




STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

September 1, 2015

TO: The Honorable Patricia Halagao
Chairperson, Student Achievement Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Committee Action on C3 Social Studies Framework**

1. RECOMMENDATION

It is recommended that the C3 Framework for Social Studies be adopted.

2. RECOMMENDED EFFECTIVE DATE

Upon approval by the Board of Education.

3. RECOMMENDED COMPLIANCE DATE

Upon approval by the Board of Education.

4. DISCUSSION

a. Conditions leading to the recommendation

Overview and informational sessions have been held with administrators, teachers, students and professional organization representatives. All groups support the adoption of the new framework that would provide the foundation for new standards in social studies.

b. Previous action of the Board on the same or similar matter

Adoption of the Common Core Standards for English Language Arts and Mathematics

c. Other policies affected

None

d. Arguments in support of the recommendation

This change will support the development of rigorous curriculum required for students to develop into responsible, informed, and engaged citizens who are college and career ready.

e. Arguments against the recommendation

Some may feel that Social Studies Standards are covered in the ELA Core Standards in Literacy in History/Social Studies, Science, and Technical Subjects.

f. Findings and conclusion of the Board committee

None.

g. Other agencies or department of the State of Hawaii involved in the action

Awareness sessions have been held with various departments at the University of Hawaii, such as Humanities, Social Sciences, Hawaii Geographic Alliance, and College of Education - Teacher Preparation Program. The Judiciary History Center also had multiple sessions. The response has been favorable.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation

Awareness sessions have been held with Pacific Historical Parks at Pearl Harbor, Hawaii Council for the Humanities, the Hawaii Council on Economic Education director, and the Hawaii State Bar Association's Civic Education Committee. The reactions to the recommendation are expected to be favorable.

i. Education implications

This change will strengthen our foundation of core subjects to prepare students for college, career and citizenship.

j. Personnel implications

Professional development will need to be provided to personnel.

k. Facilities implications

None.

l. Financial implications

Schools would use existing funds for aligned instructional materials. The Department will use existing funds for standards development and professional development.

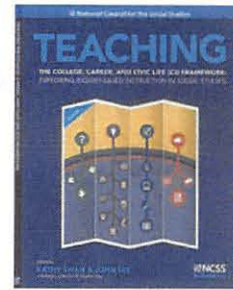
5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KSM:CSM:itk

Attachment

- c: Board of Education Members
Office of Curriculum, Instruction and Student Support



**Student Achievement Committee
September 1, 2015
Committee Action on C3 Social Studies Framework**

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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 for the Social Studies, 1994).

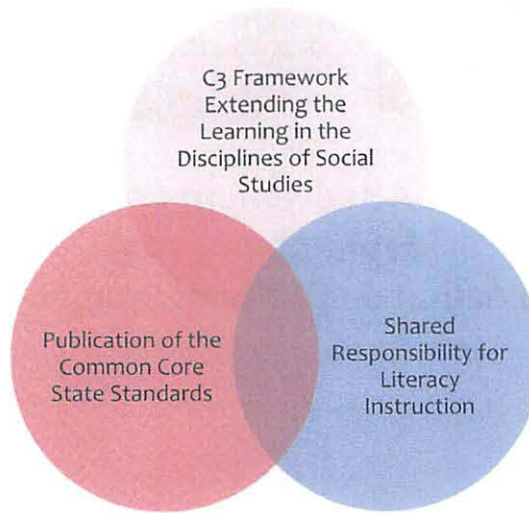
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C3 Framework Background: Why



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C3 Framework Background: How

2010

23 states and 15 professional organizations brought together by Council of Chief State School Officers (CCSSO)

2010-2013

Collaborative effort spanned more than three years

September 17, 2013

Published by the National Council for the Social Studies (NCSS)

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The Purposes of the C3 Framework

- 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.
- To foster engaged and effective citizens who are prepared for college and careers, and an active civic life.

