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3599 Wai'aleae Avenue, Room 25 • Honolulu, HI 96816 • phone 808.732.5402

August 28, 2015

To: Dr. Patricia Halagao, Chair of Student Achievement Committee, and  
Members of the Hawai'i Board of Education  
Date: September 1, 2015, 9:30 a.m.  
Agenda Item V. A. Committee Action of C-3 Social Studies Framework

From: Robert G. Buss, Executive Director, Hawai'i Council for the Humanities  
Email: [rbuss@hihumanities.org](mailto:rbuss@hihumanities.org); Phone: 808-732-5402 ext 4

Regarding: **Support for C-3 Framework for Social Studies State Standards**

On behalf of the Hawai'i Council for the Humanities (HCH), an affiliate of the National Endowment for the Humanities, I would like to write in support of the C-3 Framework for Social Studies as a guide for updating state standards and particularly as it connects with inquiry-based and project-based learning. Such an approach teaches critical thinking, writing, and research skills, boosting performance across all subjects, prepares students for college, career and citizenship, and inspires them to be active lifelong learners and thinkers. I firmly believe that the humanities are a vital aspect of good citizenship and lifelong learning, demonstrating why the public humanities matter in our contemporary world. The ideals and goals of the C-3 Framework are inherently linked to the value of a solid humanities education: stressing research and thinking skills, an open and tolerant consideration of alternative points of view in community core values, and an engaged and active civic life connecting our cultural and historical heritage to contemporary issues and decision-making.

HCH conducts a K-12 humanities program very much aligned with the educational ideals of this Framework. The 2015 school year marked the Silver Anniversary of National History Day in Hawai'i, a program that we have facilitated since 1990 with a rich network of partnerships among educational groups, including the Hawai'i State DOE, colleges and universities, and public museums, archives, libraries, historical and cultural centers. The educational objectives of the C-3 Framework fit well with those of the history day model and reflect the humanities goal of a K-12 education that creates problem-solving, thoughtful, and engaged future citizens.

By encouraging active inquiry, including working with primary historical sources such as documents, personal writings and oral histories from the time period, the C-3 Framework nurtures student capacity to know, analyze, explain and argue about the value of historical understanding and its relevance to contemporary social concerns. History day students must use multiple resources, including both primary and secondary historical sources, to create projects demonstrating the complexity of history, its context and legacies, as part of its continuing relevance, meaning, and significance for us today.

Passive learning, reflected in the notorious “teaching to the test,” is a dead-end if taken as an end-in-itself. It is vital for our schools to reinforce techniques and teaching that encourage the active “doing” of history, geography, economics, and civil discourse. As American writer James Baldwin noted: “History does not merely, or even principally, belong to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.” It seems to me that one of the great tasks of humanities and social studies education is to teach how to access and use this tacit knowledge, in ways that make us wise and compassionate, by connecting us to the stories and history that make us who we are.

I endorse the C-3 Framework’s effort to encourage students to be open to gathering and evaluating information, arguments, and alternative thinking about the world around them as responsible members and participants in our Democracy.



To Whom It May Concern at the Student Achievement Committee

RE: Next Generation Science Standards

I would like to extend my support for the adoption of the Next Generation Science Standards (NGSS). OpTerra ES has been collaborating with the Hawaii Department of Education for over a year. During that time, we have worked very closely with the Office of Curriculum, Instruction and Student Support (OCISS), individual schools and administration around the Islands, regarding the Ka Hei program.

Ka Hei is a five-year endeavor launched in 2014. It is a Department of Education program being implemented by OpTerra Energy Services. The program integrates innovative energy technologies and data with meaningful learning experiences, all while reducing energy costs. As a comprehensive energy and sustainability program, Ka Hei is transforming the learning environment, reducing operational expenses and providing engaging educational opportunities for the students and community.

As a former educator with a support team of five additional educators, I know how important it is to bring teachers resources correlated to standards. Standards aligned curriculum is a cornerstone of all resources we provide along with the professional development needed to support integrating that curriculum into the classroom.

In the 2014-2015 school year, we engaged and supported over 200 HI DOE teachers with standards aligned curriculum. As we work across the State of Hawaii and the country, we know that NGSS is in varying states of adoption. We recognize the support that schools need during these new standards implementations, and work with individual schools to meet gaps, working closely with teachers and administrators. For three years, we have focused on vetting curriculum providers for Common Core, individual state standards and NGSS correlations. The curriculum providers we partner with are regionally and/or nationally known for their robust programs and curricula correlated to those standards.

One of the online curricular resources provided by Ka Hei to all of the schools within the Department of Education is fully aligned to Common Core, HCPS III, and Next Generation Science Standards. This curriculum is available to all DOE teachers and includes performance tasks, literacy tasks, multimedia resources, and is fully editable and grade level specific. Teachers currently have this resource available to supplement directly into their existing curricula in grades K-12. Teachers also have the option to choose resources based on specific NGSS standards, Common Core standards or HCPS III standards. A 5<sup>th</sup> grade Math and Science teacher who has utilized this resource said "The ability to modify and edit content is great as I can modify content around my classroom. The structure and organization of Defined STEM made it easy for my students to find what they needed. This really helped to streamline the process for the students."

The Ka Hei teacher resources were designed to meet the needs of the existing standards and Next Generation Science Standards. These resources provide teachers easy access to lessons already correlated to NGSS. We wanted this program to dovetail nicely with existing school programs and with OCISS goals. To that end, we created a program that is voluntary and customizable yet meets needs that are placed on the schools. We allow the school, principal and teachers to determine the level of engagement and which components meet the needs and wants of their specific priorities.

