Learning Standards Review Project Update

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Angela Allen, Associate Director of Learning Standards

Kara Todd, Special Projects and Assessment Coordinator

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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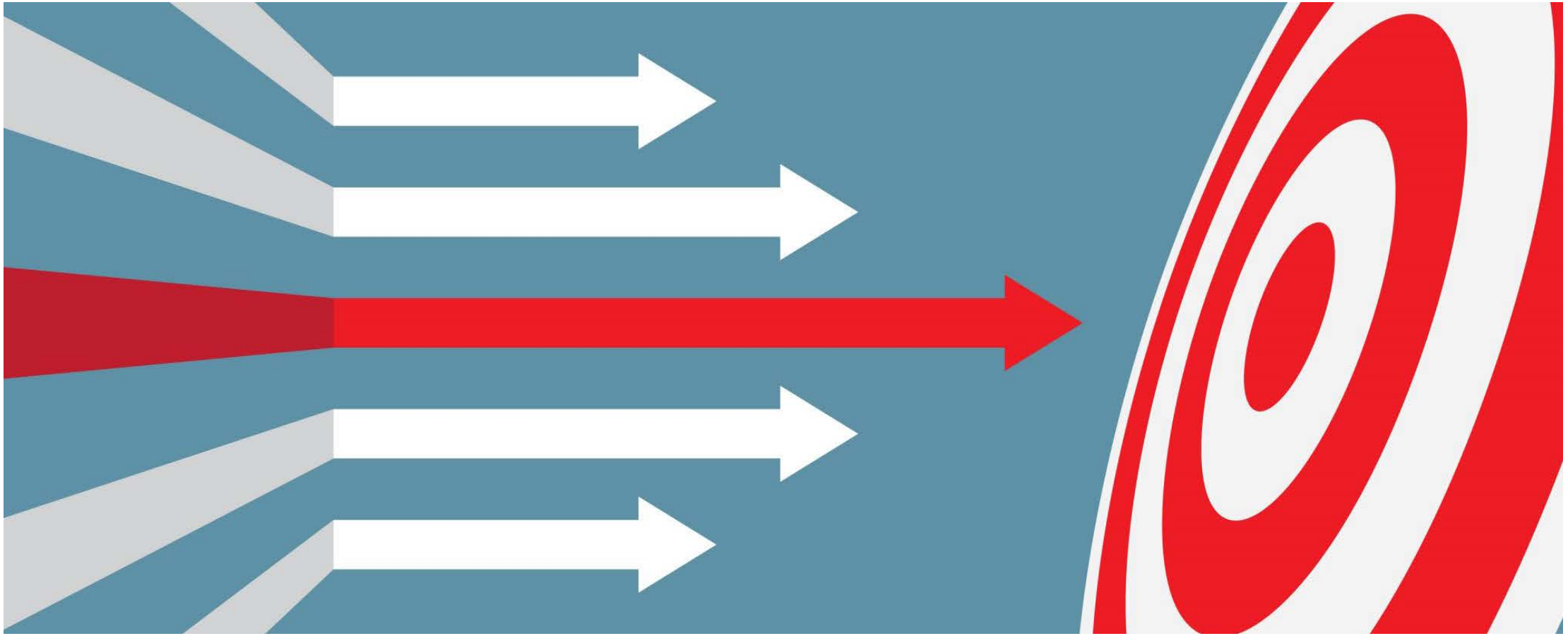
Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Objectives For Today

- Review project goals and timeline for ELA, Math & Science
- Learn What Feedback Opportunities Exist
- Review project products to date
- Understand updates to ELA standards
- Update: Next learning standards beginning initial review 2024
  - Health, Physical Education, World Language, Financial Education

Project Goals and Timeline



Standards Review Project Goals

- **Refine, prioritize, and clarify** the existing standards.
- Develop **wraparound guidance** for educators that clarifies opportunities for:
  - Cultural responsiveness
  - Universal design
  - Language development
  - Social emotional learning
  - Cross-content integration
- Establish a **uniform process for the periodic review** of the state learning standards.
- Develop a multi-year **plan to support educators** in learning about and using the revised learning standards and accompanying resources and tools.

Refine, prioritize, clarify…

Provide a consistent format for all standards documents

Prioritize the standards within the grade-level or grade-band

Identify the standards that will be universally taught to all students at that grade level or grade band across the state

