

Spotlight on the Standards

5th Grade

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AGENDA

- Review the 5th grade Arizona History and Social Science standards and inquiry lessons with ADE
- Break
- Review the 5th grade lessons with the Arizona Geographic Alliance



Poll - Knowledge of Standards

1. I know the standards well.
2. I am comfortable with the standards.
3. I know them a little.
4. I don't know the new standards.



Learning Goals

Become

Become familiar with the 5th Grade 2018 History and Social Science Standards

Examine

Examine the major shifts in the standards and how they will affect curriculum and instruction

Participate
in

Participate in model lessons

Examine

Examine resources and training available

The Marginalization of Social Studies

Research consistently demonstrates that social studies receives the least amount of instructional time in the elementary grades when compared to the amount of time afforded to other core content areas.



College, Career, and Civic Life

Students are denied opportunities to succeed in college, career, and civic life when social studies is marginalized.



Students in low-income communities have less access to social studies instruction in elementary school.



An increase in time devoted to social studies in elementary schools resulted in higher scores on the Nation's Report Card for 4th grade U.S. History.

Civic Engagement

Preparation for civic life was the primary purpose for establishing public schools in the United States. Students who receive effective social studies instruction are:



More likely to vote and discuss politics at home.



Four times more likely to volunteer and work on community issues.



More confident in their ability to speak publicly and communicate with their elected representatives.

44%



of districts surveyed have reduced time for social studies since the enactment of No Child Left Behind.

Reading

Content knowledge makes weak readers better readers.



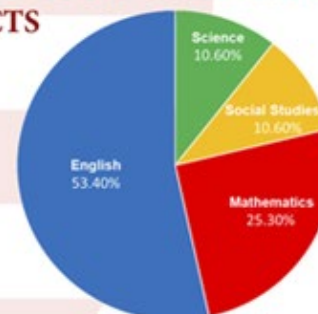
Reading assessments require background knowledge from social studies disciplines like civics, economics, geography, and history.¹

Poor readers with strong background knowledge display better reading comprehension than strong readers with low background knowledge.²

2nd graders who had 60 lessons of literacy-rich social studies instruction scored 23% higher on reading assessments.³



TIME SPENT ON CORE ELEMENTARY SUBJECTS



U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS)

23%

of American 8th graders are proficient in civics, according to the most recent NAEP assessment.



What to do?



Dedicate at least 45 minutes of daily instructional time to social studies in grades K-5.



Assess social studies skills and content.



Support social studies professional learning.



Use high-quality social studies curriculum and materials.

In the chat type the fact that made the most impact on you as you read it.

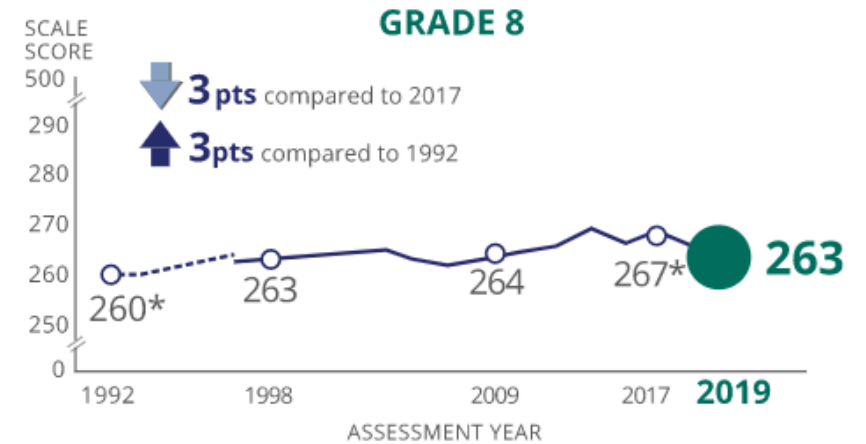
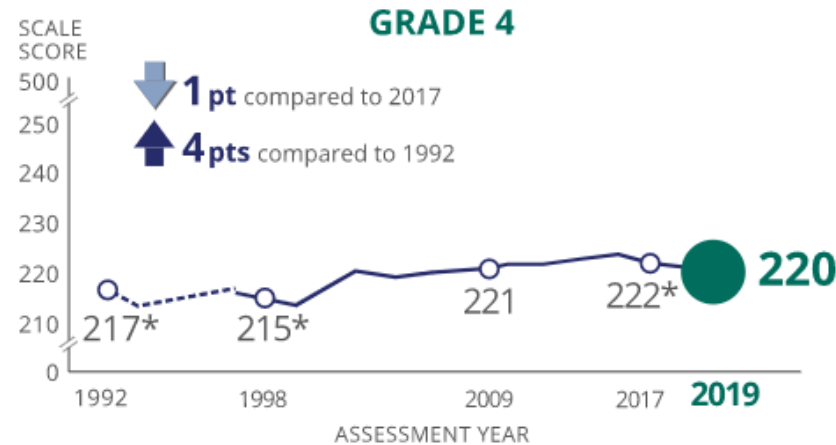
NAEP

NATIONAL AND STATE AVERAGE SCORES

Lower reading scores at both grades in 2019 than in 2017

Score decreases differ by gender nationally and across states

Trend in NAEP reading average scores, by grade



* Significantly different ($p < .05$) from 2019.

