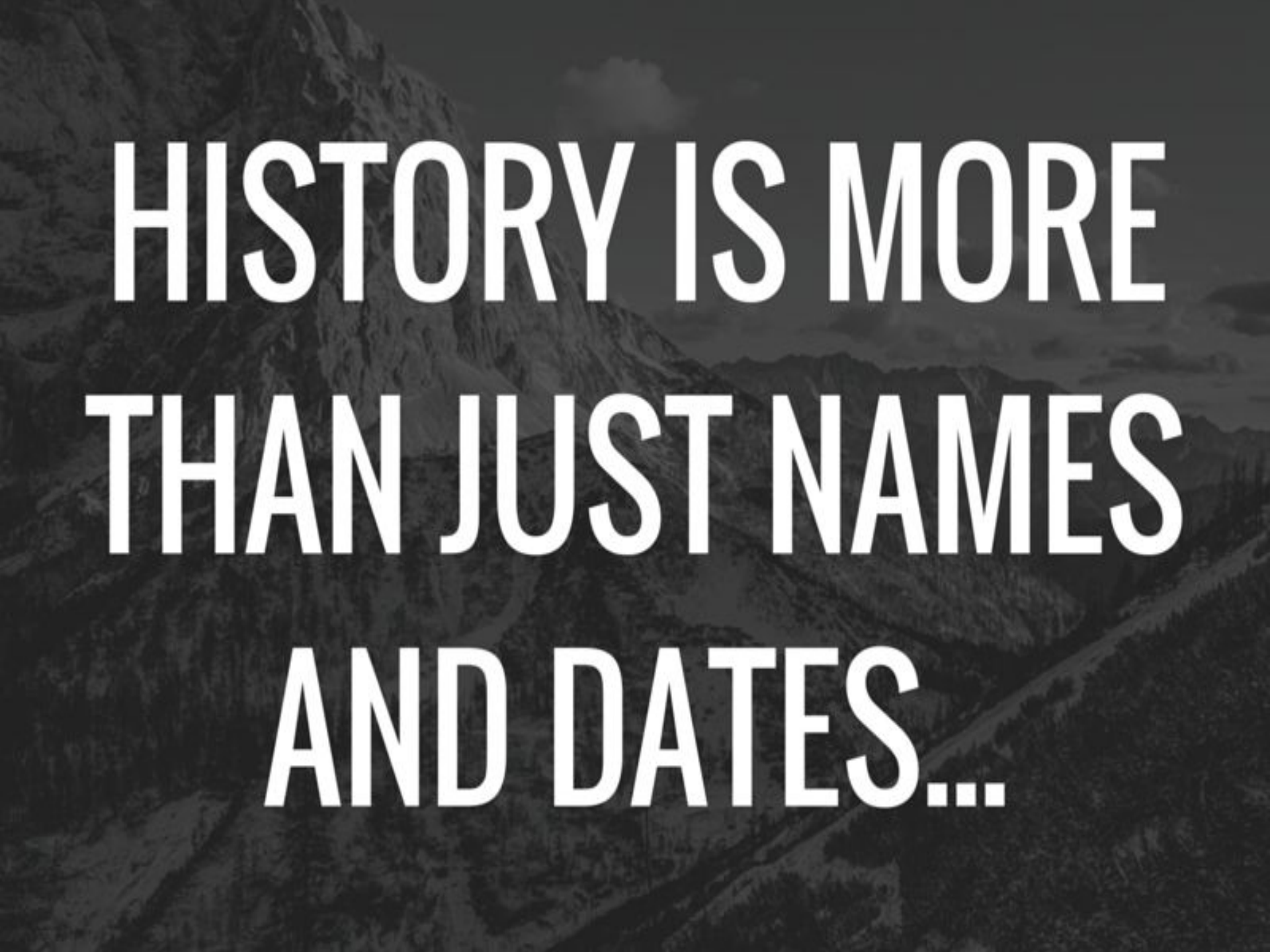




Best Practices in Social Studies: Part Two

Assessment & Curriculum Planning

Virtual Professional
Development
June 4, 2020



**HISTORY IS MORE
THAN JUST NAMES
AND DATES...**





Featuring: Kathy Swan, S.G. Grant, John Lee



Research

How do we as educators know what students know with any degree of confidence?

[The Challenge of Knowing What Students Know](#)

[Classroom Based Assessment \(Benefits\)](#)

[Classroom Based Assessment \(Problem #1\)](#)

[Classroom Based Assessment \(Problem #2\)](#)

[The Special Problem of Validity](#)

[Social Studies Assessment White Paper \(Grant, Swan, Lee, 2015\)](#)

Do Your Assessments Meet This?

