

Resources for Standards Writing

Resource (with Link or <a href="#">upload to folder</a> )	Shared By	Summary	Used By Committee?	Citation
<a href="#">NM Social Studies Standards</a>	AIR Team	<p>The New Mexico social studies standards have not been updated or revised in nearly 21 years. Currently, New Mexico content standards and the associated benchmarks and performance standards are required for students in grades K–12. The four strand content areas include history, geography, civics and government, and economics. The current standards are organized by grade band: Grades K–4, 5–8, and 9–12 by each of the four strand content areas. Within each strand there are a series of benchmarks and the associated performance standards, which are organized by grade level. For grades 9–12 there are expanded grade band expectations that are grouped by the following difficulty levels: engagement, pre-symbolic, symbolic, and extended symbolic.</p> <p>During grades 6–12, the New Mexico social studies content standards are further supplemented by the Common Core standards for literacy in science, social studies,</p>		<p>New Mexico Public Education Department. (2009). <i>K-12 Social Studies Standards</i>. Retrieved from <a href="https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/">https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/</a></p>

		and the technical subjects. These standards are organized by the following grade bands: 6–8, 9–10, and 11–12.		
<a href="#">SSAC Guiding Principles</a>	AIR Team	In 2020, the Social Studies Standards Advisory Committee in DC finalized the Social Studies Standards Guiding Principles to help facilitate the social studies content standards revisions. Incorporated in the guiding principles are recommendations for revised skill standards to align more closely with the C3 Framework. Overarching guiding principles for social studies standards development in the document refer to structure, content, knowledge, skills, diversity and inclusion, and instruction flexibility and equity. Specifically, the guidelines encourage anti-racist; power and bias; environmental literacy; global perspective; and democratic citizenship, civic dispositions, and experiences for knowledge framing in standards. Highlighted skills relate to digital literacy, students' agency, participation and voice, and skills associated with the ELA standards.		The Social Studies Standards Advisory Committee. (2020). Social Studies Standards Guiding Principles. DC: District of Columbia State Board of Education. <a href="https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCPS-horiz-soc_studies.pdf">https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCPS-horiz-soc_studies.pdf</a>
<a href="#">KY</a>	AIR Team	Kentucky adopted its current set of social studies standards in 2018 and began implementation of the		Kentucky Department of Education. (2018). <i>Kentucky Academic</i>

		<p>standards in the 2019–20 school year. These standards were written by grade level for kindergarten through eighth grade and are discipline specific in high school (i.e., civics, economics, geography, and history). Across grade levels, the standards are organized around four inquiry practices—questioning, investigating, using evidence, and communicating conclusions—that are included throughout the grade-level standards. These inquiry practices are skills that are necessary to acquire knowledge and competencies in each of the four disciplines: civics, economics, geography, and history. The standards are further grouped by these disciplinary strands across the grades. Within each disciplinary strand, there is a set of disciplinary concepts, or broad ideas that enable students to understand the language of that specific discipline, and disciplinary practices, or the skills students should learn and apply across disciplines. For example, Roles and Responsibilities of a Citizen is a disciplinary concept and practice for civics.</p>		<p><i>Standards for Social Studies</i>. Retrieved from <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf</a></p>
<p><a href="#">SC</a></p>	<p>AIR Team</p>	<p>In 2019, South Carolina adopted the South Carolina Social Studies College- and Career-Ready</p>		<p>South Carolina. (2019). <i>South Carolina Social</i></p>

		<p>Standards. These standards are organized by the following grade bands: Grades K–3, 4–5, 6–8, and high school. In K–8, the standards are further organized by topics, including history, economics, geography, and civics and government. Within each broader topic, one standard is listed to indicate the most important expectation for student learning. Each standard includes an enduring understanding statement, which is a specific statement integrating the content skill and is based on big ideas as well as an indicator. Standards also include themes which are the concepts central to social studies thinking and allow students to draw connections across content in a variety of ways. In high school, the standards are organized by required courses and selected electives. A set of social studies literacy skills for the twenty-first century accompany the social studies standards, and outline, by grade level, the tools, strategies, and perspectives necessary for social studies understanding.</p>		<p><i>Studies College- and Career-Ready Standards</i>. Retrieved from <a href="https://ed.sc.gov/index.cfm?LinkServID=9677E07B-CFFE-6A5C-AA47F98625149ABC">https://ed.sc.gov/index.cfm?LinkServID=9677E07B-CFFE-6A5C-AA47F98625149ABC</a></p>
<p>NV</p>	<p>AIR Team</p>	<p>Adopted in 2018, the Nevada Academic Content Standards for Social Studies include six content areas: history, multicultural, civics,</p>		<p>Nevada Department of Education. (2018). <i>Nevada Academic Content Standards</i></p>

		<p>geography, economics, and financial literacy (Grades 6–12 only). For Grades K–5, the standards are grade specific, but the standards are grade banded by content area for Grades 6–8 and 9–12. Each grade level includes a set of disciplinary skills, which focus on skill development and inquiry skills to analyze primary and secondary texts, documents, and media sources. Disciplinary skills include constructing compelling questions, creating supporting questions, gathering and evaluating sources, developing claim and using evidence, communicating and critiquing conclusions, and taking informed action. Within each content area, there is also a set of grade-level content themes that encompass major ideas in the content area. For example, the content area of history includes five content themes: power and politics, identity, people and ideas, Nevada history, and international relations.</p>		<p>for Social Studies. Retrieved from <a href="https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Social_Studies/NVACSforSocialStudies.pdf">https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Social_Studies/NVACSforSocialStudies.pdf</a></p>
<p><a href="#">Teaching Hard History (K-5)</a></p>	<p>AIR Team</p>	<p>Published by Teaching Tolerance, a Southern Poverty Law Center project, the <i>Teaching Hard History A K-5 Framework for American Slavery</i> is an expansion of the 2018 <i>Teaching Hard History: A Framework for Teaching American Slavery</i> specifically</p>		<p>Shuster, K., Jefferies, H., McCoy, M., Newell, M., Shear, S., Snyder, C., &amp; Thomas, E. (2019). <i>Teaching Hard History A K-5 Framework for</i></p>

