

June 21, 2011 Student Achievement Committee -- Hawaii State Board of Education

	Committee	First and Last Name	Organization	Subject/Agenda Item	Testimony
1	Student Achievement	Dana Goldenson	Ewa Makai Middle School	Graduation Requirements	<p>I am submitting testimony in reference to changing the graduation requirements for high school. As an 8th grade teacher in social studies for the past 5 years I would like you to know that I am against this measure. I get students every year who struggle with the most basic critical thinking skills and I feel that to cut social studies you would be doing the students of Hawai'i a great disservice. They are already at a great disadvantage from students on the mainland due to their distance from the rest of the world. Cuts in social studies would only further serve to alienate them. If anything, the students of Hawai'i require additional education in history, geography, and all of the other social sciences. The United States government already has plans to cut the WE THE PEOPLE program, by taking back funds previously earmarked for the program. Now in Hawai'i we face the possibility of further cuts! These cuts would not only hurt the students of Hawai'i but they would also give schools and administrators the right to decide whether or not these 'elective' classes would even be offered. I have seen the removal of shop classes and consumer sciences with detrimental results. Students who are tactile learners or students who enjoy cooking and learning other types of subjects that do not fall into the CORE area are the ones losing out. Schools are spending more and more money to make AYP and students are becoming more and more unwilling to attend. They need to feel that their education is as valuable to us as we constantly tell them it is. How can we expect them to believe that when they see their education being cut down to science, math and English. I recently attended the National History Day competition at the University of Maryland with five students from the Ewa Beach area. These students started the year with minimal research skills, low self-esteem, and almost no critical thinking skills. They started projects in September and made it past the school level, district level, and the state level in April. The changes in these children is amazing. They have confidence in themselves and their abilities, they have pride in their work and feel a sense of achievement for what they have created, but most importantly they have had the chance to look outside of themselves and the islands and see that there are such great possibilities in this world for people who have dreams and goals - all they have to do is reach for them. Requiring the minimum requirements in social studies will NOT help schools make AYP, but I can guarantee that if you remove the social studies requirements then classes will be cut to allow administrators to use that money to focus on "teaching to the test" and that IS NOT THE SOLUTION! Thank you for your time and consideration, Dana J. Goldenson Ewa Makai Middle School</p>

2	Student Achievement	David Beltran Jr.		Social Studies credit	<p>Social studies programs in high schools across the state fit just enough of its curriculum to accomodate extraordinary real life lessons. To take away one of these years would leave a senior short of priceless real world information. For the majority of the public school curriculum, US, World, and Modern Hawaiian History would probably be the three mandated classes. This leaves out the classes of Psychology, Sociology and Economics all of which either rovides students with relevant information about the world to a teenager entering adulthood or will allow them to learn college-taught information. Economics is very relevant to any livelihood in any part of the United States because of its studies in areas such as finance, business, consumers, and credit. While psychology provides a foundation for a course that is required as a prerequisite for many majors in college even branching out into a prerequisite for Nursing majors. It would be very foolish of the Board of Education and the state of Hawai to take away even a semester of such a vital and vast subject.</p>
3	Student Achievement	Dr. Jeffrey Moniz		Proposed Amendments to Board of Education Policy 4540	<p>As a parent of two school-aged children in the public school system (Classes of 2021 and 2023), I am alarmed at the proposal to cut the number of required credits for social studies from 4 to 3. This is a matter that will directly affect my children and their future. The superintendent is recommending this under the argument that the decrease will allow for flexibility in course options and that it will allow for the robust development of alternative opportunities to demonstrate proficiency. I believe that the DOE will still have the ability to accomplish these things without cutting the social studies requirement. Anytime a shift in requirements occurs, we must thoughtfully consider the implications. This proposal disturbs me because I view the de-emphasis that this change signals as threat to the vitality of our democracy. Social studies education creates effective citizens. It's more important than ever and will become increasingly vital to holding our society together. The civic competence of our citizens is at stake. The National Council for the Social Studies advocates social studies education for all grades, K-12, which fits Hawai'i's current requirement of 4 credits for high school graduation. They also advocate that social studies instruction should get the equivalent time as non-social studies core content areas. So, if the course of study includes four credits of language arts, then the course of study should also include four credits of social studies. Many of us take social studies for granted. Social studies isn't just history. It includes so much more. Take, for instance, the example of geography. Geography isn't just naming capitols and finding countries on a map. Now it involves geospatial technologies, like GPS and GIS, which are increasingly vital to our lives today. Geospatial technologies are among the three biggest emerging fields of employment identified by the Department of Labor (U.S. Department of Labor, Employment and Training Administration, 2004). De-emphasizing social studies, like geography, which is what a decrease in requirements would accomplish, in effect, does not seem to be a very forward-thinking move. An increased commitment - not a cut to social studies education is essential to preparing our children for the jobs of tomorrow. I submit this testimony as a parent, but I also wish to disclose my expertise in education, including social studies education, as Associate Professor of Education and as Director of the Secondary Program in the Institute for Teacher Education at UH Mānoa's College of Education. I am also a former tenured teacher of a Hawai'i public school.</p>

4	Student Achievement	Netra Halperin	Parents for Public Schools - Hawaii	Social Studies credit for High school	Aloha Board of Education, Social Studies is a critical subject. In learning about other cultures, and understanding better our own, students become better citizens. I recently worked in the Hawaii State Legislature as Committee Clerk for the House Housing Committee. I was shocked by the lack of citizen participation in government. Our residents need education about the world around them, which will pique their interest in our political system. Democracy only works if citizens participate in it. Please do not reduce the social studies credits required for high school graduation. It will contribute to the erosion of our democracy. Mahalo, Netra Halperin Kihei, Maui Hawaii (808) 359-1673
5	Student Achievement	Linda Matsumoto	Private citizen	Board Policy 4540 - High School Graduation and Commencement	I believe in the public school system and am proud to say that all three of my children graduated from a public high school. I was employed by the Department of Education (DOE) as an intermediate and high school math teacher, a high school registrar, and a resource teacher. I am sad to hear that the DOE is considering the elimination of the fourth year requirement in Social Studies. Students must learn that the United States is part of a global economy, about cultures of other nations, and how to solve the problems that face our country. If you look at the graduation requirement in the '70s, a student needed 18 credits to receive a high school graduation. At that time, students traditionally earned 24 credits in four years. Over the years, the minimum number of credits to earn a diploma was raised to 20 credits, then 22 credits, and now 24 credits. However, there are still a number of high schools that have not yet changed their schedule to allow students to take more courses in four years. If schools allowed students to take one or two more courses per year, they could earn 28 or 32 credits in four years, respectively. In this way, students would be able to take the basic core classes, English, Social Studies, Math, and Science for four years, yet allow the time for them to explore other interests. To me, high school is the time that students can explore Photography, Electronics, Graphic Arts, World Languages, and other courses of interest.
6	Student Achievement	Wendy Matsuura		ACTION ON BOARD POLICY 4540 "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY"	Please accept my testimony to keep the graduation requirements at 4 credits for Social Studies. I have been alerted that CTE (Career and Technical Education) advocates are pushing to reduce the Social Studies requirement from 4 to 3 credits so that more electives in CTE will result. I am speaking in behalf of those parents and students who desire that our public high schools prepare our students for acceptance into well respected four year colleges and universities and pursue careers that demand excellence in writing and communication skills. I am asking that you stand with me on the 4 credit SS requirement so that the challenging AP level classes (World History, US History, Literature and Humanities) that push our children to higher levels of thinking and organization in writing and communication will not be eliminated and replaced by lower or non-academic classes. By voting to change the requirement to 3 from 4 will continue the trend of public (non-college) vs. private school (college prep) education. Here in Hilo, HI, we do not have easy access to a private college preparatory education apart from the public schools. Please hear our voice and stand with us so that our high schools can continue to produce students who are able to gain acceptance into challenging and difficult-to-get-into four year institutions that require the skill sets in reading, writing, and problem solving that are developed in the AP level courses. Thank you for listening.

7	Student Achievement	Senator Suzanne Chun Oakland	Hawaii State Senate	BOARD POLICY 4540, "HIGH SCHOOL GRADUATION AND COMMENCEMENT"	<p>*scan of letter also submitted by email* June 20, 2011 Board of Education, Student Achievement Committee: Ms. Cheryl Ka'uhane, Chairperson Mr. Keith Amemiya, Vice Chairperson Ms. Nancy Budd, Member Ms. Charlene Cuaresma, Member Mr. Mark Dannog, Member Mr. James Williams, Member The Honorable Rosalyn H. Baker, Chair The Hawaii Council on Economic Education (HCEE) is a statewide partnership of business, labor and education, organized in 1965 to promote and improve the teaching of economics in Hawaii's public and private schools and increase the economic and financial literacy of Hawaii's students and residents. High school economics courses are the best investment for increasing the economic and financial literacy of the community. According to a study in the Journal of Consumer Affairs, high school economics courses give students proficiency in managing bank accounts, increased savings, and asset accumulation—skills that are an “essential part of fully participating in our market-based economic system, regardless of socioeconomic status.” In light of this information, it is alarming that a study conducted by Louis Harris for the National Council on Economic Education found that 33% of young people and 50% of adults in the United States would flunk a basic test of economic literacy. And that almost two-thirds of those surveyed did not realize that money loses value in times of inflation. HCEE is submitting this letter to respectfully request that the Student Achievement Committee not support the recommendation to eliminate the fourth credit Social Studies elective option for students. This fourth credit strongly encourages students to choose economics as a course to fulfill their Social Studies graduation requirement and is crucial to the students' ability to make vital financial decisions that will benefit not only their personal lives but their community as well. Currently, the DOE does not require that any courses in economics or personal finance be completed or that students be tested in the subjects. Personal financial education is essential to ensure that our youth are prepared to manage money, credit, and debt, and become responsible workers, heads of households, investors, entrepreneurs, business leaders, and citizens. Hawaii's students are facing increasingly complex financial decisions as members of the state's workforce, contributors to their families' resources, voting citizens, and soon to be college students with credit cards. Many find these decisions confusing and frustrating because they lack the necessary tools that would enable them to make wise, personal choices about their finances. We, as a community, must support our students as they increase their economic and financial knowledge. The decision to reduce the number of credits needed to complete the Social Studies graduation requirement only impedes their efforts. Please maintain the Social Studies graduation requirement of four credits. Me ke aloha pumehana, Suzanne Chun Oakland State Senator 13th District</p>
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8	General Business Meeting	William Bento	citizen	changing 4th year social studies requirement	I am writing to strongly urge that the BOE does not change the requirement for a fourth year of social studies in favor of an elective. Social studies must continue to be required, because it creates sound thinking, socially educated good citizens who have a firm understanding of politics, economics and sociology. We as citizens are asked to participate in our democratic republic by voting for our governmental representatives, choosing sides on initiatives and deciding on constitutional amendments. How can we properly and intelligently make these decisions without having first been properly educated. If we lack education, then we fall victim to the panderings of special interest groups and are incapable of making decisions for ourselves, because we do not have a basic understanding of how society works and functions. Furthermore, this leads to greater partisanship, and less compromise, which quickly leads to a breakdown of our government functions. I understand that students want more electives to choose fun or practical classes that teach skills they can use in the "real" world, but having the ability to create art or music etc or something else of intrinsic beauty is lost if we do not know how to protect the freedoms that give us the right to seek such joy. Thank you for this opportunity to speak to you on this issue.
9	Student Achievement	Lori Chun		4th year social studies credit	Keeping the 4th year social studies credit is necessary for students, especially since a lot of them do not know skills needed for life. Such skills come from their 4th year of social studies, where they get to choose what they want to take. Economics, for one, is an important one. Some students do not know the difference between "gross" and "net" pay, or how to figure out interest. Please do not take this away from our Hawaii public schools. It will be a disservice to them.
10	Student Achievement	Kathy Ferguson	University of Hawai'i	social studies 4th year requirement	Dear BOE, I submitted my testimony in support of retaining the 4th year social studies requirement, but I may have sent it to the wrong committee, so I am reiterating it here. I teach political science and women's studies at UH Manoa. The absence of the 4th year social studies requirement will in all likelihood reduce the readiness of local students to study the social sciences and history in college. In the absence of the requirement, schools will be tempted to shift resources away from the advanced social studies classes, so students' choices will be decreased. Students will also miss out on a crucial opportunity to develop their understanding of the world around them and the place of Hawai'i in that world. I strongly support retaining the 4th year requirement because I view it as critical in preparing students for success in college as well as for their role as local and global citizens. Thank you. Kathy Ferguson, Professor Department of Political Science & Women's Studies Program UH Manoa