Types of Assessments

Summative Assessment

- End-of -year assessment
- State Assessments
- Aligned to content area state standards
- Measures student AYP
- A component of teacher accountability and evaluation

Interim Assessment

- 6-8 week assessment
- School and district level assessments
- Identify gaps in student learning
- Predicts student performance on state tests
- Data used at classroom level
- Drives district level decisions

Formative Assessment

- Daily assessment
- Linked to learning experience
- Assesses student understanding and mastery of skills
- Data used to modifying instruction

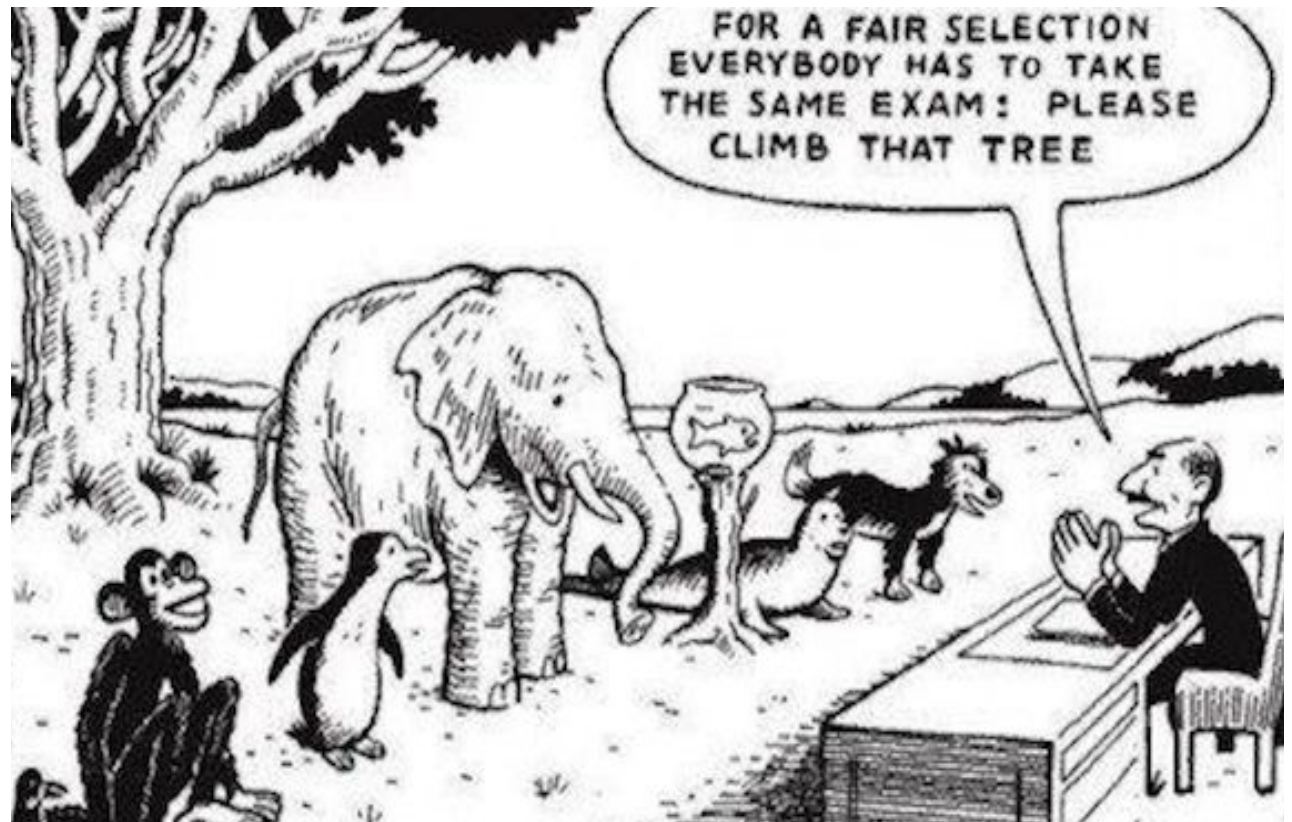
Do Your Assessment Meet This?

Variety?

Authentic?

Rubrics?

Standards?



Self Monitoring

John Hattie

Developing Assessment-Capable Visible Learners

****Monitor Progress and Adjust Their Learning****



HISTORICAL THINKING CHART



Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

Weighted Multiple Choice

The Mayflower Compact, a premier colonial covenant, is unique in that it:

- A. Foreshadowed a new relationship with the English crown
- B. Represented a collaboration between Pilgrims and Natives
- C. Produced tenets indicative of self-government
- D. Pointed toward a model form of political tolerance

4 Points? 2 Points? 1 Point? 0 Points

Can students justify their answer?

