

Transitioning to the  
Articulated Social Studies Standard:  
A Two-Year Plan

September 13, 2005

Standards-Based Teaching and Learning  
School Effectiveness Division  
Arizona Department of Education

# Transitioning to the Articulated Social Studies Standard: A Two-Year Plan

## Introduction

The Arizona Department of Education is committed not only to developing clear and rigorous standards, but to support and assist schools in implementing those standards so that all Arizona's students have the opportunity to learn them. With that goal in mind, and to be responsive to the field, the ADE has developed a two-year implementation plan to transition to the newly articulated Social Studies Standard. The two years, a deviation from the ADE's traditional one year, was considered for several reasons: 1.) to provide sufficient time to become familiar with the new standard document, which is a change from the existing document, particularly with the addition of world history in the elementary grades 2.) to provide sufficient time to identify and develop the resources that will effectively support the new standard 3.) to provide districts time to restructure the instructional day to include social studies and science content daily in Arizona's classrooms.

This document outlines the professional development and technical assistance the Arizona Department of Education will sponsor to ensure that districts, schools and teachers receive the assistance they need in adding the Articulated Social Studies Standard to a comprehensive course of study in K-12 including Reading, Writing, Mathematics, Science, Social Studies, Fine Arts and Health/Physical Education. It is our goal to help teachers recognize how the standards complement one another and how learning is strengthened when connections are made across the curriculum.

The support and assistance plan presented here is divided into two sections:

- I. Professional Development
  - a. Social Studies Content and the New Standard
  - b. Integrating Social Studies: Cross-Curricular Connections
  - c. Curriculum Alignment and Development
- II. Technical Assistance
  - a. Resources: The Selection and Use of Instructional Materials that Support the Social Studies Standard
  - b. Closer to Home: On-site Assistance in Implementation
  - c. Communication and Ongoing Feedback

It is not an all-inclusive or rigid plan; the ADE will modify, adjust and add as the two year plan progresses. Our hope is that schools and districts will use this plan as a guide to begin the transition to the new Social Studies Standard. It is our belief that careful and intentional planning will allow educators to experience a natural and smooth transition from the "old" to the "new" standard and enhance their abilities to effectively teach in a standards-based system.

## **I. Professional Development**

Although the ADE recognizes that we are one of many sources of professional development training available to educators, we are committed to providing professional development that is consistent in quality and focused specifically on Arizona's Academic Standards. ADE sponsored training will be provided by our highly qualified ADE staff, who are all former Arizona teachers, "outside" experts who are national and state presenters, and "inside" practitioners, Arizona teachers who are currently in the classroom and are willing to share their experience. Each professional development strand has a leadership focus and a teacher focus.

The Professional Development Plan centers on four goals:

1. to increase teacher content knowledge in Social Studies and to develop engaging ways to teach that content
2. to identify and employ approaches to content integration across the Arizona Academic Standards so that curriculum is comprehensive, meaningful and manageable
3. to examine and apply methods of curriculum, instruction and assessment alignment to Arizona's Academic Standards
4. to use technology as a tool to ensure accessibility and equity to professional development for all educators

### **Key Features/Areas of Focus:**

#### **A. Social Studies Content and the "New" Standard**

Trainings will begin with "Unwrapping the Social Studies Standard", an overview and analysis of the scope and sequence of the new Standard with practical considerations for its implementation. We encourage district and school leaders to attend this training as an introduction to the design, intent and meaning of the Social Studies Standard. Teams will develop action plans to implement the SS Standard in their district/school. A suggested timeline of activities for district leadership to consider will be provided at these trainings and is included in the Appendix A.1. Additional follow-up trainings to this initial workshop will be provided by various professional organizations to emphasize strands (history, geography, economics, civics), and by ADE to emphasize grade level content across strands. Arizona professional organizations are ready and willing to provide ongoing training to Arizona teachers. A sample of their current offerings is provided in the Appendix A.2. The ADE will collaborate closely with these professional organizations to ensure our trainings are relevant and responsive to teacher need. Teachers will be identified who are willing to participate as trainers in the ADE professional development cadre.

*The goal of this professional development set:*

*Leadership: to introduce the Social Studies Standard and prepare a plan for implementation including resources;*

*Teachers: to deepen content knowledge and discover engaging ways to deliver that content to students.*

## **B. Integration: Cross-Curricular Connections**

Trainings will be offered to identify how and when reading and writing can be taught in the content areas and how and when content can be taught in reading and writing instruction. Strategies to read and comprehend informational text will be the emphasis of these workshops. Several have already been offered by ADE with great response from the field. Other connections to Standards will also be included. For example, “GeoMath” was presented at this year’s summer ADE Math and Science Standards Academy and teachers rated it a 5 or 6 on a six-point scale for relevance and satisfaction. A sample of these types of trainings offered by the ADE and the feedback received by teachers is included in the Appendix A.3. Teachers will be recruited to join ADE’s cadre of trainers.

*The goal of this professional development set:*

*Leadership: to promote and support effective practices to integrate curriculum and provide the infrastructure to make it possible*

*Teachers: to integrate Social Studies with other Standards, particularly Language Arts, with emphasis on research-based strategies to develop skills and content knowledge*

## **C. Curriculum Alignment: Design and Development**

Training will be offered to districts and schools who need assistance in aligning curriculum to the standards, developing curriculum maps, designing lesson plans aligned to standards, selecting instructional materials and developing assessment systems aligned to standards. This continues to be the number one need identified by Solutions Teams who visit Underperforming schools. An excerpt from the School Effectiveness Division’s professional development brochure and the data on which it was based is included in the Appendix A.4.

*The goal of this professional development set:*

*Leadership: to identify the process and procedures in curriculum alignment and design an action plan to take back to the district/school that addresses curriculum, instructional materials and assessments*

*Teachers: to apply the process and procedures to align curriculum to state standards, demonstrate lesson plan designs that align with curriculum, identify assessments that measure and monitor progress in meeting standards, and examine student work to inform instruction.*

**NOTE: A goal of the ADE is to offer several trainings/courses of study on the new IDEAL website to take advantage of technology in providing professional development. We are currently exploring ways to establish a statewide network of teacher/trainers/coaches who can facilitate this training at the local level. This will provide access to professional development that is consistent in quality and locally accessible in order to leave no teacher behind!**

## II. Technical Assistance

Superintendent Horne has made support and assistance to schools the ADE's first priority. This assistance takes many forms across the Department's many divisions. One of the responsibilities of the School Effectiveness Division is providing assistance to schools in implementing state standards.

The Technical Assistance Plan centers on four goals:

1. to assist in the identification, analysis and use of resources that support the teaching of the Social Studies Standard
2. to provide on-site assistance to schools to establish an effective, standards-based school-wide system centered on *The Standards and Rubrics for School Improvement*.
3. to improve communication and networking to provide a state-wide infrastructure to support the Social Studies Standard.
4. to use technology as a tool to provide assistance to educators and schools that is accessible and equitable to all

### Key Features/Areas of Focus:

#### A. Resources

Although the selection of instructional materials is a local responsibility, the Arizona Department of Education, under the leadership of the Superintendent, has begun to provide guidance to districts and schools in the process of the selection and use of instructional materials, and in the analysis of programs to determine their alignment with state standards and scientific research, as specified in the *No Child Left Behind* legislation. This guidance, primarily offered in the area of reading, will be expanded to include mathematics, science and social studies. Judging from the requests and response from the field, we are anticipating this will be welcomed by districts and schools across the state who can use the process and the analyses to make informed decisions at the local level. This will require well-developed rubrics and a process that is open and fair to all publishers. The School Effectiveness Division will use what it has learned from analyses of core reading programs to expand this process to other content areas. We are currently examining other states' processes and are working with a national non-profit organization and our state university faculty to develop rubrics that will suit each content area. Each content area's materials will be reviewed by a panel of Arizona educators selected for their expertise. We anticipate conducting analyses of Reading and Mathematics in 2005-2006 and Social Studies and Science in 2006-2007. This will coincide with the implementation timeline for the Social Studies Standards. Regularly scheduled Department staff meetings with the Arizona Publishers Association will make this process a collaborative effort. The publishers have informed the Department that new technologies have enhanced their capabilities to provide materials that are aligned with grade level content at a much quicker rate than in the past. A preliminary survey of currently available Social Studies materials is included in the Appendix B.1.

