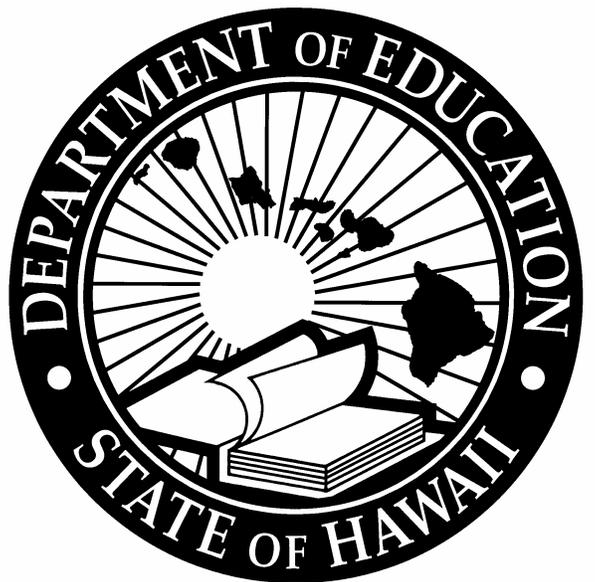


Curriculum Framework *for* Social Studies

Office of Curriculum, Instruction and Student Support
Instructional Services Branch

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FOREWORD

Broadly defined, curriculum is the total learning experience provided by a school to its students. It includes all of the content, goals and objectives, instructional materials, instructional strategies, student support and other services, and activities provided for students by the school.

Curriculum frameworks communicate common understandings about content and performance standards, instruction, and classroom assessment in a content area. The frameworks suggest ways that classroom instruction and assessment can be designed to best address the Hawaii Content and Performance Standards (HCPS) III. The curriculum frameworks also provide a means for schools to incorporate system-wide requirements into the school curriculum to ensure educational quality and equity for all students.

This framework is one of a series of Hawaii State Department of Education publications for teachers and other educators to use in implementing the HCPS III at the classroom level. Curriculum Frameworks for each of the nine HCPS III content areas provide a framework and philosophy for curriculum, instruction, and classroom assessment in those disciplines.



Patricia Hamamoto, Superintendent

TABLE OF CONTENTS

FOREWORD	i
TABLE OF CONTENTS	iii
INTRODUCTION TO THE CURRICULUM FRAMEWORK SERIES	v
THE SYSTEM OF STANDARDS	
• The Hawaii Standards System	vi
• The Relationship Between the Standards and the General Learner Outcomes	vii
• The HCPS III Implementation Process Model	viii
• The Standards-Based Classroom	xi
PREFACE	1
1. GENERAL DESCRIPTION OF THE SOCIAL STUDIES PROGRAM	
• Definition of the Social Studies Program	2
• Rationale for the Social Studies Program	2
- Beliefs and Assumptions	5
- Research in Social Studies	7
- Legal Authority for the Social Studies Program	8
• Program Goals	
- Vision	14
- Mission	14
- Goals	15
2. THE SOCIAL STUDIES STANDARDS	
• The Need for Standards	17
• The Setting of the Social Studies Standards	18
• The Relationship Between the Social Studies Standards and the General Learner Outcomes	19
• The Organization of the Social Studies Standards	20
- Social Studies Standards at-a-Glance	21
- Grade Level Benchmark Counts by Standards	26
- Comparing HCPS III and HCPS III in Social Studies	28
- Description of the Strands	30
• The Relationship Between the Social Studies Standards and National Standards	31
• The System of Standards	31
• Sample of Standards-Based Student Work	32
3. ASSESSMENT, CURRICULUM, AND INSTRUCTION	
• Standards-Based Assessment	43
• Standards-Based Curriculum	47

• Standards-Based Instruction.....	47
• Integration as a Tool for Learning in Social Studies.....	51
• Integrating Assessment, Curriculum, and Instruction: The HCPS III Process Implementation Model.....	58
- Benchmark Map Logic Model for Social Studies.....	61
4. BIBLIOGRAPHY, RESOURCES, and GLOSSARY.....	
• Bibliography.....	67
• World Wide Web Resources.....	68
• Glossary.....	70
5. APPENDICES.....	73
Appendix A. Reading Comprehension Strategies for Social Studies.....	75
Appendix B. Tuning Protocol.....	79
Appendix C. Social Studies Textbook Evaluation.....	81
Appendix D. Issues in Social Studies.....	87
Appendix E. Frequently Asked Questions.....	91

INTRODUCTION TO THE CURRICULUM FRAMEWORK SERIES

DESCRIPTION, PURPOSES, USES

Curriculum frameworks suggest the best thinking about the knowledge, skills, and processes that characterize a particular discipline; these frameworks provide a structure within which to organize curriculum and instruction in that content area. Curriculum frameworks represent the theoretical and philosophical bases, grounded in sound research, upon which the content standards, benchmarks, performance tasks, and rubrics were developed.

The curriculum framework series for the HCPS content areas include documents that provide the rationale or statements of the values, principles, research, and assumptions which help to guide decision making and the designing of curricular and instructional programs. Curriculum frameworks provide links between theory and practice as well as up-to-date and relevant information about pedagogy, learning, and resources within a content area.

Curriculum frameworks are intended for teachers and other educators and policy-makers involved in curriculum, instruction, and other educational decision-making. The frameworks are meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms across the state. The written format allows access to this information by all educators statewide.

Curriculum frameworks can be used by teachers as a roadmap to plan and design curricular and instructional units or activities at the school level and serve as aids in selecting appropriate classroom level materials for students as well as assessments that can be used for diagnosis, progress monitoring, and measuring outcomes. The frameworks can also serve as a common reference point in discussing and aligning curriculum schoolwide or within a grade level or department.

THE SYSTEM OF STANDARDS

Fundamentally, standards provide all students with access to high expectations, challenging curricula, and effective teaching. Standards associate equity with excellence and ensure that students have the knowledge and skills necessary to participate in daily activities and in the workplace and to pursue their goals and aspirations.

The HCPS III describe educational targets in all nine content areas for *all* students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that *all* courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

THE HAWAII STANDARDS SYSTEM

The Hawaii Standards System is more than the HCPS III alone. The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators. The *Hawaii Standards System* supports school level implementation of standards-based education by

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the HCPS III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

The HCPS III contain

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the four *core* areas: Language Arts, Math, Science, and Social Studies; and

- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the five extended core areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in the HCPS III document. These standards will be found in future HCPS III publications as course standards and benchmarks as well as in the new edition of the *Approved Course and Code Numbers* (ACCN) catalog. Because *all* courses are standards-based, these specialized courses utilize

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards originally found in HCPS II.

THE RELATIONSHIP BETWEEN THE STANDARDS AND THE GENERAL LEARNER OUTCOMES

Content Standards define the academic content knowledge and skills that all students should know and be able to do. They are general statements of expectations for all students K-12.

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes (GLOs) serve as the essential, overarching goals in the system of standards. These Outcomes are

- GLO 1: Self-Directed Learner: The ability to be responsible for one’s own learning
- GLO 2: Community Contributor: The understanding that it is essential for all human beings to work together
- GLO 3: Complex Thinker: The ability to be involved in complex thinking and problem solving
- GLO 4: Quality Producer: The ability to recognize and produce quality performance and quality products
- GLO 5: Effective Communicator: The ability to communicate effectively
- GLO 6: Effective and Ethical User of Technology: The ability to use a variety of technologies effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the GLOs while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it is what we educators do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department’s vision of Hawaii public school graduates who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without the need for remediation.

THE HCPS III IMPLEMENTATION PROCESS MODEL

The Hawaii Content and Performance Standards (HCPS) III Implementation Process Model is a framework that has been adapted from West Ed’s Learning from Assessment model. It consists of a series of six steps.

- The first step in the process asks a teacher to identify relevant benchmarks. The teacher decides which benchmarks will be the central focus of a lesson or unit.
- In the second step, the teacher determines what evidence will show that the students have met the benchmarks.
- In the third step of the process, the teacher plans the strategies and experiences which will build understanding and help all students meet proficiency.
- The fourth and fifth steps require the collection of evidence of student learning. The teacher determines what this evidence indicates about the student’s progress and decides what further instruction or support is needed.
- Lastly, the teacher evaluates the work and communicates the findings.

While the model numbers the steps in the process, it is important to remember that these steps are not always followed in a lock-step fashion. For example, a teacher may work through steps one to five, and as she collects the evidence of student learning (step five), she will likely gain insight that will inform step three (determine learning experiences). In her review of the work, she may notice that many students are not meeting a certain aspect of a particular benchmark. For example, the students may be able to correctly compare fractions, but may be unable to explain why they placed the fractions in a particular order. This evidence will inform step three and the teacher will likely design additional learning experiences designed to help students place fractions in a particular order.

HCPS III IMPLEMENTATION PROCESS MODEL

- ➊ Identify relevant benchmarks.
 - ➋ Determine acceptable evidence and criteria.
 - ➌ Determine *learning experiences* that will enable students to learn what they need to know and to do.
 - ➍ Teach and collect evidence of student learning.
 - ➎ Assess student work to inform instruction or use data to provide feedback.
 - ➏ Evaluate student work and make judgment on learning results and communicate findings.
- Reteach or repeat the process with the next set of benchmarks.**

The table on the next page shows the six-step HCPS III Implementation Process Model. It also shows the state and school support for student success that relates to each step in this model.

HCPS III IMPLEMENTATION PROCESS MODEL

Implementation Steps	State Support for Student Success	School Support for Student Success
<p>1 Identify relevant benchmarks. <i>Which benchmarks will be the central focus of the lesson/unit?</i></p>	<p>Benchmark Map (http://standards toolkit.k12.hi.us) ~ developed by State with input from field ~ includes sets of benchmarks clustered around Big Ideas or Major Understandings; clusters mapped out by quarters ~ serves as the focal point for other state-developed supporting documents and future standardized course assessments and HSA</p>	<p>Curriculum Map [Lotus Notes curriculum mapping program available at no cost (check with your principal)] ~ developed by teachers/schools to create a cohesive and articulated curriculum ~ aligned to Benchmark Map</p>
<p>2 Determine acceptable evidence and criteria. <i>What evidence will show that the student has met the standards?</i></p>	<p>Instructional Map ~ will be developed by OCISS with input from field ~ aligned to Benchmark Map ~ includes sample assessment tasks and rubrics</p>	<p>Curriculum Map (continued) ~ includes assessment tasks (may include teacher-developed tasks, or tasks from the Instructional Map, textbook, journals, publications, websites, or other resources)</p>
<p>3 Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do. <i>What strategies/experiences will build understanding and help all students meet proficiency?</i></p>	<p>Instructional Map (continued) ~ will include sample instructional strategies to provide opportunities for ALL students to reach proficiency Instructional Materials Review ~ development of Recommended Textbook List that includes resources that support standards-based instruction and assessment</p>	<p>Unit/Lesson Plans ~ developed by teachers ~ aligned to Curriculum Map ~ learning experiences may come from a variety of resources: Instructional Map, textbooks, journals, publications, websites, or other resources ~ includes plans for formative assessment</p>
<p>4 Teach and collect evidence of student learning. 5 Assess student work to inform instruction or use data to provide feedback. <i>What does the evidence indicate about the student's progress?</i> <i>What further instruction or support is needed?</i></p>	<p>Instructional Map (continued) ~ will include student work (exemplars) for the tasks that are provided</p>	<p>Formative Assessments (from Step #3) ~ used to guide instruction and inform students of their progress Summative Assessments (from Step #2) ~ used to assess student's level of proficiency after the student has had a chance to learn, develop, and improve</p>
<p>6 Evaluate student work and make judgment on learning results and communicate findings. <i>What do recent assessments indicate about the student's level of proficiency?</i> Reteach or repeat the process with the next set of benchmarks.</p>	<p>Standardized Course Assessments ~ coming soon for high school courses</p>	<p>Standards-Based Grading and Reporting ~ used to report progress/proficiency of benchmarks that were identified in Step #1</p>

THE STANDARDS-BASED CLASSROOM

The standards-based classroom does not have one particular form. Rather, it can take on many forms. Characteristics to look for include:

What are students doing?

- Working in collaborative groups, talking and sharing ideas about the subject matter and solving problems or conducting investigations together
- Listening actively to each person's ideas and being critical friends when someone needs help understanding a difficult concept
- Demonstrating persistence in performing complex tasks and learning challenging concepts
- Communicating thoughts, ideas, findings, and solutions to others
- Using and knowing when to use various resources (such as printed materials, tools, and technology) to learn about the subject matter
- Reflecting on their progress toward learning goals

What are teachers doing?

- Asking good questions to get students to think more deeply about a posed problem or task
- Constantly assessing where students are with respect to the focus of the lesson and adjusting the lesson based on feedback about student understanding
- Creating a climate for risk-taking and encouraging subject-matter dialogue where students exchange a variety of ideas and feel confident about asking questions
- Providing opportunities for students to learn at their own pace using strategies for differentiation
- Using text materials, tools, technology, multimedia, guest speakers, and/or field experiences to enhance learning
- Making every effort to show links between and among disciplines and how the subject matter is connected and relevant to other areas and real contexts

REFERENCE

Jamentz, K. (1998). *Standards: From document to dialogue*. San Francisco, CA: WestEd.

PREFACE

There is a need for a guiding vision to assist Social Studies teachers in planning their instruction and focusing their students' learning. This need is derived from two features of Social Studies that distinguish it from other school subjects and that provide special instructional challenges. First, Social Studies is diverse, encompassing a great range of content. When taught well, its content is drawn not only from its most direct foundational disciplines but also from the arts and humanities, mathematics and science, current events, and students' own interests and experiences. This content, however, is not treated simply as a collection of miscellaneous information and activities but rather is organized within a coherent citizen education curriculum.

Second, the social understanding and civic efficacy goals of Social Studies place special responsibilities on teachers for addressing the ethical and social policy aspects of topics. When taught well, Social Studies engages students in the difficult process of confronting ethical and value-based dilemmas, and encourages students to speculate, think critically, and make personal and civic decisions based on information from multiple perspectives.

The vision of powerful Social Studies teaching and learning set forth here has been informed by a growing knowledge base about the ingredients for teaching Social Studies for understanding, appreciation, and life application (National Council for the Social Studies, 1992).

1. GENERAL DESCRIPTION OF THE SOCIAL STUDIES PROGRAM

DEFINITION OF THE SOCIAL STUDIES PROGRAM

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of Social Studies is to help young people 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 (NCSS, 1994)

RATIONALE FOR THE SOCIAL STUDIES PROGRAM

“The primary purpose of the Social Studies is to help young people 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.” (NCSS, 1994)

Social Studies helps students understand human interactions and events that occurred in the past, reflect on current and present interactions and events, and live and participate in a changing world. Globalization requires that Social Studies be *challenging, meaningful, integrative, values-based and engaging*.

What does it mean to make Social Studies challenging? It means to create an environment that is intellectually safe, where the teacher encourages a community of learners—an arena where reflective discussion, collaborative work, thoughtful responses and critical thinking become the norm. By building arguments, determining evidence, developing healthy skepticism, and dealing effectively with controversial issues, students build a foundation of civic efficacy and contribute to American democracy.

How does Social Studies become meaningful? First, the content should be worth learning. Does the content promote progress toward the broad standard? For example, to meet Standard 2: Historical Understanding: Inquiry, Empathy, and Perspective, students use the tools and methods of inquiry, perspective, and empathy to explain a historical event with multiple interpretations and judge the past on its own terms. If memorizing the Gettysburg Address contributes to understanding the concept underlying this standard, then it can be included as an instructional strategy; but if memorizing doesn’t contribute to understanding the concept, teachers need to develop a more meaningful, relevant strategy. Secondly,

instruction emphasizes developing the important ideas in depth with appropriate breadth of topic coverage. Authentic activities and assessment tasks are planned and implemented with consideration for students' interests, culture, and developmental levels.

How does one integrate the teaching and learning of social studies? Social studies integrates across disciplinary boundaries. Themes, big ideas, units of study, generalizations that draw from the arts, humanities, current events, and student experiences are ways to integrate content areas. Social studies also integrates across time and space. Students explore how the world functioned in the past, both locally and across cultures. Knowledge, skills, values, beliefs, attitudes, and dispositions are also integrated within the social studies. Skills are taught in context. Values, beliefs, and attitudes are examined as students view interactions and events from cultural, geographical, and historical perspectives. Finally, social studies integrates technology and cuts across all curriculum areas. Students use electronic media to learn and share learning. Students also read, write, discuss, view, observe, and conduct their inquiry using all of the language arts, visual arts, mathematics, and science. This integration imitates and reflects the real world.

What is meant by values-based? When teachers consider the ethical dimensions of topics, address controversial and sensitive issues, and encourage reflective thinking in the application of social values, they are teaching values-based social studies. Values-based social studies recognizes and honors opposing viewpoints and different perspectives. Sensitivity and awareness to cultural similarities and differences and commitment to social equity and justice through responsibility and action may be the most important skills our students acquire to nurture and sustain our democracy.

What is active teaching and learning of social studies? Active teaching requires teachers to engage in continuous professional development in content and pedagogy. Teachers must revise, refine, and revisit goals and content to meet students' needs, and use a variety of resources, strategies, and assessments. They must participate as a learner along with the students and engage in reflective decision-making and planning. Active learning requires that teachers and students actively construct knowledge, engage in cognitive dissonance, and strive to make sense of learning by linking prior knowledge to new ideas.

