Social Studies

CURRICULUM FRAMEWORK

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RIDE Rhode Island Department of Education

Table of Contents

Section 1: Introduction

Background

The Rhode Island Department of Education (RIDE) is committed to ensuring all students have access to high-quality curriculum and instruction as essential components of a rigorous education that prepares every student for success in college and/or their career. Rhode Island's latest strategic plan outlines a set of priorities designed to achieve its mission and vision. Among these priorities is *Excellence in Learning*.

In 2019 **Rhode Island General Law (RIGL) § 16-22-31** was passed by the state legislature, as part of Title 16 Chapter 97 - The Rhode Island Board of Education Act, signaling the importance of *Excellence in Learning* via high-quality curriculum and instruction. RIGL § 16-22-31 requires the Commissioner of Elementary and Secondary Education and RIDE to periodically conduct a review of existing standards, as well as to develop statewide curriculum frameworks that support high-quality teaching and learning.

Based on the legislative directive, in the fall of 2019 RIDE began the process of reviewing the then existing *Social Studies Grade Span Expectations (GSEs)* by forming the Rhode Island History and Social Studies Advisory Committee (RIHSSAC). The RIHSSAC is a group of Rhode Island educators from the K-12 and postsecondary systems. It includes representation from various community, civic, and historical organizations and currently continues to meet. The first task of the RIHSSAC was to review the Social Studies GSEs against the criteria set by the legislature and to recommend to RIDE whether the GSEs be kept, revised, or replaced. Once the review was completed, the RIHSSAC found that, although the GSEs met all the criteria to some extent, significant revisions were needed, prompting a re-writing of the standards. With stakeholder feedback solicited throughout the process, new *Rhode Island Social Studies Standards* (RIDE, 2023) were drafted and subsequently endorsed by the Council on Elementary and Secondary Education in February of 2023.

The *Social Studies Curriculum Framework*, which includes guidance on using the *Rhode Island Social Studies Standards*, is specifically designed to address the criteria outlined in the legislation, which includes, but is not limited to, the following:

- providing sufficient detail to inform education processes such as selecting curriculum resources and designing assessments;
- encouraging real-world applications;
- avoiding the perpetuation of gender, cultural, ethnic, or racial stereotypes;
- presenting specific, pedagogical approaches and strategies to meet the academic and nonacademic needs of multilingual learners; and

- presenting specific, pedagogical approaches and strategies to meet the academic and nonacademic needs of English learner, economically disadvantaged, special education, and academically advanced students.[1]

In 2021, legislation was passed making civics proficiency a requirement for all public high school graduates {RIGL §16-22-2}, and in 2022, the Commissioner formed a Civics Readiness Task Force that met in the fall of 2022 through the spring of 2023. The *Social Studies Curriculum Framework* is also designed to address the civics education legislation and the recommended outcomes from the Commissioner's Task Force.

The *Social Studies Curriculum Framework* was developed by an interdisciplinary team through an open and consultative process. This process incorporated feedback from a racially and ethnically diverse group of stakeholders that included the Rhode Island History and Social Studies Advisory Committee (RIHSSAC), students, families, the general public, and community partners.

The Importance of Social Studies

The National Council for the Social Studies (NCSS) defines social studies as "the study of individuals, communities, systems, and their interactions across time and place that prepares students for local, national, and global civic life"(National Council for the Social Studies 2023).

Also according to NCSS,

> Using an inquiry-based approach, social studies helps students examine vast human experiences through the generation of questions, collection and analysis of evidence from credible sources, consideration of multiple perspectives, and the application of social studies knowledge and disciplinary skills. As a result of examining the past, participating in the present, and learning how to shape the future, social studies prepares learners for a lifelong practice of civil discourse and civic engagement in their communities. Social studies centers knowledge of human rights and local, national, and global responsibilities so that learners can work together to create a just world in which they want to live (National Council for the Social Studies 2023).

The four domains of social studies: civics, history, geography, and economics, together form the foundation for understanding the human experience of the world.

Social studies instruction is essential from the early years of a student's schooling, and students deserve a comprehensive and cohesive social studies curriculum from kindergarten through high school. Social studies allows students to develop a civic disposition, understand their place in the world and in time through knowledge of the past and historical influences on the world today, recognize how geography has shaped people and cultures, and grasp the ways local and

[1] The legislation uses the term *English learners*; however, RIDE had adopted the term *multilingual learners* (MLLs) to refer to the same group of students to reflect the agency's assets-based lens.

global economies work together. Through social studies, students build cultural awareness, develop critical thinking skills, and enhance their ability to read and write. Social studies education prepares students to be engaged, informed, and responsible citizens. They learn how to engage in civil discourse, how to vote, how others have made social change in the past, and how they can affect change today and into their adulthood. A strong social studies education is essential as students move into their college, career, and civic lives. Federally, the *Every Student Succeeds Act* (ESSA, 2015) recognizes the place of social studies within a well-rounded education, specifically naming American history, civics, economics, geography, and government education.

Vision for Student Success in Social Studies

RIDE creates conditions for every Rhode Island student to think critically and collaboratively, and act as a creative, self-motivated, culturally, and globally competent learner. Rhode Island students are prepared to lead fulfilling and productive lives, succeed in academic and employment settings, and contribute meaningfully to society (RIDE Strategic Plan, 2021-2027).

Thus, in the vision for student success in social studies, Rhode Island students will understand the world in which they live and will be prepared with the knowledge and skills to become informed, thoughtful, and active citizens in a culturally diverse democratic society and complex world.

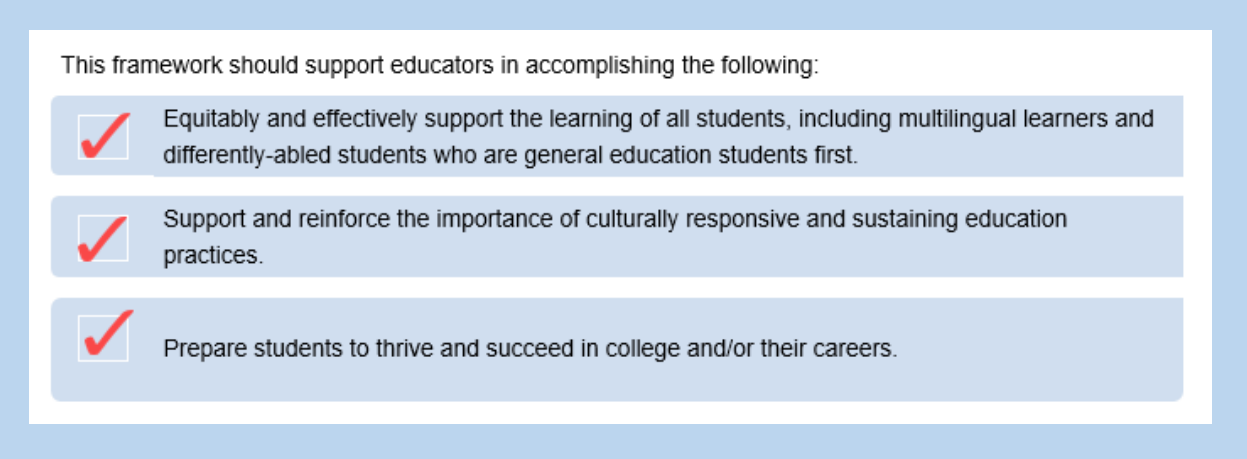
Additionally, Rhode Island students will be civic ready upon graduation. A civic ready student has a strong knowledge of history, democratic processes, citizens' rights and responsibilities, critical thinking and problem-solving skills, and is empowered to actively advocate and participate in their community. A civic ready student values having a range of perspectives, diverse communities, and promoting inclusion and equity in civic spaces.[2]

Framework Purpose

The purpose of the *Social Studies Curriculum Framework* is to provide guidance to educators and families around the implementation of the *Rhode Island Social Studies Standards*, particularly as it relates to the design and use of curriculum materials, instruction, and assessment. The frameworks should streamline a vertical application of standards and assessments across the K–12 continuum within Tier 1 of a Multi-Tier System of Support (MTSS). Furthermore, the frameworks should increase opportunities for all students to meaningfully engage in grade-level work and tasks to support educators and families in making decisions that prioritize the student experience. These uses of the curriculum frameworks align with the overarching commitment to ensure all students have access to high-quality curriculum and instruction that prepares students to meet their postsecondary goals.

[2] As defined by the Rhode Island Civic Readiness Task force.

Figure 1: Framework Success Criteria



Guiding Principles for Rhode Island's Frameworks

The following five guiding principles are the foundation for Rhode Island's Curriculum Frameworks. They frame the guidance within this document around the use and implementation of standards to drive curriculum, instruction, and assessment within an MTSS. These principles include the following:

1. Standards are the bedrock of an interrelated system involving high-quality curriculum, instruction, and assessment.
2. High-quality curriculum materials (HQCMs) align to the standards and, in doing so, must be accessible, culturally responsive, supportive of multilingual learners, developmentally appropriate, and equitable, as well as leverage students' strengths as assets.
3. High-quality instruction provides equitable opportunities for all students to learn and reach proficiency with the knowledge and skills in grade-level standards by using engaging, data-driven, and evidence-based approaches and drawing on family and communities as resources.
4. To be valid and reliable, assessments must align to the standards and equitably provide students with opportunities to monitor learning and demonstrate proficiency.
5. All aspects of a standards-based educational system, including policies, practices, and resources, must work together to support all students, including multilingual learners and differently-abled students.

What is 'Curriculum'?

RIDE defines curriculum as a "standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences." Building off this definition, RIDE also identifies specific components that comprise a complete curriculum. These components include the following:

- ***Goals*:** Goals within a curriculum are the standards-based benchmarks or expectations for teaching and learning. Most often, goals are made explicit in the form of a scope and sequence of skills to be addressed. Goals must include the breadth and depth of what a student is expected to learn.
- ***Instructional Practices*:** Instructional practices are the research- and evidence-based methods (i.e., decisions, approaches, procedures, and routines) that teachers use to engage all students in meaningful learning. These choices support the facilitation of learning experiences to promote a student's ability to understand and apply content and skills. Practices are differentiated to meet student needs and interests, task demands, and learning environment. They are also adjusted based on ongoing review of student progress toward meeting the goals.
- ***Materials*:** Materials are the tools and resources selected to implement methods and achieve the goals of the curriculum. They are intentionally chosen to support a student's learning, and the selection of resources should reflect student interest, cultural diversity, world perspectives, and address multilingual learners and differently-abled learners. To assist local education agencies (LEAs) with the selection process, RIDE has identified criteria for selecting a high-quality curriculum that best fits the needs of each LEA's students, teachers, and community. LEAs should adopt materials that meet these criteria because every student in Rhode Island deserves access to high-quality curriculum materials.
- ***Assessment*:** Assessment in a curriculum is the ongoing process of gathering information about a student's learning toward a learning goal. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

Another way to think about curriculum, and one supported by many experts, is that a well-established curriculum consists of three interconnected parts all tightly aligned to standards: the intended (or written) curriculum, the lived curriculum, and the learned curriculum (e.g., Kurz, Elliott, Wehby, & Smithson, 2010). Additionally, a cohesive curriculum should ensure that teaching and learning is equitable, culturally responsive, and offers students multiple means through which to learn and demonstrate proficiency.

The *written curriculum* refers to what students are expected to learn as defined by standards, as well as the HQCMs used to support instruction and assessment. This aligns with the 'goals' and 'materials' components described previously. Given this, programs and textbooks do not comprise a curriculum on their own, but rather are the resources that help to implement it. They also establish the foundation of students' learning experiences. The written curriculum should provide students with opportunities to engage in content that builds on their

background experiences and cultural and linguistic identities while also exposing students to new experiences and cultural identities outside of their own.

The *lived curriculum* refers to how the *written curriculum* is delivered and assessed and includes *how* students experience it. In other words, the lived curriculum is defined by the quality of instructional practices that are applied when implementing the HQCMs. This aligns with the 'methods' section in RIDE's curriculum definition. The lived curriculum must promote instructional engagement by affirming and validating students' home culture and language, as well as provide opportunities for integrative and interdisciplinary learning. Content and tasks should be instructed through an equity lens, providing educators and students with the opportunity to confront complex equity issues and explore socio-political identities.

Finally, the *learned curriculum* refers to how much of and how well the intended curriculum is learned and how fully students meet the learning goals as defined by the standards. This is often defined by the validity and reliability of assessments, as well as by student achievement, their work, and performance on tasks. The learned curriculum should reflect a commitment to the expectation that all students can access and attain grade-level proficiency. Ultimately, the learned curriculum is an expression and extension of the written and lived curricula and should promote critical consciousness in both educators and students, providing opportunities for educators and students to improve systems for teaching and learning in the school community.

Key Takeaways

- First, the **written curriculum** (goals and high-quality curriculum materials) must be firmly grounded in the standards and include a robust set of high-quality curriculum materials that all teachers know how to use to design and implement instruction and assessment for students.
- Second, the characteristics of a strong **lived curriculum** include consistent instructional practices and implementation strategies that take place across classrooms that are driven by standards, evidence-based practices, learning tasks for students that are rigorous and engaging, and a valid and reliable system of assessment.
- Finally, student learning and achievement are what ultimately define the overall strength of a **learned curriculum**, including how effectively students are able to meet the standards.

What is a Curriculum Framework?

All of Rhode Island's curriculum frameworks are designed to provide consistent guidance around how to use standards to support the selection and use of high-quality curriculum materials, evidence-based instructional practices, as well as valid and reliable assessments — all in an integrated effort to equitably maximize learning for all students.

The curriculum frameworks include information about research-based, culturally responsive, and equitable pedagogical approaches and strategies for use during implementation of high-

quality curriculum materials and assessments to scaffold, develop, and assess the skills, competencies, and knowledge called for by the state standards.

The structure of this framework also aligns with the five guiding principles referenced earlier.

- **Section 2** lists the standards and provides a range of resources to help educators understand and apply them. Section 2 also addresses how standards support selection and implementation of high-quality curriculum materials.
- **Section 3** of this framework provides guidance and support around how to use the standards to support high-quality instruction.
- **Section 4** offers resources and support for using the standards to support assessment.

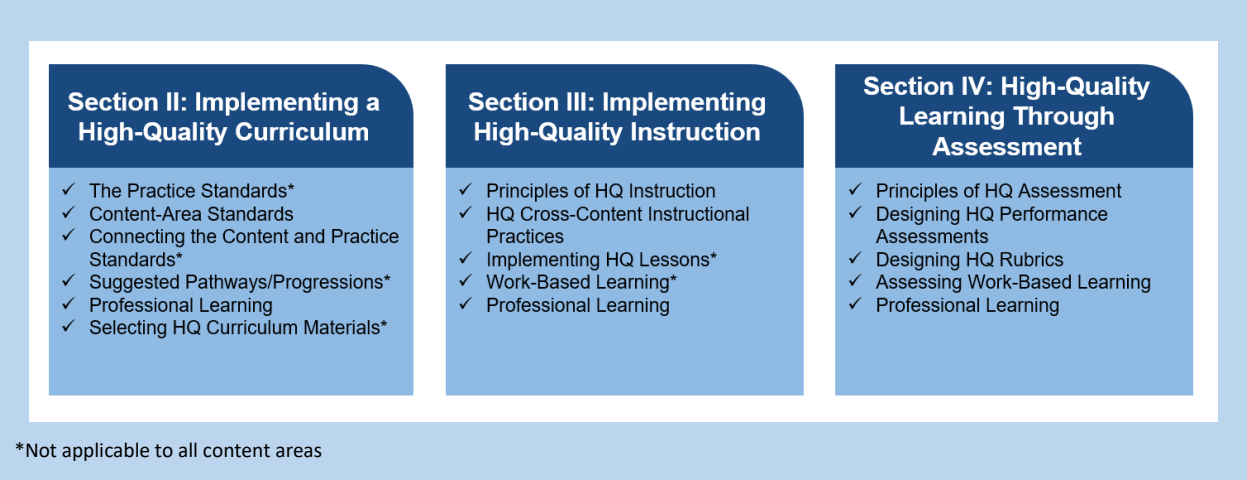
Though Guiding Principle 5 does not have a dedicated section, it permeates the framework. Principle 5 speaks to the coherence of an educational system grounded in rigorous standards. As such, attention has been given in this framework to integrate stances and resources that are evidence-based, specific to the standards, support the needs of all learners — including multilingual learners and differently-abled students — and link to complementary RIDE policy, guidance, and initiatives. Principle 5 provides the vision of a coherent, high-quality educational system.

In sum, each curriculum framework, in partnership with high-quality curriculum materials, informs decisions at the classroom, school, and district level about curriculum material use, instruction, and assessment in line with current standards and with a focus on facilitating equitable and culturally responsive learning opportunities for all students. The curriculum frameworks can also be used to inform decisions about appropriate foci for professional learning, certification, and evaluation of active and aspiring teachers and administrators.

The primary audiences for the information and resources in the curriculum frameworks are educators in Rhode Island who make decisions and implement practices that impact students' opportunities for learning in line with standards. This means that the primary audience includes teachers, instructional leaders, and school and district administrators.

However, the curriculum frameworks also provide an overview for the general public, including families and community members, about what equitable standards-aligned curriculum, instruction, and assessment should look like for students in Rhode Island. They also serve as a useful reference for professional learning providers and higher education Educator Preparation Programs (EPPs) offering support for Rhode Island educators. Thus, this framework is also written to be easily accessed and understood by families and community members.

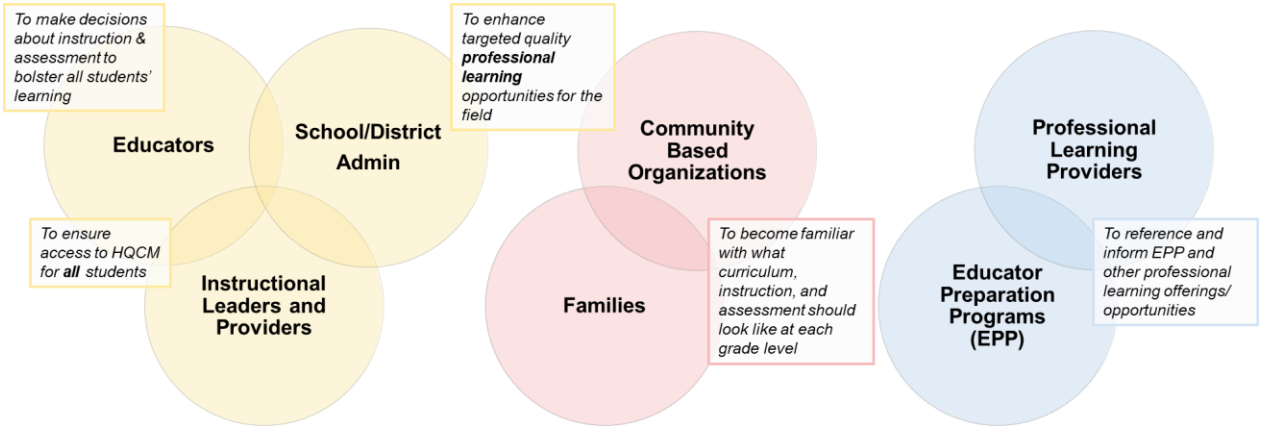
Figure 2: Summary of Section Structure



What does effective implementation of the Curriculum Framework look like?

The following figure provides examples of how RIDE envisions the guidance and resources within this framework being used. These examples are not exhaustive by any measure and are intended to give educators an initial understanding of how to practically begin thinking about how to implement and use this framework to inform their daily practice.

Figure 3: Stakeholders of the Framework



Educators and instructional leaders such as curriculum coordinators, principals, and instructional coaches can use the curriculum frameworks as a go-to resource for understanding the high-quality curriculum materials that have been adopted in their districts and to make decisions about instruction and assessment that bolster all students' learning opportunities. For example, the frameworks can be used to:

- Unpack and internalize grade-level standards and vertical alignment of the standards;

- Analyze high-quality curriculum materials and assessment(s) adopted in the district and understand how the standards are applied within the instructional materials and assessment(s);
- Norm high-quality instructional practices in each of the disciplines; and,
- Guide decisions related to instruction and assessment given the grade-level expectations for students articulated in the standards and the high-quality instructional materials.

Educators, curriculum leaders, and instructional coaches can use the curriculum frameworks as a resource when ensuring access to high-quality instructional materials for all students that are culturally responsive and sustaining, and that equitably and effectively include supports for multilingual learners. For example, the frameworks can be used to:

- Unpack and internalize English language development standards for multilingual learners; and,
- Plan universally designed instruction and aligned scaffolds that ensure all students can engage meaningfully with grade-level instruction.

District and school administrators can use the curriculum frameworks to calibrate their understanding of what high-quality curriculum, instruction, and assessment should look like within and across disciplines and use that understanding as a guide to:

- Make resources available to educators, families, and other stakeholders in support of student learning;
- Norm "what to look for" in classrooms as evidence that students are receiving a rigorous and engaging instructional experience; and,
- Structure conversations with teachers and families about high-quality curriculum, instruction, and assessment.

District and school administrators, as well as EPPs and professional learning providers, can use the curriculum frameworks to enhance targeted quality professional learning opportunities for the field. For example, the frameworks can be used to:

- Enhance educator or aspiring educator knowledge about the standards and pedagogical approaches used in Rhode Island;
- Roll out a vision for curriculum and instruction in the district, followed by curriculum-specific professional learning;
- Build capacity of educators and aspiring educators to engage in meaningful intellectual preparation to support facilitation of strong lessons;

- Aid educators and aspiring educators in making sense of the structure, organization, and pedagogical approaches used in different curriculum materials; and,
- Build capacity of educators and aspiring educators to address individual learning needs of students through curriculum-aligned scaffolds, particularly differently-abled students and multilingual learners.

Families and community organizations can use the curriculum frameworks to become familiar with what curriculum, instruction, and assessment should look like at each grade level.

Connections to Other Frameworks

Each content area (mathematics, science and technology, ELA/literacy, social studies, world languages, and the arts) has its own curriculum framework. For educators who focus on one content area, all information and resources for that content area are contained in its single curriculum framework. For educators and families who are thinking about more than one content area, the different content-area curriculum frameworks will need to be referenced. However, it is important to note that coherence across the curriculum frameworks includes a common grounding in principles focused on connections to content standards and providing equitable and culturally responsive learning opportunities through curriculum resources, instruction, and assessment. The curriculum frameworks also explicitly connect to RIDE's work in other areas including, but not limited to, multilingual learners, differently-abled students, early learning, college and career readiness, and culturally responsive and sustaining practices. Table 1 is a brief overview of how this and the other curriculum frameworks are organized, as well as a summary of how the specific curriculum frameworks overlap and connect to each other.

Table 1: Section Overviews

Section	What is common across the content area curriculum frameworks?	What is content-specific in each content area's curriculum framework?
Section 1: Introduction	Section 1 provides an overview of the context, purpose, and expectations related to the curriculum framework.	Each curriculum framework articulates a unique **vision for how the framework can support high-quality teaching and learning.**
Section 2: Implementing a High-Quality Curriculum	The introduction to this section explains how RIDE defines high-quality curriculum materials (HQCMs) in relation to standards. The final part of this section explains how HQCMs are selected in RI and provides related tools.	The middle section of each curriculum framework has **content-specific information about the standards behind curriculum resources and the vision for student success** in the targeted content area. The final part of this section includes some **specific information about the**

Section	What is common across the content area curriculum frameworks?	What is content-specific in each content area's curriculum framework?
		HQCMs for the targeted content area.
Section 3: Implementing High-Quality Instruction	This section provides an overview of how high-quality instruction is guided by standards and introduces five cross-content instructional practices for high-quality instruction. This section also includes guidance and tools to support high-quality instruction and professional learning across content areas.	This section expands upon cross-content instructional practices by providing **content-specific information about instructional practices.** This section also includes **more specific guidance and tools for considering instruction and professional learning in the targeted content area**.
Section 4: High-Quality Learning Through Assessment	The curriculum frameworks are all grounded in common information described here about the role of formative and summative assessment and how these align with standards. Some standard tools and guidance for assessment in any content area are also provided.	**Content-specific guidance about tools and resources for assessing students in the targeted content area** are included in this section.

Connections to Other RIDE Initiatives

This curriculum framework is designed to be a valuable resource for educators and families. It is intended to support classroom teachers and school leaders in developing a robust and effective system of teaching and learning. To achieve this, it also connects users to the vast array of guidance and resources that the RIDE has and will continue to develop. Thus, when logical, direct references are made, including direct hyperlinks, to any additional resources that will help educators, families, and community members implement this framework.

College and Career Readiness

RIDE's mission for College and Career Readiness is to build an education system in Rhode Island that prepares all students for success in both college and career. This means that all doors remain open, and students are prepared for whatever their next steps may be after high school.

Secondary education, which begins in middle school and extends through high school graduation, is the point in the educational continuum where students experience greater choice on their journey to college and career readiness. Students have access to a wide range of high-quality personalized learning opportunities and have a variety of options available to

complete their graduation requirements and to achieve their college and career aspirations. To improve student engagement and increase the relevance of academic content, students may choose to pursue coursework and learning experiences that align to specific areas of interest, including through dedicated career and technical education programs as well as through early college coursework opportunities.

Secondary level students have opportunities to control the pace, place, and content of their learning experiences while meeting state and local requirements and while making progress toward college and career goals. Rhode Island middle and high school students will have access to a wide range of high-quality early college and early career training programs that enable them to earn high-value, portable credit and credentials.

College, Career, and Civic Life

Social studies education not only prepares students for college and career, but also prepares them to engage in civic life upon graduation. Rhode Island's Basic Education Program (BEP) notes that "a high quality program of social studies fosters lifelong participation in civic life and social action that leads to effective and productive citizenship in a world that is culturally diverse and interdependent. It fosters the ability to apply inquiry processes and to employ the skills of data collection and analysis, collaboration, decision-making, and problem solving"(BEP, 2009). Rhode Island's Secondary Regulations, revised in November 2022, name social studies as one of the core content areas and list a minimum of three credits in history/social studies as part of high school graduation requirements. Civics has also been identified in the Secondary Regulations as a "real-world relevant skill that will develop skills and support their success in participating in society" (Secondary Regulations, 2022). Students are required to demonstrate proficiency in civics upon graduation starting with the graduating class of 2028.

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Section 2: Implementing a High-Quality Curriculum

Introduction

Having access to high-quality curriculum materials (HQCM) is an important component of increasing equitable access to a rigorous education that prepares every student for college and careers. In answer to the national movement to increase access through high-quality materials, the State of Rhode Island, in 2019, passed RIGL§ 16.22.30-33. The legislation requires that all Rhode Island Local Education Agencies (LEAs) adopt high-quality curriculum materials in K–12 schools that are (1) aligned with academic standards, (2) aligned with the curriculum frameworks, and (3) aligned with the statewide standardized test(s), where applicable. While the legislation referring to HQCM is specific to Mathematics, English Language Arts (ELA) / Literacy, and Science, RIDE recommends that LEAs adopt high-quality curriculum materials for all of the core subjects.

RIDE uses various factors to determine high quality. The curriculum adoption process for Social Studies should include consideration of an LEA's instructional vision, multilingual learner (MLL) and differently-abled student (DAS) needs, and culturally responsive and sustaining education (CRSE). Selection is only the starting point in the larger process of adoption and implementation of high-quality instructional materials. LEAs should consider curriculum adoption and implementation an iterative process where the efficacy of a curriculum is reviewed and evaluated on an ongoing basis.

Coherence is one major consideration when adopting a new curriculum. One way of achieving coherence is the vertical articulation in a set of materials, or the transition and connection of skills, content, and pedagogy from grade to grade. Consideration of coherence is necessary to ensure that students experience a learning progression of skills and content that build over time through elementary, middle, and high school. As such, LEAs who consider the adoption of curriculum materials are cautioned against choosing a curriculum that is high quality at only one grade level, as it is likely it will disrupt a cohesive experience in the learning progression from grade to grade in the school or district.

While the standards describe what students should know and be able to do, they do not dictate how they should be taught or the materials that should be used to teach and assess them (NGA & CCSSO, 2010). Curriculum materials, when aligned to the standards, provide students with varied opportunities to gain the knowledge and skills outlined by the standards. Assessments, when aligned to the standards, have the goal of understanding how student learning is progressing toward acquiring proficiency in the knowledge and skills outlined by the standards as delivered by the curriculum through instruction (CSAI, 2018).

No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others should have access to. It is also beyond the scope of the standards to define the full range of support

appropriate for MLLs and for differently-abled students. Still, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills that will be necessary in their postsecondary lives. The standards should be read as allowing for the widest possible range of students to participate fully from the outset with appropriate accommodations to ensure maximum participation of students, particularly those from historically underserved populations (MA DESE, 2017).

Having access to high-quality curriculum materials is an important component of increasing equitable access to a rigorous education that prepares every student for college and careers.

Social Studies High-Quality Curriculum

Rigorous and comprehensive standards are the foundation for quality teaching and learning. The *Rhode Island Social Studies Standards*, coupled with the implementation of high-quality curriculum materials (HQCM), provide a vertical roadmap for school systems to cultivate informed and civic-minded students. The standards articulate the knowledge and skills that students need to be prepared to succeed in college, career, and civic life. Whereas the high-quality curriculum materials, when skillfully implemented by educators, become the lever for students to master the *Social Studies Standards*. With these two components firmly established as non-negotiable inputs, educators along with school and systems leaders can prioritize the implementation of rigorous, culturally, and linguistically responsive teaching. Educators can then focus on assessment, which is considered the critical output- a structured system to accurately and meaningfully measure student learning given the inputs.