It is truly wonderful to see the program collaboration between OpTerra ES and the Department of Education resulting in resources for education centered on science, technology, engineering, math, energy, and sustainability. We at OpTerra ES fully support the adoption of Next Generation Science Standards, across the country, to support students in the application of their learning not only to the lesson at hand, but in their communities, careers and the world around them.

Sincerely,

A handwritten signature in black ink, appearing to read "Dawn Johnson", written in a cursive style.

**Dawn Johnson**  
National Education Manager  
OpTerra Energy Services  
(615) 533-3108



**Submitted by:** Dr. Amber Strong Makaiau

**To:** Ms. Patricia Halagao, Chair, Student Achievement Committee, Hawaii State Board of Education

**Date/Time:** September 1, 2015 9:30 a.m.

**Agenda Item:** V. A. Committee Action on C3 Social Studies Framework.

Aloha Chairperson Halagao and Members of the Student Achievement Committee,

My name is Dr. Amber Makaiau. I am the Director of Curriculum and Research at the University of Hawaii Uehiro Academy for Philosophy and Ethics in Education. I am submitting this testimony in strong support of the C3 Framework.

For the past two years I have had a lot of practical experience in using the C3 Framework to teach pre-service social studies teachers at the University of Hawaii and to design and implement a brand-new social studies elective in the Hawai'i State Department of Education. The course is titled Philosophical Inquiry, and like the C3 Framework, it represents a newer paradigm of social studies coursework because it is not focused on learning about the facts (i.e. names and dates) associated with one particular content area. Instead, it is an interdisciplinary approach to education that emphasizes students learning how to think and act as ethical members of their community.

As I reflect on the impact of the C3 Framework in both working with social studies teacher candidates and in designing this new course, there are four main reasons why I think the C3 is good for Hawai'i's teachers and students.

- 1) The C3 provides teachers with clear guidance about what constitutes good social studies teaching and learning AND it gives them enough flexibility to modify the framework so that it meets the needs of their particular students and teaching context.
- 2) The framework's "Inquiry Arc," which begins with students' questions and ends in student lead civic action helps to transform social studies from a discipline that has been traditionally focused on students' acquisition of fact-based content knowledge to an exciting field of study that emphasizes learning how to think and build community.
- 3) Dimension four of the framework makes clear that citizenship education is about "taking informed action" and that student participation in a democracy should be an integrated part of all social studies lessons instead of just a content area that is reserved for one particular course in high school.
- 4) The C3 supports students and teachers in making school meaningful. It encourages students to ask questions, gather information, form reasonable conclusions, and take action in their lives. It positions teachers as co-inquirers who are there to learn and think alongside their students. And it reclaims the civic mission of schools by providing students, teachers, parents, and community members with the type of education that we need for learning how to work together to solve the complex problems of our modern democracy.

Mahalo,

Amber Makaiau



## HAWAI'I EDUCATIONAL POLICY CENTER

### Anatomy of a Public Private Partnership

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#### HEPC TESTIMONY by Jim Shon, Director, for September 1, 2015 BOARD OF EDUCATION Student Achievement Committee Meeting

##### iv. Discussion Items

A. Presentation on Next Generation Science Standards ("NGSS"): Overview and update

##### Considerations in Development of any New Science Standards

H.E.P.C. supports ongoing re-evaluation of any standards, particularly in an area that is changing so quickly as science and science education. Hawai'i students have not scored well in Hawaii science tests.

It is unlikely that student interest and achievement in science will change just by updating the standards if the delivery and approach does not change at the school, in the classroom, and for teacher preparation or continuing professional development.

HEPC encourages the Board to adopt standards with two fundamental school models and challenges in mind:

- a. Elementary school science standards that explicitly recognize the ongoing challenges of ensuring that each and every elementary teacher is prepared and willing to teach science as thoroughly as Language or Math or Music or Social Studies. There is widespread anecdotal evidence that not all elementary teachers are focusing on science at all.
- b. Middle and High School science standards that explicitly recognize that teacher preparation, licensing, and evaluations are done by specific subject or discipline, and are not yet integrated with other subjects. This is a barrier and a very different environment that at the elementary school level. There are few official classes identified by HDOE as interdisciplinary. Engineering is not an approved course. Project based learning that incorporates other subjects, including the arts along with science, may require more than an upgrade in science standards, as well developed as they may be.

HEPC notes that international and even national trends are moving towards *multidisciplinary, hands-on, project-based experiences*. AT the higher education level, this is often referred to as **competency based credentials**. The following article in The Atlantic reviews this trend

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1776 University Avenue, Castle Memorial Hall 133 • Honolulu, Hawai'i 96822

Dr. Jim Shon, Director Phone (808) 282-1509 • [jshon@Hawaii'i.edu](mailto:jshon@Hawaii'i.edu)

<http://manoa.Hawaii'i.edu/hepc/>

(<http://www.theatlantic.com/education/archive/2015/01/getting-credit-for-what-you-know/384919/>), and notes:

*Welcome to the world of competency-based alternative credentials, sometimes known as occupational certifications. They're increasingly common in many fields, including IT, advanced manufacturing, health care, the energy sector, even hospitality and retail.*

Recently, the UH College of Education made a presentation to the Board on this subject.

In many ways, this trend is very much in the realm of what is often referred to as S.T.E.M. In 2013, HEPC reviewed the many ways various organizations define STEM:  
<http://manoa.hawaii.edu/hepc/wp-content/uploads/Defining-S-T-E-M-January-2013.pdf>

In the HEPC report, we cite the way in which The Georgetown University Center on Education and the Workforce breaks the definition of STEM into areas of Knowledge, skills, abilities, interests and work interests and values. The comprehensive analysis illustrates how complex and dynamic science can become.

