

Beyond TAKS: Increasing Rigor & Deepening Content Knowledge in Social Studies



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Participant Expectations

- *Analyze the TEKS and assessment data to determine levels of thinking that prepare students for TAKS success and prepare them for learning beyond high school;*
- *Discuss instructional practices aimed at increasing the rigor of social studies lessons so that students learn to think deeply, use various sources, express ideas in writing, and solve problems related to major concepts and essential content; and*
- *Plan changes that will improve my instruction and my students' learning in 2006-2007.*



What is Rigor?

Jot down some ideas...



Think

On your own, what is your definition of rigor?

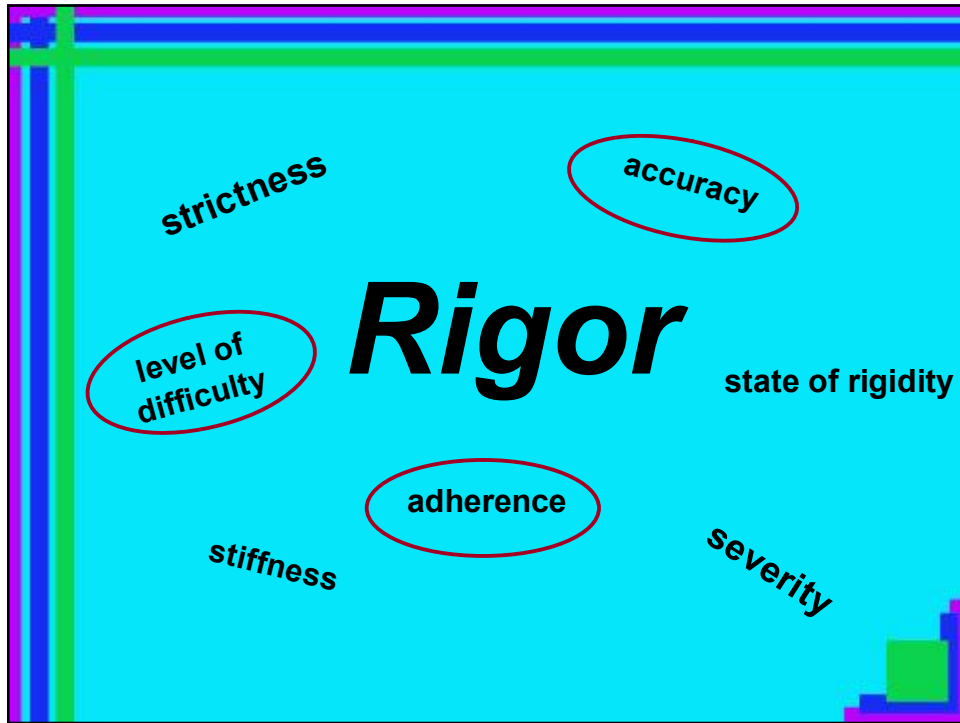
Pair

Discuss your ideas with a partner.

Share

Your ideas with the group.





Rigor

cogency, validity, credibility, believability
...the quality of being logically valid

What overall conclusions
can we draw based on
the whole-group
responses?



Do you feel TAKS is rigorous
based on your definition?

Do you feel your instruction is
rigorous?

Do you feel the social studies program
in Texas is rigorous? In your district?

Do you feel any of this is necessary?
Why or Why Not?

A Look at the Data

Region 10 Summary Report - All Students

Grade 8 SS TAKS 2006	
TAKS Objective 1	71%
TAKS Objective 2	75%
TAKS Objective 3	80%
TAKS Objective 4	69%
TAKS Objective 5	76%
Met Standard	84%
Commended	33%

A Look at the Data

Region 10 Summary Report – Group Performance

Grade 8 SS TAKS 2006	
Native American	91%
Asian	97%
African American	76%
Hispanic	77%
White	93%
Econ Disadvantaged	76%
LEP	53%
SpED	66%
At Risk	70%
GT	98%

A Look at the Data

Region 10 Summary Report - All Students

Grade 10 SS TAKS 2006	
TAKS Objective 1	71%
TAKS Objective 2	82%
TAKS Objective 3	82%
TAKS Objective 4	71%
TAKS Objective 5	81%
Met Standard	85%
Commended	34%

Highest commended rate all 4 tests!

