



# Testimony: Revisions to Ohio's Science, Social Studies and Financial Literacy Model Curriculum

February 26, 2019

**Ohio** | Department  
of Education

# Today's Presenters

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Ohio Department of Education

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# Today's Discussion Points

Overview

Process

Review

# Overview

# Responsibility for Instruction

**State**

- Standards

**State**

- Model Curriculum

**District/  
School**

- Local Curriculum
- Textbooks

**Teacher**

- Lesson Plans
- Homework

# Supporting Local Schools

ORC  
3301.079  
requires the  
state to  
develop and  
adopt model  
curriculum.



ORC  
3313.60  
gives each  
district  
control over  
its own local  
curriculum.



**State support for  
local decisions.**

# Differentiating Model from Local Curriculum

## Model Curriculum

- Analyze, organize, and present historical information about a characteristic of the local community that has changed over time.

## Local Curriculum

- The student can describe a change in a characteristic of the local community based on two or more primary sources.

# Model Curriculum

IS:

- Content Elaboration
- Expectations for Learning

IS NOT:

- Lesson Plans
- Test Specs
- Local Curriculum

# Model Curriculum

**Content  
Elaborations**

**Expectations  
for Learning**

# Model Curriculum Content Elaborations

Provides grade-level **depth of content knowledge** and examples of **process skills** that should be integrated for instruction.

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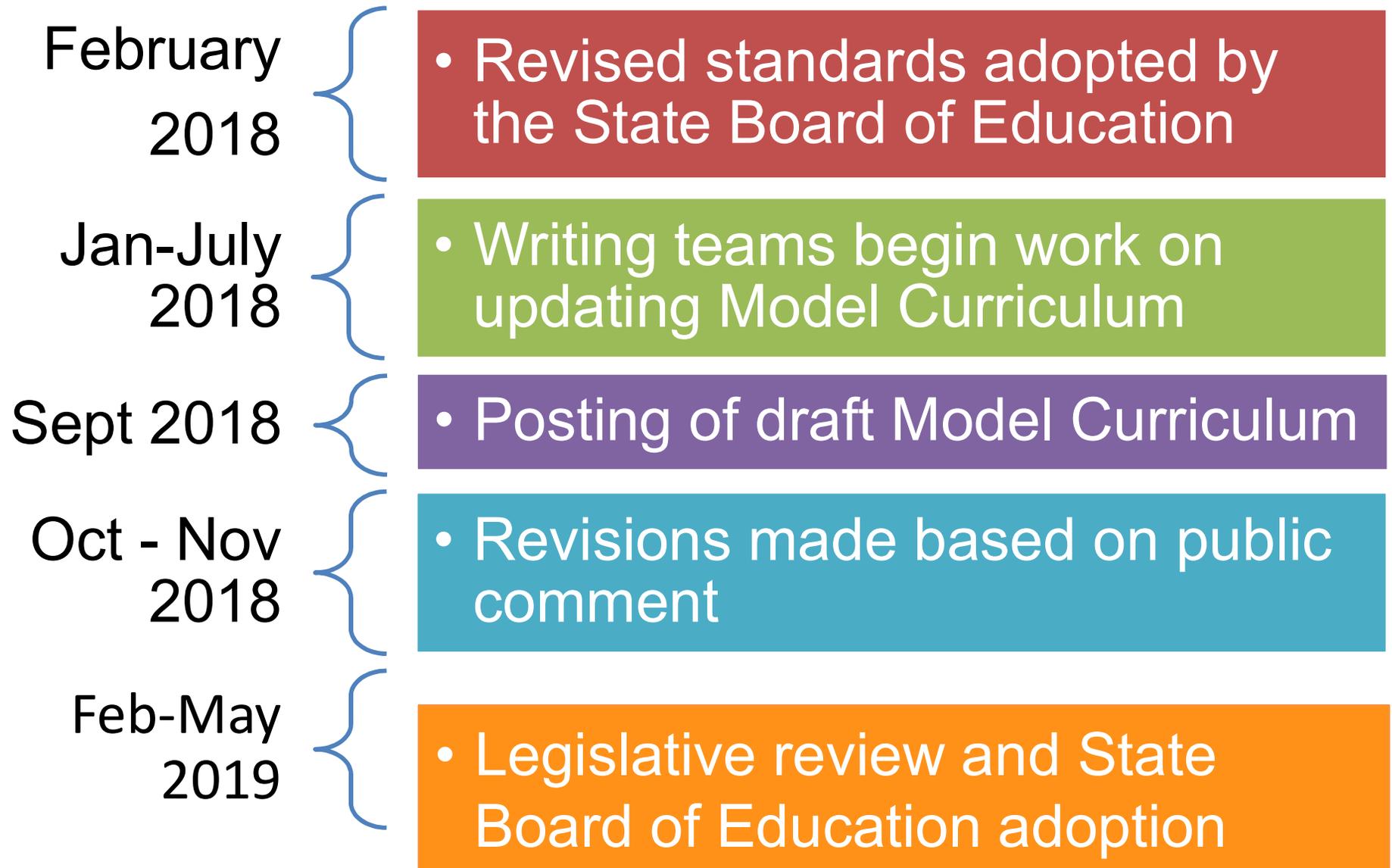
Provides information to help identify **prior knowledge** students should have coming into the grade level.