In addition to textbook review, technology and the internet provide access to a wealth of support in both identifying and accessing materials to teach content. IDEAL and the ADE website will provide teachers with links, databases of trade books, lesson plans, curriculum maps, and other support materials that will provide resources for any teacher who has access to the internet. The ADE has established a protocol for the identification and alignment of trade books to our Social Studies and Science Standards. This resource site is ready to launch its first installment this winter 2005. A sample of the ADE's database for Social Studies trade books and a curriculum map of the new Social Studies Standard are provided in the Appendix. IDEAL's unique filtering system will allow the transfer of information to targeted audiences. For example, the ADE can send civics information to every 8<sup>th</sup> grade teacher in the state specific to their grade level social studies standard. This capability will be available September 15, 2005.

In addition, hundreds of Arizona organizations, both non-profit and for-profit, offer programs and materials aligned to Arizona's Social Studies Standard. Twice each year, the ADE will sponsor a Teacher EXPO on Saturdays. These will be opportunities for teachers to visit booths set up by various providers. It will provide the opportunity for teachers to learn about the available resources in our state and in local communities. The Arizona Department of Education has already contacted many of the organizations who are ready and willing to participate in this joint venture. A sample listing of our first EXPO is included in the Appendix B.3.

#### **B. Closer to Home: On-site Assistance in Implementation**

The School Effectiveness Division houses the Solutions Teams, the Assist Coaches, the Intervention Teams, Turn-Around Principals, and Reading First Assistance Teams. These assistance teams are trained to work with underperforming and failing schools on site. It is an opportunity for teams to help schools develop School Improvement Plans that focus on standards, support them in establishing a standards-based system at their school, and assist them in ensuring that adequate instructional time is being given to social studies and science instruction. In addition, these teams can refer school leadership and staff to appropriate professional development opportunities that will address their specific need.

#### **C. Communication and Ongoing Feedback**

Since the *No Child Left Behind Act of 2001*, the Arizona Department of Education has revisited, revised and articulated its state standards in five areas: Mathematics and Reading (2003), Writing and Science (2004) and Social Studies (2005). It is now critical that we strengthen statewide communication and capacity to *implement* these standards in every school in Arizona. The ADE recognizes that it will require the commitment and dedication of all stakeholders. We will continue to work towards improved communication networks through face-to-face meetings, newsletters, list-servs, and IDEAL.

Establishing adequate instructional time for a comprehensive curriculum is a challenge many schools face under the pressure of accountability. The ADE will publish suggested minimum minutes of instructional time for each content area, both daily and weekly. An example of this type of support is included in the Appendix B.4.

One new networking opportunity will be ongoing regional meetings with district Curriculum Directors with School Effectiveness Division staff (Best Practices and Standards Based Teaching and Learning) to discuss progress, challenges and share strategies to implement and support the teaching of Arizona's Academic Standards. For the first year, Social Studies and Science will be the topic of these meetings. This will provide feedback for the ADE staff in further modifying and planning its professional development and technical assistance activities and allow us to be more responsive to district curricular needs.

## Professional Development: Social Studies

Content	Provider/Timeline/Location
<p><b><i>“Unwrapping the Social Studies Standard”</i></b>*            This half-day workshop will:</p> <ul style="list-style-type: none"> <li>• Introduce the new document</li> <li>• “Unpack” its big ideas</li> <li>• Crosswalk “old” standard with the “new”</li> <li>• Examine scheduling options in the elementary school day</li> <li>• Examine curriculum/lesson design</li> <li>• Review available resources</li> <li>• Identify cross curricular connections</li> <li>• K-12</li> </ul>	<ul style="list-style-type: none"> <li>• ADE Staff and Social Studies Committee members</li> <li>• October 2005 – July 2006</li> <li>• Regional</li> <li>• Teleconferencing delivery</li> <li>• IDEAL</li> </ul>
<p><b><i>“GeoLiteracy”, “GeoMath”</i></b>  <b><i>“Teaching the Social Studies Standard”</i></b>  <b><i>“Teaching Economics”</i></b>  <b><i>“Citizenship and the Law”</i></b>            These workshops will be provided by professional organizations independently and in collaboration/partnership to build capacity of teachers to teach and integrate the SS strands.</p> <ul style="list-style-type: none"> <li>• K-12</li> </ul>	<ul style="list-style-type: none"> <li>• Arizona Geographic Alliance</li> <li>• Arizona Council for the Social Studies</li> <li>• Arizona Council on Economics Education</li> <li>• Arizona Foundation for Legal Services and Education</li> <li>• Kids Voting, Inc.</li> <li>• Ongoing Fall 2005-2007</li> <li>• Regional</li> </ul>
<p><b><i>“Social Studies Standard: What Teachers Need to Know and Be Able to Teach!”</i></b>*            This two-day workshop will examine the content teachers need to understand to teach social studies and discuss ways of effectively teaching that content to elementary students.</p> <ul style="list-style-type: none"> <li>• Grades K-3, 4-6</li> </ul>	<ul style="list-style-type: none"> <li>• ADE staff w/ featured presenters and Arizona teachers</li> <li>• January 2006-ongoing</li> <li>• Phoenix, Flagstaff, Tucson</li> <li>• Teleconferencing/Video Broadcasting/Webcasts: IDEAL</li> </ul>
<p><b><i>“Teaching Arizona’s Social Studies Standard: When, How and with What?”</i></b>*            This online workshop will provide teachers with an overview of the Standard and present strategies to incorporate the Standard into the curriculum; resources will be highlighted to teach the Standard.</p> <ul style="list-style-type: none"> <li>• K-6</li> </ul>	<ul style="list-style-type: none"> <li>• ADE staff and Arizona teachers</li> <li>• IDEAL</li> <li>• Fall 2006 and ongoing</li> </ul>



<p><i>Arizona Council for the Social Studies State Conference</i></p>	<ul style="list-style-type: none"> <li>• Organization leadership and members</li> <li>• Annually</li> </ul>
<p><i>Geofest: Arizona Geographic Alliance State Conference</i></p>	<ul style="list-style-type: none"> <li>• Organization leadership and members</li> <li>• Annually</li> </ul>
<p><i>Arizona Society of Economics Teachers Annual Conference</i></p>	<ul style="list-style-type: none"> <li>• Organization leadership and members</li> <li>• Annually</li> </ul>
<p><b><i>“Teaching Reading/Writing in the Content Areas AND Teaching Content in Reading/Writing Classrooms”</i></b>  This two-day workshop will provide the rationale, research and strategies to teach content through the use of informational text in reading/writing instruction and teach reading/writing strategies in content areas for various grade levels:</p> <ul style="list-style-type: none"> <li>• K-3</li> <li>• Intermediate</li> <li>• MS/HS</li> </ul>	<ul style="list-style-type: none"> <li>• ADE Staff w/featured presenters and Arizona teachers</li> <li>• January 2006 – July 2007</li> <li>• Regional</li> </ul>
<p><b><i>“Comprehending Informational Text”*</i></b>  This one day workshop will provide strategies to improve comprehension of informational text; participants will examine use of IDEAL’s reference library</p> <ul style="list-style-type: none"> <li>• K-6</li> <li>• MS/HS</li> </ul>	<ul style="list-style-type: none"> <li>• ADE staff w/ featured presenters and Arizona teachers</li> <li>• November 2005 – August 2007</li> <li>• Reference Library available on IDEAL Winter 2005</li> <li>• Regional</li> </ul>
<p><b><i>“Adolescent Literacy”</i></b>  This two-day workshop will address the specific challenges of reading expectations; with strategies in word work, vocabulary and comprehension proven to make a difference in content area reading</p> <ul style="list-style-type: none"> <li>• Grades 5-9</li> </ul>	<ul style="list-style-type: none"> <li>• National presenters: Anita Archer, Kevin Feldman</li> <li>• Fall 2005 – 2007</li> </ul>

