



Social Studies Newsletter

Arizona Department of Education
K-12 Academic Standards

January 2020

UPCOMING TRAININGS, WORKSHOPS, AND EVENTS

- Standards Webinars—2/6 (K-6), 3/3 (6-8)
- Inquire and Inquiry Webinar—2/18 (K-12)
- 1/4—[Teaching American Indian History Through the Themes of Strength, Resiliency, Respect, and Integrity](#)
- 1/10—[We the People: The Curriculum and the Competition](#)
- 1/16—[Using Invention Activities to Teach Economics](#)—Tucson
- 1/18—[Bridging a Nation: The History and Economics of the U.S. Railway](#)
- 1/25—[Teaching the New Elementary Personal Finance Standards](#)—Casa Grande
- 1/25—[Using Ethical Lessons to Teach Economics and Personal Finance](#)
- 1/25—[Showcasing the Standards Grades 4-6](#)
- 1/29—[Educators' Conference on the Holocaust](#)
- 1/30—[iCivics Arizona Regional e-Tournament](#)
- 2/03—[Big History Project and the new Social Studies Standards for Middle School](#)
- 2/04—[Big History Project and the new Social Studies Standards for High School](#)
- 2/05—[Economic Episodes in American History](#)
- 2/8—[World War I Gilder Lehrman Workshop in Phoenix](#)
- 2/8—[Teaching about Genocide](#)
- 2/8—[Teach and Tour: The Arizona Opera](#)
- 2/11—[A Teenager's Guide to Turning 18](#)
- 2/14—[Civic Education and Community Engagement Conference](#)
- 2/22—[Teaching the New Elementary Personal Finance Standards](#)—Sierra Vista
- 3/7—[Teaching the New Elementary Personal Finance Standards](#)—Yuma
- 3/30—[Gilder Lehrman U.S. History Teacher of the Year Nomination Due](#)
- 4/20-25—[Genocide Awareness Week](#)

Center for Civic Education Summer Institute Application

There is still time to [submit a proposal](#) for the **7th Annual Civic Conference**. Don't forget to [register to attend](#) the event on Feb. 14th!

Civic Online Reasoning

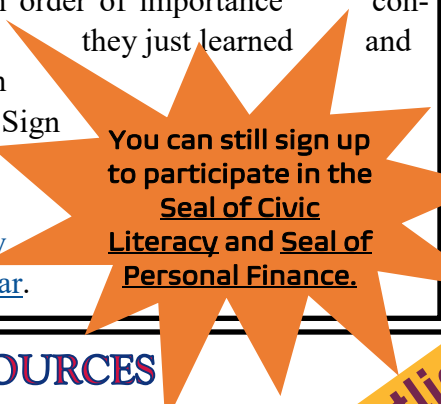
From the Stanford History Education Group comes a great new resource! Civic Online Reasoning, or COR, offers lessons and resources that directly tie to our new standards. These interactive lessons teach students to become responsible consumers of multiple media streams by asking three core questions: Who's behind the information?, What's the evidence?, and What do other sources say? These lessons can be quick and incorporated into any course or grade level beginning with middle school. Check them out at cor.standard.edu.

Post-It Notes App for Primary Sources

When analyzing primary sources in elementary grades, especially 3-5, try adding a [Post-It Note app to your iPads or computers](#). These handy notes can be a way to focus students on observations, reactions, and questioning. If tech isn't an option, use paper Post-It Notes. Have students display their notes on a white board to check for understanding.

TIP OF THE MONTH INQUIRY IN SMALL DOSES

You don't need to complete an entire C3 Inquiry lesson to bring some inquiry into your classroom. Don't be overwhelmed — start with small questions. Begin by posing an open-ended question to your students. These questions should not have a right or wrong answer and allow the students to answer with evidence. If you teach more with lectures, add some questions in to your PowerPoint periodically through your lecture. For example, have students rank in order of importance concepts they just learned and explain why. Sign up for our [Inquiry Webinar](#).



Impeachment—Should You Teach It?

Short answer...yes! Students of all ages hear about the events unfolding in Washington, D.C. and have questions. Use this as a powerful teachable moment. Impeachment impacts not only U.S. history and government, but also economics, and world history (our place in the world). While controversial, some may be told not to teach topics such as this, it is our duty as social studies teachers to teach students about controversial subjects and how civic discourse works in a democratic society. It is in our standards! The more we ignore the teaching of topics such as impeachment, the more polarized we as a nation become. Remember there are no winners or losers, you are teaching multiple perspectives and addressing bias to gain a deeper understanding of where people are and the events pertaining to impeachment. Some great resources and ideas to adapt are from [NY Times](#), [iCivics](#), [UPenn](#), [The Choices Program](#), [Bill of Rights Institute](#), [Facing History and Ourselves](#), and [Glenn Wiebe](#).

Dr. Dille from Mesa Community College has worked to create a new textbook that covers the creation of

Arizona, beginning as a territory and then as it moves into statehood. The text goes into detail Arizona's legislative process, executive branch, and court system. In addition, local, county, and tribal governments are covered as are civic engagement and public policy issues for our state. This book is an excellent resource that covers many of our new standards. Request an [exam copy](#) to view the book for your class.



RESOURCES

[History Mysteries webinar series grades K-5](#)

[OneHistoryPrimary.org](#)—This site has primary source content for both U.S. and world history. It also contains features to address media literacy.

[Story of Movies](#)—This site contains film resources of American movies. It includes lessons, teacher resources and links. Sign up for a free account.