If we educators expect our youth to sustain our democracy, social studies must empower them to effect change, think for themselves, and have the freedom to actively challenge and question our society. The principles and ideals of democracy must be practiced in each and every classroom, each and every day.

The *Curriculum Framework for Social Studies* identifies a core of challenging and engaging knowledge, skills and dispositions as goals for all students. Emphasis is on promoting depth of understanding and creating meaning through analysis, synthesis, and application of skills to real-life problems and experiences.

The framework proposes that the past, present, and possible future be portrayed as an exciting, dramatic series of events through a critical examination of the nation's political ideals: individual rights, the rule of law, liberty, justice, and due process. Then, it presents an

analysis of how these ideals have been influenced and shaped by the nation's multicultural society in an open, honest, and accurate discussion of important issues.

Active teaching supports a variety of teaching methods designed to actively engage students in the learning process. Assessment is an integral part of the teaching/learning process with students and teachers examining the learning process. Student participation in school and community activities expand the learning environment and foster commitment to public service.

For the primary grades (grades K-3), this framework and HCPS III provide the basis for the work which children do to comprehend the world in which we live and learn. This work includes understanding the connections among self, family, community, and environment. Children must learn to be sensitive to others and recognize their needs and strengths. Social studies is about living as engaged citizens in and out of school and knowing that individuals can improve the society they have created. Children will use multiple texts, literature, primary and secondary sources, maps, charts, photos, videos and software to construct an understanding of the world in which they live. Field trips to museums, historic sites, local businesses, government agencies and environmental areas provide opportunities to practice their research skills—gathering, recording and presenting data. Primary level social studies helps children move from their egocentric view of the world to understanding multiple perspectives, and different viewpoints. Children benefit from individual, pair, small group activities, and whole class activities.

Upper elementary children (grades 4-5) learn about Hawaii and America, both past and present. They examine Hawaii and America through economic, historical, geographical, political, and cultural lenses. Using primary and secondary sources and a variety of media, they have the opportunity to acquire and organize information, present ideas, construct narratives, and use the tools and methods of the social scientists. Children's literature, music, and art provide opportunities to integrate social studies with other disciplines. Sources of data from experiences outside of the classroom come from museums, historic sites, local businesses, agricultural centers, governmental agencies, and environmental areas. Students in grades 4 and 5 need numerous opportunities for individual, small group, and whole class activities that include inquiry, research skills, critical thinking, and problem solving.

Middle school students (grades 6-8) are in a developmental period that includes rapid physical, social, emotional, and cognitive growth and development. Social studies is critical for this group because students are beginning to form their own values, life views, and life styles and are coming to grips with the complexities of adolescence and adulthood. They need to continue to develop their positive self-concept as well as continue to grow a healthy respect for others. Middle school students study the World, Hawaii and the Pacific, and American history to gain a “memory” of who we are as a people. These topics in HCPS III were designed to engage the students' interest and extend their learning to gain a global perspective. They look at problems and solutions, the contributions of many diverse people, and other numerous factors that influence our daily lives. By using the tools and methods of the social scientists, students begin to view the world through different perspectives and lenses. Learning activities which foster growth should be varied, include physical and social

movement, and employ strategies such as role-play, inquiry, and projects. Interdisciplinary content and multi-disciplinary team-teaching can provide a wealth of knowledge and motivation to help students connect their world of here-and-now with the rest of the world, past and present.

High school students (grades 9-12) need a solid foundation in civic competence to develop into responsible, ethical, and productive members of our democratic society. The courses in social studies are designed to help students make informed and reasoned decisions as citizens of the United States in a globally interconnected and culturally diverse world. Students learn to use primary and secondary sources, oral histories, websites, interviews, and other diverse and related materials. Through meaningful projects and robust tasks, they acquire, analyze and evaluate data; present thoughtful arguments; formulate policies; determine worth and value of historical writing; and use the tools and methods of the social scientists to assess their response to historical and contemporary issues. Classroom instructional strategies and materials need to be varied to account for the different abilities, learning styles, talents, and interests of the students. Active learning is encouraged through community service, civic engagement, interviewing and surveying people, and engaging in the work of social scientists.

BELIEFS AND ASSUMPTIONS

This is the 21st century. To meet the challenges of this new century, we educators must generate new visions, new horizons, and new definitions of the future.

The challenge is to teach children to cope in a world of shifting values; of rapid technological innovations; vast sources of multicultural information; political, social, economic, environmental and global interdependencies; instant yet remote communication; and a world that one can hardly envision but one in which children must be prepared to live.

As schools take steps toward implementing the standards-based curriculum, broad patterns are emerging in social studies education. These emerging patterns involve a shift in how we perceive and interpret curriculum and instruction—about what we believe should be taught and how it should be taught. The educational literature on curriculum renewal suggests that the process is an opportunity to improve both teaching and learning in social studies. The comparison below summarizes the major shifts.

FROM TRADITIONAL PARADIGMS

Narrow Perspectives

A narrow perspective tends to look at the world from a nationalistic viewpoint.

TO NEWER PARADIGMS

Global Perspectives

A global perspective views the world through the eyes and minds of other people of the world. It learns about the issues and problems that cut across national boundaries. A global perspective looks at America's relationship to the larger world systems.

FROM TRADITIONAL PARADIGMS

Predominantly Western view

The Western view is less inclusive than a multicultural, multi-ethnic perspective.

Studying about democratic citizenship

This paradigm leads to memorization of facts and knowledge rather than encompassing active engagement in civics-related activities.

Chronology based

This approach is usually a study of history based on chronology from past to present.

Coverage

This commonly refers to teaching social studies from a textbook, moving from chapter to chapter, usually providing a superficial treatment of people, events, and ideas.

Text-based

This usually refers to the exclusive use of one textbook to teach a particular course or content area.

Interpreting Text

Students are asked to supply main idea and details from texts. Interpretations and personal opinions and viewpoints are less valid than the presumed intent of the author.

TO NEWER PARADIGMS

Multicultural views

The inclusion of multicultural and other views fosters critical thinking. A multicultural view celebrates the diversity and commonality of our humanity.

Practicing democratic citizenship

The school community values and models thinking and acting for the common good. Connecting the classroom with the community provides opportunities for students to observe, advocate, and actively participate in civic affairs.

Theme/Issue-based

Theme- or issue-based social studies focuses on the real world—its promises, strengths, flaws, and dangers. Chronology provides the context for development of theme or issue-based concepts and ideas.

Depth of understanding

More instructional time is spent on inquiry into fewer and substantial topics. The time is used to take students beyond superficial exposure to deep and complex understandings, allowing students to develop their own questions and seek their own answers.

Experiential and interactive

Learning activities engage students directly and actively. Activities include using knowledge, examining values, communicating with others, making decisions about social and civic affairs, and participating in civic action. Technology may be used to support student creativity and learning

Constructing own meaning

Students create and use their prior knowledge to solve problems and make decisions. Students are active participants in learning and use the tools and methodology of the historian and social scientist (e.g., field interviews and primary documents).

FROM TRADITIONAL PARADIGMS

Separation of disciplines

The disciplines are taught as pure content or subjects; e.g., history without the economic, geographic, political or social perspectives of people, events, or ideas.

Emphasis on past

The past is not connected to present or current decisions, events, or ideas. Historical contingencies, historical empathy, and historical perspectives are not taught in relation to today's world.

Individualism

Students are taught to study, work, set goals, and engage in assessments by themselves.

Tests that emphasize recall

These are usually paper and pencil tests with pre-established correct answers. The formats are frequently multiple choice, true/false, closed responses, or prompted essays.

TO NEWER PARADIGMS

Integration

Integration of disciplines reinforces connections between and among Social Studies disciplines and other content areas. This enables students to organize their experiences and makes learning more meaningful.

Connect past with present

Students learn about the accomplishments and struggles of the past and their relationship to the establishment and perpetuation of justice, equality, and freedom today. Information from around the world, available through technology, serves as a framework within which local and global issues can be understood and examined.

Collaboration

Collaboration invites students to plan, organize, make decisions, take action, form coalitions, and practice patience and perseverance in working toward goals.

Alternative Assessment

Alternative assessment measures functional, real-life learning. A variety of tools and approaches measure students' knowledge, skills, and attitudes (e.g., portfolios, performances and multimedia projects).

RESEARCH IN SOCIAL STUDIES

In light of the standards movement, teachers need to embrace the reform that has occurred with regard to thinking and teaching in social studies. A student-centered, integrated, value-based, challenging and active approach, rather than a teacher-centered, isolated, one-dimensional, simplistic and passive approach, has proven to have an enormous impact on student achievement. Teachers who have let go of the textbook, the lecture, and the teacher-controlled question and answer strategy have been richly rewarded (Gibson & McKay, 2002).

The latest in brain research has shown that the brain seeks meaning through patterns. When these patterns are linked with familiar connections (relevance), learning advances. For

younger children, learning that is hands-on, experiential, and relevant enables patterns to form. (Coward 1990; Freeman, 1995; Jensen, 1998; as cited in Gibson & McKay, 2002). Gibson and McKay (2002) also point to researchers like Marian Diamond and Janet Hopson who have shown that the structure of the brain can actually be modified, depending on the amount and type of stimulation it receives. When students confront varied sources of information, engage in cooperative group processes, initiate authentic inquiries, and learn to see multiple viewpoints, the brain is able to grow more neural connections than in a less stimulating environment. The synthesis of brain research and constructivist theory has had a major impact on the social studies curriculum.

The *Instructional Guide for Social Studies* reflects this synthesis by utilizing many of the strategies that are considered best practices and contribute to a culture of rich pedagogy. In the elementary curriculum, children negotiate their own rules, engage in peer and self-generated conversation, and make relevant connections to themselves and the world, through critical literacy. The middle school performance indicators lend themselves to the integrated middle school model. In high school, the American History topic, “Contemporary Culture and Society,” and the World History topic, “The Contemporary World, 1989-Present,” provide students with the opportunity to choose their own topics for inquiry.

In addition, the Civic Education units involve students in decision-making and participation in a wide range of social, political, and economic affairs so that they may develop a sense of “ownership” with regard to their school and community. These learning opportunities lend themselves to integration with other core content areas, technology, and the arts. In all areas of study, students should engage in both cooperative and independent learning in a heterogeneous environment. By keeping these approaches at the forefront, issues in the learning and teaching of the various components of the Social Studies curriculum can be addressed.

LEGAL AUTHORITY FOR THE SOCIAL STUDIES PROGRAM

The legal authority for the social studies program is described in the Department’s Policies and Regulations, Curriculum and Instruction 2000 Series handbook. Relevant Board of Education policies and Department of Education regulations are listed here. The authority for the study of Hawaiian culture, history and language is derived from the Hawaii State Constitution, Article X:

HAWAIIAN EDUCATION PROGRAM

Section 4. The State shall promote the study of Hawaiian culture, history and language.

The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program.
[Add Const Con 1978 and election Nov 7, 1978]

**ACADEMIC PROGRAM
(HAWAII STATE BOARD OF EDUCATION POLICY 2100)**

The Board of Education recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department of Education shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the Hawaii Content and Performance Standards and to give responsible direction to one's own life. The Department of Education shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. The learning experiences shall be included in concepts commonly taught in, but not limited to, language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills, or a combination of the above subject areas.

Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students.

Adopted: 10/70

Amended: 08/86; 03/88; 01/99; 01/05/06

**ACADEMIC PROGRAM
(DEPARTMENT OF EDUCATION REGULATION 2100.1)**

1. It is the right of every student to have access to a learning program which will permit optimum development as an educated person.
2. The academic program shall include a desirable mix of appropriate and comprehensive learning activities in the areas of (a) communications, (b) humanities, and (c) environmental studies.
3. The basic program, to be offered at each school, shall consist of the knowledge, skills and processes, and attitudinal development to be required of each student as the foundation for attainment of higher academic learning.
4. The minimum elective program enhances the basic program and consists of desirable courses in the major subject areas which may be scheduled in accordance with student interest, staffing and related considerations.
5. The specialized elective program, which shall be planned to meet the unique needs and interests of students and school committees, shall reflect current and emerging concerns of the community, the nation, and the world.

Adopted: 10/70

Amended: 8/86, 3/88

**K-12 LITERACY
(HAWAII STATE BOARD OF EDUCATION POLICY 2010)**

The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative. Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. Literacy shall include mathematical and scientific literacy. Other skills that enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

The language arts standards in the Hawaii Content and Performance Standards specify what all students should know and be able to do to become literate. To attain this goal, all schools shall provide a balanced and comprehensive reading and writing program that includes the direct teaching of: (1) comprehension of content and language in both oral and written forms; (2) organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and (3) fluency and vocabulary development that includes an understanding of how words work. The reading and writing program shall also provide: (4) ongoing diagnosis and assessment that ensures accountability for results; (5) effective writing practices to be integrated into the reading and writing program; and (6) timely intervention services to assist students who are at risk of failing attainment of literacy.

An effective early reading and writing program shall be implemented to assure that every child will become a proficient reader and writer, as defined by the Department of Education, by the end of third grade.

In the instructional program for grades 4-12, all content areas shall further support the development of literacy skills such that students can access and communicate subject area content and concepts using a wide variety of print and non-print materials.

Students identified by the Department of Education as not proficient will receive appropriate assistance and support.

Adopted: 10/94 (Curriculum and Instructional Policy)

Amended: 4/98; 6/02; 10/19/06

**CURRICULUM AND INSTRUCTION IN THE EDUCATION PROCESS
(DEPARTMENT OF EDUCATION REGULATION 2010.1)**

The roles of the curricular and instructional programs for the public schools of Hawaii shall be both broad and inclusive, bringing focus to experiences which will equip students for a lifetime of effective living and learning, permitting them to meet successfully today's problems and opportunities as well as on those in the yet-unknown future.

Curriculum and instruction shall provide experiences which will enable students to learn to think and act intelligently in achieving maximum self-fulfillment and in attaining the knowledge, skills, abilities, attitudes, and appreciations essential for preserving and contributing to the strength of the community, state, nation, and world.

Effective learning shall be predicated on maximum participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, instructional modes, and evaluative procedures.

Provisions shall be made for incorporating many diverse experiences throughout the school years to assist learners in realizing to the fullest their unique potentialities, as well as to make certain that appropriate attention is directed toward the problems and progress of society. The emphasis and degree of sophistication of these experiences shall be appropriate to the needs and characteristics of the learners.

School experiences which contribute to self-fulfillment and productive life shall include the following:

1. Development of basic skills for learning and communication, including, speaking, reading, writing, listening, computing, and thinking.
2. Development of positive self-concept, including understanding and accepting self and understanding and relating effectively with others.
3. Development of decision-making and problem-solving skills.
4. Development of independence in learning, including demonstrating initiative and responsibility for continuous learning.
5. Development of physical, social and emotional health, including demonstrating good health, fitness and safety practices.
6. Recognition and pursuit of career development as an integral part of growth and development.
7. Development of a continually growing philosophy based on belief and values and including responsibility to self and others.
8. Development of creative potential and aesthetic sensitivity.

Adopted: 10/70

Amended: 3/88, 10/94

**HAWAII CONTENT AND PERFORMANCE STANDARDS
(HAWAII STATE BOARD OF EDUCATION POLICY 2015)**

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all students, the Department of Education shall implement the Hawaii Content and Performance Standards as approved by the Board of Education. The standards shall specify what students must know and be able to do.

Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the Hawaii Content and Performance Standards and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children.

The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards.

Approved: 10/95

Amended: 11/01; 06/23/05

**HAWAII CONTENT AND PERFORMANCE STANDARDS
(DEPARTMENT OF EDUCATION REGULATION 2015.1)**

1. The Hawaii Content and Performance Standards shall be implemented as approved by the Board of Education and distributed to the schools.
2. Each school shall describe its implementation of the standards in its Standards Implementation Design (SID).
3. The Department of Education shall develop and implement a continuum of professional development activities that enable teachers to implement the standards.
4. The Department of Education shall develop an assessment and accountability system that measures and reports on student attainment of the standards and holds everyone accountable for that performance.
5. The Department of Education and the Board of Education shall coordinate the review and revision of the standards every five years.

DOE: 11/01

**RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND
IMPLEMENTATION
(HAWAII STATE BOARD OF EDUCATION POLICY 2030)**

The Department of Education shall provide guidance to schools in developing and implementing curriculum and instruction for the public school system.

The responsibility for developing curriculum shall be shared by the Superintendent and the schools. The responsibility for developing and delivering the instructional program shall rest primarily with the schools. The Superintendent shall provide the general direction in curriculum and instruction by providing guidance in the use of effective teaching, learning, and assessment strategies appropriate to the Hawaii Content and Performance Standards.

Former Code No. 6123.2

Former Policy Approved: 07/60

Amended: 10/70, 03/88; 03/99

**CURRICULUM DELIVERY
(HAWAII STATE BOARD OF EDUCATION POLICY 2101)**

The Board of Education recognizes that a strong, challenging curriculum is key to student success and achievement. Therefore, all elementary (grades K-5) and secondary schools (middle/intermediate and high) shall design a program of studies—or curriculum—that enables all students to attain, to the highest degree possible, the Hawaii Content and Performance Standards (HCPS). The curriculum shall include:

- Units of study or lessons, delineating content or topics to be taught;
- Relevant instructional activities and materials to be used, aligned with the HCPS;
- Specific learner outcomes or expectations that result in student attainment of grade level benchmarks;
- A timeframe in which outcomes are expected to be achieved; and
- Assessment tools and methods, including collection and analysis of student work, to measure student attainment of outcomes and benchmarks.