11	Student Achievement	Mary Kate Powers	Teacher/student advocate	Reduction of Social Studies Credits	<p>Aloha My name is Mary Kate Powers and I am in total opposition of any reduction of the Social Studies requirements for High School graduation. Being a Highly Qualified Teacher of Social Studies in all areas, I am not here to protect my job. I am, first and foremost, an advocate for students. It is so important that we educate citizens who are aware of the world and are ready to participate in their world. How is this possible without a base of background knowledge in the areas of; Geography, Economics, Civics, American Problems, Global Issues (current events). These courses are currently available as part of the requirements of the third and fourth year of credits at my school. These courses are crucial in developing adults who see the world in real terms and are able to participate in the debates and decisions, in any meaningful way, they will have to make as citizens at the ballot box. It is CRITICAL THINKING at its core. If these classes are left to student choice, how many of you believe that a 16 or 17 or 18 year old will choose as an elective any of the above when they can choose weight lifting, hawaiian art, photography? The decision should not be left to teenage whims. These courses are a necessary part of any civic education. I could go on and on but, at the core, what you will be deciding on is the future citizenry of our community and our future. It is my hope that you will oppose this change and instead reaffirm how valuable and necessary Social Studies Education is to the future of communities, nation, and the world.</p>
12	Student Achievement	Alissa Dias		4th Year Social Studies Credit	<p>Having a fourth year of social studies in high school has become very beneficial. I was able to learn the foundations to becoming and surviving as a young adult. My senior year Economics class was able to show me the fundamentals necessary in sustaining healthy finances through the education of credit cards, balancing a checkbook, and basic money management. After graduating, I immediately had the knowledge to enter the world as a responsible young adult. Money management is necessary in any occupation and lifestyle. With the knowledge provided to me in high school, I have been able to prevent myself from entering dangerous or unstable money/credit endeavors. If it wasn't for my Economics class my senior year of high school, I would not have found myself interested in Business and Finance of which I am currently studying at the University of Hawaii West Oahu. The fourth year of social studies is necessary in building up a future of responsible adults.</p>
13	Student Achievement	Jeremy Campos		4th Year Social Studies Credit	<p>As a high school graduate that was able to continue my social education learning in my senior year of high school, I can honestly say that it was a pivotal stepping stone in guiding my college career in the right direction. Social studies was able to make it such an easier transition into economics and psychology. I was truly able to apply great knowledge learned in my 4th year of high school into my freshman year of college. I urge you to instill these practices for my peers and our youth. Thank you, Jeremy</p>
14	Student Achievement	Bryan Wake		4th year social studies credit	<p>To Whom it May Concern, I am a proud graduate of a public school in Hawaii. (Aiea High School 1989) I took 4 years of social studies classes and they still have an influence on me today. Social studies is more than examining what happened in the past. It is also examining how we live today and how we could live in the future. Social Studies asks us to consider more than our own goals and needs. It asks us to view society as a whole and consider the influences (positive and negative) that our world has on us and the effect that we are having on our world. As tomorrow's high school students enter their last 4 years of public education, I ask you to consider whether or not their education will be complete without such courses as economics, sociology, and psychology. Thank you for your time. Bryan H. Wake</p>

15	Student Achievement	Kendra Chong		4th Year Social Studies Credit	A fourth year social studies credit should be kept in all high schools. As seniors in their last year of high school, it's important that they keep up with the history and valuable skills that they can learn before they are off into the real world.
16	Student Achievement	Brenda Baker	public school mother	Student Achievement - Agenda Item VI - High School Graduation and Commencement Policy	<p>June 20, 2011 Student Achievement Committee Hawaii Board of Education RE: Agenda Item VI "Student Achievement", High School Graduation and Commencement Policy 4540 (Reduction of Social Studies Credits) Dear Chair Ka'uhane Lupenui, Vice Chair Amemiya and members, I cannot tell you how disappointed I am in reading the DOE recommendation memo concerning Policy 4540 "High School Graduation Requirements and Commencement Policy". I am the proud mother of a Roosevelt High School graduate, Class of 2011, who is now preparing to begin his college education at UH Manoa. My son was very lucky to be a part of the Law and Leadership Academy which is social studies based. This course of study actually increased his drive to attend UH Manoa rather than community college. The instruction he received led him to become more involved in debate, current events, the political process and generally pay closer attention to and become involved in community and see his place as world citizen. I believe so firmly in the importance of a strong public school system and this recommendation, to decrease the number of overall credits and core content course credits for graduation does not move us in that direction. Can you imagine any of the private schools considering reducing their requirements? Can we look forward to a future where we have no public school graduates running for elected office? There is already too great a divide between public and private school students. We must not let the divide increase to the point that a public school diploma is worth only as much as the paper it's printed on. With the submission of this recommendation, those who already hold a low view of Hawaii's public education system will, unfortunately, be proven right. I cannot see many children opting into additional social studies or math classes as electives. I fear they will choose subjects that may be more fun and easier to get good grades in, but will not ultimately help prepare them to be college/career ready. Electives have their place, certainly. But is there really a need for 7? I hold high hopes for this new Board of Education which is made up of appointed members. I did in fact vote to authorize an appointed board in hopes that this would ensure more accountability. Please, do not let one of your first important actions be to reduce academic requirements. Should these recommendations pass, this board and the department will lose all credibility with me. Teachers in general, and social studies teachers specifically, from my experience, are extremely dedicated and work so hard to educate our kids and make the investment to equip them for college and success in life. This proposal would undercut their work and be an insult on top. The vision for students outlined in the DOE's Strategic Plan include: •Realizing their individual goals and aspirations; •Possessing the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society; •Exercising the rights and responsibilities of citizenship; and •Pursuing post-secondary education and/or careers. Please help me to understand how reducing social studies required credits aligns with this vision? We need a well informed and engaged populace who understand their civic responsibilities. While one more year of social studies may not guarantee that, reducing the requirement by one year certainly does decrease the likelihood of seeing the vision principles come to fruition. I would also like to point out that in the successful Race to the Top application Social Studies was uniformly cited to require 4 credits for graduation. In no part of the application was this even the slightest bit ambiguous. You, our Board of Education, have the</p>

					graduation. In no part of the application was this even the slightest bit ambiguous. You, our Board of Education, have the responsibility to increase the value of a high school diploma, not make them less relevant. Please do not accept these recommendations which reduce standards and are not in the best interest of our public school students. Mahalo, Brenda Baker Mother
17	Student Achievement	Michael Sharp		Social Study Credit	Dear BOE,
18	Student Achievement	Amy Wake	parent of a student	4th Year Social Studies Credit	I can't believe you are thinking of removing 12th grade social studies from our public schools. In this day and age, our young people need to learn about Economics, Sociology and Psychology. They need to know how to budget, to manage their money, and how our economy in connected worldwide. They also need to learn how to understand and get along with others. This is not the time to lower our educational expectations of our young people, especially in these critical areas.
19	Student Achievement	Kathleen Nagaji		4th year Social Studies Credit	One of the most life-changing classes in high school is the fourth year social studies class. Students finally get a choice in which course to study and make important connections about the world and themselves. Some even pursue the field in college as the impact has been that meaningful for them. Others glean from it and use it in everyday life as they interact with other human beings to impact our community. Personally, I took a psychology class during my senior year, and found it to be the most relevant and insightful class throughout all of high school. It was motivating to see that this was what learning could really be -- learning about new ideas, concepts, theories, and research that were actually applicable immediately in my life. It sparked an anticipation for college and learning particular subjects at a deeper level. I am now a veteran teacher (29 years) teaching Language Arts to middle school students. National Board Certified, and a Milken Award recipient, some of the lessons I learned in that psychology class years ago still affect me in the classroom today; how to connect with students, how to make learning meaningful to them, how knowledge can be a catapult to achieving greater things. Please reconsider the proposal to eliminate fourth year Social Studies from the curriculum. It can be the one class to turn students around. Thank you for your consideration of this testimony.
20	Student Achievement	Julia Ventura	Parent	4th year social studies credit	As a parent I am very concerned about this recommendation and think it would be a mistake for my child to miss such valuable information taught during this year of schooling.
21	Student Achievement	Karen Ginoza		Social Studies	Please keep 12th grade social studies as a mandated course. Students need to learn about economics and how to handle their finances. This is not an exciting subject for teenagers but a necessary one for their future.

22	Student Achievement	Holly Brock	concerned parent	4th year Social Studies Credit	<p>Aloha, I was extremely disturbed by the sudden news that BOE is considering eliminating the social studies credit in order to offer another elective! First off, how could you consider eliminating something so crucial to preparing these students for life? Isn't your job to help them get ready to be productive adults? By eliminating such courses you are jeopardizing the future of our great State of Hawaii! They need to learn economics and how it works, or else the state will be in greater debt by possibly having to support these kids because they know nothing about finances and how it works. Some of them may actually be able to help fix the economy by applying what they have learned in these classes. I understand that these kids may choose to take the courses as an elective, but in reality if it's a choice between Sociology and something like art or TV production, most kids would choose the latter because it would be an easier class. That would be teaching them to look for an easy way out and not challenge themselves for their own personal growth. My child has taken AP classes and learned not only about the subject of choice, but also about commitment and time management, and these are essential life skills! Please reconsider and keep the 4th year Social Studies credit requirement for the future of our students!! Mahalo for your time and consideration regarding this subject, Holly Brock Concerned Parent</p>
23	Student Achievement	Lisa-Anne Tsuruda		Eliminating 12th grade social studies	<p>I teach 12th grade Advanced Placement Literature and Composition at Mililani High School and many of my students take AP social studies courses as well and compete at the state and national level for We The People, History Day, and Mock Trial! I know that I am not alone in saying that having social studies helps my students in Language Arts. It helps them in formulating arguments and giving supporting evidence when making these assertions. Many of our students have found what they would like to major in while in these courses. We want to create a society of world citizens who are aware of global issues and controversies. We want to create a populace which is knowledgeable and will act versus turning a blind eye to what they see around them. Phasing out one year of social studies in exchange for increasing requirements in another discipline like science or mathematics is basically pitting one brother against another brother. This doesn't even begin to touch upon the issue of downsizing social studies teachers (and what would they teach if all teachers need to be "highly qualified" in their area of teaching?) and increasing the number of other teachers in other disciplines. Maybe we need to look at increasing the length of our school days or school bell schedules in order for students to deal with increased credit requirements. It's disconcerting to think that it could have been any other academic area: Language Arts, Industrial Arts, or Physical Education to name a few up on the chopping block. I strongly feel that there should still be room to take elective courses, world languages, and fine arts. If our students need to be competitive in a pool that is also made up of private school and other types of students, then this issue, if allowed to pass, will basically be shooting our students in the feet while expecting them to break records while finishing this global "race to the top".</p>

