



What is this stuff...? Navigating Educational Standards Alignment

Welcome!

The webinar will begin at 10:00 a.m. CT.

While you wait:

1. Download PDF of the webinar slides and handout under the “Handouts” tab of your control bar.
2. Confirm that your speakers are turned on and your audio is working by doing a sound check in the “Audio” tab of the control bar. Having problems? Exit and restart the webinar or switch to “phone call” for a phone number and access code to hear the audio through your telephone.

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The Museum Services Program provides support, resources, and training to museums in Texas.

- Consultations
- Webinars and workshops
- Resources

www.thc.texas.gov/museum-services

On our webpage:

- Webinars
- Workshops
- Grants and Fundraising
- Helpful Resources
- Connect and Learn

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Upcoming Free Webinars

www.thc.texas.gov/museumwebinars

- Interpretive Planning for Historic Sites
 - Tuesday, August 15, 10:00 a.m. CT
- Practical Preservation: Applied Approaches to Collections Care
 - Tuesday, August 22, 10:00 a.m. CT

Upcoming Free Webinars from Other Orgs

www.thc.texas.gov/museumconnections

- *Bringing Inclusive Digital Materials into the Classroom*, July 21, 11:00 a.m. CT, MANY
- *Storytelling for Impact*, July 25, 2:00 p.m. CT, Firespring
- *Introducing the "Going Home: Returning Material Culture to Native Communities" Fund*, July 25, 2:00 p.m. CT, ATALM
- *Sponsors: How to Find Them and Create a Win-Win*, July 26, 12:00 p.m. CT, Productive Fundraising
- *How to Establish a Green Team at Your Institution*, July 26, 12:00 p.m. CT, The Climate Toolkit
- *Cash is Not King: Maximize Gift Revenue through Gifts of Non-Cash Assets*, July 26, 1:00 p.m. CT Blackbaud
- *TrendsWatch: Creating the Post-Pandemic Workplace*, July 27, 2:00 p.m. CT, Blackbaud
- *Using Plain Language*, July 27, 2:00 p.m. CT, Texas Governor's Committee on People with Disabilities
- *Introduction to Texas Ranger Records at TSLAC*, July 28, 3:00 p.m. CT, TSLAC
- *How to Manage Volunteers in Collections*, August 9, 12:00 p.m. CT, CCC
- *Change is Still Required: What's Next?*, August 11, 11:00 a.m. CT, MANY
- *Ethics in Fundraising*, August 16, 11:00 a.m. CT, Foundant
- *Centering Historic Preservation in Community*, August 25, 11:00 a.m. CT, MANY
- *Beyond Labels: Understanding the Interconnectedness of Special Collections and Cultural Heritage Professions*, August 28, 5:00 p.m. CT, Backlog
- *Advanced Storytelling: How to Tell Stories Across All Types of Grants*, August 29, 11:00 a.m. CT, Foundant

Amanda Lanum





What is this stuff...? Navigating Educational Standards Alignment

Amanda Lanum
Educator/Interpreter
Eisenhower Birthplace SHS

What are Content Area Standards?

Highlight the knowledge and skills that instructional experiences are designed to teach