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Provides information to help identify **future knowledge** the content will build.

# Process

# Model Curriculum



# Writing Teams

	Ohio Educators on writing teams	Percent new to working with ODE	Number of meetings	Additional Focus
Science	146 Ohio Educators	75%	21	Ensured coherence between grades
Social Studies	144 Ohio Educators	75%	16	
Financial Literacy	37 Ohio Educators	92%	9	New Model Curriculum for grade K-6

# Public Review

# Model Curriculum – Public Engagement

Model Curriculum Update Survey

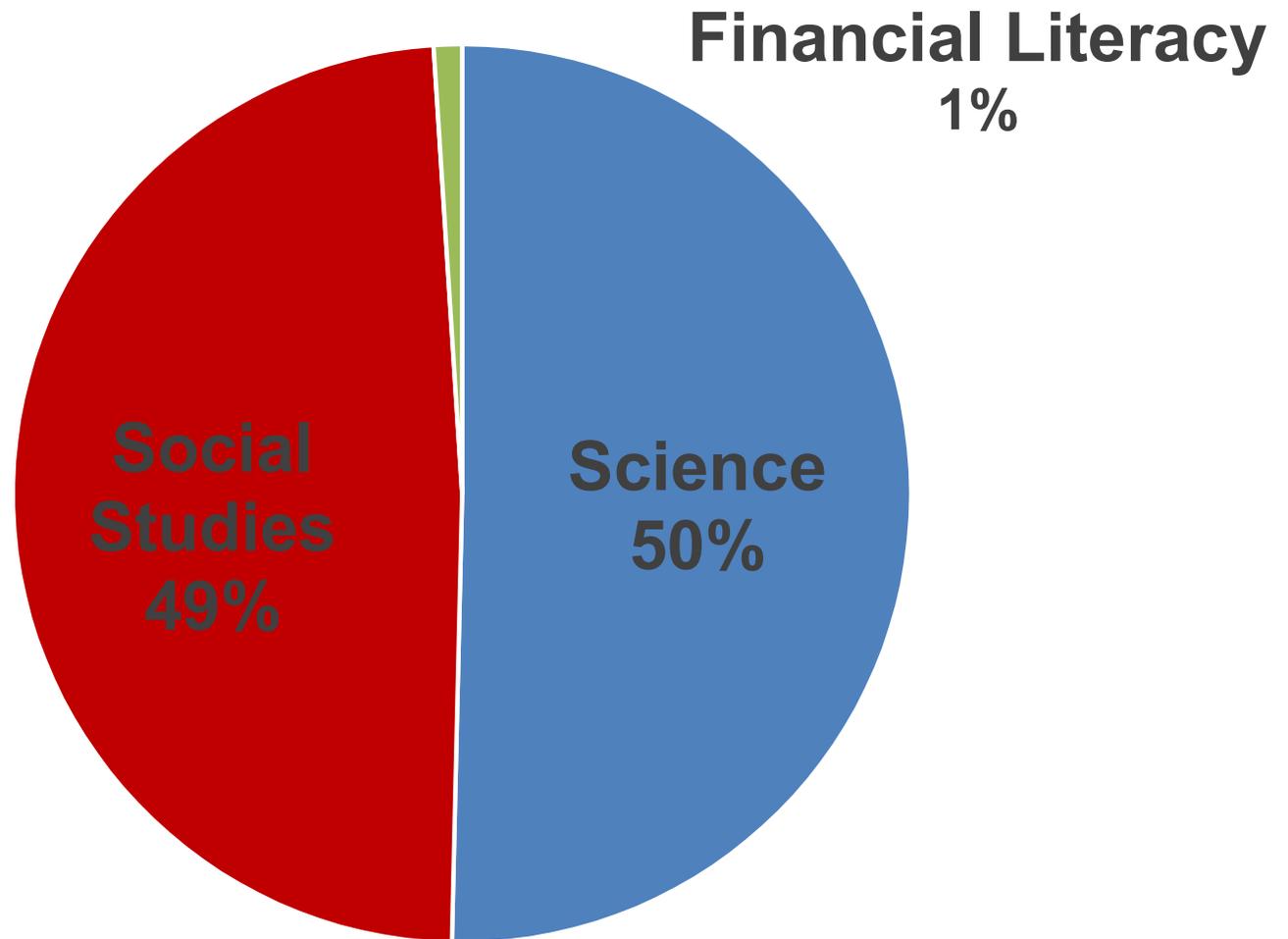
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August 29, 2018 - September 28, 2018