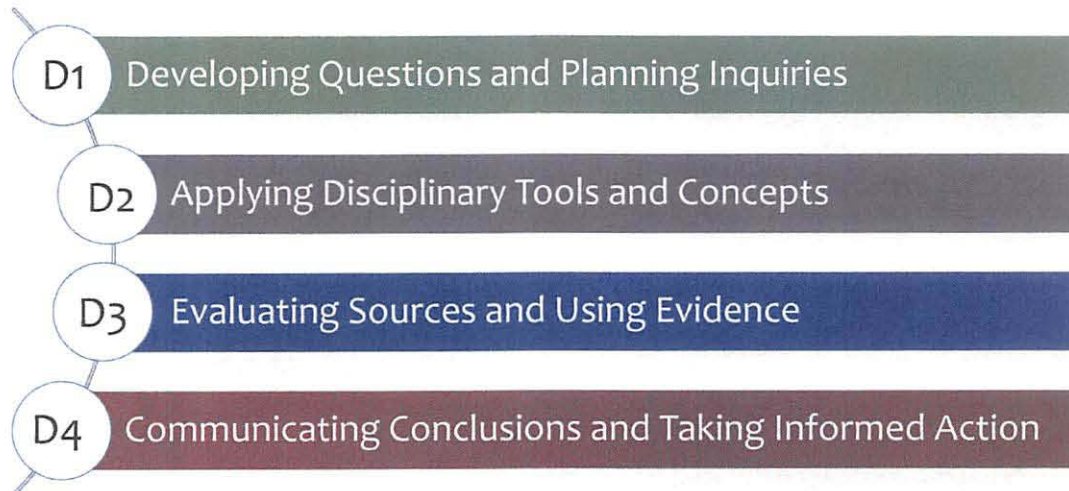


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The Structure of the C3 Framework The Inquiry Arc



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The Organization of the C3 Framework

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
Developing Questions and Planning Inquiries	Civics	Gathering Evidence and Evaluating Sources	Communicating Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

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The Instructional Shifts of the C3 Framework

**Cultivate questions that
spark and sustain an
inquiry**

**Promote literacy practices
and outcomes**

**Cultivate and nurture
collaborative civic
spaces**

**Provide tangible
opportunities for taking
informed action**

**Integrate content and
skills purposefully**

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Connections to the Common Core

The C3 Framework makes important, explicit connections to the Common Core State Standards in English Language Arts.

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



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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What is Happening Nationally?

How are states are using the C3 Framework?

- To plan and deliver professional development.
- To develop new social studies initiatives.
- To revise and write new state frameworks.
- To revise or write new state content standards.



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What is Happening Locally?

Lots of Interest. . .and Excitement!

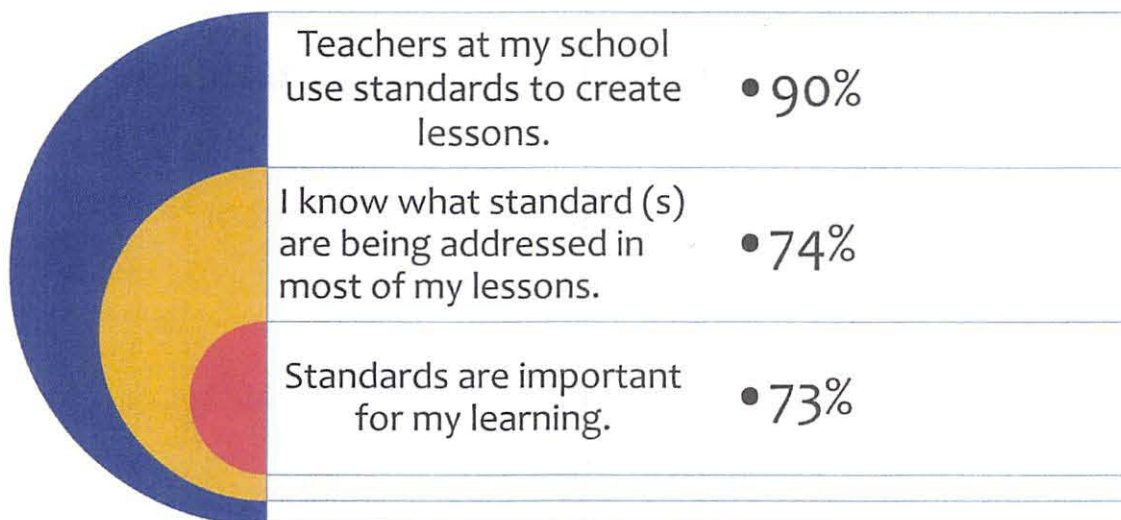
- Provided updated presentation to CASs.
- Held PD sessions for KMR principals and several schools.
- Mandated as a text for UHM Social Studies Methods courses (elementary and secondary).
- Delivered in-depth training for Social Studies Content Panel.