24	Student Achievement	Rona Mangayayam		4th year social studies credit	I am a mother of a young girl who will be affected by the attempt to eliminate Social Studies as a regular subject for Grade 12. I am alarmed by this move since I recognize the importance of this subject for young people since it would help them understand the importance of financial literacy / management. Given the hard economic situation that we have now, the high cost of living, and the culture of spending, it is important for our children to understand the value of financial responsibility and accountability as well as how it would impact their lives. While it will still be offered as an elective, it would never be the same when they are required to enroll in this important subject. I urge all the people who have the power to make decisions to consider what is essential in the life of our young people as they prepare for college and for living in this very much "consumer" world we have now. I urge you to please continue making Social Studies as a regular subject for 12th grade. It would give me and other parents a peace of mind knowing that our school with able teachers are our partners in preparing our children for a more responsible living. Thank you.
25	Student Achievement	june ching	retired teacher	4th year Social Studies	I am a retired teacher who taught Social Studies in grades 8 to 12. In a democratic society, it is critical that our students are solidly grounded on courses related to their community, state, country, and the world. Students need to build their knowledge and problem-solving skills to be effective citizens capable of making decisions to better themselves and others. For some students, the seriousness of being participatory citizens is not realized until their senior year, 4th year of high school. Most of the 4th year Social Studies courses such as Economics, Psychology, Global Studies, Advanced Placement are directed to prepare students for entry into the "outside" or "real" world. These courses exist to help all students. Ultimately, we want to have students who value democracy and are able to perpetuate our institutions in an intelligent and just way. Isn't this the purpose of Social Studies education? Please do not eliminate 4th year Social Studies courses.
26	Student Achievement	Sachiko Taketa	Individual member of Community as well as FACE	4th year Social Studies credit	As a parent/grandparent I am quite concerned about the decisions that are being considered to not make social studies a requirement. Already the business owners and colleges are complaining that our students are not adequately prepared. Each time we deny our children the opportunities for them to push themselves to succeed, we negatively impact the future of our nation. Our children need to learn and be exposed in a nurturing environment life skills so that they can survive; they need to learn social skills, decision making, economics which are invaluable courses taught in Social Studies. Please continue to make Social Studies a required credit course. Thank you for allowing me the opportunity to testify.

27	Student Achievement	Grace Fujino	Parent	4th Year Social Studies Credit	Dear BoE Members, What are you thinking by even contemplating the idea of eliminating 12th grade social studies?! Hawaii students are always lagging in test scores and achievements and your ludicrous proposal would only hurt our children and the future of our state. I believe social studies should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, are occurring now, and that are likely to occur in the future. The reason for these understandings will help students develop and nurture values that will make it more likely that they will be able to determine for any situation what the right thing is and do it, especially when doing the right thing is hard to do. All citizens need to develop their own values and morals, but without proper knowledge and skills, this is very difficult to achieve successfully. It is about decency, respect, courage and honor. This is not a difficult concept to understand, but it can take a lifetime to appreciate. Though the federal government does not mandate and assessment the knowledge of Social Studies, it MUST be treated as a core discipline. It is no more or less important than reading and mathematics. Your mission is to help today's children to become better citizens of our state, both academically and socially. KEEP SOCIAL STUDIES AS A CORE DISCIPLINE FOR ALL 12TH GRADERS!! Mahalo, Grace Fujino
28	Student Achievement	Kathie Meredith		4th year social studies credit	I have concerns that the Hawaii Board of Education may eliminate 12th grade social studies in order to offer high school students another elective credit beginning with the class of 2018. Such classes offer students information about actual life experiences and help with college preparations. Students do need to know about information that will help them maneuver through their lives -- financially and otherwise. Please reconsider this action and continue to offer 12th grade social studies. Thank you.
29	Student Achievement	Timothy Stewart	HIDOE, Maui District, Kekaulike Complex,	Testimony against reducing the number of required Social Studies electives from 4 to 3	Reducing core course requirements (ie Social Studies electives like Economics) for graduations does not increase the rigor that is indicated in the DOE's strategic and academic plans. Eliminating a year of Social Studies does not help prepare students for entry into college (ie SAT) or for the real world (as there are only a few financial literacy standards that are taught outside grade 12 economics). In effect, the DOE is saying that they don't care about welfare of the students by suggesting that the fourth year of Social Studies is not a key to high school graduation. Can you please direct me to any current clinical research in Secondary Education that supports the idea that taking out a year of a CORE course is beneficial to students? My email is tsanthro@yahoo.com.

30	Student Achievement	Julienn Maeda, Ph.D.		Board Policy 4540 High School Graduation and Commencement Policy	<p>Thank you for this opportunity to provide testimony. Physical Education is defined in Federal Law (P.L. 108-446) the Individual with Disabilities Education Improvement Act (IDEA) of 2004 as the development of motor and physical fitness, fundamental motor skills and patterns, as well as skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports). This definition has been used since 1975 and though it is in a law specific to a population for whom physical activity is equally if not more important, it is especially applicable to those who move with ease and grace. We often take for granted what comes easy until it's not anymore. That definition is also aligned with contents of a quality program, of which the outcome is a Physically Educated Person. Such an individual is one who has learned the skills necessary to perform various physical activities, participates regularly, is fit, knows implications of and benefits of participation in physical activity, and values physical activity. It is the outcome quality physical education programs promote and espouse for ALL students. Research has shown the value of a physically active lifestyle on overall health, costs of health care, and its value on academics. With the increasing numbers of individuals leading sedentary lifestyles, the knowledge, skills, and dispositions to curb that behavior cannot be overemphasized, even for those who are seemingly very active in high school athletics and other activities. Being active in the high school experience is important, but just as important is the knowledge of how to continue being active once that experience is over. I was both a high school athlete and band member. While I was in good condition and learned social aspects such as synergy and working toward group goals, concepts also addressed in Physical Education, like many others, I was not a collegiate athlete and what I did in high school is not what keeps me healthy now. Nor is it the case for many of my friends who were high school and collegiate athletes as well. Physical Education teachers are certified and licensed in this content area and are responsible for overseeing quality programs that lead to a Physically Educated Person. Their primary directive is to facilitate learning and provide students with the basic tools and foundational knowledge to make healthy and informed choices to be active for life. We can't teach everything, but what we do teach are the basics to be a healthy consumer and active participant in life. A coach's or band director's primary directive is for today and preparing for upcoming performances within the season; their job is not to take students beyond the workout they get through their participation. Please seriously consider the rationale and implications for awarding part of a required Physical Education credit by non-licensed and unqualified individuals for participation in extracurricular activities. Though similar in the physical nature of participation, they're not equivalent and do not share the same purpose or responsibilities.</p>
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31	Student Achievement	Michael Staszko	Hilo High School	Elimination of four Social Studies classes requirement for graduation.	<p>The greatest single threat to America is not the combined force of Dec. 7 and 9/11 and WWII. The greatest threat is another great depression. Failure to understand the simplest of Econ. principles such as scarcity or the difference between a want and a need and budgeting and finance will ensure that the Chinese will pass us as the next greatest Financial Power on the earth. Math, Science and English by themselves do not produce good investors and life long savers. Being highly qualified to teach AP macro/micro Econ., AP US Hist., Civics, Poli. Sci. and Hist. I know that articulating Econ across my curriculum, via the National Voluntary Econ. Standards (our state standards for Econ are vague) enhances the subjects of Math, Science and English and will produce a well rounded educated electorate. That electorate faces budget deficits at Federal, State and Local levels or the total collapse of the Portuguese and Greek economies. Facing these facts without a sound Econ. principles is a recipe for Financial Armageddon. Shakespeare and atomization cannot stop the concept of "Too Big to Fail" I suggest you see the movie "Wall Street" Two things happened in 1776; America; declared its independence and Adam Smith, the father of modern thought, published a book entitled "Wealth of Nations" the components of Capitalism. Which has the greatest daily effect? As a retired Airborne Infantry Army Officer I know that killing Bin Laden and winning WWI & WWII are more important than any declaration especially when you are the agent of the declaration. At this moment I'm Participating in Democracy (1st Amendment) in the Modern History of Hawaii. I this believe this Machivlien Poli. Sci. approach of one subject at the expense of another will not produce a worldly student and would have wasted many Teacher's educational time to get BAs in Econ. along with the rigors of maintaining our "Highly Qualified" status in several areas of the Social Sciences. Last but not least, is this the intended effect of NCLB? I thought we were raising the bar? How does eliminating Econ. achieve that? Do you think China, Japan Korea and India are world stage capitalistic competitors due to a lack of simple Econ. concepts such as supply and demand? We should be mandating, at least, Consumer Econ in High School so our graduates can budget and not RENT FOR LIFE!! (most of my students are homeowners at age 25. I say "you are keiki o ka ainamake sure you get a piece of paradise for you"). Mahalo for you time. ms</p>
32	Student Achievement	Hi'ilani Ahina	Aiea High School	4th year social studies credit	<p>As a former senior, I believe that it is very important for high school students to be required to take 4 years of social studies. Senior-level, Social Studies classes prepare students for college expectations. In Psychology, I learned how the world can be dissected and analyzed to find the possible reasons that anything happens. In my Economics class, we were taught RESPONSIBILITY, PERSEVERANCE, and much more. If the requirement is decreased to 3 years, students will lose opportunity of learning about themselves in Psych, or creating a successful small business in Econ. Honestly, if students are allowed to choose more electives, I predict that most students will choose the easy classes instead of challenging classes like Psychology or Economics. Colleges want students to push themselves to the limits, so the the challenging Senior-level classes should remain a required credit for students to graduate from high school.</p>

