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

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Today’s Presenters

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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.

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

Provides information to help identify future knowledge the content will build.
Process
Model Curriculum

February 2018

- Revised standards adopted by the State Board of Education

Jan-July 2018

- Writing teams begin work on updating Model Curriculum

Sept 2018

- Posting of draft Model Curriculum

Oct - Nov 2018

- Revisions made based on public comment

Feb-May 2019

- Legislative review and State Board of Education adoption
## Writing Teams

<table>
<thead>
<tr>
<th>Subject</th>
<th>Ohio Educators on writing teams</th>
<th>Percent new to working with ODE</th>
<th>Number of meetings</th>
<th>Additional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>146 Ohio Educators</td>
<td>75%</td>
<td>21</td>
<td>Ensured coherence between grades</td>
</tr>
<tr>
<td>Social Studies</td>
<td>144 Ohio Educators</td>
<td>75%</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>37 Ohio Educators</td>
<td>92%</td>
<td>9</td>
<td>New Model Curriculum for grade K-6</td>
</tr>
</tbody>
</table>
Public Review
Model Curriculum – Public Engagement

Model Curriculum Update Survey

August 29, 2018 - September 28, 2018

691 Overall Responses
Public Comments - Content Area

- Social Studies 49%
- Science 50%
- Financial Literacy 1%
Public Comment - Respondents

691 Total Responses

- K-12 Teacher for Diverse Learners: 2%
- Others: 14%
- Administrator/curriculum: 6%
- Parent: 3%
- Higher Ed Faculty/Administrator: 2%

K-12 Teacher/Educator: 73%
Clarity of Draft Model Curriculum

- Extremely Well, 19%
- Very Well, 43%
- Somewhat, 27%
- Slightly 8%
- Not At All 3%

691 Total Comments
Effectiveness of Model Curriculum

- Very Well, 50%
- Somewhat Well, 27%
- Slightly Well 6%
- Not At All Well 4%
- Extremely Well 13%

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

Anticipate effects of technological or engineering design

Consider consequences and alternatives
Demonstrating Knowledge (D)

Planning and conducting investigations

Thinking about relationships between evidence and explanations

Constructing and analyzing alternative explanations
Interpreting and Communicating Science Concepts (C)

Use scientific knowledge to explain and interpret events and phenomena.

Use grade appropriate scientific terminology, technological and mathematical knowledge.

Clearly communicate scientific concepts.
Recalling Accurate Science (R)

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

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.
**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