Clarify the language of specific standards

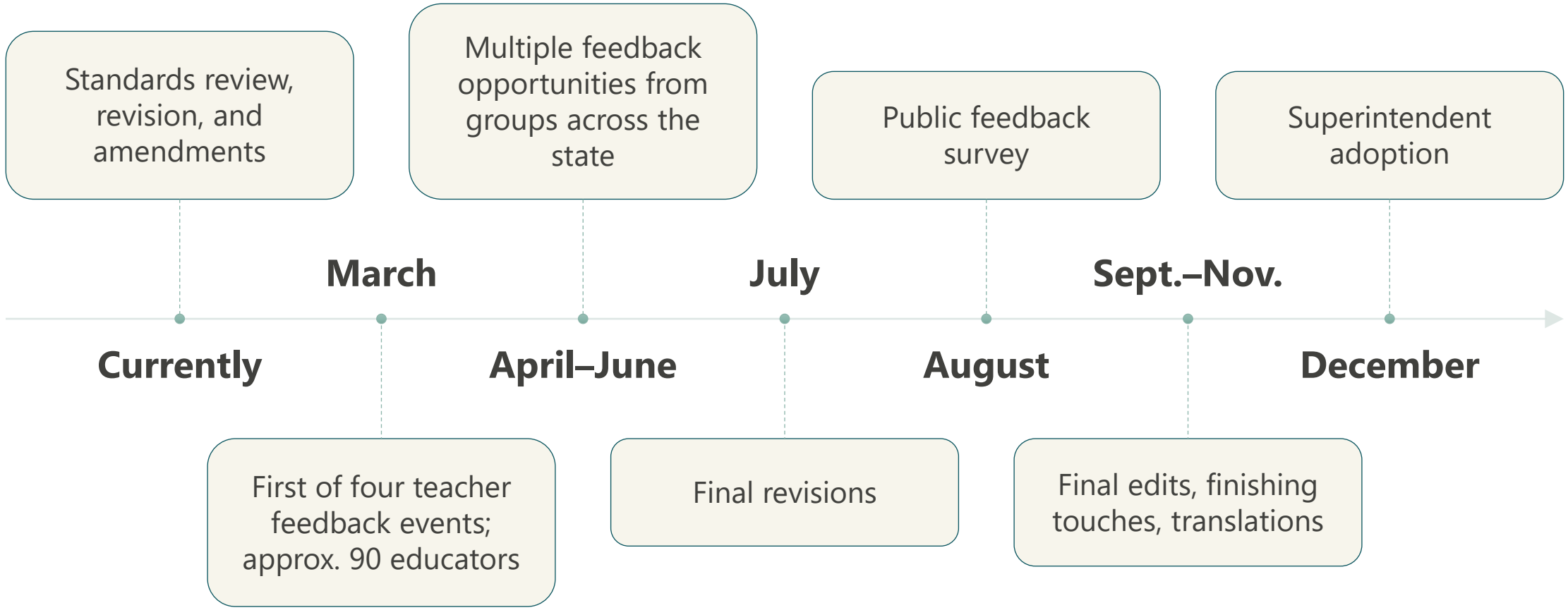
Refine, prioritize, clarify…

- **Math** continuing to use Common Core Mathematics Standards
  - including Data Science standards
- **Science** continuing to use Next Generation Science Standards
  - including Environment and Sustainability Education standards and climate science connections
- **ELA** amending the Common Core ELA/Literacy Standards, and filling gaps
  - including Media Literacy and Digital Citizenship standards

Prioritization

- Focus on narrowing and streamlining standards; being responsive to educator feedback and established district need
- Identify a universal set of standards that all students should have the opportunity to develop mastery; supporting all students having access and addressing inequities especially for highly mobile students
- Support important interventions being provided – starting at whole class level
- Focus is identification of the essential learning for all students – "prioritized standards"
- Supporting standards will be identified to help support the development of student learning of the prioritized standard
- State Assessment data **will not** determine priority standards. Assessments will be adjusted, as needed, after adoption

Timeline for Math, Science, and ELA



Products and Outcomes

Working Name	Intended Use/Description	Audience
WA Learning Standards adoption document	A streamlined, uniform presentation of the learning standards. Priority standards clearly visible.	Public, education community, legislators, etc.
Family Grade Level Resource Guide	Short explanations of the prioritized learning standards in each grade level, including how to foster/encourage/help at home.	Parents, families, care-givers, public, education community
Teacher Implementation Guides	Many details to support teachers in unpacking and using the learning standards, with integration and connections across subject areas.	Teachers, district staff, other instructional staff
Crosswalk documents	Identify changes from original adopted standards language. New version on the left, old version on the right with mark-up.	Teachers, district staff, other instructional staff, curriculum review staff

Feedback

Feedback events to date

- Washington Association of Learning Alternatives
- CSTP Teacher Feedback Events
- ESD Regional Coordinators
- Association of Washington School Principals
- Washington Association of School Administrators
- Association of Student Leaders
- Washington State Indian Education Association

CSTP Feedback Events

- 90 educators selected through application
- Selection based on representation of districts across the state, rural to urban districts, and based on demographics of student populations.
- First meeting in person March 15-16
- Three virtual meetings monthly April to June.

ESD Feedback Opportunities

- Multiple feedback opportunities available for educators to attend by content area.
- Sign up through pdEnroller
- Clock hours provided
- Version 2 of drafts

English Language Arts Dates

- April 30th 4 – 7pm Zoom
- May 2nd 11 – 2pm Zoom
- May 4th 9 – 12pm Zoom
- May 7th 4 – 7pm Zoom
- May 15th 5:30 – 8:30am Zoom
- May 14th 1 – 4pm In Person, ESD 105

Dates for ESD Feedback Events

Math Dates

- Tuesday, April 16th 4-7pm Zoom
- Monday, April 22nd 8 – 11am Zoom
- Saturday, April 27th 9 – 12pm Zoom
- Wednesday, May 1st 4 – 7pm Zoom

Science Dates

- Monday, April 22nd 8 – 11am Zoom
- Saturday, April 27th 9 – 12pm Zoom
- Thursday, May 2nd 4 – 7pm Zoom
- Monday, May 13th 10 – 1pm Zoom