<p><b><i>“Desert Canyon Institute”</i></b>  This four day conference is offered every June in Tucson, Arizona. Sponsored by Sopris West in collaboration with the ADE, the theme is “Closing the Achievement Gap” with a focus on literacy and behavior. In June, 2006, the Desert Canyon Institute will present a strand on content area reading and writing.</p> <ul style="list-style-type: none"> <li>• K-3</li> <li>• 4-6</li> <li>• 7-9</li> </ul>	<ul style="list-style-type: none"> <li>• National presenters</li> <li>• June 2006 and 2007</li> <li>• Tucson, Arizona</li> </ul>
<p><b><i>“Aligning Curriculum to Standards”</i></b>  This two-day workshop will assist districts and schools in “how to” align curriculum to standards. Social Studies will be used in the workshop as a model. Sample curricula will be examined and shared.</p>	<ul style="list-style-type: none"> <li>• ADE staff w/ Larry McBiles; based on work of Heidi Hayes Jacobs</li> <li>• November 2005 – August 2007</li> <li>• Regional</li> </ul>
<p><b><i>“Curriculum Mapping”</i></b>  This two-day workshop will provide strategies to design social studies curriculum that integrates other standards and allows for the planning of content coverage in the school year.</p>	<ul style="list-style-type: none"> <li>• ADE staff w/ Larry McBiles; based on work of Heidi Hayes Jacobs</li> <li>• November 2005 – August 2007</li> <li>• Regional</li> <li>• Curriculum maps available on IDEAL Fall 2006</li> </ul>
<p><b><i>“Cross Curricular Connections and Backward Design”</i></b>  This five-day institute will provide a framework to identify cross curricular connections, design curriculum, develop lessons and examine student work. Focus will center on Grant Wiggins’ “Backward Design” with connections made to SIOP (Structured Immersion Observation Protocol).</p> <ul style="list-style-type: none"> <li>• Grades K-12</li> </ul>	<ul style="list-style-type: none"> <li>• ADE staff w/ featured presenters and Arizona teachers</li> <li>• January 2006 – August 2007</li> <li>• Regional</li> <li>• Lessons available on IDEAL Fall 2006</li> </ul>

<p><b>“Considering New Curricula Seminar”</b>  This seminar will focus on features of curriculum programs and factors involved in choosing among them; supports teams in considering effective selection and implementation processes; examines the ADE’s process and protocol for the review and analyses of instructional programs; reports of state review panels will be discussed and distributed.</p>	<ul style="list-style-type: none"> <li>• ADE staff , trained by Educational Development Center and WestEd staff</li> <li>• Summer 2006, 2007, 2008</li> </ul>
<p><b>ADE Conferences</b>  At various conferences scheduled throughout the year presentations will include sessions on the newly Articulated Social Studies Standard with emphasis on efficient use of instructional time in the school day, such as:</p> <ul style="list-style-type: none"> <li>• Mega Conference - November</li> <li>• AZ LEADS - TBA</li> <li>• AZ READS - June</li> <li>• School Effectiveness – January and June</li> </ul>	<ul style="list-style-type: none"> <li>• ADE staff</li> <li>• 2005-2007</li> </ul>
<p><b>Reading First Institutes/Academies</b>  At Reading First professional development training of principals, coaches, teachers and interventionists, presentations will include scheduling options to ensure social studies and science are not eliminated from at-risk students’ instructional day and that Reading First schools employ effective vocabulary and comprehension strategies to read rich content so that Reading First schools do not become “Reading Only” schools.</p>	<ul style="list-style-type: none"> <li>• ADE staff and WestEd</li> <li>• Fall 2005 and ongoing</li> </ul>
<p><b>KEY:</b>  <i>Blue: Social Studies Content</i>  <i>Green: Literacy Focus</i>  <i>Black: Curriculum Focus</i>  <i>* Denotes priority for development on IDEAL</i></p>	

## Technical Assistance: Social Studies

Resources	Timeline/Source
<p><b>ADE website: Social Studies page</b> This content site will contain relevant information to the Social Studies Standard (to be developed as a section of content area sites including: science, mathematics, reading and writing) on Standards Based Teaching and Learning home page on ADE's website</p>	<ul style="list-style-type: none"> <li>• ADE: School Effectiveness Staff</li> <li>• Spring 2006</li> </ul>
<p><b>IDEAL</b></p> <ul style="list-style-type: none"> <li>➤ reference library database of fiction/nonfiction trade books submitted and reviewed by AZ teachers and aligned to SS Standard</li> <li>➤ reference library database of audio-visual materials, primary sources and documents submitted and reviewed by AZ teachers and aligned to SS Standard</li> <li>➤ sample curriculum maps submitted by schools and districts</li> <li>➤ sample lesson plans submitted by AZ teachers</li> <li>➤ links to instructional resources aligned with SS standard</li> </ul>	<ul style="list-style-type: none"> <li>• ADE and ASU/ASSET</li> <li>• Summer 2006</li> </ul>
<p><b><i>Guidance in the Selection and Use of Instructional Materials</i></b> A how-to guide for districts and schools to select instructional materials: process, procedures, considerations</p>	<ul style="list-style-type: none"> <li>• ADE Staff: School Effectiveness</li> <li>• Spring 2006</li> </ul>
<p><b>Regularly scheduled meetings with publishers</b>, Arizona Publishers Association and ADE School Effectiveness Division to ensure two way communication/updates</p>	<ul style="list-style-type: none"> <li>• Superintendent Horne and ADE staff</li> <li>• Spring 2005 and then twice per year</li> </ul>
<p><b>Review of reading programs</b> to determine alignment with SS standard by educator review panel followed by <i>Report of Analysis of Core Reading Programs</i></p>	<ul style="list-style-type: none"> <li>• ADE: Reading First Office and Educator Panel</li> <li>• November-December 2005</li> </ul>

<p><b>Review of SS programs and supplemental materials</b> by educator review panel to determine alignment with SS Standard followed by <i>Report of Analysis of Social Studies Materials</i></p>	<ul style="list-style-type: none"> <li>• ADE School Effectiveness Division and Educator Panel</li> <li>• Summer 2006</li> </ul>
<p><b>Teacher EXPOs</b> Saturday Teacher EXPO will feature non-profit and for-profit organizations who provide services and products that support the SS and Science Standard (i.e., museums, parks, associations, community organizations, etc.)</p>	<ul style="list-style-type: none"> <li>• ADE School Effectiveness Division</li> <li>• Winter and Summer 2006</li> <li>• Winter and Summer 2007</li> </ul>
<p><b>Resource Guide</b> This resource available on ADE's website will incorporate resources for supporting the instruction of social studies</p>	<ul style="list-style-type: none"> <li>• ADE Best Practices Staff</li> <li>• Fall 2006</li> </ul>