When selecting curriculum materials in social studies, a key priority should be on the **comprehensiveness** of the instructional materials. A comprehensive curriculum should:

1. Align to the *Rhode Island Social Studies Standards* by
    - Including instructional materials that connect to the principles as outlined by the social studies anchor standards.
    - Including content that aligns to th*e* social studies content standards that are specific by grade and high school course and include content required by legislation.
    - Emphasizing culturally responsive and sustaining education (CRSE) principles and practices by supporting equitable representations and disrupting cultural norms and biases to meet the needs of every student within the educational space.
    - Emphasizing academic rigor as outlined in the *Standards*, allowing students to identify, explain, and analyze content and make evidence-based arguments.
    - Developing students' civic skills and dispositions.
    - Fostering an inquiry-based learning environment and engaging students in grade-appropriate historical inquiry and analysis.

2. Align to evidence-based best practices in social studies by
    - Demonstrating coherence in the presentation of topics by units to grow content knowledge. Units are organized by topic, and topics are explored deeply and build on one another sequentially over the school year and across years.
    - Including authentic primary sources and a variety of secondary sources that reflect a range of perspectives and experiences that will allow students to think critically as they identify, explain, and analyze content and make evidence-based arguments.
    - Providing avenues for facilitating discussions of current events that allow students to draw connections between issues of the past and issues today.
    - Including grade-level appropriate text that builds reading, writing, speaking, and listening skills through social studies content.
    - Including supports for multilingual learners (MLLs) and differently-abled students (DAS).
    - Providing a variety of formative assessments and performance assessments, including those that are project-based, that engage students in the content of the unit.
    - Demonstrating usability for all elementary and certified social studies educators, regardless of their years of experience, and may include materials and/or professional learning to support educators with the implementation of the curriculum.

High-Quality Curriculum Materials in social studies include core and supplemental materials. **Core instructional materials** are the comprehensive print or digital educational material, including basal material, which constitute the necessary instructional components of a full academic course of study. **Supplementary instructional materials** are used to reinforce, enrich, or enhance instruction driven by core instructional material.[3]

Before entering the process of selecting HQCM for social studies, review the following information which includes information about the R*hode Island Social Studies Standards*, connections to other core subject areas, and the incorporation of WIDA standards for MLLs. Following those sections are recommendations for selecting HQCM in social studies along with information about curriculum implementation supports provided by RIDE.

Rhode Island Social Studies Standards

The *Rhode Island Social Studies Standards* were endorsed by the Council on Elementary and Secondary Education in February of 2023. RIDE will support LEAs in the transition from the

[3] Definitions adapted from New Mexico's instructional materials legislation 6.75.2.7 C and W

former Grade Span Expectations. It is expected that LEAs will need time to shift their curriculum to align with the new *Standards* and shifts should be completed for full implementation of the new *Standards* by the fall of 2026.

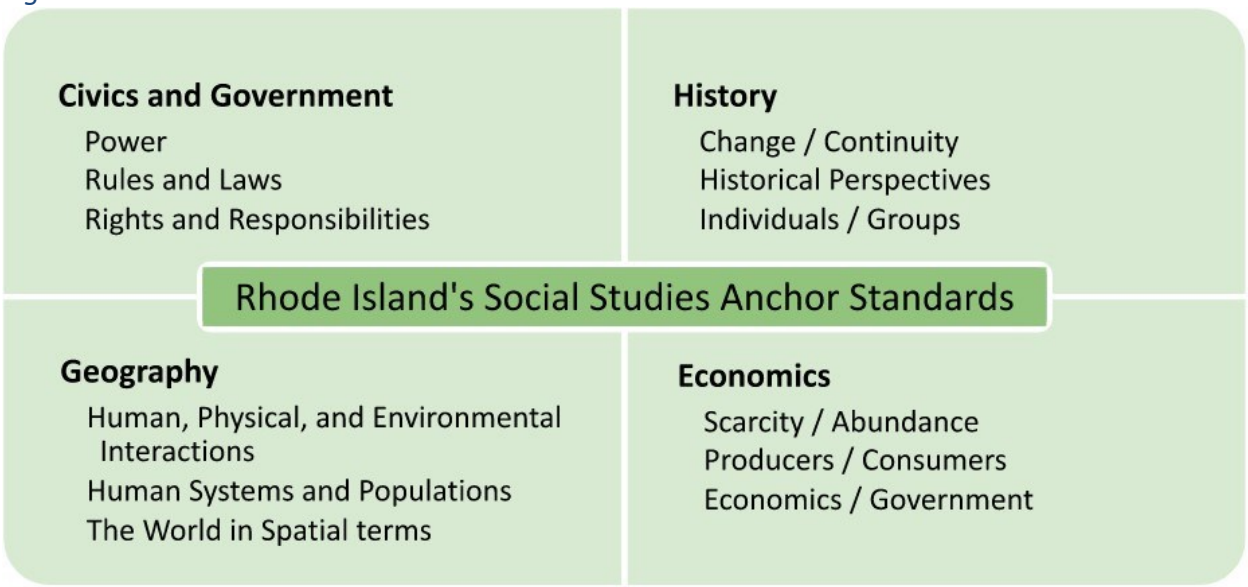
The *Rhode Island Social Studies Standards* are a roadmap to ensure that all Rhode Island students receive a comprehensive social studies education from kindergarten through high school that will be aligned across the state. The *Standards* are designed to include representation of historically marginalized voices throughout the curriculum, emphasize inquiry-based learning, and be culturally responsive. The *Standards*, along with the *Social Studies Framework*, connects social studies education to current events that affect students' lives and prepares Rhode Island students to be informed and engaged citizens as they move to their college, career, and civic life. In addition, the *Standards* support LEAs in implementing content required by legislation.

The *Rhode Island Social Studies Standards* consist of anchor standards and content standards that cohesively work together.

Anchor Standards

The anchor standards identify key principles within the discipline of social studies and are divided into four main social studies domains: *civics and government, history, geography,* and *economics*. Each of the four domains contain three principles, forming the twelve anchor standards. The twelve anchor standards are designed to repeat through each grade and high school course and inform the teaching of the social studies content as identified in the content standards. More than one anchor standard may be met by a content standard. In addition, throughout a grade or course, each anchor standard will be met multiple times. Figure 4 displays the four domains and the title of the three anchor standards within each.

Figure 4: Anchor Standards Overview



Content Standards

The content standards identify the social studies content students in Rhode Island are expected to learn from kindergarten through high school. When designing instruction and teaching, teachers are also expected to keep the anchor standards front and center to inform students' exploration of and engagement with concepts and topics within the content standards.

The social studies content standards are organized by grade-level from kindergarten through eighth grade. For high school, RIDE has also organized the standards into five model social studies courses. Rhode Island's Secondary Regulations require high school students to take three credits of social studies to graduate, and it is not expected that the courses modeled will be the only ones offered in high school. RIDE understands that many high schools also provide electives in Social Studies to complement the requirements. RIDE's recommendations for high school social studies course offerings to fulfill the three credits is outlined later in this document under "Implementing the *Standards* in High School."

Kindergarten to Grade 8

Kindergarten – Living and Working Together in Schools, Families, and Neighborhoods
Students are introduced to social studies and citizenship by looking closely at their families, school, and neighborhoods. Students learn roles and rules, how people work together, and how to be good citizens in these contexts. Students also learn about the diversity of families and people represented in their school and community and gain an understanding of spatial relationships through the study of maps.

Grade 1 - Living and Working Together in Local Communities
In first grade, students build on what they learned in kindergarten by continuing their introduction to social studies and citizenship through the study of local communities. Students learn roles and rules within communities, how members of a community work together, community diversity, traditions and celebrations, and their place within their community. They also learn how they can contribute to their community and how to be good citizens. They look at other communities nearby, in other places in the United States, and around the world.

Grade 2 - Living and Working Together in Global Communities
During the second grade, students expand their understanding of social studies and citizenship to explore how people in a sampling of communities around the world organize themselves, meet their needs and wants, and resolve problems. Students begin to look outward beyond their local communities to gain a global perspective and contextualize their place in the world before focusing back on the Nation and State in subsequent grades.

Grade 3 - Living and Working Together in the Regions of the United States
In third grade, students prepare for their upcoming studies in Rhode Island and United States history by learning about the regions of the United States and its territories. This regional study provides the context for understanding the land, peoples, resources, major industries, and the

intersection between these concepts that make up the Nation. They are also introduced to the United States government.

Grade 4 - Living and Working Together in Rhode Island
Having looked at how people live and work together in a variety of contexts, fourth graders turn their attention to the state of Rhode Island. Students learn about Indigenous communities past and present, Rhode Island's early formation as a state, people over time who made Rhode Island their home, and how diverse Rhode Islanders in the past and present respond to opportunities and challenges. They are also introduced to state and local government.

Grade 5 - United States History: Pre-European Contact to Reconstruction
In fifth grade, students begin their study of United States history starting with Indigenous life and encounters with Europeans. Students then study the formation of the colonies, the American Revolution, the new United States government, and the growth of the republic through the Civil War and Reconstruction by understanding multiple and diverse perspectives.

Grade 6 - Ancient to Medieval World History and Geography
In grade 6, students will expand their worldview through a thematic investigation into early world history and geography. Students will study humankind from the beginnings of civilization to the Middle Ages and will recognize the diversity of cultures that make up the globe. In addition, students will gain an understanding of early world governments as they prepare to study the United States and Rhode Island state government in eighth grade.

Grade 7 - Early Modern to Modern World History and Geography
In grade 7, students continue their thematic study of world history, cultures, and geography from the early modern period through present day globalization. In this continuation of grade 6, students gain an appreciation for the world's richness and diversity of societies and cultures while acquiring a fuller picture of how we as humans arrived to the present day. This background prepares them for their grade 8 study of civics, rights, and responsibilities and the deeper coursework they will engage with in high school.

Grade 8 - Government and Civic Life in the United States and Rhode Island
Having looked at Rhode Island, the early United States, and global histories, grade 8 students engage in a deeper exploration of civic life, and the roots, institutions, and structures of government at the national and state levels. Additionally, students look at the relationships between governmental roles and entities and the rights and responsibilities of citizens and the press. This course presents an opportunity for districts to implement the civics project requirement.

High School

Civics
In this course, students learn about the historical, cultural, and philosophical foundations of the United States government, grapple with the ideals and realities of civic participation, and debate the meanings of citizenship. Students also learn about local, state, and tribal governments, understand political parties, and how dissent and protest work in political systems and in the history of the United States. Students end the course looking beyond the United States to global human rights.

United States History I: Pre-European Contact to Reconstruction
This course is a survey of United States History from Pre-European Contact to Reconstruction following the Civil War. In this course, following what was learned in fifth and eighth grades, students gain a deeper and more rigorous understanding of the Indigenous peoples, European colonies, the founding of the new Nation and its internal struggles, and the diversity of peoples that came or were forced to come to this country.

United States History II: Late 19th Century to the Present
This course is a survey of United States history from the late 19th century to the present day. Students build upon what was learned in their middle school studies to engage in this period of United States' history. Students will also enhance their analytical skills and be able to further recognize diverse and multiple perspectives in history.

World History I: Ancient to Medieval
This is a survey course of the history of the world from the rise of civilization to the Middle Ages. Students will build upon what they learned in middle school to better understand the complexities and diversity of early civilizations, their interactions, and the bases for modern cultures and governments.

World History II: Early Modern to Modern
This is a survey course of the history of the world from the end of the Middle Ages to the modern era. Students will investigate the formation of modern governments, their interactions, and topics such as genocide and global human rights. Students will understand the origins of major current events and better understand their place in our world.

Emphasizing Academic Rigor

The *Rhode Island Social Studies Standards* have a four-part hierarchy of cognitive skills designed to support a consistent approach to inquiry of social studies content. This hierarchy is applied to all anchor standards and content standards and is denoted by using four verbs: *Identify, Explain*, *Analyze*, and *Argue*. This four-part hierarchy supports depth by providing a consistent and predictable approach to understanding complexity and rigor that benefits both teachers and students. Next is a brief description and definition of each level of rigor.

1. **Identify:** When the verb identify is used, students learn key concepts and ideas, such as knowledge of people and events, the ability to locate places on a map, and the like.

2. **Explain:** When the verb explain is used, students articulate how key ideas relate to each other conceptually. For example, this could include explaining the roles people fulfill, how things work, and the sequence or course of events.

3. **Analyze:** When the verb analyze is used, students examine how key concepts operate in real contexts. This can include understanding of differences and similarities, making comparisons, and communicating more complex relationships, and how they play out in real life. Being able to analyze also implies being able to evaluate evidence from primary and secondary sources, as well assessing complexity through multiple perspectives.

4. **Argue:** When the verb argue is used, students make logical, evidence-based assertions, and consider and rebut opposing arguments. Embedded within this understanding is the ability to analyze history and make evidence-based arguments that examine the impact of ideas and actions, unpack policy decisions, and support advocacy and innovative improvements to society and the world. It is important to mention here an explicit connection to Rhode Island Core Standards for English Language Arts/Literacy. In kindergarten through 5th grade, students focus on developing and supporting opinions by presenting one point of view supported by reasons and information from sources or personal experiences. In grades 6 through 12, students craft arguments, presenting multiple perspectives supported by evidence from various sources. However, the macrostructure of both opinion and argument are the same: students share their thinking with reasons - including examples and evidence. Argue is used throughout the K-12 standards to ensure the development of these critical thinking skills. Though students in earlier grades are learning to craft their arguments, the expectation is that students will hone this skill in high school.

Emphasizing Cultural Responsiveness

In addition, the *Rhode Island Social Studies Standards* are designed to inform a culturally responsive approach to Social Studies teaching and learning. One of the key criteria in the RIGL 16-22-30 legislation stipulates that academic standards and curriculum frameworks will "instill respect for the cultural, ethnic, and racial diversity of this state, and for the contributions made by diverse cultural, ethnic, and racial groups to the life of this state." Moreover, standards and curriculum guidance documents must "be designed to avoid perpetuating gender, cultural, ethnic, or racial stereotypes." To that end, the *Rhode Island Social Studies Standards* were written to meet these requirements.

Prior to the revision of Rhode Island's social studies standards, RIDE had developed multiple tools to support the adoption, creation, and utilization of high-quality curriculum materials, characterized by their cultural responsiveness. To stay consistent with this work, RIDE identified four CRSE design principles that were used to inform the development of the anchor standards and content standards. Next is a brief description of each principle:

Diverse Identities: The *Rhode Island Social Studies Standards* are intended to:

1. validate and affirm individuals' diverse and intersectional identities, where the term intersectional refers to the interconnected nature of social categorizations such as race, class, gender, ability, religion, etc. as they apply to a given individual or group, and regarded as creating overlapping and interdependent systems of discrimination or disadvantage (Coomer, M. N. et al., 2017; Hollie, S. and Allen, B., 2018),

2. elevate the voices and perspectives of traditionally excluded groups while ensuring the funds of knowledge and cultural capital of students, families, and their communities are central to the learning process (Moll et al., 1992; New York State Department of Education, 2018; Rhode Island Department of Education, 2021), and

3. avoid minimizing or ignoring unpleasant realities (e.g., oppression, prejudice, racism, sexism, etc.) (Coomer, M. N. et al., 2017).

Cultural Awareness: The *Rhode Island Social Studies Standards* are intended to:

1. take into account, and leverage, student cultural dimensions that impact how they acquire and demonstrate learning (Gay, G., 2000; Powell, R., Cantrell, S. C., and Rightmyer, E., 2013),

2. support students in understanding the ways their identities, culture, and experiences affect, and at times, limit their perspectives, and

3. allow students to learn from their peers and from perspectives beyond their scope (New York State Department of Education, 2018).

Instructional Engagement: The *Rhode Island Social Studies Standards* are intended to:

1. require educators to take into account the specific contexts within which they work, and students live (demographics, political context and popular culture; urban, rural, or suburban; school, community, town, city, state, country; state of the world) (Milner, R. H., 2020), and

2. drive approaches that support healthy social-emotional development.

Critical Consciousness: The *Rhode Island Social Studies Standards* are intended to:

1. help students make sense of and critique the world around them, naming and acting upon the "norms, values, mores, and institutions that produce and maintain inequities" (Ladson-Billings, G., 1995), and

2. help build students' abilities as citizens[4] to recognize and move to act against bias, stereotypes, and inequities in their immediate environment, their communities, and the world around them (New York State Department of Education, 2018).

How to Read the *Standards*

As mentioned earlier, the anchor standards and content standards work together, in concert, to create a cohesive social studies curriculum of study from kindergarten through high school. Every grade level and high school social studies course is organized in a similar fashion. First, each course has a clear title highlighting the focus of inquiry for that course. Within each course, content is organized into inquiry topics, and each inquiry topic has multiple standards. Each standard is presented in table form with components that are designed to help teachers understand and make decisions about how to teach the provided content. Refer to Figure 5 for an example standard table. Following the table is a brief description of each element of the table.

Figure 5: Example Social Studies Standard Table

Inquiry Topic 1: Families

Compelling Question: Are all families the same?

SSK.1.1 Members of and roles in families Explain families, family roles, and family rules through looking at the student's own, those of classmates, and those represented in literature	**Connections to the Rhode Island Anchor Standards**											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X					X	

Guiding Questions for Instruction:	**Learning Assessment Objectives:**
• In what ways are families unique or similar? • What are examples of family units? • What are the roles of different people in a family? • How are the roles within families similar and/or different from one another? • How do members of a family work together to help each other?	Students demonstrate an ability to: a. **Identify** examples and configurations of a family unit, and **explain** the characteristics of what makes a family (e.g., adopted families, foster families, heterosexual couple families, families with same sex caregivers, interracial families, families with a single caregiver, extended families) b. **Identify** roles people have in a family unit, and **explain** how the roles relate to each other c. **Identify** what rules and norms families have, and **explain** who makes them and why they exist d. **Explain** responsibilities that members of a family have to the family unit (including to pets) e. **Explain** ways to help at home

[4] Throughout this document, the term 'citizen' is not used in a strict legal sense. When used in this document, it typically refers to anyone who is an active and responsible participant in society. This civic-focused use of the word is not intended to discount the narrower use to individuals with full rights under a particular system of government. Refer to page 26 of Educating for American Democracy: Excellence in History and Civics for All Learners report (2021) for more information about the dual meanings of "citizen" and 'citizenship.'

Inquiry Topic: Each grade level and high school course consists of multiple inquiry topics. Each inquiry topic is numbered, titled for easy reference, and includes a compelling question. Each inquiry topic also includes multiple content standards, each of which has its own table.

Compelling Question: Each inquiry topic includes a compelling question that is intended to provide an overarching focus of study across the topic of inquiry. Compelling questions are not designed to have simple answers and students should be able to make a range of valid evidence-based arguments in response to these questions after they have completed the topic of inquiry.

Content Standard: The box in the top left-hand corner of each table identifies the content standard. Each table has only one standard and is numbered based on the grade, topic, and standard. For example, the standard SSK.1.1 refers to *Social Studies Grade Kindergarten, Inquiry Topic 1, Standard 1*. All content standards use the four verbs that emphasize academic rigor, giving depth to the standard. In addition, in most cases the level of rigor in any content standard matches the highest level of rigor in the learning assessment objectives and the level expected of the anchor standards.

Connections to the Rhode Island Anchor Standards: Adjacent to the content standard is information that identifies which anchor standards align with and inform the content standard for the subtopic. Teachers should keep these in mind when using the content standard, guiding questions for instruction, and learning assessment objectives to design instruction and assessment tasks.

Guiding Questions for Instruction: The guiding questions for instruction provide teachers with suggested questions to help prompt student inquiry into the standard. They align with the learning assessment objectives.

Learning Assessment Objectives: The learning assessment objectives are designed to help teachers know what to look for when students demonstrate their learning as it relates to the content standards. These objectives also function as indicators of what effective demonstration of the standard would look like. In a sense, the objectives are an 'unpacked' version of the content standard. The levels of rigor in the learning assessment objectives exemplify the content standard and point to the anchor standards levels that students are expected to achieve.

Visit the RIDE website for the complete set of *Rhode Island Social Studies Standards* which includes the full anchor standards and the content standards in context by grade level and high school course.

Terminology in the *Standards*

Language is constantly evolving. With this in mind, when using terms to name or describe specific individuals or communities, the *Standards* strive to use terminology that is currently most accepted by the communities themselves (e.g., Indigenous, Black, LGBTQIA+) or those advocating for people within those communities (e.g., unhoused). In some cases, there are disagreements within communities of proper terminology (e.g., Latinx, differently-abled). In these cases, RIDE chose terms in line with current scholarship. It is also important to remember that when referring to specific Indigenous groups, RIDE has chosen to refer to the name a group or community uses to refer to themselves (e.g., Narragansett, Wampanoag). Terminology like "enslaved," similar to "unhoused," also reflects current scholarship in using terms that reflect that an action or situation is imposed on a person rather than it being that person's entire identity like "slave" or "homeless person" can imply. Along those lines, terms like "enslaver" or "self-emancipated" imply actions rather than full identity in the case of "master" or criminality in the case of "fugitive slave." One of the reasons standards are reviewed periodically is to ensure the ability to adjust terminology as what is accepted changes with time and keeps the standards updated. Educators should take note that though RIDE is attempting to keep current with terminology, curriculum companies may be using different terminology (e.g., Native American instead of Indigenous, Iroquois instead of Haudenosaunee) and that primary sources or older secondary sources used in curriculum and instruction, or found through student research, will include older terminology.

Content Required by Legislation that are woven within the *Standards*

The following pieces of Rhode Island legislation inform required content and must be considered when choosing HQCM.

- African-American History Education in Elementary and Secondary School {RIGL §16-110}
- Asian-American, Native Hawaiian, and Pacific Islander History Study {RIGL §16-22-36}
- Civics Education {RIGL §16-22-2}
- Genocide and Human Rights Education {RIGL §16-22-22}
- Holocaust and Genocide Education in Secondary Schools {RIGL §16-93}

While the Holocaust and Genocide Education legislation specifies instruction to be in middle and high school, the others specify instruction to be included in or throughout elementary and secondary education. As required, this content is embedded throughout the *Rhode Island Social Studies Standards* where appropriate through a multifaceted and comprehensive approach. These content areas are baked into grade level and high school course topics, standards, and learning assessment objectives. African American history and Asian American, Native Hawaiian, and Pacific Islander (AANHPI) history and culture appear throughout kindergarten to high school. In the younger grades when students are exploring local and national families and communities, teachers are encouraged to include examples from African American and Asian American families and communities. The Holocaust, examples of genocide, and human rights appear in grade 7, grade 8, and the Civics, US II, and World II high school courses.

As one of the four domains of social studies, civics is embedded throughout with specific emphasis in places like:

- when kindergarteners learn about being a classroom citizen
- when second graders learn about being global citizens
- when fourth graders first learn about Rhode Island state government and their local governments,
- when eighth graders focus on civics and government, and
- when studying histories of civil and human rights in grades that cover US and world history (grades 5, 6, 7 and all high school courses).

Sequencing of the *Standards* Within a Grade or High School Course

Though the standards in the *Rhode Island Social Studies Standards* document are presented in a scope and sequence, it is not necessary to find a curriculum that exactly matches the sequence as outlined nor is it always necessary for teachers to follow the sequence. The standards allow teachers some flexibility to implement the curriculum as long as the standards outlined in that grade or high school course are met.

For example, kindergarten's Inquiry Topic 4 is sequenced so that students first learn about families around the world, then schools around the world, and finally neighborhoods around the world. Teachers could instead choose to have students explore a family, school, and neighborhood in one location in the world before exploring a family, school, and neighborhood in another location depending on curriculum and resources. Either way, students will still meet the three standards in that topic.

As another example, grade 3 Inquiry Topics are arranged by regions of the United States with similar standards for each region (the geography and environment of a region, the states in that region, how that region was populated over time, and that region today). Teachers may instead choose to have students study the regions theme by theme rather than region by region. In other words, rearrange the sequence to first explore the geography and environments of each region, then the people, etc. Again, this may depend on the chosen high-quality curriculum and teacher choice, but the students will have met the standards for that grade.

In a third example, grades 6 and 7 world history and geography are generally laid out thematically and chronologically while the high school World I and World II courses are laid out geographically and chronologically. Teachers may choose to have students explore world history content in these grades and courses thematically, regionally, or chronologically, again as long as the chosen curriculum is high quality and the *Rhode Island Social Studies Standards* are met.

Implementing the *Standards* in the Elementary Grades

As noted in Section 1 of this document, a comprehensive and cohesive K-12 social studies education is crucial. Through social studies, students develop skills they will bring with them into their college, career, and civic lives. "If young learners are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years" (National Council for the Social Studies, 2017). Students learn about their communities and the world, learn about different cultures, and develop appreciation for diversity. Students cultivate critical thinking and problem-solving skills, learn to make informed decisions, and begin to understand how to civically participate in their communities. In addition, "denying students opportunities to build social studies vocabulary and background knowledge…can lead to lower literacy levels and…increase the achievement gap" (National Council for the Social Studies, 2017). A 2020 study by Fordham Institute found that increased social studies instructional time in the elementary grades, more than any other subject, was correlated with improved reading ability (Tyner and Kabourek, 2020).

Unfortunately, many of Rhode Island's LEAs have shifted away from devoting instructional time in social studies at the elementary levels, as is the trend nationally (CCSSO, 2018; Dilberti, Woo, & Kaufman, 2023), due to increased foci on mathematics and English language arts instruction. LEAs find it difficult to set aside time for social studies in the school schedule. Some LEAs have begun to rely on the social studies content present in ELA materials for social studies instruction. However, while RIDE supports cross-curricular connections, there are no ELA curriculum materials which fully align with the *Social Studies Standards*. In addition, "Social studies instruction should exist for the sake of social studies instruction; there is great value in the direct teaching of social studies education" (inquireED, 2023). Therefore, instructional time needs to be devoted to social studies.

The Social Studies Collaborative of the Council of Chief State School Officers (CCSSO) recommends that elementary students receive at least 45 minutes of dedicated social studies instruction each day (CCSSO, 2018). While that is ideal, the *Rhode Island Social Studies Standards* at the elementary level do not require a full 180 days of instruction to fully address them. The actual number of instructional sessions needed will be driven by the LEA's adopted social studies curriculum and should be balanced with the broader instructional needs and goals of the students in the LEA. The K-2 and 3-5 sample schedules in Table 2 and Table 3 provide guidance on how social studies can be integrated into an elementary school day. LEAs will need to adjust the minutes for each block according to their high-quality instructional materials (HQIM).

Table 2: Example Daily Schedule for Grades K to 2

Arrival/SEL/Morning Meeting	15 minutes
English Language Arts Block Core Instruction: 60 minutes Foundational Skills: 30 minutes Intervention: 30 minutes	120 minutes
Math Block Core Instruction: 60 minutes Intervention: 30 minutes	90 minutes
Lunch/Recess	45 minutes
Flex Content Block Social Studies or Science	30 minutes
Itinerant	50 minutes
Total	*350 minutes

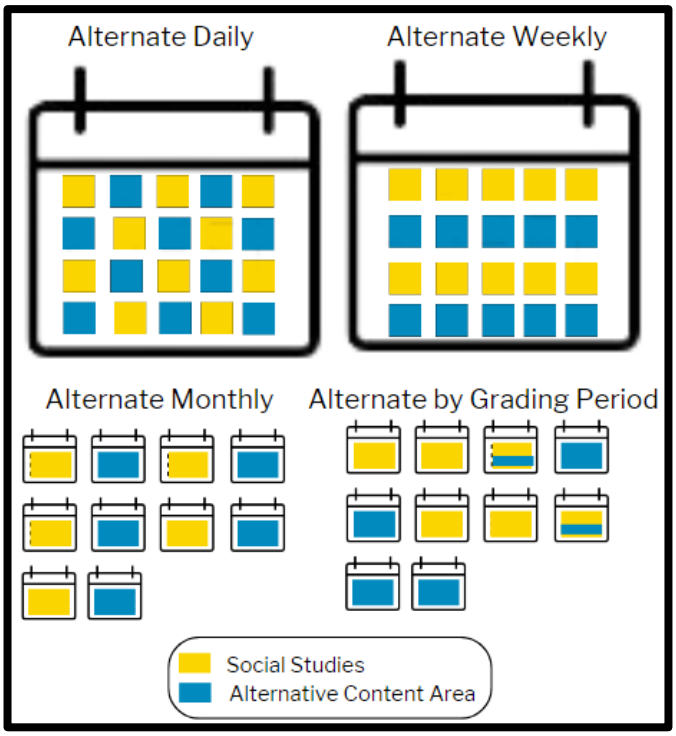
Table 3: Example Daily Schedule for Grades 3 to 5

Arrival/SEL/Morning Meeting	15 minutes
English Language Arts Block Core Instruction: 60 minutes Intervention: 30 minutes	90 minutes
Math Block Core Instruction: 60 minutes Intervention: 30 minutes	90 minutes
Lunch/Recess	45 minutes
Flex Content Block Social Studies or Science	60 minutes
Itinerant	50 minutes
Total	*350 minutes

**Schools will also need to account for additional time for students who need ELD instructional time and services on an IEP*

Since elementary social studies standards can be adequately addressed in fewer than 180 days of instruction, the content block can alternate with science or other content areas as appropriate. In grades 3-5, though, the anticipated number of lessons will increase across the grades as the topics increase in complexity. ELA lessons typically require less time in grades 3-5 and more time can be allocated to social studies and science instruction (National Reading Panel, 2000; Underwood, Steve, 2019). Schools may opt to alternate social studies and science or other content areas daily, weekly, monthly, or by unit or grading period as shown in Figure 6.

Figure 6: Example ways to alternate the flex block time between social studies and science or another content area



Since a school day at most LEAs is 375 minutes or more, the above examples give ample flexibility for LEAs to adjust the blocks based on need and to build in transition times. Some social studies HQIM also offer flexible timing and literacy-based options. Literacy-based social studies HQIM can be used in addition to the ELA HQIM and within its own block of instructional time.

There may be opportunities for LEAs to make connections between their chosen social studies and ELA curricula. Though many of the approved ELA curriculum materials include reading content in the sciences and social studies, this content is considered supplemental and not a replacement for robust social studies and science curricula. RIDE supports and encourages the integration of ELA and social studies curricular topics as shown in Figure 7. Integration is encouraged as long as both the social studies and ELA standards are met.