		<p>geared toward elementary school teachers and students. The framework is meant to provide developmentally appropriate strategies and texts for elementary students on slavery, related to past, current and future considerations. The framework is divided into lower and upper elementary grade-bands (i.e., K-2, 3-5). Each grade-band is structured by Essential Knowledge of what students should know and/or understand (10 in K-2 and 20 in 3-5). Under each Essential Knowledge are additional concepts or ideas students should know, along with guidance for how teachers can teach these concepts.</p>		<p><i>Teaching American Slavery</i>. Retrieved from <a href="https://www.learningforjustice.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-K-5-Framework.pdf">https://www.learningforjustice.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-K-5-Framework.pdf</a></p>
<p><a href="#">Asia Society</a></p>	AIR Team	<p>The Global Competence Outcomes and Rubrics from the Center for Global Education outline five main reasons for the importance of global competency, offering subject-specific definition, performance outcomes and rubrics for educators and students. The History and Social Studies are Global Competencies include Performance Outcomes, Rubrics, and I Can Statements for the purpose of developing students' global competency. Performance Outcomes and I Can Statements are organized by four themes at each grade: investigate the world,</p>		<p>Center for Global Education. (n.d.). <i>Global Competence Outcomes and Rubrics</i>. Asia Society. <a href="https://asiasociety.org/education/global-competence-outcomes-and-rubrics">https://asiasociety.org/education/global-competence-outcomes-and-rubrics</a></p>

		recognize perspectives, communicate ideas, and take action. A rubric, from emerging to advanced, for measuring students' outcomes for each theme is provided.		
	AIR Team	Adopted in 2016, the Illinois Social Sciences Standards were required to be fully implemented by the 2017–18 school year. The standards focus on civic mindedness, historical thinking, economic decision making, geographic reasoning, and psychological and sociological intellect across the disciplines and grade levels. The standards fall into inquiry skills and disciplinary concepts. Illinois has three overarching inquiry standards and associated skills across the K–12 grades, including development questions and planning inquiries, evaluating sources and using evidence, and communicating conclusions and taking informed action. The K–12 disciplinary concepts are divided into four core disciplines, including civics, geography, economics and financial literacy, and history. The Illinois standards are a departure from the C3 Framework. They are designed with grade-specific standards for kindergarten through fifth grade		Illinois State Board of Education. (2016). <i>Illinois Social Sciences Standards</i> . Retrieved from <a href="https://www.isbe.net/Documents/K-12-SS-Standards.pdf">https://www.isbe.net/Documents/K-12-SS-Standards.pdf</a>

		and are written by grade bands for Grades 6–8 and 9–12. For Grades 6–8, the standards are banded by complexity, from less complex to more complex. In high school, the standards are organized around typical courses—history, civics, geography, and economics—with additional supplemental course standards for psychology, sociology, and anthropology.		
	AIR Team	New Jersey revises its social studies standards every 5 years and adopted its current standards in 2020. The current iteration of standards is organized by grade bands: Grades K–2, Grades 3–5, Grades 6–8, and Grades 9–12. There are four disciplinary concepts that are carried throughout each grade band, including Civics, government, and human rights; Geography, people, and the environment; Economics, innovation, and technology; and History, culture, and perspectives. Each disciplinary concept has different focuses, such as global interconnections, civic mindedness, economic ways of thinking, and understanding perspectives. There are also seven social studies practices, which are the skills that individuals in social sciences use on a regular basis. These practices		New Jersey Department of Education. (2020). <i>New Jersey Student Learning Standards – Social Studies</i> . Retrieved from <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf</a>



		include: (1) development questions and planning inquiry, (2) gathering and evaluating success, (3) seeking diverse perspectives, (4) developing claims and using evidence, (5) presenting arguments and explanations, (6) engaging in civil discourse and critiquing conclusions, and (7) taking informed action. The standards are made up of a set of core ideas and associated performance expectations to be met by the end of each grade band, further organized by each disciplinary concept.		
WA	AIR Team	Washington developed five sets of learning standards for social studies (last revised in 2019), including civics, economics, geography, and history, with one overarching set for social studies skills. Each set of learning standards outlines research, reasoning, and analytical skills that students should be able to apply across each of these disciplines. The standards are organized by grade band (K–5, 6–8, and 9–12) and provide a grade-by-grade sequence of concepts, regional areas, and chronological periods. The C3 Framework is incorporated throughout these standards by including enduring understandings,		Washington Office of Superintendent of Public Instruction. (2019). <i>Washington K–12 Social Studies Learning Standards</i> . Retrieved from <a href="https://www.k12.wa.us/sites/default/files/public/socialstudies/standards/OSPI_SocStudies_Standards_2019.pdf">https://www.k12.wa.us/sites/default/files/public/socialstudies/standards/OSPI_SocStudies_Standards_2019.pdf</a>

		<p>or key concepts that are organized by the focus of study, and sample questions, which are open-ended questions designed to encourage inquiry. Throughout the standards, there are also specific references to Since Time Immemorial curriculum and tribal sovereignty in Washington state to ensure alignment with this specific curriculum.</p>		
BC	AIR Team	<p>The British Columbia social studies for K-9 are guided by communication, thinking and personal and social core competencies. Each grade level has a singular area of learning focus, such as Canadian Issues and Governance at grade 5. Big Ideas, Curricular Competencies (what students should be able to do), and Content (what students should know) outline each area of learning. Additional elaborations on the Curricular Competencies and Content are provided to include key questions, sample topics, and sample activities for educators.</p>		<p>Province of British Columbia. (2016). <i>Area of Learning: SOCIAL STUDIES</i>. Retrieved from <a href="https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_k-9_elab.pdf">https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_k-9_elab.pdf</a></p>
Social Justice Standards	AIR Team	<p>The Social Justice Standards: The Teaching Tolerance Anti-Bias Framework by Teaching Tolerance is a K-12 roadmap for anti-bias education. The document contains age-appropriate (K-2, 3-5, 6-8, and</p>		<p>Teaching Tolerance, Chiariello, E., Edwards, J., Owen, N., Ronk, T., &amp; Wicht, S. (2018). <i>Social Justice Standards</i></p>

		<p>9-12) anchor standards with associated learning outcomes divided into four domains: identity, diversity, justice and action. Each domain, broken down into anchor standards, indicates what students should or will be able to do (e.g., “Students will respond to diversity by building empathy, respect, understanding and connection”). Anchor standards are paired with specific grade level outcomes. For each domain, an anti-bias scenario is also included to model anti-bias attitudes and behaviors in the classroom.</p>		<p><i>The Teaching Tolerance Anti-Bias Framework.</i> Retrieved from <a href="https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf">https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf</a></p>
<p>MA</p>	<p>AIR Team</p>	<p>Adopted in 2018, the Massachusetts History and Social Science Curriculum Framework was developed for prekindergarten through Grade 12. Each elementary grade has a theme, such as “Leadership, cooperation, unity, and diversity”; Grades 6 and 7 cover world geography and ancient civilizations; Grade 8 focuses on U.S. and Massachusetts government and civic life; and the high school grades cover U.S. History I and II, World History I and II, and electives include U.S. government and politics, economics, personal financial literacy, and news/media literacy. For all grades, there are</p>		<p>Massachusetts Department of Elementary and Secondary Education. (2018). <i>Massachusetts History and Social Science Curriculum Framework.</i> Retrieved from <a href="https://www.doe.mass.edu/frameworks/hs/2018-12.pdf">https://www.doe.mass.edu/frameworks/hs/2018-12.pdf</a></p>

		<p>seven practice standards that encompass civic knowledge, dispositions and skills, and a range of disciplinary skills, such as “Develop focused questions or problem statements and conduct inquiries.” In addition, from prekindergarten through Grade 8, each grade has its own set of content standards, and, at the high school level, the standards are outlined for six full-year courses. The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with the Massachusetts ELA and Literacy Standards and therefore include reading, writing, and speaking and listening standards for each grade level.</p>		
IA	AIR Team	<p>The latest set of social studies standards in Iowa were adopted in 2017. The Iowa social studies standards are organized by different themes or topics for kindergarten through Grade 8 (e.g., spaces and places, rights and responsibilities, contemporary global studies) and are organized by course in Grades 9–12, including behavioral sciences, civics and government, economics, financial literacy, geography, U.S. history, and world history. Each</p>		<p>Iowa Department of Education. (2017). <i>Iowa Social Studies Standards</i>. Retrieved from <a href="https://iowacore.gov/sites/default/files/k-12_socialstudies_508.pdf">https://iowacore.gov/sites/default/files/k-12_socialstudies_508.pdf</a></p>