## Support

<p><b>Implementation Meetings</b>          These meetings will be scheduled regionally to discuss and monitor progress in transitioning to the new standard; will give ADE staff input on how implementation is progressing and how/where assistance is needed; this information will inform the planning and development of ongoing professional development and technical assistance and enable the ADE to be responsive to district need; supported by on-line list-servs, bulletin boards, discussion groups</p>	<ul style="list-style-type: none"> <li>• ADE Staff and District Curriculum Leaders</li> <li>• Twice per year</li> <li>• On-line communication</li> </ul>
<p><b>County ESA Meetings</b>          These meetings will provide opportunities to discuss strategies for the support of implementation of all standards, but particularly social studies in the next two years</p>	<ul style="list-style-type: none"> <li>• ADE Staff</li> <li>• Quarterly</li> </ul>
<p><b>Professional Organization Meetings</b>          These meetings will ensure the ongoing communication between professional organizations and the ADE to address highly qualified teacher issues, content issues, implementation issues, available resources and discuss challenges and solutions</p>	<ul style="list-style-type: none"> <li>• Standards Based Teaching and Learning Staff</li> <li>• Arizona Council for the Social Studies</li> <li>• Arizona Council on Economic Education</li> <li>• Arizona Geographic Alliance</li> <li>• Arizona Foundation for Legal Services and Education</li> <li>• Kids Voting, Inc.</li> <li>• Current and ongoing</li> </ul>
<p><b>Recommended Instructional Minutes</b>          ADE will provide on its website recommended minimum instructional minutes for each content area to serve as guidance and suggestion to schools; sample elementary instructional schedules will be provided</p>	<ul style="list-style-type: none"> <li>• School Effectiveness Division</li> <li>• Fall 2005</li> </ul>

<p><b>On-site assistance</b> Solutions Teams, Assist Coaches, Intervention Teams, and Intensive Assistance Teams working in Underperforming, Failing, Corrective Action and Reading First schools will provide on-site assistance in curriculum alignment, scheduling, professional development plans, etc.</p>	<ul style="list-style-type: none"> <li>• ADE School Effectiveness Division Staff and Solutions Teams</li> <li>• Current and ongoing</li> </ul>
<p><b>Highly Qualified Teacher meetings</b> Discussion of what defines a “highly qualified” teacher of social studies and what teachers need to know and be able to do in order to be prepared to teach Social Studies Standard; address coursework in teacher prep programs</p>	<ul style="list-style-type: none"> <li>• ADE Teacher Certification Staff and Standards Staff w/university and college faculty</li> <li>• Summer 2006</li> </ul>
<p><b>K-12 Center Collaboration</b> Development of collaborative effort with K-12 Center to increase the numbers of highly qualified teachers in Arizona</p>	<ul style="list-style-type: none"> <li>• Winter 2006</li> </ul>
<p><b>Internal ADE Communication</b> Efforts to collaborate and coordinate professional development and technical assistance efforts to support state standards, particularly in science and social studies, to establish consistency efficiency across divisions within ADE</p>	<ul style="list-style-type: none"> <li>• Executive Team, ADE</li> <li>• ongoing</li> </ul>
<p><b>PTO/PTA Leadership Communication</b> These will promote, explain the SS Standard and assist parents in supporting learning at home</p>	<ul style="list-style-type: none"> <li>• ADE Staff</li> <li>• Fall/Winter 2006 and ongoing</li> <li>• Presentations at the Annual Arizona PTA conference in June</li> </ul>
<p><b>IDEAL</b> comcasts; interactive chat rooms and message boards; demonstration lessons for discussion/reflection</p>	<ul style="list-style-type: none"> <li>• ADE and ASU/ASSET</li> <li>• Fall 2006</li> </ul>
<p><b>NAUNet</b> Comcasts and Teleconferences UA South Net Comcasts and Teleconferences</p>	<ul style="list-style-type: none"> <li>• Current and ongoing</li> </ul>

## **APPENDIX**

### **A. Professional Development**

**A.1. Timeline for Transitioning to the Articulated Social Studies Standard: Guidelines for Districts**

**A.2. Sample Professional Development Offerings sponsored by Arizona Professional Organizations in support of Social Studies**

**A.3. Sample of Cross-Curricular sessions sponsored by ADE with teacher feedback**

**A.4. Sample of Curriculum Alignment sessions sponsored by ADE and the data on which it is based**

### **B. Technical Assistance**

**B.1. Sample Social Studies Homepage, State Department of Education**

**B.2. Summary of Preliminary Survey of currently available Social Studies materials**

**B.3. Plan for Resource Library Database of Trade Books for IDEAL**

**B.4. Plan for Teacher EXPO**

**B.5. Sample Recommended Instructional Minutes: Guidance**



## **A.1. Sample District Transition Timeline of Activities**

### **Year One**

1. District leadership attends “Unwrapping the Social Studies Standard” and develops two year plan to transition to the new Standard.
2. District presents “Unpacking the SS Standard” to district staff; shares and discusses two year plan of transition/implementation.
3. District identifies professional development needs of staff.
4. District plans for and schedules professional development opportunities based on identified need; teachers attend ongoing training opportunities.
5. District provides training in the use of IDEAL (with assistance from Technology Integration Specialists) to access instructional support materials and professional development training.
6. District conducts curriculum alignment process w/ teachers.
7. District coordinates vertical alignment grades k-12.
8. District examines and designs instructional day indicating minimum number of minutes in each content area.
9. District designs an assessment plan to measure Social Studies Standard.
10. District provides teacher collaborative time for curriculum mapping/design.
11. District conducts process for the selection of instructional materials aligned to the Social Studies Standard and the district curriculum.
12. District librarians and curriculum specialist compile identified resources/support materials to teach the SS Standard.
13. District supports teacher leaders/curriculum specialists in the use of the standard: design of lessons, implementation of lessons and aligned materials, preparation for coaching/mentoring of teachers and identification of demonstration lessons.

### **Year Two**

1. Schools target the implementation of SS Standard as a year-long academic and professional goal.
2. Principal establishes the implementation of SS Standard as a school priority and commits to collaborative grade level time to plan for its integration with reading and writing.
3. Teachers begin to transition to the new Social Studies Standard and newly designed curriculum maps with the assistance of teacher leaders.
4. Teacher leaders provide coaching and demonstration lessons to teachers.
5. Teachers examine and identify available resources to support and supplement the teaching of the Social Studies Standard.
6. Teachers explore effective methods of assessing student progress in meeting the standard in Social Studies at *each* grade level.
7. Principal and teachers participate in ongoing professional development to share new learning/strategies regarding effective ways to teach and integrate SS strands and standards.

8. At conclusion of year, staff compile recommended resources that were identified as effectively supporting the SS Standard to build school/district resource bank
9. Grade level teams, with the assistance of teacher leaders, reflect on the most successful strategies “tried” the past year; identify what worked, what didn’t; modify and adjust instructional planning for the following year when teachers should be prepared to fully implement the Standard.

## A.2. Sample of Professional Organization Offerings that Support SS Standard

### Arizona Council for the Social Studies

#### **ACSS Annual Conference**

**Friday, October 7, 2005**

*Building Connections: The New Social Studies Standard & the Classroom!!!.*

The ACSS Annual Conference is well known for the quality of its carefully selected breakout sessions. If you are interested in presenting at the conference, [contact ACSS President Ken de Masi](#), or [download a proposal form](#).

The ACSS Annual Conference and is famous for presenting new and exciting resources to Arizona teachers.

If you would like to exhibit in our ever-growing exhibit hall, contact [Gale Ekiss](#), Exhibits Chair.