Figure 7: The integration of ELA and social studies materials and standards

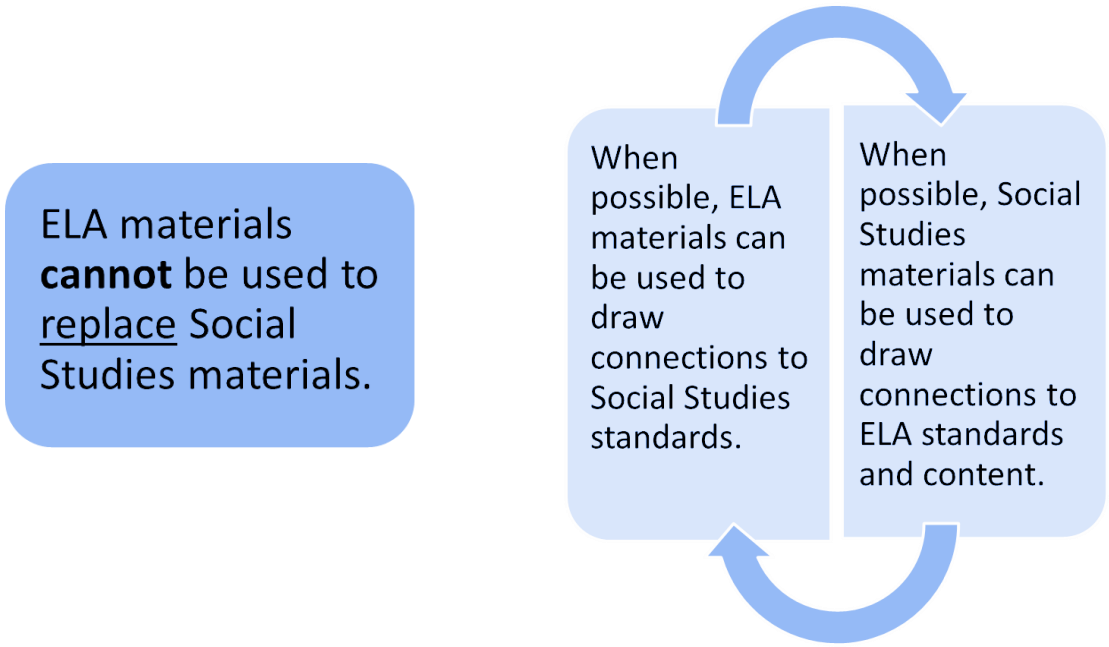


Table 4 gives examples of connections and non-connections between social studies and ELA content.

Table 4: Examples of connections between Social Studies Standards and ELA HQCM content at the Elementary level

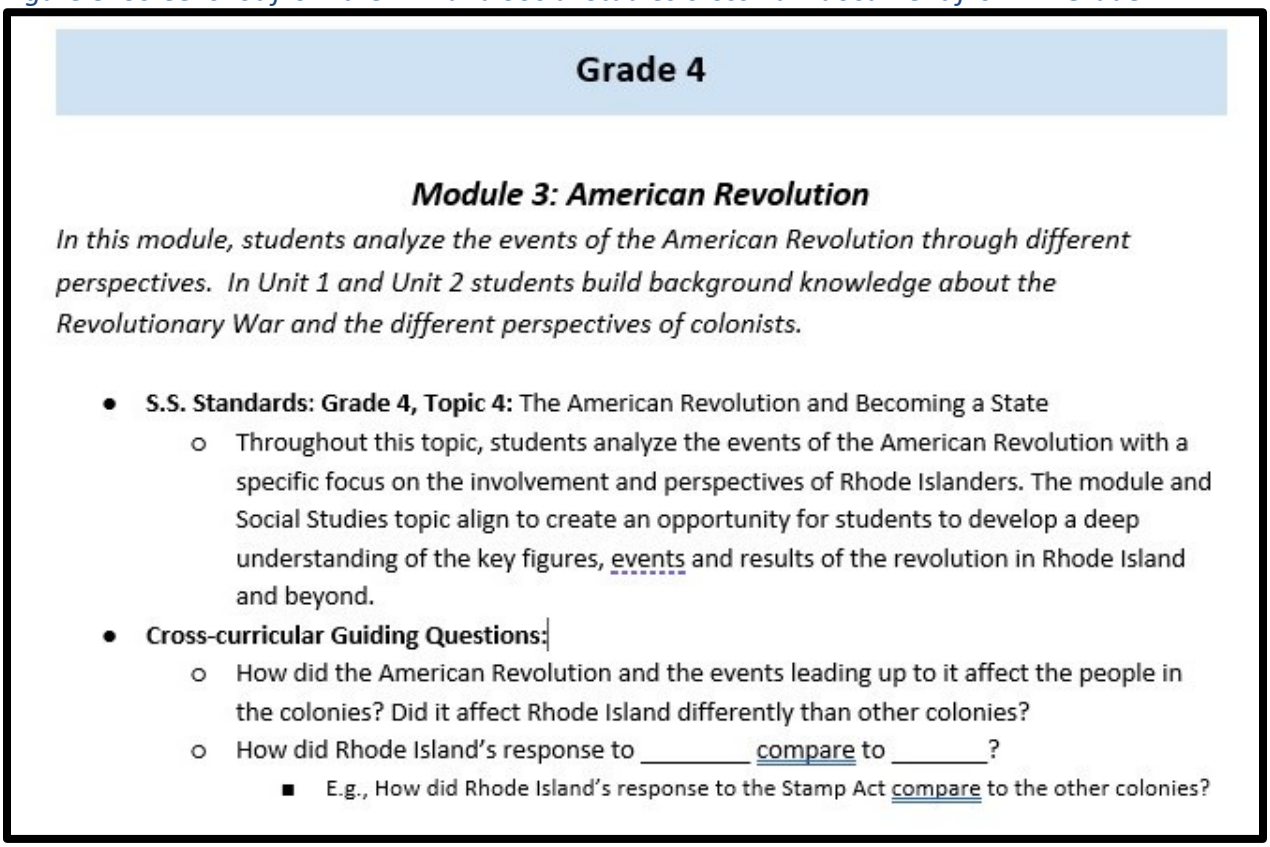
Elementary Examples	Social Studies Standard	ELA HQCM Content
Example 1: Connection	**Grade 4, Topic 4: The American Revolution and Becoming a State** Students analyze the events of the American Revolution with a specific focus on the involvement and perspectives of Rhode Islanders	**Grade 4, EL Module 3: American Revolution** Students read informational and narrative texts to analyze the events of the American Revolution through different perspectives
Example 2: Non-connection	**Grade 1, Standard 1.3.2: Jobs and Careers** Students analyze different jobs and careers and explain how they contribute to the community and economy	**Grade 2, American Reading Company: Jobs in My Community** Students learn about the aspects involved in running a community, and how each job contributes to the well-being of individuals and the community

Example 1 demonstrates that the *Social Studies Standards* and ELA materials both investigate the American Revolution. Both are specifically focusing on looking at the war through various perspectives. This cross-curricular connection allows students to deeply explore how various groups were impacted by the event.

Example 2 demonstrates that the *Social Studies Standards* and ELA materials both cover jobs in the community. However, they are taught in different years, making this a non-connection. Students can use the background knowledge they built in the previous grade to build the topic. However, teachers cannot skip this Social Studies Standard in grade 1 knowing it occurs in second grade ELA.

RIDE has created a crosswalk document, *Connections Between RI Social Studies Standards and ELA HQCM*, to demonstrate connections between some commonly used ELA HQCM (CKLA, EL, and Wit and Wisdom) and the *Rhode Island Social Studies Standards* for grades Kindergarten to eight, where connections are applicable, to help teachers make connections during instruction. Figure 8 is an example from the document. The document includes opportunities to connect ELA curriculum and the *Social Studies Standards* and provide cross-curricular focusing questions.

Figure 8: Screenshot from the ELA and Social Studies crosswalk document from EL Grade 4



Grade 4

Module 3: American Revolution

In this module, students analyze the events of the American Revolution through different perspectives. In Unit 1 and Unit 2 students build background knowledge about the Revolutionary War and the different perspectives of colonists.

- **S.S. Standards: Grade 4, Topic 4:** The American Revolution and Becoming a State
  - Throughout this topic, students analyze the events of the American Revolution with a specific focus on the involvement and perspectives of Rhode Islanders. The module and Social Studies topic align to create an opportunity for students to develop a deep understanding of the key figures, events and results of the revolution in Rhode Island and beyond.
- **Cross-curricular Guiding Questions:**
  - How did the American Revolution and the events leading up to it affect the people in the colonies? Did it affect Rhode Island differently than other colonies?
  - How did Rhode Island's response to _____ compare to _____?
    - E.g., How did Rhode Island's response to the Stamp Act compare to the other colonies?

Elementary teams should consider a holistic view of what students will be learning from kindergarten and beyond the elementary levels through grade 8 to understand the foundational knowledge that is being developed at the elementary level and how this knowledge feeds into the middle school curriculum. Elementary, middle, and high school teams are encouraged to meet to discuss the full spectrum of students' social studies K-12 experiences.

Implementing the *Standards* in the Middle Grades

In the middle grades, the content, depth, and complexity of the standards grows, and students should experience social studies content on a more regular basis. This could be daily in a traditional five days a week schedule. As with the elementary grades, there may be opportunities to make connections between topics in both the ELA HQCM and social studies curricula. Table 5 gives examples of connections and non-connections between social studies and ELA content.

Table 5: Examples of connections between Social Studies Standards and ELA HQCM content at the Middle School level

Middle School Examples	Social Studies Standard	ELA HQCM Content
Example 1: Connection	**Grade 7, Standard 7.6.2: World War II** Students argue the global impacts of the cause, course, and consequences of World War II	**Grade 7, Wit and Wisdom: Americans All** Students analyze how the events of World War II affected various populations
Example 2: Non-connection	**Grade 6, Standard 6.4.2: Spread of Ideas and Social Transformations** Students argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia from 1200-350 BCE	**Grade 6, Into Literature, Unit 5: Never Give Up** Students read *I Am Malala* to identify evidence to support how Malala Yousafzai impacted change in her community

Example 1 demonstrates that the *Social Studies Standards* and ELA materials both investigate World War II and specifically focus on the impacts of the war. This cross-curricular connection allows students to deeply explore how various groups were impacted by the war.

Example 2 demonstrates that the *Social Studies Standards* and ELA both cover the impacts of social, cultural, and intellectual change. However, the time periods are vastly different, and the social studies standard specifically focuses on the BCE era.

RIDE has also created a document to demonstrate connections between some commonly used ELA HQCM (CKLA, EL, and Wit and Wisdom) and the *Rhode Island Social Studies Standards* for

grades Kindergarten to eight, where connections are applicable, to help teachers make connections during instruction (refer to the elementary example in Figure 8). Along with elementary grades, the revised *Social Studies Standards* are also grade specific at the middle school level to ensure every Rhode Island student receives a cohesive and comprehensive social studies education.

The grade 8 focus on civics and government provides an opportunity for LEAs to fulfill their legislative requirement to provide a student-led civics project {RIGL §16-22-2}, and RIDE recommends that the project be offered with the grade 8 content *and* with a high school Civics course. Additional guidance on the civics project and civic engagement activities is available through RIDE's *Civic Learning Guidebook: Instructional Guidance for All Teachers*. Further recommendations to LEAs on incorporating the civics project in high school is outlined in the following section.

Middle school teams should consider a holistic view of what students will be learning from kindergarten through grade 8 to understand the foundational knowledge that is being developed at the elementary level and how this feeds into the middle school curriculum and prepares students for high school. Elementary, middle, and high school teams are encouraged to meet to discuss the full spectrum of a student's social studies K-12 experience.

Implementing the *Standards* in High School

Rhode Island's Readiness-Based Graduation Requirements require that students take three credits of social studies in high school for graduation. Although students will have a range of courses available to them to satisfy these credit requirements, LEAs may require specific social studies courses as part of their graduation requirements. In this section, RIDE has outlined recommendations for LEAs to consider when deciding which courses will fulfill the three credits. RIDE believes that all Rhode Island students should, at a minimum, **fulfill one of those credits with a United States history course and a second credit with a world history course.** Related SCED codes (School Courses for the Exchange of Data) are outlined in Table 6**.**

RIDE encourages LEAs to establish a list of social studies courses focused on expanding U.S. and World history experiences or other social studies courses as options for the required third credit. They can use the SCED Codes for Social Sciences and History (subject code 04) as guidance. This will ensure that all students receive a strong, foundational understanding of our world today and will contribute toward their successes in their college, career, and civic lives. When considering RIDE's following recommendations for high school, LEAs should be mindful of what students will have learned from kindergarten through grade 8 to ensure that an LEA's high school social studies requirements are not creating learning gaps for students, especially when first making the shifts to the new *Social Studies Standards* from the LEA's current social studies curricula. Similarly, elementary, middle, and high school teams are encouraged to meet to discuss the full spectrum of a student's social studies K-12 experience.

In addition, RIDE recommends that LEAs offer in their course catalog a stand-alone Civics course and encourage students to explore additional social studies courses beyond the three required credits.

Table 6: Recommended fulfillment of the three required social studies credits

RIDE's Recommendation for High School Social Studies Credits Fulfillment*	
Social Studies Credit	US history course *SCED 04101; 04102; 04103; 04104; 04111*
Social Studies Credit	World history course *SCED 04051; 04052; 04053; 04058; 04060; 04067*
Social Studies Credit	Chosen from a set of focused social studies courses offered by the LEA based on those listed in the Social Sciences and History SCED codes (Subject Code 04)
Additional Credits	Additional social studies courses and electives
Offered	Civics course *SCED 04151; 04161*

**No specific order*

RIDE has developed model year-long sequences of content standards for five high school courses in social studies in the *Rhode Island Social Studies Standards* document for Civics, United States History I, United States History II, World History I, and World History II for LEAs to use in their planning. Related SCED codes are outlined in Table 7.

Table 7: High school courses modeled in the Standards

High School Courses modeled in the *Rhode Island Social Studies Standards*
Civics *SCED 04161*
United States History I: Pre-European Contact to Reconstruction *SCED 04102*
United States History II: Late 19th Century to the Present *SCED 04103*
World History I: Ancient to Medieval

SCED 04060
World History II: Early Modern to Modern *SCED 04053*

Though the recently approved Readiness-Based Graduation Requirements did not change the number of social studies credits required for graduation, the new civics proficiency requirements, the new *Social Studies Standards*, RIDE's recommendations in this document, and changing graduation requirements in other subjects present the opportunity for LEAs to reimagine social studies education. Therefore, LEAs should consider the following recommendations from RIDE along with the kindergarten through grade 8 sequence in their planning when deciding which courses they want to require of their high school students or offer as options. Elementary, middle, and high school teams are encouraged to meet to discuss the full spectrum of students' social studies K-12 experience.

One Credit Through United States History

RIDE recommends that, given the kindergarten to grade 8 sequence, **LEAs consider requiring US History II (SCED 04103) as the course to fulfill the recommended high school United States history credit**. Through the Rhode Island state study in grade 4, students will have been introduced to topics such as colonization, the American Revolution, slavery and the slave trade, industrialization, and the Rhode Island state government. Many of those topics will be studied more deeply and with a national lens during their grade 5 studies, which includes the formation of the United States and extends through the Civil War. Topics like revolution and the formation of the United States government are reintroduced in greater depth in grade 8. Thus, students will have had a foundational knowledge of the early part of United States history when entering high school. Modern United States history topics such as the world wars and the Cold War are introduced in grade 7 through their study of the world, and civil rights movements are introduced in grade 8. However, students would not have had a full experience of the later part of United States history before high school. Having the high school United States History II course as a requirement will ensure students gain fuller and deeper knowledge of the later part of United States history and will allow students to comprehend the roots of difficult topics more deeply (e.g., the thread from slavery to Civil War, to Jim Crow to the Civil Rights Movement). **This means that LEAs do not need to require United States History I (SCED 04102) to be a prerequisite for taking United States History II**. If LEAs conclude that their students have a gap of knowledge from early United States history, they can adjust their US History II course to address that gap. LEAs should also consider during their planning that MLLs coming into the United States during high school may have more familiarity with the histories of their home countries than in United States history. LEAs can decide that a student taking Advanced Placement United States History (04104) would also meet this requirement.

One Credit Through World History

Though students will have studied world history in grades 6 and 7, the standards for the World History I (SCED 04060) and II (SCED 04053) high school courses are designed for students to gain more in-depth proficiency in these topics of study. High school students will better grasp difficult topics and hone their critical thinking, analytical, and argumentative skills. **RIDE recommends that LEAs consider requiring World History II (SCED 04053) as the course to fulfill the world history credit**. The deeper dive into modern world history in high school provides the basis to understanding our world today. The focus on modern history will also provide advanced understanding of the Holocaust and other genocides as required by legislation. Through this study, students will be empowered to interpret and analyze current events and issues, form their own opinions based on facts, and utilize those skills into their college, career, and civic lives. Advanced Placement World History: Modern (SCED 04067) aligns with this recommendation. World History I and II courses provide opportunities for teachers and students to tap into the knowledge and experiences multilingual learners bring with them to the social studies classroom.

Additional Social Studies Courses

To strengthen the foundation Rhode Island high school students are building, RIDE recommends students select from a number of social studies courses offered by the LEA to fulfill the third required credit. As noted earlier in this subsection, RIDE encourages LEAs to establish a list of social studies courses focused on expanding U.S. and World history experiences or other social studies courses as options for this required third credit. They can use the SCED codes for Social Sciences and History (subject code 04) as guidance. Many of the courses likely replicate principles as outlined in the anchor standards and some courses such as Economics (SCED 04201), AP African American Studies (SCED 04112), and World Geography (SCED 04001) also overlap with the various high school content standards that are outlined amongst the five courses modeled in the *Standards*. To allow for student exploration of topics and fields such as Anthropology (SCED 04251), Rhode Island History (04105), or contemporary issues, students are encouraged to take additional courses beyond the three-credit graduation requirement.

Table 8 lists examples of additional social studies courses an LEA may offer and come from those listed in the SCED codes for the Social Sciences and History (subject code 04). This list **is not exhaustive**.

Table 8: Examples of courses listed in the SCED finder under subject code 04 - Social Sciences and History

Examples of Possible Additional Social Studies Courses				
SCED Code	Course Name		SCED Code	Course Name
04001	World Geography		04107	U.S. Ethnic Studies
04005	U.S. Geography		04108	U.S. Gender Studies
04051	World History - Overview		04151	U.S. Government - Comprehensive
04052	World History and Geography		04151	Political Science
04053	Modern World History		04155	International Relations
04055	Modern European History		04156	United States and World Affairs
04058	Ancient Civilizations		04161	Civics
04059	Medieval European History		04162	Law Studies
04062	World People Studies		04165	Legal System
04063	Western Civilization		04201	Economics
04064	Contemporary World Issues		04208	Microeconomics
04101	U.S. History - Comprehensive		04209	Macroeconomics
04102	Early U.S. History		04251	Anthropology
04103	Modern U.S. History		04254	Psychology
04105	State-Specific Studies (RI)		04258	Sociology
04106	Contemporary U.S. Issues		04306	Philosophy
International Baccalaureate				
04003	IB Geography		04206	IB Economics

04054	IB History		04257	IB Psychology
04169	IB Global Politics		04309	IB Philosophy
Advanced Placement				
04004	AP Human Geography		04104	AP U.S. History
04056	AP European History		04157	AP U.S. Government and Politics
04067	AP World History: Modern		04205	AP Economics

Civics

RIDE recommends that LEAs offer a stand-alone Civics course (SCED 04151, 04161) in high school. RIDE recommends that the course be offered as an option for 11th and 12th graders to prepare students as they approach adulthood. LEAs may decide to offer the course as an optional course or as a requirement as some already do. The model civics course outlined in the *Rhode Island Social Studies Standards* is designed as a full-year course. As indicated in the previous sub-section, Civics can be used to fulfill one of the three social studies credits toward graduation.

If an LEA offers the high school Civics course as an option, then:

- RIDE recommends that the student-led civics project, as required by legislation to graduate {RIGL §16-22-2}, be offered within the grade 8 scope and sequence *and* within the high school Civics course.
- Students who moved into the district after grade 8 and did not complete a civics project can take the Civics course in high school to complete the project and to learn the civics content they may have missed.
- Students who were in the district for grade 8 and/or have completed the civics project may choose to take the high school course to deepen their knowledge and complete a second civics project as an opportunity to learn from and improve upon their grade 8 work.

If an LEA offers the high school Civics course as a requirement, then:

- LEAs may choose whether to offer the required student-led civics project in either grade 8 or during the high school Civics course, or both. However, if only offered in grade 8, the LEA will need to offer a way for students who moved into the district after grade 8 and did not complete a project to be able to do so.

LEAs should have a process to record student completion of the student-led civics project in order to support student transitions across districts. Additional guidance on the civics project and civic engagement activities is available through RIDE's *Civic Learning Guidebook: Instructional Guidance for All Teachers*.

Student Course Sequence Examples

Refer to Table 9 through Table 12 for possible sequences of courses that students may choose to both fulfill LEA and credit requirements and explore their interests.

Table 9: Student Schedule Example 1

Student A is interested in law and attends a school that requires a one-credit course in U.S. History II and one-credit course in World History II. That student might take:			
Grade 9	Grade 10	Grade 11	Grade 12
U.S. History II (one-credit course) *SCED 04103*	World History II (one-credit course) *SCED 04053*	Legal System (half-credit course) *SCED 04165* Contemporary U.S. Issues (half-credit course) *SCED 04106*	

Table 10: Student Schedule Example 2

Student B is interested in becoming a police officer and attends a school that requires a one-credit course in U.S. History II and one-credit course in World History II. That student might take:			
Grade 9	Grade 10	Grade 11	Grade 12
World History II (one-credit course) *SCED 04053*	U.S. History II (one-credit course) *SCED 04103*	Psychology (half-credit course) *SCED 04254* Legal System (half-credit course) *SCED 04165*	Civics (one-credit course) *SCED 04161*

Table 11: Student Schedule Example 3

Student C is interested in entering politics and attends a school that requires a one-credit course in U.S. History I, a one-credit course in World History II, and a one-credit course in Civics. That student might take:			
Grade 9	Grade 10	Grade 11	Grade 12
World History II (one-credit course) *SCED 04053*	AP U.S. History (one-credit course) *SCED 04104*	Civics (one-credit course) *SCED 04161*	AP U.S. Government and Politics (half-credit course) *SCED 04157* Rhode Island History (half-credit course) *SCED 04105*

Table 12: Student Schedule Example 4

Student D is interested in cultural studies and attends a school that requires a one-credit course in U.S. History I, a one-credit course in U.S. History II, and a one-credit course in World History and Geography. That student might take:			
Grade 9	Grade 10	Grade 11	Grade 12
U.S. History I (one-credit course) *SCED 04102*	World History and Geography (one-credit course) *SCED 04052*	U.S. History II (one-credit course) *SCED 04103*	Anthropology (half-credit course) *SCED 04251* U.S. Ethnic Studies (half-credit course) *SCED 04107*

Social Studies in the Context of a Well-Rounded Curriculum

The *Rhode Island Social Studies Standards* are designed to be used together with the standards and frameworks for all of Rhode Island's core content areas to ensure students receive a well-rounded curriculum throughout their K–12 school experience. These are the *Rhode Island Core Standards for ELA/Literacy*, *Rhode Island Core Standards for Mathematics*, *Next Generation Science Standards*, *World-Readiness Standards for Learning Languages*, and *National Core Arts Standards*.

Connections between what is being learned across different content areas can be used by elementary teachers when planning their student learning goals for the year. Additionally, elementary teams can plan to include connections that will be made across content areas within the grade span. Although students might have different teachers for different content areas in middle school, teacher teams can work together to understand what connections can

be made across the content areas to enhance student learning. High school teams can similarly plan and, in addition, incorporate the knowledge students are bringing with them from their K-8 studies and from their home cultures in their instructional goals. Next are brief descriptions of how social studies is connected to each subject's core curricula.

English Language Arts / Literacy

"Building broad content knowledge is essential to developing students' literacy and knowledge of the world and eliminating educational disparities" (National Council on Teacher Quality, 2023). The *Rhode Island Social Studies Standards* were written to align with the *Rhode Island Core Standards for English Language Arts / Literacy*, to provide students with opportunities to read, write, listen, and speak about topics while building content knowledge beginning at the elementary level. These opportunities to increase content knowledge improve literacy outcomes and increase students' access to rigorous texts and sources such as:

- Primary and secondary sources, including documents and visual sources such as paintings, songs, and poetry
- Political documents
- Charts, graphs, timelines, maps, illustrations
- Position papers, editorials, speeches
- Articles and books for a general audience
- Video documentaries on history and social studies topics

Social studies provides opportunities for students to practice the three types of writing outlined in the *Rhode Island Core Standards for English Language Arts / Literacy*: opinion/argument, informational/explanatory, and narrative.

- Opinion writing in grades K-5 and argument writing in grades 6-12 highlights students' ability to support a position using reasons and evidence derived from their content knowledge. Examples of opinion/argument writing in social studies include writing an editorial about a current event, a persuasive paragraph about the benefits of diplomacy, and more.
- Informational/explanatory writing highlights students' ability to use their content knowledge to support a thesis with facts, details, and examples. Examples of informational/explanatory writing in social studies include biographical essays, comparisons of two historical figures' impact, and more.
- Narrative writing supports students' ability to use their content knowledge to demonstrate the thoughts, words, and actions of people throughout history. Examples of narrative writing in social studies include writing from a historical figure's point of view, a short play on life in a different time period, and more.

Standards for K–5 Literacy in Social Studies are integrated into the K–5 Literacy standards. The standards for Literacy in Social Studies are written for grade clusters: 6–8, 9–10 and 11–12.

Reading:

- 6-8: *Reading Standards for History/Social Studies (RCA-H)*
- 9-10: *Reading Standards for History/Social Studies (RCA-H)*
- 11-12: *Reading Standards for History/Social Studies (RCA-H)*

Writing: The Writing Standards apply to all core subjects, as well as Social Studies

- 6-8: *Writing Standards in the Content Areas (WCA)*
- 9-10: *Writing Standards in the Content Areas (WCA)*
- 11-12: *Writing Standards in the Content Areas (WCA)*

Speaking and Listening: The Speaking and Listening Standards apply to all core subjects as well as Social Studies

- 6-8: *Speaking and Listening Standards in the Content Areas (SLCA)*
- 9-10: *Speaking and Listening Standards in the Content Areas (SLCA)*
- 11-12: *Speaking and Listening Standards in the Content Areas (SLCA)*

Mathematics

The *Rhode Island social Studies Standards* have connections to the *Rhode Island Core Standards for Mathematics*. There are mathematical practices and social studies concepts that apply to all grade levels and contribute to a student's overall critical thinking skills development in a comprehensive education. While mathematical practices and social studies concepts are accessible at all grades, students engage with these practices and concepts at deepening and more complex levels as they progress through the grades. Mathematical Practice Standard 1 - make sense of problems and persevere in solving them parallels the concepts of explanation and analysis as outlined in the *Social Studies Standards*. Mathematical Practice Standard 3 - construct viable arguments and critique the reasoning of others is comparable to the concept of making evidence-based arguments in social studies. Mathematical Practice Standard 4 - model with mathematics applies in social studies in areas where students use modeling to solve a problem in a civics class or when discussing current issues. Students may also create or interpret charts, graphs, and other data representation to identify trends and patterns when studying populations or the availability of goods and services across time and place.

There are also areas where social studies content connects directly with mathematical standards that provide opportunities for cross-disciplinary understanding. In these cases, students can apply the concepts learned in mathematics to how those concepts can play out in real-world situations through their social studies learning. For example, in first grade, students work with money in mathematics (1.MD.D(5)) and how money works in social studies (SS1.3.3). In another example, sixth-grade students learn about the number line and understand ordering

in mathematics (7.SP.A and 7.SP.B) and learn how to read and use timelines in social studies (SS6.1.3(c)).

For an outline of the connections between the mathematics and social studies standards, refer to *Connections: RI Social Studies Standards and RI Core Standards for Mathematics*.

Science

The *Rhode Island Social Studies Standards* have connections to the *Next Generation Science Standards*. There are science and engineering practices and social studies concepts that apply across all grade levels that also contribute to the development of a student's overall critical thinking skills. While science and engineering practices and social studies concepts are accessible at all grades, students engage with these practices and concepts at increasingly deeper and more complex levels as they progress through the grades. Social Studies concepts parallel a number of science practice standards. For example, Practice Standard 1 - Asking Questions and Defining Problems correlates with the inquiry-based approach to instruction and learning in social studies. And Practice Standard 8 - Obtaining, Evaluating, and Communicating Information is also important in social studies where students develop skills to communicate their ideas to others and to respectfully critique the thinking of others.

Social Studies also connects with some of the Next Generation Science Standards' Cross Cutting Concepts, mainly through the principles outlined in the social studies anchor standards. Like the anchor standards, Cross Cutting Concepts are embedded throughout a students' K-12 educational experience. Concepts that connect with social studies include Concept 1 - Patterns, Concept 2 - Cause and Effect, Concept 4 - Systems and System Models, and Concept 7 - Stability and Change.

There are also areas where social studies content connects directly with Next Generation Science Standards that provide opportunities for cross-disciplinary understanding. For example, in grade 2, students learn about life in different habitats and can apply that understanding to the variety of resources available around the world that influence human settlement. Grade 6 study of early humans and the development of early civilizations have a number of science connections to learning about ecosystems, genetics, and the fossil record. There is also opportunity to include historical primary sources within the study of phenomena in science (refer to Bell, Dana. 2023. Launching Units with Primary Sources: Tracking the Epicenter. Library of Congress Blog).

For an outline of the connections between the science and social studies standards, refer to *Connections: RI Social Studies Standards and Next Generation Science Standards*.