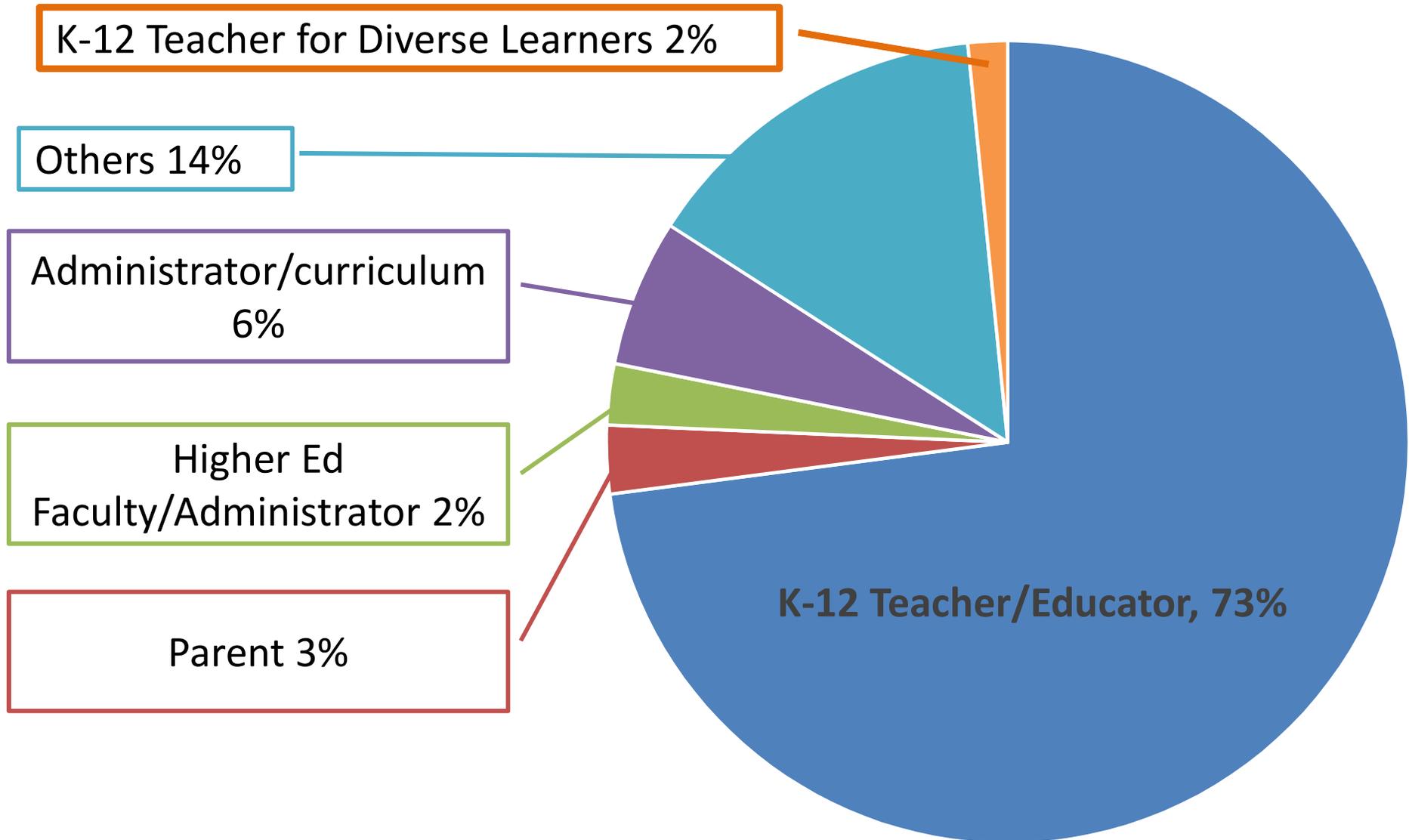
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691 Overall Responses