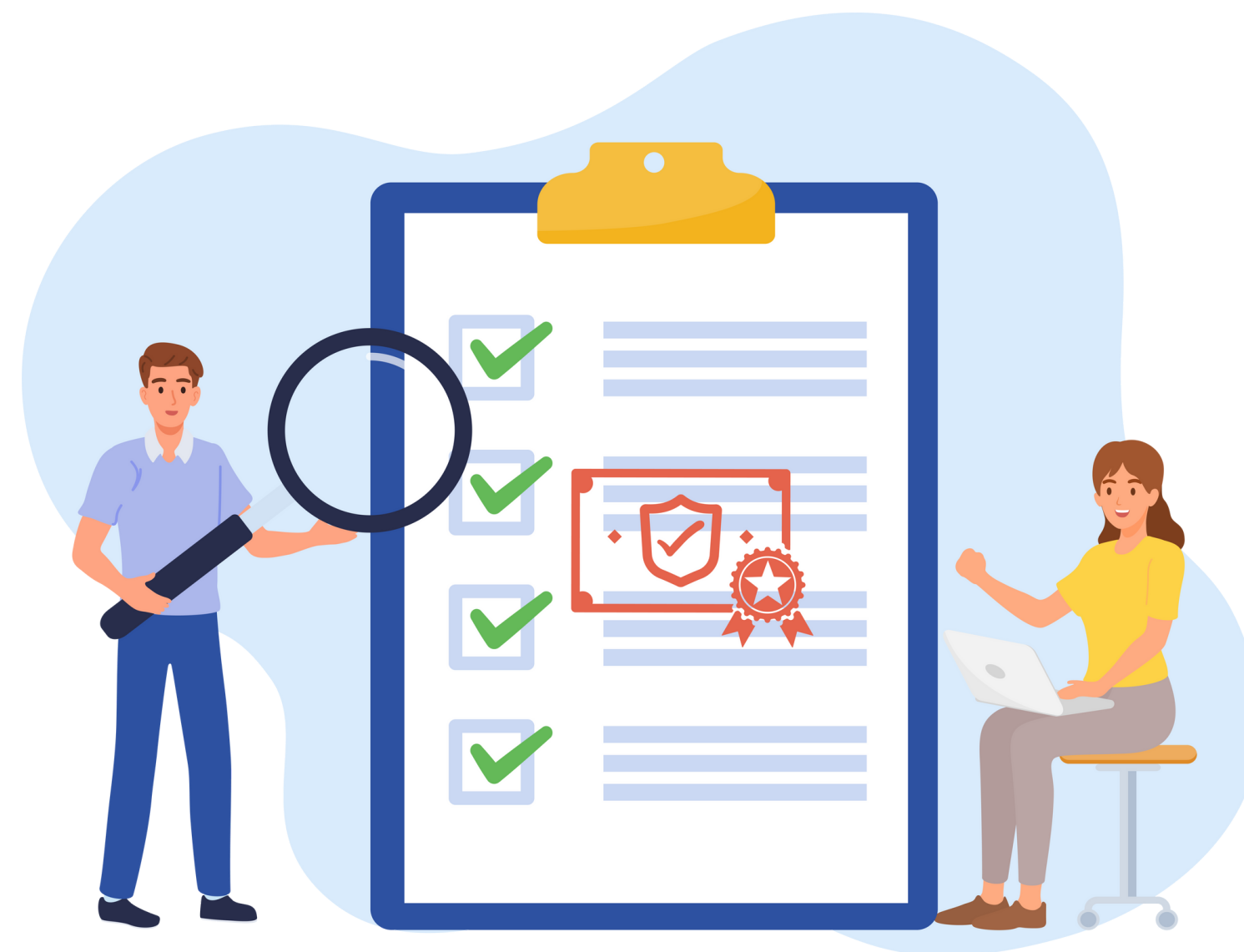
In many cases, don't describe the experience or teaching method specifically.

Used in classrooms around the United States

Standards can vary depending on state.

Texas has Texas Essential Knowledge and Skills (TEKS)

These are categorized by subject and grade level.



What is Common Core and who uses it?

Common Core

Educational initiative from 2010 that details what K-12 students throughout the United States should know in English language arts and mathematics at the conclusion of each school grade.