--- Accommodations not permitted

— Accommodations permitted

Research

- Social studies is critical to literacy success
- Studies - Willingham, Leslie and Recht, Wexler
- Fordham Study
- Nell Duke



Nell Duke – Project PLACE



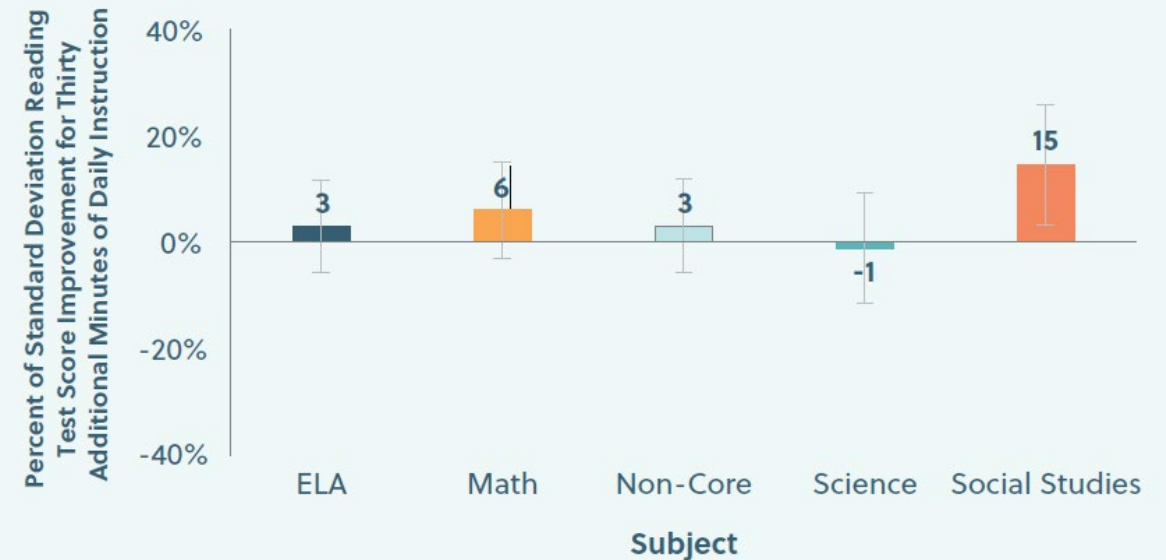
“Kids are getting to 4th grade with the ability to read words, but they don't have the world knowledge necessary to comprehend. They don't have the background knowledge that the authors assume that they would have.” (Nell Duke 2018)

[Nell Duke Video](#)

1. Elementary school students in the U.S. spend much more time on ELA than on any other subject.
2. Students from less-affluent backgrounds, Hispanic students, and those attending public schools (traditional and charter) spend more classroom time on ELA than do other students.
3. Increased instructional time in social studies – but not in ELA – is associated with improved reading ability.
4. The students who benefit the most from additional social studies time are girls and those from lower-income and/or non-English-speaking homes.

Fordham Study

Figure ES-2. More instructional time devoted to social studies is correlated with greater reading growth from first through fifth grade.



Timothy Shanahan's Research



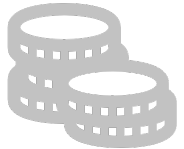
What students read matters



Set reading goals



Read multiple texts on a topic



Context is a must



Break the reading block



Write and often in ALL areas

What skills do students need?

Jamboard

Think

Read

Communicate



Students need to think analytically

by **posing and framing** questions, **gathering** a variety of evidence, recognizing **continuity** and detecting **change** over time, utilizing chronology to examine **cause and effect** relationships, and drawing and combining reasonable **inferences from a variety of sources** to build an understanding of complex questions.



Students need to read widely and critically
by **examining, interpreting, and contextualizing**
primary sources focusing on author, purpose, and
audience of each source, **identifying and comparing**
historical, geographic, economic, and political science
interpretations from a wide **variety of secondary**
sources, and utilizing a broader understanding to
discern subtext in primary and secondary sources.