#### **Affiliated Conferences**

##### Arizona GeoFest 2005

Saturday, October 1, 2005

Arizona State University - Main Campus

Memorial Union, Second Floor

Conference fee includes all conference sessions, session materials, other free teaching materials and light refreshments. [Download Flyer](#)

##### Arizona Law, Youth and Citizenship Conference

September 21, 2005

Black Canyon Conference Center - Phoenix

[Agenda and more information at AZFLSE.org](#)

## **Annual National Conferences**

### **[2005 National Council for the Social Studies annual conference](#)**

**November 17-20, 2005!!!**

"Social Studies: The Heart of the Curriculum"

**Kansas City, Missouri.**

### **[National Council on Economic Education Annual Conference](#)**

October 5-8, 2005

San Antonio, Texas

### **[National Council for Geographic Education Annual Meeting](#)**

October 12-15, 2005

Birmingham, Alabama

## **ACSS Curriculum Packages**

For the first time ever, the ACSS is pleased to offer classroom-ready curriculum materials *by Arizona teachers, for Arizona teachers*, and all tied to Arizona's Social Studies Standards. The following publications are currently available:

### **Politics, Power and Patterns: Arizona's Voice in Elections (Grades 9-12)**

This high school integrated unit of four lessons briefly traces Arizona's road to statehood culminating in the 1910 Constitution and overviews Arizona's political impact on a national level. The four lessons focus on Arizona Constitutional history, the processes of direct democracy; how the Populist and Progressive Movements impacted Arizona's Constitution; Arizona's national voting patterns; the Electoral College; and brief biographical sketches of five prominent Arizona political leaders.

### **Geography Basics in Social Studies: Focus on Arizona (Grades 1-3)**

This set of six lessons helps young students explore the fascinating and diverse geography of our state. At the same time, students meet standards in history, economics, science, and mathematics. The lessons include invaluable hands-on strategies that can be employed in more than just the lessons in this package.

### **By Foot, Mule, or Boat: Learning Journeys Through the Grand Canyon (Grades 4-8)**

The ten lessons in this package, plus an extensive unit assessment, engage middle level learners in the history, geography, and economics of our state's very own natural wonder, the Grand Canyon. Using a variety of instructional strategies, students learn about the geology of the Grand Canyon; major figures associated with the Canyon, such as Teddy Roosevelt and John Wesley Powell; the legislative history of the Arizona Territory and the Grand Canyon National Park; the economics of building the Canyon's first suspension bridge; and much, much more!

## Arizona Foundation for Legal Services and Education

### **Law, Youth & Citizenship Conference**

Calling all Arizona Teachers, Administrators, Curriculum Specialists,  
School Resource Officers & School Probation Officers...

[Download the Flyer \(PDF\)](#)

**The Law, Youth & Citizenship Conference will...** introduce Arizona educators to a variety of law-related education curricula aligned to Arizona State Academic Standards. During this one-day event, Arizona teachers, administrators, school resource officers, school probation officers and community resource people can choose from over 25 different LRE workshops and browse through hundreds of quality LRE curricula and classroom resources.

**Law-Related Education is...** the teaching of rules, laws and the legal system that actively involves students to prepare them for responsible citizenship. LRE provides instruction in legal rights, responsibilities and the role of the citizen and requires students to practice the application of law in potential real-life situations.

#### **Conference Sessions:**

[» View the agenda](#)

##### **Elementary School**

Be A Safety Kid: Personal Safety for Children  
Dr. Seuss & the Law  
Hostile Hallways: Bullying in Schools  
INVEST (Initiating New Violence-free Educational Strategies and Training)  
What's America?

##### **Elementary/Middle School**

Crime Clock  
Life Savers

##### **Elementary/Middle/High School**

School Safety Officers and the School Community: Modeling, Sharing & Planning  
The Face behind the Computer: Education Youth on Internet Safety  
We the People: The Citizen & the Constitution

##### **Middle School**

Community Works: Smart Teens Make Safer Communities  
Project Citizen  
Grafitti: Art or Crime

##### **Middle/High School**

Dangerous Consequences: Exploring the Issue of Sexual Harassment  
Drugs: Choices & Consequences  
Constitutionally Based Scripted Trials: "The Case of the Questionable Book-Bag Search"  
Forensic Science: Crime Scene Investigations  
Hostile Hallways: Bullying in Schools  
Hot off the Press: News Papers in Education  
Mock Trials: Step by Step  
Student Congress: Developing & Implementing  
Truancy: LRE tools to keep kids in School

##### **High School**

Controversy in the Classroom: A model for Discussing Current Issues  
Street Law  
Terrorism: How Have Other Countries Handled It? How Should We?

## **The Arizona Geographic Alliance**

### **will provide:**

- Highly trained and energetic presenters that will demonstrate with hands on activities lessons that may be used the next day
- Explanations of how lessons teach reading, writing and geography
- Information on the development of the program and how it was piloted
- Free geography resources -- maps, posters, membership forms, Geo-related opportunities

### **GeoMath and GeoLiteracy:**

#### **A Program for Integrating Tested Language Arts Skills, Mathematics and Geography Content for Grades K-8**

The Arizona Geographic Alliance presents over eighty K-8 lessons integrating the State Standards in geography content with the reading and writing skills tested in Arizona and an additional eighty K-8 lessons integrating mathematics skills and concepts with geography. Created by Arizona teachers, each lesson has been piloted in Arizona classrooms with diverse school populations. Each lesson contains assessment instruments that help students practice skills tested on state-mandated examinations.

## **ARIZONA GEOFEST CONFERENCE**

SATURDAY, OCTOBER 1, 2005

### **Conference information:**

Date: Saturday, October 1, 2005 Location: Arizona State University  
Main Campus, Tempe  
Memorial Union, Second Floor

To register, send registration form and check or purchase order to:

GEOFEST

Arizona Geographic Alliance  
ASU Department of Geography  
P O Box 870104  
Tempe, AZ 85287-0104  
480-965-5361 \* fax 480-965-8313

### A.3. Sample of School Effectiveness Division Curriculum Mapping Workshop and Data on which it was based.

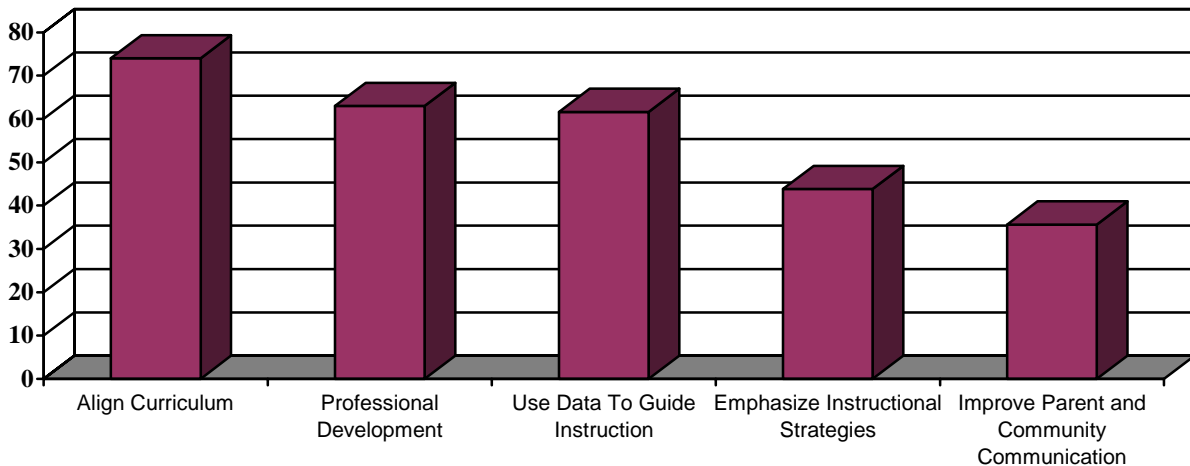
#### **CURRICULUM MAPPING: Creating A Blueprint for Student Success**