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What Do Students Know about Standards?



Data from 8/15/15 State Student Council meeting.

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What Do Students Want their Social Studies Classes to be Like?



Data from 8/15/15 State Student Council meeting.

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What Do Students NOT Want their Social Studies Classes to be Like?



Data from 8/15/15 State Student Council meeting.

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Would They Enjoy a C3 Classroom?

Lets me ask and seek answers to deep questions that matter to me

• 79%

Lets me be a part of a safe and collaborative classroom community.
Puts me in the role of a

• 88%

historian/geographer/economist/political scientist/to think about, and work on, real solutions to real

• 82%

Integrates other disciplines. . . to help me see "the big picture."

• 63%

Prepares me to take informed action in order to make the world a better place

• 78%

Data from 8/15/15 State Student Council meeting

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The Social Studies Content Panel What did they say?

- "It is **teacher-friendly** and easy to adapt to any grade level social studies content. I am excited to share this with my colleagues."
- "This is a comprehensive framework for the social studies content areas. It is **significant, rigorous, and engaging**. It will be challenging to get all teachers in my department to 'shift,' but it can be done."
- "Thank you for all the thought and work you put in. This framework **makes this switch to Common Core much more efficient**--less fumbling around to try to figure out what we are supposed to be doing. It also **validates much of what we are already doing** in our classrooms."

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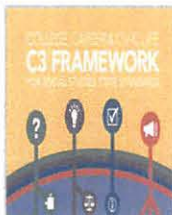
What's Next?

Professional Development

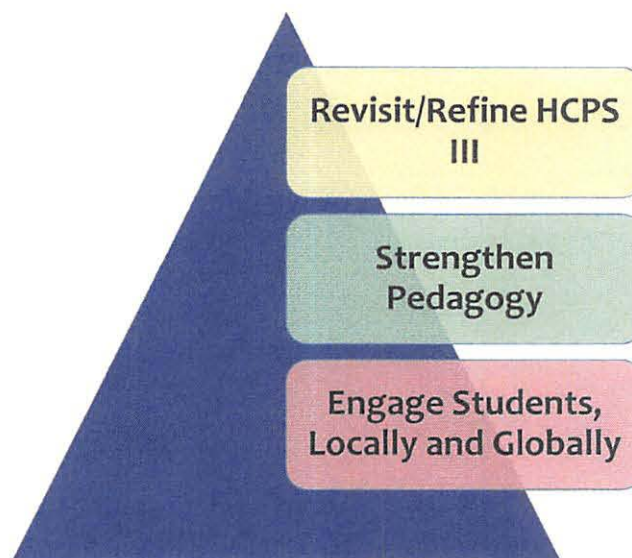
- Understanding and Teaching the C3 Framework.
 - A series of asynchronous, online modules for teachers, department chairs, and professional development leaders that will allow an in-depth opportunity to explore the C3 Framework in practice.
- Joint elementary PD sessions for C3 Framework and NGSS.
- Focused secondary PD sessions for department chairpersons.
- C3 Framework integrated workshops and collaborative projects.

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What's Next for the C3 Framework?



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Thank You!



"NOW MORE THAN EVER,
students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn... Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life."

College, Career and Civic Life (C3) Framework for Social Studies
State Standards: Guidance for Enhancing the Rigor of K-12 Civics,
Economics, Geography and History p. 6

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