# Public Comments - Content Area

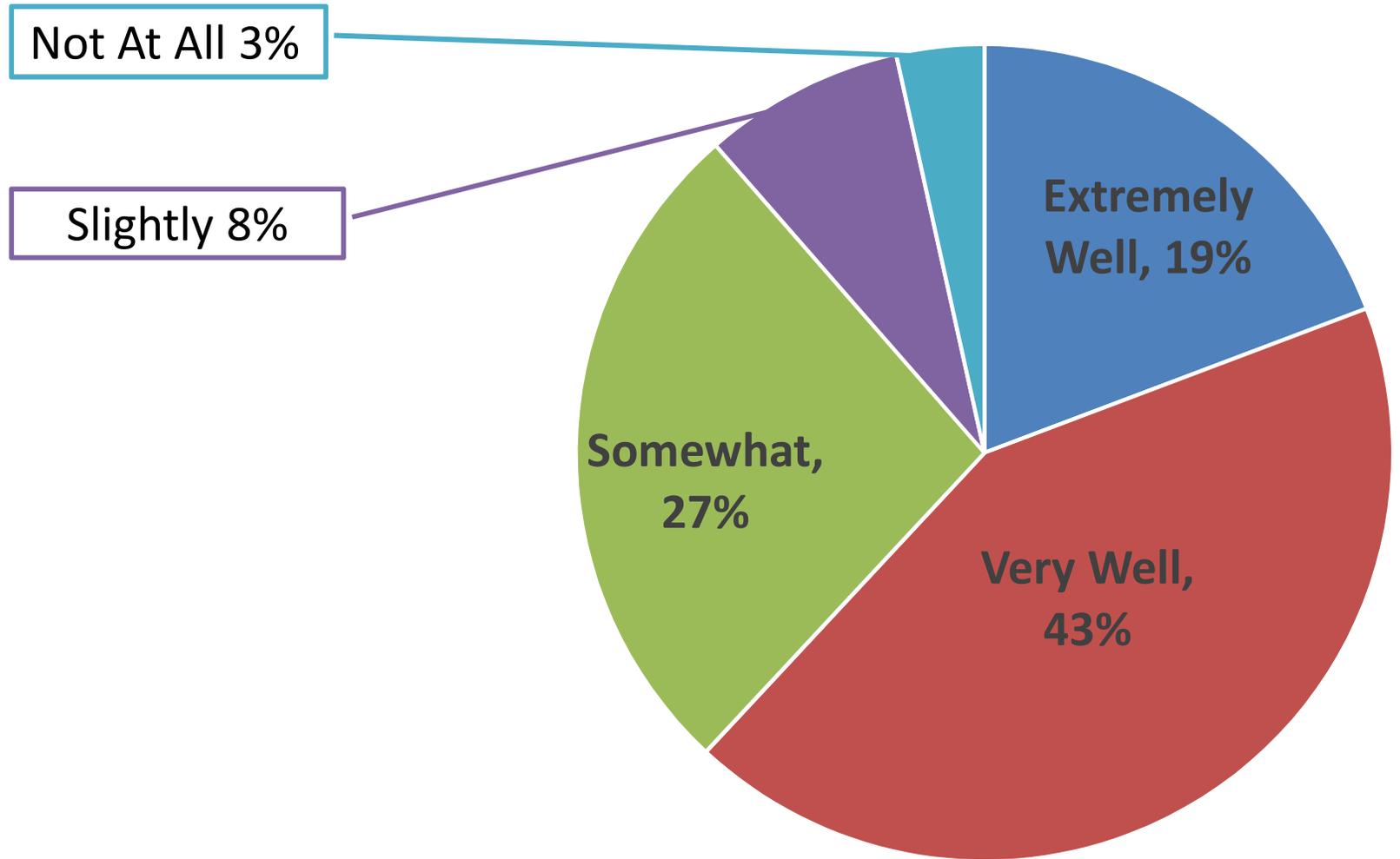


# Public Comment - Respondents



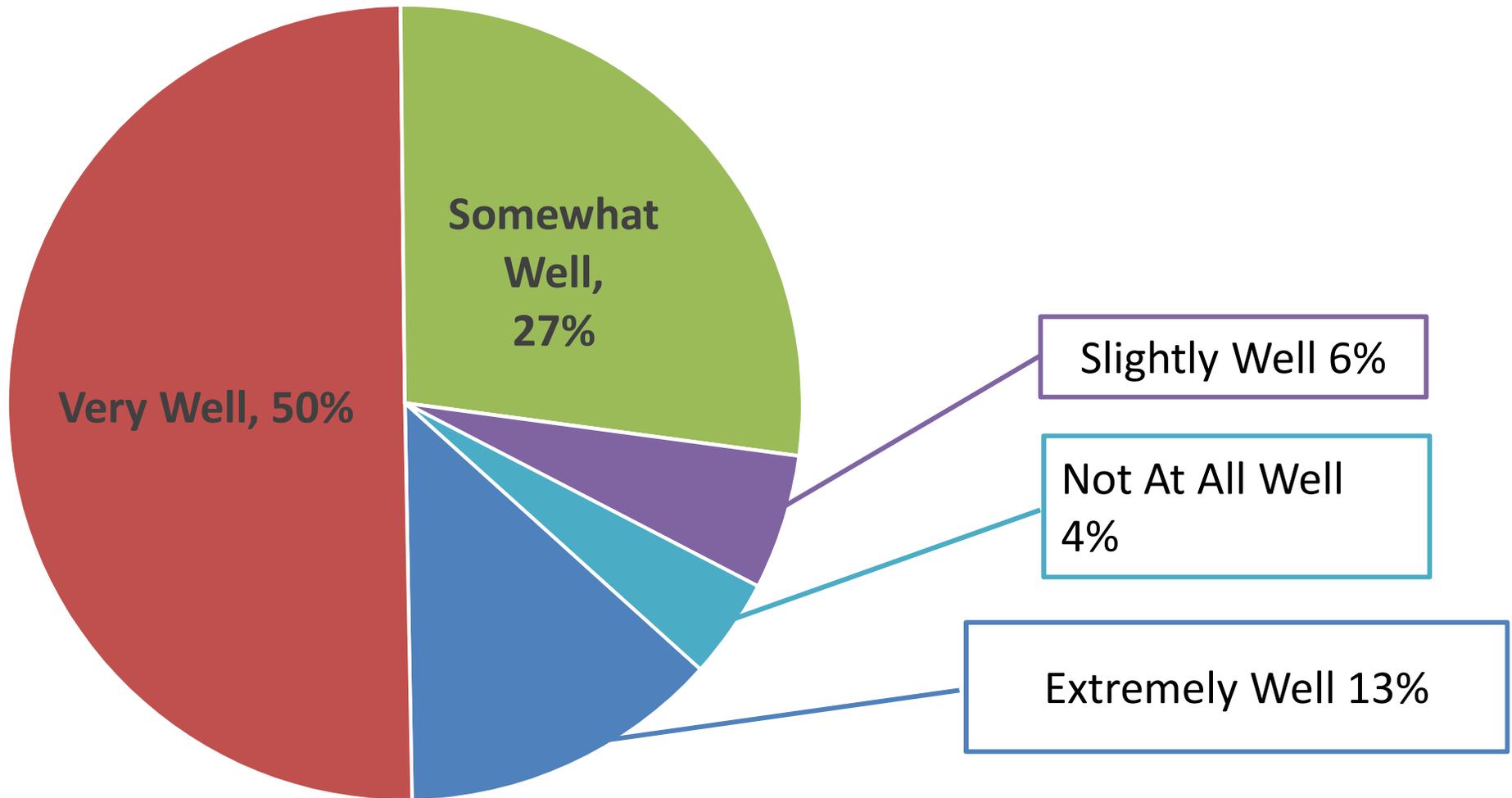
691 Total Responses

# Clarity of Draft Model Curriculum



691 Total Comments

# Effectiveness of Model Curriculum



340 Total Comments

# Ohio's Model Curriculum for Science



# Overview of Revisions to Standards

Anatomy & Physiology

Clarification of Learning Progressions

Clarity of Language

Numeric Classification System

# Grade 3 Content Elaboration

- 3.ESS.1: Earth's nonliving resources have specific properties

The characteristics of rocks and soil are **studied through sampling, observation and testing**. This testing includes the ability of water to pass through samples of rock or soil and the determination of **color, texture, composition and moisture level** of soil. Measurable and observable characteristics of rocks include **size and shape of the particles or grains** (if present) within the rock, as well as, **texture and color** of the rock.

# Model Curriculum Expectations for Learning

## Cognitive Demands

Designing  
Technological  
Engineering  
Solutions Using  
Science  
Concepts  
(T)

Demonstrating  
Science  
Knowledge  
(D)

Interpreting and  
Communicating  
Science  
Concepts  
(C)

Recalling  
Accurate  
Science  
(R)

# Designing Technological/Engineering Solutions Using Science Concepts (T)

Propose or critique solutions for science-based **engineering or technological** problems

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Anticipate effects of technological or engineering design