		<p>grade level includes a set of inquiry and content standards, and, for each set of inquiry and content standards, there is a set of anchor standards. Throughout the civics and government and financial literacy standards, there are indicators of how these standards align with the 21st century skills standards.</p>	
<p><a href="#">AK</a></p>	<p>AIR Team</p>	<p>Alaska has adopted a set of geography, government and citizenship, and history content standards, which were last revised in 2016. For history, there is also a set of specific performance standards or grade-level expectations. Alaska also adopted a specific set of cultural standards. Each set of content standards is organized by themes, such as “A student should understand the character of government of the state.” The history performance standards are organized into four central themes and divided into five chronological periods. The themes include people, places, environment; consumption, production, distribution; individual, citizenship, governance, and power; and continuity and change. Each history performance standard is coded to align with the content standards for social studies. Each</p>	<p>Alaska Department of Education &amp; Early Development. (2016). Content and Performance Standards for Alaska Students. Retrieved from <a href="https://education.alaska.gov/akstandards/standards/ContentStandards.pdf?v=1">https://education.alaska.gov/akstandards/standards/ContentStandards.pdf?v=1</a></p>

		<p>standard also includes one of four depth of knowledge levels, which describes the cognitive demand associated with each performance expectation (e.g., 1 = recall of information, 2 = basic reasoning). The cultural standards were developed by the Alaska Native Knowledge Network in 1998 and are designed to enrich the content standards and provide broad statements of what students should know and be able to do based on their schooling, with an awareness and sensitivity to their cultural environment. Similar to the other content standards, the cultural standards are organized by broad thematic statements, such as: “Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.”</p>		
<p><a href="#">BC Indigenous Knowledge and Perspectives</a></p>	<p>AIR Team</p>	<p>British Columbia integrates Indigenous knowledge and perspectives into the social studies curriculum through the Indigenous Knowledge and Perspectives: Social Studies K–12 document for educators. Within this document, explicit (direct) and implicit (indirect) references are made to Indigenous knowledge and perspectives present in the Big Ideas, Curricular</p>		<p>Province of British Columbia. (n.d.). <i>Indigenous Knowledge and Perspectives: Social Studies K–12</i>. Retrieved from <a href="https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/indigenous-kn">https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/indigenous-kn</a></p>

		<p>Competencies, and Content of the K–12 social studies curriculum. As a resource for educators, the document emphasizes discussion and learning that prioritizes Indigenous knowledge and perspectives in British Columbia for the purpose of developing educated citizens. Indigenous Knowledge and Perspectives: K–12 Social Studies Curriculum resources are influenced by The First Peoples Principles of Learning, which focus on learning related to student identity and interconnectedness of self, family, community, land, spirits, and ancestors, among other elements of Indigenous knowledge and perspectives.</p>		<p><a href="https://www2.gov.bc.ca/gov2/education/curriculum/docs/indigenous-knowledge-and-perspectives/social-studies-K-12-indigenous-knowledge-and-perspectives.pdf">nowledge-and-perspectives/social-studies-K-12-indigenous-knowledge-and-perspectives.pdf</a></p>
<p><a href="#">Great Lakes Equity Center Criteria</a></p>	<p>AIR Team</p>	<p>The <i>Assessing Bias in Standards &amp; Curricular Materials</i> Tool allows individuals to review standards and curricular materials to determine their reflection of educational equity. The tool includes standards and curricular materials rubrics. The Standards rubric is divided into three domains: build consciousness; reflect students' cultural repertoires and view them as worth of sustaining, and; social improvement. The curricular materials rubric is divided into seven domains: invisibility;</p>		<p>Midwest and Plains Equity Assistance Center. (2017). <i>Assessing Bias in Standards and Curricular Materials</i>. Retrieved from <a href="https://greatlakesequity.org/resource/assessing-bias-standards-and-curricular-materials">https://greatlakesequity.org/resource/assessing-bias-standards-and-curricular-materials</a></p>

		<p>stereotyping; imbalance and selectivity; historical whitewashing; fragmentation and isolation; linguistic bias, and; cosmetic bias. For each domain, users rate on a scale of 0-3 whether they strongly agree or disagree with whether the standards or curricular materials align with domain components (e.g., “Curricular materials include narratives and historical accounts that feature racial, thnic, and sex-based groups as societal and/or political actors within the general text”). Space is also provided for users to provide a rationale/explanation/evidence of their score level and any additional recommendations or considerations. Users total the points to produce a score indicating if the standards or curricular materials demonstrate little or extensive evidence of curricular bias.</p>		
<p>AZ</p>	<p>AIR Team</p>	<p>Arizona last adopted social studies standards in 2018 for history, political science, geography, and economics, with the goal of full implementation during the 2020–21 school year (i.e., 2-year implementation timeline). Arizona provides standards by grade bands (i.e., Grades K–2, 3–5, 6–8, and 9–12). Each elementary and middle</p>		<p>Arizona Department of Education. (2018). Arizona History and Social Science Standards. Retrieved from <a href="https://www.azed.gov/standards-practices/k-12standards/standards-social-studies/">https://www.azed.gov/standards-practices/k-12standards/standards-social-studies/</a></p>



		<p>school grade level (but not high school) has a storyline and content focus for the year. The standards are organized under four disciplines: civics, economics, geography, and history. Within each of these disciplines there are four to five core concepts, or anchor standards. In addition, there are four anchor standards that apply to the disciplinary skills and practices that students should be able to apply to any historical era, context, or content area.</p>		
<a href="#">HI</a>	<p>AIR Team</p>	<p>Hawai'i last adopted social studies standards in 2018, with a 3-year implementation plan beginning in the 2019–20 school year. Informed by the C3 Framework, the standards include three types: anchor standards, inquiry standards, and content standards. The anchor standards remain constant throughout each grade and course and align closely to the four dimensions of the C3 Framework. The inquiry standards define key social studies skills and are distributed by grade band (i.e., K–2, 3–5, 6–8, and 9–12). The content standards are grade specific for Grades K–5 and are course specific for Grades 6–12, including world history (Grade 6), U.S. history (Grade 8), history of</p>		<p>Hawai'i State Department of Education. (2018). <i>Hawai'i DOE subject standards</i>. Retrieved from <a href="https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx">https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx</a></p>