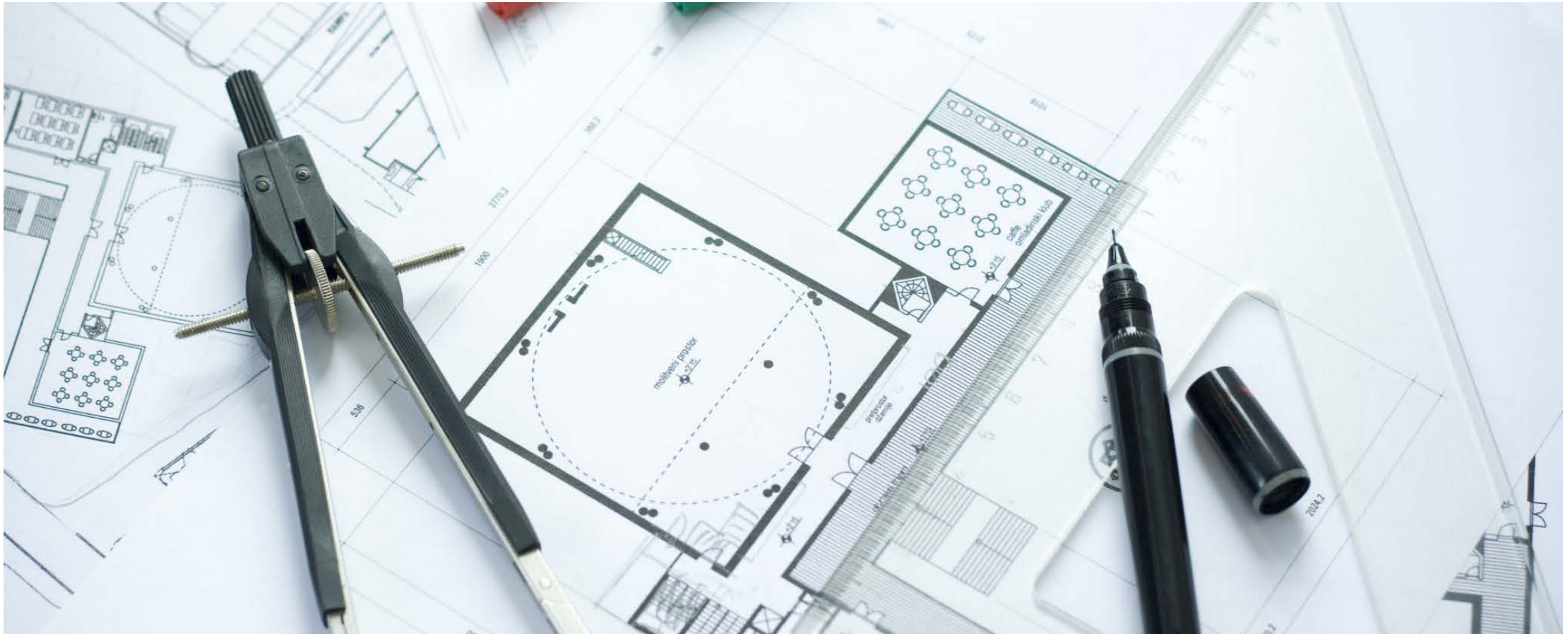
Public Input

AUGUST 2024

A SURVEY WILL BE POSTED TO THE OSPI WEBSITE

COMMUNICATION METHODS DELIVERED TO A WIDE AUDIENCE

Implementation Guides



Wraparound guidance…

- “Implementation Guide” or “Teaching Guide” or “???? Guide”
- Similar formatting across content areas
- Explain/unwrap/unpack the individual standards
- Add examples and other supports as needed
- Show connections to previous and future learning
- Bundle/group related standards within the content area that can authentically be taught together

Wraparound guidance…

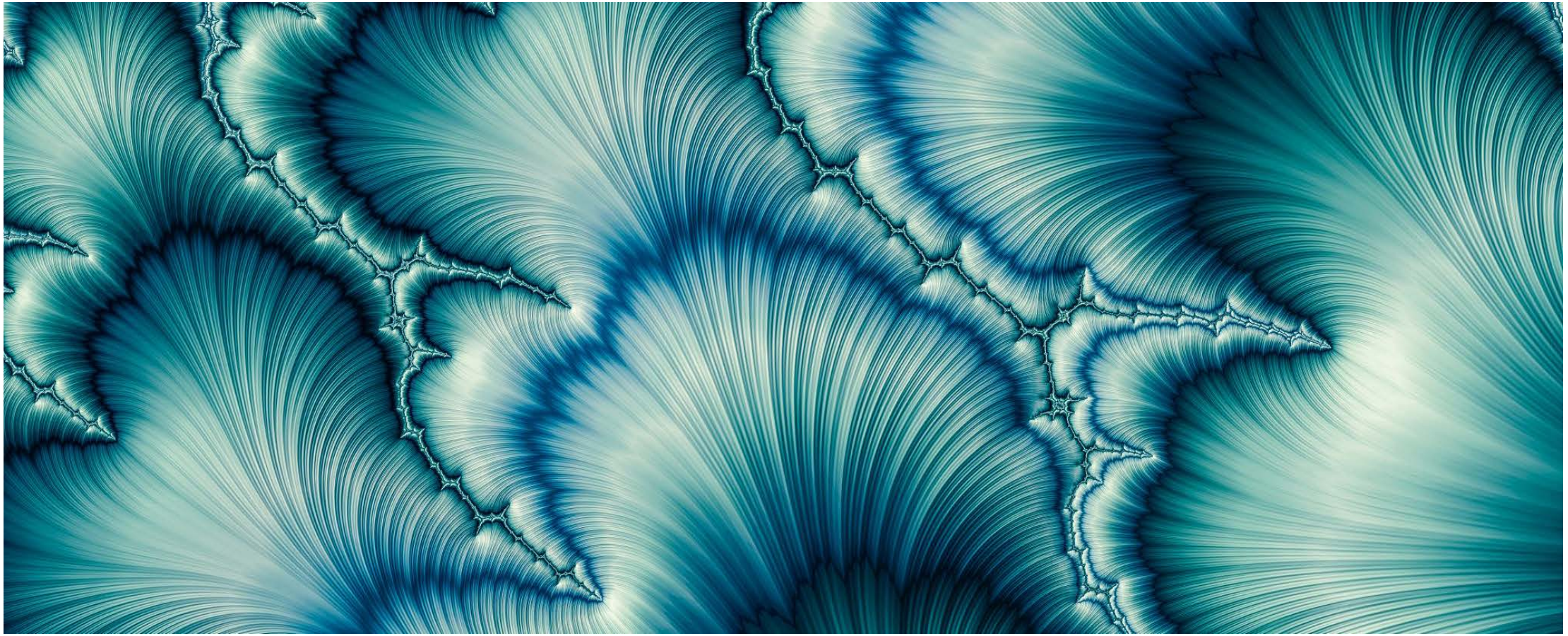
- Show opportunities for…
  - Cultural responsiveness
  - Universal Design for Learning
  - Language development connections
  - Tribal and indigenous learning
  - Social emotional learning
  - Cross-content integration
    - including, but not limited to: Climate Science, and Environment and Sustainability Education

Standards connections table

Standards Connections

Culturally Responsive Education (CRE)
Text TBD
Multilingual Learners (MLL)
Text TBD
Social Emotional Learning (SEL)
Text TBD
John McCoy (lulilaš) Since Time Immemorial, Tribal, and Indigenous Connections
Text TBD
Universal Design for Learning (UDL)
Text TBD
Content Integration (may be multiple subjects)
Text TBD
Climate Connections or Other
Text TBD
Integrated Environmental and Sustainability Education or Other
Text TBD

English Language Arts Updates



Revisions to strands

ELA CCSS (2011)

1. **Reading**
2. **Writing**
3. **Speaking & Listening**
4. **Language**

WA ELA & Literacy (2024)

1. **Reading**
2. **Writing**
3. **Speaking, Listening, & Digital Forums**
4. **Language**
5. **Research and Media Literacy**

ELA revisions completed

WA ELA & Literacy (2024)

1. **Reading** -- under construction
2. **Writing** -- K-12, revised after educator feedback
3. **Speaking, Listening, & Digital Forums** -- K, 3, 5, 7, 9-10, 11-12
4. **Language** -- K-12, revised after educator feedback
5. **Research and Media Literacy** -- K-12, revised after educator feedback

Template examples

9-10TH GRADE

Reading

Under Construction: Coming Soon!