Weighted Multiple Choice

Historical investigators judge the reliability of primary sources by:

- A. Assessing how it is situated within its historical context.
- B. Measuring its claims against present-day standards
- C. Comparing it to secondary source accounts.
- D. Identifying the source author's political allegiances.

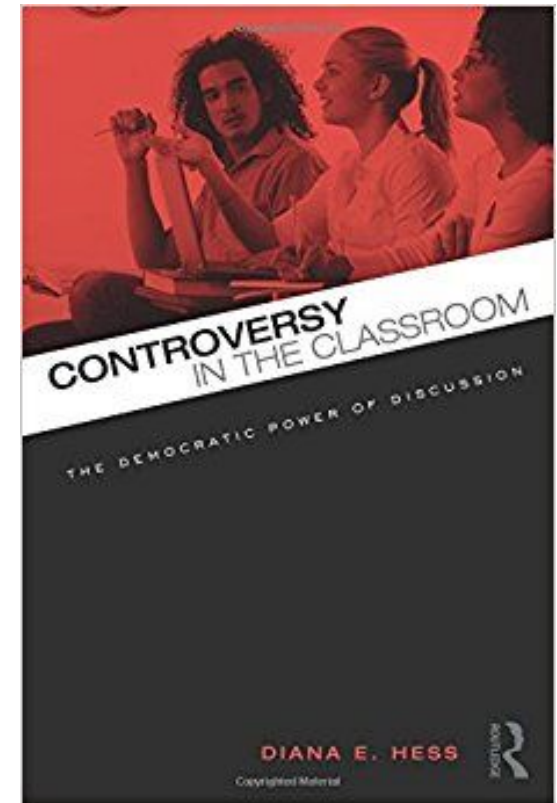
Would this give you insight into their thinking?

How is this better than 1 correct/3 wrong?

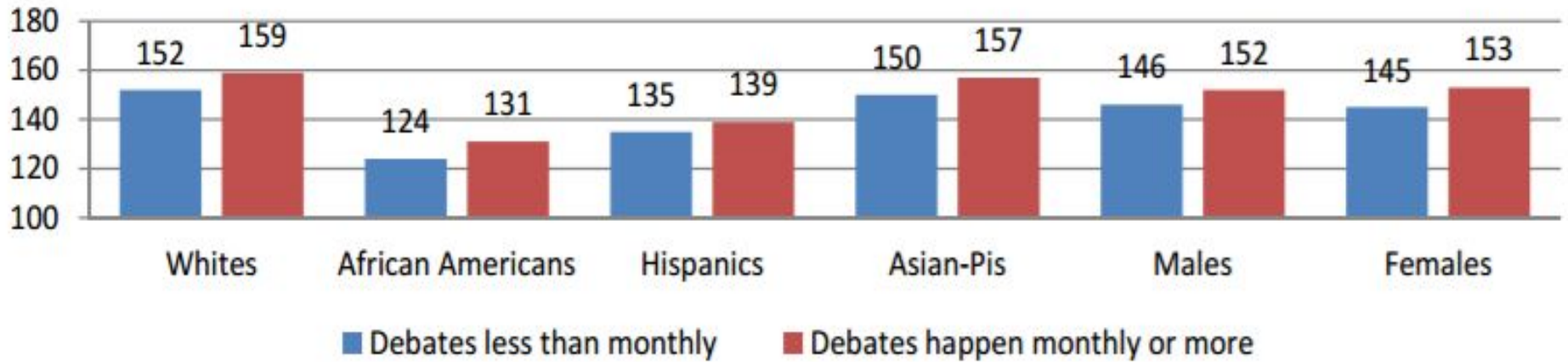
[More examples from UMBC ARCH](#)