Students need to communicate cogently and in a compelling manner by

Developing and defending **evidenced-based arguments**, utilizing **multiple perspectives** for comprehensive explanations, practicing and cultivating a wide variety of **diverse types of writing**, and engaging in **constructive conversations** around history and social science topics.



Sam Wineberg

Stanford History
Education Group

*Why Learn
History (When It's
Already on Your
Phone)*

“Our job is to not give
kids the answers.

Our job is to give
them problems to
solve

and the tools they
need to solve them.”





Shifts and Changes

Shifts and Changes





US & World
History standards
combined
into 1 strand



Personal Finance
taught in K-12



AZ Studies
moves from 4th
grade to 3rd



Colonial content
moves from 5th
grade to 4th



Contemporary
Global Studies
added to
7th grade



Civic Engagement
& Government
emphasized
more in 8th



1500 CE

HS World
History emphasizes
1500 CE – Present

Shifts and Changes



Structure of the Standards

“The mind demands pattern and form, which build up slowly and require repeated passes, with each pass going deeper and probing further.” -Sam Wineberg



2018 STANDARDS

WHAT ARE THEY

- Focused on inquiry and questions
- Broad to allow for flexibility at the local level
- Show a progression in skills and topics K-12

WHAT THEY ARE NOT

- Checklist of items students must memorize
- Inflexible
- Standalone



2018 STANDARDS



Anchor standards are skills all students should have mastered by the time they graduate.

Anchor Standards



Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

Kindergarten



First Grade



Second Grade



Third Grade



Fourth Grade



Fifth Grade



Sixth Grade



Seventh Grade



Eighth Grade



Grade	Storyline/Content Focus
K	Children as Citizens
1	Communities: Living and Working Together
2	The World Around Me
3	Arizona Studies (<i>prehistoric to present day</i>)
4	Regions and Cultures of the Americas (<i>Pre-contact Americas to European settlements up to 1763</i>)
5	United States Studies [<i>American Revolution (1763) to Industrialism (1900s)</i>]
6	Global Studies: World Regions and Cultures of the Eastern Hemisphere (<i>early civilizations- Renaissance & Reformation</i>)
7	Integrated Global Studies (<i>Scientific Revolution & Enlightenment -present</i>)
8	Citizenship and Civic Engagement in Today's Society

Vertical Articulation

Anchor SP1-Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between past and present.

- 1.SP1.1-Place important life events in chronological order on a timeline.
- 5.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 7.SP1.1-Analyze connections among events and developments in broader historical contexts.
- HS.SP1.1- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Anchor G1-The use of geographic representations and tools helps individuals understand their world.

- G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features
- 5.G1.1 Use and construct maps and graphs to represent changes in the United States.
- 7.G1.1- Use and construct maps and other geographical representations to explain the spatial patterns of cultural and environmental characteristics.
- HS.G1.1- Use geographic data to explain and analyze relationships between locations of place and regions.



5th Grade Standards - [Link to Doc](#)

Notice

Wonder



3-5 Storylines

3 – Arizona Studies

4 – Regions and Cultures of the Americas

5 – United States Studies



5th Grade United States Studies

1763-1900s

- Historic and economic events from American Revolution to Industrialism
- Creation of the Constitution and the principles within the document including historical and philosophical influences
- Development and structure of the national government
- Influence of immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political system
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution and amendments, and landmark Supreme Court cases
- Inclusion of historical fiction, images, books, graphic novels, in addition to informational texts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

Disciplinary Skills and Processes

- Chronological reasoning
- Comparison
- Multiple perspectives
- Inquiry – evidence based claims
- Cause and effect

Economics

- Financial literacy
- Cost benefit analysis
- Market economy
- Governmental role
- Supply and demand
- Economic interdependence

History

- Primary and secondary sources
- Multiple perspectives of U.S. history

Geography

- Construct maps and graphs
- Human-environment interaction
- Human settlement and migration

Civics

- Roles and responsibilities
- Functions of government
- Civic discourse

What do
these
standards
mean?

5.SP1.2 Explain how events of the past affect students' lives and society.

I Can learn about what life was like for the families during the American Revolution and how it is both the same and different to life for families today.

5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.

I Can ask questions about a picture.

5.SP4.2 Use evidence to develop a claim about the past.

I Can find the main idea in a text about a historical person or event.

