



Understanding Progressions across Grades – Social Studies

Learning Objectives

Build understanding of the learning progressions and grade-level expectations in Minnesota's social studies standards.

Essential Questions-

Why are there progressions of learning in the *MN Standards for Social Studies* ?

How do we ensure all students have consistent access to the content and skills required in the *MN Standards for Social Studies* ?

Finish this sentence...

A learning progression is like _____ because
_____.

What are Learning Progressions?

Learning progressions that clearly articulate a progression of learning in a domain can provide the big picture of what is to be learned, support instructional planning, and act as a touchstone for formative assessment.

-Margaret Heritage

What is a Learning Progression?

“Descriptions of the successively more sophisticated ways of thinking about an idea that follow one another as students learn” (Wilson & Bertenthal, 2005)

“A picture of the path students typically follow as they learn. ... A description of skills, understandings, and knowledge in the sequence in which they typically develop” (Masters & Forster, 1996)

Brainstorm - core concepts in Social Studies

Directions:

Work individually to identify the core concepts that are most important to learn in social studies. Write down each idea on a separate sticky note.

Then, gather in small groups to share out.

Organize the Concepts

Work with a small group to organize the core concepts into big buckets/big ideas.

- Each group will share out the big buckets/big ideas they have
 - we will have a volunteer write them down on poster paper.

Key Components of the Minnesota Social Studies Standards “At a Glance”



Guiding Principles

- Based on (and refined by) available research and promising practices
- The key components are the “essence” of social studies, and are the binding threads that connect the disciplines
- May not be linear, but articulate movement toward increased understanding (e.g., deeper, broader; ability to apply, generalize, or transfer; more sophisticated) — not just harder!

Definitions – Standards and Benchmarks

Academic Standard:

- *A summary description of student learning in a required/ elective content area.*
- *Broad descriptions of major concepts and skills that are repeated at multiple grade levels because they represent the “big picture.”*
- ***Anchored** in college and career readiness.*

Benchmark:

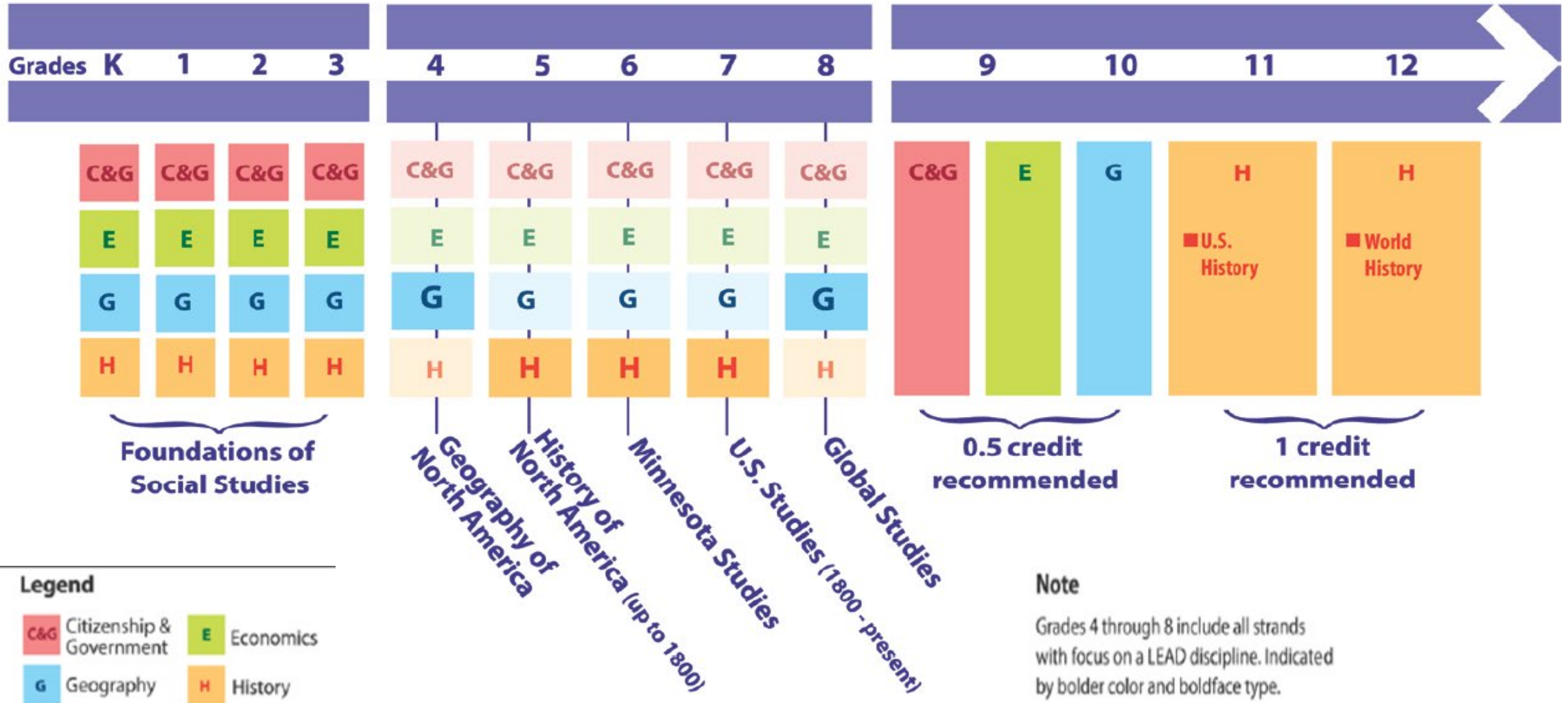
“specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.”

