding of student understanding
- Extensive use of formative assessment
- UbD is only one version of backward design - The most beneficial aspect of backward design is creating tight standards alignment

Analyzing curriculum, instruction, and assessment

- Throughout the units is there alignment with the ...
 - Benchmark?
 - Essential Questions?
 - PLD's?
- What is the evidence for each?
 - How well is it aligned? What's right and wrong with it?

What are the Performance Level Descriptors (PLDs)?

Content based descriptions that...

- depict what students are expected to know and be able to do
- reflect developmental skill progression across grade clusters

PLDs also reveal cognitive demand of assessments

- *...consistency between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards.*

Using the PLDs

- With a partner:
 - Rank the PLDs from the most to least important
 - Put the individual cards in order
 - left to right or top to bottom - most to least important

Cognitive demand in social studies assessments will ask students to...

- Reason, think and perform as geographers, historians, citizens, and economists
- Solve problems, analyze issues, and make decisions
- Interpret and use social studies data
- Relate and connect events, people, places, and eras
- Provide evidence to support an answer
- Explain why and how

Method for Evaluating assessments (formative or summative)

- When evaluating an assessment look at:
 - Content (appropriate for grade cluster & intended benchmark)
 - Cognitive Demand (using PLDs by grade cluster)

Evaluating assessments (formative or summative)

Questions to Ask

- What are the students doing in the task?
- Which PLDs align to the task?
- Which benchmark aligns to the task?
- Is the scoring rubric aligned to these PLDs?
- Overall evaluation: Strengths vs. Weaknesses
- What needs to be done with the task for alignment?

Potential Next Steps

- Where will we go from here?
 - How is the peer review process used in your building and district?
 - Are Professional Learning Communities established?
 - What future Professional Development is needed?
 - Other recommendations...?