Of special relevance is the HDOE definition of STEM as reported to the legislature: According to a 2012 Report to the Hawai'i State Legislature, the Hawai'i Department of Education has a working definition of S.T.E.M.:

***STEM education integrates the study of science, technology, engineering and mathematics by using scientific inquiry and engineering design as unifying processes. STEM emphasizes innovation and the development of problem---solving, critical thinking and collaboration skills through student---focused, rigorous, relevant, and authentic learning.***

Source: Hawai'i State Department of Education, Legislative Report: Relating to the State Budget (HB200 HD1, SD1 CD1, Section 132, 2011, at [http://doe.k12.hi.us/reports/tolegislature\\_2012/06\\_HB0200HB1SD1CD1Section%20132Act%20164\(SLH2011\).pdf](http://doe.k12.hi.us/reports/tolegislature_2012/06_HB0200HB1SD1CD1Section%20132Act%20164(SLH2011).pdf)

HEPC has not had the opportunity to review the proposed new science standards in detail, but would hope that they are broad enough to embrace this definition.

### **Competency---Based, Project---Based, & Authentically Assessed Learning Basic Policy Questions**

There are many complex layers to implementing competency---based and project---based learning, including creation of authentic assessments. This paper focuses on analysis and strategies that might be considered without needing to completely dismantle the current public school system. These apply to not only science, but other subjects as well.

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1776 University Avenue, Castle Memorial Hall 133 • Honolulu, Hawai'i 96822  
Dr. Jim Shon, Director Phone (808) 282-1509 • [jshon@Hawaii'i.edu](mailto:jshon@Hawaii'i.edu)  
<http://manoa.Hawaii'i.edu/hepc/>

- The kind of school. Is there a difference between competency and project based learning at the elementary level – where one teacher is responsible for all subjects – and a middle or high school environment – where there are distinct subjects, realms of knowledge, disciplines, and teacher credentials? If the answer is yes, how would we talk about and address these two educational delivery environments?
- Out of school success. Looking at middle and high schools, is it possible to recognize and incorporate authentic learning contexts, such as success in music performance, success in visual arts, **success in the science fair**, success in History Day, and success in the Speech League? If the answer is yes, are there ways to provide both funding and “equivalency credits” for success in these areas?
- Progressive projects. Is it possible to create a progressive series of competencies and projects from elementary through high school that does not require a major overhaul of the State’s GLOs, Learning Objectives and Benchmarks? If the answer is yes, can Complex Areas be tasked with creating these?
- Doing what adults do. Is it possible to look at how adults use specific areas of learning as a guide for constructing the progressive series of competencies and projects culminating in a mature portfolio upon graduation? For example, rather than learning *about* history, would it be possible to require students actually write history – a biography, a history research paper, the history of an event or a place? Rather than learning *how to read and write English in a generic sense*, would it be possible to require students to produce a set of poems, short stories, a novel, a screen play, a play? Rather than learning about biology, would it be possible to require that all students pose a scientific hypothesis and then design and implement experiments to prove or disprove it?
- Authentic assessments. We do not judge competency in music through a written test – experts listen to the audition or performance. We do not judge a hula competition through a written test – experts, kupuna – watch and judge. We do not admit any athlete to a team via a written exam – they must try out. And for awarding high quality teachers a special national credential – great and experienced teachers observe and judge. The essential question is whether it is possible to use experienced and expert assessors – such as the judging at the science fair – as a supplement to traditional assessments.

## The World Bank Analysis

In 2003, The World Bank articulated what it felt were the shifts needed in public education: The World Bank’s publication, *Lifelong Learning in the Global Knowledge Economy*, contrasted the characteristics of traditional and lifelong learning models in this way: (World Bank, 2003, p. 29)

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Dr. Jim Shon, Director Phone (808) 282-1509 • [jshon@Hawaii.edu](mailto:jshon@Hawaii.edu)

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<b>Traditional Learning</b>	<b>Lifelong learning</b>
<i>The teacher is the source of knowledge.</i>	<i>Educators are guides to sources of knowledge.</i>
<i>Learners receive knowledge from the teacher.</i>	<i>People learn by doing.</i>
<i>Learners work by themselves.</i>	<i>People learn in groups and from each other.</i>
<i>Tests are given to prevent progress until students have completely mastered a set of skills and to ration access to further learning.</i>	<i>Assessment is used to guide learning strategies and identify pathways for future learning.</i>
<i>All learners do the same thing.</i>	<i>Educators develop individualized learning plans.</i>
<i>Teachers receive initial training plus ad hoc in-service training.</i>	<i>Educators as lifelong learners. Initial training and ongoing professional development are linked.</i>
<i>“Good” learners are identified and permitted to continue their education.</i>	<i>People have access to learning opportunities over a lifetime.</i>

### **THE CURRICULUM DEVELOPMENT PERSPECTIVE: The Importance of Inquiry**

Many educators are coming to embrace the importance of inquiry in the development of educational policymaking, systems development, governance, curriculum development, professional development, and student learning. These levels of inquiry speak not only to an individual student or classroom, but the very process by which educational systems and schools change. Any educational system or curriculum that does not set as its goal these in---depth levels of inquiry is at a great disadvantage. The following was developed by the University of Hawai‘i’s Curriculum Research and Development Group:

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 1776 University Avenue, Castle Memorial Hall 133 • Honolulu, Hawai‘i 96822  
 Dr. Jim Shon, Director Phone (808) 282-1509 • [jshon@Hawaii'i.edu](mailto:jshon@Hawaii'i.edu)  
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Inquiry Modes	Description
Curiosity	Search for new knowledge in spontaneous probes of environments
Replicative	Search for new knowledge by validating inquiry through duplication of known operations
Technological	Search for new knowledge in satisfaction of a need through construction, production, and testing of procedures, strategies, and tangible artifacts
Authoritative	Search for knowledge new to the seeker in established knowledge found in devices and people
Evaluative	Search for new knowledge about the capacity of the products of technology to meet valuing criteria
Descriptive	Search for new knowledge through creation of accurate and adequate representation of things or events
Inductive	Search for new knowledge in data patterns and generalizable relationships in data association—a hypothesis-finding process
Deductive	Search for new knowledge in logical synthesis of existing knowledge—a hypothesis-making process
Experimental	Search for new knowledge through testing predictions flowing out of hypotheses
Theoretical	Search for new explanatory knowledge through synthesis of multiple hypotheses

### Comprehensive Assessments

Many educators embrace a broad and comprehensive definition of assessment and evaluation. The importance of high quality, innovative, inquiry---based and project based assessments and evaluation methods are central to the holistic development of a system, a school and a student. An important lesson of No Child Left Behind is that a narrow definition of assessment (i.e. high stake multiple choice tests in two or three subjects) leads to a narrow and counterproductive curriculum that cannot speak to the needs of the whole child.

### Comprehensive, Articulated Curricula

Central to the promotion of 21st century learning may be development of a fully articulated, sequential, discipline---based inquiry curriculum from preschool through grade 12. This curricular component might embrace the themes of many forms of literacy for Citizen and Society. Student citizens evolve out of a broad and authentic experience in the sciences, technologies, and humanities. As products of this curricular experience, students meet local,

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<http://manoa.Hawaii'i.edu/hepc/>

national and international standards, become prepared for post---secondary studies, become sophisticated and critical users of electronic and other informational media, become eager continuing learners, become able contributors to society, and become ready to take leadership roles when needed. There is a spirited ongoing debate on how to connect the dots between theoretical broad

## **IN SUMMARY**

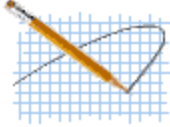
HEPC encourages HDOE and the Board to ensure that project-based, hands-on engagement of students be promoted in the new standards, that S.T.E.M. has a logical and comfortable place among them, and that these and other standards embrace larger trends towards competency-based, problem solving. HEPC also encourages an examination of the acronym: STEAM, which is STEM along with the Arts. Can art, innovation, and creativity be promoted and encouraged at the classroom level?

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Dr. Jim Shon, Director Phone (808) 282-1509 • [jshon@Hawaii'i.edu](mailto:jshon@Hawaii'i.edu)

<http://manoa.Hawaii'i.edu/hepc/>



"Stanley Bento, Jr" <[sfbento@hawaii.edu](mailto:sfbento@hawaii.edu)>

08/30/2015 07:16 PM

To [boe\\_hawaii@notes.k12.hi.us](mailto:boe_hawaii@notes.k12.hi.us)

cc

Subject Testimony at the BOE meeting on  
9-1-15

Stanley F. Bento Jr.  
Kailua, Hawai'i  
8-30-15

Aloha Board of Education:

My name is Stanley F. Bento Jr., I would like to provide some input into the upcoming revision of the DOE's Social Studies Standards. I am a retired DOE elementary teacher with 36 years of service, and am currently enrolled in the PhD program for Curriculum Studies in the College of Education at UH Manoa.

My main area of concern in my PhD program is that Social Studies at the elementary level is disappearing. I feel this will have, and already has had a negative impact on Hawai'i's children. For I believe it is through Social Studies that students learn about their world, and about how our society operates. Social Studies is not a high-stakes tested subject area and is being given minimal attention in elementary classrooms. Teachers are being directed to spend more and more time on the tested subject areas of math, language arts and test taking skills, and hence, less and less time on Social Studies, Arts, PE, and even Science.

I feel that there is not a great awareness of what is happening to curriculum at the elementary level, and that the focus of curriculum discussion is generally focused on the secondary curriculum. Social Studies and other non-tested subject areas are 'protected' at the secondary level because of departmentalization and the students switching classes for each subject area. At the elementary level, if the Principal directs more time is to be spent on the tested subjects in an effort to raise test scores, the other subject areas instructional time is cut. I witnessed this in the last ten year of my teaching career. A PhD student shared with me that her 5th Grade daughter was receiving one 45 minute period of Social Studies per week. I would question how adequately the Social Studies Standards were being met in this case. (Science was also a 45 minute per week subject at this school.)

I would like to give my support to the current DOE initiative to revise the current Social Studies Curriculum Standards. The National Council for Social Studies (NCSS) has produced an excellent document of supporting standards, the C-3 Framework, which supports teaching through inquiry. The NCSS's C-3 Framework uses the Common Core curriculum to promote Social Studies concepts through inquiry. I am under the understanding that the DOE intends to use this as its base for the new Social Studies Standards. This is great news! Now, at the elementary level, I hope the DOE will promote the use of adequate instructional time to fully implement this new Social Studies curriculum. Because C-3 uses inquiry, it will support and enhance Common Core based language arts, which in turn will promote higher scores on the high-stakes tests.

If any board member, or DOE official would like to have further conversations with me about this issue, I would be happy to make the time! ([sfbento@hawaii.edu](mailto:sfbento@hawaii.edu)) I would like to thank you for this opportunity to bring up my concerns. The DOE and its BOE exist for the children of Hawai'i.