-Minn Stat. § 120B.018, Subd. 3.

Organization of Minnesota's Social Studies Standards and Benchmarks

- The broadest level of organization at each grade level is represented by the **four disciplinary strands**:
 - 1) Citizenship and Government; 2) Economics; 3) Geography; and, 4) History.
- The content for each social studies discipline, or strand, is organized into several **categories** or **substrands** that contain 10 to 23 **standards**.
 - The first substrand in each discipline indicates key **skills** or **processes** that, in most cases, should be applied to the content in other benchmarks rather than taught as a stand alone item.
 - With the exception of history, each standard describes an important **disciplinary concept**. In history, the standards characterize an era in either U.S. or world history.
- Each academic standard is composed of one or more grade-level **benchmark(s)**.

K-12 Social Studies in Minnesota: Sequence of Study



Overview of K-12 Social Studies in Minnesota

Grade K Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies
Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government
Economics	Economics	Economics	Economics
Geography	Geography	Geography	Geography
History	History	History	History

For grades K-8, the Social Studies Standards contain grade-specific standards for each of the four main disciplines (civics, economics, geography, history).

Grades K-3 –

- Foundations of Social Studies
- There is an equal focus on all four of the social studies disciplines.

Overview: Grades 4-8

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Geography of North America	History of North America (up to 1800)	Minnesota Studies	U.S. Studies (1800 - present)	Global Studies
Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government
Economics	Economics	Economics	Economics	Economics
GEOGRAPHY	Geography	Geography	Geography	GEOGRAPHY
History	HISTORY	HISTORY	HISTORY	History

Grades 4-8 –

- Grades 4: Geography of North America
- Grades 5: History of North America (up to 1800)
- Grade 6: Minnesota Studies
- Grade 7: United State Studies (history & government 1800 – Present)
- Grade 8: Global Studies (world geography and contemporary world history)

Note: Grades 4 through 8 include all strands with focus on a LEAD discipline. Indicated by bolder color and boldface type.