Reading Standards

Social Studies

- Evaluate an argument or claim
- Determine main idea/identify and analyze evidence
- Comprehend complex and difficult text
- Identify/evaluate information in multiple forms of media

ELA

- Evaluate an argument along with reasoning or relevance
- Determine the main idea of text, make logical references with analysis
- Interpret phrases and structure of text along with point of views
- Identify and evaluate text from diverse media



Writing Standards

Social Studies

- Make an argument using evidence
- Tell a story
- Apply appropriate technologies
- Gather multiple sources of information into projects

ELA

- Write an argument using reasoning and evidence
- Write a narratives and informative texts
- Use technology to produce and publish
- Use multiple sources to write research projects



Communicating Standards

Social Studies

- Collaborate with diverse partners
- Design and deliver a presentation
- Present information that is not totally written in text
- Use multiple modes of communication

ELA

- Collaborate with diverse partners
- Evaluate information presented in diverse media
- Evaluate point of view
- Design and deliver a presentation
- Use multiple forms of media to express information

Reflection

What are some threads you see consistent throughout each of the grade band?

Type your answer in the chat.

Inquiry



The standards build on the facts to look at the larger picture through inquiry.

The American Revolution began in 1776.



What happens when cultures collide?

How does personal freedom among individuals and groups significantly affect us today?

What rights and responsibilities did different groups of people have leading up to the Revolution?

What is the balance between rights and responsibilities?

What causes disagreements?

How did the movement toward revolution lead to the Declaration of Independence?

How did the Revolutionary War impact the colonies ability to rule themselves?

What factors contribute to war?

The BLOODY MASSACRE perpetrated in King-Street 23^d 7th March 1770 by a party of the 29th REG^t



Unhappy! horror! see the Sons deplore,
Thy lowly Walkers beforc'd with gullets Gore.
While faithless P—n and his savage Bands,
With merciless Rancour stretch their bloody Hands.
Like fierce Barbarians ginning o'er their Prey,
Approve the Carnage and enjoy the Day.

If falling drops from Rage for Anguish Mingle,
If speechless Sorrows sob'ring for a Tongue,
Or if a wailing World can ought appeal,
The plaintive Ghosts of Victims slain as these—
The Patriot's copious Tears for each one shed,
A glorious Tribute which embalms the Dead.

But know these summons to that awful Goal,
When Justice steps the Mind & rears her Soul,
Should venal C—ts the scandal of the Land,
Snatch the reluctant Victim from her Hand.
Even Executions on this Plate infer'd,
Shall reach a Juncture who never can be tri'd.

The unhappy sufferers were Messrs DASH GRAY SAM^r MAVERICK, JAS^r CALDWELL, CALPUS ATTUCKS & FATH^r CARE
Killed six wounded two of them (CHRIST^r MORGAN & JOHN CLARK) Mortally
Published in 1770 by Paul Revere Boston

[Link to LOC Primary Source Set for American Revolution](#)

[Link to National Archives Images for American Revolution](#)

Observe
Reflect Wonder

Library of Congress



See

What do
you see?



Reflect

What do
you think
this is?



Wonder

What
questions
do you
still have?



13

Observe-Reflect-Question

5th Grade Standards Addressed

17

- 5.SP1.2 Explain how events of the past affect students' lives and society.
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.
- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7 Construct and present explanations using logical reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
- 5.SP4.2 Use evidence to develop a claim about the past.
- 5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.
- 5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events
- 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
- 5.H4.1 Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.



Inquiry - What Did It Take for Women to be Considered "Equal" to Men in New York?

4th Grade Call for Change Inquiry

What Did It Take for Women to Be Considered "Equal" to Men in New York?

New York State
Social Studies
Framework Key
Idea &
Practices

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

✓ Chronological Reasoning and Causation ✓ Gathering, Interpreting, and Using Evidence
✓ Comparison and Contextualization

Staging the
Question

Participate in a discussion about what it means to be equal.

Supporting Question 1

Who had voting rights in New York State when the United States was founded?

Formative Performance Task

List the requirements for voting in New York State.

Featured Sources

Source A: Excerpt from the Declaration of Independence

Source B: Excerpt from the New York State Constitution

Supporting Question 2

What were the social roles of women in New York before the 20th century?

Formative Performance Task

Write a paragraph describing women's roles in society before the 20th century.

Featured Sources

Source A: Image bank: Social roles of women

Source B: Fourteenth and Fifteenth amendments to the US Constitution

Supporting Question 3

How did women move from the home to the political stage in New York?

Formative Performance Task

Make a claim about how women gained the right to vote in New York.

Featured Sources

Source A: Image bank: Susan B. Anthony and women's rights

Source B: Nineteenth Amendment to the US Constitution

Summative
Performance
Task

ARGUMENT What did it take for women to be considered "equal" to men in New York? Construct an argument that addresses the compelling question using specific claims and evidence.

EXTENSION Write a letter to Susan B. Anthony or Elizabeth Cady Stanton that describes how women's rights have progressed since the early 1900s.