World Languages

The *Rhode Island Social Studies Standards* connect to the *World-Readiness Standards for Learning Languages*. Both content areas intend to validate diverse identities and elevate voices and perspectives of traditionally excluded or marginalized groups; increase students' cultural

awareness of self and others; consider local and global contexts; and prepare students to be global citizens with critical consciousness.

When students study the topics of power, rights and responsibilities in their civics and government classes, their learning intersects with their world languages classes, which encourage students to develop insights into other cultures, including their government structures and citizen rights. Developing an understanding of historical perspectives in a history class and of human interactions with the environment in a geography class goes hand-in-hand with developing an understanding of practices, products, and perspectives of a culture in a world language classroom. Finally, the standards of economics and of world languages both support students in learning about choices and consequences as related to both words and actions of all humans, regardless of the country or culture they live in.

The Arts

The *Rhode Island Social Studies Standards* have connections to the *National Core Arts Standards* mainly through arts Anchor Standard 11 - relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Anchor Standard 11 is woven throughout the Pre-K to high school arts standards and across the arts disciplines (dance, media arts, music, theatre, and visual arts).

There are a myriad of ways to connect the arts with social studies content. As an example, in the social studies second grade study of cultures in different parts of the world, students can connect to music standard MU:Cn11.0.2a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Students could listen to music from the different parts of the world they study and learn about different instruments and the significance of the music to the people. By learning about a culture's instruments and musical traditions, students can make inferences about a culture's natural resources, traditions, and influences.

In grade 7, students will study the Renaissance in social studies (SS7.3.2(b)) and can connect to visual arts standard VA:Cn11.1.7a - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. Students can examine representations of Renaissance art and architecture during social studies and create art using Renaissance techniques in art class. By studying Renaissance art, students gain a deeper understanding of the era's values, technological advances, and impact on contemporary life.

In high school, content from any of the high school United States or world history courses can be connected to dance arts standard DA:Cn11.1.Ia - Analyze and discuss dances from selected genres or styles and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate. Students can study United States popular dance forms from different time periods in a United States history course, for example. Through the study of dance from a

certain time period or culture, students can glean valuable understanding about social norms, interpersonal relationships, and traditional values.

Social & Emotional Learning

Components of the Rhode Island Social & Emotional Learning (SEL) Standards also connect to the *Rhode Island Social Studies Standards*. For example, SEL Standard 1C - I can show (demonstrate) that I am aware of my own personal rights and responsibilities - correlates with Rhode Island's Civics - related anchor standards. One of the middle school indicators for this standard is "I can identify my rights in various areas of my life-school, home, and community," and a high school indicator is "I can understand and demonstrate how to speak up when my rights are violated." Civics anchor standards also prepare students for the adult indicator, "I exercise the rights afforded to me as a citizen."

Table 13: Excerpt from SEL Learning Standards - Self-Awareness

SELF-AWARENESS	
Learning Standards 1C. I can show (demonstrate) that I am aware of my own personal rights and responsibilities.	
GradeSpan	**Indicators**
Birth-5	• I can follow rules and apply them to new situations and environments (e.g. putting coat in cubby at school and on peg at home).
Early Elementary	• With some reminders from adults, I can follow school and classroom rules and expectations. • I can explain and demonstrate responsible use of other people's things. • I understand and explain my rights to be safe (at school, bully-free). • I understand and explain my right for others to treat my things with respect.
Late Elementary	• I can define what it means to be responsible and can identify things for which I am responsible. • I do my assigned school work and chores with few reminders. • I demonstrate the ability to say "No" to negative peer pressure that infringes on my rights.
Middle School	• I can analyze the short and long term outcomes of safe, risky, and harmful behaviors. • I can define and accept responsibility for outcomes due to my safe, risky, or harmful behaviors. • I can identify my rights in various areas of my life-school, home, and community.
High School	• I can analyze and describe the effect of my taking responsibility (or not) can have on myself and others. • I can demonstrate an ability to take responsibility for my actions, words, and feelings. • I can understand and demonstrate how to speak up when my rights are violated.
Adult	• I exercise the rights afforded to me as a citizen. • I take ownership of personal decisions and their related consequences or outcomes.

Image Source: All Indicators by SEL Standard, Page 3. Rhode Island Department of Education

SEL Standard 3D - I recognize and respect leadership capacity abilities in myself and others; SEL Standard 3E - I contribute productively to my school, family, workplace, and community; SEL

Standard 5B - I can use and adapt appropriate tools and strategies to solve problems; and SEL Standard 5D - I consider ethical, safety, societal factors when making choices and decisions - connect to many civics anchor standards at all grade levels and especially connect to the required student-led civics project that LEAs may incorporate during middle and/or high school.

Table 14: Excerpt from SEL Learning Standards – Social Awareness

SOCIAL AWARENESS	
Learning Standards 3E. I contribute productively to my school, family, workplace, and community	
GradeSpan	**Indicators**
Birth-5	• I show consideration for and cooperation with other children.
Early Elementary	• I try to cooperate and help others when I can.
Late Elementary	• I can demonstrate consideration of others and a desire to contribute to the well-being of others at my school and in my community.
Middle School	• I can identify a school community or global need and generate possible solutions. • I am part of a school or community service group.
High School	• I volunteer at school or in the community in an area that makes a positive contribution and can evaluate the impact. • I can explain civic participation and its impact (voting, etc.)
Adult	• I fulfill my civic and community responsibilities. • I demonstrate a good work ethic that contributes to the workplace culture and activities.

Image Source: All Indicators by SEL Standard, Page 14. Rhode Island Department of Education

SEL Standard 1D - I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations - connects to culturally responsive and sustaining education principles outlined in the *Social Studies Standards* as does SEL Standard 1E - I try to understand and identify my own prejudices and biases. Other SEL Standards that can tie in with social studies instruction and disciplinary skills and principles include SEL Standard 3B - I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, languages, and identities and SEL Standard 4A - I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities. To understand the age-appropriate indicators for the SEL Standards mentioned here, go to the SEL Standard and Indicators document on the RIDE website.

WIDA ELD Standards for MLLs

For educators with one or more multilingual learner (MLL) on their roster, enacting standards-aligned instruction means working with both state-adopted content standards and state-adopted English language development (ELD) standards. Under ESSA, all educators are required to reflect on the language demands of their grade-level content and move MLLs toward both English language proficiency and academic content proficiency. In other words, every Rhode Island educator shares responsibility for promoting disciplinary language development through content instruction.

The five WIDA ELD Standards lend themselves to integration in the core content areas. Standard 1 is cross-cutting and applicable in every school context, whereas Standards 2–5 focus on language use in each of the content areas. Standard 5 is dedicated to the language for social studies. Educators of social studies are thus expected to support Standard 1 and Standard 5 as part of their core classroom instruction.

Figure 9: WIDA ELD Standards

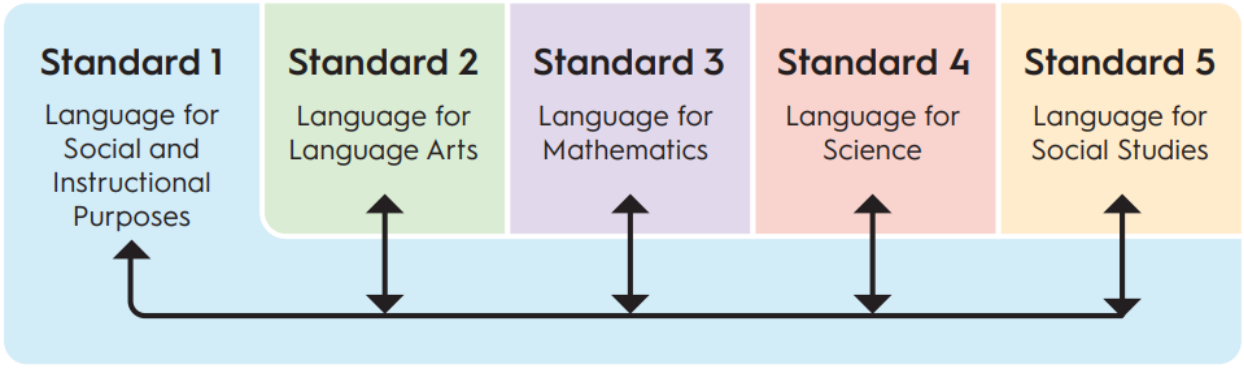


Image Source: 2020 Edition of WIDA ELD Standards Framework

Each of the WIDA ELD Standards is broken into four genre families: *Narrate*, *Inform*, *Explain*, and *Argue.* WIDA refers to these genre families as **Key Language Uses** (KLUs) and generated them based on an analysis of the language demands placed on students by the academic content standards. The KLUs are important because they drive explicit language instruction in each of the content areas. For Standards 2–5, the distribution of KLUs is similar across grades 4–12, but this distribution varies in the early grades, with grades K–3 placing more emphasis on *Inform* than *Explain* or *Argue*. Some of these KLUs correlate nicely with the four levels of rigor in the Rhode Island Social Studies Standards - *Identify*, *Explain*, *Analyze*, and *Argue*.

Each KLU is further broken down by language function and feature. **Language functions** reflect the dominant practices for engaging in genre-specific tasks (e.g., students often make claims or arguments by analyzing multiple perspectives from different sources). By contrast, the **language features** represent linguistic resources (e.g., connected clauses, noun phrases, words) that students use when performing a particular language function. Together, the KLUs, language functions, and language features capture what it would look and sound like for students to use language deftly in social studies. Please refer Figure 10 for an example of how these three elements appear in the WIDA ELD Standards.

Figure 10: Example of WIDA KLU, Language Functions, and Language Features in social studies

GRADES 2-3

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive
Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Language to speak to the reader directly and draw them in *(Did you know?)*
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(be, have)* to define phenomena or events *(Deserts are the driest places on earth)*
- Pronouns and renaming to reference ideas and people across the text *(explorers=Spaniards=they)*
- Single nouns to represent abstract concepts *(habitat, pollution)*

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples *(first, another)*; time markers *(after an earthquake, millions of years later)*; causality *(because, so that)*
- Prepositional phrases to add spatial and directional details *(The river flows down the mountain.)*
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like *(seven continents, longest river)*
- Past tense verbs to describe events
- Adverbials to place event in time *(last year, a long time ago, everyday)*

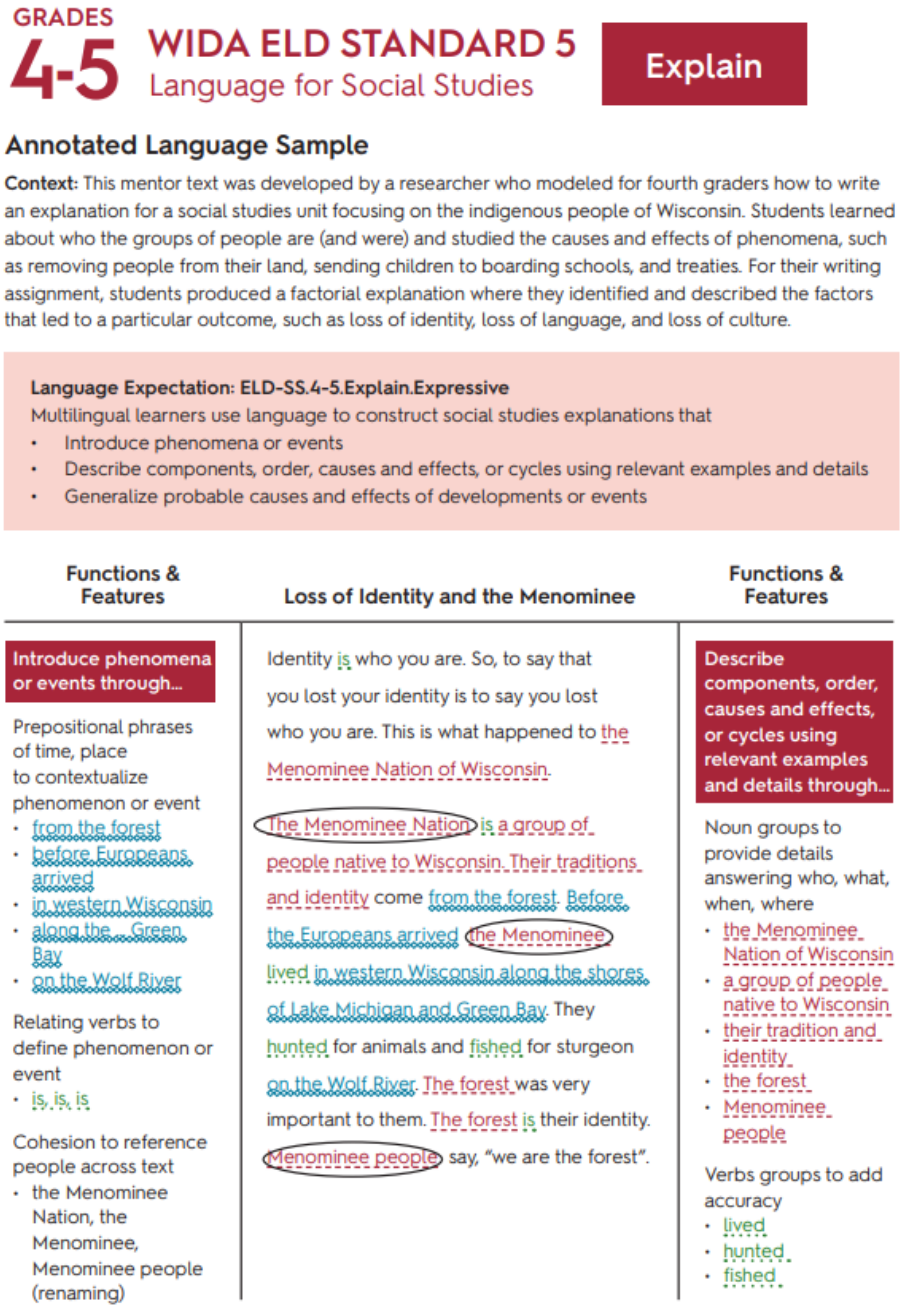
Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events *(The fish are dying because people throw trash in the ocean.)*
- Verbs and adjectives to judge behavior or moral character *(wasting, destroying, bad)*
- Verbs to highlight agents and recipients
- Evaluative language to summarize event *(best, important, dangerous, sad)*

Image Source: 2020 Edition of WIDA ELD Standards Framework

The 2020 Edition of the WIDA ELD Standards Framework contains other resources, such as annotated language samples, that can support educators in promoting integrated language development in social studies. The annotated language samples show the language functions and language features in action with grade-level texts, as shown in the Figure 11, for the KLU *Explain* in grades 4-5 social studies. It offers insights into how educators might unpack the language of their discipline.

Figure 11: Example of WIDA Annotated Language Samples



GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain.Expressive
Multilingual learners use language to construct social studies explanations that
- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
Introduce phenomena or events through… Prepositional phrases of time, place to contextualize phenomenon or event • from the forest • before Europeans arrived • in western Wisconsin • along the…Green Bay • on the Wolf River Relating verbs to define phenomenon or event • is, is, is Cohesion to reference people across text • the Menominee Nation, the Menominee, Menominee people (renaming)	Identity is who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to the Menominee Nation of Wisconsin. The Menominee Nation is a group of people native to Wisconsin. Their traditions and identity come from the forest. Before the Europeans arrived the Menominee lived in western Wisconsin along the shores of Lake Michigan and Green Bay. They hunted for animals and fished for sturgeon on the Wolf River. The forest was very important to them. The forest is their identity. Menominee people say, "we are the forest".	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Noun groups to provide details answering who, what, when, where • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people Verbs groups to add accuracy • lived • hunted • fished

Image Source: 2020 Edition of WIDA ELD Standards Framework

Selecting High-Quality Curriculum Materials for Social Studies

As previously noted in this document, Rhode Island legislation (RIGL§ 16.22.32) requires that LEAs adopt high quality curriculum materials in English language arts, mathematics, and science and technology, primarily using curriculum reviews by EdReports. Although this law does not currently name social studies, it is expected that LEAs adopt high quality curriculum for all the core subjects. EdReports does not review social studies curricula, therefore, RIDE has developed a *Rhode Island Social Studies Review Tool for Selecting High Quality Curriculum Materials* along with a review protocol outlined in the *Rhode Island Guide for Assessing Curriculum Materials in Social Studies for High Quality* for LEAs to use when reviewing core and supplemental social studies curriculum. The *Review Tool* was developed using the criteria listed earlier in this section under "Social Studies High Quality Curriculum." RIDE has also conducted state-supported reviews of core curriculum materials to provide reports to help LEAs make their adoption decisions. Materials reviewed by RIDE were submitted by vendors through a *Request for Curriculum*. Review teams were formed through an application process and were comprised of Rhode Island educators from throughout the state. **LEAs are not required to select materials that have been reviewed through RIDE's review process**. Social studies curriculum review reports can be found on the social studies landing page of RIDE's website.

In addition to RIDE's review of core social studies curricula, Johns Hopkins School of Education has recently developed a Knowledge Map for Social Studies and have published reports of core and supplemental curricula that they reviewed including strengths, recommendations, and heat maps based on their knowledge domains. The Massachusetts Department of Elementary and Secondary Education (MA DESE) has also published reviews of core curricula for K-5 and grade 8. MA DESE has similar content in their History and Social Science Framework and LEAs may find some of their review notes relevant. Refer to their Curricular Materials Landscape Review: K-5 Social Studies and Curricular Materials Guide: Grade 8 Civics. Please keep in mind that the MA DESE history and social science framework is not a one-to-one match with Rhode Island's *Social Studies Standards.*

LEAs wishing to independently review curricula that RIDE has not can use guidance available through RIDE. RIDE has identified considerations LEAs should take into account when selecting curriculum materials at the district and school level for this work to be sustainable and successful in each LEA. This includes an in-depth review of the curriculum materials, and a plan for curriculum-specific professional learning aligned to the LEA's priorities. LEAs should create local teams of leaders and educators to complete a comprehensive selection and adoption process that begins with looking at student data and developing an instructional vision for social studies. A team approach to this work will allow a variety of stakeholder voices to be heard.

The following image visualizes the overall steps in the process for a team to select High Quality Curriculum Materials as outline in EdReports' report "Selecting for Quality: 6 Key Adoption

Steps" (EdReports, ND) and RIDE's guidance document "Selecting and Implementing a High-Quality Curriculum in RI" (RIDE, 2020)

Figure 12: Steps to Selecting HQCM

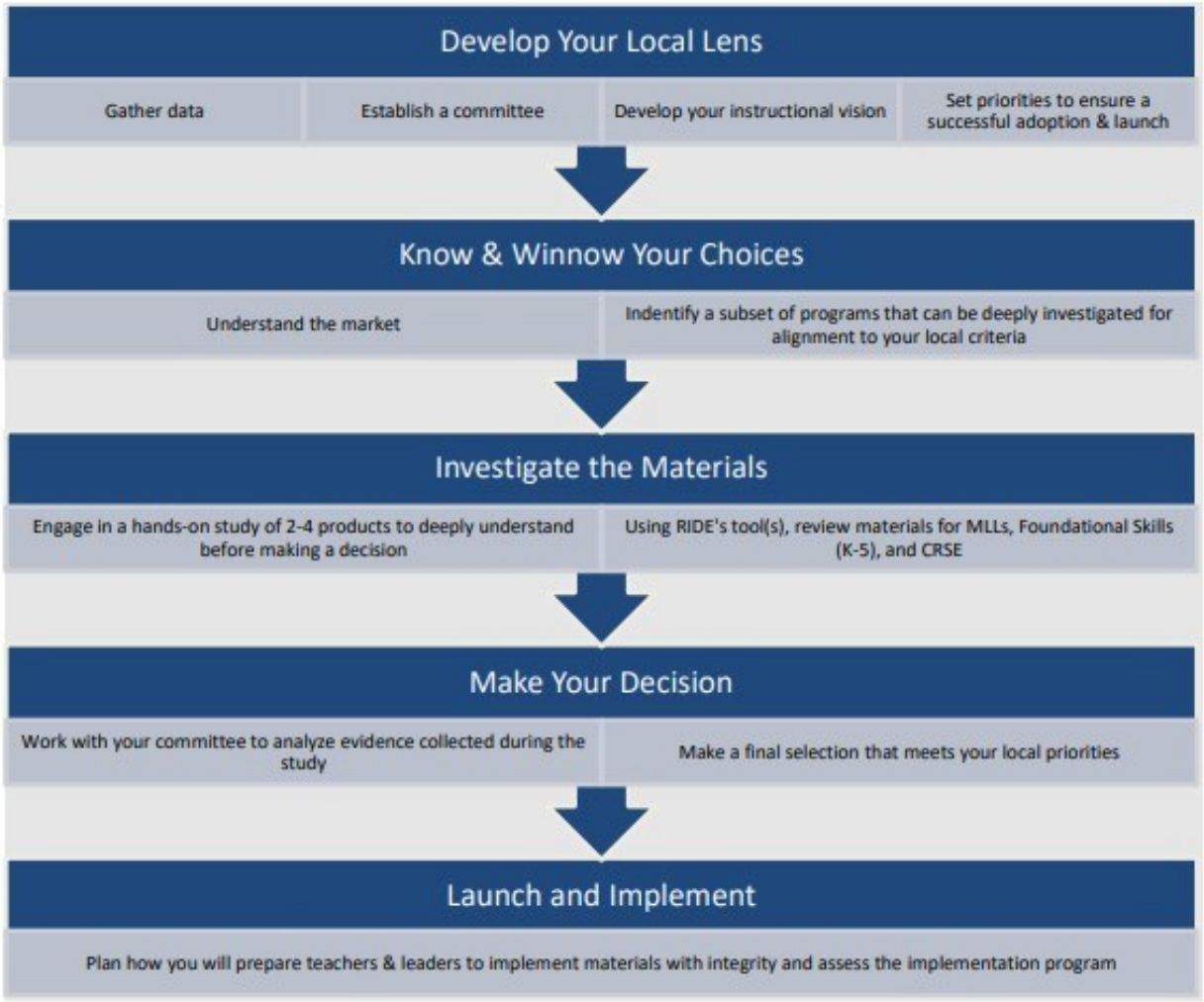


Image Source: *Selecting and Implementing a High-Quality Curriculum in RI*, p. 8. Rhode Island Department of Education

The process of selecting and adopting a high-quality curriculum must coincide with planning for implementation. Successful implementation includes thoughtful planning around financing, scheduling, staffing, professional learning, instructional support, and other operational considerations to support teachers and students through the change process. These planning processes help to bridge a productive transition from selection to implementation. Since 2019, RIDE has collaborated with Instruction Partners and multiple RI LEAs to learn about the process of implementing a high-quality curriculum. Instruction Partners specializes in working closely with LEAs to build the capacity of system and school leaders to support effective and equitable instruction. Instruction Partners has created a comprehensive process to support implementation through their Curriculum Support Guide. This workbook is designed to be used

by teams of educators working through the selection and implementation journey for their school or system together. The implementation process should be supported through phases, which are organized as follows:

Figure 13: Steps to Implementing HQCM

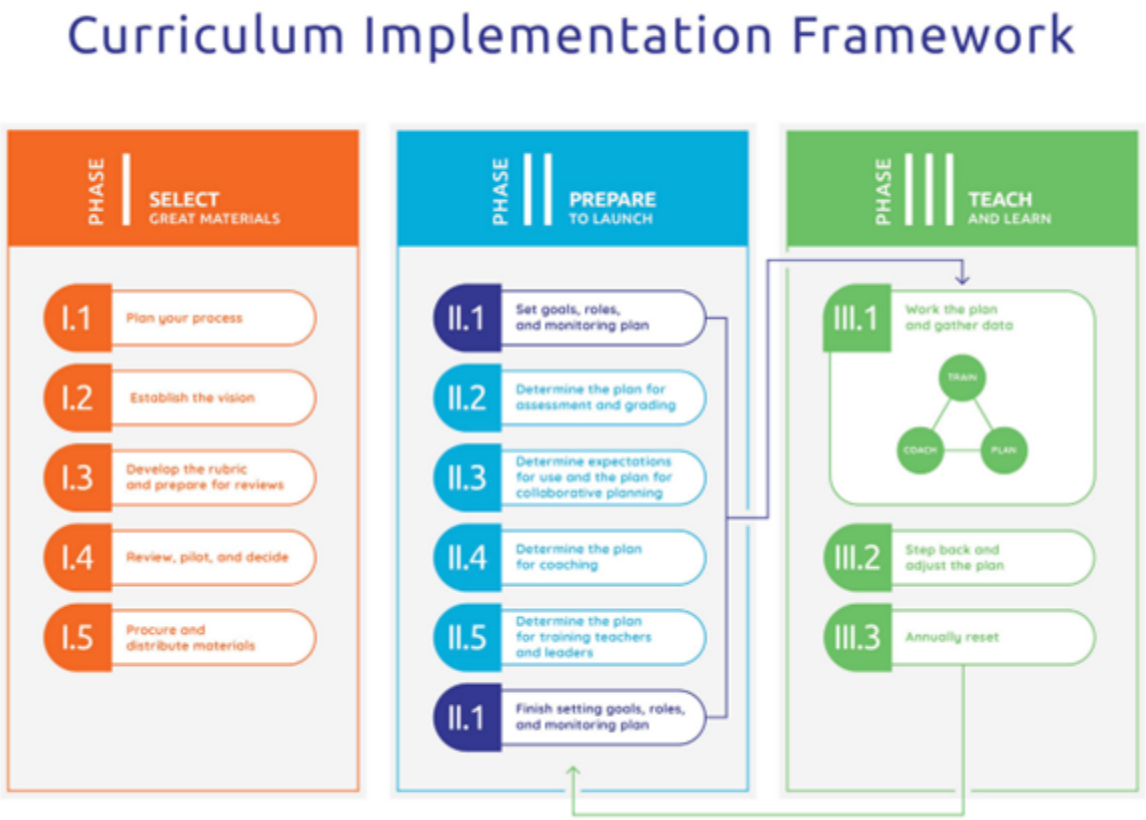


Figure Source: Curriculum Support Guide Workbook, p. 1. Instruction partners

Phase I Select Great Materials in the Instruction Partners' workbook corresponds to the steps developed by EdReports which reviews language arts, mathematics, and science curricula. Since EdReports does not review social studies curricula, Phase I is an important foundation for social studies curriculum selection. For more information, please refer to Selecting and Implementing a High-Quality Curriculum in RI: A Guidance Document.

In Phase I of the curriculum selection process previously illustrated in Figure 13, LEAs are encouraged to develop a rubric with clear articulation of the criteria and a vision into what evidence will be required to evaluate those criteria. LEAs are encouraged to use RIDE's *Rhode Island Social Studies Review Tool for Selecting High Quality Curriculum Materials*, noted earlier in this subsection, for reviewing core social studies curricula when considering options. The *Review Tool* can also be used when reviewing social studies supplemental materials. LEAs may also use the Review Tool to review existing curricula.

Using all the information at a team's disposal, LEAs should make decisions about curriculum adoption based on their instructional vision for the students in their community. For more information and tools to support the selection of HQCM, please visit the HQCM Review Tools section for additional review tools such as assessing for Culturally Responsive and Sustaining Education.

Table 15: Section 2 Resources

Resource	Description
Rhode Island Social Studies Standards	Standards Document: Anchor and grade-level content standards from kindergarten through high school for social studies.
C3 Framework for Social Studies	The college, career, and civic life guidance for enhancing the rigor of K-12 civics, economics, geography, and history.
Roadmap to Educating for American Democracy	An inquiry-based content framework organized by major themes and questions, vertically spiraled across four grade bands and offers a vision for integrating history and civic education throughout K-12.
Powerful, Purposeful Pedagogy in Elementary Social Studies	This document is a position statement by the National Council for the Social Studies on the importance of social studies at the elementary levels.
Rhode Island Readiness-based Secondary Regulations	This document outlines Rhode Island's graduation requirements
WIDA English Language Development Standards Framework	Grade level standards for multilingual learners in kindergarten through grade 12, including standards specific for social studies.
Selecting and Implementing a High-Quality Curriculum In Rhode Island: A Guidance Document	This guidance document outlines the provisions of RIGL§ 16.22.30-33 regarding adopting high quality curriculum and includes a list of approved curricula for ELA and Mathematics.
Additional Review Tools to Support the Selection of a High-Quality Curriculum in RI: A Guidance Document	This document includes guidance on selecting curriculum through the lens of culturally responsive and sustaining education and multilingual learner supports.
Selecting for Quality	EdReport's Guide for Adopting High-Quality Instructional Materials.
Instruction Partners Curriculum Support Guide	The guide includes a workbook designed to be used by teams of educators working together through the

Resource	Description
	selection and implementation journey for their school or system.
WIDA Prime V2	A tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.
National Council for the Social Studies (NCSS)	Main page of the National Council for the Social Studies.
Knowledge Map for Social Studies	The Johns Hopkins Institute for Education Policy has developed tools to analyze a social studies curriculum in terms of the knowledge it helps students learn and apply.
Connections Between RI Social Studies Standards and ELA HQCM	This file contains crosswalks between select content-rich ELA HQCM and the *RI Social Studies Standards*.
Connections: *RI Social Studies Standards* and the *RI Core Standards for Mathematics*	This document outlines connections between mathematical practices and social studies principles as well as grade-level standards that relate.
Connections: *RI Social Studies Standards* and the *Next Generation Science Standards*	This document outlines connections between science practices and cross cutting concepts and social studies principles as well as grade-level standards that relate.
Rhode Island Social Studies Review Tool for Selecting High Quality Curriculum Materials (HQCMs) (PDF) For a fillable Word version, click here	RIDE's review tool to use to identify high quality curriculum materials in social studies. Designed for LEAs to use to review existing or new core curricula that they are considering for adoption. This tool can also be used to review supplemental materials with the understanding that, as supplements, they are not designed to meet all of the indicators for quality. In this case, the Tool can be used to identify to which indicator(s) and standard(s) the supplement aligns.
Rhode Island Guide for Assessing Curriculum Materials in Social Studies for High Quality	RIDE's suggested review protocol to use with the Review Tool.