Controversy in the Classroom

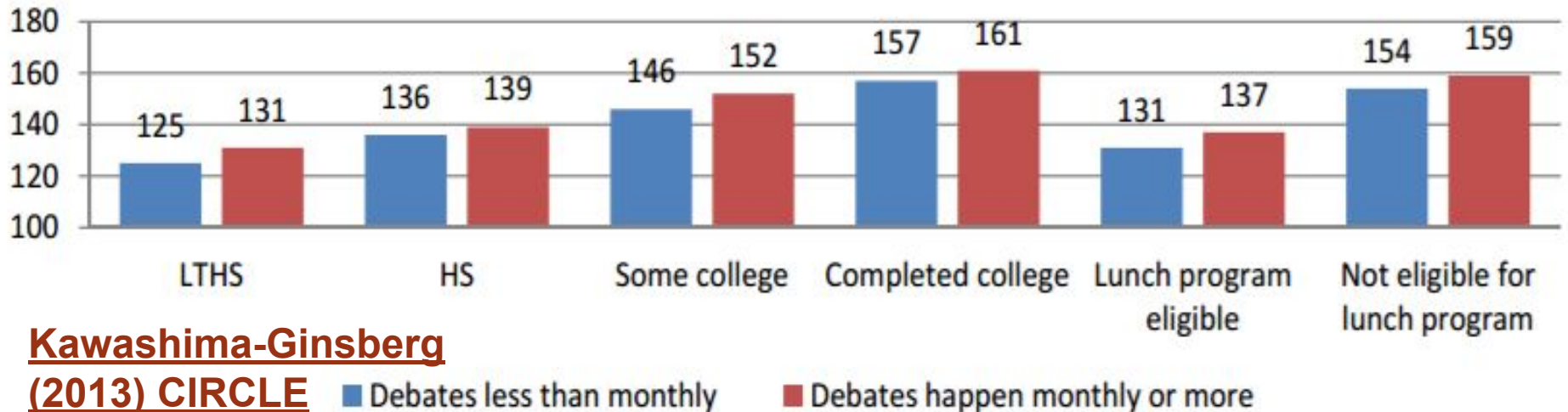
[S]chools have not just the right, but also the obligation, to create an atmosphere of intellectual and political freedom that uses genuine public controversies to help students discuss and envision political possibilities. Addressing public controversies in schools not only is more educative than quashing or ignoring differences, it also enhances the quality of decision-making by ensuring that multiple and competing views about controversial political issues are aired, fairly considered, and critically evaluated (p. 6).



12th Grade NAEP Civics Score by Frequency of Debates and Interactive Discussions (2010)



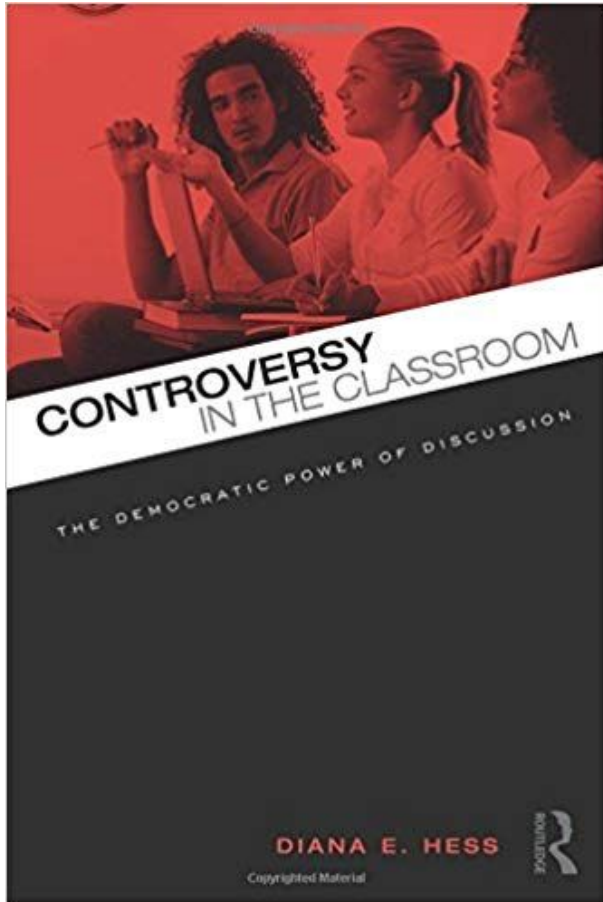
12th Grade NAEP Civics Score by Frequency of Debates and Interactive Discussions (2010)