33	Student Achievement	David Huitt	Hawaii DOE - Teacher	Social Studies Credits	<p>I am a high school history teacher and I feel very strongly that the DOE and BOE should maintain the present requirement for 4 credits of social studies in order to graduate. I feel this way because social studies helps provide students with the context that they need in order to be productive, ethical and civic-minded citizens. In addition, it also promotes college and career readiness by exposing students to social sciences/cultural studies that they would not experience without the 4th year requirement. Although mathematical and english skills are vital to future success and also tested (HSA, NWEA, SAT, etc) throughout a child's academic career, they really don't mean much if taught in a vacuum. Teaching our students about our history (state, national and world) while also exposing them to various theories of life (ethics, philosophy, psychology, sociology), helps them become well-rounded adults who know WHY it is important to use their skills to better their communities and the world. Limiting social studies instruction, which is already a very serious concern at the elementary and intermediate levels, further alienates our students and stunts their growth as informed citizens. As such, they may become skilled at math or science or writing but may not know which mistakes to avoid from the past or how to develop an ethical framework that will provide them with a moral/ethical compass for their life. This is a big part of what we do throughout each of the 4 years of social studies instruction and I feel that it is an extremely valuable part of a child's education. As far as college and career readiness goes, it is important for students to experience college-level classes such as AP history courses, social sciences such as psychology, sociology and economics or cultural studies such as Pacific Island Cultures or Hawaiian studies. These classes help prepare students for the humanity credits they will face in college. Some of these social sciences are also required for students who are pursuing programs of study for CTE. If these classes are eliminated, the state will have to re-configure the programs of study (ex. the business pathways presently requires economics) in a way that is less realistic and valuable. Furthermore, the 4th credit of social studies is usually taught during a student's senior year so teachers are able to expose students to high-level non-fiction readings, various views and philosophies about the world, humans and society and provides students with many opportunities to discuss relevant, real-world issues. These teachings and skills will be vital for a student who is working to become college and career ready. As I stated at the beginning, I feel very strongly that we should continue to require students to earn 4 social studies credits in order to graduate. Thank you for allowing me to share my views and for considering my perspective.</p>
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34	Student Achievement	Soozi Kawakami	Roosevelt High School	High School Graduation and Commencement Policy 4540 (Reduction of Social Studies Credits)	<p>Honorable Board of Education Members, It has come to my attention of the Board's intention to cut social studies credits from 4 to 3 for high school graduation requirements. With all due respect, I find this to be a huge error on the part of the decision making. Social studies, whether it be history, sociology, economics, civics education, or Hawaiian or ethnic studies, provides the students with a complete view of the very world they are about to enter. The DOE mission statement includes: "High school students will have opportunities, not limited by time, for college-level coursework and program endorsements to prepare them to be successful in a global society. Therefore, all graduates will be fully prepared for post-secondary education and/or careers and their role as a responsible citizen." Students do have opportunities to take AP courses in psychology, U.S. history, European history, and economics at Roosevelt High School, whereupon successfully passing the A.P. exams, earn college credits. More importantly, in order to "to prepare them to be successful in a global society" and "responsible citizen(s)," it is pertinent, through social studies, that students know what this "global society" is rather than step into the adult world, ill-equipped and ignorant, and be greeted and overwhelmed with unfamiliarity and fear. Students take world history in ninth grade, U.S. history in tenth grade, modern Hawaiian history and civics in eleventh grade, and psychology, sociology, economics, Hawaiian studies, or ethnic studies in their senior year. If we step back and look at this schedule, we could see that after three years of history courses, the student takes courses that offer continuity to what he learned earlier. It allows him to apply his prior knowledge to the content in whatever course he chooses. For example, a student may take what he's learned in world and U.S. history and figure out how global economics work in economics class. He could then take it a step further and surmise how, given past events, how a depression could be avoided and/or, in sociology, how a poor economy impacts population and a society's values. He could also use what he learned in civics (Participation in Democracy), how government works and how a citizen can advocate for new policies, and draw upon knowledge gained in Hawaiian or ethnic studies to fight for civil rights. In other words, four years of social studies makes for a well-rounded, critical thinking human being who can indeed be a powerful force in the world. Cutting social studies, therefore, will not only contradict the mission statement of the DOE, but, most crucially, will shortchange our youth of their personal and academic growth. Thank you for your consideration. Soozie Kawakami Teacher Roosevelt High School</p>
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35	Student Achievement	Dennis Tynan	Individual	Proposed Changes Re Graduation Requirements	<p>It was with a great deal of sadness that i heard the DOE is proposing to the Board of Ed a reduction in the number of SS credits to graduate from a public school in the state of Hawaii. What could be more important than the disciplines of history (knowing who we are based on who we were), civics (the process of becoming better civilizations), economics (knowing about the workings of taxes, unions, wages, spending, interest, etc.), geography (knowing more about ourselves by learning about the world around us), and many others: psychology, sociology, Pacific Island studies, American Problems, Global Studies, and on and on. The Superintendent's recommendation to lower the SS requirement is a betrayal of part of what makes the state of Hawaii special: the value we have for knowing our place in the world by learning through the humanities. Even more basic to my objection is that this will result in a loss of the opportunity to reinforce the critical thinking skills that are needed for successful achievement of the English standards. Taking away these classes from our students will necessarily mean they have fewer chances to practice these important skills they are learning in English (and even Math class with all the charts, graphs, and tables that occur in the SS disciplines.) I teach at a small school and because of the lack of adequate resources for teacher-staffing, this will definitely result in a loss of many SS electives, even though on paper the DOE will say it will continue to offer them. In reality, they will be gutted and the teachers who believe so strongly in the importance of these content areas and critical thinking skills for our future productive citizens will also suffer. Shame on this new Board of Education if they go along with this plan to tamper with what has been a national honor of Hawaii to require our students to truly become more citizens of the world than the other 45 states which require only 3 or fewer SS credits.</p>
36	Student Achievement	Lowell Chun-Hoon	King, Nakamura & Chun-Hoon	Graduation Requirements in Social Studies	<p>Thank you for the opportunity to present testimony regarding the Board's proposed change in graduation requirements for social studies. I oppose the dilution of current requirements. I am a union-side labor lawyer by profession, but have past experience teaching at the UCLA Asian American Studies Center, have served as the founding editor of the Amerasia Journal, and have served as a consultant to the California State Board of Education as a reviewer on social studies textbooks. Although couched as an attempt to furnish elective options to students, the failure to make four years of social studies mandatory in our public schools is myopic and counterproductive. To be well-educated and to compete in the increasingly sophisticated and internationalized world of the 21st century, Hawaii students must have a broad range of experiences in social studies beyond merely world history, American History, Hawaiian History and Participation in Democracy. The mandatory elective in social studies assures that students receive precisely that additional exposure to either polotical studies, area studies, ethnic studies, or another social sciences or humanistic discipline. In actual practice, loosening the mandatory social studies requirements may well lead to elimination of all social studies electives because funds for teachers will be transferred to other core subjects. Our classroom education should consistently strive for more, not less rigor, and should not subordinate the vital interest in social studies education to other disciplines. I therefore respectfully urge that the proposal to end mandatory social studies electives be defeated.</p>
37	Student Achievement	Stephanie Rivera		4th year social studies credit	<p>I enjoyed my fourth year of social studies out of all my four years of high school. I really liked learning about psychology and sociology and it definitely taught me a lot about life that I think I'd use more for the rest of my life. Having to only meet the required US History, MHH/PID, and World History hinders students' opportunities to be more exposed to other social studies topics.</p>

38	Student Achievement	Kathryn Kouchi		ACTION ON BOARD POLICY 4540 “HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY”	<p>I am senior at Santa Clara University. I graduated from Waiakea High School in 2008. My first year in college was challenging. The courses were demanding and reading intensive. The courses that prepared me the most for the demands of college work were my Social Studies courses (no contest). I developed my critical thinking skills, learned to extract important information from readings, and synthesize different themes. Keeping up with readings for my AP US History and World History courses prepared me for college. My first term in college stunned me, because I realized how unprepared I was. The Social Studies courses in high school gave me the basic skills I needed to allow me to survive, and then excel in college. High school is a wonderful time for exploration, but I firmly believe that every student needs a strong foundation in critical thinking and analyzing information in order to succeed. Social Studies courses and teachers accomplish this task efficiently. I would be deeply worried about the college-bound high school seniors that did not have the foundation they would have received from Social Studies courses that could allow them to excel in college course work. The Social Studies requirement should remain at four courses for all graduating seniors: it is essential to success in life after high school.</p>
39	Student Achievement	Sarah Nishioka		Reducing high school Social Studies requirement from 4 credits to 3	<p>I am a recent graduate and Valedictorian of Mililani High School, and I find it more than a little unsettling that the Hawaii Board of Education—working under the Department of Education, which eventually answers to the U.S. Secretary of Education—would suggest reducing the number of social studies credits required to graduate from high school. This is something that the Secretary of Education would likely not approve of. I would like to direct the Board’s attention to the fact that Arne Duncan, the Secretary of Education, published an article earlier this year entitled “The Social Studies are Essential to a Well-Rounded Education.” The article was published through the National Council for the Social Studies and can be found at http://connected.socialstudies.org/SOCIALSTUDIES/SocialEducation/CommunityHome/duncan_mj2011/Default.aspx I apologize for having to post such a garish link, but I strongly suggest that the Board examine that article, if only to verify that I have faithfully characterized Arne Duncan’s argument. Secretary Duncan wrote in the aforementioned article: “Educators and policymakers need to recognize that social studies is a core subject, critical to sustaining an informed democracy and a globally competitive workforce.” It is my firm belief that Hawaii continues to slip further and further away from the rest of the nation’s academic standards, and reducing the required social studies credits from four to three will only widen the gap. It would effectively cut out social studies elective courses—the courses in which students are finally allowed to explore the parts of civic life or history that interest and inspire them. Public schools are often accused of being diploma mills, pushing students through lackluster curriculum simply to make their numbers look good—I submit to the Board that, if students had the freedom to spend a social studies credit taking a class they are interested in, they would be more likely to grow into well-rounded learners and more productive citizens. In short, I am vehemently opposed to the reduction of Social Studies credits required to graduate, and I view an attempt to do so as an assault against students’ academic opportunities and a significant step away from the goals Hawaii should be striving for in public education.</p>

40	Student Achievement	Rachel Shimizu		Action on board policy 4540 "High School Graduation and Commencement Policy"	As a student of the class of 2012 I am well aware that this motion will not affect me or my classmates. But I feel that reducing the credit requirements of social studies classes will greatly impact the students of Hawaii. By reducing the required number of credits will leave students unaware about many aspects of society, unprepared for college, and just plain clueless about the world around them. Schools create classes, requirements, and standards that will help us be prepared for college and the real world. Creating a system that expects less of students will only add to the number of uneducated people we have in Hawaii. This is not doing anyone ANY favors by any means. As a student I am well aware that many of my peers would rather take more electives (that are meaningless to them) such as physical education because it does not require them to really learn anything or work hard. Supporting the reduction of required classes means you support having unprepared civilians enter the world, incompetent workers, and ultimately an uneducated Hawaii. I hope that you will keep the required number of credits for social studies and live up to all of your preaches for bettering the education system. Mahalo, Rachel Shimizu
41	Student Achievement	Gail Tamaribuchi	Retired, University of Hawaii at Manoa, College of Education	Graduation Requirements - 4540	The National Council for the Social Studies (NCSS), the premier social studies education organization, defines social studies as the integration of the social sciences, history and humanities to promote civic education ¹ . It is the primary academic venue for developing active and responsible citizenship. Its importance can not be denied. An outcome of social studies instruction, students develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world. ² It is essential students are knowledgeable of their state and nation's history; understand the interconnectedness and relationship of the social sciences, history and the humanities. Through an integrated framework perspectives of multiple disciplines infused into history-based courses and through specific electives such as economics, global studies or geography provides students a system for organizing, relating information so they can