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Section 3: Implementing High-Quality Instruction

Introduction and Overview

While the robust standards and high-quality curriculum materials that are described in Sections 1 and 2 of this *Framework* are essential to providing all students the opportunities to learn what they need for success in college and a career of their choosing, high-quality instruction is also needed. Standards define what students should know and be able to do. High-quality curriculum materials that are aligned to the standards provide educators with a roadmap and tools for how students can acquire that knowledge and skill. It is high-quality instruction that makes the curriculum come alive for students. High-quality instruction gives all students access and opportunity to acquire the knowledge and skills defined by the standards with a culturally responsive and sustaining approach. "When teachers have great instructional materials, they can focus their time, energy, and creativity on meeting the diverse needs of students and helping them all learn and grow." (Instruction Partners Curriculum Support Guide Executive Summary, page 2 - Executive-Summary-1.pdf curriculumsupport.org)

The process of translating a high-quality curriculum into high-quality instruction involves much more than opening a box and diving in. This is because no single set of materials can be a perfect match for the needs of all the students that educators will be responsible for teaching. This is particularly true for Rhode Island's new revised social studies standards. Therefore, LEAs and educators must intentionally plan an implementation strategy to have the ability to translate high-quality curriculum materials into high-quality instruction. Some key features to attend to include:

- Setting systemic goals for curriculum implementation and establish a plan to monitor progress,
- Determining expectations for educator use of high-quality curriculum materials,
- Crafting meaningful opportunities for curriculum-based embedded professional learning,
- Factoring in the need for collaborative planning and coaching (Instruction Partners Curriculum Support Guide Executive Summary, page 4 - Executive-Summary-1.pdf curriculumsupport.org), and,
- Developing systems for collaboratively aligning high-quality curriculum materials to the WIDA ELD Standards.

Thus, with a coherent system in place to support curriculum use, teachers will be well-positioned to attend to the nuances of their methods and make learning relevant and engaging for the diverse interests and needs of their students.

Given this, what constitutes high-quality instruction? In short, high-quality instruction is defined by the practices that research and evidence have demonstrated over time as the most effective

in supporting student learning. In other words, when teaching is high quality, it embodies what the field of education has found to work the best. Therefore, this section provides a synthesis of research and evidence-based practices that the Rhode Island Department of Education believes characterizes high-quality instruction in social studies.

This section begins by describing the high-quality instructional practices that apply across content areas and grades with details and examples that explain what these instructional practices look like in social studies, and also explains other specific instructional practices that are at the core of high-quality instruction in social studies. The instructional practices articulated in this section are aligned with and guided by best practices for multilingual learners and for differently-abled students, and specific information and resources are provided about how to support all students in their learning while drawing on their individual strengths. These instructional practices also contribute to a multi-tiered system of supports (MTSS) through which *all* students have equitable access to strong, effective core instruction that supports their academic, behavioral, and social emotional outcomes. This section on instruction ends with a set of resources and tools that can facilitate high-quality instruction and professional learning about high-quality instruction, including tools that are relevant across content areas and grade levels and those that are specific to social studies.

In reviewing this section, use Part 2 to understand what high-quality instruction should look like for all students in social studies**.** Use Part 3 to identify resources that can promote and build high-quality instruction and resources for learning more about how to enact high-quality instruction.

High-Quality Instructional Practices

In order to effectively implement high-quality curriculum materials, as well as ensure that *all students* have equitable opportunities to learn, it is essential that teachers are familiar with and routinely use instructional practices and methods that are research- and evidenced-based. Below are instructional practices that are essential to effective teaching and learning and are common across all disciplines and curriculum frameworks. For additional guidance, there are also descriptions and references to instructional practices that support specific student groups, such as multilingual learners and differently-abled students.

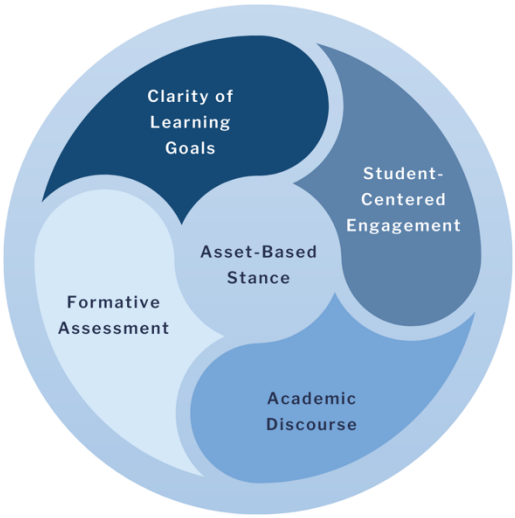
High-Quality Instruction in All Disciplines

RIDE has identified five high-quality instructional practices as essential to the effective implementation of standards and high-quality curriculum in all content areas.

These five practices are:

1. Assets-Based Stance,
2. Clear Learning Goals,
3. Student-Centered Engagement,
4. Academic Discourse, and
5. Formative Assessment

Figure 14: RIDE's Five High-Quality Instructional Practices



These practices are emphasized across all the curriculum frameworks and are supported by the design of the high-quality curriculum materials. They also strongly align with the High-Quality Instructional Framework for MLLs to Thrive, the High-Leverage Practices (HLPs) for students with disabilities, and RIDE's teacher evaluation system. Next is a brief description of each practice and what it looks like in social studies.

Assets-Based Stance

This practice highlights the importance of teachers **routinely** leveraging students' strengths and assets by activating prior knowledge and connecting new learning to the culturally and linguistically diverse experiences students bring with them to the classroom, while also respecting their individual differences.

What this looks like in Social Studies

Social studies teachers take an assets-based stance and promote equitable teaching when they routinely consider students' background knowledge and experiences when designing teaching and learning experiences. Students' backgrounds, cultures, and experiences are assets to the teaching and learning environment, and social studies instruction provides ample opportunities to include students' lived experiences and background knowledge of a particular topic. As noted in Section 2 of this document, Culturally Responsive and Sustaining Education (CRSE) principles - **diverse identities**, **cultural awareness**, **instructional engagement**, and **critical consciousness** - are woven throughout each component of the *Rhode Island Social Studies Standards*. The compelling questions paired with each inquiry topic reflect both deep consideration of academic content and students' background knowledge and experiences. The dynamic relationship between anchor and content standards enables teachers to promote the mutually supportive goals of CRSE and inquiry-based teaching and learning.

The R*hode Island Social Studies Standards* also emphasize the importance of studying social studies topics through the lens of diverse groups by promoting opportunities for students to see themselves and their classmates in curriculum and instruction. Students benefit from

instruction that includes multiple perspectives to better form deeper learning and understandings.

Teachers are encouraged to incorporate current events into instruction when relevant to grade/course topics that students have already studied, are currently studying, or will study later in the year. Connecting what they are learning to current events will deepen their understanding of what they are studying and what is going on in the world around them. Teachers are also encouraged to incorporate discussions of current events relevant to students even if not directly applicable to what is being studied that year. More information for teaching current events can be found under "High-Quality Instruction in Social Studies" at the end of Part 2.

An assets-based approach to instruction is especially important when teachers encourage students to use their lived experiences as assets to explore and discuss difficult topics such as racism. Teachers should be mindful of the population of the class especially when discussing difficult topics as instruction around difficult topics can evoke a range of emotions. At the same time, teachers should not ignore a topic simply because it is difficult. Exclusion of topics doesn't prepare students for the real world. Further information for approaching difficult topics can be found under "High-Quality Instruction in Social Studies" at the end of Part 2. Tools for teaching difficult topics can be found in Table 16 at the end of that subsection.

Teachers also need to be mindful of tokenization. For example, if the class is learning about Indigenous peoples and there is an Indigenous student in the class, do not assume the student knows all about their heritage or is a voice for all Indigenous people. However, if a safe classroom environment has been established and the student volunteers to share their knowledge and lived experiences, space should be made in instruction to allow them to do so. Although RIDE encourages student use of academic language, it is important that educators and administrators maintain an asset-oriented stance in facilitating academic discourse and student understanding of standard English conventions, particularly when working with learners from minoritized groups. Thus, classroom discourse, when done well, will reflect the discourse practices of local communities—capturing the rich ways families actually use language, rather than making prescriptive judgments about how students and their families ought to talk.

What this looks like in relation to Universal Design for Learning (UDL)

Differentiated core instruction based in UDL provides access for each student providing multiple options for learning and expression without changing what is being taught. UDL and differentiation are not synonymous. "The goal of UDL is to use a variety of teaching methods to remove any barriers to learning. It's about building in flexibility that can be adjusted for every person's strengths and needs"(Morin, undated). Differentiation is proactive with the goal of adjusting the how, based on understanding learner assets and needs, so students may achieve maximum academic growth. High-quality curriculum and instruction implemented through UDL and differentiation support gives students access to grade-level curriculum as part of Tier 1 of a multi-tiered system of supports (MTSS).

What this looks like for Multilingual Learners (MLLs)

Educational agencies can play a role in sustaining the linguistic traditions of their students. Educators with MLLs in their class who assume an asset-based stance will advance student learning. Teachers can assume an asset-based stance by drawing on MLLs' home languages, academic and personal lived experiences, and world views, as well as the knowledge and skills used to navigate social settings. Social Studies educators should also refer to the framework developed for teachers of MLLs (go to High-Quality Instructional Framework for MLLS to Thrive, pages 6-7). That framework also outlines what an asset-based stance looks like for classrooms with MLLs such as making connections to prior learning and familial and community experiences, using home language and communicative traditions to learn content, and sharing aspects of their identities in the classroom that honor their lived experiences. Educators can leverage MLL students' and families' funds of knowledge and experiences in the social studies classroom.

What this looks like for Differently-Abled Students (DAS)

Implementation of High-Leverage Practice (HLP) 3: Collaborate with Families to Support Student Learning and Secure Needed Services promotes an assets-based stance for students with IEPs. Effective collaboration between educators and families is built on positive interactions in which families and students are treated with dignity. Educators affirm student strengths and honor cultural diversity by maintaining open lines of communication with phone calls or other media to build on students' assets and discuss supports or resources. Trust is established with communication for a variety of purposes and not just for formal reasons such as report cards, discipline reports, or parent conferences.

With HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. To build an understanding of a student's learning strengths, teachers collect and interpret various sources of data (e.g., informal and formal observations, work samples,
curriculum-based measures, information from families).

Table 16: Resources for an Asset-Based Stance

Resource	Description
3 Steps to Developing an Asset-Based Approach to Teaching	**Article** on how to build upon what students bring to the classroom
What is Culturally Responsive Teaching?	**Article** by Education Week that is an explainer for what it means to be a culturally responsive teacher through an asset-based pedagogy

Resource	Description
Culturally Responsive Teaching and Leading	**Web page** of resources about culturally responsive teaching from Massachusetts Department of Elementary and Secondary Education
Five Ways to Build an Asset-Based Mindset in Education Partnerships	**Article** on developing an asset-based mindset
An Asset-Based Approach to Support ELL Success	**Article** on strategies for engaging and supporting MLLs
How ELLs Can be an Asset in History Class	**Article** about strategies for engaging MLLs in history classes while also using their experiences to enrich the course.
BRIDGE-RI Course: Introduction to Universal Design for Learning (UDL)	This **course** is designed to help you start your journey towards understanding what UDL is, why it is important, and how to approach planning with UDL to ensure every student, regardless of variability, can access the content and engage in meaningful learning
HLP #3: Collaborate with Families to Support Student Learning and Secure Needed Services	**Leadership Guide** for HLP #3: Collaborate with Families to Support Student Learning and Secure Needed Services
HLP #4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs	**Leadership Guide** for HLP #4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs
Stories from the Classroom: Focusing on Strengths within Assessment and Instruction | Progress Center	**Video** from Progress Center on including students in examining their data and setting ambitious goals by focusing on their assets
TIES TIPS | Foundations of Inclusion | TIP #6: Using the Least Dangerous Assumption in Educational Decisions | Institute on Community Integration Publications (umn.edu)	**Article** on how the least dangerous assumption pushes educators to consider all students as capable. The challenge is to replace a deficit mindset and consider what can educators do to support students in how they access, engage in, and respond not only to both academic and life skills content
Beyond IEPs and 504 Plans: Why You Should Consider Asset-Based Accommodations	**Article** on how asset-based accommodations beyond IEPs and 504s can be effective tools for supporting academic achievement and future success
Classroom Supports: Universal Design for Learning, Differentiated Instruction CTE Series 3 | NTACT:C (transitionta.org)	**Webinar** on the CAST framework of UDL and explanations for how one district incorporates UDL into their CTE programs

Resource	Description
MTSS for All: Including Students with the Most Significant Cognitive Disabilities	**Brief** from the TIES Center that provides suggestions for ways in which MTSS can include students with the most significant cognitive disabilities
High-Quality Instructional Framework for MLLs to Thrive	RIDE's framework and blueprint for success for teaching MLLs. Assets-based Stance can be found on pages 6-7.

Clear Learning Goals

Teachers routinely use a variety of strategies to ensure that students understand the following:

1. *What they are learning* (and what proficient work looks like),
2. *Why they are learning it* (how it connects to their own learning goals, what they have already learned and what they will learn), and,
3. *How they will know when they have learned it* (how students' work aligns with the learning goals or scoring rubric).

What this looks like in Social Studies

The *Rhode Island Social Studies Standards* articulate clear, consistent expectations about knowledge, skills, and practices students should know and be able to do at each grade level. As teachers prepare for and implement high-quality instructional materials, it is imperative that they have a full understanding of the depth, breadth, and rigor of each standard in order to make efficient and effective decisions within instruction. Instructional materials that have met the benchmark of high quality should include clear learning goals aligned with the *Rhode Island Social Studies Standards*. As teachers implement high-quality instructional materials, they articulate clear learning goals consistently so that students always know what they are expected to learn, why it is important, and how they need to demonstrate it. Teachers utilizing their deep knowledge of the standards, coupled with their use of high-quality instructional materials and their knowledge of current student understanding will enable them to achieve the learning goals and student proficiency by providing clear systematic and explicit instruction for all types of learners.

The components of the *Rhode Island Social Studies Standards* tables guide the development of clear learning goals.

1. The content standards and learning assessment objectives guide what students are learning.
2. Understanding social studies topics through multiple perspectives as emphasized when the content standards cross the anchor standards prompt why students are learning a particular topic, why it is important to learn, and how it connects to them.

3. Levels of rigor emphasized throughout the standards tables, especially in the learning assessment objectives, demonstrate how students will know they have learned it. A robust social studies education demands more than the ability to recall factual information. The levels of rigor in the Standards - identify, explain, analyze, argue - drive student learning toward the capability to analyze topics and make evidence-based arguments. The compelling questions paired with inquiry topics creates opportunities to demonstrate that a topic has been learned.

Considerations should also be made for students to understand the relationship between their current learning, what they learned in previous years, and what they will learn in upcoming years. Educators should consider that this may look different for Newcomer MLLs[5] and other students who have not had years of prior social studies in the United States or Rhode Island. High quality instructional materials support Tier 1 instruction for all students. Scaffolding and differentiation of those Tier 1 materials can be added to Tier 1 instruction to support MLLs and differently-abled students.

What this looks like for Multilingual Learners (MLLs)

Clear learning goals for MLLs will consist of explicit language goals to guide instruction in social studies. Educators will model effective use of disciplinary academic vocabulary and syntax, creating opportunities every day for explicit disciplinary language development, aligned to the WIDA ELD Standards. Rhode Island's Strategic Plan for Multilingual Learner Success states that "all educators with MLLs in their classes must articulate explicit language goals linked to disciplinary instruction, with students' rigorous content learning goals driving which language practices are taught" (RIDE, 2021, page 7). Language and content goals should be integrated and lead students to engage meaningfully in grade-level social studies content standards. This practice also aligns with the WIDA ELD Standards Framework as outlined in Section 2, especially Standard 5 - Language for Social Studies.

What this looks like for Differently-Abled Students (DAS)

HLP 14, Teach Cognitive and Metacognitive Strategies to Support Learning and Independence, supports the high-quality instruction practice of Clear Learning Goals. Through task analysis, educators can support DAS by determining the steps they need to take to accomplish goals, then create and teach a procedure to help the student meet the goals. The educator uses explicit instruction (HLP 16) to teach the student self-regulation strategies such as self-monitoring, self-talk, goal-setting, etc. Clear, step-by-step modeling with ample opportunities for practice and prompt feedback coupled with positive reinforcement (HLP 22) in different contexts over time ensure that DAS become fluent users of metacognitive strategies toward

[5] Rhode Island's Strategic Plan for Multilingual Learner Success defines a Newcomer MLL as an MLL in the U.S. for less than three years. Some Newcomers may have interruptions to their education. Resources for teachers to support MLLs with interrupted formal educations are Supporting Multilingual Students with Inconsistent/Interrupted Formal Education (SIFE) and Practical Tools for Supporting MultiLingual Learners (MLLs) with Inconsistent/Interrupted Formal Education (SIFE). Additional Newcomer resources include toolkits from the National Clearinghouse for Language Acquisition and the United State Department of Education.

understanding and achieving learning goals. For example, when writing in social studies, the Self-Regulated Strategy Development approach can support DAS to achieve content area writing goals.

Table 17: Resources for Clear Learning Goals

Resource	Description
Self-Regulated Strategy Development	This **report** outlines Self-Regulated Strategy Development (SRSD). SRSD is an academic practice that can be used with all students in grades 2 through 12 across multiple content areas, and in individual, small group, or whole classroom settings. Students learn specific strategies for carrying out tasks, such as writing essays or procedures for goal-setting and self-monitoring.
BRIDGE-RI Course: Writing - Self-Regulated Strategy Development Overview	Self-Regulated Strategy Development for writing in any content is introduced this **course** through various tools teachers can use for students to write effectively.
SRSD: Using Learning Strategies to Enhance Student Learning	This **module** features the Self-Regulated Strategy Development (SRSD) model, which is a scientifically validated framework for explicitly teaching academic strategies to students, SRSD incorporates steps that have been shown to be critical if students are to learn how to effectively use academic strategies.
High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children	**Leadership Guides** for the following HLPs: #11: Identify and Prioritize Long- and Short-Term Learning Goals #12: Systematically Design Instruction Toward Learning Goals #13: Adapt Curriculum Materials and Tasks #14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence #16: Use Explicit Instruction #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (academic)
High-Leverage Practice Videos for HLP #11 and HLP #16	**Videos** highlighting **HLP #11** (identify and prioritize long- and short-term learning goals) and **HLP #16** (use explicit instruction) found under "**Access Videos**."
Culturally Responsive Teaching for Multilingual Learners: Tools for Equity	**Videos** to support culturally responsive teaching that showcase strategies, such as activating background knowledge and partnering with MLL families.

Resource	Description
Stories from the Classroom: Focusing on Strengths within Assessment and Instruction | Progress Center	**Video** from Progress Center on including students in examining their data and setting ambitious goals.
Intensive Intervention Course Content: Features of Explicit Instruction | National Center on Intensive Intervention	**Course content** to support educators in providing explicit instruction in whole groups or small groups.
High-Quality Instructional Framework for MLLs to Thrive	RIDE's framework and blueprint for success for teaching MLLs. Clear Learning Goals can be found on pages 7 and 8.

Student-Centered Engagement

Teachers routinely use techniques that are student-centered and foster high levels of engagement through individual and collaborative sense-making activities that promote practice, application in increasingly sophisticated settings and contexts, and metacognitive reflection.

What this looks like in Social Studies

Far from memorizing facts, figures, and dates through lecture-style format, today's social studies instructional practice centers around student-centered engagement Student-centered engagement begins with student involvement in the setting of classroom norms. For example, a common strategy some teachers use is to work with students to create classroom constitutions. Such norms and working agreements foster civil discourse and set a safe environment for discussion and are particularly important when discussing difficult historical topics and current events from multiple perspectives.

Engaging students is key as teachers work with their high-quality instructional materials and is a critical component to ensuring student success in social studies concepts and skills. Some engagement strategies include, Think-Pair Share, Turn and Talk, Chalk Talk, KWLN Charts, Gallery Walks, Socratic Seminars, Four Corners, Jigsaw activities, and Consultancy.

Inquiry-based instruction is another powerful approach teachers can take to support student-centered engagement. As a social studies-specific practice, inquiry-based instruction is described more fully in the next subsection "High Quality Instruction in Social Studies," however it is important to point out that student engagement and learning can be optimized when students are encouraged to explore questions they ask in relation to what they are learning in class. A key design feature of the *Social Studies Standards* are the compelling questions and guiding questions, and these will often encourage students to ask their own questions. When

teachers use students' questions as assets, and encourage the students to explore them, engagement can skyrocket.

The *Rhode Island Social Studies Standards* inquiry topics and tables are designed to highlight inquiry and civil discourse through compelling questions that are paired with inquiry topics and the guiding questions that drive instruction. In addition to the engagement techniques listed in the previous paragraph, the Inquiry Design Model (IDM) approach by C3 Teachers outlines a structure teachers can use to set up an inquiry through which students can grapple with challenging topics through multiple perspectives. Components of the *Rhode Island Social Studies Standards* inquiry topics and tables can be used to inform the IDM blueprint (Swan, K., Lee, J., & Grant, S.G., 2018; Swan, K., Lee, J., & Grant, S.G., 2019). Other ways to incorporate inquiry in instruction include the Reading Like a Historian lessons by the Digital Inquiry Group (formerly SHEG), which includes strategies for close reading and analysis of primary sources. Other tools for analyzing different types of primary sources can be found through the Library of Congress' Teaching with Primary Sources analysis tool and the National Archives' document analysis tools. These tools prompt student-centered inquiry, observation, and analysis of primary sources, allowing students to make their own connections and conclusions. Another student-centered inquiry strategy is the Question Formulation Technique (QTF) from the Right Question Institute. With QTF, students produce the questions that teachers will then use for planning instruction.

Student-centered engagement prepares students to develop their digital media literacy skills in evaluating fact and bias when confronted with a large amount of information. It also prepares them to become active citizens by giving students "a safe space to ask questions, analyze sources, hone their voices, and build relationships" (McGraw Hill, 2021). Media literacy skills are specifically called out in the grade 8 *Standards* with civics education, however teachers should incorporate media literacy skills throughout elementary and secondary instruction. When studying an issue or event in history, for example, teachers can select primary sources that reflect different perspectives or viewpoints of an event to analyze whether an event or issue is being exaggerated or misconstrued. Articles from different historical newspapers, political cartoons, and propaganda posters are examples of primary sources that provide entry points for students to learn to recognize fact and bias in media. Similarly, teachers should incorporate opportunities for students to practice recognizing fact and bias when discussing current events.

What this looks like for Multilingual Learners (MLLs)

Educators with MLLs in their class can promote student-centered engagement by providing opportunities for students to build on their backgrounds and experiences. When creating classroom norms, MLL students co-design norms and are included in a way that acknowledges their backgrounds and cultures. Primary sources also provide a great entry point for MLLs as they can be supported with the use of visual primary sources or with scaffolded textual primary sources to learn about people, places, and events. The primary source analysis tools mentioned in this section can scaffold how students can analyze and discuss sources like photographs, political cartoons, maps, and the like, building their knowledge through this engagement. To

increase engagement, educators can include visuals, texts, and primary source examples from the cultures of the students in the class, including MLLs. Students can share their knowledge and experiences related to a social studies topic through techniques such as think-pair-share. Educators may need to model and include language supports to assist MLLs. As with the other instructional practices, educators should refer to the High-Quality Instructional Framework for MLLs to Thrive, pages 8 and 9, for student-centered engagement indicators for MLLs. These indicators provide "authentic opportunities for students to interact and demonstrate effective use of content-driven language practices at their grade level" (RIDE, 2021, pages 8-9) and the *Framework* encourages peer-assisted learning techniques.

What this looks like for Differently-Abled Students (DAS)

Student-centered engagement is maximized when educators implement HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment. DAS benefit from educators who explicitly teach consistent classroom procedures and expected behaviors while considering student input. Viewing behavior as communication, re-teaching expectations and procedures across different school environments, and helping students understand the rationale for the rules and procedures as part of HLP 7 implementation will enhance student-centered engagement for DAS. In any content area, this may mean providing additional opportunities using the HQIM core materials with supplemental materials aligned to the HQIM[6] for DAS to learn and practice routines that some peers might already have mastered. Some IEPs may call for self-monitoring checklists and visual schedules to support students in active participation in learning activities. Individual DAS will need specific accommodations unique to their learning profiles. Educators can implement HLP 7 in conjunction with HLP 18: Use Strategies to Promote Active Student Engagement, and HLP 8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior, for individualized student supports.

Table 18: Resources for Student-Centered Engagement

Resource	Description
Creating an Inclusive Classroom: Discussion Guidelines	**Discussion Guidelines** for setting group norms for civil discourse by MIT Teaching and Learning Lab
Discussion Protocols	**Discussion Protocols** such as Think-Pair-Share, jigsaw, Chalk Talk, and more. Compilation from other sources by Harvard's Teaching and Learning Lab
Inquiry Design Model (IDM)	The **Inquiry Design Model** (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the

[6] Handouts and modules are available through the National Center on Intensive Intervention.

Resource	Description
	Inquiry Arc of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013)
Reading like a Historian	**Reading Like a Historian** from the Digital Inquiry Group (formerly SHEG) engages students in historical inquiry. It teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence
Primary Source Analysis Tool for Students	**Tool for student inquiry** and analysis into primary resource documents through the Library of Congress' Teaching with Primary Resources program
Document Analysis Tools for Students	**Tools for student inquiry** and analysis into primary resource documents from the National Archives. Includes multiple tools for different primary resource types and leveled tools for novice or MLLs and intermediate students
Question Formulation Technique (QTF)	**Resources** on how to use QTF in the classroom by the Right Question Institute
How to Practice Student-Centered Learning in Social Studies	**Article** with tips for how to create student-centered social studies and history classrooms
4 Keys to Engagement in Social Studies Class	**Article** with guiding principles to intentionally plan for student engagement
Educating for Change: Student-Led Civic Engagement Resource List	A **resource list** of frameworks, instructional materials, and professional development opportunities by various civics education organizations put together by the Center for Public Research and Leadership at Columbia University
Media Education Lab	Based out of URI, this **organization** offers teaching resources, professional learning opportunities, and more relating to media literacy
10 Creative Ways to Teach Media Literacy	This **article** by Canva outlines ways to teach media literacy in the classroom

Resource	Description
How to Teach Media Literacy	**Website** with a list of teaching resources from the Center for Media Literacy
Media Literacy	A **webpage** in Edutopia that features a collection of blog postings and articles about teaching media literacy
Today's Students Can't Identify Fake News, Says Study: Here's How You Can Help	This **article** by The Week magazine outlines tips to help students recognize bias and evaluate sources
Break the Fake: What's in the Frame?	In this **lesson (K-2)**, students are introduced to the idea that what they see in media can be deceptive. They explore the idea that media are "framed" by their creators and consider what parts of the world are left out of the frame
So Many Choices!	This **lesson (K-3)** introduces the students to the first steps in finding information on the Internet. Specifically, this lesson helps students understand the basic good practices of searching for something online: be accompanied by a trusted adult, start with a safe site and understand the use and power of using good links and keywords to find what they are looking for and to avoid bad results
Decoding Media Bias	In this lesson (7-12) students examine where people in the U.S. get their news, how news selection amplifies one's political views, and how media organizations decide to cover stories
Civic Online Reasoning	Out of Stanford, this **website** features the Civic Online Reasoning Curriculum (COR). COR curriculum provides free lessons and assessments that help you teach students to evaluate online information that affects them, their communities, and the world
High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children	**Leadership Guides** for the following HLPs: #7: Establish a Consistent, Organized, and Respectful Learning Environment #8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior #17: Use Flexible Groupings #18: Use Strategies to Promote Active Student Engagement

Resource	Description
	#21: Teach Students to Maintain and Generalize New Learning Across Time and Settings
Fundamental Skill Sheets Videos	**Video playlist** from the Iris Center: Choice Making, Proximity Control, Wait Time, Behavior Specific Praise
High-Leverage Practices Video: Use Strategies to Promote Active Student Engagement	**Video** highlighting HLP #18 which focuses on strategies to promote active student engagement
Including Voice in Education: Addressing Equity Through Student and Family Voice in Classroom Learning	**Infographic** on incorporating student voice and/or family voice into student learning, a promising strategy for teachers striving to foster culturally responsive classrooms to enhance education access, opportunity, and success for students who are historically marginalized within the pre-kindergarten to grade 12 education systems
Social & Emotional Learning	**RIDE resources** on Social Emotional Learning including Indicators for Self-Management and Social Awareness
High-Quality Instructional Framework for MLLs to Thrive	RIDE's **framework** and blueprint for success for teaching MLLs. Student-centered Engagement can be found on pages 8 and 9
WWC | Organizing Instruction and Study to Improve Student Learning (ed.gov)	**Guide** including a set of concrete actions relating to the use of instructional and study time that are applicable to subjects that demand a great deal of content learning, including social studies, science, and mathematics. The guide was developed with some of the most important principles to emerge from research on learning and memory in mind. • Space learning over time. • Interleave worked example solutions with problem-solving exercises. • Combine graphics with verbal descriptions. • Connect and integrate abstract and concrete representations of concepts. • Use quizzing to promote learning. Use quizzes to re-expose students to key content. • Ask deep explanatory questions.
Measuring student engagement in upper elementary through high school: a description of 21 instruments	This report reviews the characteristics of 21 instruments that measure student engagement in upper elementary through high school. It summarizes what each instrument measures, describes its

Resource	Description
	purposes and uses, and provides technical information on its psychometric properties

Academic Discourse

Teachers routinely facilitate and encourage student use of academic discourse through effective and purposeful questioning and discussion techniques that foster rich peer-to-peer interactions and the integration of discipline-specific language into all aspects of learning.