Writing

Priority: WA.ELA-Literacy.W.9-10.0
Students write in a variety of genres for a range of communicative situations, producing clear and coherent writing in which the voice, development, organization, and language use are appropriate to genre, task, purpose, and audience.

Products of Writing

WA.ELA-LITERACY.W.9-10.1 Communicate information, ideas, arguments, and experience through writing, images, videos, and multimodal texts to affect an audience's ideas, understanding, perspectives, and/or actions.

- **a.** Compose descriptions within a variety of genres and purposes across content areas.
- **b.** Write persuasively within a variety of genres and purposes across content areas.
- **c.** Write narratives in a variety of genres with one or multiple plotlines, that develop the narrator and/or character's perspectives, and include relevant descriptive details to establish and develop a theme.
- **d.** Write informative/explanatory texts in a variety of genres that examine and explain substantive ideas, concepts, and information clearly and accurately, using formatting, graphics, and multimedia when useful and appropriate to the genre to aid comprehension.
- **e.** Write arguments in a variety of genres on topics or texts, supporting claims with valid reasoning and sufficient evidence while attending to the needs of the audience.

WA.ELA-LITERACY.W.9-10.2 Write to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make personal sense of the world, events, and experiences.

Plan and Generate Ideas

WA.ELA-LITERACY.W.9-10.3 Plan writing projects using a variety of strategies to manage materials, time, and tools, monitor progress toward the stated goal, and communicate needs as the project progresses.

- **a.** Examine/restate/analyze the prompt/assignment/ communicative situation.
- **b.** Plan sequence of activities and schedule time based on the prompt, assignment, and/or purpose of the project and due dates.
- **c.** Manage materials for the writing project.
- **d.** Adjust to feedback and shifts in focus and timeline when needed.

KINDERGARTEN

Reading

Under Construction: Coming Soon!

Writing

Priority: WA.ELA-Literacy.WK.0
Students use a combination of drawing, visually representing, dictating, and writing in a variety of genres for a range of communicative situations.

Products of Writing

WA.ELA-LITERACY.WK.1 With guidance and support, communicate information, ideas, opinions, and/or experiences through drawing, visually representing, dictating, writing, and multimodal texts.

- **a.** Compose descriptions (e.g., of objects, people, places).
- **b.** Draw, visually represent, dictate, and write to invite others into community, resolve conflicts, and/or persuade.
- **c.** Tell the story of a single event or several loosely linked events in order and provide a reaction to what happened.
- **d.** Inform others about students' observations and explanations of their world by naming a topic and supplying some information about the topic.
- **e.** Express and state opinions or preferences within a variety of genres.

WA.ELA-LITERACY.WK.2 With guidance and support, make personal sense of information, ideas, opinions, emotions, and/or experiences by using a combination of drawing, visually representing, dictating, and writing.

Plan and Generate Ideas

WA.ELA-LITERACY.WK.3 With guidance and support from adults, identify the materials and order of steps needed to complete the writing task or project.

- **a.** Examine and restate the prompt or task and, when possible, make connections to personal interests, perspectives, and/or experiences.

WA.ELA-LITERACY.WK.4 With guidance and support, generate and organize ideas, including appropriate use of tools.

- **a.** Generate and/or select topics from experience, imagination, reading, conversations, and/or desire to communicate to a variety of audiences.
- **b.** Create and organize ideas through drawing, graphic organizers, orally telling stories, and/or collaborative conversation in response to mentor texts and/or questions about events, information, opinions, and/or preferences.

To come later: Strand-specific Extended Glossaries:

- define and describe key concepts in each strand and give examples when appropriate specific to the grade band

Composing: Composing is a synonym for the creation of written texts, but also includes the creation of multimodal texts (see definition below). The word "composing" emphasizes the arrangement of language and multimodal elements into artistic forms that convey the composer's message and affect audiences.

Genres: Genres are cultural and social creations that help composers achieve their purposes within communicative situations. Genres are recognizable but flexible structures that have developed over time because they prove useful. Genres help composers generate ideas and make decisions as they compose. Genres also shape audiences' expectations, helping them more quickly orient to the composer's purposes and the composition's structures, features, and conventions. Examples of genres include science fiction, haiku, news articles, postcards, short stories, lab reports, ad slogans, mission statements, and social media posts.

Communicative situation: The communicative situation brings together a composer's message and purposes with an audience's needs and expectations. The communicative situation may include time, place, culture(s), and relationships that give the communication meaning. Some communicative situations are general: An author writes a novel for readers who want to be entertained. Many communicative situations are more specific: The host of a Superbowl party sends a text message to a friend asking them to bring cheese dip. The communicative situation influences the composer's decisions about genre, voice, techniques, language use, etc. For example, the host of the Superbowl party would not write a novel with chapter headings to solicit snacks, and most authors would not include emojis in their novels or publish them through a messaging app.