Mahalo,  
Stanley F. Bento Jr.

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To: Ms. Patricia Halagao, Chair, Student Achievement Committee, Hawaii State Board of Education

Testimony for |September 1, 2015 9:30 a.m.

Agenda Item V. A. Committee Action on C3 Social Studies Framework.”

Dear Chair Halagao and Members of the Committee,

My name is Mitzie Higa. This is my sixteenth year as a public school teacher in Hawaii. I was a teacher at Holomua Elementary in Ewa Beach for 12 years, and I am currently the Curriculum Coordinator and ELL Coordinator at Ewa Makai Middle School, also in Ewa Beach. I absolutely support the adoption of the C3 Framework for Social Studies State Standards. The C3 Framework will support instructional practices to enhance the rigor of the social studies disciplines and build critical thinking, problem solving, and participatory skills of students to become engaged citizens.

I am proud to have been one of the teachers that represented Hawaii during the creation of C3. With the support from the HDOE and my administrators, I was allowed and encouraged to be a part of the Teacher Collaborative Council tasked with providing regular feedback during the College, Career, and Civic Life (C3) Framework for Social Studies State Standards drafting process. I also served as a member of the editorial committee where we focused on the grade level appropriateness, wording, and alignment of the K-12 indicators. I felt valued as a teacher on this project. Not only did the lead writers ask for our input on grade level appropriateness and content, but they listened to our suggestions, both large and small, and made important changes to the final product.

It was so rewarding to be a part of the state-led effort to create the College, Career, and Civic Life (C3) Framework for Social Studies State Standards to enhance social studies education. Teachers at my school are already aligning the C3 to their new units and assessments, including our media teachers who immediately saw the connection of C3 to their instructional units that involve students creating their own Public Service Announcements (PSA) to promote sustainability and anti-bullying messages. Other teachers saw how C3 ties directly into their students' National History Day Projects. My principal pointed out quite happily how the C3 aligns easily to ELA standards as well.

As a teacher, I have designed curriculum for myself and for others using social studies as the center of interdisciplinary units in the hopes of making social studies come alive in our classrooms for our students. I know we succeeded at doing just that. When 5th graders beg to stay in for recess to work on their social studies projects, something has gone right in the social studies classroom. When they take what they have learned in class and ask if they can attend a local town hall meeting to speak in front of adults, including legislators and state traffic controllers, to ask for change in a dangerous traffic situation in

front of our school, something has gone right in the social studies classroom. When they change an audience's mind and the traffic situation is resolved within a month with their ideas, I knew what we were doing was successful. Student engagement is at the heart of the C3 Framework. As such, the C3 validates the instruction of teachers who get students immersed in their own questions, their own exploration of ideas, and their own application of learning. The C3 has captured, what great teachers do.

We need more C3 experiences between educators across a range of contexts—from various grade-level, geographic, and pedagogical contexts. The C3 project was exactly that type of collaborative effort and I am excited to see us, as a state, finally working to align our state standards within C3. The C3 also allows for state individuality and input. The great part is that as I was providing input into the C3, I had our HCPS III standards right beside me and we referred to them often to guide us with grade level appropriateness, content that needed to be aligned, and even for helping us identify missing pieces that we wanted to include. This next transition of adopting C3 and aligning and revising our state social studies standards is going to be wonderful for our students and great for the state of Hawaii. I, for one, am excited.

Thank you for listening,

**Dr. Mitzie Higa, Ed.D**

NBCT and Curriculum Coordinator/ELL Coordinator

Ewa Makai Middle School

91-6291 Kapolei Parkway

Ewa Beach, HI 96706

(808) 687-9500

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*Lyla B. Berg, Ph.D.*  
*5535 Kawaikui Street, Honolulu, Hawaii 96821*  
*ph: (808)754-0044 email: lyla@lylaberg.com*

August 30, 2015

Hawaii Board of Education Student Achievement Committee  
Dr. Patricia Halagao, Chairperson  
P.O. Box 2360 Honolulu, HI 96804  
boe\_hawaii@notes.k12.hi.us

Agenda reference: Agenda Item V. A. Committee Action on C3 Social Studies Framework.”

Meeting Date & Time: September 1, 2015, 9:30 a.m.

Aloha Chairperson Halagao and Members of the Committee:

I am pleased to submit this letter of testimony to the Student Achievement Committee of the Hawaii Board of Education as it considers adoption of the C3 Framework for Social Studies State Standards to serve both as a tool to increase the rigor and relevance of teaching and learning in the social studies, and as a foundation to revise the Hawaii Content and Performance Standards (HCPS) III in social studies. I am providing this testimony in support of this action as a private citizen and former Hawaii DOE middle school principal and teacher.

Among its many outcomes, the C-3 Framework emphasizes building critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens. One of the facets of the C-3 Framework is interdisciplinary applications through integration of civic participation and engagement in various content areas. Children and adolescents are naturally curious about the complex, multi-faceted world around them, and when instruction is made meaningful, relevant, and applicable, as proposed in the C-3 Framework, learning about being authentically engaged in society - civil life - is anchored.