Taking
Informed
Action

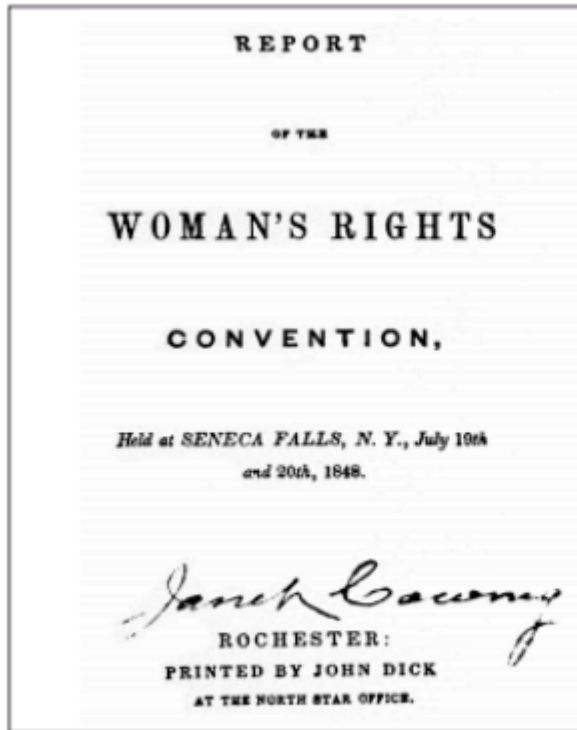
UNDERSTAND Collect data about the number of Americans who voted in the last presidential election.

ASSESS Brainstorm ideas about the importance of exercising one's right to vote.

ACT Create a public service announcement to promote the importance of voting and send the video to a local radio station, TV station, or newspaper.



Inquiry - What Did It Take for Women to be Considered "Equal" to Men in New York?



Source: *The Rights of Woman: Celebrating in 1998 What Began in Seneca Falls in 1848*, Seneca Falls Historical Society

... In 1848, [Lucretia] Mott and [Elizabeth Cady] Stanton organized the first women's rights convention in America. They held the meeting, attended by both women and men, near Stanton's home in Seneca Falls, New York. At the end of the two-day event, conference participants published the "Declaration of Sentiments." The document was based on the Declaration of Independence. But instead of claiming that "all men are created equal," the Declaration of Sentiments said that "all men and women are created equal." It also argued that women deserved the right to vote. . . .

Source: Miles Harvey, *Women's Voting Rights*, Children's Press

Staging the Question:

Participate in a discussion of what it means to be equal.

Inquiry - What Did It Take for Women to be Considered "Equal" to Men in New York?

Supporting Question #1:

Who had voting rights in New York State when the United States was founded?

List the requirements for voting in New York State.

Supporting Question #2:

What were the social roles of women in New York before the 20th century?

Write a paragraph describing women's roles in society before the 20th century?

Supporting Question #3:

How did women move from the home to the political stage in New York?

Make a claim about how women gained the right to vote in New York.

Summative Performance Task

- Construct an argument that addresses the compelling question using specific claims and evidence.
- Extension - Construct an argument that addresses the compelling question using specific claims and evidence.

How many standards are covered in this one inquiry?

Taking Informed Action

- UNDERSTAND: Collect data about the number of Americans who voted in the last presidential election.
- ASSESS: Brainstorm ideas about the importance of exercising one's right to vote.
- ACT: Create a public service announcement to promote the importance of voting and send the video to a local radio station, TV station, or newspaper.



Inquiry - What Did It Take for Women to be Considered "Equal" to Men in New York?

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5th Grade Standards Addressed in Inquiry:

- 5.SP1.2 Explain how events of the past affect students' lives and society.
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.
- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.
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- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 5.SP4.1 Explain probable causes and effects of major historical developments in United States history from the revolutionary period to the rise of industry and urbanization.
- 5.SP4.2 Use evidence to develop a claim about the past.
- 5.C2.1 Explain how a democracy relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
- 5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
- 5.C4.1 Using primary and secondary sources to examine historical and contemporary means of changing society through laws and policies in order to address public problems.
- 5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events
- 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
- 5.H4.1 Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

15



C3 Inquiries – 5th Grade

- Slavery in Kentucky
- Declaration of Independence
- Sugar and Slavery
- Bananas
- Social Media
- Cultural Diversity
- Reparations
- Betrayal
- Immigration
- Call for Change
- Puerto Rico
- Civic Action Project
- Industrialization



5th Grade

HISTORY'S MYSTERIES



Grades 4-5 Introduction to Inquiry:

WHAT DO HISTORIANS DO?

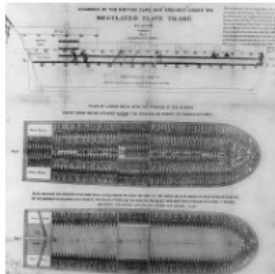
[Go to Introduction Mystery](#)

Grade 5: Unit 1: How did Kossula Cudjo Lewis and other enslaved people experience the Atlantic World? (Read [Unit Summary](#))



[Go to Mystery 1](#)

How did Kossula Cudjo Lewis and other Africans experience freedom in West Africa?