understand the “big picture” rather than fragmented and unrelated bits of information. The “big picture” helps students internalize the connectedness requiring a comprehensive analysis of state, national and world issues through multiple perspectives from which they can understand the world we live in and hone their problem-solving and decision-making skills. This can only be accomplished by coursework focusing on specific content skills, knowledge of multiple perspectives and factual information to hypothesize, generalize, and synthesize to make sound, rational decisions. In the current technological age of Facebook and Twitter proliferating unfiltered information, it is critical students have the ability and knowledge to logically select and relate to valid information in making financial, career, and political decisions that will affect their future. The proposed policy to reduce the social studies credit from 4 to 3 will result in eradicating the elective social studies credit. This reduction takes away the opportunity for Hawaii’s students to deepen, expand and strengthen their knowledge of economics, Global Issues, Hawaiian Studies and others. Although social studies should be taught through integration of multiple disciplines, the reality is in this age of standards and benchmarks, there isn’t enough classroom time in the history-based required courses to adequately address a historical event using the multiple perspective approach. As an economic educator, I am deeply troubled reducing social studies credits will ultimately wipe economics courses off the curriculum choices for students. At a time of the interdependence of the global economy and complex, intricate financial activities, the study of economics takes on more importance than ever. Unlike states having an economics course as a graduation requirement, Hawai`i has no mandate. Understanding Hawai`i’s economy, diversification of industry, interaction and trade with the Mainland and Asia, and impact of the tourist industry is knowledge required of all citizens. If schools no longer offer this opportunity for all students, the educational system has failed. It is a grave injustice to deny Hawaii’s students the opportunity to broaden their understanding of the complex state, national and world issues and challenges and teach them the tools to make informed decisions as knowledgeable consumers, prudent savers and investors and effective participants in a global economy. With a solid foundation of academic knowledge and skills to develop civic responsibility and active civic participation, students will see their own life as part of a larger human experience and develop critical attitudes and analytical perspectives appropriate to the analysis of human condition. With the current situation of state, national and world affairs, it is not the time to reduce curricular choices and learning opportunities. What is more important than to prepare informed citizens who will take an active role our political process? For reasons I have stated, I urge the Board to reject the reduction of social studies credits from four to three eliminating the electives that promote students to become engaged, knowledgeable citizens who will make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world.³ As active participants, they will make rational decisions on public policy for the common good affecting all citizens. ¹National Council for the Social Studies, 1993 ²National Council for the Social Studies, 1992 ³National Council for the Social Studies 1992

42	Student Achievement	Lisa Kamalani	Waiakea High School	ACTION ON BOARD POLICY 4540 "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY".	<p>This is testimony addressing the "ACTION ON BOARD POLICY 4540, "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY" I believe that social studies is vital to understanding our home, nation, state, and the world and prepares students to be not just College and Career Ready, but World ready. There should be no change in the Social Studies graduation requirements as this is the area in which students are forced to inquire and think critically and are able to integrate learning from other content areas. If the Board approves this motion, the 3 required Social Studies courses would be: US history, World History, Modern History of Hawaii/Participation in a Democracy. At risk are the Senior electives (psychology, sociology, global studies, economics, AP courses, geography, American Problems, humanities, etc.) According to the 21st Century Skills that all educators are supposed to address: Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, ECONOMICS, science, GEOGRAPHY, HISTORY, GOVERNMENT AND CIVICS. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:</p> <ul style="list-style-type: none"> • GLOBAL AWARENESS • Financial, ECONOMIC, Business and Entrepreneurial Literacy • CIVIC Literacy ... • Environmental Literacy ... • Learning and Innovation Skills • Information, Media and Technology Skills • Life and Career Skills • SOCIAL and CROSS-CULTURAL Skills <p>Students need to have exposure to courses in the humanities and social sciences before they graduate from high school so that they can make better choices in college and informed decisions towards career pathways. Requiring students to choose one of these elective courses in their senior year is essential in assuring that our graduates are well rounded and exposed to real world situations.</p>
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43	Student Achievement	Lorey Ishihara	Kahuku High & Intermediate	High school social studies credit change	<p>Dear Board of Education Members: Aloha, my name is Lorey Ishihara, a history teacher at Kahuku High & Intermediate School. I was deeply concerned and disappointed that there is a recommendation to cut the social studies high school credits. We cannot afford to lose one credit in the high school curriculum! Through the social studies pivotal development occurs: the analysis of both primary and secondary sources or documents, deep understanding of cause and effect that gives meaning to change over time, deeper thinking about political, social, economic, technological processes that will develop the students' ability to make decisions on these aspects at every level of society. Deep thinking happens! The historical habits of the mind make well-rounded students for it promotes the development of math, science, and language arts content and skills - (see the study done on this located on www.nhd.org). The humanities is necessary for our youth of Hawaii, as well as, the rest of the world. In Jim Leach's civility speech, last month in Hawaii, he made a very strong argument about the importance of maintaining the humanities in education. It is the cement of our human existence! Senator Daniel Akaka echoed this in his congressional meeting with 58 National History Day students this past Friday at Capitol Hill. He and his colleagues fear that if one cannot recognize the issues of past events, we will not "move forward" as a nation. High school social studies is all too important to drop at the wayside in our student curriculum. Many students of Kahuku High & Intermediate have been eligible to attend the most competitive colleges because of their work throughout their high school years in the social studies. Over and over students email that they are so lucky to have had the "history habits of the mind" throughout their high school years. They are not afraid of doing the analytical research and writing in all their college courses, they willingly participate in community service projects while in college and feel that they do make a difference! Students major and take careers in law, international relations, international business, pharmacy, a variety of medical fields, and yes, our students even become teachers. Graduates have reminded me that in their high school years, the social studies curriculum remained a powerhouse for the development of the mind, problem solving, and civic action. I am writing you to please reconsider the grave importance of four years of social studies in the high school curriculum. The humanities is still the cornerstone of this great state and nation. Thank you for taking this into earnest consideration. Sincerely, Lorey Ishihara Teacher/Adviser</p>
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44	Student Achievement	Joel Mateo	Hawaii Public Schools Graduate	ACTION ON BOARD POLICY 4540, HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY	<p>Ladies & Gentlemen of the Board of Education I am against eliminating the 4th credit social studies requirement from Hawaii DOE graduation requirements. Having grown up in Hawaii and attended Hawaii Public Schools my entire life, I feel that I am qualified to speak on this topic.... the bottom line is that eliminating the 4th credit social studies requirement will not help students... it will harm them... As a formative young teenager attending Waiakea High School, I had no idea what I might do when I 'grew up'. I certainly didn't know what kinds of classes were good for me... or what I should take... All I knew was that I was going to take just what I had to take... My family did not come from means... and my parents were certainly not able to advise or encourage me to enroll in particular classes.... It was through the exposure I received in my social studies classes that I began to understand how the 'real world' works...and what my place was in it... The truth is that it is in the social studies classroom where all of the abstract concepts taught in the other core areas come together and take on real meaning and relevance. It is in the social studies classroom where students begin to make the connections and understand the relationships between classes... across the curriculum as is the buzz phrase now days. More than that, it is in the social studies classes that students sharpen their critical and analytical thinking skills... not to mention their writing and oral communication abilities.... cutting out the 4th social studies credit would effectively tell students that it's not really important or necessary to take the senior level classes like Global Studies, Economics, Psychology, Sociology, Humanities.... etc... Students discover their interests through exposure... through experience.... and the 4th credit social studies classes plays a critical role in allowing students to come to that discovery... Please, don't take that away... by eliminating the requirement it effectively cuts out the classes... any school not meeting AYP would be hard pressed to hold on to social studies classes when they could instead get another math or science... schools all across Hawaii have been experiencing this slow and steady erosion, losing librarians, physical education, art, music... students need these classes! Please, don't take away the 4th credit social studies requirement - Students will be the ones who will lose out in the end.</p>
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45	Student Achievement	Geraldine (Sasaki) Bonner	Waikoloa Elementary and Middle School	Re: The fourth elective Social Studies credit	<p>Members of the Board of Education--To Whom It May Concern: I am the resource teacher of the Gifted/Talented/Enrichment Program at Waikoloa Elementary and Middle School, a position I have held since retiring as a full time teacher in 2003 with 33 years of service in the DOE. As a part time teacher, I teach between 40 to 50 students in grades 3, 4 and 5 about personal finances, entrepreneurship, investment opportunities (such as the stock market)--the economic principles involved in each, as well as in the major scarcity issues happening in the world today--encouraging the students' personal involvement. When I took the GTE position eight years ago, I chose to create a Math and Language Arts program centered around Economics and Communication. These two skill areas, I felt then and continue to feel now, are vital and needed by every student/person and future citizen of our State and Nation to live complete and successful lives. While it is important to be able to communicate effectively in life, no matter who you are, it is even more important that we/people understand the economic principles associated with making major decisions in all aspects of our lives--the opportunity costs and benefits, not only in our financial decisions, but in our overall well being and health decisions as well. To be able to live reasonably well, with effective handling of personal finances and our personal health--to look at all the alternatives before us and analyze the costs and benefits of each--these are important economic principles and concepts that need to be taught to our youth to prevent them from wasting so much of their time and talents learning the "hard way"--through wrong choices or worse--through giving up because they have not explored nor even considered other alternatives available to them. Following the decision making steps is an example of an important economic principle that needs to be taught along with other economic concepts so that our youth can move forward more successfully with their potentially life changing decisions. Being financially and socially healthy individually, means being financially and socially healthy as a State and Nation. This having been said, I implore you to support continuing to offer the fourth Social Studies credit to our high school youth which includes Economics in the curriculum. Thank you! Sincerely, Geraldine (Sasaki) Bonner, Gifted/Talented/Enrichment Resource Teacher, Waikoloa Elementary and Middle School</p>
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46	Student Achievement	Joseph Watts	Waiakea High School	ACTION ON BOARD POLICY 4540 "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY"	<p>Aloha! I understand that there is a possibility that the social studies credits needed to graduate will change from 4 to only 3, so I want to let you know that I think that is preposterous. I am a geographer and geography teacher, and that would be one of the classes cut. How ridiculous! Every year people say how students in the USA need to learn geography better, and it is only one of the many electives seniors may choose from for one of their senior social studies classes. To tell you the truth, I believe that it should be a required course for all high school students. Global studies is the sister course to that, and of course that is just getting more relevant every year. Of course there is also sociology and psychology, two most useful classes for adolescents if there ever were some. Economics is another class in this category. Each of these classes should be taken by all students, but they get to choose just two of them. I cannot think of any classes not already offered that would be more useful (except maybe guidance, which in someone's wisdom was taken away a few years ago, even though these kids need it more than ever - it should be required for freshmen). For the students who waste their time in class and have to take classes over because they fail required courses, they do not have enough electives maybe. But actually many of the other students are ending up with too many classes and dropping one or two in their senior year and taking student service classes instead so that they can just cruise (talk about a waste of time), or modifying their schedule. If some need more electives they can take them after school or during summer school. Hey, get a clue. Do not make social studies only 3 required credits instead of 4. We need more critical thinkers if this country is going to survive! Mahalo, Joseph Watts</p>
47	Student Achievement	Lauren Hill		ACTION ON BOARD POLICY 4540 "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY"	<p>Aloha! My name is Lauren Hill, and I am a senior at Waiakea High School. I strongly disagree with the proposed idea to lower the graduation requirement of social studies credits from 4 to 3. First of all, learning about social studies is an important part of each child's education. In social studies classes, students learn about different areas, cultures, historical events, and more. Studying history helps people learn from, appreciate, and understand past historical events and their relevance to the present/future of society. The world is becoming an increasingly interconnected place. Countries interact more so today than they have in the past. Therefore, it is very important for the students of today's society to realize this and learn about other countries. This will provide them with greater global awareness, which can help them understand the changes that the country/world may undergo in the coming years. Secondly, there are already plenty of elective credits available for students to take advantage of. As a student, I personally feel that I have received enough of an opportunity to take the all the elective classes of my choosing. Many students, in fact, would not utilize the opportunity to take other electives instead of social studies. Most students simply opt to taking courses like school service or teacher's aide. These classes (although they help our faculty and staff) often only involve the student grading papers and running errands for the teacher that they are assigned to. Clearly, an additional social studies class would be much more educational. Lastly, the 4th required credit of social studies acts as a sort of elective anyways. Students are able to choose the class that best interest them from a variety of topics associated with the social sciences subject. Class topics range from geography to economics to psychology. This fourth credit is even referred to as a social studies elective course. Thank you for your time and consideration!</p>