A Look at the Data

Region 10 Summary Report – Group Performance

Grade 10 SS TAKS 2006	
Native American	86%
Asian	94%
African American	75%
Hispanic	77%
White	94%
Econ Disadvantaged	76%
LEP	49%
SpED	65%
At Risk	71%
GT	99%

A Look at the Data

Region 10 Summary Report - All Students

Exit Level SS TAKS 2006	
TAKS Objective 1	75%
TAKS Objective 2	80%
TAKS Objective 3	76%
TAKS Objective 4	78%
TAKS Objective 5	83%
Met Standard	95%
Commended	33%

Highest commended rate all 4 tests!

A Look at the Data

Region 10 Summary Report – Group Performance

Exit Level SS TAKS 2006	
Native American	97%
Asian	97%
African American	92%
Hispanic	90%
White	98%
Econ Disadvantaged	90%
LEP	71%
SpED	85%
At Risk	91%
GT	100%

Personal Financial Literacy

Proposed Materials for Personal Financial Literacy

	1. <i>Course for Student Credit Card Ed., Inc. The ABC's of Credit Card Finance</i>	2. <i>First Command Education Fund Personal Financial Ed. for Texas HS</i>	3. <i>Federal Deposit Insurance Corporation Money Smart</i>	4. <i>Federal Reserve of Dallas Building Wealth</i>	5. <i>Fund. For Fin. Literacy Passport to Fiscal Fitness</i>	6. <i>Internal Revenue Service Understanding Taxes</i>
Content Criteria						
understanding interest, avoiding and eliminating credit card debt	X	X	X	X	X	
understanding the rights and responsibilities of renting or buying a home		X	X		X	
managing money to make the transition from renting a home to home ownership		X	X	X	X	
starting a small business		X		X	X	X
being a prudent investor in the stock market and using other investment options		X		X	X	X
beginning a savings program and planning for retirement		X	X	X	X	X
bankruptcy		X	X	X	X	X
the types of bank accounts available to consumers and the benefits of maintaining a bank account		X	X	X	X	
balancing a check book		X	X	X	X	
the types of loans available to consumers and becoming a low-risk borrower		X	X	X	X	
understanding insurance		X			X	
charitable giving		X			X	
Cost to districts (per pupil)	\$0.00	\$0.00	\$0.00	Free web based ^{PDF} for hard copy	\$0.00	\$0.00
Branded materials	Yes	Yes	Yes	Yes	Yes	Yes

Personal Financial Literacy

www.ednet10.net/socialstudies/PersonalFinancialLiteracy06.html



What Have We Done to Deserve This?

- Get into 5 groups – numbered/specific color
- Start at the station with your number
- As a group list the tactics you use to teach and practice the skills listed at your station (stay to the left)
- After 3 minutes your group will move to the next station, you'll have 3 minutes to list your tactics for teaching these skills, etc.
- Ready? Set. Go!



What Our Students Will Need

- Creative Thinking
- Technical Reading/Writing, Speaking & Listening
- Analysis, Problem Solving
- Inquiry, Technology
- Computer Applications
- Adaptation, Improvement

What Our Students Will Need

- Most of the occupations for which students need to be prepared have not yet been created
- According research, the jobs most people will perform will only exist in three to five years
- Training for a specific job is not as important as having a common skills set that will allow them to be qualified for subsequent lifelong employment.

The Principals' Partnership Report: <http://www.principalspartnership.com/>

21st Century Necessities

Those necessary skills are:

- Being adaptable
- Multitasking
- Decision-making
- Using different types of techniques to problem solve
- Participating in the community
- Being flexible and being aware of and respecting diversity
- Working as a valuable member of a team
- Having strong interpersonal skills
- Being aware of the global community
- Speaking and communicating well in English
- Using numbers appropriately, and thinking critically
- Having strong literacy skills in more than just reading and mathematics.



Take a closer look at the checklist...

What role does social studies
play?



What will it mean to be illiterate in the 21st Century?

According to Alvin Toffler, an American
writer and futurist, known for his works
discussing the digital revolution.



