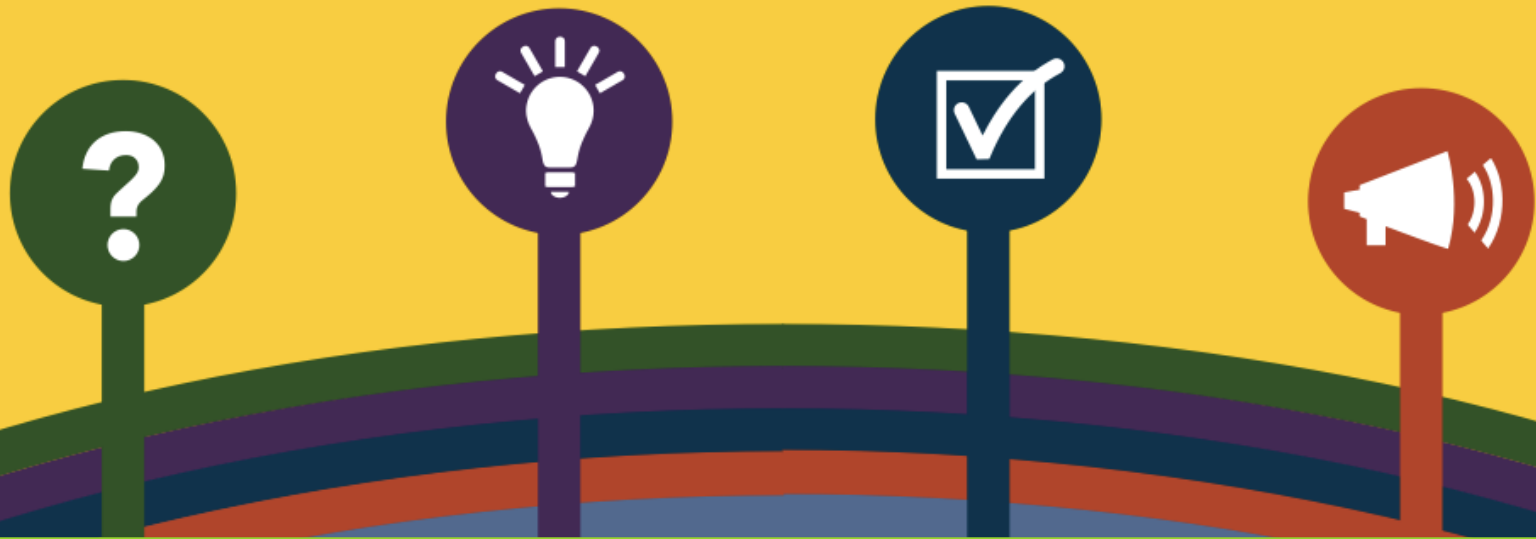
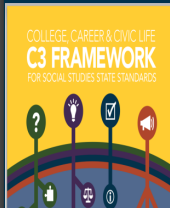


COLLEGE CAREER & CIVIC LIFE **FRAMEWORK** FOR SOCIAL STUDIES STATE STANDARDS



Student Achievement Committee
July 1, 2014

**Presentation/discussion on the College, Career, & Civic Life
C3 Framework for Social Studies State Standards**



Purpose of Social Studies

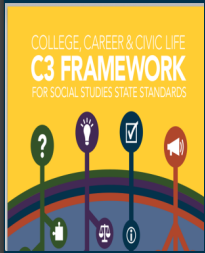
- ▶ The primary purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
(National Council of the Social Studies, 1994, p.3).



Department of Education Board of Education Strategic Plan

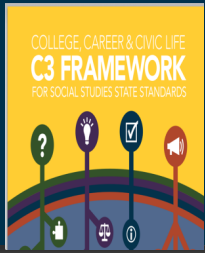
- ▶ Supports all three goals.
- ▶ Most strongly supports Goal 1: Student Success: “All students demonstrate they are on a path toward success in college, career, and citizenship.”
- ▶ Targets Goal 1C: “Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.”





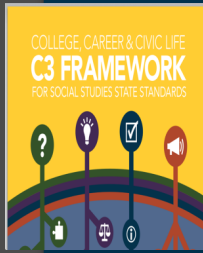
C3 Framework Background

- ▶ **2010-2013:** The Council of Chief State School Officers (CCSSO) convened 23 states and 15 national organizations in civics, geography, economics, and history, to develop a standards framework for states.
- ▶ **April 2013:** The draft C3 Framework was reviewed by thousands of social studies educators and professional organizations.
- ▶ **September 2013:** The C3 Framework was published by the National Council for the Social Studies (NCSS) and was made available nationally and internationally.



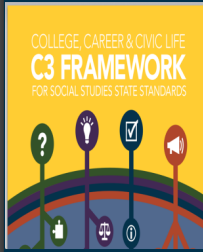
C3 Framework Purpose

- ▶ To guide states on upgrading state social studies standards;
- ▶ To provide a rigorous, inquiry-driven pedagogy that builds 21st century critical thinking and problem solving skills; and
- ▶ To foster engaged and effective citizens who can successfully transverse the worlds of college, career, and civic life.