48	Student Achievement	Ryan Hamaguchi		Action on Board Policy 4540	<p>Dear Ms. Lupenui and Committee Members, My name is Ryan Hamaguchi and I am an attorney with the law firm of Case Lombardi & Pettit. I submit my written testimony in regards to the ACTION ON BOARD POLICY 4540, "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY." A strong social studies curriculum, primarily one focused on Civics Education, is fundamental not only in helping to prepare students for secondary education, but more importantly in preparing students to enter the global marketplace. As a young attorney, born and raised in Hawaii, I understand the integral part social studies and civics education play in tackling the challenges and obstacles faced in college and in the workforce. Unlike memorizing formulas, or regurgitating math equations, social studies and civics education programs foster analytical thinking. They provide students with the fundamental building blocks to tackle current events and issues impacting their daily lives. In order to understand certain rules and regulations affecting gas prices, the war on terrorism, health care, no child left behind, immigration, same sex marriage, or unemployment, people need to first have a basic framework of civics education. How can we ask people to vote on government actions, when most people don't even understand what each branch of the government does, or more elementary, what the three branches of government actually are. The fact that less than 50% of Americans actually know what the three branches of government are is alarming. How can people vote and make informed decisions regarding the future of our country if they do not understand how are government runs and operates. Through civics education programs, students learn not only what the three branches of government are, but also how they interact. Through civics education programs students learn to be problem solvers and participate in learning. Through classroom learning about the Bill of Rights and the Constitution, students will gain a better sense of appreciation for the freedom and liberties that we often take for granted. Finally, we are living in a global economy. Due to increased technology, our society is moving at rapid speed. People need to be equipped with the tools and resources to participate in this global economy. Just like students now need to learn how to use computers, more essential than ever do they need to learn about the global economy. It is therefore vital that we emphasize the importance of learning about different people, places, and cultures. Hawaii is an epicenter for international business and trade. In order to be equipped to do business with people from China for example, students need to learn not only about Chinese laws, cultures, and customs, but first the laws and cultures of the United States. Taking away mandatory social studies and civics education curriculum means depriving students of the resources to integrate in the global marketplace. Thank you for your time and consideration, and allowing me to express my support for Social Studies and Civics Education. Sincerely, Ryan Hamaguchi</p>
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49	Student Achievement	Linda Coble	Kids Voting Hawaii	Policy 4540 :High School Graduation and Commencement Policy"	I have seen the value of civic education via my involvement with Kids Voting Hawaii, which gives every student, K-12, the opportunity to log on and vote for General Election candidates. The need to engage high school students in this civic exercise is evident, and a goal of our upcoming KVH campaigns. KVH is a hands on experience in democracy...it stimulates dialog...peaks interest in the issues of the day...puts our historical journey in perspective. It prepares the voters of the future to become responsible citizens...curious, informed, engaged, and prepared to make reasoned decisions. The Social Studies curriculum offers students the springboard to citizenship. Kids Voting is one way of diving into the world discussion. US Secretary of Education Arne Duncan says Social Studies is a core subject, critical to sustaining an informed democracy and a globally competitive work force...it plays a critical role in creating civically competent young people. I see that positive outcome every General Election KVH cycle. Please don't squeeze Social Studies out of the curriculum. If no elective social studies credit is required, it is likely that schools will resort to using their resources to hire teachers in areas where AYP must be met by schools...like math. Students wanting to expand their knowledge in the area of Economics, Geography, Sociology, Philosophy and other Social Studies subjects will be denied a broad education that prepares them for the future in a complicated world.
50	Student Achievement	Jeanne Chang		4540 - Graduation Requirement	I am writing to encourage the BOE to keep the elective social studies credit as a graduation requirement. As a DOE Student Activities Coordinator (now retired), I found that the students were generally lacking in knowledge and involvement in such things as civic responsibility, government issues, elections, and voting rights. With our record for low voter turn-out in our City and State elections, it seems obvious that we should be doing more to increase the need for social studies requirements. Removing the social studies elective graduation requirement will greatly reduce the chance for students to deepen their knowledge of civics/American problems, etc. We should be focusing on the Student Priorities as listed in the DOE 2011-2018 Strategic Plan which includes Achievement, Safety and Well-Being, and Civic Responsibility - To guide each student's growth as an informed and concerned citizen who actively contributes to the well being of others, society, and the environment. I strongly urge the Board of Education to retain the elective social studies credit as a graduation requirement. jeanne chang
51	Finance and Infrastructure	Ray Kottke	Hawaii Academy of Arts and Science	Elimination of fourth social studies credit - NO	I have been teaching American Problems for some time, and within that curriculum there is always an emphasis on economics within the United States and as part of the international crises that the United States is invariably a part of in today's world. Eliminating that credit would limit the study of the current events and staggering problems that are currently enveloping the globe. Since the collapse of communism, the injection of capitalistic commerce and integrative economics has been an essential part of any study of microeconomics and macroeconomics as more and more individuals are involved in personal and collective finances. The more our graduating students know about this expanding financial world the better equipped they will be for the complex world they are about to enter. Please do not shot this intellectual well down! Aloha Ray Kottke

52	Student Achievement	Kathleen Tanaka		Graduation requirement	<p>I am writing on behalf of maintaining the fourth elective Social Studies credit for our high school students in the State of Hawaii. My objective as a former Social Studies teacher was to help develop our students into active participants in the building of a better foundation for our global society as a leader, problem solver, and contributor. The fourth elective credit would help us move closer to this vision because of the following:</p> <ul style="list-style-type: none"> •Hawaii’s geographical isolation. •Expose our students to global cultures. •Demonstrate problem solving through the understanding of cultures, values, political systems and different patterns of societal organization. •Encourage the development of a new type of leadership through compassion and respect for differences. <p>The social sciences have always been the humanities in the core subject areas. In that respect has been the study of man’s interests and ideals. Is it not important to maintain ideals such as democracy, equality, and civic engagement. Sometimes it is through the absence of these ideals that we best learn what they mean. Whether it is Brown vs. Board of Education or what is happening today in the Middle Eastern countries, our students need to examine these events, develop thoughts on them, hopefully develop action plans that could address the various situations. They would not be able to do this effectively without a broad base of knowledge in the social sciences. I realize that money is tight but if we want our students to function effectively in the future we should be expanding the study of the social sciences rather than eliminating them. The social sciences is the testing ground of ideas. We need ideas to keep our global society healthy. Lastly, let me also say that I want students interested in the social sciences to feel that their endeavors are just as vital and important as those interested in math, science and language arts. To me every child is important, every child counts, every child has a distinct purpose in life.</p>
53	General Business Meeting	Josefina D. Abawag	Mckenly High School	Social Studies/Economics	<p>Yes DOE offers or includes a lot of financial literacy on the curriculum but it is only social studies have content areas that offers financial literacy or economic education is . It’s imperative that this credit not be eliminated.</p>
54	Student Achievement	Meghan Leialoha Au	MANA and Na Wahine OIwi	DISCUSSION/RECOMMENDATION FOR BOARD ACTION ON BOARD POLICY 4540, “HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY”	<p>Honorable board members, I ask you not to modify the existing graduation requirements by deleting the requirement of a high school elective social studies course. The current requirements are already ridiculously thin on providing students across the islands with a deep understanding of the rich history and culture of this place. I’m sure I don’t have to tell you that the State of Hawai’i’s content requirements for secondary level social studies do not prescribe any inquiry of Hawaiian history and society prior to the unification of the islands under Kamehameha. In other words, the state curriculum benchmarks structurally exclude upper level study, for 6-12th graders, of the vast majority of Kānaka Maoli existence. They leave out an immense field of storied and place-based knowledge. This represents a significant erasure and a violent disconnection of ‘Ōiwi youth from our ancestral past, as well as a huge, missed opportunity for all students in Hawai’i schools to learn from the storehouses of social, historical and literary knowledge contained within indigenous mo‘olelo (histories and stories). By getting rid of this requirement, you would be further belittling and marginalizing Native Hawaiian knowledge. It is likely that if such courses as Hawaiian Studies, Pacific Islands Studies, Ethnic Studies, Geography, etc. were not required, schools would be much less likely to spend their limited resources on providing such courses and students would be much less likely to take them. Please keep the requirements as is. Respectfully, Meghan Leialoha Au</p>