		Hawaiian Kingdom, modern history of Hawai'i, Pacific Island studies, participation in democracy, U.S. history and government, and world history and culture.		
<a href="#">EAD Framework</a>	AIR Team	Released in March 2021, the Roadmap to Educating for American Democracy is a K–12 inquiry-based framework that outlines major themes, questions, and key concepts for the integration of history and civics education. The roadmap contains seven themes, across four grade bands (K–2, 3–5, 6–8, 9–12), that center on civic participation; institutional/social change; human history in a political context; place of individuals in a global context; contemporary debates/civic agency; government; and geographic, social, economic, and political landscape. Each theme has history and civic thematic questions and key concepts, along with design challenges and corresponding questions. The five overarching design challenges indicate the issues educators may face when working with the content themes.		Educating For American Democracy. (2021). <i>Roadmap to Educating for American Democracy</i> . Retrieved from <a href="https://www.educatingforamericandemocracy.org/wp-content/uploads/2021/02/Roadmap-to-Educating-for-American-Democracy.pdf">https://www.educatingforamericandemocracy.org/wp-content/uploads/2021/02/Roadmap-to-Educating-for-American-Democracy.pdf</a>
<a href="#">C3 Framework</a>	AIR Team	Developed by more than 20 states and 15 national social studies organizations, the C3 Framework provides states with an outline for		National Council for the Social Studies. (2013). <i>The College, Career, and Civic Life</i>

		<p>revising their existing social studies standards. This framework is centered on inquiry as a guiding principle for social studies education; specifically, this framework introduces the concept of an Inquiry Arc. The Inquiry Arc focuses on a set of interconnected ideas that act as the underlying structure for the framework’s four guiding dimensions and emphasizes concepts and practices that students need to analyze, explain, and argue about topics in our social world. The guiding dimensions include: (1) developing questions and planning inquiries, (2) applying disciplinary tools and concepts, (3) evaluating sources and using evidence, and (4) communicating conclusions and taking informed action. These dimensions and their associated subcategories guide the organization of foundational content and skills for a social studies program. Alongside each dimension and subsection, this framework outlines a set of College, Career, and Civic Readiness Indicators to be achieved by the end of Grade 12. Each of these indicators has an associated K–12 pathway for how students could reach proficiency in that particular skill or concept by the end of</p>	<p><i>(C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.</i> Silver Spring, MD: NCSS Publications. Retrieved from <a href="https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev-0617.pdf">https://www.socialstudies.org/sites/default/files/c3/c3-framework-for-social-studies-rev-0617.pdf</a></p>
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		<p>Grades 2, 5, 8, and 12.</p> <p>The C3 Framework was designed as a resource for states during the standards revision and upgrading process. It does not include details about curriculum or instructional content but instead focuses on the underlying concepts and skills of robust social studies education. Further, this framework is designed as a K–12 framework and, therefore, does not represent additional behavioral and social science disciplines (e.g., anthropology, psychology, sociology, etc.) outside of civics, economics, geography, and history, because additional behavioral and social science disciplines are most often taught solely at the high school level. Finally, this framework also does not specifically address the needs of children with different levels of ability. States, districts, and teachers should consider ways of adjusting and scaffolding this framework to suit the needs of all learners. More than one third of states have used the C3 Framework as a guide for their social studies standards.</p>		
Beyond Expanding Horizons (in folder)	AIR Team	Elementary social studies curriculum has been predominantly guided by the “expanding horizons”		Wade, R. (2002). <i>Beyond Expanding Horizons: New</i>

		<p>model for the past decade which focuses on the build from self, to family, to neighborhood, to community, to state/regions, and more as students move from K–12. A new curriculum framework, proposed by Rahima Wade, argues against the expanding horizons model for one that incorporates key concepts, guiding questions for student inquiry, and civic action projects. Entitled, “Toward the Common Good,” the grades are organized by concepts such as people (kindergarten), environment (1st grade), exploration (2nd grade), conflict (3rd grade), democracy (4th grade), human rights (5th grade), and interdependence (6th grade). Each concept, with associated components (e.g., interdependence includes invention, technology, production, consumption and ethics) have key questions and sample civic action projects. The broad concepts allow educators to incorporate all communities (e.g., local, state, nation, world) provided by the EH model in each grade.</p>		<p><i>Curriculum Directions for Elementary Social Studies. The Elementary School Journal, 103(2), 115-130.</i></p>
<p><a href="#">GA</a></p>	<p>AIR Team</p>	<p>Georgia last adopted social studies standards in 2016 and began implementation during the 2017–18 school year. The Georgia Standards of Excellence are</p>		<p>Georgia Department of Education. (2016). <i>Social Studies Georgia Standards of Excellence.</i></p>

		<p>grouped by grade bands (i.e., kindergarten to Grade 5, Grades 6–8, and Grades 9–12) and are organized by guiding themes or topics for each individual grade level for the elementary and middle school grades (e.g., U.S. history; Georgia, My State). Across these grade levels, the standards are grouped by strands (i.e., history, geography, civics/government, and economics). Standards at the high school level are organized by course (e.g., economics, American government/civics). For each grade (or high school course), there is also a set of map and globe skills and information-processing skills that students should possess. Beginning in 6th grade and continuing through 12th grade, there is also a set of reading and writing standards for literacy in history and social studies.</p>	<p>Retrieved from <a href="https://lor2.gadoe.org/gadoe/file/c0c0ad9a-d88e-4864-b49b-1302099da16a/1/Social-Studies-K-12-Georgia-Standards.pdf">https://lor2.gadoe.org/gadoe/file/c0c0ad9a-d88e-4864-b49b-1302099da16a/1/Social-Studies-K-12-Georgia-Standards.pdf</a></p>
<p>NE</p>	<p>AIR Team</p>	<p>In 2019, Nebraska adopted a new set of social studies standards that reflect a two-tier structure that includes standards and indicators. The standards across all grade levels reflect the long-term goals for learning, and the indicators give guidance related to the assessment of student learning. For Grades K–8, each set of standards and indicators is written at the grade</p>	<p>Nebraska Department of Education. (2019). <i>Nebraska Social Studies Standards</i>. Retrieved from <a href="https://www.education.ne.gov/socialstudies/">https://www.education.ne.gov/socialstudies/</a></p>

		<p>level and organized around four disciplines: civics, economics, geography, and history. Within a discipline, the standards and indicators are grouped by big ideas, which are concepts, themes, or issues, that connect to facts and skills. The high school standards and indicators are written within one larger grade band (Grades 9–12) but are similarly grouped by discipline and big ideas.</p>		
<p><a href="#">EAD - Design Challenges</a></p>	<p>AIR Team</p>	<p>The Educating for American Democracy Design Challenges are noted issues or dilemmas that educators may face when engaging with the EAD content themes and instructional guidance. There are five design challenges that span across the seven themes: 1) motivating agency, sustaining the republic, 2) America’s plural yet shared story, 3) simultaneously celebrating and critiquing compromise, 4) civic honesty, reflective patriotism, and 5) balancing the concrete and the abstract. Each of these design challenges includes questions for educators to consider (e.g., “How can we help students pursue civic action that is authentic, responsible, and informed?”) and is associated with a particular theme.</p>		<p>Educating for American Democracy. (2021). <i>The Five Design Challenges</i>. Educating for American Democracy. <a href="https://www.educatingforamericandemocracy.org/the-roadmap/5designchallenges/#motivatingagency-sustainingtherepublic1608806809328">https://www.educatingforamericandemocracy.org/the-roadmap/5designchallenges/#motivatingagency-sustainingtherepublic1608806809328</a></p>