What this looks like in Social Studies

Teachers routinely engage in teaching practices that support discourse to elicit student ideas for asking questions, constructing explanations, obtaining and communicating information, and arguing from evidence. Students learn to use complex disciplinary language and concepts and the ability to contextualize and corroborate sources. A key way scholars in the social studies fields engage in academic discourse is through argumentation. In social studies, norms include ways of thinking and working through which social scientists and historians work. For more guidance on how to encourage students to act like informed citizens, historians, geographers, economists, refer to the selection below dedicated to this topic.

In a rich student-centered classroom, discourse norms are well established.

“Examples of norms in history/social science include:

- analyzing sources by sourcing, contextualizing, and corroborating;
- developing claims, evidence, and reasoning by weighing the evidence;
- recognizing multiple perspectives; (and)/or
- considering causes and consequences.

These norms are disciplinary practices and concepts that are central to understanding social and historical issues as well as developing and critiquing interpretations or arguments. They are norms for thinking in the social studies disciplines.” (TeachingWorks, 2023)

Evidence-based analysis and argumentation is woven throughout the *Rhode Island Social Studies Standards*. Students develop the skills to analyze multiple perspectives present in primary and secondary sources to understand past and current events and issues and how and why those inform the future.

During academic discourse, teachers help students develop their argumentation skills by encouraging students to:

- explain their ideas/interpretations;
- use evidence to support their ideas/interpretations;
- build on the thinking of others by agreeing, disagreeing, and questioning;
- seek out multiple perspectives - those of their classmates and those from other sources of scholarship;
- revise their thinking to refine their arguments.

The *Standards* lend themselves to academic discourse by using the four levels of rigorous thinking - identifying, explaining, analyzing, and arguing. Through academic discourse, students use higher-order thinking skills, develop tools for engaging in civil discourse, and obtain a deeper understanding of the content. Skills practiced and acquired through academic discourse in social studies will be carried into a students' successful college, career, and civic life.

What this looks like in relation to Social Emotional Learning

The five core competencies of *Rhode Island's Social Emotional Learning Standards* and indicators support academic discourse across the content areas. Learners must engage effectively in a range of collaborative discussions with diverse partners, building on each others' ideas and expressing their own clearly.

- **Self-Awareness**: Identifying one's strengths and weaknesses while working within a group, staying motivated and engaged throughout the work.
- **Self-Management**: Controlling one's emotions, responding calmly to comments, questions, and nonverbal communication.
- **Social-Awareness**: Understanding others' perspectives and cultures, compromising with peers when the situation calls for it, accepting feedback from peers and teachers, listening to the opinions of others and taking them into consideration.
- **Relationship Skills**: Expressing one's perspective clearly, following agreed upon rules of the group and carrying out assigned role(s), gaining peers' attention in an appropriate manner, asking questions of group members, limiting the amount of information shared with others, and actively listening to peers when they speak.
- **Responsible Decision Making**: Coming to the group prepared, demonstrating independence with work tasks, dividing labor to achieve the overall group goal efficiently.

Social and emotional skills are implicitly embedded in the *Rhode Island Social Emotional Learning Standards: Competencies for School and Life Success*, and students must learn many social and emotional competencies to successfully progress academically. Social Emotional Learning skills are instrumental for each student and are crucial for differently-abled students.

What this looks like for Multilingual Learners (MLLs)

Though beneficial for all students, academic discourse is especially important for MLLs because engaging in authentic interaction with discipline-specific oral language facilitates MLLs' overall development of English language proficiency. On page 9 of RIDE's *High-Quality Instructional Framework for MLLs to Thrive*, academic discourse is defined as a sustained spoken interaction between two or more students in which knowledge is shared using the conventions of particular genres and disciplines. Social studies offers MLLs the opportunity to practice this skill. For example, two or more students can work together to analyze a primary source and, through discussion, practice using discipline-specific oral language in their analysis. They can work through the levels of rigor - identify, explain, analyze, and argue - together. Photographs, music, maps, political cartoons, and the like are primary sources that can be great entry points for MLLs. Oral academic discourse practice and development supports literacy development. MLLs who use academic language orally are better able to comprehend it when reading and to use the disciplinary language themselves in their writing.

Explicit teaching and practice of relevant academic vocabulary, syntax, and discourse, provides a scaffold for MLLs and all students to attain the learning objectives outlined in the standards. As explained earlier in this document, WIDA has identified four Key Language Uses (KLUs): narrate, inform, explain, and argue, that can be used to prioritize and organize the integration of content and language (WIDA 2020, p. 26). The four levels of rigor outlined in the Social Studies Standards work well together with WIDA's KLUs and contribute to the development of academic discourse. Tier 2 and Tier 3 social studies academic terms in English are cognates for some languages. These can be used both to promote an asset-based stance towards MLLs' linguistic backgrounds, as well as to accelerate their English vocabulary development.

What this looks like for Differently-Abled Students (DAS)

Educators plan mixed-ability small groups to increase DAS student engagement in academic discourse through a variety of cooperative learning structures consistent with HLP 17: Use Flexible Groupings. Effective groupings are monitored for learning and student interactions to meet various academic, behavioral, and interpersonal instructional objectives. DAS may require varied group sizes and types based upon specific IEP goals and accommodations. Some DAS may use Augmentative and Alternative Communication (AAC) and have the support of a Speech and Language Pathologist (SLP) within the general education classroom. The SLP will work with general and special educators to implement communication supports. A student engaging in intensive instruction of a particular reading, writing, or oral language skill may do so in a supplemental homogenous group of only 2-3 peers while also having regular opportunities to engage in heterogeneous collaborative groups during core instruction with scaffolded supports.

Table 19: Resources for Academic Discourse

Resource	Description
Implementing norms and routines for discourse: Social Studies High-Leverage Practices	This set of **resources** focuses on the disciplinary norm of developing claims, evidence, and reasoning by weighing the evidence and constructing arguments or evidence-based interpretations
Guide to Student Research and Historical Argumentation	**Guide** from the Library of Congress and National History Day on guiding students through historical research and developing historical argumentation from evidence
So We *Want* Kindergarteners to Argue? Developing Argumentation Skills in the Kindergarten Classroom	**Article** from NCSS' Social Studies and the Young Learner journal provides an example of developing successful argumentation skills in social studies for even the youngest learners
It's Not About Being Right: Developing Argument Through Debate	**Article** about using argument for problem-solving through debate within three groups of fifth grade students in social studies classrooms
From Debate to Deliberation	**Article** from Edutopia emphasizing the use of collaborative deliberation rather than debate in middle and high school
How to Bring Back Classroom Discussion	**Blog post** on Education Next from the Constructive Dialogue Institute with tips on fostering a vibrant and respectful class discussion that leads to understanding rather than "winning."
Discourse in Social Studies	Free, online **professional learning module** that includes tools for encouraging discourse in the social studies classroom
Fostering Civil Discourse: How Do We Talk About Issues That Matter?	This **guide** from Facing History & Ourselves will help you prepare students to engage in reflective conversations on topics that matter.
Classroom Deliberations: A Model for Structured Discussion of Contested Political Topics	This **model for conversation** by Street Law is based on Roger T. Johnson and David W. Johnson's Structured Academic Controversy discussion model.
Conducting a Civil Conversation in the Classroom	This activity **guide** by the Constitutional Rights Foundation offers a structured discussion method.
Effective Questioning Strategies	Effective **question strategies** from the Center for Innovation in Teaching & Learning
Introducing Upper Elementary Students to Academic Discourse	**Article** from Edutopia on developing academic discourse for upper elementary students

Resource	Description
Unlocking the Language of Social Studies	**Chapter** in Planning Meaningful Instruction for ELLs on supporting learning for MLLs in social studies
Socratic Seminar	**Teaching strategy** outlined by Facing History and Ourselves. Have students facilitate a discussion in order to work together toward a shared understanding of a text
High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children	**Leadership Guides** for the following HLPs: #15: Provide Scaffolded Supports #17: Use Flexible Groupings
Instruction | High-Leverage Practices	**Resources for high-leverage practices related to instruction**. When instruction is well designed, strategic, and adaptable, special education teachers have the skills to improve student learning
TIES 101: Communication Supports in the Inclusive Classroom	TIES Communication 101 is a one hour asynchronous **professional learning series** created with the University of Kentucky (UKY) to provide evidence-based strategies for supporting AAC users in inclusive classrooms.
TIES TIP #2: Using Collaborative Teams to Support Students with Significant Communication Needs in Inclusive Classrooms	**Tip sheet** on additional planning for general and special education teachers as well as related service providers. These include speech-language pathologists, physical and occupational therapists, and vision/hearing specialists. Coordinating the work of these service providers and leveraging their expertise can result in a high-quality experience for all the learners in an inclusive class
TIES Tip #15: Turn and Talk in the Inclusive Classroom	This **TIPS Brief** addresses removal of barriers to "allow students with significant cognitive disabilities (SCD) to engage in Turn and Talk activities during instruction in general education classes through the UDL framework and examples from an inclusive classroom."
Augmentative and Alternative Communication in the Classroom	This **tool** provides a summary of ten key ideas for supporting students who use Augmentative and Alternative Communication (AAC) within the classroom.
8 Strategies for Teaching Academic Language	Ideas for developing students' capacity to use discipline-specific terminology and the language used in instruction from Edutopia
High-Quality Instructional Framework for MLLs to Thrive	RIDE's framework and blueprint for success for teaching MLLs. Academic Discourse can be found on page 9.

Formative Assessment

Teachers routinely use qualitative and quantitative assessment data (including student self-assessments) to analyze their teaching and student learning in order to provide timely and useful feedback to students and make necessary adjustments (e.g., adding or removing scaffolding and/or assistive technologies, identifying the need to provide intensive instruction) that improve student outcomes.

What this looks like in Social Studies

With goals and expectations established and clearly communicated to students, teachers should continually monitor and assess their students' understanding. Using a variety of assessment strategies, both formal and informal, teachers can use the associated data in a formative way to adjust instruction with the goal of improving student understanding, and not just to assign a grade. It is important for educators to utilize their formative data so that they can provide immediate corrective feedback to students and ensure the students do not reinforce an incorrect concept or fall behind. Additionally, formative assessments can support educators to understand students' prior knowledge in social studies topics and concepts to ascertain what students know and leverage students' background knowledge as they encounter new topics and concepts in social studies.

Formative assessments take many oral and written forms including but not limited to:

- think-pair-share,
- low-stakes quizzes,
- polls,
- games,
- classroom discussions, debate, or other discourse
- short writing prompts,
- Document Based Questions (DBQs),
- narrative writing,
- do-nows,
- exit tickets,
- graphic organizers like Venn diagrams, timelines or a KWL chart, or
- through other visual methods that incorporate art like sketches, visual art, videography
- self and peer assessment

The *Rhode Island Social Studies Standards* inquiry topics include compelling questions that can be used to develop oral and written formative assessment tasks. The learning assessment objectives within each standard table can also be used to develop assessment tasks. Students'

ability to identify, explain, analyze, and/or make evidence-based arguments as outlined in the learning assessment objectives are good indicators of understanding of the inquiry topic or standard being assessed. This is described further and accompanied by examples in Section 4 of this document.

What this looks like for Multilingual Learners (MLLs)

For educators with one or more MLLs on their roster, formative assessment practices should include the collection of discipline-specific language samples and progress monitoring of MLLs' language development in social studies. These language samples and assessment practices will give educators the data needed to provide students with language-focused feedback aligned to their language goals for social studies, particularly across the four Key Language Uses: Narrate, Inform, Explain, Argue. When designing or amplifying formative assessments for disciplinary language development, educators should draw on the English language proficiency level descriptors for their grade level(s) in the WIDA ELD Standards Framework. For additional information about how these descriptors can assist educators in offering targeted feedback based on the word, sentence, or discourse level dimension of students' language samples, please refer to Section 4 of this document. Educators should also refer to the High-Quality Instructional Framework for MLLs to Thrive, pages 10-11, for more information on using formative assessment to offer language feedback, adjusting instruction, and amplifying existing assessments for further disciplinary language development.

What this looks like for Differently-Abled Students (DAS)

HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs, describes assessment as a collaborative process that includes informal assessments to plan instruction that is responsive to individual needs. DAS participation in formative assessments may require specific accommodations specified in IEPs. Implemented in conjunction with HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior, DAS will receive immediate and specific feedback on their performance that is goal-directed and thoughtful in considering the specific learner profile. Feedback on formative assessment is positive and constructive when it avoids words like "should, but, however" and includes statements that highlight what they did appropriately followed by a question (what is another way?) or a suggestion (try adding or continuing with). A diagram or image can support DAS to understand feedback and their progress on formative assessments.

Table 20: Resources for Formative Assessment

Resource	Description
Stanford History Education Group	**Sample assessments** for various history topics
CCSSO Revising the Definition of Formative Assessment	This **resource** provides an overview of the FAST SCASS's revised definition on formative assessment, originally published in 2006.

Resource	Description
	The revised definition includes an overview of the attributes of effective formative assessment and emphasizes new areas emerging from current research, theory, and practice
High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children	**Leadership Guides** for the following HLPs: #4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs #6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes #8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (SEL) #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (academic)
High-Leverage Practices Video: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior	**Video** highlighting HLPs #8 and #22 on providing positive and constructive feedback to guide students' learning and behavior. This resource supports both SEL and academic domains
Stories from the Classroom: Focusing on Strengths within Assessment and Instruction | Progress Center	**Video** from Progress Center on including students in examining their data and setting ambitious goals
Assessment | High-Leverage Practices	**Resources** for using multiple sources of assessment, communicating assessment data, and using data to inform instruction
Every Child Shines: Using Formative Assessment to Reflect on Children's Individual Knowledge and Skills	This **video** provides an introduction to formative assessment in prekindergarten and kindergarten classrooms. Viewers will learn best practices as well as some of the benefits and uses of formative assessment data at the classroom, local, and state levels
CCSSO: Formative Assessment for Students with Disabilities	This **guidance document** from CCSSO outlines strategies that work for all students, including those who are low-performing, with or without disabilities
High-Quality Instructional Framework for MLLs to Thrive	RIDE's **framework and blueprint** for success for teaching MLLs. Formative Assessment can be found on pages 10 and 11

High-Quality Instruction in Social Studies

Like other core subjects, there have been shifts in social studies instructional practices over the past decade. Instructional focus has moved to teaching skills through content. Rather than

memorizing names and dates, students learn to analyze current or historical events and issues in context to make evidence-based reasonings for causality and consequence in history or to problem-solve current issues. Students also need to experience the opportunity to view past and present actions and events through multiple perspectives and to analyze and evaluate the impact those perspectives offer. An outline of instructional shifts in social studies is demonstrated in Table 21. The *Standards* are designed to support these current instructional best practices.

Practices around

1. inquiry-based instruction,
2. supporting students in thinking like historians and social scientists,
3. integrating current events throughout instruction, and
4. teaching difficult topics

are highlighted in this section.

Table 21: Instructional Shifts in Social Studies

Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based reasoning and arguments.
Learning of ideas disconnected from questions	Systems thinking and modeling to give context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including content-related magazine and journal articles and web-based resources; students developing summaries of information
Pre-planned outcomes for "cookbook" activities	Multiple investigations driven by student's questions/interests with a range of possible outcomes that collectively lead to a deep understanding of established core ideas
Worksheets	Student writing in journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able than their peers	Provisions for support so that all students can engage in sophisticated lessons and practices

Table Source: Instructional Shifts Guidance from the Colorado Department of Education based on the National Science Teaching Association's "A New Vision for Science Education"

Inquiry-Based Instruction

Inquiry-based instruction is an effective teaching practice endorsed by the National Council for the Social Studies (NCSS). Inquiry-based instruction privileges rigorous and relevant questions that speak to students' knowledge and experiences, sources that reflect multiple perspectives and access points for all students, and tasks that build in complexity and offer teachers information at formative and summative levels. A focus of this approach is to help students develop a deeper understanding of history and the social sciences, learn about diverse cultural perspectives, as well as to build their capacity for civic engagement in society. It can also foster a sense of curiosity that can lead to lifelong learning. When done well, inquiry-based instruction helps students develop critical thinking skills, historical empathy, as well as an appreciation for the complexity of historical events and diverse cultural perspectives. DAS can participate in inquiry-based instruction with explicit instruction embedded along the way in line with the IEP.

To support an inquiry-based approach to instruction, the *Rhode Island Social Studies Standards* are specifically designed to encourage inquiry through the sequencing of inquiry topics within each course, the compelling questions for each topic of inquiry, and the guiding questions for each content standard. Next are some key characteristics often associated with inquiry-based learning:

1. **Question**: Inquiry-based instruction is based on questions that push beyond factual knowledge. In exploring those questions, students have opportunities to develop their content knowledge and their skills in constructing evidence-based arguments.

2. **Investigate:** Students are encouraged to investigate a range of primary and secondary sources, such as historical documents, artifacts, photographs, and historians' accounts to gather evidence to help them answer their questions.

3. **Analyze:** Students are provided with opportunities to analyze the evidence they gather to draw conclusions and develop hypotheses about the topic or event.

4. **Collaborate:** Inquiry-based instruction often involves collaborative learning where students work together in small groups to explore inquiry topics and to share their findings and ideas with each other. Effective strategies that support collaboration include, but are not limited to: debates, simulations, group projects, jigsaw activities, and text-based discussions.

5. **Reflect:** Throughout the inquiry process, students should be given opportunities to routinely reflect on their learning, the quality of their questions, and the validity of their conclusions.

Thinking and Acting Like Historians and Social Scientists

The *Rhode Island Social Studies Standards*, particularly the set of twelve anchor standards, are designed to encourage students to think and act like informed citizens, historians, geographers, and economists. Thinking and acting in these ways is essential for students to develop a deep

appreciation for and understanding of social studies content. In addition, thinking and acting in these ways involve a range of cognitive processes that allow students to engage with primary and secondary sources, analyze historical events and concepts from diverse perspectives, and draw and support meaningful and impactful conclusions. Next are some suggested strategies for teachers that can help students develop these types of skills:

- **Consider Sources**: Teach students to consider the authorship, purpose, and context of primary and secondary sources. Encourage them to examine who created a source, when and where it was created, as well as for what purpose(s) it was created.
- **Consider Context**: Help students explore and learn about the historical context(s) in which events occurred and concepts developed. For example, encourage them to examine the social, economic, and political factors that may have influenced the creation of a source.
- **Corroborate**: Teach students to compare and contrast a range of diverse sources to determine their accuracy and reliability. Encourage them to look for similarities and differences in the sources and the various perspectives of the authors.
- **Develop Empathy**: Help students develop an understanding and empathy for the perspectives and experiences of people who lived in the past and live in the present. As previously mentioned, encourage them to consider the social, economic, and political factors that have helped to shape people's lives and decisions.

Integrating Current Events

History is being made every day. Because of this, a key opportunity and challenge for teachers of social studies is to integrate the teaching of current events on a routine basis. The teaching of current events is critical because it helps students develop an understanding of what is taking place around them and how current events connect to the past and help shape the future. Since what happens in the world, nationally, or even locally is ever unfolding, there is no simple method or approach to how teachers can leverage current events to support and/or augment what students are learning and exploring at any given time.

Teachers can leverage the value of teaching current events by encouraging students to:

- **Make Connections**: Encourage students to make connections between current events and what they are exploring in class. Provide them with opportunities to reflect on their learning and their perspectives on current events through class discussions, written reflections, or small group conversations.
- **Explore Context**: Encourage students to explore the historical and cultural context of current events particularly as they might relate to what they are currently studying. This can involve analyzing the social, economic, and political factors that influence current events.
- **Analyze Primary Sources**: Encourage students to analyze primary sources, such as news articles, videos, and social media posts, to understand different perspectives on current

events. This can involve examining an author's point of view, analyzing the language and tone used, identifying biases and assumptions.

- **Practice Media Literacy**: Use current events as an opportunity to teach students media literacy skills, such as identifying fabricated or exaggerated information and evaluating sources for credibility. For example, students can practice such skills as fact-checking and verifying information.
- **Engage in Civic Action**: Current events can spark student enthusiasm and engagement around real-life issues. Teachers can encourage students to become engaged in civic issues by encouraging them to become involved in authentic ways, such as by writing letters to elected officials, participating in organized activities and other civic engagements, or volunteering in community service projects.

A word of caution. When integrating the study of current events into instruction within the social studies classroom, it is important for teachers to ensure that topics of discussion remain grade appropriate. Since many individuals will have different answers about what is grade-appropriate, RIDE encourages teachers to keep the *Standards* front and center when deciding what additional content to bring into daily instruction. It is just as important for younger students to understand what is happening in the world around them, and they may come to the classroom with questions. When teaching current events to younger students, teachers should:

- use simple language,
- focus on the main ideas of the event or the big picture rather than the details,
- use age-appropriate examples such as how a natural disaster affects people and animals,
- encourage questioning and use their questions to guide the discussion,
- be sensitive to their emotions and include positive examples such as people helping each other during a difficult situation.

Educators need to be mindful of current events that may be taking place in MLLs' home countries and be sensitive to their perspectives and feelings on the topics, including being mindful of how those events are portrayed in the U.S. media.

Teaching Difficult Topics

A common challenge that social studies teachers must contend with is how to teach challenging topics. At every grade level and within every course, social studies teachers must be prepared to support students in exploring and learning about difficult parts of history. Therefore, teaching difficult topics like genocide and racism[7] in social studies requires careful consideration of how to approach these topics in a sensitive and meaningful way. Next are

[7] Educators with legal concerns about teaching or including instructional materials about race and racism should refer to the 2023 report by the U.S. Department of Education, Race and School Programming, particularly pages 6-10.

some important considerations and effective strategies that can help teachers effectively navigate difficult topics in social studies:

1. **Create a Safe Learning Environment Focused on Empathy:** Before delving into any difficult topic, it is essential for teachers to create a safe learning environment where students feel comfortable sharing their thoughts and feelings. This goal can involve establishing clear expectations for respectful and sensitive discussion, and providing opportunities for students to express their emotions and ask questions. Often these actions take time. In addition, teachers should recognize that difficult topics may evoke a range of emotions in students. Therefore, they should provide opportunities for students to reflect on their own emotions and experiences, as well as those of others. This approach can involve journaling, small group discussions, or personal reflections.

2. **Provide Historical Context:** As mentioned previously around the teaching of current events, providing students with historical context can help them understand the historical and social factors that lead to things like genocide, slavery, and racism. Doing so often involves exploring the social, economic, and political factors that contributed to these events, and analyzing the perspectives and experiences of different groups of people.

3. **Use Primary and Secondary Sources:** The use of primary sources, such as personal testimonies, historical documents, and multimedia resources, and secondary sources, such as historians' interpretations, can help students gain a deeper understanding of challenging topics and events. Primary resources can also help students develop empathy for and a sense of connection to the people affected by these events.

4. **Analyze Multiple Perspectives:** As emphasized in the *Social Studies Standards*, particularly in the twelve anchor standards, encouraging students to analyze difficult topics from multiple perspectives, including the perspectives of those who were directly affected, as well as the perspectives of those who participated in or perpetuated these events, can help them develop a more nuanced understanding of complex issues.

Terminology in Instruction

As discussed in Section 2 of this document, the *Standards* use terminology that is currently most accepted by the communities themselves or those advocating for people within those communities. Teachers may find various terminology being used in current instructional materials and will particularly find outdated terminology in older secondary sources and primary sources. As mentioned previously in Section 2, it is important to keep in mind that terminology and language are constantly evolving. For example, terminology and language that is acceptable today may no longer be considered appropriate in the future. Therefore, teachers should use the opportunity to discuss proper current terminology, even where there is debate around certain terms, with their students.

Students will come across varying terminology during inquiry and learning, particularly during independent research, and they may need to use outdated terminology in key word searches when conducting research. Teachers should inform students that despite what terminology is used when analyzing sources or conducting research (e.g., Negro), they should use current terminology in their speaking and writing (e.g., Black). Students may come across a word that is derogatory, such as the "N word," when analyzing primary sources or when reading works of historical fiction. Teachers should prepare students for this, inform them of the word's harmful history, and never speak or write the word in full (Kenny, 2014; Price, 2011). If teachers are hosting a read aloud session with students and the reading contains a derogatory word, teachers should instruct students to refer to the word as the "N word." Facing History and Ourselves, outlines strategies educators can use to address racist and dehumanizing language in literature. This includes creating a contract with students that includes norms for handling such language in the classroom and revisiting those norms prior to engaging with challenging text and to be prepared to contextualize the language (Facing History and Ourselves, 2021). Many of the resources outlined in Table 22 offer guidance for teaching challenging and difficult topics and for contextualizing slurs such as the N word.

Table 22: Resources for High-Quality Instruction in Social Studies

Resource	Description
Powerful Teaching and Learning in Social Studies	**Position statement** of the National Council for Social Studies (NCSS) - Updated statement approved April 2023
C3 Framework: College, Career, and Civic Life	Also refer to the C3 **framework** for incorporating instructional shifts in the classroom
High Impact Instructional Strategies for Social Studies Skills	Developed by the Colorado Department of Education, this **chart** aligns high impact instructional strategies with desired student skills
Current Issues and Events: Civics for All	A web page of **resources** from New York City Public Schools for teaching about various current difficult issues
Teaching Strategies	A page of **resources** from Learning for Justice for social studies teaching strategies. Includes age-appropriate teaching strategies for teaching about difficult topics and tools for hosting meaningful classroom discussions
Teaching Hard History: American Slavery	**Strategies** by Learning for Justice on teaching slavery in elementary and secondary levels. Includes guides on how to approach the topic at age appropriate levels. Professional development resources are also available.
Learning for Justice	This **website** has many resources for teaching about difficult topics such as slavery and racism

Resource	Description
Guidelines for Teaching the Holocaust	**Guidelines** by the United States Holocaust Memorial Museum on how to teach the Holocaust
Facing History and Ourselves	This **website** has many resources for teaching current events and for teaching difficult topics such as bigotry. Refer to their "Prepare to Teach" section
Your Roadmap for Teaching Controversial Issues	This **webpage** from iCivics has teacher guides and a video series to help prepare teachers to teach controversial issues in the classroom
Teaching about Controversial Issues: A Resource Guide	This **webpage** from The Choices Program at Brown University aims to provide teachers with resources and pedagogical tools so they can feel more prepared to address controversial issues in the classroom. It begins with why it is important to teach about controversial issues and then provides tools and resources for creating guidelines for discussions, facilitating discussions, teaching about controversial issues, and garnering support from administrators and parents.
Strategies for Addressing Racist and Dehumanizing Language in Literature	This **article** from Facing History and Ourselves outlines strategies to prepare for teaching with a challenging text with intention and care
Straight Talk about the N-Word	This **article** features a conversation with Professor Neal A. Lester about the history of the N-word and ways educators can hold discussions about the word in class
Teaching the N-Word	An **article** from a high school teacher on how she broached the conversation to contextualize the word with her students
Balancing Instruction in Social Studies	This **article** in Edutopia outlines the importance of balancing the teaching of reading, writing, and speaking in addition to social studies content and skill
The Historical Thinking Project	This **website,** based out of Canada, outlines and provides resources for implementing historical thinking concepts in the social studies classroom
C3 Teachers - Inquiries	Free, downloadable **inquiry units** for social studies classrooms K-12
3 Words to Guide Explicit Instruction in an Inquiry Classroom	If you are wrestling with how explicit and inquiry-based instruction work together to develop students' conceptual understanding, this **article** outlines successful instructional strategies
BRIDE-RI Course List	Educators may find that **courses** available in BRIDGE-RI would be supportive in the teaching of difficult conversations and topics. Some suggestions include: • Tier 1: Behavior, Social-Emotional Learning, and Climate • Middle School Social-Emotional-Behavioral Instructional Core

Resource	Description
	• Establishing Classroom Communities for Student Success • Introduction to Anxiety Management in Schools • Introduction to Social and Emotional Learning • Managing Escalations • The Importance of Connectedness • Understanding Trauma • High School Social-Emotional-Behavioral Instructional Core

High-Quality Instruction for Multilingual Learners

The development of a second, third, or fourth language is a lifelong process — one that cannot take place in isolation or within a stand-alone hour of the school day. In order to ensure all students have meaningful access to core instructional programs, all educators must share responsibility for the education of MLLs, including teachers of social studies. For those not certified in English to Speakers of Other Languages or Bilingual/Dual Language, shared responsibility might beg the question: What is high-quality instruction for MLLs? What practices are evidence-based in promoting content and language learning with MLLs?

RIDE offers in-depth guidance about the key components of high-quality MLL instruction in its *High-Quality Instructional Framework for MLLs to Thrive*. The research is clear: language development is most effective when integrated within content area instruction. Integrated language and content teaching gives MLLs rich, highly contextualized opportunities to use disciplinary language, which in turn reinforces content learning. Rather than teaching a discrete set of grammar rules or vocabulary lists, devoid of disciplinary context, educators must reflect on the language demands of content-based tasks from the core curriculum, offering explicit language instruction and ample scaffolds so MLLs can linguistically access and engage in core content area instruction.