Sample of Crosswalk Document

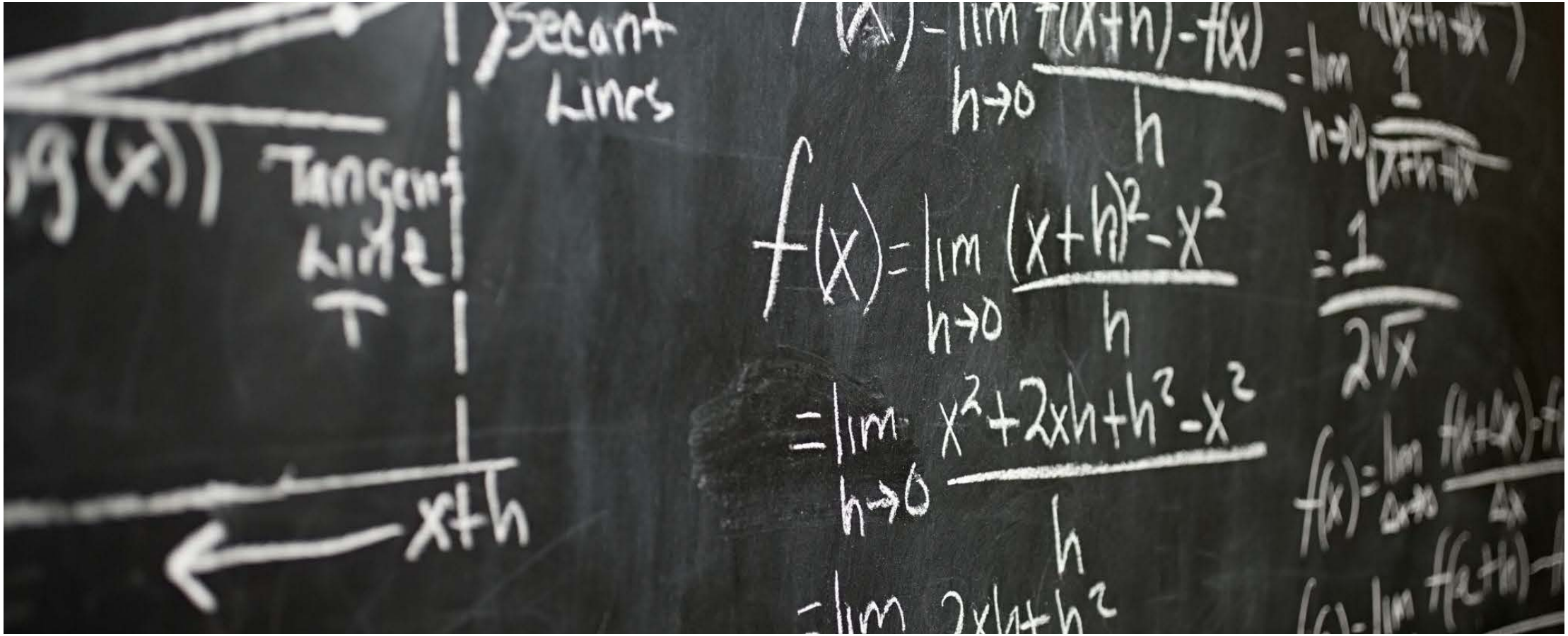
Reading for Understanding

Standard Code	2024 WA ELA- Literacy Standard	CCSS Code	2011 CCSS ELA-Literacy Standard
R9-10.1a	**Identify** textual evidence to support analysis of what the text**, including images, videos, and other multimodal texts,** says explicitly as well as inferences drawn from the text **and its context.**	RL.9-10.1	~~Cite~~ ~~strong and thorough~~ textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RI.9-10.1	~~Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.~~
R9-10.2a	**Describe the** theme or central idea of a text, **including images, videos, and other multimodal texts,** and analyze its	RL.9-10.2	~~Determine~~ a theme or central idea of a text and analyze ~~in detail~~ its development ~~over the course of the text, including how it emerges and is~~

Spanish and ASL Language Arts

- General language arts and language specific standards (i.e handshapes, accentuation) will be identified through formatting.
- Numbering for language specific standards will be aligned by equivalent skills across all languages.
- SLA and ASL-LA will also have glossaries, crosswalks, and implementation guidance.
- More information on feedback opportunities for language specific standards will be included in our next project update.

Math Updates



Template Examples

KINDERGARTEN

STANDARDS FOR MATHEMATICAL PRACTICE

1 Make sense of problems and persevere in solving them.
2 Reason abstractly and quantitatively.
3 Construct viable arguments and critique the reasoning of others.
4 Model with mathematics.
5 Use appropriate tools strategically.
6 Attend to precision.
7 Look for and make use of structure.
8 Look for and express regularity in repeated reasoning.

COUNTING AND CARDINALITY

Know number names and the count sequence.

Priority: K.CC.A.1
Count to 100 by ones and by tens.

Priority: K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Priority: K.CC.A.3
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

Priority: K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.

Sub-standards still standards. In Implementation docs

SMPs in each grade

Priority Standards indicated

Template Examples

HIGH SCHOOL CREDITS 1 & 2

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.
2 Reason abstractly and quantitatively.
3 Construct viable arguments and critique the reasoning of others.
4 Model with mathematics.
5 Use appropriate tools strategically.
6 Attend to precision.
7 Look for and make use of structure.
8 Look for and express regularity in repeated reasoning.

Number & Quantity

The Real Number System

Extend the properties of exponents to rational exponents

Priority N.RN.A.1

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

Priority N.RN.A.2

Rewrite expressions involving radicals and rational exponents using the properties of exponents. Use properties of rational and irrational numbers.

Use properties of rational and irrational numbers

Priority N.RN.B.3

Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Sub-standards still standards. In Implementation docs

Includes standards for Years 1 and 2

Year 3+ standards dependent on a student's HSBP

Implementation Document-Coming

- Will include:
  - Overview of math for given grade
  - Expanding on SMP by domain
  - Clarification of the standard
  - Supports for responsive teaching: UDL, language support, Since Time Immemorial, content integration, culturally responsive pedagogy, etc.