<p><a href="#">NCSS</a></p>	<p>AIR Team</p>	<p>First published in 1994, the National Curriculum Standards for Social Studies have been widely used for social studies curriculum development and alignment. This framework is designed for use by educators, parents, and policymakers to aid in curriculum design and develop a robust social studies curriculum to prepare the next generation of informed and active citizens.</p> <p>These curriculum standards are organized around 10 thematic strands, including: (1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, authority, and governance; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices. These themes are designed to be woven throughout a social studies program from prekindergarten through Grade 12 and to support the implementation of content standards. The NCSS (National Council for the Social Studies) framework also provides learning expectations to illustrate what students' knowledge</p>		<p>National Council for the Social Studies. (2010). <i>National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment</i>. Brentwood, MD: NCSS Publications.</p>
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		<p>proficiencies should be at each level of the curriculum (i.e., early years, middle school, and high school). The learning expectations also provide the rationale as to why each theme is important for students to study.</p>		
<p><a href="#">IN Ethnic Studies Standards</a></p>	AIR Team	<p>Approved in 2018, the Indiana Academic Standards for Ethnic Studies outline what students should know, understand and do based on four content standards, 1) cultural self-awareness, 2) cultural histories within the U.S. context and abroad, 3) contemporary lived experiences and cultural practices, and 4) historical and contemporary contributions. Each of these content strands are linked to academic standards such as “Students investigate how ethnic or racial group(s) and society address systemic oppressions through social movements, local, community, national, global advocacy, and individual champions.” The Ethnic Studies course is specific to high school and is available as an elective. The purpose is to broaden students’ perspectives and knowledge of ethnic and racial groups in the U.S., allowing for flexibility in whether the course focuses on a specific ethnic or racial group or multiple for</p>		<p>Indiana Department of Education. (2018). <i>Indiana Academic Standards Ethnic Studies</i>. Retrieved from <a href="https://www.doe.in.gov/sites/default/files/news/ethnic-studies-standards-july-13-submission.pdf?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdeliver&amp;utm_term=">https://www.doe.in.gov/sites/default/files/news/ethnic-studies-standards-july-13-submission.pdf?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdeliver&amp;utm_term=</a></p>

		<p>comparison. Guiding principles for Literacy in History/Social Studies are included with six key areas for integrating reading and writing skills: Key Ideas and Textual Support; Structural Elements and Organization; Synthesis and Connection of Ideas; Writing Genres; Writing Process; and; Research Process.</p>		
<p><a href="#">From Non-racism to Anti-racism in Social Studies Teacher Education: Social Studies and Racial Pedagogical Content Knowledge</a></p>		<p>Research article that outlines the contours of an anti-racist social studies curriculum and contrasts this with a “non racist” curriculum. Some of the larger pedagogical goals of a curriculum are outlined. The article was written for pre-service teachers but is still a useful document for thinking about what Social Studies education looks like when it combines anti-racist content with anti-racist pedagogy.</p>		<p>King, Lagarrett &amp; Chandler, Prentice. (2016). From Non-racism to Anti-racism in Social Studies Teacher Education: Social Studies and Racial Pedagogical Content Knowledge. 10.1007/978-3-319-22939-3_1. <a href="#">Retrieved from Research Gate</a></p>
<p>New America Culturally Responsive Teaching: A 50-State Survey of Teaching Standards</p>	<p>NMPED</p>	<p>This report outlines an understanding of culturally responsive teaching, teacher competencies, culturally responsive teaching paired with teaching standards, and integration of culturally responsive teaching in state teaching standards. The 8 CRT competencies developed by</p>		<p>Muñiz, J. (2019). <i>Culturally Responsive Teaching: A 50-State Survey of Teaching Standards</i>. New America. <a href="https://www.newamerica.org/education-poli">https://www.newamerica.org/education-poli</a></p>

		<p>New America include, 1) Reflect on one's cultural lens, 2) Recognize and redress bias in the system, 3) Draw on students' culture to shape curriculum and instruction, 4) Bring real-world issues into the classroom, 5) Model high expectations for all students, 6) Promote respect for student differences, 7) Collaborate with families and local community, and 8) Communicate in linguistically and culturally responsive ways. Incorporated in the document is a link to the <i>Culturally Responsive Teaching: A Reflection Guide</i> which expands on the competencies by providing reflection questions for educators on culturally responsive practices along with supporting evidence for the benefits of culturally responsive teaching. In reviewing U.S. standards and their association with CRT, the following observations were made: 1) all states include some level of CRT competencies in their standards, 2) 28 states require teachers to reflect on their cultural lens and potential biases, 3) 3 states require teachers to expand their understanding/knowledge of institutional biases, 4) the level of detail in CRT within state standards varies, and 5) states with accompanying continuum of</p>	<p><a href="https://www.newamerica.net/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/">cy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/</a></p>
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		practice are more likely to specifically describe competencies and avoid broad, interpretive statements.		
Reclaiming Native Truth Research Findings: Compilation of All Research	NMPED	<p>The Reclaiming Native Truth project co-run by the First Nations Development Institute and Echo Hawk Consulting, was designed to investigate how various groups of Americans thought about Native Americans and Native issues. Research for this project was gathered through literature reviews, social listening, focus groups (in-person/online), national surveys and interviews. Focus groups were located in Seattle, Bismarck, Minneapolis, Detroit, Syracuse, Tahlequah, Tulsa, San Francisco, Los Angeles, Phoenix, Albuquerque, Jackson, and Ft. Lauderdale. Through these methods, the following observations were made, 1) contemporary NA appear invisible in the US, 2) stereotypes are solidified with lack of exposure and negative narratives, 3) NA tribes are viewed as a homogeneous culture and emphasis is placed on America as a “melting pot”, 4) there is a lack of understanding about sovereignty, 5) there are contradictory narratives and stereotypes about NA, 6)</p>		<p>Campisteguy, M. E., Heilbronner, J. M., and Nakamura-Ryback, C. (2018). Reclaiming Native Truth Research Findings: Compilation of All Research. First Nations Development Institute.  <a href="https://www.firstnations.org/publications/compilation-of-all-research-from-the-reclaiming-native-truth-project/">https://www.firstnations.org/publications/compilation-of-all-research-from-the-reclaiming-native-truth-project/</a></p>

		<p>individuals living/working near Indian Country have greater bias toward NA, particularly toward reservations faced with poverty, 7) there is a call for more accurate education about NA, 8) hearing accurate histories about NA expands individual's mindsets, 9) there is a need, and potential approaches, for a new narrative on portraying NA, 10) NA-based mascots are harmful to Native youth, but are perceived as honoring NA, and more.</p>		
<p>Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature</p>	<p>NMPED</p>	<p>The focus of this article is on culturally responsive schooling for Indigenous youth, emphasizing the idea that schools and classrooms are currently failing to address Indigenous students' needs. The author argues that the current literature on culturally responsive schooling is insufficient because it has little impact on what teachers do, predominantly because it can lead to essentializations, meaningless generalizations, and trivial anecdotes. As a result, little systemic, institutional, or other changes are accessible in serving Indigenous youth. Instead, the author argues for a focus on sovereignty, self-determination, racism, and Indigenous epistemologies in future CRS work.</p>		<p>Castagno, A. and Brayboy, B. M. (2008). Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature, <i>Review of Educational Research</i>, 78(4), 941-993 , doi: 10.3102/0034654308323036</p>