With continued emphasis on improving student achievement, the articulation and coordination of curriculum and curricular services between and among grade levels and subject areas shall be addressed at every school. Articulation of services between schools within a complex shall also be addressed.

The curriculum or program of studies shall include academic courses, subjects, and/or units as well as planned, systematic co-curricular activities and student academic support services, such as assessment, counseling, and guidance to facilitate student attainment of standards. The Department of Education shall adopt regulations to assist schools in the implementation of this policy.

Approved: 11/03/05

**INSTRUCTIONAL MATERIALS
(HAWAII STATE BOARD OF EDUCATION POLICY 2240)**

The Board of Education understands that implementation of standards-based education requires instructional materials that are aligned with the Hawaii Content and Performance Standards (HCPS). Therefore, printed materials, media and technology which overtly address the HCPS benchmarks shall be selected for classroom use.

The Office of Curriculum, Instruction and Student Support shall provide a list of recommended textbooks and other instructional materials for select curricular areas. It shall also provide general and content-specific evaluation criteria for schools to use when evaluating instructional materials.

Schools that select texts and instructional materials not on the list of recommended texts and instructional materials shall demonstrate that these materials will better support their students' learning needs. Evidence shall include statewide assessment results and other data documenting student achievement.

Schools shall also develop and implement a multi-year textbook acquisition/replacement plan that is based on instructional needs. This shall be a key component of a schools' academic and financial plan. Schools shall inform parents and make available to their school communities, the textbook acquisition/replacement plan, its adequacy in meeting students' needs for textbooks in a given year, and the textbook series, by subjects, used in classrooms.

Former Code Nos. 6134 Textbooks and Reference Materials

6134.1 Approval of Reference Materials Offered by Special Interest Groups

Former Policy 6134.1 Approved 01/55; Reviewed 07/60; Revised and included above 4/70

Approved: 10/70

Amended: 03/88; 05/95; 03/97; 09/98; 01/05/06

PROGRAM GOALS

VISION

We envision a world in which all learners are empowered to navigate the future in an ever-changing global community.

MISSION

We are committed to developing enlightened citizens who are effective participants in our pluralistic society.

GOALS

The social studies curriculum empowers learners to be informed and reflective thinkers, responsible citizens, productive, self-reliant members of society and caring, ethical individuals by enabling learners to develop

- Civic responsibility and skills of participatory citizenry;
- Perspective of their own life experiences to see themselves as makers and shapers of the larger human adventure in time and place;
- Critical understandings of the historical, geographic, economic, political, and social institutions, and traditions and values of the United States;
- Appreciation of global diversity and interdependence of the world's people; institutions, traditions, values and environment; and
- Critical dispositions and habits of mind appropriate to the world of work and lifelong learning.

2. THE SOCIAL STUDIES STANDARDS

THE NEED FOR STANDARDS

Producing quality high school graduates requires high standards for all students. Educators must also ensure that the standards are responsive to each child. Working together, educators, parents, and the community are able to create developmentally-responsive environments with appropriate resources and pedagogy for all students. The challenge is to fit the learning environment to the child, not fit the child to the education system. We need to be informed by current research-based pedagogy which deals with child development and learning to insure that each child is able to achieve the standards/benchmark in a nurturing environment. All children must go through school seeing themselves as positive, responsible, and contributing people.

Social Studies Standards establish a framework under the five disciplines of Social Studies. The Social Studies standards are listed by strands—History, Political Science/Civics, Cultural Anthropology, Geography and Economics. The standards help to establish the scope of the Social Studies program. They serve as a blueprint that encourages educators to articulate with one another across grade levels and courses. The standards provide common terminology, grammar, and logic that will inform professional development and allow discourse with one another and the larger community (parents and caregivers, higher education community, businesses and industry and legislators).

As teachers become familiar with the standards and benchmarks (and reflect on them), many questions may emerge.

1. Why teach social studies?
2. What skills, knowledge, and attitudes constitute a quality social studies program for our school?
3. What do our students need to know and do to deal with major issues in their lives?
4. What instructional activities will allow them to become active learners?
5. How can we help our students meet the standards and benchmarks?
6. What do I need to do as a teacher to help children develop the skills and talents that will guide them in finding useful and fulfilling lives in the real world?
7. What do I need to know in my content field about pedagogy? About best practices?
8. How can I better articulate my own philosophy about how students learn? Do I practice what I preach? Do my classroom techniques and use of resources match my beliefs about learning and teaching? (Haas & Laughlin, 1997; NCSS, 1994).

The Department's vision of the high school graduate sets the compelling need for standards. Each school will address curricular adjustments to prepare our students for an information- and service-based society with skills for dealing with complex problems to which there are no simple answers.

THE SETTING OF THE SOCIAL STUDIES STANDARDS

DEVELOPMENT AND REFINEMENT PROCESS

The HCPS standards for social studies were developed to reflect the key concepts of the five strands which are the methods and processes used by the various social scientists. Every strand includes the major concepts of that discipline. History, for example, has two standards: *Change, Continuity, and Causality* and *Historical Inquiry, Empathy, and Perspectives*.

In Hawaii the effort to clarify and implement standards-based education is now in the third generation. From the conception of standards-based education in 1991 and the formation of the Hawaii Commission on Performance Standards to the development of HCPS II in 1998, the educational community (the Performance Standards Review Commission and the Council for Basic Education, Review Commission) has been working on reviewing and refining the standards-based system. With the approval of the HCPS III in nine content areas by the Board of Education in 2005, HCPS III began full implementation in School Year 2006-2007.

The Hawaii State Performance Standards Review Commission (2003) cited the following criticism of HCPS II:

- Too many standards
 - HCPS: 1544 standard
 - HCPS II: 139 standard, 3960 benchmarks and performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes (GLOs)
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

These criticisms have been pivotal in the development of HCPS III. The state specialists, working with the Mid-continent Research for Education and Learning (McREL), crafted the standards and benchmarks from HCPS II and from highly-rated standards documents of other states. From January 2005 to August 2005, teachers from across the state came together to refine and revise the draft of HCPS III. The agreement of these efforts is a document that contains the knowledge and skills essential for all students.

CRITERIA

In developing the standards and benchmarks, the criteria of coherence, clarity, and comprehensiveness have been used. The benchmarks contain

1. Important, rigorous content
2. A balance of knowledge and skills

3. Clarity of expression
4. Appropriate degree of specificity
5. Potential for assessment
6. Potential for instruction
7. Adaptability to local settings
8. Comparability with exemplary state documents

With the development and inclusion of the sample performance assessment (SPA), additional criteria have been developed. The main criterion for a SPA is a demonstration of the attainment of a significant aspect of the benchmark for the student and teacher. Other criteria include the following:

1. Content

- Does the SPA reflect the important intrinsic and significant concepts stated in the benchmark?
- Does it ask students to identify the in-depth knowledge necessary to meet the benchmark?
- Is the assessment developmentally appropriate?

2. Skills/Processes

- Does the SPA actively engage learners, e.g., discuss, hypothesize, observe, record, conclude, etc.?

3. Clarity

- Is the SPA clear to students—explicit, specific, and measurable?
- Can it be translated into classroom practice?

4. Specificity

- Is it detailed enough to provide curricular guidance?
- Is the language of the SPA limiting in any way?

THE RELATIONSHIP BETWEEN THE SOCIAL STUDIES STANDARDS AND THE GENERAL LEARNER OUTCOMES

The Social Studies standards are an excellent and efficacious way for students to attain the GLOs, explained on p. vii. Many teachers employ cooperative learning strategies and group work, addressing GLO 1 (Self-Directed Learner) and GLO 2 (Community Contributor). Through projects such as History Day exhibits and Project Citizen portfolios, students

demonstrate Standard 1 (Historical Understanding: Inquiry, Empathy, and Perspective) and address GLO 3 (Complex Thinker) and GLO 4 (Quality Producer). The assessment tasks, strategies, and the standards in all grades of Social Studies require complex and higher levels of thinking of all children (GLO 3). Students articulate and explain historical theories through written and oral presentations and/or culminating assessment tasks (GLO 5, Effective Communicator). Research and inquiry necessitate that students be familiar with and utilize technology, such as the Internet, judiciously and ethically (GLO 6, Effective and Ethical User of Technology).

THE ORGANIZATION OF THE SOCIAL STUDIES STANDARDS

KEY FEATURES

The HCPS III for Social Studies is the document that defines all teaching and learning in social studies. Social studies is an integral component of a core academic curriculum in Grades K-12. The standards and benchmarks of HCPS III provide opportunities for students to become knowledgeable, aware, and active participants in the world. HCPS III has a total of eight content standards: three history, two civics, one geography, one cultural anthropology, and one economics standard

NEW IN HCPS III

Content and skills are embedded in each standard. The first two history standards are the process and skills standards. These are the “lenses” through which all history is examined. The remaining standards are a combination of both skills and content.

In the development of HCPS III, a new benchmark is included only when a new content or skill is *introduced*. As a result, although each standard is represented in each grade or course, there are times when no benchmark is written for that standard as the content or skill has been previously introduced.

This does not mean that the teacher should not address that particular standard in that grade or course. It means that the content or skills embedded in that standard should be scaffolded from previous grades or courses and applied to the benchmarks in the current grade or course.

Thus, even though there is no Change, Continuity, and Causality (History standard 1) in grade 8, the methods and skills of examining people, issues, and ideas through the idea of change, continuity, and causality can be applied to any of the benchmarks in the grade 8 document. This principle holds true for any standard that does not have grade-level

benchmarks. By placing content into a context through the various lenses of social studies, students can make connections to self and to the larger world.

SOCIAL STUDIES STANDARDS AT-A-GLANCE

These At-A-Glance documents provide an overview of the social studies standards. The charts on pages 22 and 23 highlight key features of the eight social studies standards. Because standards 3 (History) and 4 (Political Science/Civics) detail the major ideas and concepts endemic to that particular grade or course, they help to organize the wide array of social studies skills and content by defining and refining the larger content standard. The resulting clarity will facilitate an even deeper understanding of the standards. Pages 24 and 25 add further detail to standards 3 and 4.

SOCIAL STUDIES STANDARDS AT-A-GLANCE (HCPS III)

STRANDS	CONTENT STANDARDS
History	<p>Standard 1: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</p>
	<p>Standard 2: INQUIRY, EMPATHY, AND PERSPECTIVE—Use the tools and methods of inquiry, perspective, and empathy to explain historical event with multiple interpretations and judge the past on its own terms</p>
	<p>Standard 3: HISTORICAL CONTENT</p>
	<p>Grade K: HISTORICAL CONTENT—Understand people now and then, here and now (learning, living, working together)</p>
	<p>Grade 1: HISTORICAL CONTENT—Understand children, people, and groups in time and place</p>
	<p>Grade 2: HISTORICAL CONTENT—Understand sharing and caring for people and earth</p>
	<p>Grade 3: HISTORICAL CONTENT—Understand change, cause and effect, and continuity in history and contemporary life</p>
	<p>Grade 4: PRE-CONTACT HAWAII—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</p>
	<p>Grade 5: UNITED STATES HISTORY—Three Worlds Meet (through Revolution)—Understand important historical events through the Revolution</p>
	<p>Grade 6: WORLD CULTURES/HISTORY—Ancient Times through Renaissance —Understand important historical events from ancient times through the Renaissance</p>
<p>Grade 7: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom</p>	
<p>Grade 7: PACIFIC ISLANDS—Understand important historical events in the Pacific region</p>	
<p>Grade 8: UNITED STATES HISTORY—Revolutionary War through Reconstruction—Understand important historical events in the Post Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</p>	
<p>Grades 9-12: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History</p>	
<p>Grades 9-12: PARTICIPATION IN DEMOCRACY—Understand important historical events and ideas related to the development of civics and political science</p>	
<p>Grades 9-12: UNITED STATES HISTORY—Post-Reconstruction through Present—Understand important historical events during the 20th century</p>	
<p>Grades 9-12: WORLD HISTORY—Pre- Renaissance through Present—Understand important historical events from classical civilizations through the present</p>	

STRANDS	CONTENT STANDARDS
Political Science/ Civics	<p>Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION Grades K-3: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</p> <p>Grade 4: GOVERNANCE AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian kapu system, and the similarities and differences in government across cultural perspectives</p> <p>Grade 5: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</p> <p>Grade 6: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives</p> <p>Grades 7-11: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</p>
Cultural Anthropology	<p>Standard 5: PARTICIPATION AND CITIZENSHIP Grades K-3 and 5-11: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</p> <p>Grade 4: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaha classes and how they participated in civic life</p>
Geography	<p>Standard 6: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</p> <p>Standard 7: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</p>
Economics	<p>Standard 8: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</p>

STANDARD 3—SOCIAL STUDIES STANDARDS AT-A-GLANCE (HCPS III)

Standard 3:	Grade Level	No. of Benchmarks	Topics
HISTORICAL CONTENT—Understand people now and then, here and now (learning, living, working together)	K	1	Celebrations
HISTORICAL CONTENT—Understand children, people, and groups in time and place	1	2	A Child's Place in History, Significant events in American History
HISTORICAL CONTENT—Understand sharing and caring for people and earth	2	1	Stewardship
HISTORICAL CONTENT—Understand change, cause and effect, and continuity in history and contemporary life	3	1	Community Life Past and Present
PRE-CONTACT HAWAII—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history	4	10	Early Hawaiian Society, Exploration, Migration and Settlement, Hawaiian State Government, Events in Hawaiian History
UNITED STATES HISTORY—Three Worlds Meet (through Revolution)—Understand important historical events through the Revolution	5	12	Exploration, Migration and Settlement, Colonial American Society, Revolutionary War
WORLD CULTURES/HISTORY—Ancient Times through Renaissance —Understand important historical events from ancient times through the Renaissance	6	8	Ancient Societies, 3000B.C.E. to 500 B.C.E., Classical Societies, 500 B.C.E. to 500 C.E., Post-Classical Societies, 500 C.E. to 1500 C.E.
HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom	7	7	Unification, Foreigners and Missionaries, Sugar and Plantations, Mahele, Overthrow
PACIFIC ISLANDS—Understand important historical events in the Pacific region	7	6	European Contact and Colonization, Government, United States and the Pacific, Contemporary Issues in the Pacific Islands
UNITED STATES HISTORY—Revolutionary War through Reconstruction—Understand important historical events in the Post Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)	8	15	The Constitution, Early American Society, Early Government of the United States, Early American Society, Westward Expansion, Antebellum America, Civil War, Reconstruction
MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History	9-12	9	The Overthrow, Plantations: 1900-1970, World War II: Pearl Harbor, Contemporary People, Issues, and Events
PARTICIPATION IN DEMOCRACY—Understand important historical events and ideas related to the development of civics and political science	9-12	3	Enlightenment, Early Historical Events, Historical Challenges to the Constitution
UNITED STATES HISTORY—Post-Reconstruction through Present—Understand important historical events during the 20 th century	9-12	32	Immigration, Urbanization, The Gilded Age and the Progressive Era, United States Imperialism, Early 20 th Century Foreign Policy, World War I, 1920s: Conflicts and Transitions, The Great Depression, Franklin D. Roosevelt and the New Deal, World War II, The Cold War, Civil Rights Era: 1954-1968, Contemporary Culture and Society
WORLD HISTORY—Pre- Renaissance through Present—Understand important historical events from classical civilizations through the present	9-12	17	Pre-Modern Times, Pre 1500 C.E., Origins of Global Interdependence in Early Modern Times, 1500 C.E. to 1800 C.E., Age of Revolution, Industry, and Empire, 1750 C.E.-1914 C.E., The Twentieth Century, 1914-1989, The contemporary World 1989-present

STANDARD 4—SOCIAL STUDIES STANDARDS AT-A-GLANCE (HCPS III)

Standard 4:	Grade Level	No. of Benchmarks	Topics
GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	K-3	8	Governance, Power and Authority, Principles and Values of Democracy
GOVERNANCE AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian <i>kapu</i> system, and the similarities and differences in government across cultural perspectives	4	1	Governance, Power and Authority
GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	5	2	American Democracy
GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives	6	1	Foundations of Democracy
GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	7-11	8	Governance, Power and Authority, Global Cooperation, Conflict, and Interdependence, Comparative Government

GRADE LEVEL BENCHMARK COUNTS BY STANDARDS

The chart, “Grade Level Benchmark Counts by Standards” (page 27) indicates how many benchmarks are in each standard and at each grade level or course. The number of benchmarks in each standard reflects the overall focus of what is being taught. For example, in U.S. History, the benchmarks reflect a greater emphasis on the history strand. These benchmarks build in content and modes of thinking from other disciplines such as geography, civics, and economics, resulting in a much richer understanding of the events and issues being studied.