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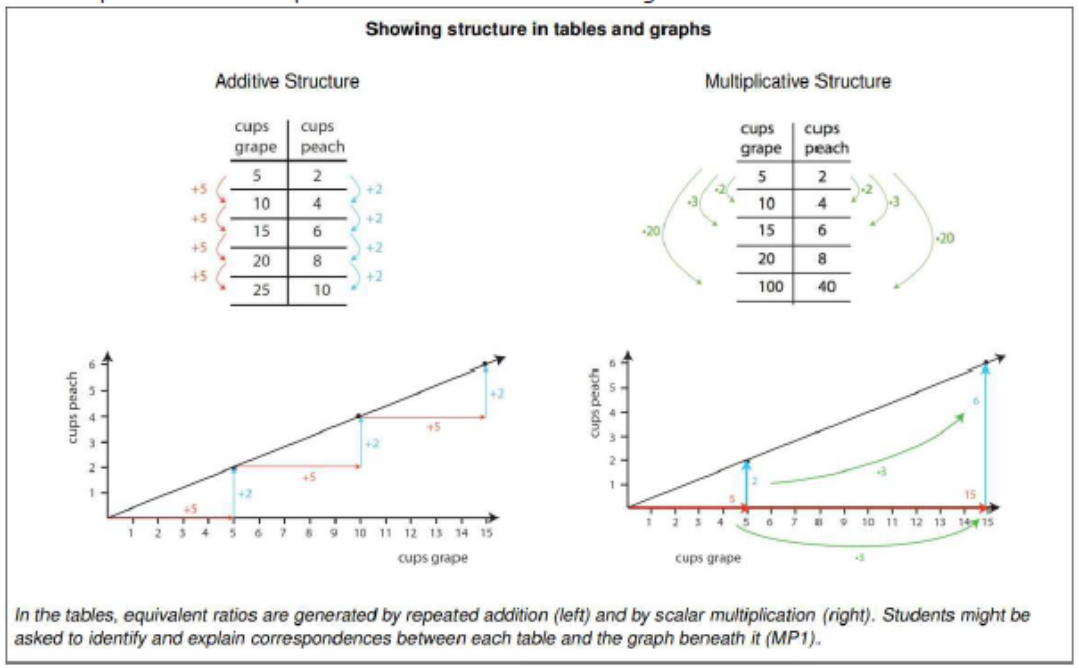
Content Standard: 6.RP.A.3.a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

Clarifications and Examples

- Students explore a relationship in context to determine missing values and make conclusions.



In the tables, equivalent ratios are generated by repeated addition (left) and by scalar multiplication (right). Students might be asked to identify and explain correspondences between each table and the graph beneath it (MP1).

Content Standard: 6.RP.A.3.b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

Clarifications and Examples

- A variety of strategies may be used to solve problems in context.
- Students could use newspapers, store ads, or online ads to find examples of unit rate problems and determine what makes a better buy.

Serena's family is driving across the state to visit relatives. They drove 385 miles in 7 hours. At what rate did Serena's family drive? How many miles would they have gone if they drove for 9 hours?

Implementation Document-Coming

Standards Connections

Culturally Responsive Education (CRE)

- Promote persistence and reasoning during problem solving.
- Facilitate debate and/or collaborative problem solving for tasks with multiple entry points.
- Center students' assets and experiences as valuable mathematical perspectives that are legitimate and enrich collaborative problem solving and discourse.
- Build positive math identities through validating students' math knowledges and expressions of understanding, asking clarifying questions to discuss mistakes.
- Center mistakes and different approaches to problem solving as legitimate diverse math knowledges and ways of thinking that are sources of learning from each other.

Multilingual Learners (MLL)

Questions to consider for facilitating language supports:

- How can an activity be designed to encourage discussion and debate between students, either as a class or in small groups?
- How can an activity be designed to encourage students to describe their observations and explain their mathematical models?
- How can an activity be designed to allow students to revise their thinking based on hearing and reflecting on the thinking of their peers or justifying their initial reasoning?
- How can students be supported in selecting precise vocabulary in context of their argument or explanation?
- How can the activity be designed to embrace students' heritage language when communicating their mathematical thinking?

Social Emotional Learning (SEL)

Universal Design for Learning (UDL)

Questions to consider for removing barriers and increase relevance for students:

- How can an activity be designed so a student can connect their interest and lived experience to the learning through seeing relatable patterns in ratios and proportions in their lives?
- How can an activity remain rigorous and relatable for the student by decreasing the complexity and increase the value for the student (*see example in 6.RP.A.2*)
- What modes of information delivery can be used so students have multiple ways to access content? (*see example in 6.RP.A.3*)
- How can graphic organizers be used throughout the unit to help students see similarities in different math concepts, and identify differences?
- How can students use graphic organizers to build their math schema and support executive functioning when students need to determine a solution path for a problem?
- What supports can be created to help students know for the different types of concepts, which set of steps they've created should they use?

Implementation Document- Coming

Content Integration (may be multiple subjects)

- Financial Education Standards 6.SS.1-4: Exploring spending and savings plans as rates, 6.SS.8: Exploring how external factors influence spending decisions.
- Health Education Core Ideas: Nutrition H1.N1.6, H1.N4.6, Comparing components of nutrition or caloric intake/expenditure.
- Social Studies Standards: E.6-8.1: Explore the economic decisions and influences of distribution of resources across regions and communities.

Climate Connections or Other

Our changing climate impacts different communities in different ways, and there are many potential solutions students can explore. While incorporating these climate impacts and solutions, teachers should focus on what is most important within their community (e.g., farmland restoration, biomass power, conservation agriculture, grid flexibility, reducing food waste, seaweed farming, water distribution efficiency, etc.).