55	Student Achievement	Joan Sokei - Vila	Kihei Elementary school	Dropping Economics from Social Studies Standards	<p>I am a 4th grade teacher at Kihei Elementary School and have been teaching Economics for the past 8 years using the program of Mini Society. For one quarter my students learn the 5 basic concepts of Economics (Scarcity, Opportunity Cost, Consumption, Interdependence and Production.) Then, students spend the next quarter creating a society, earning "society money," and becoming entrepreneurs by themselves or in a partnership. The learning concept culminates with Market Day where parents/family and school staff purchase products and services from students. When students recap their school year with me - they always mention Mini Society as being one of the highlights of the school year. They learn so much from it and use it during their daily choices they need to make. (Some even mention it during class discussions - stating the Economic concept it relates to.) My daughter who will be a senior this year had an opportunity to take an AP Economics class this year and was on her team's AP Economics bowl competition in Oahu this year. She was amazed as to how much MORE private school students were educated in the subject matter. Perhaps we could learn from them and provide more Economics courses - so we may produce more financially educated students from the public schools. If Economics were dropped from Social Studies - this would not be possible and students would not understand an important life skill Our students are our future and if these basic Economic skills are not taught - especially in high school, then we are not teaching our students about the future they will need to conform to. Please re-consider NOT dropping Economics from the Social Studies standards. Mahalo Joan Sokei-Vila Kihei Elementary School 4th grade teacher</p>
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56	Student Achievement	Toni Takeno	Hawaii Council on Economic Education	Action on Board Policy 4540 "High School Graduation and Commencement Policy."	<p>The Hawaii Council on Economic Education (HCEE) is a statewide partnership of business, labor and education, organized in 1965 to promote and improve the teaching of economics in Hawaii's public and private schools and increase the economic and financial literacy of Hawaii's students and residents. High school economics courses are the best investment for increasing the economic and financial literacy of the community. According to a study in the Journal of Consumer Affairs, high school economics courses give students proficiency in managing bank accounts, increased savings, and asset accumulation—skills that are an “essential part of fully participating in our market-based economic system, regardless of socioeconomic status.” In light of this information, it is alarming that a study conducted by Louis Harris for the National Council on Economic Education found that 33% of young people and 50% of adults in the United States would flunk a basic test of economic literacy. And that almost two-thirds of those surveyed did not realize that money loses value in times of inflation. HCEE is submitting this letter to respectfully request that the Student Achievement Committee not support the recommendation to eliminate the fourth credit Social Studies elective option for students. Further, we respectfully request that one-half of this fourth credit be marked as a required one semester economics course. This change would require students to take economics to meet their Social Studies graduation requisite and is crucial to the students’ ability to make vital financial decisions that will benefit not only their personal lives but their community as well. Currently, the DOE does not require that any courses in economics or personal finance be completed or that students be tested in the subjects. Personal financial education is essential to ensure that our youth are prepared to manage money, credit, and debt, and become responsible workers, heads of households, investors, entrepreneurs, business leaders, and citizens. Ideally, one-half of the fourth Social Studies credit would be designated for an economics course. With a record number of young adults declaring bankruptcy and making poor financial decisions, now is our opportunity to require that one-half of the elective credit be designated for economic education. Currently, out of the 43 high schools in Hawaii, only half offer an economics course. Now is the time for us to mandate that our students receive the essential education that will help them build a healthy and positive financial future. Hawaii's students are facing increasingly complex financial decisions as members of the state's workforce, contributors to their families' resources, voting citizens, and soon to be college students with credit cards. Many find these decisions confusing and frustrating because they lack the necessary tools that would enable them to make wise, personal choices about their finances. We, as a community, must support our students as they increase their economic and financial knowledge. The decision to reduce the number of credits needed to complete the Social Studies graduation requirement only impedes their efforts. Please maintain the Social Studies graduation requirement of four credits and direct that one-half of the fourth credit be designated as an economics credit. Sincerely, Toni Takeno Executive Director Hawaii Council on Economic Education</p>
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57	Student Achievement	Sheryl Ogawa	Teacher, HSTA member	4th Social Studies Credit Requirement	Aloha, I am dual certified in both English Language Arts and Social Studies. I have been teaching for 20 years now going back and forth between content area in the middle school grades. It would be a disservice to all students and citizens to eliminate the 4th credit requirement in Social Studies. Social Studies is "real life", it applies all skills taught in Science, ELA, PE, Music and Math, and it is a step towards developing contributing/independent/community oriented people/adults. In Social Studies, students learn about what they need to do to get along and get ahead as adults. You learn the social, political and economics aspects of what being an adult is. What other subject is more real than that? How Japanese were treated during the era of relocation camps is a starting point for racial profiling we are encountering today - we learn from our mistakes! we learn from History. In Social Studies, you use every other content area skills learned to critically explore what is going on around you - in the community, in the state, in the nation and in the world. Social Studies content is THE ultimate application/synthesis taxonomy for all other content areas. You learn to read graphs (Math standard) you write speeches, you read the Constitution (ELA) you listen to Yankee Doodle (Music), you debate (PE with the mouth and mind) and through inventions throughout the era, you use Science. Finally, in four years of Social Studies courses, you learn to be good citizens. With so many dysfunctional families, where else are you going to learn how to be a good citizen and how that affects not only you, but those around you. What other course teaches you that you have to give back to your community? Do not get rid of the 4th SS credit requirements. In fact, an additional 4th year math credit should be implemented. If you want good citizens, and good people, do not get rid of the 4th credit requirement in Social Studies. Students may not like the course, because of how it's taught, not WHAT is being taught. Real Social Studies teachers use life to teach, not text books. respectfully submitted, Sheryl Ogawa
58	Student Achievement	Scott Clarke	Baldwin High School	Proposed elimination of fourth year social studies elective for high school students	Now more than ever since the Great Depression, students need to have an understanding of financial literacy. If the 4th year social studies elective is eliminated from the high school schedule, many students will no longer have the opportunity to take an economics course. Please ensure that these courses remain available to students so they have a better understanding of their financial futures.
59	General Business Meeting	Kathlynn tabandera		Do not eliminate the 4th year credit of social studies for high school	The DOE is wrong for recommending to the BOE to eliminate the fourth year of Social Studies. Students already have the opportunity to take 6 elective credits to become a well rounded person. What they are lacking is economic and financial education that is in social studies. Just take a look at our global, national, and state economic state of affairs and seriously tell me economic education is not necessary. They are ignorant to the affairs of the Federal Reserve, the IMF, wall street, not realizing that the macroeconomy affects them in the microeconomy. Do not lead our children down the wrong path and dreams of ignorance. Do not eliminate the 4th social studies credit. Thank you
60	Student Achievement	Phyllis Cabral		Keeping the required 4 credits in social studies	Please do not downsize the social studies credit to 3. Economics comes under social studies. It is crucial that the students learn about dealing with money matters. I do touch on this subject at the elementary level BUT such important concepts should be reinforced throughout the students' careers.

61	Student Achievement	Pamela MT King	Waiakea High School	ACTION ON BOARD POLICY 4540 "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY"	<p>It has come to my attention that a motion has been presented to the Board of Education to lower the number of required Social Studies credits needed for high school graduation from 4 to 3, to take effect with the graduating class of 2018. I am humbly asking that that the Board keep the requirement at 4. Currently, students must earn 24 credits (25 for the BOE diploma) in order to graduate. 16 credits are required (4 Language Arts, 4 Social Studies, 3 math, 3 science, 1 PE, ½ health, and ½ transition plan). 2 additional credits in World Languages, art or CTE are required, leaving 6 (5 for BOE candidates) CREDITS for ELECTIVES. Most schools have already moved to students carrying 7 credits/year (some 8 if they are teaching in a block schedule), which allows for an additional 4 (8 in the block schedule) elective credits. If the Board approves this motion, the 3 required Social Studies courses would be: US history, World History, Modern History of Hawaii/Participation in a Democracy. At risk are the Senior electives (psychology, sociology, global studies, economics, AP courses, geography, American Problems, humanities, etc.) First off, I'd like to argue that these are elective courses. Students are given a choice (granted in the social sciences) but, they still can choose their course of study. Exposure to various social sciences is a good thing, not only in preparation for college, but also in preparing students for success as active and educated participants in society. According to the 21st Century Skills that all educators are supposed to address: Core Subjects and 21st Century Themes Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects: • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy ... • Environmental Literacy ... Learning and Innovation Skills Information, Media and Technology Skills Life and Career Skills • Social and Cross-Cultural Skills I honestly believe that Social Studies courses offer the ideal venue for the integration of disciplines/interdisciplinary units. In SS courses, Language Arts standards/benchmarks can be incorporated (i.e.: reading various texts, writing for various audiences, etc.), basic mathematic skills can be put into real world context (i.e.: reading graphs - supply and demand, calculating distance - reading maps, etc.), and science and/or health topics can be examined (chemical and biological warfare, the AIDS epidemic, etc.). Thank you for your time. Pamela MT King</p>
62	Student Achievement	Diane Aoki	Kealakehe Elementary School	Social Studies requirements	<p>Though I am an elementary school teacher, I write more as a citizen. You must be now aware of the NAEP's results showing the abysmal social studies knowledge that American students have about their own country. We need to do MORE, not less in this field. History and political science are highly important, but economics ranks right up there with these strands. Because its core learning objective is financial literacy, this is the MOST practical strand and one that will affect their day-to-lives as adults. Please do not let concern for academic rankings that favor language arts and math be the crux of your decision; please make decisions with the idea of preparing students for the real world.</p>

63	Student Achievement	Paul Luke		deleting elective credit in social studies	Aloha kakou, My name is Paul Luke and I am a community member as well as graduate student in Political Science at the University of Hawai'i at Manoa. I write to you today in opposition of deliting the Social requirment of seniors. I feel that the requirement is important because the seniors will be going out intot he real world the following year and the social studies requirment will help them be productive and more well rounded members of our community. I also think that the topics they can take to fullfil this requirment such as Hawaiian Studies and Ethnic studies are important for the students to have the opportunity to take and cutting these credits may be cutting these very important programs and our students will not be able to learn about our rich culture and heritage. Again I am writting you in the hopes that you'll not delete these very important credits and programs! mahalo Paul K. Luke
64	General Business Meeting	Kathy E. Ferguson	University of Hawai'i	4th year of required social studies	Dear Board of Education members, I am writing to encourage you to retain the 4th year requirement for social studies. For many years I have helped to prepare future social studies teachers in the historical, political, geographic, economic, and anthropological content of their field. The 4th year of social studies provides our public school students with their only chance, essentially, to delve into some aspect of this interdisciplinary field in depth. It is essential to their preparation for citizenship: every day we hear nonsense spouted on TV, radio and internet by poorly educated individuals who substitute strong feelings for informed opinions. Our young people need to be able to sort the wheat from the chaff, so to speak, in order to be independent, well informed, fair minded citizens. Thank you for taking on the challenging job of the BOE. Please retain the social studies requirement so that our students can grow up to be the kind of well-educated thinkers who could also do this important job. Sincerely, Kathy E. Ferguson Professor, Department of Political Science & Women's Studies Program University of Hawai'i
65	Student Achievement	J. Noelani Goodyear-Kaopua	University of Hawaii at Manoa	RECOMMENDATION FOR BOARD ACTION ON BOARD POLICY 4540, "HIGH SCHOOL GRADUATION AND COMMENCEMENT POLICY"	Honorable board members, I ask you not to modify the existing graduation requirements by deleting the requirement of a high school elective social studies course. I write as both a teacher of social studies (I'm a Political Science professor at UH Manoa) and as someone who has worked hard to support Hawaiian culture-based education through charter schools over the past decade. The current requirements are already ridiculously thin on providing students across the island with a deep understanding of the rich history and culture of this place. I'm sure I don't have to tell you that the State of Hawai'i's content requirements for secondary level social studies do not prescribe any inquiry of Hawaiian history and society prior to the unification of the islands under Kamehameha. In other words, the state curriculum benchmarks structurally exclude upper level study, for 6-12th graders, of the vast majority of Kānaka Maoli existence. They leave out an immense field of storied and place-based knowledge. This represents a significant erasure and a violent disconnection of 'Ōiwi youth from our ancestral past, as well as a huge, missed opportunity for all students in Hawai'i schools to learn from the storehouses of social, historical and literary knowledge contained within indigenous mo'olelo (histories and stories). By getting rid of this