[Go to Mystery 2](#)

How did Kossula Cudjo Lewis and other Africans experience the Middle Passage?



[Go to Mystery 3](#)

How did Kossula Cudjo Lewis and other enslaved people face the conditions of slavery?



[Go to Mystery 4](#)

Why is learning about the history of slavery and freedom important today?



[Go to Mystery 1](#)

1. What is "Free Speech" and why does it matter?



[Go to Mystery 2](#)

2. Does "Free Speech" mean I can say whatever I want?



[Go to Mystery 3](#)

3. What can I say in school?

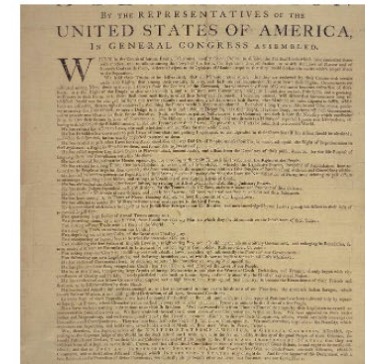
[Home](#) [Kindergarten](#) [Grade 1](#) [Grade 2](#) **[Grade 3](#)** [Grade 4](#) [Grade 5](#)

Unit 1: Why do many people celebrate on the Fourth of July?



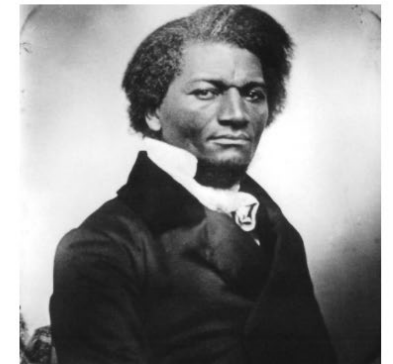
[Go to Mystery 1](#)

1. Why do people celebrate on the 4th of July?



[Go to Mystery 2](#)

2. Why did Americans declare independence on July 4th, 1776?



[Go to Mystery 3](#)

3. Why would someone refuse to celebrate the 4th of July?

iCivics DBQuest

Great lessons to adapt to 5th grade.

- DC Voting Rights - using American Revolution as an example
- Branching Out - Louisiana Purchase
- America's Founding Preambles
- Historical Monuments and Meaning
- Hamilton and the National Bank
- Constitution's Cover Letter
- Cherokee Resistance



Library of Congress

- Using Primary Sources
- Teaching with Primary Sources (TPS)
 - Slavery
 - Constitution/Founding of the U.S.
 - Immigration and Expansion
 - Maps
 - Population, Demographics, Population Density
 - Native American History
 - Poetry
 - Presidents/People
 - Industry



Native Knowledge 360°

- Indian Removal
- Trail of Tears: A Story of Cherokee Removal
- Navajo Treaty of 1868



More Native American Resources

[Seventh Generation Games](#)

[Native American Children's Literature](#)

[Tips for Teachers on Teaching Native American Issues](#)

[Native American Heritage Month](#)

- Library of Congress
- National Archives
- National Endowment for the Humanities
- National Gallery of Art
- National Park Service
- Smithsonian

[What every teacher should know to teach Native American Students - article](#)



Inquiry with QFT



Immigrants on an Atlantic Liner.

Step 1

Produce Questions

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer questions.
- Write down every question as it is stated.
- Change any statements to a question.



Immigrants on an Atlantic Liner.

Step 2

Improve Questions

- In small groups have students improve questions
 - Categorize questions -
 - open-ended
 - close-ended
 - List advantages and disadvantages to each question.
- Change question type.



Immigrants on an Atlantic Liner.

Step 3

Strategize Questions

- Prioritize your questions
 - Circle the 3 most important questions
 - What was the reason for selecting those questions
- Help students write/research to prep for final assessment



Immigrants on an Atlantic Liner.