Kawashima-Ginsberg
(2013) CIRCLE

■ Debates less than monthly ■ Debates happen monthly or more

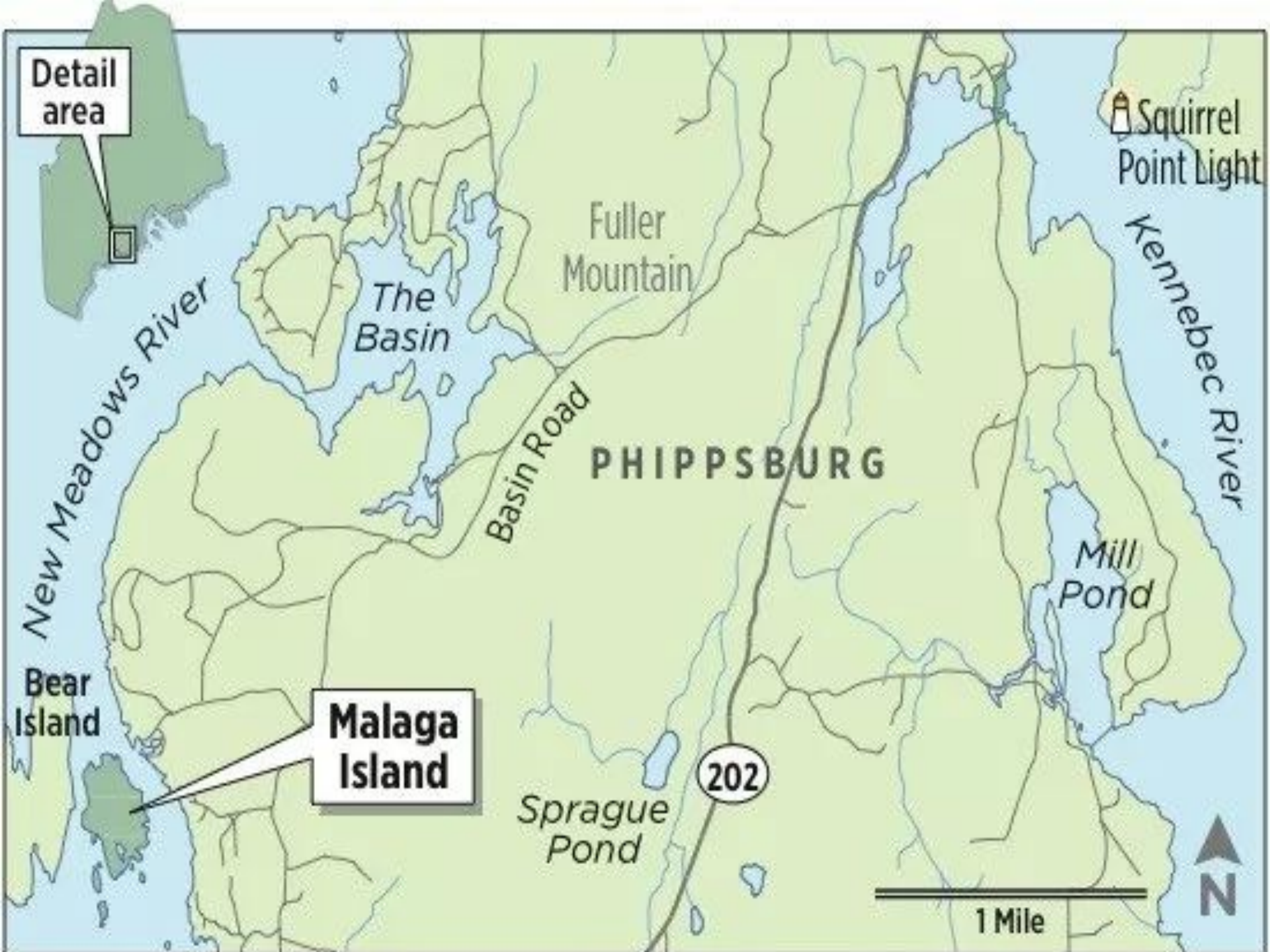
Assessing Speaking/Listening



“Part of our job is to teach young people how to talk with one another, especially with people who have differing views.” —Diana Hess

[Structured Academic Controversy - Teaching Channel](#)

[Talking Across Political Differences](#)