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Consider consequences and alternatives

# Demonstrating Knowledge (D)

Planning and **conducting investigations**

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Thinking about **relationships** between evidence and explanations

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Constructing and **analyzing** alternative explanations

# Interpreting and Communicating Science Concepts (C)

Use scientific knowledge to **explain and interpret** events and phenomena

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Use grade appropriate scientific terminology, technological and mathematical knowledge

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Clearly **communicate** scientific concepts

# Recalling Accurate Science (R)

Provide **accurate statements** about scientifically valid facts, concepts and relationships.

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**Recall** only requires a rote response, declarative knowledge or perform routine inquiry procedure or mathematical task.

# Ohio's Model Curriculum for Social Studies



# Overview of Revisions to Standards

Changed focus from passive citizenship to students becoming active and involved citizens.

Provided clarity to content statements

Reviewed grade level appropriateness

# Content Elaborations

## Grade 3 Example

### Content Statement (Standard)

Daily life is influenced by the agriculture, industry and natural resources in different communities.

Primary and secondary sources can be used to help students understand life in the local community.

Artifacts and photographs from the past and present, and places far and near help us make inferences about the influence of agriculture, industry, and natural resources on daily life.

# Expectations for Learning

## Grade 3 Example

### Content Statement (Standard)

Daily life is influenced by the agriculture, industry and natural resources in different communities

Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life.

Evaluate the influence of agriculture, industry, and natural resources on daily life.

# Ohio's Model Curriculum for Financial Literacy



# Overview of Revisions to Standards

Added K-3 and 4-6 grade band financial literacy standards that provide a foundation for middle grades and high school financial literacy and updates 7-8 grade band to reflect student understanding

Provided clarity to content statements

# K-3 Grade Band Example

**TOPIC:** FINANCIAL  
RESPONSIBILITY AND  
DECISION MAKING

## **Content Statement**

3. People may receive money as gifts, allowance or income. People earn income by working.

## Content Elaboration

There are various ways that people receive money--gifts from others, allowance, or income for performing services or providing a good.

Income varies between individuals and households. Money is limited and dependent on what is received or earned.

## Expectations for Learning

Identify the ways that people can receive money.

Explore options for ways to earn money in the local school or community.