GRADE LEVEL BENCHMARK COUNTS BY STANDARDS

Strand	Standards	No. of Topics	Number of Benchmarks by Grade						Number of Benchmarks by Grade/Course						Total				
			Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7 Hist Hawn King	Gr 7 Pac Isl Studies	Gr 8 US Hist	Gr 9-12 Mod Hist Haw	Gr 9-12 Partic in Democ		Gr 9-12 US Hist	Gr 9-12 World Hist		
History	Standard 1: Change, Continuity, and Causality —Understand change and/or continuity and cause and/or effect in history	9	1	1	1	1	1	1	1	1	1	1	1						9
	Standard 2: Inquiry, Empathy, and Perspective —Use the tools and methods of inquiry, perspective, and empathy to explain historical event with multiple interpretations and judge the past on its own terms	14		1	1	2	1	2	1	2	2				4				15
	Standard 3: Historical Content	58	1	2	1	1	10	12	8	7	6	15	3	32	17				124
Political Science/Civics	Standard 4: Governance, Democracy, and Interaction	8	1	4	1	2	1	2	1			3	1						20
	Standard 5: Participation And Citizenship (see Attachment 3)	5	2	1	1	1	1					1	5						12
Cultural Anthro-logy	Standard 6: Systems, Dynamics, and Inquiry —Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	11	1	1	1	3	3	1	2		1								13
Geography	Standard 7: World In Spatial Terms —Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	13	2	1	4	5	3	1	3	1	3				2				27
Economics	Standard 8: Resources, Markets, and Government —Understand economic concepts and the characteristics of various economic systems	27	2	3	5	3	1	2	3	2		2	3		3				33
TOTAL			10	14	15	18	21	21	20	11	10	23	11	14	41	24			253

COMPARING HCPS II AND HCPS III IN SOCIAL STUDIES

POINT OF COMPARISON	HCPS II	HCPS III	EXPLANATION
Strands	History, Political Science, Geography, Cultural Anthropology, Economics	History, Political Science, Geography, Cultural Anthropology, Economics	History, Political Science, Geography, Cultural Anthropology, and Economics make up Social Studies and are combined for rigorous and relevant study.
Standards	<p>Twenty-One (21) Standards:</p> <p>HISTORY</p> <ul style="list-style-type: none"> • Change Continuity, and Causality • Historical Empathy • Historical Inquiry • Historical Perspectives and Interpretations <p>POLITICAL SCIENCE/CIVICS</p> <ul style="list-style-type: none"> • Governance, Power, and Authority • Democracy • Global Cooperation, Conflict, and Interdependence • Citizenship/Participation • Political Analysis <p>CULTURAL ANTHROPOLOGY</p> <ul style="list-style-type: none"> • Cultural Systems • Cultural Diversity and Unity • Cultural Dynamics/Change and Continuity • Cultural Inquiry <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • World in Spatial Terms • Places and Regions • Human Systems • Environment and Society <p>ECONOMICS</p> <ul style="list-style-type: none"> • Limited Resource and Choice • Role and Function of Markets • Economic Interdependence • Role of Government 	<p>Eight Standards:</p> <p>HISTORY</p> <ol style="list-style-type: none"> 1 Change, Continuity, and Causality 2 Inquiry, Empathy, and Perspective 3 Historical Content <p>POLITICAL SCIENCE/CIVICS</p> <ol style="list-style-type: none"> 4 Governance, Democracy, and Interaction 5 Participation and Citizenship <p>GEOGRAPHY</p> <ol style="list-style-type: none"> 6 World in Spatial Terms <p>ECONOMICS</p> <ol style="list-style-type: none"> 7 Resources, Markets, and Government 	<p>The number of standards has been reduced from 21 to 8 by combining the essential skills of the discipline and using them as “lenses” with which to view the content area. For example, in HCPS II there were four history standards. In HCPS III, by combining three of them, one can choose how to view the benchmarks in the “Historical Content” standard. Also, when looking at the secondary history courses, one can see that the other social science disciplines are embedded within them and serve to provide a holistic view of the history being taught, instead of compartmentalizing the disciplines. Additionally, it is important to note that the pedagogy specified in HCPS II does not appear in HCPS III. While quality instruction and best practices are essential in increasing student achievement, their place is not in the standards document, which should confine itself to the skills and knowledge that all students must have. Anyone seeking information on instructional practices should consult the Instructional Guide and the Curriculum Framework.</p>

POINT OF COMPARISON	HCPS II	HCPS III	EXPLANATION
Topics	Not included	Added	Topics are categories that subdivide a standard. Grade 1 example: (Standard 3) HISTORICAL CONTENT—Understand children, people, and groups in time and place is divided into the topics of A Child’s Place in History, Significant events in American History. Benchmarks are organized under the topics.
Benchmarks, Performance Indicators	<ul style="list-style-type: none"> Benchmarks for grade clusters, Performance Indicators for grade levels Number of essential Performance Indicators for K-12: 687 	<ul style="list-style-type: none"> Benchmarks for grade levels, no Performance Indicators Number of Benchmarks for K-12: 253 	In HCPS II, grade-level performance indicators were added in response to a request from classroom teachers: We need to know specifically what must be learned at each grade level since the benchmarks are clustered and cover two or more grade levels. In HCPS III, the benchmarks were revised to be grade-level specific, and the performance indicators were dropped.
Assessment	Sample Assessment Task	Sample Performance Assessment (SPA)	Both HCPS II and III describe assessment activities connected to performance indicators or benchmarks. The Sample Assessment Task (II) was one way to measure accomplishment of a given performance indicator; the Sample Performance Assessment (III) is usually a “larger,” more comprehensive assessment.
Rubrics	Not included	Added	In moving towards performance standards (student work illustrating achievement of a standard(s) plus commentary), HCPS III includes a rubric for each benchmark. Rubrics describe four levels of learning: Advanced, Proficient, Partially Proficient, and Novice.
Spiraling of Benchmarks (formerly called Performance Indicators)	Each performance indicator, once introduced, usually continued up through the grade levels. It was differentiated at each grade by describing specific attributes of the skill or knowledge or by content.	A benchmark may or may not spiral up through the grade levels.	If a skill is mastered at a designated grade level, it need not be referred to at each subsequent grade level. Teachers at those higher grade levels can expect to move on to activities that require use of the skill rather than continual instruction and practice. This is especially evident in history standards of Change, Continuity, and Causality and Inquiry, Empathy, and Perspective.

DESCRIPTION OF THE STRANDS

History

The study of history should not rest solely on the knowledge of facts, dates and places. Students develop historical understanding by exploring the totality of the historical environment—the interdependencies created by temporal events, personalities, and physical settings. Modes of historical thinking occur within a solid framework of actual historical events and developments.

Political Science/Civics

Students need to acquire a body of knowledge about civic life, politics, and government. They also need to acquire and exercise relevant skills and dispositions to be able to engage in civic participation. Through opportunities in and out of the classroom, students experience democracy and develop an understanding of the responsibilities of citizenship. The formal documents upon which the nation has been founded rely on a politically active citizenry.

Cultural Anthropology

The study of culture is more than holidays and food, costumes, and crafts. Students gain an awareness that culture is a system of beliefs and practices and use that knowledge to celebrate diversity as well as develop empathy for people and things different from themselves.

Geography

Geography is more than memorizing states and their capitals. Geographic understandings require that students learn the skills and inquiry methods of geographers to observe patterns, associations, relationships, and spatial order. Geography must be learned within the contexts of home, school, community, society, and the world.

Economics

An understanding of economics enables people to comprehend the economic forces that affect them every day and helps students identify and evaluate the consequences of private decisions and public policies. Economics can be interwoven through all subject areas because economic decisions are the bases for human activity.

THE RELATIONSHIP BETWEEN THE SOCIAL STUDIES STANDARDS AND NATIONAL STANDARDS

The five strands of social studies, from which the standards are derived, are reflected in national documents such as the National History Standards, National Standards for Civics and Government, Curriculum Standards for Social Studies, National Geography Standards, and the National Content Standards in Economics.

THE SYSTEM OF STANDARDS

CONTENT STANDARDS

The eight Social Studies content standards are broad statements of what students are expected to know and be able to do by the end of grade 12. The content standards provide focus to the key features in the Social Studies programs.

BENCHMARKS

While the content standards are a general description of what students should know from kindergarten to grade twelve, the benchmarks are specific statements of what a student should know or be able to do at a specific grade or course. The combination of content standards and benchmarks provide a comprehensive picture of HCPS III in primary, upper elementary, middle, and high school.

SAMPLE PERFORMANCE ASSESSMENT (SPA)

The SPA is an example of one way to assess the benchmark and provides a guideline that can be used to develop the specific assessment task. The SPA can be used as written but teachers are free to develop their own assessments and assessment tasks.

The SPA differs from the assessment task. The sample performance assessment does not define the method of assessment but provides the “what.” The assessment task is the “how.” Whether the teacher chooses to have the student show attainment of the benchmark by creating a poster, writing an essay, or taking part in a performance or debate, the assessment and the assessment task must be aligned with the benchmark to allow the student to demonstrate proficiency.

RUBRIC

HCPS III addresses the “performance” part of the Hawaii Content and Performance Standards. The rubrics for social studies are designed with the specific criteria contained in the benchmark to help the teacher assess the level of proficiency reached by the student through his or her work. The rubric is used as a holistic evaluation of the benchmark, not as an evaluation of an individual piece of student work. It is important for teachers to talk to each other about their students’ work. If teachers can agree on the criteria for “exceeds,” “meets,” “approaches,” and “novice” through the examination of various pieces of student work, scoring will then become more consistent and meaningful

SAMPLE OF STANDARDS-BASED STUDENT WORK

The work seen below was judged proficient based on the rubric developed for this assignment. The student placed the events in the correct order and explained causality within each event, but did not analyze them in this assignment. The student also used relevant examples to explain how the source of conflict led to the revolution, but the examples were not especially insightful; thus the “proficient” rating.

Advanced	Proficient	Partially Proficient	Novice
Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution, using relevant and insightful examples. Use chronology to analyze causal relationships between and among these people and events, with accuracy	Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution, using relevant examples. Use chronology to explain causal relationships between and among these people and events, with no significant errors	Identify conflicts between the English government and the English colonies that led to the outbreak of the American Revolution. Use chronology to identify causal relationships between and among these people and events, with a few significant errors	Recognize that conflict between the English government and the English colonies led to the outbreak of the American Revolution. Use chronology to identify causal relationships between and among these people and events, with many significant errors

GRADE FIVE UNIT

(An integrated unit with Language Arts and Fine Arts)

Benchmarks: **SS.5.1.1** Use chronological order to explain causal relationships between and among people and events

SS.5.3.10 Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution

FA.5.1.4 Explain how an original artwork demonstrates a concept or idea from another discipline

LA.5.5.2 Use significant details and relevant information to develop meaning

LA.5.5.5 Use clear and precise vocabulary to support meaning

LA.5.6.2 Give informal presentations or reports to inform

Assessment Task

The American Revolution

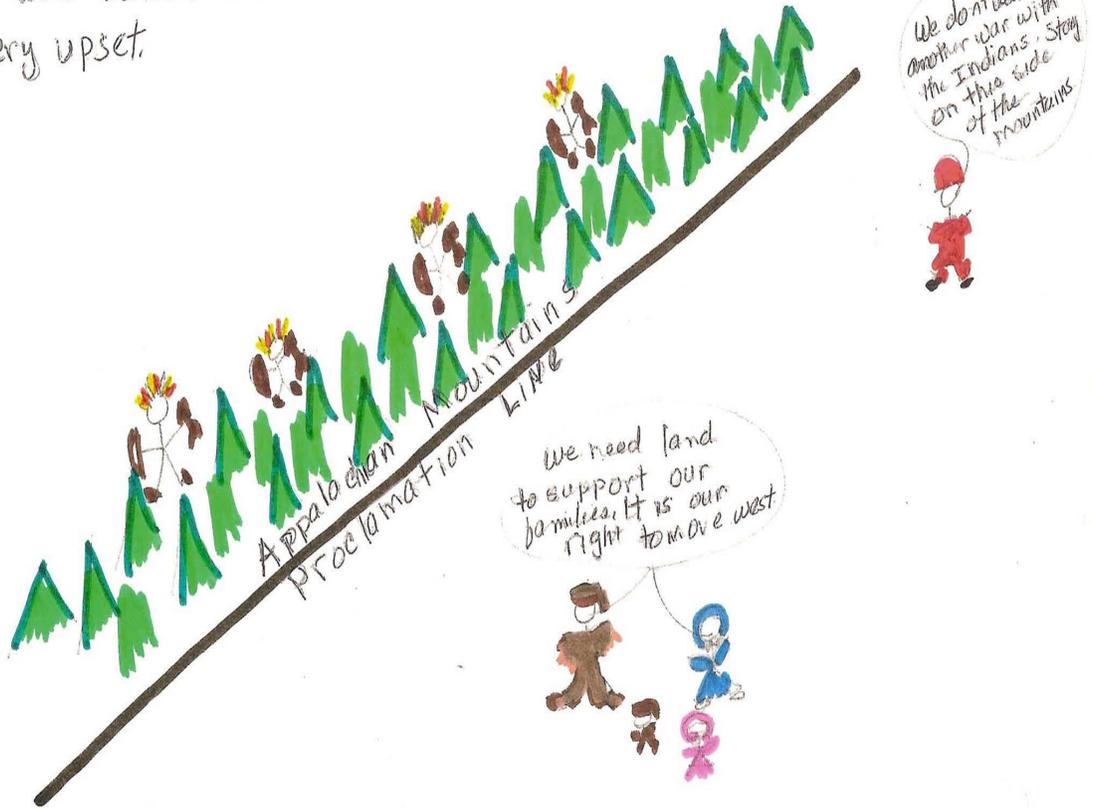
The Disney Studio has decided to make a historically accurate movie about the causes of the American Revolution. You have been assigned the job of creating at least six frames to “sell” the idea to the board of directors. Each frame must include a sketch of the scene, the announcer’s “voice-over,” and dialogue for the actors.

You also need to prepare a brief oral presentation, or “pitch” to sell your idea. To do this, select one of your frames and explain how the sketch, “voice-over,” and dialogue communicate your idea for that scene.



The Proclamation of 1763

After the French and Indian War the British were in debt. They decided that they couldn't afford any more wars, so they made a law that said Americans couldn't move west anymore. It was called the Proclamation of 1763. This made the colonists very upset.



Scene 1

The Quartering Act of 1765

The British also wanted the colonists to provide food and a place to live for British troops. This would save the British government money. The colonists didn't know why British troops had to stay in America. The French were gone from Canada. Were the colonists the enemy now?

Why are they here? I haven't done anything wrong.



Scene 2

The Stamp Act 1765

The British also needed to raise money. They made a tax called the Stamp Act. It put a tax on documents. These documents had to have an official stamp. The colonists didn't think they should be taxed like this because they didn't have any representatives in the British Parliament.



No taxation without representation

We won't buy things from England.



YIPPEE!

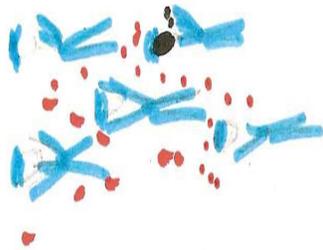


The colonists decided to stop buying things from Britain. It was called a boycott. This hurt the British merchants who complained to Parliament. The Stamp Act was repealed.

Class 2

The Boston Massacre 1770

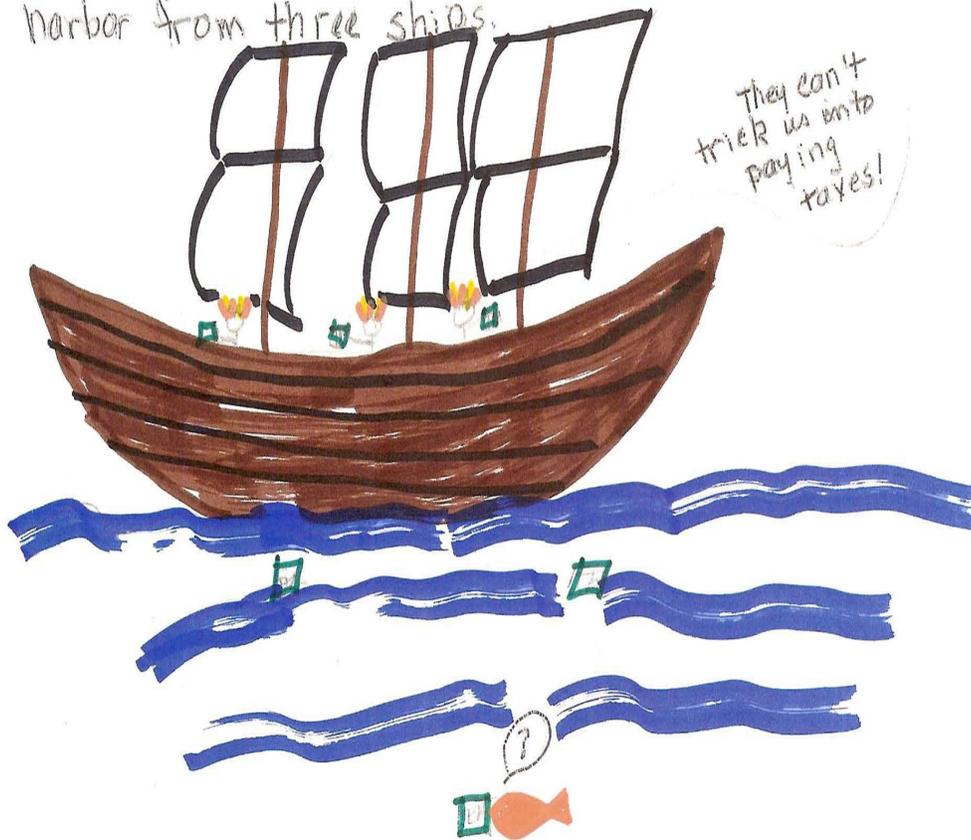
The colonists didn't like the taxes and the troops in America. In Boston some people got angry at the British troops. The troops shot at the people. Five Americans died. One was Crispus Attucks, an African American.