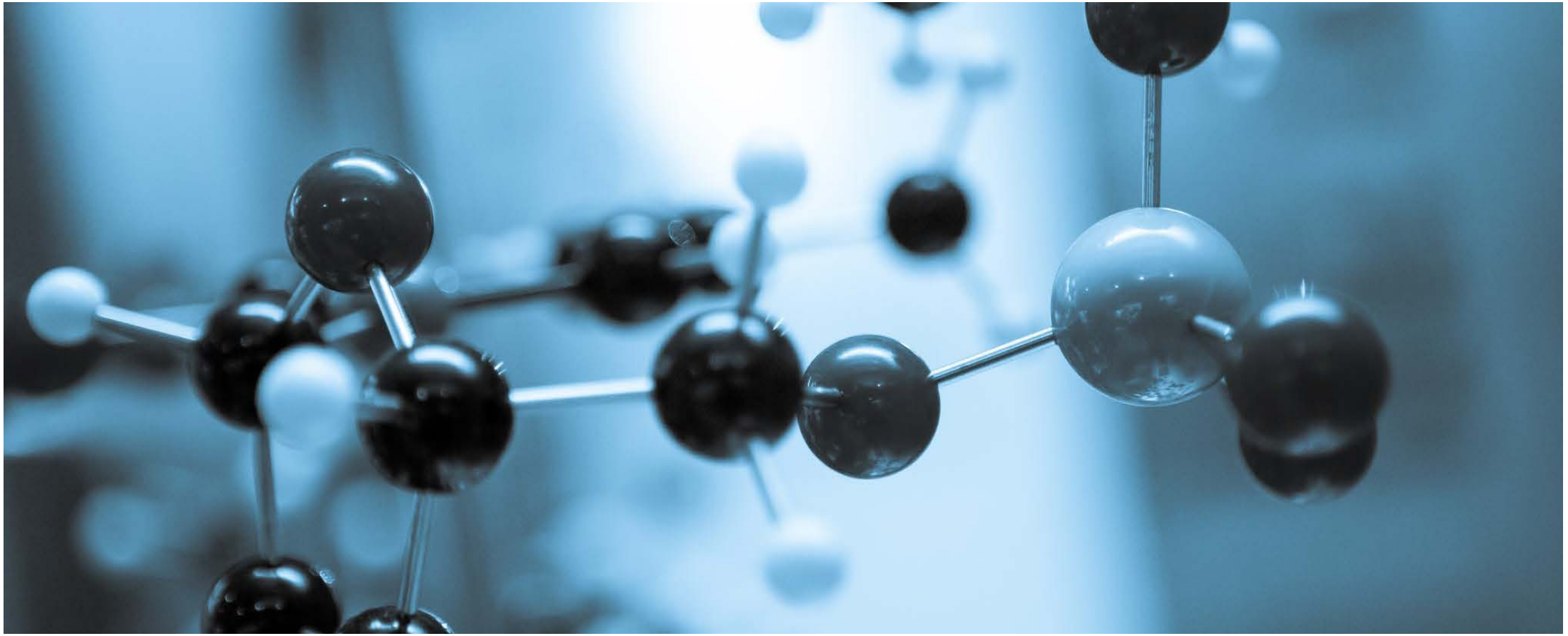
Providing guidance to support students in connecting climate impacts and solutions could look like:

- Facilitating a class discussion to determine what the students define as a pressing climate impact and solution and allowing student-driven research to explore and examine the solution within their community, including using student-collected ratios, proportional relationships, and data science. Example: The ratio of compost to garbage collected during a food waste audit.
- Designing an activity or unit for students to connect student lived experiences to a relatable climate impact and potential solutions through ratios, proportional relationships, and data science. Example: The proportion of renewable energy to nonrenewable energy used by the school.
- Explicitly connecting the climate impact and solution to grade-appropriate climate science ideas. Example: Reducing food waste will reduce the amount of greenhouse gas emissions created by the decomposing compost.

Environmental Science Integration or Other

- Environmental and Sustainable Standards ESE 1: building on knowledge of interconnections and interdependency of ecological, social, and economic systems.

Science Updates



Revisions After First Round of Feedback

*Changes in Red

- Added Crosscutting Concept and Science and Engineering Practices grade level progression documents.
- Added Crosscutting Concepts to each grade level/grade band document.
- Added Evidence Statement links to all standards.
- Corrected found errors.
- Changed "Climate Science Connection" to "Climate Science".

KINDERGARTEN SCIENCE

Science and Engineering Practices Grade Level Progressions

Asking questions and defining problems
Developing and using models
Planning and carrying out investigations
Analyzing and interpreting data
Using mathematics and computational thinking
Constructing explanations and designing solutions
Engaging in argument from evidence
Obtaining, evaluating, and communicating information

Crosscutting Concepts Grade Level Progressions

Patterns
Cause and Effect: Mechanism and Explanation
Scale, Proportion, Quantity
Systems and System Models
Energy and Matter
Structure and Function
Stability and Change

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Where Do Plants and Animals Live and Why Do They Live There?

Priority: K-ESS3-1
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (climate science)

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (supporting K-ESS3-1)

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (supporting K-ESS3-1) (climate science)

Standards Adoption List Example: Elementary

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Where Do Plants and Animals Live and Why Do They Live There?

Priority: K-ESS3-1
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (climate science)

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (supporting K-ESS3-1)

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (supporting K-ESS3-1) (climate science)

Priority: K-ESS3-3
Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. *(engineering)* (climate science)

ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Sustainability

1.ESE.1 Students explore the connections between ecological, social, and economic systems and understand the actions humans take to solve environmental problems in class, at school, and home.

The Natural and Built Environment

1.ESE.2 Students engage in place-based inquiry to understand the connections between natural and human-built environments.

Personal and Civic Responsibility

Priority: 1.ESE.3
Students apply the knowledge, skills, and vision necessary to make personal and collective decisions and implement solutions for sustainable communities.

Grade-level specific. Supporting standards listed under related Priority ones

Grouped by TOPIC to support integrated units

DCIs may be integrated together thematically (life, earth, physical)

Anchored by a unifying topic essential question

Standards Adoption List Example: Secondary

- Listed in NGSS PE order
- Grade-banded in MS and HS
- Grouped by Disciplinary Core Idea (DCI)
- Unifying DCI essential question(s)

PS1 Matter and Its Interactions

How can one explain the structure, properties, and interactions of matter?

HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Priority HS-PS1-2
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Priority HS-PS1-4
Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which the reaction occurs.