Table 23: Resources for High-Quality Instruction for Multilingual Learners

Resource	Description
High-Quality Instructional Framework for MLLS to Thrive	RIDE's framework and blueprint for MLL success
WIDA ELD Standard 5 - Language of Social Studies	The English Language Development Standards provide a framework for social studies aligned instruction to support teaching and learning of multilingual learners
WIDA Focus Bulletin- Collaboration: Working Together to Serve MLLs	**Article** with overview of language-focused collaborative teaching models and cycles

Resource	Description
Professional Learning: Purposeful Instructional Design Part 1 Professional Learning: Purposeful Instructional Design Part 2	**Self-paced courses** on designing asset-based core instruction for MLLs This two-part course sequence is available on BRIDGE-RI, the learning management system for Multi-Tiered System of Supports (MTSS) in the state of Rhode Island. Educators can participate in these professional learning opportunities online at no cost. Critical aspects of Part 1 include: Tier 1 instructional design, data collection, and use of evidence-based instructional delivery practices for language learners, such as scaffolds. Critical aspects of Part 2 include: the role of physical environment and classroom climate in teaching and learning as well as translanguaging strategies and cross-linguistic features of common home languages.
Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School	**Videos** and **Facilitator's Guide** for four evidence-based practices: promoting academic vocabulary, integrating language and content instruction, providing structured opportunities to engage in writing activities, and conducting small-group interventions.
The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12	**Implementation Guide** for educators with a list of scaffolding strategies for MLLs
Focusing Formative Assessment on the Needs of English Language Learners	**Article** about conducting formative assessments with MLLs
Using Formative Assessment to Help English Language Learners	**Article** about conducting formative assessments with MLLs

High-Quality Instruction for Differently-Abled Students

Equity requires participation and a sense of belonging. To ensure that all students participate in social studies instruction — not just the hand raisers — teachers will need a continuum of proactive strategies that increase opportunities for student engagement. Students with IEPs or a 504 plan are general education students who access the grade-level curriculum through the support of high-quality instruction, as described in the preceding sections, which utilizes data on learner characteristics to differentiate and scaffold. Accommodations determined by the IEP team or a 504 plan complement the differentiation and scaffolds to ensure that accessibility needs specific to the individual learner are met. General education and content area teachers are responsible for providing instruction that is differentiated, scaffolded, and where

appropriate for individual learners, includes accommodations. Some learners will also require instructional modifications as determined by the IEP team. When students receive quality supplementary curricula as part of their specially designed instruction (SDI), then inclusion can provide accommodations for generalizing skills they mastered in SDI. Collaborative planning with special educators and related service providers will support general educators in developing their repertoire of rigorous and accessible instructional practices.

The Leadership Implementation Guides from the High Leverage Practices for Students with Disabilities include tips for school leaders to support teachers; questions to prompt discussion, self-reflection and observer feedback; observable behaviors for teachers implementing the HLPs; and references and additional resources on each HLP. These guides, referenced throughout this section, were developed to help leaders integrate the HLPs into professional development and observation feedback.

Table 24: High-Quality Instruction for Differently-Abled Students

Resource	Description
High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children	**Leadership Guides** for the following HLPs: #1: Collaborate with Professionals to Increase Student Success #5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs #14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence
Unit Co-Planning for Academic and College and Career Readiness in Inclusive Secondary Classrooms	**Article** describing the UCPG, a tool to support general and special education teacher collaboration and planning in inclusive general education classrooms
Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction	**Article** describing the differences between specially designed instruction, High-Leverage Practices, explicit instruction, and intensive instruction
IEP Tip Sheet: What are Supplementary Aids & Services?	**Tip Sheet** from Progress Center on accommodations for instruction and assessment, modifications, and other aids and services
IEP Tip Sheet: What are Program Modifications & Supports?	**Tip Sheet** from Progress Center on program modifications and supports that promote access to and progress in general education programming and shares tips for implementation

Resource	Description
Can you implement DBI to support students with intellectual and developmental disabilities?	In this brief **video**, Dr. Chris Lemons shares considerations for implementing data-based individualization (DBI) to support students with intellectual and developmental disabilities
Classroom Supports: Universal Design for Learning, Differentiated Instruction CTE Series 3 | NTACT:C (transitionta.org)	**Webinar** from the National Assistance Center on Transition — UDL at secondary: "Fundamentals of differentiated instruction to support effective teaching, individualized learning and maximize student engagement are shared."
TIES Center: Inclusive Instruction: Resources on Inclusive Instruction	**Resources on Inclusive Instruction:** TIES Brief #4: Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities TIES Brief #5: The General Education Curriculum- Not an Alternative Curriculum! Lessons for All: The 5-15-45 Tool
TIES Center: TIES TIPS: Foundation of Inclusion TIPS	**TIES Inclusive Practice Series TIPS** #15 Turn and Talk in the Inclusive Classroom #16 Making Inferences in the Inclusive Classroom #19 Creating Accessible Grade-level Texts for Students with Cognitive Disabilities in Inclusive Classrooms
Evidence-based practices for children, youth, and young adults with Autism	**Report** on evidence-based practice including a fact sheet for each that provides a longer description, information about participant ages and positive outcomes, and a full reference list.

Resources for Professional Learning

Enacting the high-quality instructional practices described previously is an essential yet complex task for teachers. Thus, ensuring high-quality instruction for all students in school often requires a team effort involving grade-level/content-area teachers, specialists and educators working with multilingual learners and differently-abled students in particular, and the administrators, leaders, and coaches who support all these educators. In addition, effective professional learning that helps teachers enhance their knowledge and application of high-quality instructional practices should strategically integrate multiple types of professional learning, as described in this section.

First, as mentioned in earlier sections of this framework, high-quality instruction begins with a deep understanding of the *Standards* since they provide the foundation for instruction by defining what students need to know and be able to do. Professional learning suggestions and guidance for deepening the understanding of *Standards* can be found in Section 2 of this framework.

Professional learning for high-quality instruction must also focus on developing a solid understanding of the high-quality instructional practices listed previously. Readers are encouraged to review the many resources listed with each instructional practice and to establish 'book study' groups with colleagues to read, review and discuss any of the resources shared in Part 2 of this section of the framework.

In addition, supporting effective professional learning requires supporting teachers' application of the practices described previously. As with any complex skill, when supporting the application of high-quality instructional practices, the key ingredient is timely and targeted feedback. For feedback to be provided in a targeted and timely fashion, practices must be made visible so that the application of instructional practices can be observed. Once observed, feedback can then be generated.

Most professional learning tools designed to provide feedback align with three key phases of the instructional cycle where it is very helpful for teachers to receive feedback about their instruction.

- The first phase is during lesson planning, before instruction actually takes place.
- The next phase is the actual instruction where teachers can be observed engaging with students.
- The final phase is after teaching has taken place and focused on the review of student work and evidence of learning.

Table 25 through Table 28 list a variety of tools and resources that are designed to provide teachers with feedback during these three phases. They are organized into the following three categories: **Planning Tools**, **Observation Tools**, and **Evidence of Learning Tools**. These tools come from a variety of sources, but all are intended to guide coaches, professional learning providers, and other leaders in offering support to teachers in this work.

Table 25: Resources for Planning Tools

Resource	Description
The Signal and the Noise: Coaching Pre-Service Candidates to Teach with Questions, Tasks, and Sources	Article introducing the **Questions-Tasks-Sources (QTS) Observation Protocol** in social studies by C3 Teachers

Resource	Description
30-Minute Tuning Protocol	**Protocol** designed to be used within collaborative teacher teams. It can be used to provide teachers with feedback on any artifact of their teaching and is a great tool to solicit feedback about lessons. In the protocol, a presenting teacher shares the goal, need, and plan of their professional work. Participants share feedback in rounds. The presenter then reflects on what was said that was helpful and what feedback they will try to incorporate to improve their plan
UDL Tip for Designing Learning	**Tip sheet** with teacher questions, examples, and further resources to help anticipate learner variability and make instruction flexible and useful for all learners
CAST | Key Questions to Consider When Planning Lessons	**One-pager** of question prompts for teacher to improve lesson accessibility
Whole-Group Response Strategies to Promote Student Engagement in Inclusive Classrooms	**Article** on whole-group response systems paired with formative assessment charts to provide instruction that actively engages students in the learning process "These strategies can be implemented easily in classrooms with minimal additional resources and are applicable across grade levels and content areas with appropriate modifications"
Approaching Explicit Instruction Within a Universal Design for Learning Framework	**Article** on implementation suggestions for using EI and UDL in tandem to better support students access and understanding lesson content with improved student engagement and demonstration of what they know and can do

Table 26: Resources for Observation Tools

Resource	Description
30-Minute Atlas Protocol	**Protocol** describing a collaborative process for examining students' performance data to inform next steps in teaching
Explicit Instruction Rubric	**Rubric** focused on explicit instruction. The Recognizing Effective Special Education Teachers (RESET) project, funded by U.S. Department of Education Institute for Education Sciences (IES) and led by Evelyn Johnson at Boise State University, developed a series of rubrics based on evidence-based practices for students with

Resource	Description
	high-incidence disabilities. One set of rubrics focuses on explicit instruction. Based on the main ideas of Explicit Instruction, the Explicit Instruction Rubric was designed for use by supervisors and administrators to reliably evaluate explicit instructional practice, to provide specific, accurate, and actionable feedback to special education teachers about the quality of their explicit instruction, and ultimately improve the outcomes for differently-abled students

Table 27: Resources for Evidence of Learning Tools

Resource	Description
Student Work Analysis Protocol	**Protocol** describing a process that groups of educators can use to discuss and analyze student work. It is intended to be applicable across subjects and grades, including literacy, mathematics, science, the arts, and others. Analyzing student work gives educators information about students' understanding of concepts and skills and can help them make instructional decisions for improving student learning
Instructional Rounds / Atlas Protocol	**Protocol** describing a process for conducting 8-minute instructional rounds in groups
Calibration Protocol for Scoring Student Work	**Protocol** describing a process that groups of educators can use to discuss student work in order to reach consensus about how to score it based on rubric/scoring criteria. It is intended to be applicable across subjects and grades, including literacy, mathematics, science, the arts, and others. Examples of student work that can be used as practice for calibration are included as appendices

Table 28: Additional Tools and Resources

Resource	Description

School Reform Initiative (SRI)	**Website** with a wide range of protocols that support teaching and learning. The mission of the School Reform Initiative is to create transformational learning communities that are fiercely committed to educational equity and excellence
National School Reform Faculty (NSRF)	**Website** with a wide range of protocols that can be used in collaborative settings, such as PLCs and Critical Friends groups, to enhance teaching and learning
CASEL Teaching Activities to Integrate SEL Core Competencies	**Document** drawing on CASEL reviewed evidence-based programs to identify and describe some of the most common strategies used to promote student SEL
Using Explicit and Systematic Instruction to Support Working Memory	**Article** with implementation examples in elementary expository text and math lessons
Effective Practices Alignment Matrix	**Tool** describing Montana's Effective Practices Alignment Matrix of Three major national and statewide professional development initiatives: the Danielson Framework, Teaching Works High-Leverage Practices (HLPs), and the Council for Exceptional Children HLPs for Students with Disabilities — using the effective practices ratings system developed by John C. Hattie
Collaborative Team Tool Kit	**Toolkit** from the State of New Jersey's Collaborative Teams intended to help schools establish productive collaborative teams of teachers and administrators working and learning together to help their students

Questioning strategies to engage all learners	**Guide** to questioning strategies for teachers. Teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of higher-order thinking skills
Strategic Questioning	**Article** on strategic questioning. Strategic questioning is intentional, systematic and targets students' learning. Within such a process, students are not just listening and answering questions, but they are also involved in analyzing their teacher and peer's questions, raising more questions, taking turns to discuss each other's answers, and evaluating them
Student Discourse	**Article** on six ways to move students' thinking to deeper understanding
Cultural and Linguistic Differences: What Teachers Should Know	A **professional learning module** from the IRIS Center that examines the ways in which culture influences the daily interactions that occur across all classrooms and provides practice for enhancing culturally responsive teaching
Learning for Justice Webinars	**Professional development** webinars that offer helpful guidance on topics such as teaching difficult issues or incorporating culturally responsive teaching
Culturally Responsive Teaching and Leading	Resources for **professional development** on culturally responsive education from the Massachusetts Department of Elementary and Secondary Education
Culturally Relevant Education	A **professional learning** module from the CEEDAR Center at the University of Florida

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Section 4: High-Quality Learning Through Assessment

Introduction and Overview

As described in previous sections, the curriculum frameworks are built upon the foundation of rigorous standards and high-quality curriculum materials. Section 3 discussed how this foundation informs high-quality instruction. This section focuses on how it should also ensure high-quality learning through assessment. When properly designed and implemented, a comprehensive assessment system provides multiple perspectives and sources of data to help educators understand the full range of student learning and achievement. Assessment information may be used to evaluate educational programs and practices and make informed decisions related to curriculum, instruction, intervention, professional learning, and the allocation of resources to better meet students' needs.

Assessment data also informs educators and families on student performance and their relationship to ongoing instructional practice. Various types of assessments are required because they provide different types of information regarding performance. A comprehensive assessment system must be appropriate for the student population and address the assessment needs of students at all grade levels, including those who speak languages other than English, are differently-abled, who struggle, or who excel.

Student learning is maximized with an aligned system of standards, curriculum, instruction, and assessment. When assessment is aligned with instruction, both students and teachers benefit. Students are more likely to learn because instruction is focused and because they are assessed on what they are taught. Teachers are also able to be more focused and strategic in their instruction, making the best use of their time. Assessments are only useful if they provide information that is used to support and improve student learning.

Assessment inspires educators to ask these hard questions:

- "Are we teaching what we think we are teaching?"
- "Are students learning what we want them to learn?"
- "Is there a way to teach the subject and student better, thereby promoting better learning?"

Section 4 addresses the purposes and types of assessment, the concepts of *validity*, *reliability*, and *fairness* in assessment, factors to consider when selecting or developing assessments, and considerations when assessing differently-abled students and multilingual learners.

Purposes and Types of Assessment

Assessment has an important and varied role in public education. Assessments are used to inform parents about their children's progress and overall achievement. Educators use assessment to make decisions about instruction, assign grades, and determine eligibility for

special services and program placement. Students use assessments to understand their own strengths and challenges to reflect on improvements they need to make. Assessments are used by evaluators to measure program and instructional effectiveness. When it comes to assessment of student learning, the why should precede the how because assessments should be designed and administered with the purpose in mind. The vast majority of assessments in social studies fall into two categories: formative and summative. **Formative assessments** are used to inform and improve instruction. This practice can be considered an instructional strategy as well and is described more fully in Section 3. **Summative, or interim, assessments** are designed to measure intended learning outcomes**.**

As described in Section 3, when assessments are used to inform instruction through formative assessment practices, the data typically remain internal to the classroom. They are used to provide specific and ongoing information on a student's progress, strengths, and weaknesses, which can be used by teachers to plan and/or differentiate daily instruction. It is also common for social studies teachers in the same grade level or who teach the same course, to share samples of student work or other formative assessment data to analyze student learning collaboratively. Such collaborative practices leverage the insights of colleagues in analyzing the data and determining appropriate next steps for instruction and also ensure that students are learning the same materials. However, interim and summative assessments can also be used to impact instructional decision-making, though not in the short-cycle timeline that characterizes formative assessments. Assessments such as unit tests can be used to reflect on and inform future instructional decisions.

Interim and summative assessments, such as performance tasks and end-of-unit tests, are formal assessments used to measure progress toward intended learning outcomes. Formal assessments are used to measure outcomes and attempt to measure what has been learned so that it can be quantified and reported.

From informal questioning to summative assessments, there are countless ways teachers may determine what students know, understand, and are able to do. The instruction cycle generally follows a pattern of determining where students are with respect to the standards being taught before instruction begins, monitoring their progress as the instruction unfolds, and then determining what knowledge and skills are learned as a result of instruction. Formative, summative, and interim assessments are explained further in the following paragraphs.

Formative Assessments

The primary purpose of **formative assessment** is to inform instruction. As an instructional practice, it is described more fully in Section 3 of this framework. The Chief Council of State School Officers (CCSSO, 2018) updated its definition of formative assessment in 2021 and defines formative assessment in the following way:

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student

understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;
- Engaging in self-assessment and peer feedback;
- Providing actionable feedback; and
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

Additionally, formative assessment is integrated throughout instruction with the purpose of gathering evidence to adjust teaching, often in real time, to address student needs (Black and William, 2010), and capitalize on student strengths. There is ample evidence to support that this process produces “significant and often substantial learning gains” (Black and William, 2010) and these gains are often most pronounced for low-achieving students. Eliciting evidence of student thinking through the formative assessment process should take varied forms. Examples of strategies for gathering evidence of learning during the formative assessment process include exit slips, student checklists, one-sentence summaries, misconception checks (Alber, 2014), targeted questioning sequence, conferences, and observations. Additional strategies are outlined in Section 3 of this framework.

Formative assessment becomes particularly powerful when it involves a component that allows for student self-assessment. When teachers clearly articulate learning goals, provide criteria for proficiency in meeting those goals, and orchestrate a classroom dialogue that unveils student understandings, students are then positioned to monitor their own learning. This self-knowledge, coupled with teacher support based on formative assessment data, can result in substantive learning gains (Black and William, 2010). Learner involvement in monitoring progress on their goals strengthens engagement for all students but is especially important for differently-abled students. Specific feedback comparing the students’ achievement against the standard — rather than only against other students — increases personal performance. With specific feedback, learners should then have the opportunity to reattempt some items in response.

Opportunities for students to monitor their own progress and make improvements based on specific feedback connect to the Social Emotional Learning competency of: **Self-management** — learning to manage and express emotions appropriately, controlling impulses, overcoming challenges, setting goals, and persevering and Self-awareness Learning Standards 1B — I can identify when help is needed and who can provide it. **Self-Awareness** means students understand their areas of strength as well as areas of need. This skill is strengthened as they

monitor their progress. By incorporating Universal Design for Learning guidelines, assessment feedback that is relevant, constructive, accessible, specific, and timely with a focus on moving the learner toward mastery is more productive in promoting engagement. The assessment process creates a continuous feedback loop, which systematically checks for progress and identifies strengths and weaknesses to improve learning gains during instruction.

Summative Assessments

Summative assessments are formal assessments that are given after a substantial block of instructional time, for example at the end of a unit, term course, or academic year. **Interim assessments** are administered during instruction and, depending on the type of interim assessment, can be used to inform instruction or measure outcomes. By design and purpose, high-quality summative and interim assessments are less nimble in responding to student strengths and needs than formative assessments. They provide an overall picture of achievement and can be useful in predicting student outcomes/supports or evaluating the need for pedagogical or programmatic changes. These assessments should be written to include a variety of item types (e.g., selected response, constructed response, extended response, performance tasks) and represent the full scale of Webb's Depth of Knowledge (DOK), which is built into the *Rhode Island Social Studies Standards*. To maximize the potential for gathering concrete evidence of student learning as facilitated by curriculum and instruction, educators should routinely draw upon the assessments provided within their high-quality curriculum materials (RIDE, 2012).

Interim Assessments

Interim assessments can also be used for screening and diagnostic purposes, though this is not typically used in social studies. Screening assessments are a type of interim assessment used as a first alert or indication of specific instructional need and are typically quick and easy to administer to a large number of students and easy to score. Assessments used for screening purposes can inform curriculum decisions about instruction for groups of students and for individual student's academic supports. Schools and districts often use interim assessments to screen and monitor student progress across the school year.

Though assessments that screen for reading and writing do not screen for social studies skills, educators can use data from these assessments to plan for supports that may be needed for students to access social studies materials. Examples of these assessments used in schools and districts include STAR, i-ready, NWEA, IXL, and Aimsweb. Some of these screening tools also have progress monitoring capability to track a student's response to intervention at a more frequent interval. Progress monitoring tools may be general outcome measures or mastery measures. While general outcome measures (GOMs) measure global skill automaticity, mastery measurement closely looks at one aspect or specific skill. When needed, screening assessments can be followed by more intensive diagnostic assessments to determine if targeted interventions are necessary. Diagnostic assessments are often individually administered to students who have been identified through the screening process. The diagnostic assessments help to provide greater detail of the student's knowledge and skill.

Performance Assessments

Performance assessments/tasks can be an effective way to assess students' learning of the *Standards* within a high-quality curriculum. Performance assessments/tasks require students to apply understanding to complete a demonstration performance or product that can be judged on performance criteria (RIDE, 2012). Performance assessments can be designed to be formative, interim, or summative assessments of learning. They also allow for richer and more authentic assessment of learning. Educators can integrate performance assessments into instruction to provide additional learning experiences for students. Performance tasks are often included as one type of assessment in portfolios and exhibitions, such as those used as part of Rhode Island's Readiness-Based Secondary Regulations.

Table 29: Summary of Assessment Types

	Inform Instruction	Screen/Identify	Measure Outcomes
Summative	Generally, not used as the primary source of data to inform instruction. May be useful in examining program effectiveness.	Generally, not used as the primary source of data to screen/identify students. May be one of multiple sources used.	Primary purpose is to measure outcomes (at classroom, school, LEA, or state level). Can be used for accountability, school improvement planning, evaluation, and research.
Formative	Primary purpose is to inform instruction.	Generally, not used to screen/identify students.	Generally, not used to measure long term outcomes; rather, it is used to measure whether students learned what was just taught before moving on to instructional "next steps." Evidence gathered as part of the formative assessment process may inform a referral to special education and may be used to help measure short-term objectives on IEPs.
Interim	May be used to inform instruction.	May be used to screen/identify students.	May be used to measure outcomes in a longer instructional sequence (e.g., end of a unit of study or quarter, semester, MTSS intervention goal, IEP goal). May be part of a special education referral.

Selecting and Developing Assessments

Building or refining a comprehensive assessment system begins by agreeing upon the purposes of the assessments the LEA will administer. One assessment cannot answer every question about student learning. Each type of assessment has a role in a comprehensive assessment system. The goal is not to have some — or enough — of each type; rather it is to understand that each type of assessment has a purpose and, when used effectively, can provide important information to further student learning. Some questions educator teams may ask themselves as part of any discussion of purpose include:

- "What do we want to know about student learning of the *Standards*?"
- "What do we want to learn about students' skills and knowledge?"
- "What data do we need to answer those questions?"

Once claims and needs are identified, the appropriate assessments are selected to fulfill those data needs by asking: "Which assessment best serves our purpose?" For example, if a teacher wants to know if students learned the material just taught and identify where they may be struggling to adjust the next day's instruction, the teacher may give a short quiz or an exit ticket which asks students a few questions targeting a specific skill. Whereas, if the teacher wanted to know if the students were proficient with the content taught during the first semester, the teacher may ask students to complete a longer test or performance task where students apply their new learning, thus measuring multiple standards/skills.

In addition to considering what purpose an assessment will serve, attention must be paid to the alignment of the assessment with the curriculum being used by the LEA. Curriculum materials may embed assessments as part of the package provided to educators. In turn, educators must consider whether the assessments included meet the breadth of purposes and types needed for an assessment system that informs instruction and provides outcome information about student learning. It is recommended that educators review what assessments are available within the high-quality instructional materials, identify gaps and weaknesses, and develop a plan for which additional assessments may need to be purchased or developed locally (Instruction Partners, 2018). Remember any review of assessments needs to ensure alignment to the standards and Universal Design for Learning guidelines. Providing options in the way assessments are represented and allowing for students to demonstrate their understanding through multiple means of action and expression benefits all students, especially MLLs and DAS.

Assessments that are not adequately aligned with standards, curriculum, and universal design principles are not accurate indicators of student learning. This is especially important when assessment data are used in high-stakes decision-making, such as student promotion or graduation. Because every assessment has its limitations, it is preferable to use data from multiple assessments and types of assessments. By collecting data from multiple sources, one can feel more confident in inferences drawn from such data. When curriculum, instruction, and assessment are carefully aligned and working together, student learning is maximized.

Finally, when developing or selecting assessments, knowing whether an assessment is a good fit requires a basic understanding of item types and assessment methods and their respective features, advantages, and disadvantages. Though this is certainly not an exhaustive list, a few of the most common item types and assessment methods include selected response, constructed response, performance tasks, and observations/interviews. Refer to *Comprehensive Assessment System: Rhode Island Criteria and Guidance (2012)* for a discussion of the advantages and disadvantages of each method.

Validity, Reliability and Fairness

Assessments must be designed and implemented to accurately collect student information. To do this they should all possess an optimal degree of

- *Validity* (the degree to which the assessment measures what it is supposed to measure — i.e., what is defined by the *Standards*),
- *Reliability* (the consistency with which an assessment provides a picture of what a student knows and is able to do), and,
- *Fairness* (lacks bias, is accessible, and is administered with equity). (RIDE, 2012)

In other words, within an assessment, the items must measure the *Standards* or content. It is also critical that the assessment provide information that demonstrates an accurate reflection of student learning. Ensuring fairness is equally important within the assessment, particularly for differently-abled and multilingual learners, because lack of accessibility can impact validity. For example, an assessment may not measure what it was designed to measure if students cannot access the assessment items or stimuli due to linguistic barriers or inattention to other demonstrated learning needs.

One component of ensuring fairness is using assessments that are accessible to all students. Accessible assessment practices may include offering assessments in different modalities (e.g., Braille, oral) or languages, allowing students to respond in different modalities, or providing additional accommodations for students. Accessibility features are available for all students to ensure universal access to the assessment. Accommodations refer to changes in setting, timing (including scheduling), presentation format, or response format that do not alter in any significant way what the test measures, or the comparability of the results. For example, reading a test aloud may be appropriate when a student is taking a history assessment, but would not be appropriate to assess a student's decoding ability. When used properly, accessibility features and appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills.

Assessment accommodations should reflect instructional accommodations used on a regular basis with a student. Educators evaluate the effectiveness of accommodations through data collection and the consideration of the following questions:

1. Did the student use the accommodation consistently?
2. Did the accommodation allow the student to access or demonstrate learning as well as their peers?
3. Did the accommodation allow the student to feel like a member of the class?
4. Did the student like using the accommodation?

The Individuals with Disabilities Education Improvement Act (IDEA) also speaks to accommodations on district assessments as well as statewide assessments. According to IDEA Sec. 300.320(a)(6), each child's individualized education program (IEP) must include: a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district wide assessments consistent with section 612(a)(16) of the Act. When determining accommodations for district assessments, IEP teams, including the general educator, must consider the difference between target skills (the knowledge or skills being assessed) and access skills (needed to complete the assessment, but not specifically being measured) along with data on the strengths and needs of the individual student. As noted previously, though there are no state-wide assessments that assess social studies standards, educators can use the assessments data in reading and writing to inform curriculum support needs.

Another component for ensuring fairness is making sure the items do not include any bias in content or language that may disadvantage some students. For example, when assessing multilingual learners, it is important to use vocabulary that is widely accessible to students and avoid colloquial and idiomatic expressions and/or words with multiple meanings when it is not pertinent to what is being measured. Whenever possible, use familiar contexts or objects like classroom or school experiences rather than ones that are outside of school that may or may not be familiar to all students. Keep sentence structures as simple as possible while expressing the intended meaning. In social studies, if primary sources are being used during assessment, students should have already been aware during the course of instruction of potential biases that a source may express in content or language.

Even with valid, reliable, and fair assessments, it is important for educators to consider multiple data points to ensure that they have a comprehensive understanding of student strengths and needs, especially when supporting DAS and MLLs. In addition to interim assessment, sources of information can range from observations, work samples, and curriculum-based measurement to functional behavioral assessments and parent input. These data points should be gathered within the core curriculum by general educators, rather than only by those providing specialized services, because data should guide daily decisions about instruction within general education. Multiple sources of information help educators collaborate to develop a comprehensive learner profile of strengths and needs. Educators can analyze the learning environment against that profile to identify necessary scaffolds and accommodations to remove barriers for DAS. Multiple sources of data are also important, seeing as language access can impact student data from content assessments in English.

Using the *Standards* to design high-quality assessments in Social Studies

A comprehensive system of assessment in social studies involves several different types of assessments for determining the effectiveness of the instruction, the progress the student is making, and the need for and direction of additional supports to ensure that a student is able to maintain grade-level progress. Districts and school leaders should begin with their high-quality instructional materials (HQIM) and identify the types of assessments available within the materials. Utilizing the high-quality instructional materials resources is a critical component of a comprehensive assessment system in social studies. Assessments within HQIM should encompass a balanced system that include a variety of formative, performance, and summative assessments. Assessments should offer accommodations that allow all students to demonstrate their knowledge and skills without changing the content of the assessment.

In addition to assessments built in an adopted HQIM, assessments can also be designed using the *Social Studies Standards*. The following subsection describes ways to use the *Standards* in the assessment process.

Assessing with the Four Levels of Rigor in the Social Studies Standards

The *Social Studies Standards* are rooted in four levels of academic rigor: *identify*, *explain*, *analyze*, and *argue.* These levels are translated into the learning assessment objectives associated with each content standard. In the sections below, each level of rigor is described with examples from the *Standards*. The levels of rigor are also correlated within the WIDA Standards KLUs.

Identifying. When identifying, students show that they know and understand key facts and definitions related to important concepts, processes, ideas, events, dates, statistics, and the like. This is a foundational level of declarative knowledge and students should be able to communicate what is in the materials they have read or engaged with. Common strategies for assessing students' ability to identify include short answer responses, matching, multiple choice questions, and fill in the blanks.

The following list provides examples of short-answer prompts teachers can ask that require students to identify:

- Name some goods and services available in your community. (SS1.3.1 Goods and services in the community)
- Make a list of individuals and organizations who remained loyal to the crown during the American Revolution. (SS5.3.3 Open rebellion)
- Describe common types of geographical features located around the world and provide examples of each. (SS7.1.1 Population and geography of the world in 1300 CE)
- Define key characteristics of Nazi racial ideology. (SSHS.USII.4.4 The revelations of Nazi genocide against the European Jews)

Explaining. When students are asked to explain, they are expected to go beyond being able to identify or describe discrete concepts and show that they understand *how* key ideas and concepts, ideas, data, and the like, are related. To show that they are explaining, students may be asked to describe relationships between concepts, show how processes produce desired outcomes, or demonstrate the function and roles of leaders within communities. Teachers can use short- and extended-response questions and multiple-choice questions to assess students' ability to explain.

The following list offers some common ways the *Standards* ask students to explain relationships between key ideas and concepts. Some examples are also provided.

- Describe relationships between key ideas, concepts, events, people, roles, etc.
- Explain how and why specific processes and procedures are used to accomplish tasks or produce intended outcomes
- Define the functions of key roles - for example the role and function of positions in government, within industry, roles of leaders within communities, etc.