Scene 4

The Boston Tea Party 1773

The Americans avoided paying tax on tea by smuggling. The British passed the Tea Act. It made imported tea even cheaper than smuggled tea. That should have been good. It wasn't. It was still a tax. So a bunch of men in Boston got dressed up like Indians and threw tea in to Boston Harbor from three ships.



Scene 5

The First Continental Congress 1774

After the Boston Tea Party the British got really angry. They passed laws to punish the colonies. These were called the Intolerable Acts. Some Americans decided to meet and plan together what they should do. They decided to have another boycott of British goods. They sent a letter to King George asking him to fix things. If things didn't get fixed they would meet again. They also wanted the colonists to get guns.



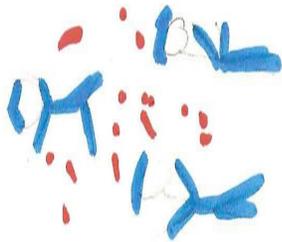
Scene 6

Lexington and Concord 1775

The king didn't make things better. The British now wanted to catch the colonists' leaders and get their guns. The redcoats marched on the towns of Lexington and Concord. Paul Revere, William Dawes, and Dr. Samuel Prescott warned the towns. The British and Americans fought each other. Men died on both sides.



You British
have killed
Americans!



You are
rebels, you
have killed
British soldiers



Scout

The Declaration of Independence 1776

After the battles of Lexington and Concord the Second Continental Congress met. Some men still wanted to try and make peace with the King, others had read "Common Sense" by Tom Paine. He said it was silly for the colonists to try and stay with Britain. They were really a separate country far away from Britain. The men decided to declare independence. They wanted to make people understand why they were doing this. They got Thomas Jefferson to write the Declaration of Independence.



Thomas Jefferson

We hold these truths to be self-evident, that all men are created equal

Scene B

3. ASSESSMENT, CURRICULUM, AND INSTRUCTION

STANDARDS-BASED ASSESSMENT

Standards-based assessment differs from the older paradigm where student progress was often measured by the ability of the student to produce one “right answer.” Students were sometimes placed in competition with each other and their results plotted on a bell-shaped curve. Today, standards-based assessment is used to guide the planning of school and class curricula, set learning goals with students and parents, make decisions about the students’ needs, and inform students, parents, and schools about learning outcomes. In other words, assessment is the driving force of instruction to insure an equitable teaching and learning environment. The outcome of social studies education is to enable all students to become competent citizens. Students must participate in tasks of high-level cognition that allow them to offer reasonable solutions to social and civic problems and to synthesize and communicate useful information and ideas.

To be effective, assessment should be comprehensive, develop students’ capabilities to monitor their own progress, reflect current knowledge of child and adolescent development, and be an integral part of the learning process.

Assessment that is comprehensive allows the child to be evaluated from several angles, such as through observations, conversation, and performance. Assessment is more than a “one time deal” that may not be reflective of the student over a longer time period. A variety of assessment tools should support different learning styles and allow multiple opportunities and a range of contexts to demonstrate learning outcomes.

By involving students in their own record keeping and in judging their own work, students will develop the skills needed to self-monitor and to reflect on the processes which engage the skills needed to produce learning. Students set goals and monitor their progress toward particular learning outcomes. The data that results from this process provide valuable information which determines decisions about future learning and teaching.

In planning, developing, and implementing assessment techniques, knowledge of the ways children and adolescents behave, grow, think, interact, and learn is essential for valid assessment. Thus, assessment must reflect current research on child and adolescent development.

Finally, assessment in social studies should not be separate from instruction. Student assessment is authentic and equitable when it is based on the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is expected and how assessment will occur. Authentic assessment tasks should match the students’ learning experiences and should reflect real-life situations, when appropriate.

RUBRICS

Rubrics play an integral part in assessment. HCPS III contain rubrics for each of the benchmarks. In social studies, rubrics are based on the following five criteria:

- Consistency
- Accuracy or Error
- Level of detail
- Significance
- Taxonomy

These criteria have been specifically chosen for inclusion in HCPS III because of the content and skills of the benchmarks. Although many of these criteria can be used with different benchmarks, some lend themselves particularly well to certain benchmarks. Some examples of these criteria can be found on the following pages.

Rubric A: CONSISTENCY

Topic	Governance, Power, and Authority		
Benchmark SS K.4.1	Identify rules that apply in different settings and the results from complying or not complying with these rules		
Sample Performance Assessment (SPA)	The student: Describes rules for the classroom, school, library, and home and describes the results from complying or not complying with these rules.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently identify rules that apply in different settings and the results from complying or not complying with these rules	Usually identify rules that apply in different settings and the results from complying or not complying with these rules	Sometimes identify rules that apply in different settings and the results from complying or not complying with these rules	Rarely identify rules that apply in different settings and the results from complying or not complying with these rules

Rubric A has consistency as the focus. This is appropriate because rules are something you want all children to consistently apply.

Rubric B: ACCURACY OR ERROR

Topic	Places and Regions		
Benchmark SS 4.7.1	Identify the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses		
Sample Performance Assessment (SPA)	The student: Describes the geographic characteristics and human characteristics of Polynesia, the Pacific region, and Hawaii in the pre-contact era.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify, with accuracy, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with no significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with a few significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with many significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses

Rubric B has Accuracy or Error as a focus. This is appropriate because when creating and using maps, one must be accurate.

Rubric C: DETAIL

Topic	Historical Challenges to the Constitution		
Benchmark SS 9PD.3.2	Describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights		
Sample Performance Assessment (SPA)	The student: Explains how the Supreme Court interpreted free speech, free press, civil rights, and the right to vote, over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with minimal detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Ineffectively describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights

Rubric C has detail as the focus. This is appropriate because using detail when explaining challenges to the Constitution helps the student understand those challenges.

Rubric D: SIGNIFICANCE

Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.		
Benchmark SS 6.3.2	Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies		
Sample Performance Assessment (SPA)	The student: Analyzes the importance of architectural remains in ancient societies in America and Oceania for understanding political (e.g., government), social (e.g., traditions, daily life), and cultural (e.g., religion, technology) development and features.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare writing, artifacts, and architectural remains, drawing relevant and insightful conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing relevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing unsupported or irrelevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Ineffectively compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies

Rubric D has significance as a focus. This is appropriate because in this benchmark, students are asked to compare, thus implying a reason. The reason is to draw relevant conclusions about societies.

Rubric E: TAXONOMIC LEVEL

Topic	World War II		
Benchmark SS 10.3.18	Explain the turning points in the European and Pacific theaters of World War II		
Sample Performance Assessment (SPA)	The student: Describes how the Battle of Midway and the D-Day Invasion were major turning points of World War II.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the turning points in the European Theaters of World War II	Explain the turning points in the European Theaters of World War II	Name the turning points in the European Theaters of World War II	Recognize the turning points in the European Theaters of World War II

Rubric E has taxonomic level as a focus. This is appropriate because this content lends itself naturally and appropriately to different levels of difficulty.

STANDARDS-BASED CURRICULUM

HCPS III is not the curriculum; rather it sets the base for a rigorous and relevant teacher-created curriculum. HCPS III contains the content and skills necessary for all children. When combined with powerful instruction and assessment, the curriculum becomes the vehicle for helping the student to realize the Vision of the High School Graduate and General Learner Outcomes.

The purpose of a standards-based curriculum is to ensure consistency regarding what is taught (content) and to provide learning activities that are consistent with the expectation of rigor. The curriculum includes instructional strategies for realizing these outcomes, as well as suggestions for multiple means to achieving the benchmarks.

STANDARDS-BASED INSTRUCTION

Michelle Herczog, in the Spring 2005 issue of the *Social Studies Review* cites researchers Linda Darling-Hammond, James Stigler, James Hiebert and others who believe that the factor which most affects student achievement is the quality of classroom instruction. Herczog (2005, 3) states, “The knowledge, skills and passion that teachers bring to the classroom are the hallmarks of quality instruction. And like other professionals, teachers need access to ongoing professional development to keep pace with changing student needs, challenging expectations, and new scholarship.”

Dean and Bailey, of McREL (2003) further support the following practices associated with standards-based instruction.

Align activities with the selected standards and benchmarks.

It may seem obvious that learning activities should align with the selected standards and benchmarks. In some cases, however, activities are incorporated in units simply because they are readily available from another source, are of personal interest to the teacher, or are fun for students. This is not to suggest that activities should be boring; rather, it is to acknowledge that instructional time is limited and teachers need to be purposeful in their selection of activities. For example in a unit on westward expansion in the United States, an activity that requires students to make a diorama of a mining town might not help students understand how the Gold Rush contributed to westward expansion.

Another aspect of alignment is ensuring that the nature of the activity is appropriate for the expected level of performance. In other words, if the intent is for students to be able to write essays about particular content, then they will need a variety of experiences that help them learn details, understand multiple perspectives, and identify instances of the generalizations that are the big ideas of the unit. For example, in a unit on the role of the United States in world affairs since World War I, students might gather information about the Great Depression from their text or other sources and represent that information using a graphic

organizer. Representing the information in an organized way will help students remember details as well as identify patterns and relationships. If students were asked only to complete a worksheet of multiple-choice questions, it would be much more difficult for them to write a high-quality essay.

Incorporate instructional strategies that help students acquire and integrate knowledge; practice, review, and apply knowledge.

To help students acquire and integrate knowledge, activities must provide students with opportunities to access prior knowledge, make connections between their new knowledge and prior knowledge, organize information, make connections, and see patterns. Teachers thus need to provide the steps or component parts of a skill or process, model the steps, or show how to engage in the component parts of a process. Strategies that are particularly useful for helping students acquire and integrate knowledge are cues, questions, advance organizers; summarizing, note-taking; and nonlinguistic representations.

In addition to helping students acquire and integrate knowledge, unit activities also should help students practice, review, and apply knowledge. Instructional strategies useful for such purposes include identifying similarities and differences, generating and testing hypotheses, and practice. These strategies help students clear up confusions and misconceptions, correct errors as they perform a skill or process, or engage in projects that help them apply what they have been learning in meaningful contexts. Teachers should keep in mind that learning a skill requires a fair amount of focused practice and usually students don't have enough opportunities to practice to the point that they've attained proficiency. In the early stages of learning a skill or process, after the teacher has explained and demonstrated the steps or parts of the process, students should practice immediately and often. As students reach some level of proficiency in a skill, practice can be spaced out. For example, in the first week or two, students might practice the skill every day. During the third and fourth weeks, they might practice a few times a week. Depending on the complexity of the skill or process, they might continue to practice once a week or only periodically.

STRATEGIES FOR SOCIAL STUDIES

While many strategies can be used successfully with various content areas, there are certain strategies that are particularly suited to the social studies field. Some of these strategies include political cartoons, Cooperative Controversy (where students read, discuss, debate, and present a convincing argument with the goal of coming to consensus), critical incident/discrepant event inquiry (useful for initiating study of a controversial issue), and Inquiry/Socratic discussion (a questioning technique that raises basic issues, probes beneath the surface, and pursues problematic areas of thought). Oral history is another strategy unique to social studies. Oral histories are unique in themselves because these histories are based on memory. They are subjective, shaped by the moment as well as by the individual. Oral histories generate information not found in written records, but can reveal the events, people and decisions that shaped the past, and how that past has contributed to the decisions and values of today (Truesdell, 2001). A simple websearch will bring up many sites devoted

to oral histories. The Oral History Center at the University of Hawaii can be reached at www.oralhistory.hawaii.edu and provides an array of services and training for teachers, students and the general public.

Primary sources are critical for Social Studies teachers. Too often, history is seen from the pages of a textbook. From this point of view, the past is often edited down to broad generalizations, devoid of the significance of eyewitness accounts, the power of the spoken word, or the feel of authentic memorabilia from times past. Primary sources bring history alive in a way that secondary sources often cannot. One can, of course, learn about the horrors of the Civil War in any number of textbooks; yet reading the firsthand account of Varina Jefferson Davis's *Christmas in the Confederate White House* brings the poignancy of a Christmas nearly bereft of hope to the reader in a way that is difficult for secondary source materials to convey.

The kinds of primary sources available to students are nearly endless—thanks, in part, to the World Wide Web. Letters, diaries, oral histories, music, journals, maps and more, once the domain of special collections in various libraries around the country, are available to anyone with a computer and Internet access. There are other important primary sources that may be available locally. Carvings on tombstones provide interesting fodder for research. Uniforms from soldiers of past times, complete with soil from a far away land, can talk to the students in a way that no history book can. Even old buildings provide clues to the milieu in which they were built (The Learning Place, 2002).

By using the methods of social scientists when examining the multiple perspectives that primary sources offer, students acquire the analytical skills necessary to form reasoned explanations and interpretations of issues and events, both past and present. Students become participants in the process of “doing” history, challenging the conclusions reached by others and seeking evidence to validate their own understandings.

A special kind of primary source available in nearly every community is a historic place. Although historic places like the White House or the Arizona Memorial are familiar to the vast majority of Americans, using historic places in the students' community adds a dimension of reality to the teaching and learning of Social Studies.

The excitement students feel when they come face-to-face with a monument, a battlefield, or a memorial that is listed in the National Register of Historic Places makes such places an ideal learning tool for enhancing classroom instruction. By using the places they visit as primary sources, the students become historians and experience the wonder of discovery as they gather information, make predictions, and learn about the connections to the past that these historic places can foster. Visiting historic places in the community can be the catalyst that makes the past come alive and links that past with the broader themes in our history and in our world.

GRAPHIC ORGANIZERS

Although graphic organizers can be used in many content areas, the types of graphic organizers used in Social Studies are often different from those in other content areas, due to the processes and concepts of Social Studies. Although they may be called webs, maps, concept maps, pictorial organizers or any number of other special descriptors, graphic organizers are visual ways to represent information (Jones, 2000).

The visual format of graphic organizers can boost retention and understanding by illustrating the thought processes and relationships from one item to another. They can help social studies students see similarities and differences, list the main ideas, subtopics and details, or be used in literally dozens of other ways. Graphic organizers focus attention on key elements and integrate prior knowledge with new knowledge to enhance concept development. They are invaluable as a support for planning and revising, because the student can add or subtract ideas to the organizer as ideas occur and check for essential vs. non-essential parts.

Research supports the use of graphic organizers. According to Beck (2000), based on theories by Novak and Gowin, Rumelhart, and Vygotsky, researchers have conducted long-term studies on the use of graphic organizers and have discovered that the mere presentation of graphic organizers to elementary students before reading helped those students recall and comprehend information. When students have in-depth training in constructing and in using graphic organizers, they reap the most benefit in terms of comprehension. This benefit is consistent from elementary to high school students.

Finally, when all students use the tools and methods of a discipline, they enhance their own learning. In history, that means using artifacts, paintings, film, and secondary sources, etc., as the tools. Students undertake the process of a historian which include proposing and testing historical ideas, discussing the meanings of realia, evaluating historical significance of events and ideas, and constructing historical milieus. In political science, polls, surveys, tallies, interviews and case studies, for example, are the tools by which students study the art and science of governance, the multiple perspectives of both government and its citizenry, and the effect of the media and political parties on controversial issues, such as war.

Each of the five disciplines in social studies (history, political science, anthropology, geography and economics) has its own tools and methods that are unique to that particular discipline. By using the respective tools and methods, students are not just studying history or political science; but they are becoming historians and political scientists. Data displayed on charts, graphs and tables enable economists to predict effects of and advise groups on fiscal and monetary policies.

By employing the methods and using the tools, learning becomes more than just the memorization of facts. Learning will become a way for students to have the knowledge, understanding, skills and dispositions that will produce competent, responsible citizens.

THE STANDARDS-BASED CLASSROOM

The standards-based classroom is, above all, a place of equity. No longer are students compared to each other; no longer do expectations fluctuate greatly from teacher to teacher; no longer do students have to “guess” what the teacher wants. It is all there in the state standards and benchmarks. In addition, the Chariho Regional School District of Southern Rhode Island points out other key features of a standards-based classroom. Students understand national and state standards as the foundation for their learning.

- Students understand that the responsibility for learning has shifted to them.
- Students are challenged to think at higher levels.
- Students are held accountable.
- Students are recognized for real accomplishments.
- Student progress is measured against an absolute standard.
- Students see their school leaders involved in the learning process.
- Students view their teacher as an approachable and helpful facilitator.
- Students see a commitment to be sure that all students are learning.
- Students help to set learning goals.
- Students are actively engaged in learning.
- Students see a purpose and accept responsibility for learning.
- Students collaborate with other students, regularly ask questions, and act as decision makers.
- Students see connections to other learning.
- Students understand the responsibility to meet the standards, the rewards for meeting them, and the extra work necessary if they don't.
- Students accurately self-assess.
- Students maintain portfolios of their work.
- Students are provided with additional expert instruction when they don't meet a standard.
- Students know how they will be assessed; there are no surprises or mysteries.
- Students understand that assessment is connected to planning for new learning.
- Students see connections between their learning and the real world.
- Students are guided by models of work that meet the standard.
- Students are guided to independence.
- Students see consistent expectations across subject areas.
- Students use rubrics.