Step 4

Reflection

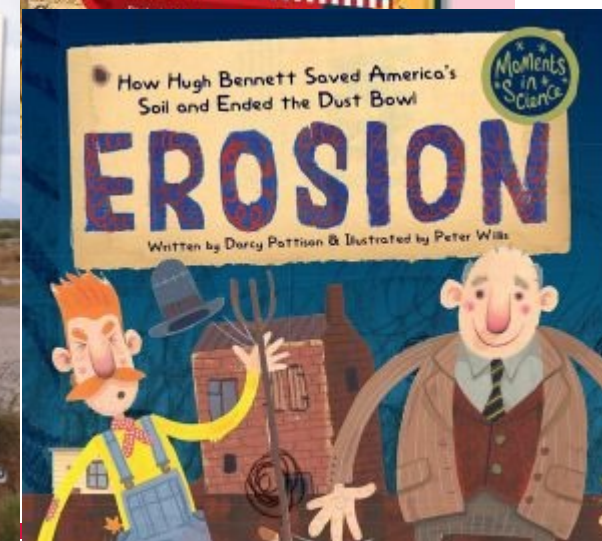
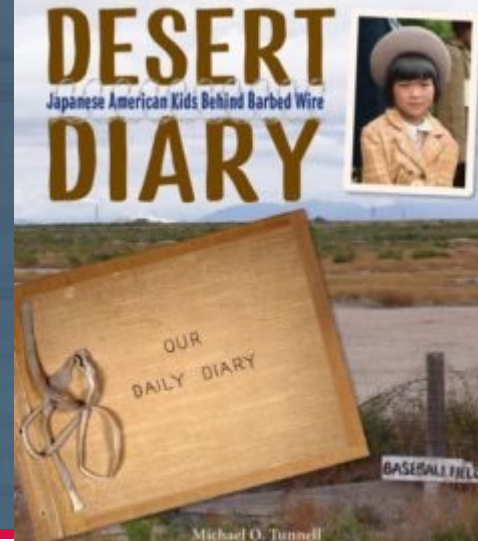
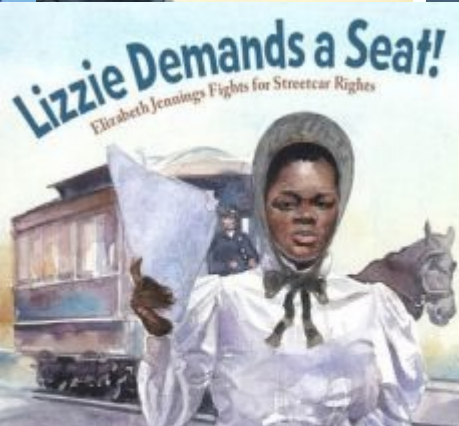
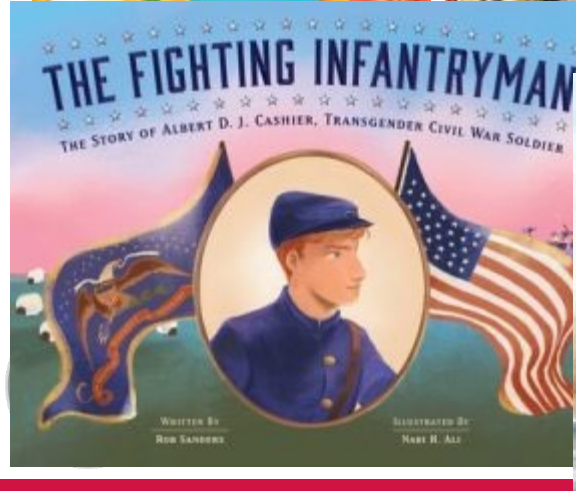
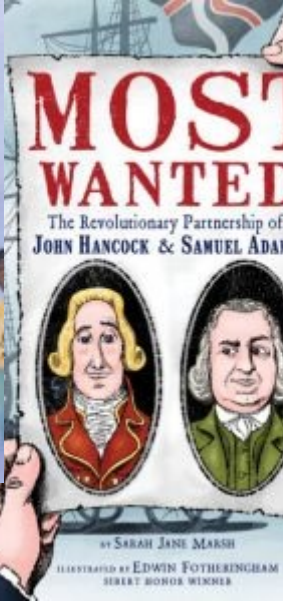
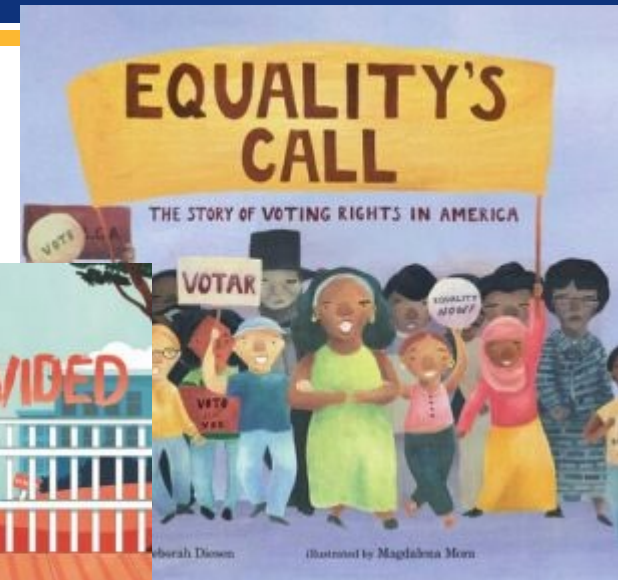
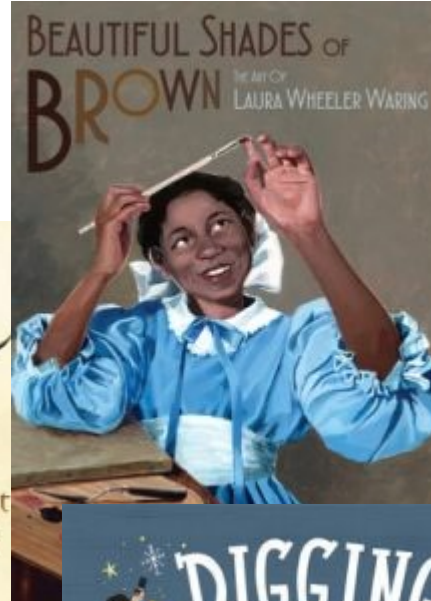
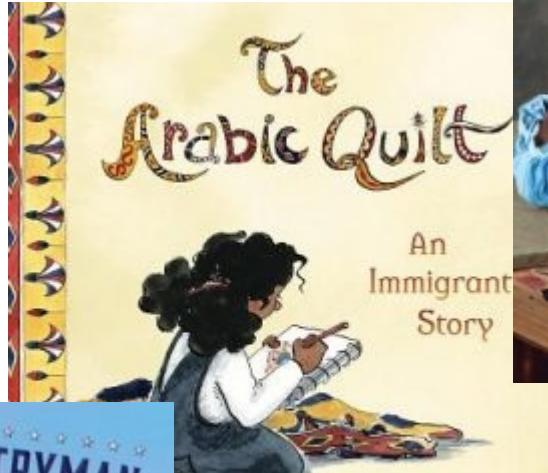
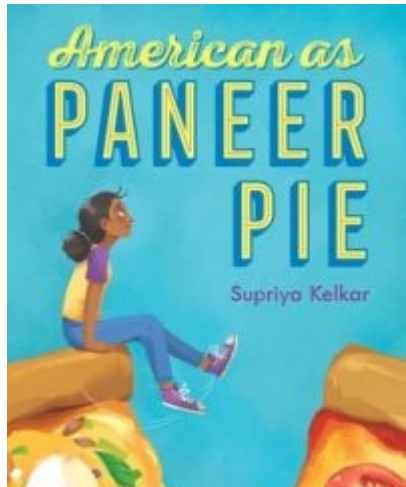
- Create an action plan or discuss next steps
- Reflect on the process as a whole