Detail area

Squirrel Point Light

New Meadows River

The Basin

Fuller Mountain

Basin Road

PHIPPSBURG

Kennebec River

Mill Pond

Bear Island

Malaga Island

Sprague Pond

202

1 Mile

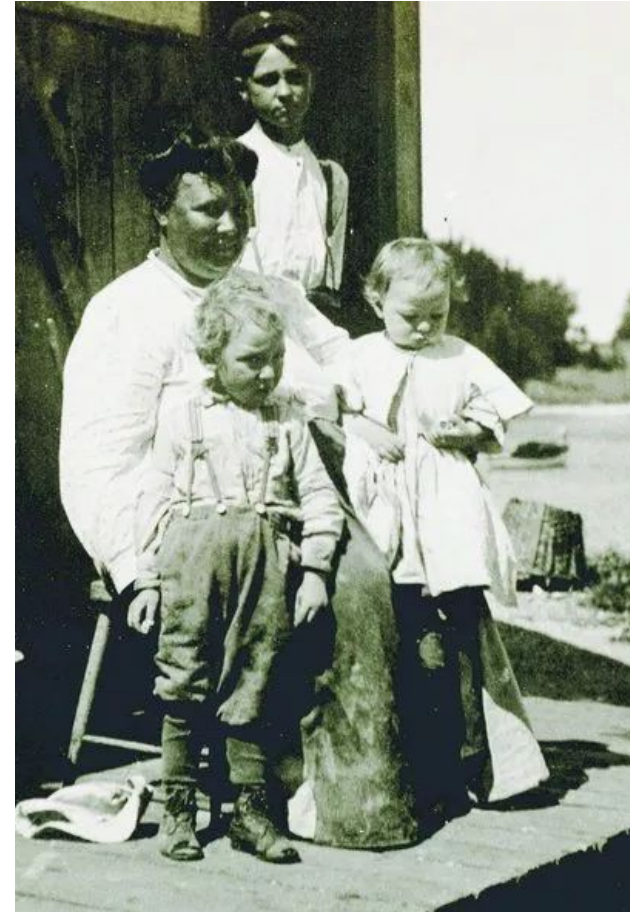
N

Assessing Speaking/Listening

Is Malaga Island an example of state sponsored racism?

- [Gloria Harrison Interview](#)
- [Lewiston Evening Journal - May 8, 1912](#)
- [Malaga Island - August 1911](#)
- [Malaga Island Executive Council Report 1911](#)

[SAC - Document Analysis Graphic Organizer](#)



Assessing Speaking/Listening

The screenshot shows a web browser window with the title "Brady the GOAT?". The browser's address bar displays a URL: <https://live.mheducation.com/mc12024732302/yA7a81vXXVW71TUyVv>. The browser's toolbar includes various icons for navigation and editing. Below the browser window, there is a presentation slide. The slide features three main elements: a photograph of Tom Brady in a white and blue football jersey with the number 12, a photograph of a white goat, and a central diagram. The diagram consists of a smartphone icon at the top, connected by lines to two text boxes below. The left text box contains the text "Brady has won the most Super Bowls (5)", and the right text box contains the text "Winning the foot. Super Bwls makes you the GOAT". Below the presentation slide, there is a circular video inset showing a man with dark hair and a mustache, wearing a dark shirt, speaking. The entire content is set against a white background with a dark blue header and footer.

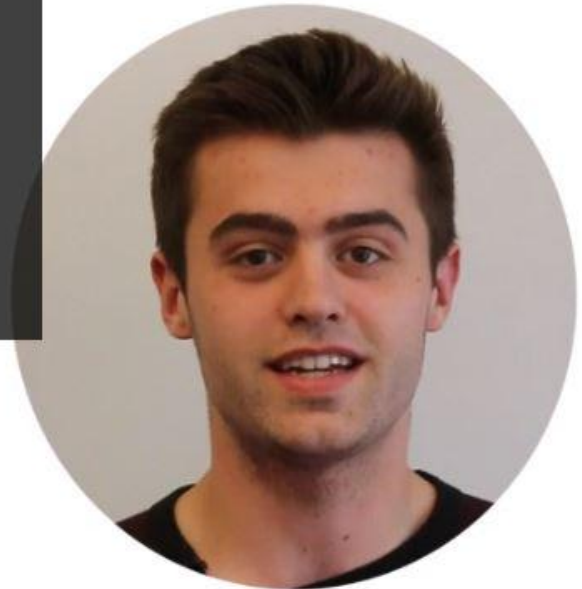
Argument Mapping



DEBATE: Should controversial issues be discussed in the classroom?



Interactive Video



Assessing Speaking/Listening

Side trip - Edpuzzle

Richard Byrne

Catlin Tucker



Assessing Reading/Writing

Educating with Evidence offers educators assessments that use primary sources from the Library of Congress and other resources to assess the literacy skills found in the Common Core State Standards (CCSS) and the C3 Framework. Educators can pick and use an individual assessment or select several assessments to take the steps to create an assessment system focused on skill acquisition across several topics or units of study. They have multiple choice created by teachers!