The relative value of civic learning in the overall educational landscape is the subject of a great deal of discussion these days, particularly because of increasing ‘bullying,’ drug use, shootings, and other aggressive acts on school campuses. In 2011 after considerable research in civic education across the country, the Campaign for the Civic Mission of Schools (CMS) published *Guardian of Democracy*, in which the authors stated that “the well-being of our body politic is best served by an informed, engaged citizenry that understands how and why our system of government works.” Furthermore,

“The necessary elements of effective civic education include classroom instruction in civics & government, history, economics, law and geography; service learning linked to classroom learning; experiential learning; learning through models in models and simulations of democratic processes; guided classroom discussion of current issues and events, and meaningful participation in school governance. ”

Coherent with the Guardian for Democracy and the C-3 Framework, The Guidebook on Six Proven Practices for Effective Civic Learning, developed by the Carnegie Corporation of New York and the Center for information and research on Civic Learning and Engagement (CIRCLE) and published by the National Council for Learning and Civic Engagements with the Education Commission of the States (January 2014) serves as a resource for teachers, administrators, policymakers, and other education leaders to offer proven strategies for implementing high quality civic learning through various content areas.

The consensus in community conversations seems to be that our nation has reached the tipping point where civic education is concerned. Either we take concrete steps toward intentionally cultivating more civically engaged young people, or we risk losing our American form of representative democracy, which we portend to value so highly. Adopting the C-3 Framework could clearly enable Hawaii public schools to be on the 'cutting edge' of relevant civic education through its emphasis on the acquisition and application of knowledge AND taking informed action as preparation for college, career, and civic life, as it intentionally regards social studies interlocking and mutually reinforcing elements that speak to the intersection of teaching and learning.

Thank you for your serious consideration of the adoption of C3 Framework.

With warm aloha,

A handwritten signature in black ink that reads "Lyla Berg". The script is fluid and cursive, with the first letters of "Lyla" and "Berg" being capitalized and prominent.

Lyla B. Berg, Ph.D.

Founder, Kids Voting Hawaii

Hawaii State Representative, 18<sup>th</sup> District (2004-2010)

Executive Boardmember, National Center for Learning and Civic Engagement



August 30, 2015

To: Dr. Patricia Halagao, Chair, Student Achievement Committee, Hawaii State Board of Education

September 1, 2015

Agenda Item V.A. Committee Action on C3 Social Studies Framework

From: Susan Griffin, Executive Director, National Council for the Social Studies

National Council for the Social Studies (NCSS) defines social studies as "...the integrated study of social sciences and the humanities to promote civic competence." NCSS believes that preparing all students for their role as citizens is central to the civic mission of schools.

To that end, NCSS joined 14 other professional organizations and 23 states to create a framework that all states and districts could use as a guide to create rigor for civics, economics, geography and history, in their K-12 curriculum. The purpose of the framework is two fold: 1) to provide guidance to states to update their state standards and 2) to foster social studies teaching that is inquiry-based, and builds 21st century critical thinking and problem solving skills that results in citizens who can traverse the worlds of college, career, and civic life.

After 3 ½ years of thoughtful deliberation, this group representing a cross-section of the entire social studies community, created *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, a document that re-envision the purpose and instructional practices of social studies education. A product of the profession's best thinking, C3 Framework is a guide for preparing students to be college, career, and citizenship-ready upon graduation from high school.

Michelle Herczog, NCSS President, wrote in *Social Studies for the Next Generation*,

"The C3 Framework is driven by the following shared principles about high quality social studies education.

- Social studies prepares the nation's young people for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies."



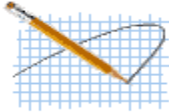
Hawaii would be providing leadership to state boards of education around the country and joining other states and some large districts who are now using the C3. Some refer to their process as “adoption,” but it always involves a great deal of customization to their circumstances and interests. For example:

- Arkansas recently revised its social studies curriculum frameworks, which will be implemented in August 2015. The revision committee used the C3 Framework, among other sources, and the revised documents are all aligned to the C3 Framework.
- Connecticut’s Board of Education adopted new social studies frameworks in February 2015, based on the C3.
- The District of Columbia has revised its Scope and Sequence for K-12 social studies to incorporate indicators from the C3 Framework, has provided professional development aligned with the C3, is developing assessments that incorporate C3 outcomes, and has adjusted its Building Literacy in Social Studies (BLISS) program to explicitly incorporate elements of the C3 Framework.
- On June 14, 2015, Illinois State Board of Education (ISBE) vote to adopt our revised social science standards. These standards are aligned with *College, Career, and Civic Life (C3) Social Studies State Standards*, published by National Council for the Social Studies. The new standards received high praise from both Superintendent Tony Smith and members of the Board. They appreciated all of the hard work that went into the final product presented yesterday, and saluted our marriage of inquiry skills and disciplinary knowledge.
- In Kentucky, a writing team has been drafting Social Studies Standards for the Next Generation. They are drawing on the C3 Framework, the Global Competence Matrix, and 21<sup>st</sup> Century Skills for Teaching and Learning, among other documents. They hope to present the results to the Kentucky Board of Education in April for consideration of implementation next school year.
- Maryland has begun writing a new Maryland Social Studies Framework for pre-k-12 based on the C3 Framework. Maryland is also using C3 in professional development.
- New York State’s Board of Regents has adopted a new K-12 Social Studies Framework that draws explicitly on C3. New York also provides a C3 Toolkit helpful for people implementing at any level, from their classroom to a state.
- North Carolina will not begin its regular revision of social studies standards until 2015-2016, but the state is using the C3 as a curriculum framework and has conducted professional development to help teachers use it.

Adoption of the C3 Framework is a positive step toward improving civic education in our schools. The lessons learned from its implementation and, eventually, its impact on students will inform critical ongoing debates about how to best educate informed and engaged youth.

The objectives of the C3 Framework align particularly well with Hawaii’s own Board of Education’s “Requirements for High School Graduation” when they describe the rationale for your high school curriculum, by saying that students who graduate should... “Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society; and exercise the rights and responsibilities of citizenship...”