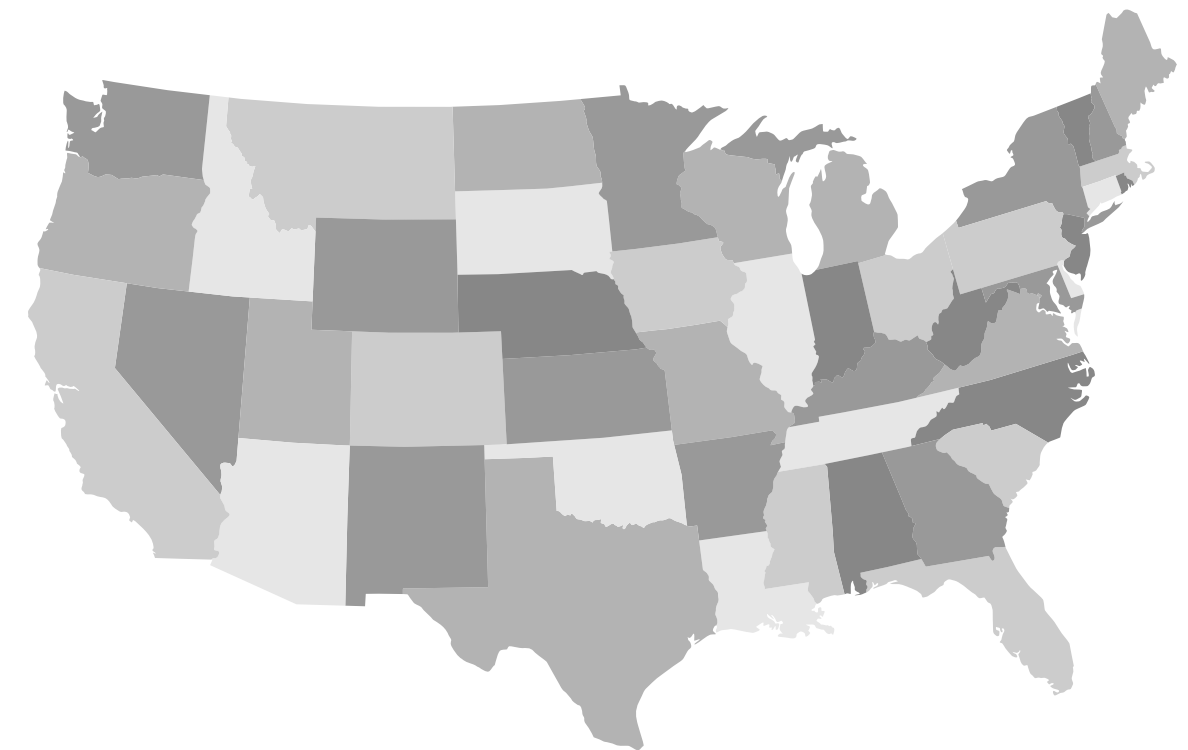
Usage varies from state to state

4 states have never adopted Common Core (Alaska, Texas, Nebraska, and Virginia).

25 states have adopted Common Core.

21 states have either altered Common Core or rescinded Common Core usage.

While the Standards focus on what is most essential, they do not describe all that can or should be taught



Roughly 20 states use NGSS

Common Core focuses on Math and ELAR.

Another approximately 24 states created
science standards based off of NGSS

Be sure to check your state standards to see which ones they
use for science



Providing standard driven programs and lessons will help engage more traditional education organizations with your resource

Can help educators determine where your programs fit within their curriculum.

Don't forget to create alignments for your field trips!

Can be used by educators to justify visiting your site.

You don't have to stay in one subject area

Explore several subject areas.



Look at what you already do at your site

Start with your field trips if you do them.

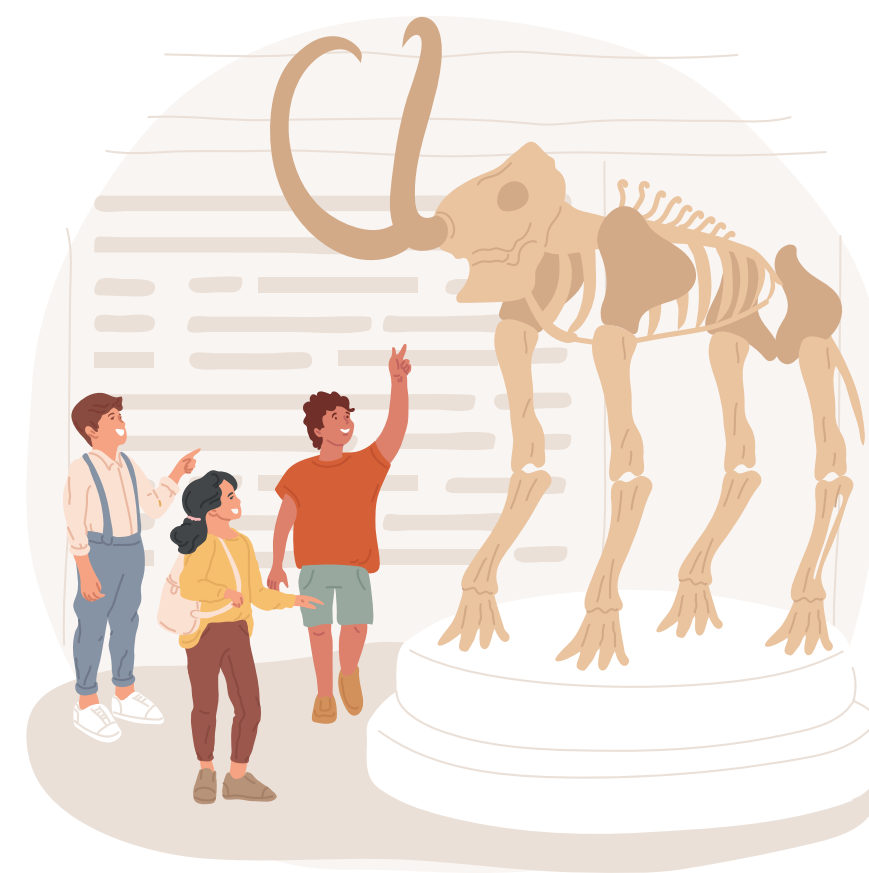
It can be less intimidating to start with lessons, activities, and programs you already have completed

Determine the major topics (people, places, and concepts) you cover in the program/activity

You will use these to guide your search for alignment.

