**Draft Distilling the Standards / Curriculum Planning Protocol**

**Facilitator’s Guide**

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| **Participants sit in table groups with two elementary, two middle school, and two high school teachers.**  |
|  | **Steps** | **Guiding Questions/Materials/Comments** | **\*Min** |
|  | Pair up in groups of 2 (members should be of like-grade level). Choose 1 elementary grade level, 1 middle school grade level, and 1 high school grade level standard to be considered throughout this process. Assign a time-keeper and a recorder. | This protocol asks teachers to brainstorm in pairs then debrief/reconcile as a whole group. |  |
| 1. | **As a group**, review **architecture** of Social Studies Standards for Next Generation  | To familiarize, provide a list of architectural features and let tables work together to label. (grade-level narrative, anchors, progressions, grade level standards, inquiry standards, disciplinary core concepts) | 5 min |
| 2. | **Independently**, spend quiet time making sense of the overall intent of the anchor. Look at the assigned **anchor** standard. Notice the other anchors within the DCC (Disciplinary Core Concept) to distinguish the intent of this anchor from others.*Ex: Civic Mindedness has 3 anchors that make up the whole DCC. Look at the assigned anchor standard as this will be the primary standard distilled. Spend time becoming familiar with the language and intent of the specific anchor, but may need to read entire DCC for further clarification.*  | Consider these questions:* **What is the intent of the standard/learning**?
* **What will students need to know or do to show mastery? In order to do what….?**

*Don’t labor here—the point is just to get to know the standard as the progression represents 13 years of a student’s social studies career captured into a competency statement. It’s the end…. Not the beginning.* Helpful materials:Other anchors in the same DCCProgressions | 3 min |
| 3. | **As a group**, use the Group Chart and annotate around the anchor to make meaning.  | Consider key vocabulary related to concepts, rigor, what students need to know or do, etc.  | 5 min |
| 4. | Find the elementary standard of the grade level chosen in step 1. **Independently,** Read the narrative page at the beginning of the assigned grade level.  | What is the overall intent of this grade level?  | 3 min |
| 5. | **In pairs**, brainstorm what students need to KNOW or be able to DO, to show mastery of this standard. Ex: K.CM.1 | On individual charts, work with a grade-like partner to distill the content of this standard. Remember, work quickly, don’t edit, don’t judge, just capture brainstormed ideas. Know and Do statements or questions should get to the heart of what we want students to answer in order to master the standard. Think about these to generate ideas:* **What is the intent of the standard/learning**?
* **What will students need to know or do to show mastery? In order to do what….?**
* **What are the key words and/or key concepts for learning? What is the relationship between the concepts?**
 | 5-7 min |
| 6. | Share out with the table group and record your final choices on your Group Chart. | These items would demonstrate mastery of this standard. | 7-9 min |
| 7. | From your set of Know and Do items, make a list of possible examples for context for this grade level standard. | This list is a suggested list, and represents an early attempt to determine context. | 7-9 min |
| 8. | Connect your grade-level standard to potential grade-level standards in other Disciplinary Core Concepts, or even other content areas like math, reading, writing, science, arts, etc. Ex: K.GR.9 Cause and effect to science K-PS2-1 | What other standards could you logically cluster in order to plan curriculum? Document suggestions on your Group Chart. | 7-9 min |
| 9. | **Repeat steps 4-8 for the middle school standard and then for the high school standard.** |