Reading a Document

- Multiple Choice
 - What question might it connect to?
 - Contextualization
 - What statements in the document could be used as evidence of a specific question?
 - Close Read/Contextualization
 - What other document is it similar to?
 - What other document does it contradict?
 - Corroboration
 - Who wrote it? When? Title?
 - Is this document reliable?
 - Sourcing

Groups of Documents

- What question could you write that these documents would help answer?
- What question(s) would you ask the author for clarity?
 - Contextualization
- What documents can be grouped by common (not same) author, location, time?
- What document(s) should be considered more reliable?
 - Sourcing
- What documents share a perspective? Have conflicting perspectives?
 - Corroboration
- What documents support a specific conclusion?
 - Close reading

Assessing Reading/Writing



Assessing Reading/Writing

Stanford History Education Group (SHEG) in conjunction with Teaching Primary Sources/Library of Congress created their [Beyond the Bubble](#) resources. Beyond the Bubble unlocks the vast digital archive of the Library of Congress to create History Assessments of Thinking (HATs). [Explore over 80 easy-to-use assessments](#) that measure students' historical thinking rather than recall of facts.



Assessing Reading/Writing

What is the role of the “flagship” assessments and how do they relate to the “alternative version”?

Check out how the assessments connect to the videos, alternative versions, historical skills, and content to support your teaching and student learning.



The First Thanksgiving

[VIEW ASSESSMENT](#)

What Does This Mean?

DBQs are way that I would recommend in terms of both DISCIPLINARY LITERACY and ASSESSMENT in social studies. It gives consistent skills that can be worked on, while allowing students to be curious and research in the appropriate content areas.

“Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.”

Library of Congress

All Together

National History Day is a year-long academic program focused on historical research, interpretation and creative expression for 6-12 grade students. In NHD, students become writers, filmmakers, web designers, playwrights and artists as they create unique contemporary expressions of history.

An independent study from 2011 found that participation in the National History Day Contest benefits students far beyond the competition. National History Day not only transports classrooms back in time during the school year, it transforms young minds forever.

All Together



Documentary

Exhibit

Paper

Performance

Website

What questions
do you have
about
assessment in
social studies?



As the world changes faster than we can ever imagine, teachers must equip students with the ability to think on their feet, process new information, and ask great questions.



SCHOOL 2.0

For the first time in history, we're preparing kids for a future that we cannot clearly describe.

K-12 Curriculum Plans

What is the connecting thread across the grade levels at your school?



Spiraling K-12 Curriculum

A course of study in which students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. The Social Studies Standards and performance expectations have been created in order to reflect a progression of increasing complexity from K-5 and between the 6-8, and 9-diploma grade spans.

Some Suggestions

C3 Framework

- Change, Continuity, & Context
- Perspectives
- Sources and Evidence
- Causation and Argumentation

Stanford History Ed. Group

- Sourcing
- Contextualization
- Corroboration
- Close Reading

Thinking Like A Historian

- Cause & Effect
- Change & Continuity
- Turning Points
- Using the Past
- Through Their Eyes

One day **Alice** came to a fork in the road and saw a
Cheshire cat in a tree.

"Which road do I take?" she asked.

His response
was a question:



"Where do you want to go?"

"I don't know," Alice answered.

"Then," said the cat,

"it doesn't matter."

- Lewis Carroll, Alice in Wonderland

UbD: Stages of Backward Design

Stage 1. Identify desired results.

Guiding Questions

- What are the established goals?
- What “big ideas” do we want students to come to understand?
- What essential questions will stimulate inquiry?
- What knowledge and skills need to be acquired given the understandings and related content standards? What focus questions will guide students to targeted knowledge and skills?

Stage 2. Determine acceptable evidence.


Guiding Questions

- What is sufficient and telling evidence of understanding?
- Keeping the goals in mind, what performance tasks should anchor and focus the unit?
- What criteria will be used to assess the work?
- Will the assessment reveal and distinguish those who really understand versus those who only seem to understand?

3. Plan learning experiences and instruction.

Guiding Questions

- What instructional strategies and learning activities are needed to achieve the results identified in Stage 1 and reflected in the assessment evidence specified in Stage 2?



Kill your darlings, kill your darlings,
even when it breaks your egocentric
little scribbler's heart, kill your darlings.

Stephen King

“ quote fancy

What is Needed to Connect?

Looking at your curriculum, what needs work?

- Essential Questions
- Assessments
 - Formative
 - Interim
 - Summative
- Resources
- Standards





**WITHOUT
A CLEAR**

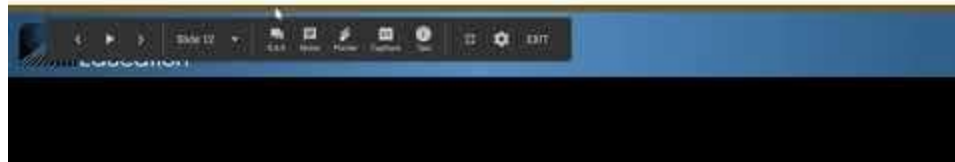
.....
➔ **TARGET,** ➔
.....