Think outside of the box

Does your activity involve reading, writing, art, math, etc.?



Pre-Visit Guide: Lesson 1

Grades 1-3

Overview

This lesson is designed to familiarize students with historic sites, including what to expect when visiting, appropriate visitor behaviors, and what the layout of the site looks like.

Social Studies TEKS

1st grade:

- (4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
 - (A) create and use simple maps such as maps of the home, classroom, school, and community
- (10) Government. The student understands the purpose of rules and laws. The student is expected to:
 - (A) explain the purpose for rules and laws in the home, school, and community
- (17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
 - (C) express ideas orally based on knowledge and experiences;
 - (D) create and interpret visual and written material; and
 - (E) use social studies terminology correctly.

2nd grade:

- (3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:
 - (A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and
- (4) Geography. The student understands the location of places in their community, state, country, and the world.

Let's take a look

Social Science

- 3rd grade
 - Use social studies terminology correctly
 - Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
 - Gather information, including historical and current events and geographic data, about the community using a variety of resources
- 4th grade
 - Use social studies terminology correctly
- 5th grade
 - Explain how examples of art, music, and literature reflect the times during which they were created
 - Use social studies terminology correctly

Art

- 3rd grade; 4th grade; 5th grade
 - Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.
 - Investigate the connections of visual art concepts to other disciplines.
 - Evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.
 - Compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self-assessment or exhibition.

Math

- 3rd grade
 - Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.
 - Classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.
- 4th grade
 - Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.
- 5th grade
 - The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.

Picking the right TEKS

Use broad terms

Primary and secondary source use.

It can be less intimidating to start with lessons, activities, and programs you already have completed

Can you tie your topic to STEM?

What about art?

Be sure to use the same methods for searching these standards. If you're stuck, think in broader terms and narrow by science topic (engineering, earth science, biology, etc.)

Make sure to also check ELAR

If it involves reading and writing be sure to use grade level appropriate text.



Figure out what topic to cover

Formats can vary from institution to institution, use whatever format fits your site the best.

THC has standard formatting for lessons for consistency.

Next figure out the flow

I like to determine what hands-on aspects I want to include before writing out the text.

This allows me to create smaller sections that teachers can utilize and then create the larger lesson from these small sections.

Align to content standards using methods discussed

If you have a grade level in mind this can help narrow down the standards to search but don't let it limit you



BEFORE ACTIVITIES

Heirloom gardens

Food-ways/food history and agriculture.
Pollinators and plant life-cycle.
Want vs needs.

Find standards that match these key-words

Look in social science and science.
If you don't have a grade level in mind,
check to see which ones match the best.

Use standards to help develop activities

Can be helpful if you are having trouble
getting ideas for activities.

AFTER ACTIVITIES

Heirloom gardens

Food-ways/food history and agriculture.
Pollinators and plant life-cycle.
Want vs needs.

Brainstorm activities

Do these utilize skills that align with the
standards?
Good time to look at ELAR standards.

Now search through the standards using your key words

Let's explore



Heirloom gardens (topic)

Theme: Heirloom gardens demonstrate food cultures of the past while connecting present generations to nature.

Activities

Science vocabulary matching.

Growing experiments and seed saving.

Garden mapping and companion planting.

Using seed catalogs and newspapers to research plants.

Standard alignment

8th grade history: create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States;

8th grade history: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

8th grade history: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Standard alignment

8th grade science: observations are active acquisition of either qualitative or quantitative information from a primary source through the senses;

8th grade science: use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

8th grade science: describe how biodiversity contributes to the stability and sustainability of an ecosystem and the health of the organisms within the ecosystem.

8th grade ELAR: make connections to personal experiences, ideas in other texts, and society

8th grade ELAR: respond orally or in writing with appropriate register, vocabulary, tone, and voice

What teachers are looking for

Completed lesson plans including alignment to educational standards

Prefer lessons that can be adapted to their classroom.
Don't want to have to use the whole lesson, but can take out activities or information as needed.

Primary source bundles by topic or theme

These can help enhance classroom lessons.
Can include artifacts or artifact reproductions.

Interdisciplinary activities, curriculum, etc.



Spread the word about your resources

Be sure to include that you are aligned with content standards.

Include in your resources include activities, tie to field trips, or include STEM topics

Teachers won't know if you don't advertise these aspects.

If you can, have teachers test the activities before launching them full scale

This can help work out any issues and make sure the resource works in the classroom.



Thank you for attending