The following lists some examples of prompts for *Standards* that ask students to explain:

- Explain how the physical environment influences how people in your community live. (SSK.1.2 Family locations in the local community)
- Define the roles and functions of the President, Vice President, and other Cabinet leaders (SS3.1.4 National government)
- Explain how archeologists use physical evidence left behind by humans to understand human culture and how it has developed over time. (SS6.1.1 Experts of the past)
- Describe some of the key arguments in Common Sense and why they are important. (SSHS.USI.2.3 Common Sense and the Declaration of Independence)

Analyzing. Tasks that ask students to analyze require them to process and understand various kinds of information, often across multiple sources, in order to observe patterns and differences and to make inferences that are not explicitly stated in the materials. Typically as the complexity and amount of material being analyzed increases, the difficulty of analysis also increases. An example of a less complex analysis could include reading an account of a historical figure and inferring the motivations behind the person's actions. An example of more complex analysis might ask students to read multiple resources and documents that provide different perspectives and insights into why the United State entered WWII.

There are a few characteristics that make "analysis" tasks more complex than those that ask students to explain. One key distinction is that "analysis" tasks require students to infer

relationships, whereas “explain” tasks often ask students to describe relationships between ideas that have been directly stated in materials. In this way, it is often the case that students will be required to identify or explain what they find through their analyses, but in order to do so, they will need to rely on data from their sources to support their explanations, since what students find will not be explicitly stated.

Additionally, analysis tasks require students to infer and explain complex relationships between multiple sources and ideas. This may also require them to recognize and explain biases present in source materials and different perspectives around an event or issue. In short, students need to understand key concepts and their relationships and explain them to others before engaging in analysis because this knowledge is often needed to effectively analyze materials and resources.

There are a variety of ways that students can be asked to engage with and analyze information within social studies. These include, but are not limited to, comparing and contrasting information, recognizing patterns and trends, as well as sorting, classifying and ranking information and ideas. Common assessment strategies to demonstrate the ability to analyze include extended responses, essay prompts, student presentations, as well as classroom discussions.

The following list offers examples of question prompts for specific *Standards* that ask students to analyze:

- Analyze the similarities and differences between different neighborhoods in your community. (SSK.3.1 Neighborhood boundaries and nearby neighborhoods)
- Research different origins and courses of African enslavement in the American colonies and explain key similarities and differences. (SS5.2.4 Development of slavery and the African slave trade)
- Investigate the fall of two or more river valley civilizations to identify common reasons for their decline. (SS6.3.1 Early river valley civilizations)
- Explore a range of ideas or inventions during the renaissance and rank five or more in order of least to most impactful. (SSHS.WHII.1.3 The Renaissance)

Arguing. When students argue, they are making and logically defending well-reasoned, evidence-based assertions or claims based on the results of their analyses. In other words, before students can effectively argue, they must first engage in analysis of information and data in order to sufficiently understand the evidence in order to make claims. In all cases, when making arguments, students must be able to 1) present one or more claims, 2) provide evidence in support of each claim, and then 3) clearly explain their reasoning for how the evidence actually supports the claim. More sophisticated arguments can include a variety of other elements such as, but not limited to, *backing* which provides examples supporting the logic in the argument, *rhetorical devices* to help persuade an audience, and *counter-arguments*

that provide and defend against counter claims. For more information about argumentative writing, refer to the Writing Standards for Literacy in the Content Areas (WCA) of the Rhode Island Core Standards for English Language Arts/Literacy - page 86 for grades 6-8; page 92 for grades 9-10; and page 97 for grades 11-12.

In most cases when students are asked to argue, their arguments will take the form of extended responses or presentations to an audience. Types of arguments or forms of argumentation that students may be asked to create within social studies includes the following:

- Analyzing historical sources to construct arguments about causes, consequences, and significance of historical events
- Analyzing different viewpoints on a current event or issue and argue the social, economic, and ethical implications of political decisions
- Using evidence to develop and argue their own viewpoints on a past or current event or issue
- Evaluating the impact of economic policies, analyzing the distribution of wealth and resources, and considering the consequences of economic inequality to develop arguments about economic decision-making, resource allocation, and economic growth
- Exploring geographic features and spatial patterns to develop arguments for the impact of geography on historical developments
- Evaluating human-environment interactions to argue the consequences of human activities on ecosystems

The following lists some examples of assessment prompts for *Standards* that ask students to argue:

- Make an argument for how geography, environment, and available resources of the Northeastern region of the United States contributed to where people chose to live and where industry grew. (SS3.2.4 The Northeastern region today)
- Considering the impact on Indigenous peoples, challenge the idea that Manifest Destiny was an inevitable course of action for the United States. (SS5.4.2 Expansion of United States territory)
- Debate the ways the United States has and has not lived up to the ideals written in the Declaration of Independence. (SS8.2.1 The *Declaration of Independence*)
- Pick a historical issue surrounding voting and argue the ways it impacted voter turnout. (SSHS.CVC.6.4 Contemporary controversies surrounding elections and voting)

The compelling questions aligned with each of the inquiry topics in the *Standards* can be used to develop argumentative assessment tasks to assess students' understanding of the inquiry

topics following instruction on each of the *Standards* in a given inquiry topic. Compelling questions are designed to require students to make evidence-based arguments using what they learned in that topic as evidence, even at the elementary level. For example, Kindergarteners can construct opinions to the question in Inquiry Topic 1 - Are all families the same? This compelling question is ripe for a facilitated class discussion. Students answering that they are the same can't simply say "yes." They need to defend their reasoning with what they have learned in the course of instruction on the topic. Students may also incorporate experiences outside of school in their evidence. Teachers may need to coach younger students to back up their thinking with prompts such as "what makes you think that," "can you tell me more about that," or "how does what we learned last week about ____ connect to what you are saying?" In later grades, compelling questions can be used as prompts for student presentation, class discussion, and short and long essays. Outside research along with what was learned in class can be incorporated into a students' argumentative response. In the kindergarten example, the class may conclude that the answer could be "yes" and "no" once students have presented their evidence. With more complex questions, and as students enhance their argumentation skills, a fair class discussion norm to include on a list of ground rules is that participants of the discussion accept that there may not be agreement or closure by the end of the class.

In any argumentative assessment task, the conclusion a student or group of students arrive at is not what is being assessed. Rather, it is the process of reaching the conclusion, the evidence that is presented, and the articulation of how the analysis of the evidence led to that conclusion that matters. **When assessing argumentative tasks, especially if the task is around a difficult or controversial topic, teachers need to take a moment to check their own biases regarding the topic. Teachers need to focus on assessing student work and not allow disagreement with a student or group of students' viewpoints on a topic affect assessment scoring.** As Wolpert-Gawon (2017) notes, teachers should "...teach students the art of argument and … give feedback on how they express themselves - not what they express."

Performance Tasks in Social Studies

For social studies teachers, performance tasks are an excellent way to assess students' understanding and application of social studies concepts and skills. Below are some suggested steps to help teachers use the *Social Studies Standards* to develop engaging performance tasks:

1. **Identify the *Standards* and learning assessment objectives that the performance task will target**: The first step to creating a performance task is to determine the specific learning objectives or *Standards* to be assessed through the performance task. When doing so, consider the knowledge, skills, and abilities students should demonstrate through the task.

2. **Select a real-world context to ground the task:** Choose a meaningful and relevant real-world context that connects to the content that students have been taught or will be learning. It could be a historical event, a current social issue, or a simulated scenario related to the subject matter. The compelling questions that are provided within each subsection of the *Standards* are a great starting point.

    a. The topic or subject matter may be chosen by the teacher if the goal is to assess knowledge of that topic. However, if the goal is to assess a skill such as formulating a thesis to make a historical argument or critically evaluating a current issue, student agency and choice of the topic is critical to foster independent thinking, ownership of the assignment, and deeper engagement with the process.

3. **Define and describe the task:** Clearly articulate the task or problem in writing that students need to solve. It should be open-ended, challenging, and require higher-order thinking. The task should align with the *Standards* and objectives and encourage critical analysis and synthesis of information. Some performance tasks can include a collection of smaller tasks and prompts that could include all four levels of rigor. For example, a task could ask students to solve a problem that begins with gathering information from a variety of resources about the challenge. Next, they could be asked to answer "identify" and "explain" level questions. Once they do this, they can be asked to "analyze" the information further to propose and "argue" for a specific solution. When designing the task, it is also important to define the constraints or parameters of the task in advance. Define any limitations or resources available to students, such as time, research materials, or specific tools. Doing so helps create a structured framework for the task.

4. **Design the assessment rubric:** Create a rubric that outlines the criteria for evaluating students' performance. The rubric should align with the *Standards* and provide clear guidelines for assessing different aspects of the task, such as content knowledge, research skills, analysis, and presentation. A rubric template with examples is provided in the following subsection "Using the *Standards* to Design Assessment Rubrics."

5. **Plan resources and support materials:** Once the task is developed, the final step is to identify any resources, materials, and references students will need to complete the task successfully. Teachers will often provide a list of recommended sources or materials that can help students gather information and conduct any research needed as part of the performance task.

In addition to the above, there are often a few other considerations for teachers to think about when developing performance tasks. Some of these include the following:

- **Group or individual work**: Determine whether the task will be completed individually or in groups. Group work encourages collaboration and cooperative skills, while individual work allows for independent thinking and accountability. Choose the approach that best suits the nature and objectives of the task.
- **Create a Sample or Model**: A strong recommendation is for teachers to create a sample model of the performance task to share with students. This is important for a few

reasons. First, many performance tasks include multiple steps, some of which are not always apparent. When teachers create a model, they engage in all the steps and can then make sure all steps are clearly described with built in checkpoints in the directions. Second, student work is often better when they have a model or sample to mimic.

Types of performance tasks can include community service projects, civic action-based projects, project-based learning projects, class debates and discussions, civic participation like writing a letter to the mayor, attending a town hall meeting, or participating in a mock trial. The Performance Assessment Resource Bank has a lot of high-quality performance tasks in content areas including social studies. Organizations like Generation Citizen, National History Day / Rhode Island History Day, Project-Based Learning, The Rhode Island Model Legislature, and the Rhode Island Legal Education Foundation, among others, also provide ways for students to engage in performance tasks. Naturally, the student-led civics project required by legislation RIGL §16-22-2 is an example of a performance task.

Using the Standards to Design Assessment Rubrics

Since the content standards are framed in tables within the *Standards* document, the *Standards* are in a way "unpacked" and ready for instructional and assessment development. Using the information provided within the standards tables, teachers can design their own assessment rubrics as an easy way to track students' progress in demonstrating proficiency of a standard or multiple standards within an inquiry topic.

Figure 15: Screenshot example of an elementary assessment rubric from Kindergarten, Topic 1, Standard 2

Score Point Descriptors

4.0	In addition to the 3.0 score point, the student's work exceeds expectations by demonstrating proficiency in the next grade band and/or by making thoughtful and substantive connections to knowledge and skills in other standards or disciplines.
3.0	The student work demonstrates all the knowledge and skills required by the standard.
2.0	The student work meets most, but not all the criteria in the 3.0 score point.
1.0	The student work meets some, but not all the criteria in the 3.0 score point.

Standard	Description of Proficiency (3.0) The students demonstrate an ability to…	Score	Feedback
SSK.1.2 Family locations in the local community Explain the physical location of students' and classmates' families within the community and the relationships between families and the community	❒ **Identify** the purpose and features ❒ of a map ❒ a globe ❒ the locations of where students live ❒ where their classmates live (e.g., city/town, state, and country)		
	❒ **Identify** resources near ❒ families and ❒ those that are farther away (e.g., schools, stores, services for the unhoused, disability services)		
	❒ **Identify** the location of ❒ the student's home address ❒ addresses to important places ❒ relative locations near their home		
	❒ **Explain** the physical environment where students live.		
	❒ **Explain** how families make up neighborhoods ❒ **Explain** how ❒ neighborhoods create, ❒ are a part of, and ❒ influence the larger community		

No matter the grade level or course, the assessment rubrics are designed to assess students' knowledge of the standard by using the learning assessment objectives (LAOs) in the same way. Figure 15 is using Kindergarten standard SSK.1.2 as an example. Figure 16, uses high school World History I standard SSHS.WHI.2.1 as an example. To assess a student's knowledge of a standard, use the learning assessment objectives with their levels of rigor as the point of demonstration. Include all of the components of a learning assessment objective in the rubric. For example, LAO "a" in standard SSHS.WHI.2.1 reads "Identify the location and geographic features of India." This item would be broken down in the assessment rubric as "Identify the location of India" and "Identify the geographic features of India" as demonstrated in Figure 16. A blank rubric template with instructions is available along with examples from various grades. The example for grade 6 also demonstrates how to embed scoring for *Writing Standards for Literacy in the Content Areas* within the rubric.

Figure 16: Screenshot example of a high school assessment rubric from World History I, Topic 2, Standard 1

Score Point Descriptors

4.0	In addition to the 3.0 score point, the student's work exceeds expectations by demonstrating proficiency in the next grade band and/or by making thoughtful and substantive connections to knowledge and skills in other standards or disciplines.
3.0	The student work demonstrates all the knowledge and skills required by the standard.
2.0	The student work meets most, but not all the criteria in the 3.0 score point.
1.0	The student work meets some, but not all the criteria in the 3.0 score point.

Standard	Description of Proficiency (3.0) The students demonstrate an ability to…	Score	Feedback
SSHS.WHI.2.1 Geography of ancient India Argue the influences geography and resources had on the development and advancements in early Indian civilizations	❒ **Identify** the location of India ❒ **Identify** the geographic features of India		
	❒ **Argue** the impact of geographic features on the following in India ❒ the development of culture ❒ economy, including the early river valley civilizations in the Indus Valley		
	❒ **Analyze** the impact of geographic features on the *expansion* of Indian civilizations ❒ **Analyze** the impact of geographic features on the *limitations* of Indian civilizations		
	❒ **Analyze** the relationships between ❒ the needs of a society and ❒ the availability of resources ❒ **Argue** the influence on the development of new technology (e.g., complex irrigation systems, tracking and utilization of natural weather occurrences like flooding)		
	❒ **Explain** the development of job specialization ❒ **Explain** the development of job trading		

Assessment Considerations for MLLs and DAS

In addition to selecting and designing appropriate assessments, it is critical that educators use sound assessment practices to support MLLs and DAS during core instruction. Assessments offer valuable insight into MLL and DAS learning, and educators should use this data to plan and implement high-quality instruction. Through formative assessment, social studies educators play a central role in providing feedback to MLLs on content and disciplinary language development and DAS on progress toward IEP goals.

Assessment to Support MLLs in High-Quality Core Instruction

As with academic content, a comprehensive assessment system is essential for monitoring the language development of MLLs. To assess English language proficiency, RIDE has adopted ACCESS for ELs as its statewide summative assessment. However, students cannot acquire a second language in a single block of the school day. Thus, it is imperative that educators and administrators develop systems for conducting ongoing formative assessments content driven language instruction. Formative assessment processes should take place *within* social studies and should focus on MLLs' content-based language development. This approach aligns to WIDA

ELD Standards Framework as well as the Blueprint for MLL Success, both of which explicitly call for disciplinary language teaching within the core content areas.

The 2020 Edition of the WIDA ELD Standards Framework is different from previous iterations in that it contains **proficiency level descriptors** by grade level cluster to support developmentally appropriate, content-driven language learning. Educators of social studies should draw on these proficiency level descriptors to design or amplify formative assessments tracking MLLs' language development in social studies.

As with the formative assessment process in academic content, establishing clear learning goals is the first step in improving student understanding of intended content-based language outcomes. To use the proficiency level descriptors, educators must determine **the mode of communication** (i.e., whether they are assessing interpretative or expressive language) and select the corresponding set of descriptors. This determination will likely be made when the educator identifies the language goals. **Expressive language** refers to speaking, writing, and representing, whereas **interpretative language** includes listening, reading, and viewing.

Figure 17: Modes of Communication

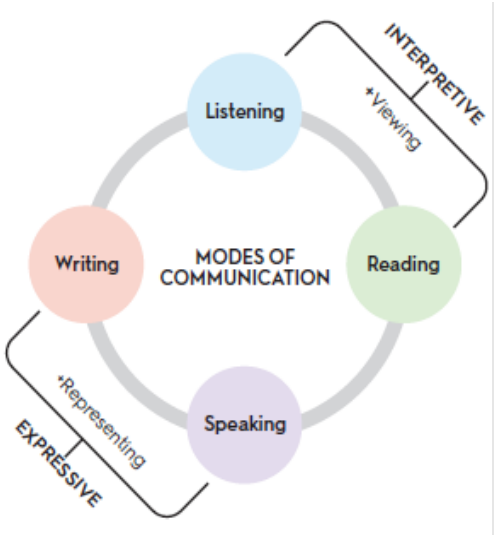

Figure Source: 2020 Edition of WIDA ELD Standards Framework

The proficiency level descriptors should serve as a key resource to educators when refining language goals for instructional and assessment purposes, as the proficiency level descriptors highlight characteristics of language proficiency at each level. These descriptors are organized according to their discourse, sentence, and word dimensions. At the discourse level, as shown in the following table, the 2020 Edition distinguishes between language features that contribute to organization, cohesion, or density.

Figure 18: Example WIDA Language Proficiency Level Descriptors

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (*the first reason, the second reason, the evidence is...*)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns (*thick, sweet, sticky maple syrup*)	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process...*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours...*)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: *a sweet sap that turned into a delicious syrup after hours of boiling* and condensing through nominalization: *this tedious process*)

Figure Source: 2020 Edition of WIDA ELD Standards Framework

During formative assessments, educators will not likely draw on all dimensions of language at once for assessment purposes. For instance, an exit ticket that asks students to produce two to three sentences would not be an appropriate language sample for assessing progress on organization of language. To adequately assess this discourse-level dimension of language, students would need authentic opportunities to demonstrate proficiency. An assessment item that calls for less than one paragraph or brief oral remarks, therefore, may not suffice for this purpose.

Rather than creating separate assessments to monitor progress toward disciplinary language development, educators should aim to augment assessments that are already part of their local core curricula. For example, multiple modalities could be incorporated into existing content assessments, allowing students to orally explain how they arrived at a particular solution or claim. This practice of amplifying existing materials with additional modalities aligns with UDL guidelines by providing multiple means of representation (perception, language, and symbols) and multiple means for students to demonstrate their understanding (physical action, expression, and communication) — a critical design element for MLLs who need daily explicit speaking, listening, reading, and writing instruction.

Assessment to Support Differently-Abled Students in High-Quality Core Instruction

The same integration of evidence-based assessment practices for DAS is needed within the general education curriculum. Seventy percent of RI students with IEPs are in general education settings at least 80% of their day. IEP goals are meant to measure and improve student progress *within* the general education curriculum. The specially-designed instruction is typically not happening separately or in a silo but in connection with the classroom instruction and curriculum. The general educator and special educator work in consultation to use classroom data to measure progress on an IEP goal along with any additional measures indicated in the IEP.

Differently-abled students are best supported when general and special educators use Universal Design for Learning (UDL) to collaboratively design and plan assessments aligned to clear learning goals to ensure they measure the intended goals of the learning experience. Flexibility in assessment options will support learners in demonstrating their knowledge. All learners can benefit from practice assessments, review guides, flexible timing, assistive technologies, or support resources and help reduce the barriers that do not change the learning goals being measured. In addition to improving access, flexible assessment options may decrease perceived threats or distractions so that learners can demonstrate their skills and knowledge. For example, a student with specific support needs for fine motor skills may be more able to participate in demonstrating knowledge by using a technology tool to drag and drop items from a list into a T-chart or other graphic organizer rather than use a pencil on paper or a marker on a white board.

Educators can use High-Leverage Practices (HLPs) to leverage student learning across the content areas, grade levels, and various learner abilities. The HLPs contain specific evidence-based practices in four domains: Instruction, Assessment, Collaboration, and SEL.

High-Leverage Practice #6, on the use of student assessment data to analyze instructional practices and make necessary adjustments that improve student outcomes, highlights the importance of ongoing collaboration between general education and special education in this practice (McLeskey, J, 2017). Information from functional skills assessments, such as those provided by an occupational therapist or speech language therapist, can provide critical information for general educators to use when designing accessible assessments or discussing necessary accommodations to classroom and district assessments. Diagnostic information on reading and writing can inform collaboration between teachers to improve access and outcomes in social studies. When differently-abled students are not making the level of progress anticipated, the data-based individualization process is a diagnostic method that can help to improve the instructional experience and promote progress in the general education curriculum through a tiered continuum of interventions.

DAS may benefit from data-based individualization (DBI) to improve their progress in the general education curriculum. DBI is an iterative, problem-solving process that involves the analysis of progress-monitoring and diagnostic assessment data. Diagnostic data from tools such as standardized measures, error analysis of progress monitoring data and work samples,

or functional behavioral assessments (FBA) are collected and analyzed to identify the specific skill deficits that need to be targeted. The diagnostic information from an FBA would inform collaboration between the social studies educator and special educator. The results of the diagnostic assessment, in combination with the teacher's analysis of what features of instruction need to be adjusted to better support the student, help staff determine how to individualize the student's instructional program to meet the individual student's unique needs and promote progress in the general education curriculum. The diagnostic process allows teachers to identify a student's specific area(s) of difficulty when lack of progress is evident and can inform decisions about how to adapt the intervention. (National Center on Intensive Intervention, 2013).

Table 30: Resources for Assessing MLLs and DAS

Resource	Description
Five Questions to Consider When Reviewing Assessment Data for English Learners	An eight-page brief outlining considerations when reviewing assessment data for MLLs.
High Leverage Practices Assessment Overview	Assessment plays a foundational role in special education. Students with disabilities are complex learners who have unique needs that exist alongside their strengths. This overview includes a summary of each HLP for assessment.
High-Leverage Practice (HLP) Leadership Guides from the Council for Exceptional Children	**Leadership Guides** for the following HLPs: #4 Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs #5 Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs #6 Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes #10 Conduct Functional Behavioral Assessments (FBAs)
Participate in Assessment IEP (promotingprogress.org)	This tip sheet provides information about participation in assessment and accommodations for assessments. It includes a brief summary of federal regulations and tips for implementation.
Accessibility and Accommodations for General Assessments | FAQ | NCEO	This online FAQ includes common questions and answers with hyperlinks to various resources on accessibility, accommodations, and modifications.

Resource	Description
IRIS | Page 3: Instructional Versus Testing Accommodations (vanderbilt.edu)	This online learning resource is a portion of an IRIS module that clarifies different types of accommodations.
DLM Assessments - Assessment - Instruction & Assessment World-Class - Rhode Island Department of Education (RIDE)	These documents and professional development modules, along with other relevant general education curriculum materials, may be used to inform instructional planning and goal-setting for students with significant cognitive impairments.
Differently-abled Multilingual Language Learners/ English Learners with Disabilities (ELSWD) The Role of Individualized Education Program (IEP) Teams and Participation in English Language Proficiency (ELP) Assessments	This document elaborates on federal guidance on the role of Individualized Education Program (IEP) teams and ELSWD participation in English Language Proficiency (ELP) assessments.
CAST | UDL Tips for Assessment	This resource provides quick tips and reflection questions to promote accessible assessment.
UDL: Increase mastery-oriented feedback (cast.org)	This component of the interactive UDL matrix supports educators in understanding the importance of accessible and meaningful feedback to students during the assessment process.
Universal Design of Assessments FAQ	NCEO online resource

Table 31: Formative Assessment Resources

Resource	Description
Why Formative Assessments Matter	Introduction to the importance of formative assessments.
The Impact of Formative Assessment and Learning Intentions on Student Achievement	Summary of findings on formative assessment and student achievement.
CCSSO Revising the Definition of Formative Assessment	This resource provides an overview of the FAST SCASS's revised definition on formative assessment, originally published in 2006. The revised definition includes an overview of the attributes of effective formative assessment and emphasizes new areas emerging from current research, theory, and practice.

Resource	Description
Formative_Assessment_10_Key_Questions.pdf (wi.gov)	Consider using this document as one of a variety of resources to support educators' assessment literacy to build student-teacher relationships that improves student outcomes.
Focusing Formative Assessment on the Needs of English Language Learners	In this paper, we examine how formative assessment can enhance the teaching and learning of ELL students in particular.
Formative_Assessment_for_Students_with_Disabilities (ccsso.org)	This report provides both special education and general education teachers with an introduction to the knowledge and skills they need to confidently and successfully implement formative assessment for students with disabilities in their classrooms through text and video examples. The strategies described in this paper are not limited to use with differently-abled students and work for all students, including those with unfinished learning.

Table 32: Performance Assessment Resources

Resource	Description
Performance Assessment Resource Bank	The Performance Assessment Resource Bank is an online collection of high-quality performance tasks and resources that support the use of performance assessment for meaningful learning. Resources include performance tasks, professional development tools, and examples of how schools, districts, and states have integrated performance assessment into their systems of assessment. These resources have been collected from educators and organizations across the United States and reviewed by experts in the field.

Table 33: Screening Resources

Types of Screening Resources	Description and Resource Links
Literacy/Dyslexia Screening	Universal literacy screening should be administered to all students to determine early risk of future reading difficulties. A preventative approach should be used to ensure student risk is revealed early on when intervention is most effective. If a student scores low on these screeners, additional assessments should be administered to determine a student's potential risk

Types of Screening Resources	Description and Resource Links
	for dyslexia, a neurobiological weakness in phonological and orthographic processing. Screeners should include measures of Rapid Automatic Naming (RAN), phonemic awareness, real and pseudo word reading, as well as vocabulary and syntactic awareness, which have implications on prosody, fluency, and ultimately comprehension. For additional guidance, including screening guidance by grade, please refer to the Massachusetts Dyslexia Guidelines
Early Childhood Screening	Child Outreach is Rhode Island's universal developmental screening system designed to screen all children ages 3 to 5 annually, prior to kindergarten entry. Developmental screenings sample developmental tasks in a wide range of areas and have been designed to determine whether a child may experience a challenge that will interfere with the acquisition of knowledge or skills. Screening results are often the first step in identifying children who may need further assessment, intervention, and/or services at an early age to promote positive outcomes in kindergarten and beyond. Child Outreach Screening - Early Childhood Special Education - Early Childhood - Instruction & Assessment - Rhode Island Department of Education (ri.gov)
MLL Screening	Screening for MLL identification involves completion of the state-approved Home Language Survey (HLS) and potential administration of a Language Screening Assessment, based on responses to the HLS. The guidance below outlines the state-adopted procedure for identifying English Learners in accordance with statue R.I.G.L.16-54-3 and regulation 200-RICR-20-30-3. Additional information on federal and state requirements for screening MLLs can be found in the assessment and placement section of the MLL Toolkit. Multilingual Learner (MLL) Identification, Screening, Placement and Reclassification (May 2021)
Universal Academic Screening	Through universal academic screening, school teams systematically and regularly analyze school wide data to determine the health of core instruction. Current academic performance levels from a screener are one type of academic data teams use to identify strengths and areas of need at a grade level as part of a MTSS. Screening within an MTSS Framework Educator Resources for high quality interim assessments Interim Assessments - Assessment - Instruction & Assessment World-Class - Rhode Island Department of Education (RIDE) Assessment Practices Within a Multi-Tiered System of Supports (ufl.edu) Bailey, T. R., Colpo, A. & Foley, A. (2020). Assessment Practices Within a Multi-Tiered System of Supports (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development,

Types of Screening Resources	Description and Resource Links
	Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovationconfigurations/

Table 34: Diagnostic Assessment Resources

Resource	Description
IEP Tip Sheet: Measuring Progress Toward Annual Goals | Progress Center (promotingprogress.org)	Suggestions for what to do and what to avoid when **designing progress monitoring plans** for differently-abled students plus additional resources to learn more.
Student Progress Monitoring Tool for Data Collection and Graphing (Excel) | National Center on Intensive Intervention	This Excel tool is designed to help educators **collect academic progress monitoring data** across multiple measures as a part of the data-based individualization (DBI) process. This tool allows educators to store data for multiple students (across multiple measures), graph student progress, and set individualized goals for a student on specific measures.
Progress Center High-Quality Academic IEP Program Goals	Recorded **webinar, resources, and materials** on how to set ambitious goals for students by selecting a valid, reliable progress monitoring measure, establishing baseline performance, choosing a strategy, and writing a measurable goal.
Student-Level Data-Based Individualization Implementation Checklists (intensiveintervention.org)	Teams can use these **checklists to monitor** implementation of the data-based individualization (DBI) process during initial planning and ongoing review (progress monitoring) meetings.
Tools to Support Intensive Intervention Data Meetings | National Center on Intensive Intervention (NCII)	NCII has created a **series of tools** to help teams establish **efficient and effective** individual student **data meetings**. In the DBI process, the team is focused on the needs of individual students who are not making progress in their current intervention or special education program.
Data Collection and Analysis for Continuous Improvement	Collection and analysis of progress monitoring data are necessary for understanding how students are progressing toward their IEP goals. These data, along with other data sources, can support ongoing instructional decision making across the continuum of supports and assist teams in evaluating the effectiveness of IEP implementation.

Resource	Description
Toolkit_Student-Progress-Monitoring.pdf (transitionta.org)	The National Technical Assistance Center on Transition (NTACT) **toolkit supports data-driven decision-making** for middle and high school students to connect their academic progress and transition goals — includes 50-plus pages of sample tools. Note the inventory on reading, writing, presenting, and study habits (pp. 48–49), and the small group direction instruction recording sheet (p. 71).
The 5 Steps of Data-Based Individualization	From the Progress Center, educators can build knowledge of the data-based individualization (DBI) process that is used to support a **diagnostic practice** and improve instruction for students with intensive learning needs.

Table 35: RIDE Assessment Rubric Tool Using the Social Studies Standards

Resource	Description
Rubric Template and Examples for Assessing Student Performance on the *Rhode Island Social Studies Standards* (PDF) Fillable Word version available here	**Assessment rubric** created using the *RI Social Studies Standards*. Includes instructions for using the Standards to create an assessment rubric, a template, and examples.

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