**HOW DO
YOU KNOW WHERE
TO **AIM?****

Standards Revisions Webinar

Revisions of Note

- Changes to the elementary grade bands
- Addition of foundational and developing
- Embedding of the skills and process of social studies throughout the document
- Emphasis on teaching about Maine Native Americans
- Personal finance clarity



Revisions of Note

Social Studies - Standards and Instruction Webpage

- Changes to the elementary grade bands
- Addition of foundational and developing
- Embedding of the skills and process of social studies throughout the document
- Emphasis on teaching about Maine Native Americans
- Personal finance clarity

Maine Learning Results for Social Studies - Revised 2019

Maine Social Studies Requirements

Title 20-A: Education §4722. High school diploma standards.

2. Required subjects. Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma:

B. Social studies and history, including American history, government, civics and personal finance--2 years;

Maine Social Studies Requirements

Title 20-A: Education §4706. Instruction in American history, Maine studies, and Maine Native American History

1. American history. American history, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship, must be taught in and required for graduation from all elementary and secondary schools, both public and private.

Maine Social Studies Requirements

Title 20-A: Education §4706. Instruction in American history, Maine studies, and Maine Native American History

2. Maine studies. Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage, must be taught. A required component of Maine studies is Maine Native American studies, which must be included in the review of content standards and performance indicators of the learning results conducted in accordance with section 6209, subsection 4.

Maine Social Studies Requirements

Title 20-A: Education §4706. The Maine Native American studies must address the following topics:

- A. Maine tribal governments and political systems and their relationship with local, state, national and international governments;
- B. Maine Native American cultural systems and the experience of Maine tribal people throughout history;
- C. Maine Native American territories; and
- D. Maine Native American economic systems.

Gap Analysis

- Is hitting EVERY performance expectation a “MUST”?
 - Is there too few or too many?
- How much spiraling is necessary?
 - Is there a minimum time for each PE?
 - Each content strand, each year?
- How connected should the year be?
 - Skills, themes, EQs, etc
- How much consistency in assessments?

Suggestion

Green - Highlight the standard if you know of an area/lesson/unit, that clearly covers this expectation.

Yellow - Highlight the standard if you think this expectation is covered, but you are not sure where exactly that might be in your curriculum.

Red - Highlight the expectation if you are unfamiliar with it and have no idea if this is covered at all in your curriculum.

Reflection

- What is the purpose of teaching social studies in GRADE X?
- What expectations are missing?
 - *Where do they fit?*
- How does what is being taught prepare students for the next grade and to graduate??



Reflection

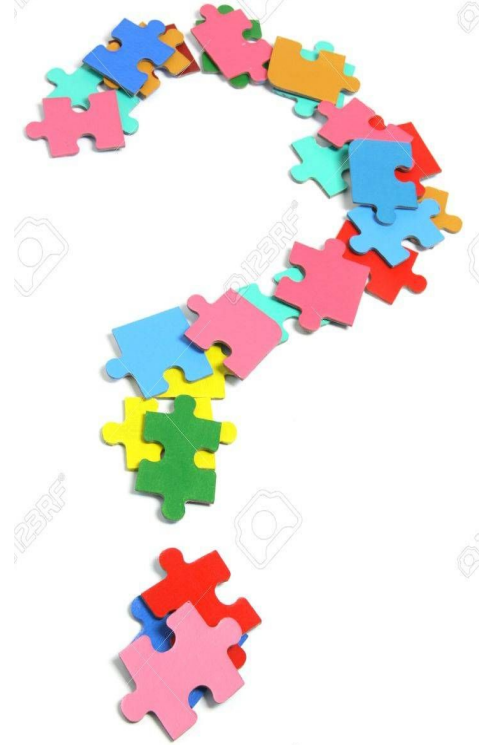
- What is missing in your scope & sequence in regard to meeting expectations?
 - Where do they fit?
- How do all of the instruction fit together?
 - What are the connecting pieces?



Ongoing Work

Once all expectations are covered:

- Do you know when/where?
- Do assessments match the expectations?
- Do the lessons match the assessments?
- Are the tools/resources in place to support the lessons?
- Is there a spiral of learning for kids?



What questions
do you have
about designing
curriculum in
social studies?



Professional Learning Webinars

For more information check out my [professional learning page](#) which has additional webinars about controversial topics, assessments, and pedagogical best practices.

By the end of this week, there will be 68 sessions (and counting!) posted to:

<https://www.maine.gov/doe/learning/content/socialstudies/prolearning>