"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."
(SCANS, 2000)



Statistics

- It takes students an average of 5 years to complete a 4 year degree
- 30%-60% of students now require remedial education upon entry to college
- SAT & ACT scores have risen slightly in math and remained constant in reading, but HS grade point average has gradually risen and the proportion of students taking college prep courses has grown as well.





What Can WE Do?

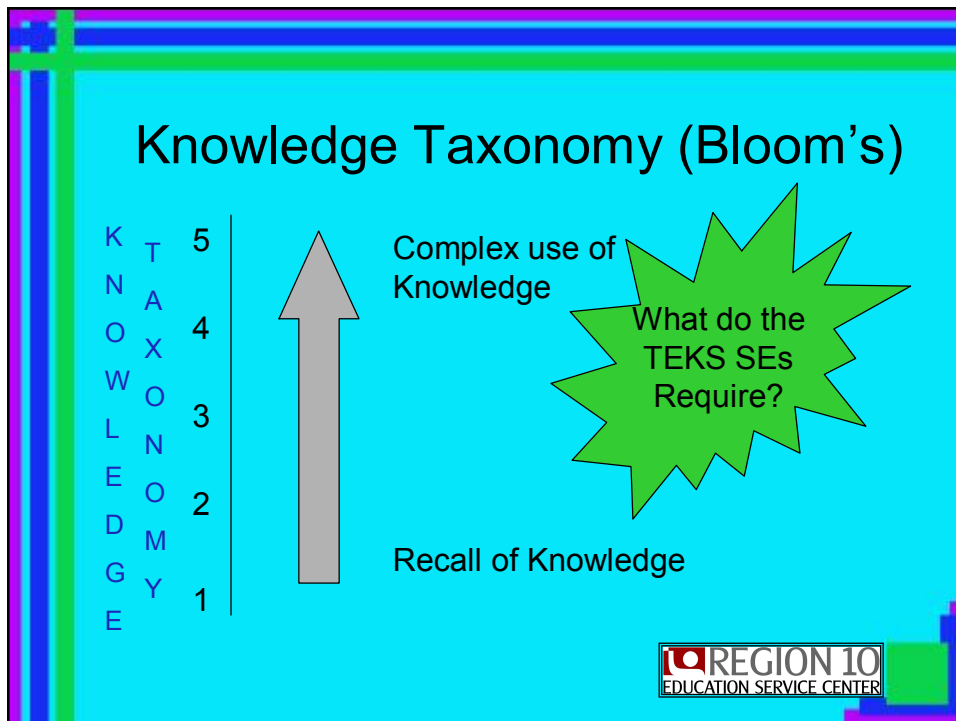
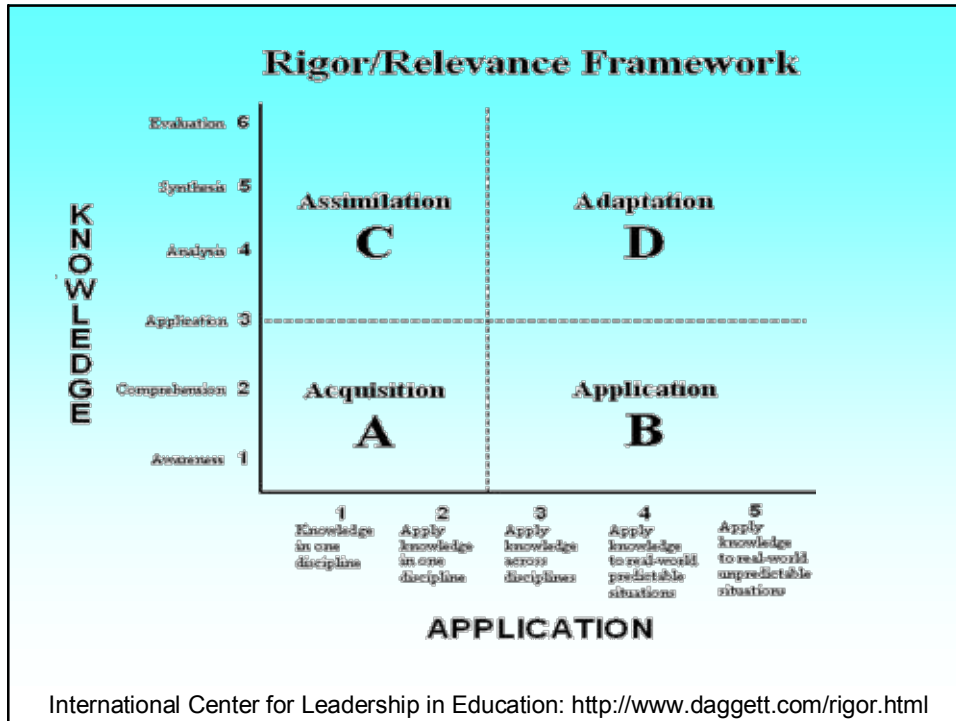
*In our classrooms, on our
campuses, in our districts, in
social studies?*