Immigrants on an Atlantic Liner.

Notable Books for 5th Grade

- [Searchable Database](#)
- Can look up past years



Teaching Social Studies in the Already Packed Elementary Classroom

- Review your current reading series/curriculum for social studies connections to build units
- Identify gaps
- Use primary sources, informational text from social studies sources, and picture books to develop units
 - [Readworks](#)
 - [Newsela](#)
 - [Library of Congress](#)
- Align ELA and SS standards
- Use inquiries and lessons to fill in the gaps



Professional Development



K-12 Standards Section

Arizona Social Studies Standards (Approved 10.22.2018)

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Civics Test Information

If a student has not yet completed or passed (60%) the Civics Exam due to barriers related to the COVID-19 public health emergency, that student's diploma should not be withheld and/or it should not prevent them from graduating per SBE guidance.

[Subscribe to our newsletter](#)

COVID-19 HELPFUL GUIDANCE AND INFORMATION: The Arizona Department of Education's Virtual Learning Hub is a resource for teachers and families to assist them as they plan for non-traditional instruction and should be used with discretion and in the way that best fits with their school/district curricula. This is a living document that will be updated frequently.

PROFESSIONAL DEVELOPMENT VIDEOS

ARCHIVED NEWSLETTERS

▶ Standards by Grade Band

▶ Grade Levels at a Glance

HISTORY AND SOCIAL SCIENCE STANDARDS SUPPORT MATERIALS

▶ Administrator Tool Kit

▶ Implementation Guide

▶ Implementation Resources

▶ ELA-SS-ELP Crosswalk

▶ Progression of Anchor Standards


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Quick Links

Balanced Assessment Resources

Formative Assessment Resources

Early Literacy Grant

Excellence in Civic Engagement

Move On When Reading

CSPD Program Fund

Newsletters

HASS DIVISION (Click below)

HASS

CTE

ELL

ECE



For questions or concerns please contact either Tammy Waller at tammy.waller@azed.gov or Linda Burrows at linda.burrows@azed.gov or visit the Arizona Department of Education Social Studies Standards web site at <http://www.azed.gov/standards-practices/k-12standards/standards-social-studies/>