National Council for the Social Studies urges you to adopt *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, in order to continue Hawaii’s high standards for all students.



Dennis Tynan <dmtynan@gmail.com>

08/31/2015 04:49 AM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject testimony

- Ms. Patricia Halagao, Chair, Student Achievement Committee, Hawaii State Board of Education
- Date: September 1, 2015 9:30 a.m.
- Agenda Item V. A. Committee Action on C3 Social Studies Framework

Dear Chair Halagao and Members of the Committee,

I support the adoption of the C3 Framework for Social Studies State Standards. The C3 Framework will support instructional practices to enhance the rigor of the social studies disciplines and build critical thinking, problem solving, and participatory skills of students to become engaged citizens. The additional focus on readiness for civic life will further the social studies goal of social studies to prepare the next generation of citizens through real-world and informed engagement.

I have had the good fortune to see some inspiring work done by some of my teacher colleagues in other states when they use the C3 Framework in planning engaging lessons for kids; and I am excited about the possibility of reinvigorating social studies education here in Hawaii with the Board adopting this national framework. I believe it will inspire students to think critically about current events, and make a difference in the world; make inquiry more systematic; will support teachers; will enhance learning, etc.

Sincerely,  
Dennis M. Tynan  
Makaha

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This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to spamreport@k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection. If you need a response regarding spam/phish emails received, send an email to nssb@k12.hi.us. For more info about the filtering service, go to [http://help.k12.hi.us/nssb/internal/spam\\_pages/index.html](http://help.k12.hi.us/nssb/internal/spam_pages/index.html)

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**Brenda S. Barr, PhD**

Director, The National Geographic  
Network of Alliances for Geographic Education

August 31, 2015

Dear Chairperson Halagao and Members of the Committee,

I am writing to express our support for the use of the C3 Framework in Hawaii. This landmark document represents the unprecedented cooperation and work of 16 national social studies organizations and multiple states. The purpose was to create a framework that would be used by states and districts to improve the critical skills acquired in social studies. In an ever-increasingly interconnected world, social studies – and specifically geography – are essential for the continued success of our democratic society. In the modern world, it seems counterintuitive to not use such a document that will support such a crucial discipline that prepares every student for the important, lifelong role of citizen.

In Hawaii, the Hawaii Geographic Alliance has supported the development of materials and the training for educators for over 20 years. Our commitment to geographic education in the state includes an endowment that is over one million dollars. We also enjoy a wonderful relationship with the Hawaii State Department of Education and believe in supporting their use of the C3 Framework with teachers and students.

The National Geographic Society was founded 125 years ago with the mission of increasing and diffusing geographic knowledge. As part of that mission, we are committed to making sure our public school students have the geographic education they need for successful careers and good stewardship of their communities. To succeed in today's workforce, students must master critical thinking, communication, collaboration, and 21<sup>st</sup> century workplace skills that are uniquely supported by geography education. In our complex, interconnected world, geographic literacy is also essential for a healthy civic life and a well-rounded education. The C3 document represents this type of education and we at National Geographic were a part of the development of the document.

Those that have the privilege of living in Hawaii have great pride in their state's rich geography, culture and history. Please safeguard this pride and the opportunity for all of youth in the state to receive a rich and balanced education – they are the future of Hawaii.

Respectfully submitted,

Brenda S. Barr, PhD  
National Geographic Society



**Rayna Fujii/ALAWAI/HIDOE**

08/31/2015 08:26 AM

To boe\_hawaii@notes.k12.hi.us

cc

Subject C3 Framework testimony

Dear Chair Halagao and Members of the Committee,

I support the adoption of the C3 Framework for Social Studies State Standards. the C3 Framework will support instructional practices to enhance the rigor of the social studies disciplines and build critical thinking, problem solving, and participatory skills of students to become engaged citizens.

the additional focus on readiness for civic life will further the social studies goal of social studies to prepare the next generation of citizens through real-world and informed engagement.

As a classroom practitioner and researcher, I have found that social studies content and instruction at the elementary level are minimal and often superficial. This is due to a lack of focus and appreciation for the content area given by state initiatives and a general unspoken narrative that social studies is one of those "back-burner" subjects that can be pushed aside and replaced with more time and monies spent on ELA and Mathematics. However, in the real world ELA, Mathematics, Science, Health etc. are all tied together by one basic idea. Life. Social studies is the teaching of life and how to function productively, positively and cooperatively in today's society. What good are ELA and Math skills if students do not even know how to work cooperatively and problem solve for the greater good? Social studies instruction and content are the glue that holds all other subjects together and yet we treat it as an expendable part of our daily lessons. I urge the committee to strongly consider adopting the C3 framework so that we as a state can start to collectively look at the importance of Social Studies and how to best move forward with instruction to serve our keiki and our futures.

Sincerely,  
Rayna Fujii



Robert Sternthall/LAHAINALUNA/HIDOE

08/31/2015 10:24 AM

To boe\_hawaii@notes.k12.hi.us  
cc  
Subject C3 Framework Testimony

Ms. Patricia Halagao, Chair, Student Achievement Committee, Hawaii State Board of Education

Date: September 1, 2015 9:30 a.m.

Agenda Item V. A. [Committee Action on C3 Social Studies Framework](#)

Robert Sternthall, Social Studies Teacher, Lahainaluna High School

I am submitting testimony in support of adoption of the C3 Framework for Social Studies. I have worked with the framework since it was first introduced as a member of the Social Studies Content Panel. I have used the framework in my classes and I have found that the students respond well to it. The C3 Framework is comprehensive as it addresses all content areas in social studies. The inquiry approach drives students to think critically and prepares them to be engaged citizens. Therefore, the concepts that the students learn will be something that they are able to utilize throughout their lives as students, in their careers, and in the community. I strongly urge that the C3 Social Studies Framework be adopted by the Board of Education.