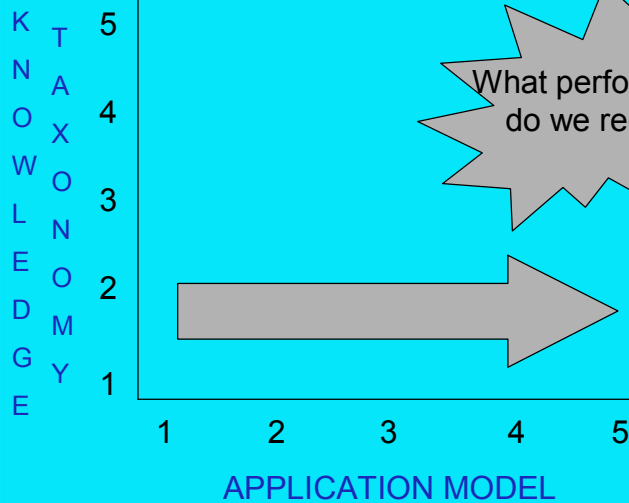
Make Learning Student-Centered

- Students actively engaged
- Clear expectations
- Thinking curriculum
- Constructing knowledge based on experience
- Learning at different rates and in different ways
- Assessment is a natural, ongoing event





Rigor/Relevance Framework



Determining Levels

- Work in groups of 3 or 4 using the TEKS/TAKS Alignment documents.
- Choose **1 student expectation** under each TAKS objective (5 total).
- Determine **Knowledge Level** of each knowledge and skills statement.
- Determine **Application Level** of each knowledge and skills statement.

Determining Actions

- Are the TAKS items aligned based on your analysis?
- **Make suggestions:** discuss instructional practices that would adequately prepare students for TAKS.
- **Make suggestions:** discuss instructional practices that would prepare students to go BEYOND TAKS.
- Share with the whole group.



Let's Go Back to Our Charts

- Get back into your groups – numbered/specific color
- Start at the station with your number
- This time work on the right side, use your checklists and the R & R framework
- Review each tactic you listed and increase the application level required – add rigor and stir!
- After 3 minutes your group will move to the next station, you'll have 3 minutes to list your tactics for teaching this skills, etc.
- Ready? Set? Go!



College Knowledge

- Describes the disconnect between high schools and higher education
- The strengths and weaknesses of students entering higher education
- The increase number of students attempting to enter and succeed in institutions of higher education
- How we can go beyond TAKS and help students prepare for life outside of our high schools



Knowledge & Skills for University Success

- Aligned Curriculum
- Set and Improved Sequencing
- Improve Critical Thinking Skills
- Increase Rigor



Deepening Content Knowledge Through Concepts



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Knowledge as Design

- Based on the work of David Perkins
- Our goal is to take knowledge from the information level (unusable for problem-solving, etc.) to the design level where students/teachers own the concepts and use them to “do” social studies, solve problems, make decisions



Perkins, D. (1986). *Knowledge as Design*.

Understanding by Design

Six Facets of Understanding:

- **Can Explain:** provide thorough, supportable and justifiable accounts of phenomena, facts and data
- **Can Interpret:** tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events
- **Can Apply:** effectively use and adapt what we know in diverse contexts



Wiggins, G. and McTighe, J. (2000). *Understanding by Design*. ASCD.

Understanding by Design

Six Facets of Understanding (continued):

- **Have perspective:** see and hear points of view through critical eyes and ears; see the big picture
- **Can empathize:** find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience
- **Have self-knowledge:** perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; aware of what we do not understand and why understanding is so hard.