# Conclusion

# Timeline



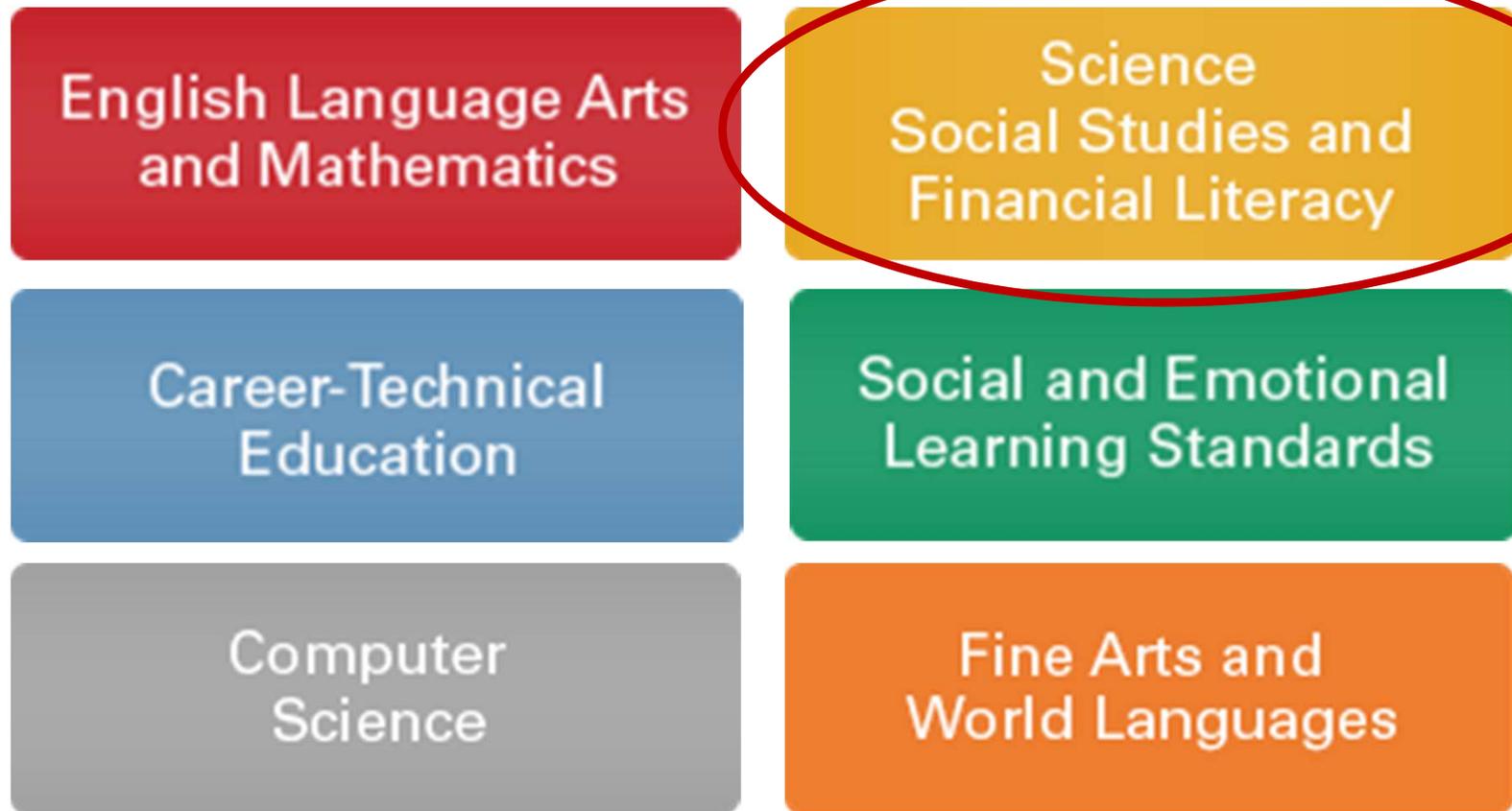
**Feb. 2018**  
**Revised Standards Adopted**

**2019**  
**Model Curriculum Revisions**

**2018-2020**  
**Implementation of Revised Standards**

**2020-2021**  
**Updated Assessment with Revisions**

# Ohio Learning Standard Revision Website



<http://education.ohio.gov/Standards-Revision>

# Questions