					<p>requirement, you would be further belittling and marginalizing Native Hawaiian knowledge. It is likely that if such courses as Hawaiian Studies, Pacific Islands Studies, Ethnic Studies, Geography, etc. were not required, schools would be much less likely to spend their limited resources on providing such courses and students would be much less likely to take them. Let me give you a couple of very brief anecdotes: 1. For several years, I taught Hawaiian Studies 107 (the introductory level course) at UH Manoa. The majority of my local students did not come prepared with even the basic knowledge about the rich history of the lands on which they had lived their whole lives. In fact, most were not able to properly identify the 8 major islands, along with the largest town and mountain on that island. We are talking rudimentary, basic knowledge about Hawai'i here, not to mention how deep the well of knowledge goes when you scratch beneath that surface. 2. Over the last decade, I've worked with a Hawaiian charter school, and I have paid close attention to the struggles that teachers go through in order to provide a place-based, culture-based education. Because of the way the secondary level social studies content requirements are organized, teachers must make consciously depart from the state's social studies benchmarks in order to include mo'olelo Hawai'i that precede known Western contact. How much worse will the situation be if you remove the requirement that encourages students across the islands to take courses that may provide a deeper level of study of this place? I cannot tell you how valuable my own education in Hawaiian Studies and Politics has been in my life. Let me only say that it has opened my eyes to see how it may be possible to envision a more just, hopeful and sustainable world. Social Studies is an essential field, which helps students to understand and engage with the world around them. Lastly, I would like to ask you to consider this decision in the context of the undeniable inequality within the school system today. Hawaiian, Pacific Islander (Samoan, Micronesian, etc), Filipino and Latino students are over-represented and comprise a substantial segment of the student population, while these groups are significantly underrepresented in the upper levels of BOE/DOE decision-making and governance. It seems to me that it is in courses like Hawaiian, Pacific and Ethnic Studies where these students (who are the bulk of our students) can see themselves and their histories reflected in the curriculum. It is my belief that this change would only further exacerbate the lack of validation that the current system gives to the people, their cultures and knowledges that have resided in Hawai'i and Oceania for thousands of years. I hope you will do more to recognize the richness and value of our cultures and histories, rather than marginalizing us once again. Respectfully, Noelani Goodyear-Kaopua Assistant Professor of Political Science University of Hawai'i at Manoa</p>
66	Student Achievement	Mike Hamasu	Colliers Monroe Friedlander	Board of Education's Proposed Social Studies Cuts	<p>Please do not allow the reduction in social studies curriculum/credits. From the wide range of topics such as Economics, Geography, Global Issues, Political Processes, Hawaiian Studies, Pacific Island Studies, Ethnic Studies, Psychology, Sociology, Asian Studies, Anthropology, Philosophy and Humanities it is an important component of providing our students a well-rounded understanding of wide ranging influences that will impact their lives. If it had not been for my taking economics and geography in school, I would not have discover my current vocation as a real estate consultant and economist. It would be short-sighted to assume that children who select their electives would fully understand the ramifications of their decisions for skipping a social studies course for one that may be more popular or trendy. These courses help our students stay on par with those of the US mainland and around the globe. Any reduction will only further hamper their competitiveness.</p>

67	Student Achievement	Brien Hallett	n/a	STUDENT ACHIEVEMENT STANDARDS OF ENGAGEMENT	Social Studies are the heart of the school's citizenship curriculum. These are the courses that prepare our students for educated and active participation in our community's political and social life. Given the apathy that haunts our current elections and political involvement, any reduction in the present Social Studies requirements will be a long term disservice to the students and our community.
68	Student Achievement	Peter H. Hoffenberg, Ph.D.	Private Party, but employed by University of Hawai'i at Manoa	Social Studies Credits for Graduation -- Reduced from 4.0 to 3.0	Dear Board of Education, Thank you very much for this opportunity to express my strong opposition to reducing from 4.0 to 3.0 the number of Social Studies credits required for High School graduation in our public school system. This proposal not only cheats our youth, but also all of us, by reducing the exposure to essential subjects. Those include History, Government, Psychology, Economics and Civics, the very building blocks of our own society here in the State of Hawai'i, but also how we interact with the wider world, whether that is a connection to the U.S. Mainland or to the Republic of Korea, or to any other human community. No one would deny the importance of Science and Math, or would deny the importance of electives and choices, but I would find surprising the denial of Social Studies' relevance to our lives, the lives of those who came before us, and the lives of those who will, we hope, come after us. Very basic legal, personal, group, public and economic interactions require an understanding of how and why we interact the ways that we do, and such an understanding is not intuitive or the result of luck; our vital interactions are the result of study, reading, teaching and exploring in the classroom. 4.0 credits would enable our students to graduate with a competent foundation in the disciplines necessary for society to work and to progress. Please do not deny our students that opportunity. Our local, national and global futures depend upon students learning about and from the past (History), knowing how and why financial and work decisions are made and what might be the alternatives (Economics), understanding the rules and laws of our society, and the institutions that oversee them (Civics and Government) and why humans behave as individuals and as parts of a group the way that we often do (Psychology). Let our students be citizens of Hawai'i, the United States and the world. Submitted with respect, Prof. Peter H. Hoffenberg

69	Student Achievement	Robert G. Buss, executive director	Hawai'i Council for the Humanities	Dropping one required credit of social studies for graduation	<p>I would like to speak in favor of retaining four credits of social studies required for graduation. Although it may seem a nonessential component for college application, this should not be the sole guiding factor here. History -- world, national, and local/state -- is a critical dimension of informed citizenship and a necessary perspective in becoming a thoughtful and responsible member of the community, open to understanding the complexity and relationships in the world around us. The skills of historical perspective, causation and empathy are tricky but essential intellectual habits of the mind. They relate across the curriculum in terms of seeing how the foundations of reasoning, support, and sound argument happens. This critical and engaged spirit, surprisingly, has been shown in a national test conducted by National History Day, to enhance not just knowledge of social studies, but also reading and comprehension skills, and science and math. While the skills may be indirectly related, it all comes down to good thinking enhances good thinking, thoughtful engagement makes better readers and thinkers in all areas of life. The Hawai'i Council for the Humanities, which conducts National History Day in Hawai'i as its signature K-12 humanities program, takes seriously its charge of creating better student thinkers. Please consider the varied learning nature of social studies beyond the content of memorized facts and dates, into the passion of asking: Why does this story (history) matter? How is it being presented, what is missing, what is the bigger message, why does it matter to us today? Can I connect this part of history into meaningful associations with present-day issues and lessons? I am confident that this engaged study of history and social studies is at the heart of education, inspiring and connecting. And without connection, education is stagnant and meaningless.</p>
70	Student Achievement	Christina Meyer		Restoring the Social Studies Credit from the soon to be 3 years to the original 4 years.	<p>Social Studies is a critical subject that is vital to the education of high school students. While history may be seen as something from the past, history is important to study for many reasons. The most significant reason is that Social Studies teaches students how society was created, how it is today, how it is maintained, and how it can be changed for the better. It does so by teaching students about what our predecessors have done when faced with specific situations. Learning about these experiences allows us to refer to the solution when we are faced with a similar situation. If you deprive students of this for a year, especially during the senior year of high school, right before students either leave for college or enter the real world as working members of society, you are not preparing them adequately for what they will have to face as they become adults.</p>

71	Student Achievement	Marcus Daniel	UH Manoa	Social Studies in Hawaii	<p>Dear BOE - I've recently learned that there is a move afoot to reduce the required Social Studies credits in Hawaii from 4 to 3. As a professor of US history at UH Manoa, I believe this is an extremely short-sighted move to take at this critical juncture in the history of Hawaii and the US, and one opposed by Arne Duncan, the Federal Secretary of Education. The ability of our students to comprehend both the past and the rapidly changing society in which they live, is fundamental to their ability to learn and work in an increasingly complex, interdependent, and global society. It has an impact on everything they do and will do in the future. The idea that they will be better scientists, mathematicians, engineers, economists, businessmen, managers or entrepreneurs, not to mention citizens, with less historical knowledge is, quite simply, wrong-headed and foolish. Our society is already greatly handicapped by its failure to comprehend the real forces at work in our society. Irresponsibly cutting social studies instruction, rather than working to improve and strengthen its place in the overall curriculum, is a measure that will leave our students further and further behind the rest of the world in their ability to grasp and respond creatively to the increasing demands imposed upon them in a global economy. It will do nothing to encourage and improve student achievement but rather ensure that in the current "race to the bottom" that characterizes all levels of American education, Hawaii will take a leading role. Yours, Marcus Daniel (History, UH Manoa)</p>
72	Student Achievement	Ann Mahi	DOE, Roosevelt High School	BOE Policy 4540 - Graduation Requirements	<p>Dear Chairperson Lupenui and Committee Members, I am writing this as the Principal of Roosevelt High School and am speaking only from my perspective although I did provide input to the DOE for the Superintendent's consideration. We are charged with providing a college and career ready academic program to all of our students and it means that we offer an array of courses to meet the individual needs/program requirements of the postsecondary institutions and career/job opportunities for our students. I would like to offer a recommendation that we have one diploma that aligns to the postsecondary requirements of most colleges and allow students the options of electives that promote increased application and rigor to their academic program through electives/academies rather than increasing core content requirements. When Roosevelt changed from a 6 period to 7 period schedule, the students registered for Building and Construction, Culinary Arts, Graphic Arts, Media Technology and Performing Arts classes. The students have been more engaged and planning for postsecondary more seriously as they see the relevance to the need for further education to reach their career goals. If we continue to raise core requirements for the masses of high school students they would be less opportunity for them to take these elective courses. UH entrance requirements are: 4 English, 3 Social Studies, 3 Math and 3 Science and no Foreign Language as do most of the other Institutions of High Education (IHE) our Hawaii students attend (There may be specific program requirements for students but these are what the students and counselor check on as the students complete the Personal Transition Plan which individualizes the academic pathway for each student). If we are to go with one diploma, it should match up with the IHE requirements and allow our students who want to take the career route for CCs to take electives such as in CTE rather than force them to take more "content" courses(4 math, 4 social studies) over the requirement of the IHEs which will not necessarily make them more college and career ready. Regarding the Senior Project, unless the Senior Project is integrated as part of the Language Arts (Expository Writing Course/Common Core Standards - Argumentation) during the Senior Year, it would be very difficult to have it implemented for all students. The DOE has not yet developed consistent support in resources or direction on the implementation of the Senior Project so making it mandatory for one diploma would challenge many of the high schools at this time. We are very fortunate that at Roosevelt, our entire faculty participates in the scoring of all of the Senior Research Papers and the Presentation Panels. It has been a schoolwide initiative that we see as important for our students to be college and career ready. The Language Arts Dept and Social Studies Dept have taken the</p>

				<p>important for our students to be college and career ready. The Language Arts Dept and Social Studies Dept have taken the initiative to align the MLA Format paper (LA) and the Research (SS) Component grades 9-12 in order to reach our goal of Senior Project for each graduating Senior. It takes everyone willing to be a school advisor and become trained in the scoring of the research papers and oral presentations to accomplish this school goal. My concern and as the former Director of the OCISS Curriculum and Instruction Branch, is that all content area specialists feel that their area is important to graduation and postsecondary success. We need to be sure that we are looking at what is good for all of the students and what would be best in preparing them for their future and not assume that this would occur by taking more content courses. If we have 1 diploma with many designations, when does it end? What is the criteria for CTE or STEM designation? Can this be given at all high schools? If there is to be one diploma, then there should be only one designation and it should be for academic honors. This is where the criteria would include: 4 English, 4 Social Studies, 4 Math, and 3 Sciences (2 lab courses) at least 1 AP/IB/Running Start course, a minimum of 3.0 Cumulative GPA and Senior Project/CTE Capstone project completion and the other regular diploma requirements. In this way we can offer this designation in a consistent manner. The regular diploma would consist of 4 English, 3 Social Studies, 3 Math, 3 Science (1 lab course) 1 PE/.5 Health, .5 PTP, 2 elective requirements of CTE or World Languages or Fine Art with Senior Project as an option and 7 elective credits. I appreciate your taking the time to read this testimony and to consider the many innovations and efforts to increase the rigor and relevance of program courses for our students beyond the basic "content areas". As a principal, I have seen the value of the elective courses in teaching our students to apply the core content knowledge and skills into real world situations. Thank you so much for your consideration of this testimony and for your support of what we are all trying to do to improve education for all of our students. Sincerely, Ann Mahi, Principal President Theodore Roosevelt High School 1120 Nehoa Street Honolulu, Hawaii Phone: 586-9500</p>
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