Wiggins, G. and McTighe, J. (2000). *Understanding by Design*. ASCD.

How Can We Reach This Level?

We must make connections, think of the content you currently teach:

- Get into grade level groups
- Group 1 (Red) – Grade 7 & friends
- Group 2 (Green) – Grade 8 & friends
- Group 3 (Blue) – WG & friends
- Group 4 (Black) – WH & friends
- Group 5 (Purple) – USH/Econ/Gov



How Can We Reach This Level?

- Group 1 (Red) – Grade 7
- Group 2 (Green) – Grade 8
- Group 3 (Blue) – WG
- Group 4 (Black) – WH
- Group 5 (Purple) – USH/Econ/Gov

Go to your assigned station. On the left side of the page list all of the examples of the concept (your content) that you teach in your grade level or course.

You will have 3 minutes and then move on.



Working with Concepts

- Work at your last station for a moment.
- As a group, review all of the examples listed under the concept.
- Put a + next to all of the examples your group accepts; put a – next to those your group does not accept as valid.
- As a group, attempt to define your concept at the bottom of the page based on the examples provided.



How Can We Reach This Level?

- Group 1 (Red) – Grade 6
 - Group 2 (Green) – Grade 7
 - Group 3 (Blue) – Grade 8
 - Group 4 (Black) – WG/WH
 - Group 5 (Purple) – USH/Econ/Gov
- Continue working where you are.
- On the right side of the page list all of the non-examples of the concept. (This list will be shorter).
- You will have 3 minutes and then move on.



Student Understanding

These facets of understanding can help teachers identify the enduring understandings that students will think deeply about throughout the unit and/or lesson. In the case of the theme of conflict and change, these might include:

- Conflict and change are an unavoidable part of the human experience
- How a person faces conflict reveals the nature of his/her character
- Conflict can be an agent for positive or negative change
- A person's point of view affects how they deal with conflict or change



Concept Attainment

Using the concept handouts provided, take a moment to:

- Provide your content examples
- Provide valid non-examples
- Provide categories for your examples
- Define your concept based on your work (insert this on the top line of the diagram)
- Based on all of the work you've done, write a generalization for each concept (bottom).

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Concept: Migration Description

Examples: Non-Examples:


Your content examples

Categories of Migration (Examples will fit into these categories):

Generalizations about Migration:

The Psychology

- Information processing (learners process information by sorting and classifying in order to make sense of the information)
- Elaboration (meaning-making) rather than rehearsal (fact-learning) strategies
- Constructivist
- Social Constructionist



So what?

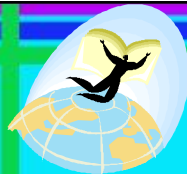
- Sorting and classifying are natural ways of learning.
- Inductive reasoning is a natural process. Patterns make the mind move forward and remember.
- Concepts are not always clear or agreed by consensus. For example, the concepts of “hero” and “villain” can change, depending on point of view, experience, prior knowledge.
- Concept attainment is a game. A game that can be played alone or with others.

Now what?

- Link to other content (stories, episodes, people, experiences, previous content)
- Link to other teaching strategies (cooperative learning; mind mapping; concept mapping; brain-based research)
- Link to other tactics and sources (Bennett & Rolheiser, *Beyond Monet*; Joyce and Weil, *Models of Teaching*; Joyce and Calhoun, *Inductive Thinking*; Bruner, Goodnow, & Austin, *A Study of Thinking*; Perkins, *Knowledge as Design*; Wiggins & McTighe, *Understanding by Design*)

And finally....

- Play with the process of Concept Attainment (Bruner) in thinking about American history and designing lessons.
- Knowledge as information is good for *Jeopardy*; knowledge as design is good for the flat world of the 21st century.
- *The World is Flat: A Brief History of the Twentieth Century* by Thomas L. Friedman



Concept Attainment

- Share your work with your group; with the whole group.
- Discuss possible applications for your classroom and beyond.
- Provide generalizations about the process.
- Questions? Comments?





PowerPoint & Resources

Available for download:

www.ednet10.net/socialstudies

Click on Downloads and then **Beyond TAKS**
Will include ppt, links to articles and resources,
templates, checklists, concept matrix for
USH, and charts for reproducing.

Have a Great Summer!

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