Priority HS-PS1-6
Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. (*engineering*)

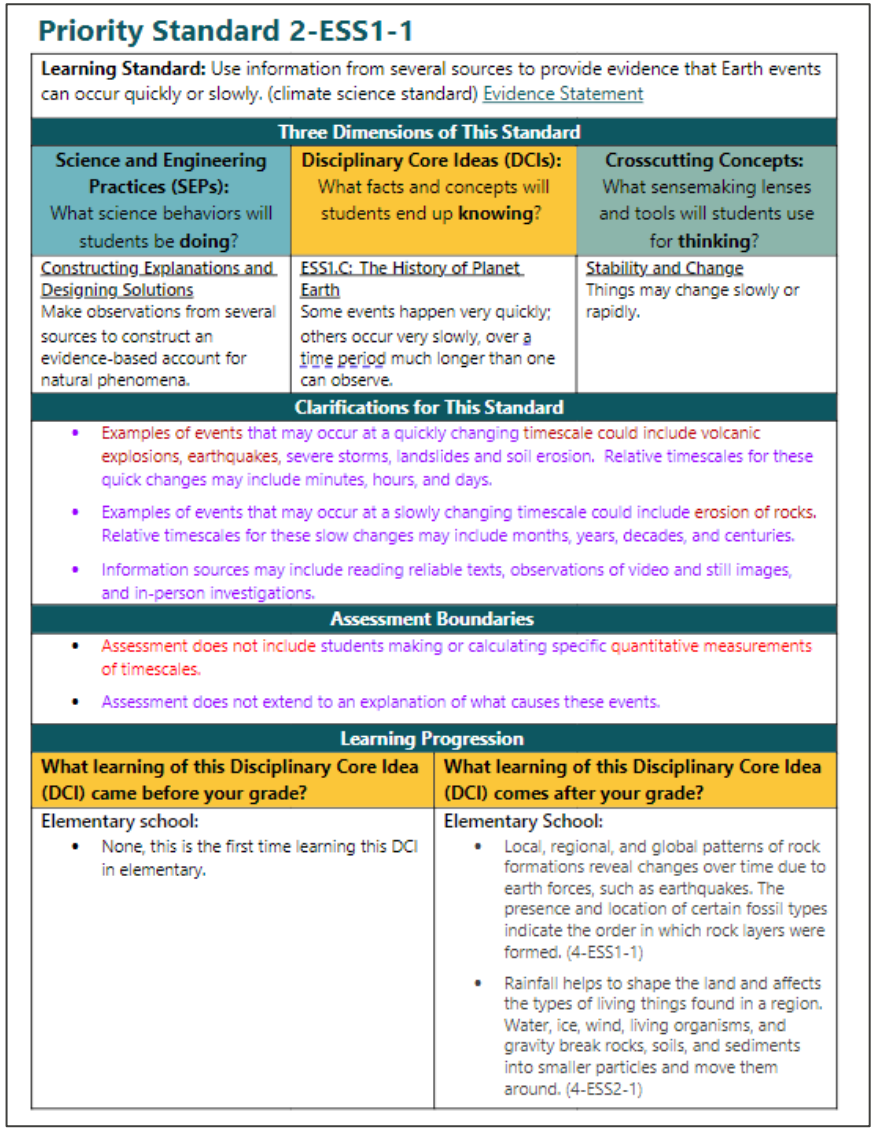
HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS1-8 Develop model to illustrate the changes in composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Teacher Implementation Guides

Will include:

- Front matter that summarizes the year of science at the grade level.
- A learning design example showing one way to provide unit context for the standards.
- Unpacked and clarified versions of the standards with updated clarification statements and assessment boundaries. (Original in red, added text in purple.)
- Supports for related instructional elements such as UDL, supporting multilingual learners, content integration etc. Example on next slide.



Priority Standard 2-ESS1-1

Learning Standard: Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (climate science standard) Evidence Statement

Three Dimensions of This Standard

Science and Engineering Practices (SEPs): What science behaviors will students be **doing**?	Disciplinary Core Ideas (DCIs): What facts and concepts will students end up **knowing**?	Crosscutting Concepts: What sensemaking lenses and tools will students use for **thinking**?
Constructing Explanations and Designing Solutions Make observations from several sources to construct an evidence-based account for natural phenomena.	ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	Stability and Change Things may change slowly or rapidly.

Clarifications for This Standard

- Examples of events that may occur at a quickly changing timescale could include volcanic explosions, earthquakes, severe storms, landslides and soil erosion. Relative timescales for these quick changes may include minutes, hours, and days.
- Examples of events that may occur at a slowly changing timescale could include erosion of rocks. Relative timescales for these slow changes may include months, years, decades, and centuries.
- Information sources may include reading reliable texts, observations of video and still images, and in-person investigations.

Assessment Boundaries

- Assessment does not include students making or calculating specific quantitative measurements of timescales.
- Assessment does not extend to an explanation of what causes these events.

Learning Progression

What learning of this Disciplinary Core Idea (DCI) came before your grade?	What learning of this Disciplinary Core Idea (DCI) comes after your grade?
Elementary school: • None, this is the first time learning this DCI in elementary.	Elementary School: • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1) • Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)

Next Standards Up For Review

Beginning Review Process in 2024

Health

Physical Education

World Language

Financial Education

Updates to national standards since last adoption

Financial Education

- 2016: Financial Education Standards adopted by OSPI based on the JumpStart Standards 20150 and the Council for Economic Education Standards with input from the Federal Reserve Bank's standards
- 2021: Most recent update was in 2021. The two leading organizations developed the 2021 standard cooperatively. They currently have no plans to update the standards.
- 2021-National-Standards-for-Personal-Financial-Education.pdf (councilforeconed.org)

Updates to national standards since last adoption

World Languages

- 2015: OSPI WL adopted World-Readiness Standards for Learning Languages
- 2024: ACTFL releases updated Proficiency Guidelines (2024)

Physical Education

- 2024 SHAPE America National Physical Education Standards

Health Education

- 2024: SHAPE America National Health Education Standards
- 2022: School Health Education National Consensus for School Health Education National Standards
- 2020: Future of Sex Education National Sex Education Standards

Survey information

A survey to teachers of these content areas will be available in May.

The survey will be posted to the OSPI Learning Standards Review Webpage.

Communicated through building and district administrators to share with the staff that teach these subject areas.

Shared by partner organizations.

Contact Us

Webpage: https://ospi.k12.wa.us/student-success/learning-standards-instructional-materials/washington-state-learning-standards-review

Please reach out to us with additional questions and thoughts:

standards.review@k12.wa.us

Short Survey About this Presentation

- https://survey.alchemer.com/s3/7633248/Standards-Review-Presentation-Feedback

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