INTEGRATION AS A TOOL FOR LEARNING IN SOCIAL STUDIES

Who can teach social studies without having students read with comprehension, write with clarity, and communicate with a purpose? These are tools constantly used in social studies. Although the development of these skills is the responsibility of language arts, teachers are

all responsible for the reinforcement of the skills. Whether social studies is taught in the elementary, middle, or high school grades, English is the language of communication.

Social studies can and should be integrated with language arts. Social studies teachers employ various forms of writing, such as: essays, creative stories, poetry, songs, and plays. Performance in skits apply public speaking skills. Primary and secondary sources, historical fiction, and historical non-fiction are text based resources which require reading. Does this sound like a language arts class? The main difference is that social studies teachers teach those skills around the historical content they are studying.

Lack of time is a factor that teachers often cite as an obstacle. One answer is integration of social studies and language arts. Oftentimes the activities of a language arts teacher and the social studies teacher are similar. People do not learn things in a vacuum. By using the *processes* of language arts with the *content* of social studies, deeper meanings can be established for both disciplines.

INTEGRATING READING AND WRITING INTO SOCIAL STUDIES

Reading and writing in social studies help students to learn and understand the texts and materials in the social studies curriculum. People read and write to find and construct meaning, to make sense of our world and that of the past, and to record events that matter.

To use language fully in social studies, a teacher may want to cover the walls with words; hang data charts and Status of the Class charts; have baskets and tubs of books, magazines, tapes, CDs, pictures, photos, artifacts, primary and secondary sources; and make the time for oral communication—exploratory talk, “talk story,” formal oral reporting, reciprocal teaching, brainstorming, arguing, persuading, and telling and retelling stories.

INTEGRATING DRAMA INTO SOCIAL STUDIES

Drama can be an effective teaching tool in social studies. Drama can help students to empathize, see, and honor diverse perspectives and other points of view, and bring the past to life. Here are a few examples of activities that can be integrated into the Social Studies.

- Tableaux (a live “still life”) has students first researching a topic and then working in groups to select historical persons to communicate the reality of the event or situation under study. Students try out different roles, poses, facial expressions, body language, etc., until the group decides on the still life. Each tableaux ends with a reflection/discussion and/or writing in journals.
- Role-play is used to analyze a key event, decision, problem or issue from the perspective of a participant. Through the exploration of processes such as coming to consensus, decision-making, conflict resolution, comparing various approaches, critiquing an event, or developing empathy for historical people, issues or decisions, the student gains an authentic experience of a historical event.

- Readers Theater is a presentation by two or more participants who read from already made or self-produced scripts. Facial expressions, voice tones and expressions, hand gestures, and props enliven the production rather than excessive movement, memorization, props or scenery.
- Reenactments/dramatic renderings/plays/skits/pantomimes are language rich and actively engage the learners in understanding events, motivations, behaviors and decisions of the past—bringing history alive!
- Mock trials help students look at historical situations from different perspectives; increase their understanding of certain events, decisions, or actions; or understand the legal system. Students become familiar with the material, the roles of the participants, the sequence of events, and the issues involved.
- Debate, town meetings, or Congressional hearings can be informally or formally organized. These forums promote interest in topics by allowing students to select and research roles and characters. Social studies gains relevance for students as they develop skills and confidence in public speaking, develop teamwork, provide opportunity for individual and group inquiry, and support the writing process through the use of critical thinking skills. The result is a deeper understanding of content and issues.
- Declamations, such as oratory, are recitations or powerful, rhetorical ways of speaking. Declamations help students develop public speaking skills and confidence, while providing practice in memorization and recitation to bring a historical figures to life.

INTEGRATING THE FINE ARTS INTO SOCIAL STUDIES

The visual arts give authentic, stimulating, and sometimes biased pictures of past societies and cultures. They provide insights into the aesthetic qualities of the different cultures as well as perspectives on their values, beliefs, needs, and practices. The visual arts are as much a part of history as are wars, elections, discoveries, and explorations. The art of Renoir, the drawings of Leonardo da Vinci, the photographs of Louis Hine—these could not have been created at another time or place in history. Using the visual arts in judicious ways can help make the study of history, culture, geography, economics, and civics enjoyable and understandable and stimulate high-level thinking and language skills.

Music is another access point to explore cultures, values, practices and beliefs, historical and political events, and even economics. Tracing wars through the songs and lyrics of the times may be an interesting topic for students with an affinity for music. For example, examining the music from the North and the South before, during, and after the Civil War gives a vivid picture of the feelings, thoughts, aspirations and fears of the soldiers and loved ones at home from both sides of the conflict. Music of the Vietnam era provides insight into the national mood of the 1960s. The history and evolution of African-American music reveals the conditions of the times. The sounds of an era express the “human story” of that era and add another dimension to learning about history.

INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES

According to National Council of Social Studies (1994), an especially effective way to actively involve students in authentic problem-tackling or decision-making contexts is to incorporate technology in the social studies classroom. The ability to access and utilize various technologies such as computers, digital and video cameras, scanners, the Internet, cable, multimedia projectors, and presentation software, etc., is vital in a world where one's personal and professional life necessitates the ability to interpret, process, and communicate information from a variety of sources.

With the teacher as a co-learner and facilitator of student-constructed knowledge, effective use of computers and other technologies can become a tool for critical thinking. With project-based learning, technology integration is gaining popularity. Gibson and McKay (2002) point out that technology can simulate a real-world situation so that complex episodes must be revisited or examined for information in a way that real-time activity does not allow.

Professional-looking multimedia presentations no longer depend on ultra-sophisticated technology. Students armed with a digital camera and appropriate software can create a virtual tour of a field trip they took. They can link any part of the tour to student-constructed explanations of the various components of the tour. Creating a multimedia presentation reinforces learning, and actively engages students in challenging activities. By allowing students to show what they know and can do through media productions, assessment becomes authentic and meaningful, not just another example of rote memorization of facts.

CDs, DVDs and the internet can provide information on a subject when combined with other modes of learning and desktop publishing software. When looking at the importance of whaling in the history of Hawaii, students may want to take an actual field trip to observe these mammals in their natural habitat, seeing them as the whalers of old once did. By brainstorming, or doing a KWL activity, students can focus on what they need (or want) to know and then choose multimedia to find the answers they seek. While observing the whales, students might take pictures with digital or video cameras and incorporate the images into a presentation of a particular aspect of the whaling culture.

Technology can foster global relations. Classrooms in different countries can be connected through technologies such as email, digital cameras, the internet, video-conferencing, and software. World language students in different schools could set up a bilingual website. This would help the students develop an understanding of each others' culture and language.

Technology can encourage a deeper understanding of issues at home. Armed with a simple video camera and microphone, students can tape oral histories of family and friends that help make sense of the community around them. Students can choose the topic to be explored, identify the persons they wish to interview, be guided through the process of conducting oral histories, and finally, present their learning using the technology they employed.

Interactive learning sites give immediate feedback and assist with learning complex concepts. The Technology Revolution has dwarfed the Industrial Revolution in its impact on human

existence. Technology will not only give students the chance to become active and autonomous learners who seek, explore, question, and create new meaning from the information but will also give them the chance to address the moral, ethical, and equity issues that arise as societies create and implement such technologies.

Preparing students to become fully integrated with a world that has embraced this revolution is a duty of every educator. By integrating technology into a curriculum that embraces modeling, reflecting, involving students actively, and establishing a community of learners, students will have the best chance of fulfilling the promise of the GLOs. They will then have a chance to become the independent learners, the critical thinkers, and the discerning adults of the future.

INTEGRATING PROJECT-BASED LEARNING INTO SOCIAL STUDIES

The following information on Project-Based Learning is taken from the Buck Institute for Education (2002) and the San Mateo County Office of Education (1997-2001).

Project-Based learning (PBL) is a model for innovative teaching and learning within the classroom. It emphasizes learning activities that are student-centered, long-term, interdisciplinary, and involve real world issues.

Project-Based Learning differs from traditional instruction in many ways. Instead of focusing on content coverage and facts in isolation, PBL focuses on deeper understandings and the comprehension of concepts and principles. The interests of the students drive the learning, instead of a rigid curriculum. Traditional instruction sees the teacher going through a textbook chapter by chapter; whereas, PBL proceeds in large units dealing with complex problems or issues within a broad interdisciplinary focus.

Assessment is another way in which PBL differs from traditional assessment methods. Instead of the recall of facts and the focus on test scores or products as an end result, PBL looks at both process and product. A deep and thorough understanding of the issues involved and a demonstration of that understanding in a real-world context are the results of criterion-referenced performances.

So what does a PBL activity look like in a classroom? In a traditional classroom, the teacher may identify the problem and direct the research. In a PBL classroom, the students take the lead to problem solve in cooperative learning groups and the teacher becomes the coach. The students investigate the problem(s), research and devise technically feasible solutions, and test their solution. Activity-based tasks, such as a community project, could also result.

Project-Based Learning is not just for middle or high school students. PBL in the elementary classroom can be a very effective means of reaching diverse learners, of encouraging social interactions, and for arousing the natural curiosity of the child in direct the inquiry process. As in the upper grades, PBL in the elementary classroom is not separate from instruction, nor

is it something added on to the major parts of the curriculum; rather it provides a context for applying Social Studies concepts and skills.

According to researcher Lillian Katz, author of *The Project Approach* (1994), there are three phases to PBL in the elementary grades. Phase 1 is the topic selection process. Katz and Chard (1998) suggest devoting several periods to discussing, selecting, and refining the topic. Topic selection, they stress, can be either from the teacher or the student. Phase 2 is the heart of the investigation, often consisting of field trips to sites for purposes of investigation and of exploring, predicting, recording, and discussing new findings and understandings. Phase 3 is the culmination of the project, followed by debriefing. The presentation can take many forms including group presentations, dramatic presentations, or guided tours of student constructions.

The benefits of PBL for the elementary student are many. With PBL, students are given the opportunity to apply skills, not just acquire them. PBL addresses the child's proficiencies, instead of deficiencies. By promoting the development of a student's own question, PBL relies on intrinsic motivation, instead of relying on external motivations to engage the student in the inquiry process.

When teachers embrace PBL into their curriculum, many notice changes that happen as a result. Some of them are

- More modeling and coaching;
- Less privacy and isolation;
- More performance-based assessments;
- Less paper and pencil testing;
- More interdisciplinary thinking; and
- Fewer texts.

Both teachers and students feel there are real benefits with PBL. Some teachers who work extensively with PBL feel that there is

- More student enthusiasm and autonomy;
- More involvement for students with special needs and building of trust among all members of the group;
- Increased understanding and respect for the viewpoints of others;
- More connection to the community; and
- Increased feelings of self-worth for the students as they carry out meaningful projects and see the results of such projects.

Students say they

- Learned that they can make a difference;
- Knew there was a specific audience for the project and that they had to meet the deadlines to present it to the audience;
- Felt needed and had a part in the learning process;

- Were learning skills and attitudes that would help them later on, like time management, and exercising responsibility; and
- Felt that real world evaluation was much more meaningful than a set of numbers on a test.

PBL is a meaningful way to support standards-based, student-initiated learning. Learning processes are documented and final products can be shared with other teachers, mentors, parents, and community members.

INTEGRATING PROBLEM-BASED LEARNING INTO SOCIAL STUDIES

Problem-Based Learning is an instructional method that incorporates all of the GLOs while challenging students to engage in solving real world problems.

The process is similar from the elementary grades through higher education. Beginning with a real world problem which may represent a need to be met, a problem from Social Studies or a discrepant event from the social sciences, students in small groups brainstorm their prior knowledge, organize their ideas, and attempt to define the broad nature of the problem. For example, the topic of homelessness in Hawaii can become a problem with which young children can grapple. Young children can discuss the people involved, the specific problems they face, and the relationships among the people and the greater community. Middle schoolers can use Project Citizen (Center for Civic Education) as an organizing structure. High school students can engage in problems such as global conflict using the current events of the time. All students in Grades K-12 can approach problems using the tools and methods of the social scientists.

In the next step, students generate or pose questions or learning issues (Engel 1991). The questions are recorded to preserve group memory and to track the aspects of the problem which are baffling. Defining the problem and the issues and identifying perspectives are essential elements of this step.

In the third step, the students categorize the questions or issues in terms of importance and management. The students decide on the method of investigation, either group or individual research. Whatever the groupings, the learning becomes the domain of the class through reciprocal teaching and sharing of resources. During the process, using collaborative strategies, such as “Status of the Class,” students examine the issues, integrate new information, summarize new knowledge and concepts, and make connections.

As students research and investigate the problem, they face new issues and questions, and discover that learning is relevant, exciting, and ongoing.

The teacher’s role is as a problem-solving partner who guides, facilitates, probes, supports, and engages in the learning effort. The extent to which the activities are student-centered or

teacher-directed depends on the size, needs, strengths, and nature of the class, as well as the beliefs and attitude of the teacher.

The Table below attempts to summarize the differences between problem-based learning and traditional instruction.

Problem-Based Learning	Traditional Learning
The problems imply or drive the curriculum. They allow skills to develop as needed.	The problems do not do not function as a test of explicitly taught skills.
The problems are ill-structured; there is no one right or best solution.	Problems are clearly stated with all information given so that students can solve the problem, usually with one right answer.
The teacher and the students do not know the solutions in the beginning.	The teacher knows the right answer.
Students are the problem solvers.	Teachers are the problem solvers with students' input.
Students are given guidelines to approach the problem.	Students are given formulas, heuristics, or steps to follow to solve the problems.
Assessment is on-going, authentic, and performance standards-based.	Assessment is usually at the end of the project, chapter, or assignment.

INTEGRATING ASSESSMENT, CURRICULUM, AND INSTRUCTION: THE HCPS III IMPLEMENTATION PROCESS MODEL

There is a system for implementing standards. This system involves the integration of curriculum and instruction with assessment. The system the Hawaii Department of Education follows is the Hawaii Content and Performance Standards III Implementation Process Model, a framework adapted from West Ed's model for standards implementation. This framework, presented in Table A, is a series of six steps.

- Step 1 is the identification of relevant benchmarks. The teacher decides which benchmarks will be the central focus of their lesson or unit.
- Step 2 is the determination of the evidence to show that the students have met the targeted benchmark(s). This is the assessment piece.

- Step 3 is the strategies and experiences which will build understanding and help all students meet proficiency.
- Steps 4 and 5 are the collection of evidence and the formative assessment of student learning. The teacher uses this evidence which indicates student’s progress to decide what further instruction or support is needed.
- Step 6 is the evaluation and communication of findings of individual student achievement.

While the model numbers the steps in the process, it is important to remember that these steps are not always followed in a lock-step fashion. For example, as a teacher moves from Step 1 through Step 5, collecting evidence of student learning, she will likely gain insight that will inform step three (determine learning experiences). In her review of the work she may notice that many students are not meeting a certain aspect of a particular benchmark. For example, the students may be correctly able to define the major ideas (i.e., “natural rights,” “government by the consent of the governed,” and “all men are created equal”) stated in the Declaration of Independence, but they may not be able to explain why these were included in this document. Knowing this about the students’ knowledge will inform Step 3 and the teacher will likely design additional learning experiences designed to help students deepen their understanding of these concepts.

Table A shows a graphic of the HCPS III Implementation Process Model. Table B explains what “good” and “great” implementation of this model might look like. The section following the tables will explore some of the state support tools created to help teachers implement the HCPS III.