<p><a href="#">Pre-AP World History and Geography Course Guide</a></p>	<p>AIR Team</p>	<p>Created by the CollegeBoard, the course guide outlines the key concepts and skills to help build students' skills associated with world history and geography, while preparing them for various AP and social science courses in high school. Primary and secondary sources are significant tools in the classroom, and tools used by historians and geographers are utilized by students to examine questions and build arguments. Further, apprenticeship guides the learning model for these courses. The areas of focus are evaluating evidence, incorporating evidence, and explaining historical and geographic relationships. The areas of focus are broken down into subfocuses. For example, Evaluating Evidence is broken down into analyzing primary sources, analyzing secondary sources, and assessing patterns in quantitative and qualitative evidence. Prior to implementing a Pre-AP World History or Geography course, schools can choose between 2 pathways that allow them to either move from geography/world regions to development in world history from the ancient period to c. 1450 CE or from c. 1450 CE to the present. There are 5 themes that cut across</p>		<p>CollegeBoard. (2020). <i>Pre-AP World History and Geography Course Guide</i>. Retrieved from <a href="https://pre-ap.collegeboard.org/pdf/pre-ap-world-history-cg-wr.pdf">https://pre-ap.collegeboard.org/pdf/pre-ap-world-history-cg-wr.pdf</a></p>
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		all units in Pre-AP World History and Geography, including Humans and the Environment, Governance, Economic Systems, Culture, and Society. Additionally, the course framework includes key concepts, learning objectives and essential knowledge for all students.		
<a href="#">World History Content Standards</a>	AIR Team	<p>Provided by the UCLA History Public History Initiative, the World History Content Standards are outlined for Grades 5-12. The standards are aligned to 9 eras including, 1) The Beginnings of Human Society, 2) Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE, 3) Classical Traditions, Major Religions, and Giant Empires, 1000BCE-300CE, 4) Expanding Zones of Exchange and Encounter, 300-1000CE, 5) Intensified Hemispheric Interactions 1000-1500CE, 6) The Emergence of the First Global Age, 1450-1770, 7) An Age of Revolutions, 1750-1914, 8) A Half-Century of Crisis and Achievement, 1900-1945, and 9) The 20th Century Since 1945: Promises and Paradoxes. In addition to the 9 eras, one standard is aligned to a cross-era entitled World History Across Eras. Each era has standards that are broken down</p>		<p>UCLA Department of History Public History Initiative. (2021). World History Content Standards. Retrieved from <a href="https://phi.history.ucla.edu/nchs/world-history-content-standards/">https://phi.history.ucla.edu/nchs/world-history-content-standards/</a></p>

		<p>into substandards divided by grade bands and what students are able to do. For example, in Era 9, Standard 1 there are three substandards. In Standard 1A, there are 5 indicators (in total) of what students will be able to do for grade levels 5-12, 7-12 and 9-12. Associated with what students are able to do are related historical thinking skills. For example, in Standard 1A, Grades 5-12 students will be able to Compare the United State' commanding economic position and international leadership after World War II with its international policies following World War I. This ability is linked to the Historical Research Capability historical thinking skill, interrogate historical data.</p>		
<p><a href="#">U.S. History Content Standards</a></p>	<p>AIR Team</p>	<p>Provided by the UCLA History Public History Initiative, the United States History Content Standards are outlined for Grades 5-12. The standards are aligned to 10 eras including 1) Three Worlds Meet (Beginnings to 1620), 2) Colonization and Settlement (1585-1763), 3) Revolution and the New Nation (1754-1820s), 4) Expansion and Reform (1801-1861), 5) Civil War and Reconstruction (1850-1877), 6) The</p>		<p>UCLA Department of History Public History Initiative. (2021). United States History Content Standards. Retrieved from <a href="https://phi.history.ucla.edu/nchs/united-states-history-content-standards/">https://phi.history.ucla.edu/nchs/united-states-history-content-standards/</a></p>



		<p>Development of the Industrial United States (1870-1900), 7) The Emergence of Modern America (1890-1930), 8) The Great Depression and World War II (1929-1945), 9) Postwar United States (1945 to early 1970s), and 10) Contemporary United States (1968 to the present). Each era has at least two standards that are broken down into substandards divided by grade bands and what students are able to do. For example, in Era 9, Standard 1 there are three substandards. In Standard 1A, there are 5 indicators (in total) of what students will be able to do for grade levels 5-12, 7-12 and 9-12. Associated with what students are able to do are related historical thinking skills. For example, in Standard 1A, Grades 5-12 students will be able to Explain the reasons for the sustained growth of the postwar consumer economy. This ability is linked to the Historical Analysis and Interpretation historical thinking skill, analyze cause-and-effect relationships.</p>		
<p><a href="#">U.S. History Framework for the 2014 National Assessment of Educational Progress</a></p>	<p>AIR Team</p>	<p>The National Assessment of Educational Progress (NAEP) assesses children in Grades 4, 8, and 12 in various subject areas, including mathematics, reading,</p>		<p>National Assessment Governing Board. (2014). <i>U.S. History Framework for the 2014 National</i></p>

		<p>science, writing, technology and engineering literacy, arts, civics, geography, economics, and U.S. history. Also known as the “Nation’s Report Card,” this assessment is congressionally mandated and administered by the National Center for Education Statistics, overseen by the National Assessment Governing Board (NAGB).</p> <p>The U.S. history component of the NAEP assessment was developed to measure students’ knowledge in the context of democracy, culture, and technological and economic changes. The underlying framework of the assessment organizes items around themes, time periods, and ways of knowing and thinking about U.S. history. The most recent U.S. history assessments was administered to eighth-grade students in 2018.</p>		<p><i>Assessment of Educational Progress.</i> Washington, DC: U.S. Government Printing Office. Retrieved from <a href="https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf">https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</a></p>
<p><a href="#">Voluntary National Content Standards in Economics</a></p>	<p>AIR Team</p>	<p>Created by the Council for Economic Education, the Voluntary National Content Standards in Economics was first published in 1997 and later underwent revisions in 2008. The updated 2010 document is comprised of 20 standards (i.e., scarcity, decision making, allocation, incentives, trade, specialization, markets and</p>		<p>Council for Economic Education. (2010). <i>Voluntary National Content Standards in Economics.</i> Retrieved from <a href="https://www.councilforeconomiceducation.org/wp-content/uploads/2012/03/voluntary-national-co">https://www.councilforeconomiceducation.org/wp-content/uploads/2012/03/voluntary-national-co</a></p>