*Sponsored by Best Practices Section*

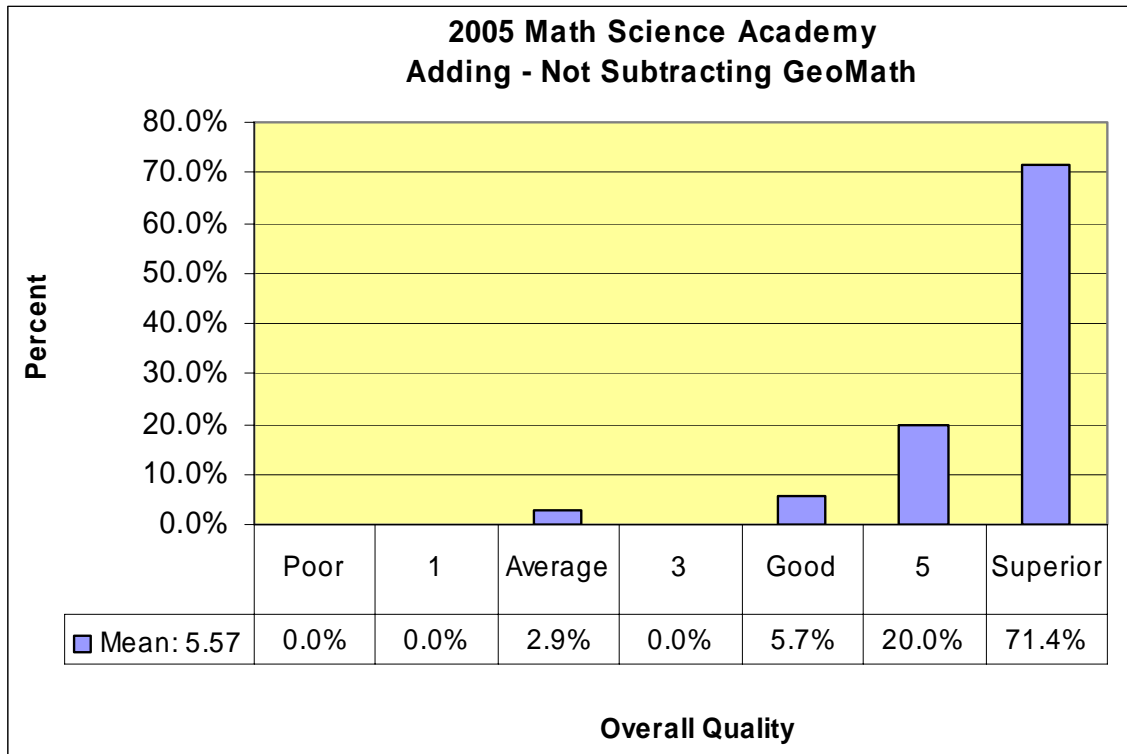
*School Effectiveness Division, Arizona Department of Education*

Standards are at the heart of today's rigorous accountability requirements. Standards define the high expectations for what teachers must teach and what students must learn. If students are to meet the state's academic standards, each school's instructional program must be aligned with those standards and clearly articulated by what teachers do within and across grade levels and courses. Curriculum mapping is a powerful process in which teachers working collaboratively take time to analyze the standards at the concept and performance objective level and decide what will be taught and when during the academic year. In this workshop, participants will examine the concept of curriculum mapping as a proven instructional planning tool, explore how curriculum maps are developed and used, and receive guided practice, not only on how to map, but also, how to facilitate mapping work in their professional setting.

### **2005 Emergent Priorities in Solutions Teams' Statement of Findings as of 8/9/05**



A.4. Sample of ADE sponsored Integration Trainings and evidence of Teacher Satisfaction





## B.1. Sample Social Studies State Department of Education Home Page



Go to [Updates](#) [Medal of Honor Link](#)

### Social Studies Academic Standards Curriculum Support

[CLICK HERE](#)

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts in the area of social studies. Some of the programs and activities include:

- [T3 - Political Science for Middle Grades](#)
- [Personal Finance](#) (Financial Literacy Act 2005 [Link](#))
- [South Carolina Council on the Holocaust](#)
- [Palmetto Greatest Generation 2005-06 PGG Grant](#)

### Highlights

**Social Studies Academic Standards (2005)**

[Word](#) 918KB [PDF](#) 667 KB

**Social Studies Academic Standards: Correlations**

[Word](#) 250KB

**Social Studies Academic Standards Revision Timeline**

[Link](#)

**Summer 2006 Opportunities Bulletin**

**Coming in November**

### Links

- [Lesson Plans, Activities, and Correlations](#)
- [Social Studies Resources](#)
- [SCSSL and Other Institute Lesson Plans](#)

### Professional Development 2005-06

- [Global Studies I and II](#)
- [Standards Implementation-Elementary and Middle School](#)

### Publications and Documents

- [Social Studies Academic Standards](#)
- [SC and US History Correlations and Readings](#)
- [Map and Globe Suggested Recommendation List](#)
- [Teaching the African-American Experience in the Palmetto State - Resource Guide \(2003\)](#)



## B.2. Summary of Preliminary Survey of currently available Social Studies Materials

### Request for Information - Instructional Materials

In May, 2005, The Arizona Department of Education issued an RFI for materials that aligned with Arizona's Articulated Academic Standards with particular emphasis on integrating Science and Social Studies Standards with Reading and Writing Standards in Grades K-8. In June, an initial review of submitted materials was completed.

Results of initial review:

1. There were 41 submissions – both supplemental and core programs.
2. Approximately 80% of the submissions were of supplemental programs.
3. The social studies and science core series all include reading and writing skills in their program.
4. The core reading series use science and social studies informational text as selections. A detailed review of core reading series to align informational text selections to our Arizona Science and Social Studies Standards will be conducted in December 2005.
5. 68% of publishers submitting the RFI stated a willingness to correlate their materials to Arizona's Science and Social Studies Standard. Some have already aligned to Science and are awaiting the adoption of social studies.
6. There are several publishers of supplemental reading materials whose products match our Science and/or Social Studies Standards' content.

### **B.3. Reference Library Database: Literature Connections to Academic Standards**

#### **What:**

A searchable online database of trade books aligned to the Arizona Academic Standards is being developed and will be available to Arizona's teachers through IDEAL. Users will have the ability to perform online searches for trade books that are aligned to the Arizona Academic Standards and print out a list of references that align to their grade level, subject area, strand, and concept. Additionally, an online submission form will be developed so that teachers throughout Arizona are able to submit titles of trade books that they use to support the standards. During the first phase, content resources and alignment were limited to science and social studies; this will be expanded to include additional subject areas once the data base is implemented.

#### **Why:**

Trade books can be valuable complements to curriculum and teaching. Trade books not only focus on content learning, but also can impact students' appreciation for content-based literature. There are four primary ways that reading is used in developing a deeper understanding of academic content: developing prior knowledge, seeking information about a topic, comparing results to published information, and reading to perform a task.

Trade books can be used by teachers to facilitate class or small group discussion and as lead-ins to writing exercises. Further, students can be encouraged to read on their own as a way of pursuing issues relevant to them; and all children, regardless of background or reading level can be exposed to the knowledge gained from quality texts.