Table A: HCPS III IMPLEMENTATION PROCESS MODEL

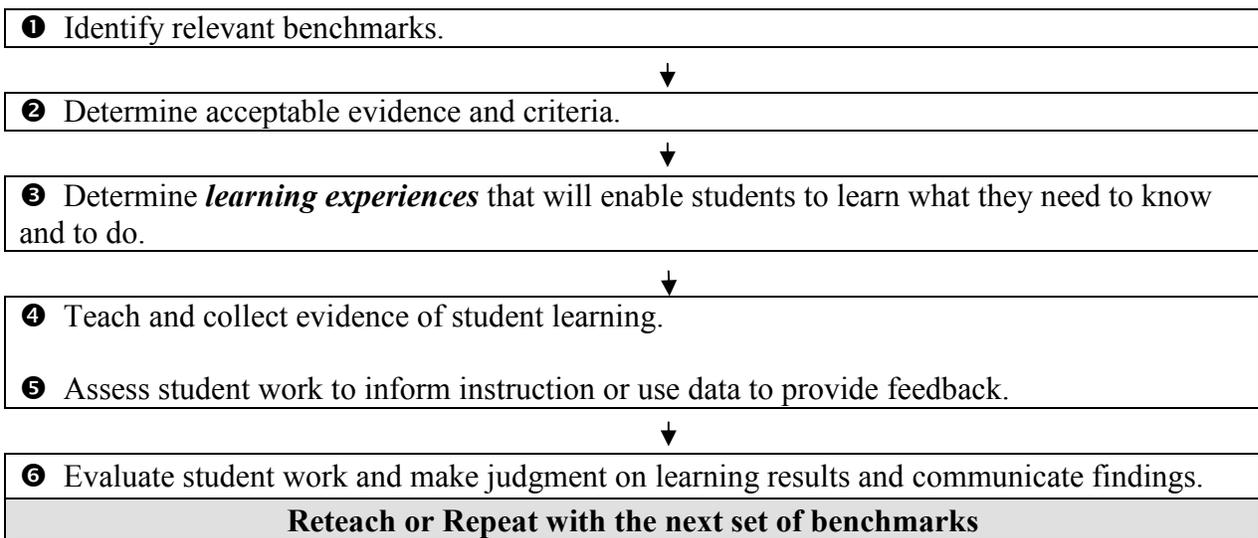


Table B: EVIDENCE of the HCPS III IMPLEMENTATION PROCESS MODEL

Implementation Steps	Evidence of GOOD Implementation	Evidence of GREAT Implementation
<p>1 Identify relevant benchmarks.</p>	<ul style="list-style-type: none"> Teachers develop curricula based on HCPS III benchmarks Teachers map out curricula over the year 	<ul style="list-style-type: none"> Teachers develop curricula that connect HCPS III benchmarks to “big ideas” or universal concepts Teachers collaboratively map out curricula over the year
<p>2 Determine acceptable evidence and criteria.</p>	<ul style="list-style-type: none"> Teachers design/select assessments (based upon established criteria) that will show evidence of students demonstrating proficiency of the benchmarks at the appropriate taxonomic level Teachers establish criteria that are related to the expectations of the benchmark(s) 	<ul style="list-style-type: none"> Teachers collaboratively design/select a <i>variety</i> of assessments at the appropriate taxonomic level (such as performances, projects, essays, selected response, extended response, etc.) that promote transferability of concepts and skills Teachers collaboratively establish criteria related to the expectations of the benchmark(s) and provide examples that demonstrate the range of proficiency (in the future, teachers reflect on the effectiveness of past tasks and criteria and make necessary adjustments)
<p>3 Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do.</p>	<ul style="list-style-type: none"> Teachers design/select lessons targeting the benchmarks while developing the General Learner Outcomes Teachers design instruction to accommodate the various levels of learners in our classrooms Teachers select instructional resources (such as trade books, primary sources, textbooks, reference materials, and internet sites) that develop proficiency of the targeted benchmark(s) 	<ul style="list-style-type: none"> Teachers design/select rigorous and relevant learning experiences that provide meaningful contexts for developing proficiency of the benchmarks and demonstrating the General Learner Outcomes Teachers design instruction that scaffolds and extends learning for all students Teachers strategically incorporate instructional resources that support a range of learners in developing proficiency of the targeted benchmark(s)
<p>4 Teach and collect evidence of student learning.</p> <p>5 Assess student work to inform instruction or use data to provide feedback.</p>	<ul style="list-style-type: none"> Teachers implement the planned lessons and assessments Teachers use formative assessment to inform instruction Teachers provide appropriate feedback to help students gauge their progress and provide opportunities to reach proficiency 	<ul style="list-style-type: none"> Teachers use verbal and nonverbal cues to adjust lessons as they teach Teachers collaborate on how the established criteria is applied in order to judge proficiency based on student work Teachers involve students in the assessment process to reflect on their progress toward proficiency of the benchmarks
<p>6 Evaluate student work and make judgment on learning results and communicate findings.</p> <p>Reteach or repeat the process with the next set of benchmarks.</p>	<ul style="list-style-type: none"> Teachers judge students’ overall proficiency of the benchmark(s) using a variety of assessments (considering the most recent evidence and a preponderance of evidence; <u>not an average</u> of all assessments) based on shared criteria Teachers communicate students’ achievement of the benchmarks via the report card 	<ul style="list-style-type: none"> Teachers collaborate to validate each other’s judgment of students’ overall proficiency of the benchmark(s) Teachers use opportunities beyond the report card to communicate achievement and progress to parents and students

This next section will examine the Benchmark Map, a support tool for standards implementation and the Logic Model used in the creation of the Benchmark Map. The Benchmark Map for the first quarter of high school in American History, the U.S. History Benchmark SS.10.3.17, assessment task, and rubric follow as examples.

BENCHMARK MAP LOGIC MODEL FOR SOCIAL STUDIES

- Benchmark Maps are built on the standards and benchmarks for HCPS III in Social Studies.
- Benchmark Maps are organized according to three criteria: chronology, theme, and concept.
- In some cases, Benchmark Maps are organized according to a single criterion; in others, a combination of two or more criteria.
- The Big Ideas/Major Understandings have been extracted from the clustered benchmarks and reflect holistic understandings that guide the teaching and learning of the benchmark cluster.

Grades K-3: Benchmark Maps are often created according to theme and/or concept. They are created in this fashion because the study of history (and its inherent emphasis on chronology) is not undertaken in an in-depth way until Grade 4. The benchmarks in the lower elementary grades establish the foundation of content and skills that will be scaffolded in the ensuing years.

Grades 4-11: Benchmark Maps are often created according to chronology, though theme is used when appropriate.

Example: Grade 1, Quarter 4

Criterion Used: Concepts (needs, wants, goods, services)

Big Idea(s)/Major Understandings: *Students will understand that. . .*

- People have needs and wants.
- Goods and services are obtained through a variety of ways.

Benchmark Cluster

- SS.1.8.1: Compare needs and wants
- SS.1.8.2: Explain how people trade or use money to obtain goods and services
- SS.1.8.3: Define various goods (things that people need or want) and services (jobs people perform that satisfy people's needs or wants)

Example: Grade 7, Quarter 4

Criterion Used: Theme (contemporary issues of Pacific Island nations)

Big Idea(s)/Major Understandings: *Students will understand that. . .*

- The allocation of natural resources, economic development, the completion of the decolonization process, foreign policy, economic underdevelopment, the uneven

- distribution of wealth, land tenure, regional cooperation, the environment, and extensive migration from rural to urban areas are common concerns within the Pacific region.
- The political systems of the Pacific Islands are still in transition. This region is experiencing complications from mixing Western models of government with traditional ones.

Benchmark Cluster

- SS.7PI.3.4: Analyze the roles and responsibilities of contemporary governments (including monarchy, free association, trust territory and independence) in the Pacific Islands and how they are similar or different
- SS.7PI.3.6: Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose solutions to them based on research

Example: U.S. History (high school), Quarter 3

Criteria Used: Chronology

Big Idea(s)/Major Understandings: *Students will understand that. . .*

- America’s initial reaction to the aggressive moves of Germany, Italy, and Japan during the late 1930s was one of isolationism; however, the day after Japan bombed Pearl Harbor; the U.S. entered World War II.
- Once again the United States geared up for war, but this time those of Japanese ancestry were deemed dangerous to the nation and sent to internment camps. Others were sent to camps, too, including people of German and Italian ethnicity.
- America’s wartime production and military might turned the tide of the war in the Pacific and in Europe, leading to an Allied victory.

Benchmark Cluster

- SS.10.3.16: Analyze the causes of the bombing of Pearl Harbor
- SS.10.3.17: Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans
- SS.10.3.18: Explain the turning points in the European and Pacific theaters of World War II
- SS.10.3.19: Describe how domestic policies were affected by United States involvement in World War II
- SS.10.2.2: Determine the relevance of sources and assess their credibility

Example: Participation in a Democracy

Criterion Used: Civic Action

Big Idea(s)/Major Understandings: *Students will understand that. . .*

- In a democracy, citizen participation is essential, either as an individual or in groups.

Benchmark Cluster:

- SS.9PD.5.1: Explain the rights, duties and responsibilities of citizens in a democracy and the relationship between them
- SS.9PD.5.4: Explain the role of a citizen in the electoral process

- SS.9PD.5.3: Compare the characteristics of major political parties based upon the philosophy platform, and support base
- SS.9PD.5.2: Investigate how citizens can monitor and advocate for a local, state, or national issue
- SS.9PD.5.5: Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation

Course: United States History	Quarter: 3
<p>Big Idea(s)/Major Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • America’s initial reaction to the aggressive moves of Germany, Italy, and Japan during the late 1930s was one of isolationism; however, the day after Japan bombed Pearl Harbor, the U.S. entered World War II. • Once again the United States geared up for war, but this time those of Japanese ancestry were deemed dangerous to the nation and sent to internment camps. Others were sent to camps, too, including people of German and Italian ethnicity. • America’s wartime production and military might turned the tide of the war in the Pacific and in Europe, leading to an Allied victory. 	
<p>HCPS III Benchmarks:</p> <ul style="list-style-type: none"> • SS.10.3.16: Analyze the causes of the bombing of Pearl Harbor • SS.10.3.17: Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans • SS.10.3.18: Explain the turning points in the European and Pacific theaters of World War II • SS.10.3.19: Describe how domestic policies were affected by United States involvement in World War II <p>❖ <i>SS.10.2.2: Determine the relevance of sources and assess their credibility</i></p>	
<p>Big Idea(s)/Major Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • There was a long history of mutual hostility and distrust between the United States and the Soviet Union, and following the Allies’ victory in World War II, these historical animosities and differing views of a postwar Europe led to “The Cold War.” • The U.S. vowed to contain communism, resulting in conflicts in Asia and Latin America. • Domestically, Senator Joseph McCarthy espoused the belief that America was unable to control world events because of domestic communist subversives. 	
<p>HCPS III Benchmarks:</p> <ul style="list-style-type: none"> • SS.10.3.20: Explain the origins of the Cold War • SS.10.3.21: Explain how America’s foreign policy during the Cold War led to conflicts in Asia and Latin America • SS.10.3.22: Explain how the events of the Cold War led to the McCarthy era • SS.10.3.27: Assess John F. Kennedy’s handling of the Cuban Missile Crisis <p>❖ <i>SS.10.2.1: Use knowledge of historical periods to assess contemporary issues and decisions</i></p>	

Course: United States History	Quarter 3
<p>Big Idea(s)/Major Understanding(s): <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> • After World War II a series of factors and events brought about the modern Civil Rights movement. • The Civil Rights movement was not a monolithic movement, but was affected by a variety of people and organizations. • The successes of the Civil Rights movement inspired other groups such as women and Native Americans to seek equality. 	
<p>HCPS III Benchmarks:</p> <ul style="list-style-type: none"> • SS.10.3.24: Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II • SS.10.3.25: Describe the significant events, individuals, and groups associated with the Civil Rights Era • SS.10.3.26: Describe the expansion of the Civil Rights movement to other groups, including Native Americans and women ❖ <i>SS.10.2.2: Determine the relevance of sources and assess their credibility</i> ❖ <i>SS.10.2.3: Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective</i> 	

Quarter Three Assessment Task with Rubric

HCPS III: Benchmark SS 10.3.17: Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans

Assessment: Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) as well as the restrictions on and internment of those of German and Italian descent

Assessment Task: Create a graphic organizer that lists the events (i.e., the internment of Japanese Americans and the restrictions, including internment, on German and Italian resident aliens), and the short and long-term impact these events had on both the ethnic groups and on the interpretation of the Constitution. Use the graphic organizer to write an extended response that discusses the constitutional issues and impact on these people.

Rubric:

Advanced	Proficient	Partially Proficient	Novice
Discuss the constitutional issues and impact of events on the U.S. home front, making significant connections, insights, and generalizations	Discuss the constitutional issues and impact of events on the U.S. home front, making connections, insights, and generalizations	Discuss the constitutional issues and impact of events on the U.S. home front, making weak connections, insights, and generalizations	Discuss the constitutional issues and impact of events on the U.S. home front

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GLOSSARY

authority—Right to control or direct the actions of others, legitimized by law, morality, custom or consent.

citizen—Member of a nation who is entitled to the rights and privileges of membership and who has the duties and responsibilities of membership.

civility—Treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others.

common good—Benefit or interest of a politically organized society as a whole.

cultural landscape—All the features that owe their existence to human activities (settlement, cultivation, structures, landscape, etc.)

cultural mosaic—Mixed distribution of human cultures in a region.

democracy—Principles, e.g., the people are sovereign; the power of the government is limited by law; people exercise their authority directly by voting for or against certain rules, laws or candidates as well as by voting in community or town meetings; decisions are based on majority rule, but minority rights are protected.

Habits of Mind—The Bradley Commission identified thirteen habits of mind. They are:

1. Understand the significance of the past to their own lives and to their society.
2. Distinguish between the unimportant and the inconsequential.
3. Perceive past events and issues as they were experienced by people at that time (historical empathy) as opposed to present-mindedness.
4. Acquire, simultaneously, a comprehension of diverse cultures and of shared humanity.
5. Understand how things happen and how things change, how human intentions matter but also how their consequences are shaped by the means of carrying them out.
6. Comprehend the interplay of change and continuity and avoid assuming that either is somehow more natural, or more to be expected, than the other.
7. Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
8. Grasp the complexity of historical causation, respect particularity and avoid excessively abstract generalizations.
9. Appreciate the often tentative nature of judgments about the past and thereby avoid the temptation to seize upon particular lessons of history as a cure for present ills.

10. Recognize the importance of individuals who have made a difference in history and the significance of personal character for both good and ill.
11. Appreciate the force of the nonrational and the irrational, the accidental, in history and human affairs.
12. Understand the relationship between geography and history as a matrix of time and place and as a context for events.
13. Read widely and critically to recognize the difference between fact and conjecture, between evidence and assertion and thereby, to frame useful questions.

historical empathy—Students study the past on its own terms. They do not judge the past solely in terms of present-day norms, empathy, and values.

historical inevitability—To see events in history as predetermined, thus eliminating the possibilities that people faced and the choices they made.

historical linearity—To draw a straight line between the past and the present, as though earlier events had to follow this line of development to the present.

opportunity cost—The highest value alternative that must be foregone because another option is chosen; what you give up to get something.

primary sources—Primary sources are information created by the event or in the process of the event such as archival sources, documents, manuscript collections, diaries, personal collections and photographs. The writer must be an eyewitness or participant in the event. Newspapers, magazines or journal articles of the era are primary sources in that they are first hand accounts written or taken at the time of the event.

secondary sources—Books, articles, interviews, media productions or any other historical source that seeks to explain or interpret an event after the fact. The writer is not an eyewitness or participant in the event.

temporal structure—Seeing historical events and developments in time—beginning, middle, end, duration, structure.

5. APPENDICES

Appendix A: Reading Comprehension Strategies for Social Studies

Appendix B: Tuning Protocol

Appendix C: Social Studies Textbook Evaluation

Appendix D: Issues in Social Studies

Appendix E: Frequently Asked Questions

APPENDIX A: READING COMPREHENSION STRATEGIES FOR SOCIAL STUDIES

Making Social Studies interesting, relevant, exciting, and purposeful for our young students is desirable. Unfortunately, the difficulty level of reading history and other textbooks and the low reading ability of some students create challenges for teaching Social Studies. By providing all children with non-fiction, primary source documents and expository literature from an early age, students will learn to adapt their reading abilities to a variety of reading materials and learn to handle the complex organization and questions found in textbooks.

By providing guidance during the reading process, students will be able to read for meaning, search for specific information, inter-relate ideas, and make generalizations and inferences. The following generic reading comprehension strategies are taken from Harvey and Goudvis (2000).

SCHEMA THEORY: MAKING CONNECTIONS

Schema theory provides direction and focus for children to

- Enhance their comprehension,
- Activate mental files,
- Recall information from their long-term memory banks relevant to what will be read,
- Use knowledge about the author,
- Identify particularly difficult or unfamiliar text structures or formats, and
- Recognize inadequate background information.

Readers draw upon their experiences, knowledge, opinions and emotions by making connections from

- Text-to-self—connections that readers make between the text and their past experiences or background knowledge.
- Text-to-text—connections that readers make between the text they are reading and another text, including books, poems, scripts, songs or anything that is written.
- Text-to-world—connections that readers make between the text and the bigger issues, events or concerns of society and the world at large.

An example of schema theory: While reading the *National Geographic* article, “Through Tewa Eyes,” students might make connections to their own birth (text to self). They could also connect to other stories of Indian tribes or nations (text to text) and they could certainly connect to naming ceremonies and origins of people (text to world).

DETERMINING IMPORTANCE

Readers determine importance when they know their purpose for reading. Some purposes are to

- Remember important information.
- Learn new information and build background knowledge.
- Distinguish what’s important from what’s interesting.
- Discern a theme, opinion, or perspective.
- Answer a specific question.

Teachers can assist students with determining whether the author’s message is to inform, to persuade, or to entertain. Through discussion, the difference between what is interesting to the student personally and what is important to understand in the text can be clarified.

One effective method of teaching this strategy is to model the thinking processes by verbalizing while writing on the overhead projector. The teacher questions aloud while outlining and highlighting the important ideas on a transparency. Another effective use of this strategy is the two or three-columned paper with headings like “Important or interesting to me” and “Important to understand the idea of” and/or “Both.”

ASKING QUESTIONS OF SELF, AUTHOR, AND TEXT

Many teachers begin a new unit with KWL, a strategy to determine prior knowledge and to ask questions that will stimulate inquiry. Posting the chart with all of the questions provides a visual aid to those readers who are more accustomed to answering than questioning.

Effective readers ask questions to

- Construct meaning.
- Enhance understanding.
- Find answers.
- Solve problems.
- Find specific information.
- Acquire a body of information.
- Discover new information.
- Propel research efforts.
- Clarify confusion.

Using picture books which illustrate social studies themes is a way to model this questioning strategy. While showing a picture from *The Bobbin Girl* (a picture book about the mill workers on the East Coast during the industrial age), the teacher models those questions that aid in comprehension (e.g., “Hmm, what is a bobbin?” “Why is this young girl working in a factory?” “Is there ‘child labor’ today?”)