		<p>prices, role of prices, competition and market structure, institutions, money and inflation, interest rates, income, entrepreneurship, economic growth, role of government and market failure, government failure, economic fluctuations, unemployment and inflation, and fiscal and monetary policy) divided into benchmarks for Grades 4, 8 and 12. Each benchmark indicates what students will know by the end of Grade 4, 8 or 12 and what students will use their knowledge to do (e.g., “Describe a situation that requires a choice, make a decision, and identify the opportunity cost). Enhancement boxes accompany the benchmarks elaborate on specific ideas, such as opportunity cost, altruism, discounting, moral hazard, compound growth, etc.</p>	<p><a href="#">tent-standards-2010.pdf</a></p>
<p><a href="#">Economics Framework for the 2012 National Assessment of Educational Progress</a></p>		<p>The National Assessment of Educational Progress (NAEP) assesses children in Grades 4, 8, and 12 in various subject areas, including mathematics, reading, science, writing, technology and engineering literacy, arts, civics, geography, economics, and U.S. history. Also known as the “Nation’s Report Card,” this assessment is congressionally mandated and administered by the National</p>	<p>National Assessment Governing Board. (2012). <i>Economics Framework for the 2012 National Assessment of Educational Progress</i>. Washington, DC: U.S. Government Printing Office. Retrieved from</p>

		<p>Center for Education Statistics, overseen by the National Assessment Governing Board (NAGB).</p> <p>The economics component of the NAEP assessment, most recently administered in 2012, seeks to assess 12th-grade students' understanding and knowledge proficiency in the workings of domestic and international economics. Items measure how well students understand economics and markets, costs and benefits of economics interaction and interdependence, and peoples' choices regarding limited resources.</p>		<p><a href="https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf">https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</a></p>
<p><a href="#">Civics Framework for the 2018 National Assessment of Educational Progress</a></p>	AIR Team	<p>The National Assessment of Educational Progress (NAEP) assesses children in Grades 4, 8, and 12 in various subject areas, including mathematics, reading, science, writing, technology and engineering literacy, arts, civics, geography, economics, and U.S. history. Also known as the "Nation's Report Card," this assessment is congressionally mandated and administered by the National Center for Education Statistics, overseen by the National Assessment Governing Board (NAGB).</p>		<p>National Assessment Governing Board. (2018). <i>Civics Framework for the 2018 National Assessment of Educational Progress</i>. Washington, DC: U.S. Government Printing Office. Retrieved from <a href="https://www.nagb.gov/naep-frameworks/civics.html">https://www.nagb.gov/naep-frameworks/civics.html</a></p>

		<p>The civic knowledge component of the NAEP assessment is based on the National Standards for Civics and Government by the Center for Civic Education. The five central themes underlying this assessment are expressed as questions: (1) What are civic life, politics, and government?, (2) What are the foundations of the American political system?, (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy?, (4) What is the relationship of the United States to other nations and to world affairs?, and (5) What are the roles of citizens in American democracy?</p> <p>The NAEP Civics Assessment also seeks to assess students' intellectual skills (e.g., evaluating, taking, and defending positions) that allow them to appropriately apply their civics knowledge. Participatory skills (i.e., interacting, monitoring, and influencing) and civic disposition (i.e., dispositions that contribute to individual political efficacy) are additional components of the assessment framework. However, direct assessment of civic participation is outside the assessment's scope, such that questions focus on students'</p>		
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		abilities to identify or explain how to use these skills. In 2018, the most recent administration, the assessment was given to only eighth-grade students.		
<a href="#">National Standards for Civics and Government</a>	AIR Team	Created by the Center for Civic Education, the National Standards for Civics and Government outline content standards for grade bands K-4, 5-8 and 9-12. Content standards in each grade band are divided into 5 questions including 1) What are civic life, politics, and government?, 2) What are the foundations of the American political system?, 3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy?, 4) What is the relationship of the United States to other nations and to world affairs?, and 5) What are the roles of the citizen in American democracy? Each overarching question contains subquestions, such as “What is the American idea of constitutional government?” under overarching question 2. In conjunction with the content standards are intellectual (i.e., identify, describe, explain, evaluate a position, take a position and defend a position) and participatory (i.e, monitoring politics and government, and influencing		Center for Civic Education. (1994). <i>National Standards for Civics and Government</i> . Retrieved from <a href="https://www.civiced.org/standards">https://www.civiced.org/standards</a>

		politics and government) skills.		
<a href="#">National Geography Standards Index</a>	AIR Team	The National Geography Standards, created by the Geography Education National Implementation Project, is comprised of 18 standards organized by 6 essential elements including 1) The World in Spatial Terms, 2) Places and Regions, 3) Physical Systems, 4) Human SYstems, 5) Environment and Society and 6) The Use of Geography. Each standard is broken down into substandards with indicators of what students should be able to do. For example, Standard 18 (How to apply geography to interpret the present and plan for the future) is divided into Using Geography to Interpret the Present and Plan for the Future, Changes in Geographic Contexts, and Perceptions of Geographic Contexts. Standards are outlined for Grades 4, 8 and 12.		Geography Education National Implementation Project. (1994). Retrieved from <a href="https://www.nationalgeographic.org/standards/national-geography-standards/">https://www.nationalgeographic.org/standards/national-geography-standards/</a>
<a href="#">Geography Framework for the 2018 National Assessment of Educational Progress</a>	AIR Team	The National Assessment of Educational Progress (NAEP) assesses children in Grades 4, 8, and 12 in various subject areas, including mathematics, reading, science, writing, technology and engineering literacy, arts, civics, geography, economics, and U.S. history. Also known as the "Nation's		National Assessment Governing Board. (2018). <i>Geography Framework for the 2018 National Assessment of Educational Progress</i> . Washington, DC:

		<p>Report Card,” this assessment is congressionally mandated and administered by the National Center for Education Statistics, overseen by the National Assessment Governing Board (NAGB).</p> <p>The geography component of the NAEP assessment centers on two primary dimensions: content and cognitive. The content dimensions focus on three areas: (1) space and place to measure students’ understanding of geographical regions on Earth and the physical and human processes that shape spatial patterns, (2) environment and society to measure students’ understanding of the relationship between people and the natural environment, and (3) spatial dynamics and connections that measure students’ knowledge of how geography relates to spatial variations. The cognitive dimension of the assessment also includes three categories: (1) knowing questions, (2) understanding questions, and (3) applying questions. Items for this assessment were developed by applying each cognitive dimension to each content dimension.</p>		<p>U.S. Government Printing Office. Retrieved from <a href="https://www.nagb.gov/naep-frameworks/geography.html">https://www.nagb.gov/naep-frameworks/geography.html</a></p>
<p><a href="#">Native Knowledge 360</a></p>		<p>The <i>Native Knowledge 360°</i> is an</p>		<p>National Museum of</p>



