

Presentation Overview

- Review of Charge
- Social Studies Standards
Recommendation
- Financial Literacy Standards
Recommendation

Charge

Investigate adoption of new standards to address Global Citizenship

2111 Adoption of Performance Standards

Pursuant to 16 V.S.A. §164(9), the State Board of Education will implement and periodically update standards for student learning in appropriate content areas from kindergarten to grade 12. Supervisory union boards shall use the standards as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the content and skills taught and learned in school.

2120.5. Curriculum Content.

...d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);

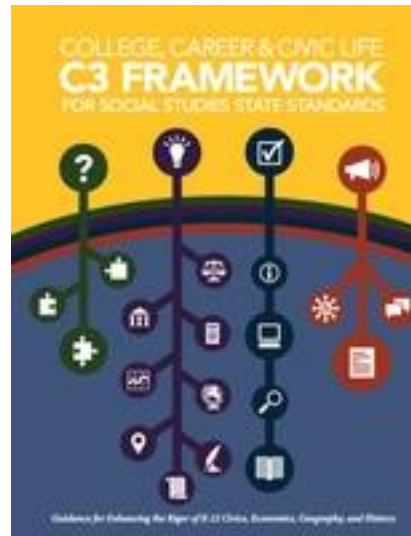
Results

1. C3 is the preferred national framework for social studies state standards
2. The field believes financial literacy standards are valuable but which standards is not yet known
 - More stakeholder input is needed to recommend a framework

Recommendation 1:

Vermont State of Education (VSBE) adopt the College, Career and Civic Life C3 Framework for Social Studies State Standards to replace the 2004 History & Social Science Grade Expectations.

[C3 Framework](#)



College, Career and Civic Life C3 Framework

Guiding Principles



1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

Rationale for Adoption

1. Common, rigorous learning goals for Vermont students within a proficiency-based system
2. Emphasis on both content and transferable skills for informed and engaged participation in civic life
3. Stakeholders support and are using the C3 currently
4. Standards that are national in scope for Language Arts, Math, Science, Health & PE, Arts already exist-this provides greater access to national resources for teaching and assessment



Stakeholder Input

1. 48% are already using the C3 to guide the development of curriculum
2. 47% support adopting C3; 44% were unsure
 - A. Of those who were unsure, they want the characteristics that are included in C3
 - I. 77% Preparation for active, engaged citizenry
 - II. 71% Opportunities for deep learning in the core of social studies
 - III. 70% Interactive, rather than passive learning
 - IV. 69% Emphasis on inquiry skills
 - B. Of those who were unsure they asked for support through professional development to learn the standards



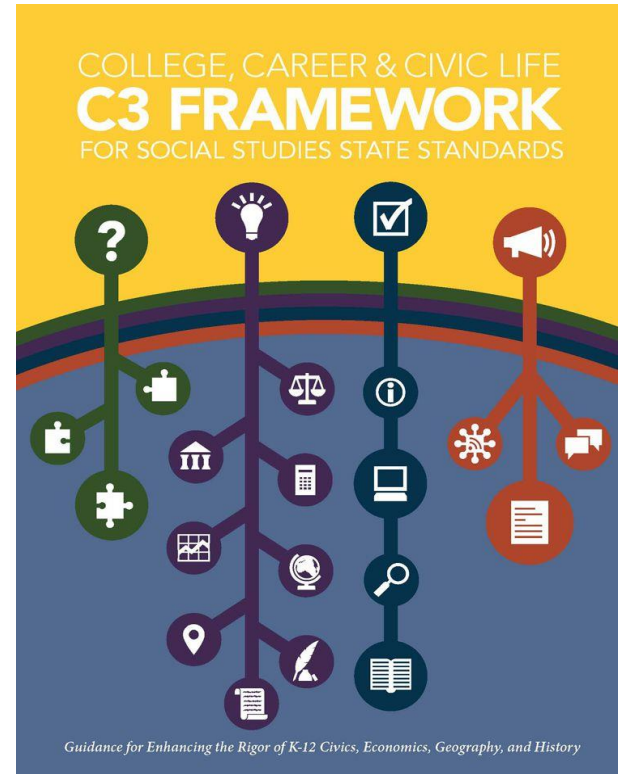
Survey May 2017 (n=213)

C3 Framework Organization

<p>Dimension 1: Developing Questions and Planning Inquiries</p>	<p>Dimension 2: Applying Disciplinary Tools and Concepts</p>	<p>Dimension 3: Evaluating Sources and Using Evidence</p>	<p>Dimension 4: Communicating Conclusions and Taking Informed Action</p>
<p>Developing Questions and Planning Inquiries</p>	<p>Civics</p>	<p>Gathering and Evaluating Sources</p>	<p>Communicating and Critiquing Conclusions</p>
	<p>Economics</p>		
	<p>Geography</p>	<p>Developing Claims and Using Evidence</p>	<p>Taking Informed Action</p>
	<p>History</p>		

Implementation Steps

1. Notify the field- teachers, curriculum directors, principals and superintendents of standards adoption
2. Update technical assistance materials to reference C3
3. Embed new C3 standards within all professional learning tasks at workshops and conferences
4. Support curriculum directors in adapting existing curriculum to align with C3.



Recommendation 2:

Vermont State of Education (VSBE) give permission to seek stakeholder input on the preferred standards for financial literacy

Rationale for Recommendation

1. There are two national frameworks for financial literacy.
2. The economics indicators in C3 are insufficient to meet the level of rigor for financial literacy in total.
3. Financial literacy is inter-disciplinary- depending on school the components are taught in social studies, math, home economics, business, CTE programming, etc.
4. Stakeholder input in the first round of the survey was insufficient to render a recommendation.

National Financial Literacy Standards:

[Jump\\$tart](#)

[Center for Economic Education](#)



National Standards in K-12 Personal Finance Education

Spending and
Saving

Credit and
Debt

Employment and
Income

Investing

Risk and
Insurance

National Standards for Financial Literacy



COUNCIL FOR
Economic
Education

Teaching Opportunity[®]

Next Steps

1. Survey the field (including interdisciplinary educators) for assessment of two nationally recognized frameworks.
2. Crosswalk frameworks to other adopted standards in English language arts, math and social studies.
3. Present a recommendation to the Board of Education in November or December for which standards to adopt.