Similarly, students with different learning styles or aspects of multiple intelligence are able to grasp the same concepts, but are introduced to them in trade books that match their learning patterns, reading level, and areas of interest. In this way, trade books can be useful vehicles to provide for individual differences. The skills gained from mastery of concepts at the elementary and middle school levels provide a solid foundation for higher education and career growth. Trade books are a valuable complement for these skills by enhancing and broadening the student's scope of topical understanding, and by serving as resources for further inquiry.

#### **Where:**

Posted on IDEAL/ASSET

#### **Who:**

A team of 18 elementary librarians and K-8 teachers of social studies and science attended a work session in Phoenix on April 29, 2005 to provide the first round of trade books aligned to the Science and Social Studies Standards. This core group will expand to include all of Arizona's teachers, once the online submission form is available through IDEAL. Once online submissions or resources are received, the ADE will contract with several teachers in each content area to evaluate submitted resources prior to adding those resources to the searchable online database.

**How:**

The selection panel looked at both content and presentation. Selection was (and will continue to be) based on the following criteria:

Criteria that books must have to be included in the data base:

1. Align to content in at least one strand of an academic content area (limited to either the Science or Social Studies Standard during the first phase of the project). .
2. Non-fiction books must include:
  - Factually correct content
  - No significant content errors: no oversimplified or misleading facts; no terms, illustrations, activities, or presentation that may cause misconceptions.
  - No significant personification, teleology, animism, or anthropomorphism (if present, it should not influence or create misconceptions that detract from the content of the book).

Several additional factors that should be considered before recommending a book for inclusion in the data base include:

1. Presentation is logical and sequence of ideas is clear.
2. Suggested activities are safe, feasible, and appropriate for the intended age level.
3. Theories and facts are clearly distinguished.
4. Where conflicting ideas or theories exist, as many views as possible (or appropriate) are represented.
5. The information is free of gender, ethnic, or social-economic bias, whenever possible; or perspective/bias is identified if present.
6. Format, layout, and design are visually appealing and engaging.
7. Illustrations are visually appealing, drawn to scale (or labeled otherwise), and enrich the text.

For each resource, the following information is included in the data base:

- Title
- Author
- Publisher
- Copyright date
- Number of pages
- ISBN #
- Book Type (Fiction, Narrative Non-Fiction, Informational Text, Functional Text)
- Text Level (Primary (K-2), Intermediate (3-5), Middle School (6-8), High School)
- Summary of the book
- Comments (to indicated bias, special considerations, or concerns)
- Alignment to Standards (Subject, Grade, Strand, Concept, POs)

### Definitions of Book Types:

**Fiction** – imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe.

Examples include novels, short stories, plays, narrative poetry, historical fiction, fables, fairytales, folklore, legends, and picture books.

**Non-Fiction** – prose designed primarily to explain, argue, or describe rather than to entertain. Although emphasis is factual, fictional elements are sometimes found in the more personal forms of nonfiction.

- **Narrative Non-Fiction:** Primary purpose is to convey information about a person's life, or an event/series of events. Typically contains a clear beginning, middle and end, including a plot.

Examples include biographies, autobiographies, personal diaries, travel journals, etc.

- **Informational Text:** Primary purpose is to convey information about the natural or social world. Typically includes technical vocabulary; realistic illustrations or photographs; labels and captions; navigational aides, such as indexes and headings; and various graphical devices such as diagrams, tables and charts.

Examples include reference books, question-and-answer books, magazines, brochures, Internet web pages, etc.

- **Functional Text:** Primary purpose is to tell someone how to do something and not convey information *about* something.

Examples include cookbooks, technical manuals, how-to manuals, assembly guides, etc.

**When:**

Timeline and Scope of Work for the Project (2005 – 2006)

March	<ul style="list-style-type: none"><li>• Define scope of project</li><li>• Determine criteria for selecting trade books</li><li>• Identify teachers to participate in first working meeting</li></ul>
April	<ul style="list-style-type: none"><li>• Identify information to collect for each trade book</li><li>• Define categories of information</li><li>• Develop submission forms</li><li>• Develop database in Access</li><li>• Invite teachers and librarians to participate in the trade book project</li><li>• Hold a working meeting on April 29<sup>th</sup> to review books and submit titles (approx. 150 social studies resources and 100 science resources were submitted).</li><li>• Provide teachers with submission forms so they can submit additional resources after the meeting</li></ul>
May	<ul style="list-style-type: none"><li>• Meet with ASSET to explain project and brainstorm ideas of how to best develop the online technology</li><li>• Verify that information submitted was accurate, that each resource met the submission criteria, and that each resource (Science) was properly aligned to the standard.</li><li>• Enter resources into Access database</li></ul>
June	<ul style="list-style-type: none"><li>• ASSET internal meetings to discuss project</li><li>• Verify that information submitted was accurate, that each resource met the submission criteria, and that each resource (Science) was properly aligned to the standard.</li><li>• Enter resources into Access database</li></ul>
July – August	<ul style="list-style-type: none"><li>• Meet with ASSET to define scope of work, including functional and technical design specifications.</li><li>• Review and approve ASSET's Statement of Work so development can begin.</li><li>• Verify that information submitted was accurate, that each resource met the submission criteria, and that each resource (Science) was properly aligned to the standard.</li><li>• Enter resources into Access database</li></ul>

September – November	<ul style="list-style-type: none"> <li>• True North Logic (ASSET’s technology provider) develops the technology components, including <ul style="list-style-type: none"> <li>○ search form</li> <li>○ scripts to generate book list reports</li> <li>○ submission form</li> <li>○ off-line database to store submissions</li> <li>○ scripts to move reviewed and approved submissions to the live database</li> <li>○ links and pages within ASSET to access the forms</li> </ul> </li> </ul>
October – November	<ul style="list-style-type: none"> <li>• Verify that each Social Studies resource was properly aligned to the standard (pending board approval in September)</li> </ul>
December	<ul style="list-style-type: none"> <li>• Upload resources from Access database to ASSET</li> <li>• Test all forms, scripts and reports</li> <li>• Move project to online server for public use</li> </ul>
January 2006 - ongoing	<ul style="list-style-type: none"> <li>• Expand project to receive submissions from content areas other than Social Studies and Science</li> <li>• Receive submission of trade books from the field</li> <li>• Contract with teachers to evaluate new submissions and post reviewed submissions online</li> </ul>

### **B.3. Teacher Expos**

The Arizona Department of Education will host Cross-Curricular Expos for teachers to be held in three locations around the state. The three Expos will be held on Saturdays from 10:00 AM to 4:00 PM in Tucson, Phoenix, and Flagstaff. The Expos will be free of charge to teachers and provide them opportunities to review materials and programs available for teaching and integrating the Science and Social Studies Standards. The Department of Education will have their cross-curricular materials and future training schedule available for teachers. Non-profit organizations and professional associations will be invited to share information about standards-based field trips, curriculum materials, lesson plans, conferences, and workshops with teachers. Commercial vendors will display their products and make catalogues available.