C3 Framework Inquiry Arc

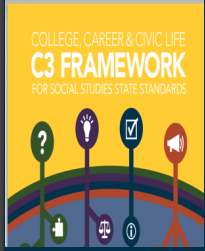
- ▶ **Dimension 1**
Developing Questions and Planning Inquiries
- ▶ **Dimension 2**
Applying Disciplinary Tools and Concepts
- ▶ **Dimension 3**
Evaluating Sources and Using Evidence
- ▶ **Dimension 4**
Communicating Conclusions and Taking Informed Action



Dimension I

Developing Questions and Planning Inquiries

- ▶ Compelling questions focus on real problems that have intellectual integrity, and that do not have one “right” answer.
- ▶ Inquiries focus on questions that spark curiosity, guide instruction, deepen investigations.
- ▶ Both allow students to acquire rigorous content, and apply the knowledge and ideas in real world settings, enabling them to become active and engaged citizens in the 21st century.



Dimension 2

Applying Disciplinary Tools and Concepts

Civics

- Using deliberative processes
- Participating in school settings

Economics

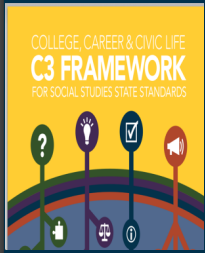
- Using economic data
- Making economic decisions

Geography

- Reasoning spatially
- Constructing maps

History

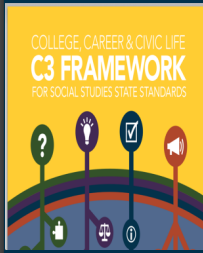
- Classifying historical sources
- Analyzing cause and effect in history



Dimension 3

Evaluating Sources and Using Evidence

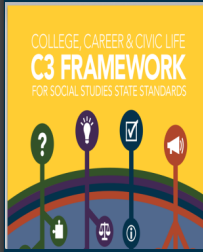
- ▶ Evaluate the credibility of a source by determining its relevance and use;
- ▶ Develop well-reasoned explanations and arguments based on evidence; and
- ▶ Generate claims and identify evidence to support those claims.



Dimension 4

Communicating Conclusions and Taking Informed Action

- ▶ Highlights the ways students use to present their ideas (e.g., essays, debates, video productions), the venues in which they present their ideas (e.g., classrooms, school gatherings, public meetings), and the ways in which they work (e.g., individually, small groups, whole class.)
- ▶ Articulates action that is grounded in inquiry, and that is purposeful, informed, and reflective.
- ▶ Promotes real world applications through the practice of citizenship.



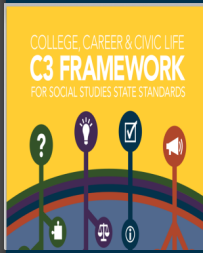
Connections to Common Core

Meeting the Promise of the Common Core

- ▶ “The CCSS are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for college and careers.”

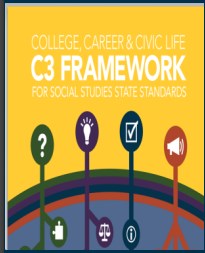
Specific connections

- ▶ Citing textual evidence
- ▶ Understanding disciplinary vocabulary
- ▶ Distinguishing, and using fact, opinion, and reasoned judgment in a text
- ▶ Distinguishing competing or alternating claims



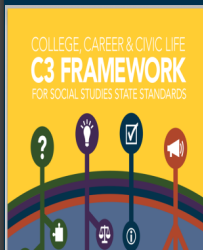
C3 Framework Instructional Shifts

- ▶ Craft Questions that spark and sustain inquiry.
- ▶ Establish collaborative civic spaces.
- ▶ Integrate content and skills purposefully.
- ▶ Articulate literacy practices and outcomes.
- ▶ Provide tangible opportunities for taking informed action.



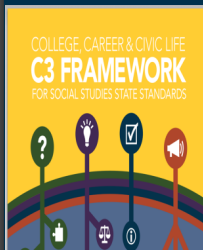
C3 Framework Implications for Hawaii

- ▶ Infuses 21st century skills into the Hawaii Content and Performance Standards (HCPS) III.
- ▶ Changes how social studies teachers teach...and how their students learn.
- ▶ Aligns with the CCSS ELA.
- ▶ Requires no new purchase of materials.



C3 Framework Phase In Plan

- ▶ “Phase In” is not a “Roll Out.”
- ▶ Targeted professional development will be provided in multiple ways.
- ▶ Will help teachers, schools, and the social studies community move forward together, so that efforts to improve both the learning targets and the learning processes are focused, deliberate, and powerful.



Next Steps: Phase In Plan C3 Framework

SY 2014-2015

- ▶ Begin the process of upgrading existing HCPS III standards to specify 21st century learning targets.
- ▶ Begin the process of developing and providing professional development and resources for a rigorous, inquiry-driven pedagogy that will guide social studies teaching and learning in the 21st century.

THANK YOU!

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