		<p>initiative spearheaded by The Smithsonian’s National Museum of the American Indian (NMAI) in collaboration with Native communities and educators to provide educators and students with a more comprehensive, and deeper understanding of Native knowledge and perspectives through the museum’s collections, scholarships, live programming, and diverse Native voices. Subsequently, NMAI has developed classroom resources including digital inquiry lessons, interactives, teaching posters, videos, and other primary and secondary materials representing Native perspectives with the purpose of elevating the various stories of Native America. The materials are align to various standards, including the C3 Framework, Common Core Standards and other STEM and arts-related standards.</p> <p>The <i>Native Knowledge 360°</i> also provides a framework for essential understandings about American indians. There are 10 essential understandings with associated key concepts. The essential understandings include, 1) American Indian Cultures, 2) Time, Continuity, and Change, 3) People, Places, and Environments, 4)</p>		<p>the American Indian. (2021). <i>Native Knowledge 360° (NK360°): Essential Understandings about American Indians</i>. Retrieved from <a href="https://americanindian.si.edu/nk360/pdf/NMAI-Essential-Understandings.pdf">https://americanindian.si.edu/nk360/pdf/NMAI-Essential-Understandings.pdf</a></p>
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<p><a href="#">Rethinking Ethnic Studies</a></p>	<p>Becca S</p>	<p>A collection of essays and lesson plans that provides an overview of what “ethnic studies” means. The works are based on a holistic Ethnic Studies Framework that follows four main principles: 1) “all human beings have holistic, ancestral, precolonial roots”, 2) “for many students of color, colonization, enslavement, and forced diaspora attempted to eliminate and replace their ancestral legacies with a Eurocentric, colonial model of</p>		<p>Cuauhtin, T. R., Zavala, M., Sleeter, C., and Au, W. (2019). <i>Rethinking Ethnic Studies</i>. Rethinking School.</p>

		<p>themselves”, 3) “This Eurocentric, colonial model has been normalized for all students, translating to a superficial historical literacy and decontextualized relationship to history today and negatively impacting academic identity for students of color in particular” and 4) “In order for colonized students to initiate a process of regeneration, revitalization, restoration, and decolonization, they must honestly study this historical process as an act of empowerment and social justice.” Language is also investigated in relation to Ethnic Studies through new terminology and the use of more academic and intellectual language and its relationship with power dynamics.</p>		
<p><a href="#">“There’s Still Not Justice”: Youth Civic Identity Development Amid Distinct School and Community Contexts</a></p>		<p>This article outlines research on students from four public secondary schools in the U.S. related to their civic identities. The author investigated the following questions:  1) How do young people, from a range of socioeconomic, racial/ethnic, and academic backgrounds interpret the central tenets and key texts of American democracy?  2) How do young people, from a range of socioeconomic,</p>		<p>Rubin, B. (2007). “There’s Still Not Justice”: Youth Civic Identity Development Amid Distinct School and Community Contexts. <i>Teachers College Record</i>, 109(2), 449-481.</p>

		<p>racial/ethnic, and academic backgrounds describe their experiences with public civic institutions (i.e., schools, police, social services, health care) in the United States?</p> <p>3) What congruities and/or disjunctures exist between formal civics and citizenship instruction and daily civic experiences for students from a variety of backgrounds? and,</p> <p>4) How do students interpret the notion of civic participation?</p> <p>Results of the investigation highlighted students' congruity and disjuncture between their experiences and learned U.S. ideals. Congruity centered on how civic ideals were confirmed through "personal safety and prosperity," comparison with other countries, and "home country" and civic texts for some students. Disjuncture was noted, particularly for minority students, through their experiences with community violence, Fourth Amendment violations, and conflicting treatment of minors. Aside from congruity and disjunction, students described civic participation through active and passive measures. Relating the concepts, students' attitudes toward civic participation fall into</p>		
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		<p>one of four quadrants (i.e., Congruence/Active, Congruence/Passive, Disjuncture/Active and Disjunction/Passive). Congruent/Active students are “aware” that change is needed for equity/fairness, while Congruent/Passive students are “complacent” believing change is unnecessary. Disjuncture/Active students are “empowered” in that they see change as personal and necessary in the community while Disjuncture/Passive students are “discouraged” and believe that change is unobtainable. In relation to civics education, these findings allude to a need for educators to consider and develop practices that address students’ varying experiences and tackle the congruities and disjunctions in their, or others, experiences.</p>		
<p><a href="#">Educating for Civic Reasoning and Discourse</a></p>		<p>This report seeks to address school’s role in preparing students to address complex social issues, view/respect multiple perspectives and promote dialogue between groups. The report is divided into 8 main chapters that include,</p> <ol style="list-style-type: none"> <li>1) A historical overview of the question, “What should we do?”</li> </ol>		<p>Lee, C. D., White, G., and Dong, D. (Eds.). (2021). <i>Educating for Civic Reasoning and Discourse</i>. Washington, DC: National Academy of Education.</p>

		<ul style="list-style-type: none"><li>2) Research on human learning and development related to conceptual change, implicit bias, moral reasoning, and more.</li><li>3) A history of efforts to address civic reasoning and discourse in education.</li><li>4) A history of community-based efforts for civic reasoning and discourse with marginalized groups such as Indigenous, African American, Latinx, Asian American, and rural Appalachian.</li><li>5) Social and political contexts, and student experiences that impact civic identities</li><li>6) Learning environments that promote civic reasoning and discourse and implementation challenges.</li><li>7) Youth engagement in digital environment.</li><li>8) Curricular and pedagogical scaffolds for effective civic learning, and role of students' identities in civic engagement.</li></ul> <p>Recommendations for practice, policy, and research are included in the report. For instance, in terms of practice, civic reasoning is encouraged to be taught by</p>		
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		integrating students' identity, moral and ethical development, self-examining implicit bias, examining digital/other media especially as it relates to misinformation and more.		
<a href="#">Diné Standards</a>		<p>Provided by the Navajo Nation Department of Diné Education, there are various standards, including Character Building, Culture, Government, History, and Oral Language standards. These standards are divided into grade bands: PreK-3, 4-6, 7-8 and 9-12. For government, standards are provided for 11-12 instead of 9-12. Standards are divided into concepts, which are divided into sub-concepts. For example, in 4th-6th Diné Culture Standards, the standard "I will develop an understanding of Diné way of life" is divided into two concepts: 1) I will acknowledge and value my thoughts and personality and 2) I will apply and practice the Diné way of life through planning. Each of these concepts have 4 sub-concepts, such as I will develop my cultural knowledge to build self worth, and I will identify the specific phases of the day/night. The first standard in each document relates to an overarching theme, including One</p>		<p>Navajo Nation Department of Diné Education. (n.d.). <i>Diné Culture Standards</i>. Retrieved from <a href="https://www.navajonationdode.org/resources/forms-documents/">https://www.navajonationdode.org/resources/forms-documents/</a></p> <p>Navajo Nation Department of Diné Education. (n.d.). <i>Diné Government Standards</i>. Retrieved from <a href="https://www.navajonationdode.org/resources/forms-documents/">https://www.navajonationdode.org/resources/forms-documents/</a></p> <p>Navajo Nation Department of Diné Education. (n.d.). <i>Diné History Standards</i>. Retrieved from <a href="https://www.navajonationdode.org/resources/forms-documents/">https://www.navajonationdode.org/resources/forms-documents/</a></p>

		Becomes Aware of Self (PreK-3), One begins to think and do things on one's own (4-6), One's thoughts begin to exist (7-8), and One begins to think about all things (9-12).		
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