#### **Examples of organizations to be invited:**

Arizona Council for the Social Studies  
Arizona Geographic Alliance  
Arizona Council on Economic Education  
Arizona Foundation for Legal Services and Education  
Arizona Science Teachers Association  
Central Arizona Museum Educators' Association  
Adobe Mountain Railroad Museum & Desert Railroad  
Ak-Chin Him-Dak Eco Museum  
American Museum of Nursing  
Arizona Capitol Museum  
Arizona Doll and Toy Museum  
Arizona Historical Society  
Arizona Humane Society  
Arizona Military Museum  
Arizona Mining and Mineral Museum  
Arizona Museum for Youth  
Arizona Science Center  
Irene P Flinn Theater  
Arizona State University 1907 Archive Gallery  
Arizona State University Art Museum  
Arizona State University Computing Commons Gallery  
Arizona State University Museum of Anthropology  
The Bead Museum  
Boyce Thompson Arboretum  
Buckeye Valley Museum  
Butterfly Lodge Museum  
Casa Grande Valley Historical Society  
Cave Creek Museum  
Challenger Learning Center  
Chandler Museum  
Deer Valley Rock Art Center  
Desert Botanical Garden  
Desert Caballeros Western Museum  
Fleischer Museum

Standards Based Teaching and Learning,  
Arizona Department of Education

School Effectiveness Division  
Fall 2005



George Washington Carver Museum and Cultural Center  
 Gilbert Historical Society  
 Glendale Arizona Historical Society  
 Glendale Community College Art Collection  
 Hall of Flame Museum of Firefighting  
 Heard Museum  
 Heard Museum North  
 Heritage Square  
     Teeter House at Heritage Square  
     Rosson House at Heritage Square  
     [Historic Sahuaro Ranch](#)  
     [Hoo-hoogam Ki Museum](#)  
     The Medical Museum  
 Mesa Historical Museum  
     [Mesa Southwest Museum](#)  
     [Sirrine House](#)  
     [Museo Chicano](#)  
     [Phippen Museum: Art of the American West](#)  
 Phoenix Art Museum  
 Phoenix Museum of History  
 Phoenix Police Museum  
 The Phoenix Zoo  
 Pueblo Grande Museum  
 River of Time Museum/Fountain Hills and Lower Verde Valley Historical Society  
 Scottsdale Historical Museum  
 Scottsdale Museum of Contemporary Art  
     [Sedona Heritage Museum/Sedona Historical Society](#)  
     [Shemer Art Center and Museum](#)  
     [Show Low Historical Society Museum](#)  
 Sky Harbor Arts Program  
     [SRP Heritage History Center](#)  
     [Sunnyslope Historical Society](#)  
 Superstition Mountain Museum  
     [Sylvia Plotkin Judaica Museum](#)  
 Telephone Pioneer Museum  
 Tempe Historical Museum  
     [Niels Petersen House Museum](#)  
 Wells Fargo  
 West Valley Art Museum  
 Tucson Association of Museums  
     [390th Memorial Museum](#)  
     [Pima Air & Space Museum](#)  
     [Titan Missile Museum](#)  
 Flagstaff Cultural Partners  
     [Arizona Historical Society/Pioneer Museum](#)  
     [Flagstaff Children's Museum](#)  
     [Arizona Ethnobotanical Research Association](#)  
     [Arizona Natural History Association](#)  
     [Flagstaff Festival of Science](#)  
     [Lowell Observatory](#)  
     [Willow Bend Environmental Education Center](#)  
     [Northern Arizona University](#)

Museum of Northern Arizona  
National Parks and Monuments Associations  
National Park Service (Arizona National Parks/Monuments)  
[Canyon De Chelly National Monument](#)  
[Casa Grande Ruins National Monument](#)  
[Chiricahua National Monument](#)  
[Coronado National Memorial](#)  
[Fort Bowie National Historic Site](#)  
[Glen Canyon National Recreation Area](#)  
[Grand Canyon National Park](#)  
[Hohokam Pima National Monument](#)  
[Hubbell Trading Post National Historic Site](#)  
[Juan Bautista de Anza National Historic Trail](#)  
[Lake Mead National Recreation Area](#)  
[Montezuma Castle National Monument](#)  
[Navajo National Monument](#)  
[Navajo National Monument](#)  
[Old Spanish National Historic Trail](#)  
[Organ Pipe Cactus National Monument](#)  
[Parashant National Monument](#)  
[Petrified Forest National Park](#)  
[Pipe Spring National Monument](#)  
[Saguaro National Park](#)  
[Sunset Crater Volcano National Monument](#)  
[Tonto National Monument](#)  
[Tumacácori National Historical Park](#)  
[Tuzigoot National Monument](#)  
[Walnut Canyon National Monument](#)  
[Wupatki National Monument](#)

#### Arizona State Parks

Fort Verde State Historic Park  
Homolovi Ruins State Park  
Jerome State Historic Park  
Red Rock State Park  
Riordan Mansion State Historic Park  
Boyce Thompson Arboretum State Park  
Kartchner Caverns State Park  
McFarland State Historic Park  
Oracle State Park  
Tombstone Courthouse State Historic Park  
Tubac Presidio State Historic Park  
Yuma Crossing State Historic Park  
Yuma Territorial Prison State Historic Park

#### Agricultural Literacy Program

The Arboretum at Flagstaff  
Arizona Foundation for Resource Education  
Arizona Association for Environmental Education  
Arizona Clean and Beautiful  
Arizona Envirothon  
Arizona Game and Fish (Project WILD)

Standards Based Teaching and Learning,  
Arizona Department of Education

School Effectiveness Division  
Fall 2005

Arizona Geological Survey  
Arizona K-12 Center  
Arizona Project Learning Tree  
Arizona Project WET (Water Education for Teachers)  
Arizona Mars K-12 Education Program  
Arizona Mining and Mineral Museum  
Arizona Rock Products Association  
Arizona Science Center  
NASA Mission Geography and GeoEarthKAM  
SAMEC Science and Mathematics Education Center  
Santa Cruz River, Its People and Environments (SCRIFE)  
Sharlot Hall Museum  
Sonoran Arthropod Studies Institute (SASI)  
Sonoran Sea Aquarium  
Southeastern Arizona Bird Observatory  
SRP Educational Resources  
TeachSpace  
Tucson Amateur Astronomy Association (TAAA)  
Tucson Botanical Gardens  
Tucson Clean and Beautiful  
Tucson Electric Power  
University of Arizona Biotech Project  
University of Arizona Marine Discovery  
University of Arizona Science Connection

## B.5. Sample Recommended Instructional Time

# Arizona School Improvement Program

### RECOMMENDED MINUTES OF INSTRUCTION FOR ELEMENTARY SCHOOLS

	Primary Grades (1-3)		Upper Elementary (4-6 including 7 & 8 if self contained)	
	Daily	Weekly	Daily	Weekly
Developmental Reading	90 Min.	450 min.	60 min.	300 min.
Language Arts	60 min.	300 min.	60 min.	300 min.
Mathematics	60 min.	300 min.	60 min.	300 min.
Social Studies	30 min.	150 min.	40 min.	200 min.
Science	30 min.	150 min.	40 min.	200 min.
Physical Education	*30 min.	120 min.	*30 min.	120 min.
Art	**15 min.	60 min.	**15 min.	60 min.
Music	**15 min.	60 min.	**15 min.	60 min.
Health	** <u>15 min.</u>	<u>60 min.</u>	<u>15 min.</u>	<u>60 min.</u>
Total	345 min.	1650 min.	335 min.	1600 min.

\* It is recommended that this be scheduled and taught at least 120 minutes per week.

\*\* It is recommended that this be scheduled and taught at least 60 minutes per week.

It is assumed the normal six hour day will provide for 360 minutes of instructional activities in which children are under the guidance and direction of teachers in the teaching process. The above recommendations provide 15 minutes for primary grades and 25 minutes for upper elementary grades that the teacher can schedule additional activities that are in the best interest of the youngsters. The school week should consist of 1800 minutes of instruction at both the primary and upper elementary grade levels. This allows approximately 150-200 minutes of instruction time per week to be used at the discretion of the teacher. It should be noted that in both the daily and weekly schedule that reading and language arts activities should be incorporated into other instructional areas, and rich content should be incorporated into reading and language arts.

The Arizona Department of Education gratefully acknowledges the work of the Missouri Department of Education in providing a sample of recommended elementary school instructional minutes.