Mahalo,

Robert Sternthall

Lahainaluna High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Emily De Costa, Principal, 980 Lahainaluna Road, Lahaina, HI 96761 808-662-4000.





**Lorey Ishihara/KAHUKUHI/HIDOE**

08/31/2015 10:37 AM

To boe\_hawaii@notes.k12.hi.us

cc

Subject Adoption of the C-3 Framework

Dear Chair Halagao and Members of the Committee:

My name is Lorey Ishihara, a social studies teacher at Kahuku High & Intermediate School. Working with the C-3 Framework has been instrumental in developing critical thinking skills in students as they learn about various historical and current events.

- Students learn to make connections and to ask deep compelling questions about what they are learning.
- Students are motivated to drive their own learning on various issues fostering self-directed research.
- Students are able to connect and be engaged in issues in their community, state, and the world and are more likely to participate in bettering their community, state, and the world through civic participation.

Students become the movers of learning through problem-solving, taking informed action and sharing their knowledge with their peers or a larger audience. In this way, learning in social studies is enduring. The critical thinking and literacy skills that students develop through the use of the C-3 Framework allow students to engage in a productive civic life. Therefore, I support the adoption of the C-3 Framework as it will enhance the rigor of the social studies disciplines.

Thank you for your time and effort,  
Sincerely,  
Lorey Ishihara



# HAWAII APPLESEED

## CENTER FOR LAW & ECONOMIC JUSTICE

Testimony of Hawai'i Appleseed Center for Law and Economic Justice  
Commenting on Agenda Item V.B (New Board Policy 101.7, School Climate and Discipline)  
Board of Education Student Achievement Committee Meeting  
Scheduled for Tuesday, September 1, 2015, 9:30 AM

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Thank you for the opportunity to comment on Agenda Item V.B, Board Action on Student Achievement Committee recommendations concerning new Board Policy 101.7, School Climate and Discipline. Hawai'i Appleseed firmly believes that schools should prioritize the creation of positive school environments where all students feel safe, welcome, and ready to learn, and that suspension should only be used as a last resort. We very much appreciate the Board of Education's engagement in this area and its consideration of the proposed policy. However, we have concerns that the proposed revisions to the draft policy, as set forth in Exhibit B, do not offer sufficient guidance in creating positive school climates and minimizing the use of exclusionary school discipline.

The proposed revisions eliminate a major purpose of the draft policy: that all schools proactively set school climate goals and plans to achieve and maintain these goals. The current language only requires that schools take action when they have identified "significant concerns." Yet there is no provision that schools review and monitor disciplinary data. Moreover, there is no guidance as to what constitutes a significant concern. School climate goals should be developed *before* severe, pervasive problems emerge. Under the proposed revisions, only schools which affirmatively choose to review their discipline data would need to take corrective action. This policy leaves total discretion to administrators with minimal to no guidance from the Board of Education, state statutes, or the administrative rules on when school discipline may be a problem.

The proposed revisions also eliminate the language calling for suspension to be used only as a last resort, and limiting it to serious infractions. The original provision is in line with a growing movement around the country to limit the use of suspensions, including the elimination of suspensions for "order" offenses such as disruptive behavior. Minimizing the use of suspension is critical, and the consequences of school exclusion are supported by extensive research. Out of school suspensions also undermine the efforts made by the Department and individual schools to reduce absenteeism and increase graduation rates. Instead, emphasis should be on a positive school climate. Research has shown that school discipline practices impact the overall school environment—students attending schools with lower use of suspensions perform better on academic tests and have better opinions of their principals. Conversely, students who are suspended are also more likely to drop out of school and face an increased likelihood of involvement in the criminal justice system.

Suspensions can also worsen the achievement gaps between economically disadvantaged students, students with disabilities, and different ethnic groups. National research indicates that some classes of students face a significantly higher risk of suspension, and Hawai'i faces a similar problem. Native Hawaiian/Pacific Islander

youth are far more likely to be suspended than white students, and they are also more likely to be arrested.<sup>1</sup> This potentially tracks with the “school to prison pipeline” phenomenon exhibited throughout the country.

Ultimately, any Board policy should require schools to affirmatively set school climate goals before a problem is identified. Such a directive maintains administrators’ discretion in developing and achieving these goals while still setting a district-wide standard. The Board or Department should also define “significant concerns regarding school climate and discipline” and provide more guidance on the necessary corrective action. In order to make such a provision meaningful, all schools should then be required to monitor and analyze data for excessive rates of suspension and disparities between different student demographics, including ethnicity, socioeconomic status, gender, and disability/special education status.

We note that the proposed revisions eliminate guidelines regarding the use of school resource officers. Should the Board choose to remove these provisions, we strongly encourage you to develop a standalone policy regarding the use of law enforcement officers on school campuses.

Thank you again for the opportunity to testify on this item. We all share the goal that every student has genuine access to educational opportunity. We strongly urge the Board to adopt the policy as initially proposed, or postpone decision-making and develop a policy that clearly establishes exclusionary discipline as a last resort and sets positive school climate goals as a basic standard.

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<sup>1</sup> See “Hawai‘i School Suspensions: Are They Fair? Can They Be Reduced?” for an analysis of disparities among ethnic groups. For example, Native Hawaiians and Pacific Islanders constitute 35 percent of students but 52 percent of school suspensions.