Overview: Grades 9-12

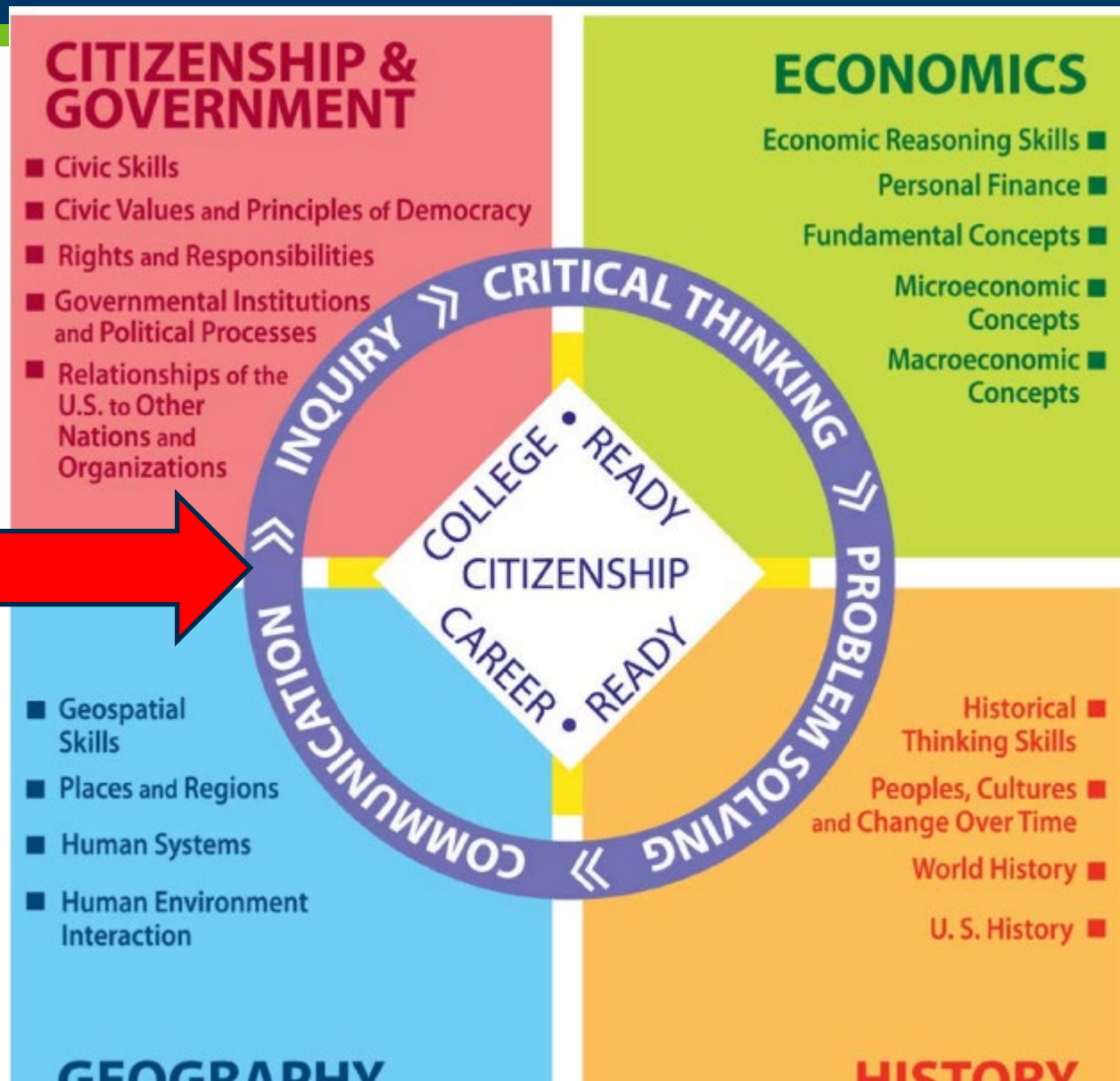
Social Studies Standards Grades 9 through 12

Strand 1: Citizenship & Government	Strand 2: Economics	Strand 3: Geography	Strand 4: History ■ U. S. History	Strand 4: History ■ World History
0.5 credit recommended	0.5 credit recommended	0.5 credit recommended	1 credit recommended	1 credit recommended

Grades 9-12 –

- Intensive studies in all the disciplines
- The high school social studies standards are banded and must be taught within the grade span of 9-12.

Inquiry



<https://drive.google.com/drive/folders/1IYZLZ656cnSD-C26yJt07Tchy53hSGBh>

K-12 Progressions Reflection

1. How do the strands support learning progressions?
2. How do the substrands, standards, and benchmarks support learning progressions?
3. How do the inquiry practices support learning progressions?
4. How might the progressions be useful for vertical alignment?
In PLCs?
5. Where might you need additional support?

- If you are a **K–8 educator...**

Individually, with a partner or in a small group, analyze how the strand, substrands, standards and benchmarks can help a teacher begin to see the progressions from one grade to the next.

- If you are a **high school educator...**

Individually or with a small team, analyze how the strand, substrands, standards and benchmarks frame learning progressions and how can the learning progressions impact and support learning in your grade or course.