USING SENSORY IMAGES TO ENHANCE COMPREHENSION: VISUALIZING

Encouraging readers to create mental images while reading enables them to stop, think about, and use the text in a meaningful way. Being able to visualize strengthens inferential thinking. When readers visualize, they are in fact inferring, but with mental images rather than words and thoughts. (Harvey & Goudris, 2000).

Visualizing

- Allows readers to create mental images from words in the text.
- Enhances meaning with mental imagery.
- Links past experiences to the words and ideas in the text.
- Enables readers to place themselves in the story.
- Strengthens a reader's relationship to the text.
- Stimulates imaginative thinking.
- Heightens engagement with the text.
- Brings joy to reading.

Readers infer or read between the lines when they

- Draw conclusions based on clues in the text.
- Make predictions before and during reading.
- Surface underlying themes.
- Use implicit information from the text to create meaning during and after the reading.
- Use pictures to help gain meaning.

Selecting poems from women who served in Vietnam during the war to read aloud and then asking students to visualize the situation provide an effective way to model this strategy.

SYNTHESIS

Synthesizing information while reading involves integration of the new information with existing knowledge as a way to form a new idea, opinion, or perspective or interpretation. This is a higher order thinking skill of which summarizing is a part. The teacher can discuss methods of synthesizing in terms of cause/effect/chronology, description, problem-solution, prior knowledge, connections, active questioning, generation of new ideas, and new applications.

When readers synthesize, they

- Stop and collect their thoughts before reading on.
- Sift important ideas from less important details.
- Summarize the information by briefly identifying the main points.

- Combine these main points into a larger concept or bigger idea.
- Make generalizations about the information they read.
- Make judgments about the information they read.

An example of synthesis is using an alternate sign system to express an idea found in another genre. For example, after reading and discussing *Sarah Plain and Tall*, some students have identified important ideas from the story and have created a rap—a new fresh interpretation of the main character in the book.

FIX-UP STRATEGIES: THE CUEING SYSTEMS

Many teachers are familiar with strategies that will help students to attend more carefully to the linguistic features and systems of written language. Knowledge of the complexity and utilization of one or more of the multitude of systems that comprise reading social studies text will assist students to improve their reading comprehension. Some of these systems are

- Grapho-phonetic—letter-sound knowledge which can be modeled when readers are not accurate and fluent with the sounds and letters in the words they are reading.
- Lexical—word knowledge and vocabulary which can be taught prior to a lesson so that students are better able to comprehend the lesson.
- Syntactic—grammar of language or the way words are put together to form meaningful phrases and sentences.
- Semantic—knowledge of word meanings, associations, and nuances which is critical in understanding certain historical terms and events (e.g., puppet government).
- Schema—prior knowledge or structure that will assist students in developing a mental picture of an idea or relating personal experience with an historical event.
- Pragmatics—knowledge of the audience and the purpose of the text.

Social studies content lends itself to enhancing literacy strategies for all readers. By using a variety of text sources (multi-genre literature) including picture books, poetry, biography, historical fiction, non-fiction, primary documents, realia, artifacts, visuals and controversial issues, teachers can stimulate the desire on the part of students to become knowledgeable and excited about social studies.

APPENDIX B: TUNING PROTOCOL

The Tuning Protocol is a way for a teacher to present actual work before a group of thoughtful “critical friends” in a structured reflective discourse aimed at tuning the work to higher standards. The description below describes the process unfolding with teachers, but is easily transferable to students serving as critical friends in the classroom.

Purposes

The purposes of the Tuning Protocol are

- To develop more effective student work (products or performances) and assessment tasks;
- To develop common performance standards and common understandings about what constitutes quality work, i.e., work that meets the standard (also called exemplars); and
- To support teachers’ instructional practices by focusing on student work.

Guidelines

Participation in a structured process of professional collaboration can be intimidating and anxiety producing. Below are some guidelines that will help everyone participate in a respectful manner as well as be conducive to helpful feedback.

- *Be respectful of teacher presenters.* By making their work public, teachers expose themselves to some kinds of critiques to which they may not be accustomed. Participants need to be thoughtful about how they phrase comments or questions.
- *Contribute to substantive discussion.* Many teachers may be accustomed to blanket praise. Without thoughtful “cool” questions and comments, they won’t benefit from the Tuning Protocol.

Schedule for the Tuning Protocol

I. Teacher Presentation (5 minutes)

- Teacher describes the learning conditions under which the work was produced. This includes the context (instructional strategy and materials that were used, the instructions or task itself and other pertinent information).
- Teacher poses a focusing question if he/she has one in mind, e.g., How can I help this child recognize connotations (confusions such as “Columbus sailed on the Mayflower”) in his work? How can I help this student move away from fanciful narratives to more non-fictional narratives?

* Adapted from Allen, D., Blythe, T., & Powell, B.S. (1999) *Looking together at student work*. New York, NY: Teachers College Press.

- Participants are silent.

II. Clarifying Questions (3 minutes)

- Participants ask clarifying questions, i.e., ones that only require a brief factual answer.

III. Examination of Student Work (20 Minutes)

- Participants review the contents and skills contained in the benchmark and look for them in the work. As they locate each benchmark, they write their commentary on a sticky note or next to the text or graphic.
- Participants indicate or point out what is missing from the work that they think is critical to meeting the benchmark

IV. Reflection on warm and cool feedback (2 Minutes)

- “Warm” responses are supportive; they identify what is positive in the work.
- “Cool” responses address the substance of the work; evaluating what is present or not present in the work. Constructive feedback is appropriate.

V. Warm and Cool Feedback (5 Minutes)

- Participants share feedback while the presenting teacher is silent.
- Participants usually share one response each.

VI. Reflection (10 Minutes)

- Teacher responds to those comments and questions that he or she chooses.
- Participants are silent.

APPENDIX C: SOCIAL STUDIES TEXTBOOK EVALUATION

HIDOE Review Criteria and Self-Assessment for Social Studies Instructional Materials

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission
Copyright Date
Price

Instructions: Please insert an “X” in the appropriate column. Total numerical score will be calculated on page 6. For any score that is 3 or above, explain fully in “documentation” section.

Explanation of Rating Code:

0=Not at all 1=Minimally 2=Adequately 3=Highly 4=Thoroughly

CRITERION A: CONTENT	0	1	2	3	4
Extent to which:					
A1. Alignment to Grade-Level Benchmarks The program/text is closely aligned with the HCPS III benchmarks in the grade/course for which it was designed.					
A2. Clarity of Objectives The instructional objectives are clearly stated and in consonance with the benchmarks.					
A3. Diversity of Perspectives Different perspectives are presented, particularly in controversial issues, so that students may develop the skills of critical reading, thinking and decision making.					
A4. Research Base The program or text is supported by scientifically-based research and by theoretical research.					
A5. Global Perspective Developments are placed in a wider perspective; so that International trends and forces are given appropriate attention and distinctive principal features gain some comparative treatment.					

<p>A6. Relevance Student tasks and activities are worthwhile and relevant. Content concepts are shown in relationship to real-life situations and other content areas.</p>					
<p>A7. Developmentally Appropriate Text is reading and age appropriate. Special vocabulary and concepts are introduced within context and content</p>					
<p>A8. Bias Content is free of bias and stereotype (e.g., gender, race, ethnicity); text deals with class, race, and gender to convey both shared and diverse reactions to key developments (History); text deals with varied (e.g., political, social, cultural etc.) aspects of the human experience and with interrelationships among these facets (History); and illustrations such as drawings, photos, and artwork reflect sensitivity to diverse student populations.</p>					
<p>A9. Writing Quality Writing uses appropriate diction and is clear, contextualized, and engaging.</p>					
<p>A10. Communication Oral and written communication are integrated into the program or text, requiring students to formulate, express, and support opinions, discuss relationships and/or cause and effect, and defend their ideas.</p>					
<p>A11. Varied Teaching Strategies Suggested teaching strategies are appropriate and effective, and support differentiation for a range of learners.</p>					
<p>A12. Varied Assessments Assessment strategies are varied, geared to the taxonomic levels of the HCPS III benchmarks, and incorporate the use of technology as appropriate.</p>					
<p>A13. Rigor Problem-solving and decision making are incorporated into the program or text ranging from simple to complex.</p> <ul style="list-style-type: none"> • Reasoning is incorporated into the program or text, requiring students to think inductively and deductively. • Students are encourage to seek information and solutions beyond what is in the text or program. • Students gain skill in analytic reasoning by assessing different kinds of data, judging potential bias, and building arguments from various pieces of evidence. 					

<p>A14. Content is current and accurate</p> <ul style="list-style-type: none"> • Brief indications of possible further reading, appropriate to the user level but reflective of recent research, are included. • An appropriate attention to chronology helps to establish differences and similarities between past and present and deals with events and patterns in a sequence of time. (History) • Advanced texts (e.g., AP, Honors) deal with periodization (i.e., key points of change) so users can understand the choices involved in deciding on major breaks in chronological sequences (History) • Promotes the capacity to assess change over time, the causes and impacts of change, and continuities that coexist with change. (History) • Appropriate number and selection of primary sources are included. 					
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<p>Documentation for Criterion A - Content:</p> <p>A1:</p> <p>A2:</p> <p>A3:</p> <p>A4:</p> <p>A5:</p> <p>A6:</p> <p>A7:</p> <p>A8:</p>
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A9:

A10:

A11:

A12:

A13:

A14:

CRITERION B: SUPPLEMENTARY MATERIALS Extent to which:	0	1	2	3	4
<p>B1. Content is well-organized and accessible.</p> <ul style="list-style-type: none"> • Text is clear, concise, accurate, and grammatically correct. • On-screen instructions are logical and/or intuitive and easy to use. • Graphic and sounds help to facilitate comprehension and are relevant and aesthetically pleasing. Unnecessary sounds and graphics are avoided. 					
<p>B2. Management</p> <ul style="list-style-type: none"> • Program allows customizing for individual learning needs. • Program allows student to exit and resume at a later time. • Program provides control of various aspects of the software (e.g. turning sound off). • Program enables student performance record to be kept and monitored by teacher, where needed. • Program provides various types of printed reports for student and teacher (and/or parent). • Site sponsor/authorship is clearly stated with reliable contact information. 					

Documentation for Criterion B - Supplementary Materials:

B1:

B2:

EVALUATION SCALE WORKSHEET		Points Possible	Points Received
Criteria A: Content			
<i>A1 to A12</i>	(Weight = 1)	48	
<i>A13</i>	(Weight = 2)	8	
<i>A14</i>	(Weight = 3)	12	
Criteria B: Supplementary Materials	(Weight = 1)	8	
<i>TOTAL POINTS</i>			

Publisher's Statement:

I certify that the foregoing statements are accurate and true to the best of my knowledge.

Signature

Date

Title: _____

APPENDIX D: ISSUES IN SOCIAL STUDIES

Questions surrounding content and historical thinking are issues at all levels of the educational spectrum. Because it is vital that educators expose children to developmentally appropriate content and activities, it is important to know when children begin to “think historically.” When viewed from a strictly Piagetian view, this would rarely happen before age twelve. Later researchers, however, found that historical thinking can start at a much earlier age, if learning is scaffolded and taught in an age-appropriate manner. This means that with younger children, it is important to begin teaching about history in the familiar contexts of their families, classrooms, school and neighborhood.

ELEMENTARY SCHOOL ISSUE: DEVELOPMENTALLY APPROPRIATE PRACTICES

Scaffolding learning leads to some important issues. “How do I teach the content of Social Studies while engaging in developmentally appropriate practices?” is a question that elementary teachers must answer. One way to do this may be to address content through larger concepts that have broad importance in the lives of children.

The youngest children can begin to understand democratic norms and values (e.g., justice, equality) especially in terms of family, classroom, and community. Understanding at this level will enhance later understanding of these same norms and values in relation to the nation and the world.

Children need to understand how they are unique in themselves but share many similar feelings and concerns with other children. They can do this by comparing and contrasting their own lives with those of children in history. Although the concept of time and space is very difficult for the young child to understand, recognizing temporal structure (beginning, middle, and end) in a historical narrative can help set the foundation for a more complex understanding of time and space later on.

The early years should be used to develop the skills and processes of the social scientist. Children can participate in making rules, conducting interviews, taking polls or tallies, collecting artifacts and making maps, etc., which will be the foundation of historical processes in the years ahead. When teaching the American Revolution, for instance, the elementary teacher who is knowledgeable about child development may feel that the concept of “taxation without representation” is best taught with the themes of fairness, political power and self-determination in the context of the family, classroom, school, and local government. When the stories of power in the American Revolution are tied to the idea of power for the student, then the American Revolution becomes a topic which has relevance to their own lives. This kind of linking can help students develop the kind of historical empathy so important for a basis in historical thinking (Sheehan & Wheatley, 2001).

MIDDLE SCHOOL ISSUE: TEAMING

Historical thinking becomes more solidified at the middle school level. Although content often takes on a role of greater importance at this age, the uniqueness of the middle school student demands that teachers understand the wide range of physical and emotional development among middle school youth. Peer groups take on an importance not seen in the lower grades. The question of “why” takes on new depth as teachers and students alike seek to bring the “answer” to a new level. This is the time to continue the culture of rich pedagogy that began in the lower grades. In light of the stronger emphasis on content, students should be encouraged to reach beyond the superficial examinations in history to an analysis of the social interactions, motivations, problems, and intellectual ideas of individuals from a variety of ethnic and cultural backgrounds.

To help the adolescent adjust to a larger learning community, the middle school model advocates the use of teams—two or more teachers and the students they commonly instruct—as a way to foster supportive relationships between the teachers and the students. Within the context of the school, the team approach gives the young adolescent a “psychological home” that helps reduce stress from anonymity and isolation. Teaming also allows for that much-needed connectedness to adults who will advocate for them.

Although there is no one way to organize an effective team, according to researchers Erb and Stevenson (1999), there are five things to keep in mind when organizing teams.

- Keep teams small, in terms of both the number of teachers and students involved.
- Provide sufficient team and individual planning time to teachers.
- Allow team teachers to design the bulk of their students’ daily schedule.
- Designate team areas in the building.
- Allow for team continuity over a number of years (as cited in Jackson and Davis 2000).

Although few middle school educators disagree that teaming is beneficial for the adolescent population, there are several issues that arise as schools implement the teaming model. First, there are external factors that relate to the school infrastructure over which the team may or may not have control. Among these factors are adequate planning time, short class periods, common areas for team planning, common preparation periods, and the integration of extended core subjects like art, music, foreign language, and drama. Key support in all of these areas will support successful teaming.

In addition to the external factors, there are a number of internal issues that must be addressed. Communication and collaboration are keys to any successful team. This is true not only among the team members themselves, but with other school teams and the school leadership as well. This communication is vital to keep teams from getting too competitive, to understand differences in personal and educational philosophies, and to work through the myriad obstacles that can arise when a group of well-meaning adults, each used to working in relative isolation, is now asked to collaborate and come to consensus on issues of great

importance to them and their students. Thus, an understanding of group dynamics is vital to the success of the team as a whole.

Regardless of the form the group finally takes, an integrated, team approach is one of the best ways to help adolescents flourish as they struggle to find their own way in an ever-widening world.

HIGH SCHOOL ISSUE: DEPTH VERSUS BREADTH

High school presents new challenges for both the teacher and the emerging adult. One of these challenges is the depth vs. breadth controversy. *Expectations of Excellence: Curriculum Standards for Social Studies* (1994) comments on this issue:

The most effective teachers...do not diffuse their efforts by covering too many topics superficially. Instead, they select for emphasis the most useful landmark locations, the most representative case studies, the most inspiring models, the most truly precedent-setting events, and the concepts and principles that their students must know and be able to apply in lives outside of school. . . .

Students need regular opportunities for in-depth investigation of topics to understand the complexities embedded within them. Trying to “cover” everything in a lesson is akin to paint on a wall; it covers plenty of space, but is only one-thousandth of an inch deep. This kind of teaching inevitably results in lessons that are superficial and unengaging. The National Standards for United States History urge that (other than textbooks) students use more than a single source of information and a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.

Yet within the social studies curriculum, the separate disciplines of history, political science, geography, anthropology, and economics each vie for time within the school day. Teachers of social studies know that under either approach—thin coverage or in-depth examination—students will not be able to learn everything in twelve years of schooling. Choosing depth over breadth will not only help students better understand the topics they pursue, but teaching in this manner will give them the skills and tools needed for further inquiry.

OTHER ISSUES IN SOCIAL STUDIES

OUT-OF-FIELD TEACHING

Content is not the only issue in social studies. Out-of-field teaching is another dilemma that faces many schools, especially those in high poverty or minority areas. Although the definition of “qualified” certainly varies, few would disagree with the premise that student learning is affected by teacher qualifications (Ingersoll, 1996). It is certainly unwise to

assume that just because a teacher majored or minored in a subject in college he or she has the expertise to teach it. (This is why ongoing professional development is essential for all teachers). But is it unreasonable to ask how teachers can teach what they have not studied? (Ravitch, 1997). The challenge of the social studies standards put forth by the Hawaii State Department of Education and more recently by the No Child Left Behind Act of 2001 mandate teachers to know the subject matter they are teaching. Thus, the problem of teachers teaching out of their line is one that must be addressed by teachers and principals.

SOCIAL STUDIES AS AN ISSUE

The last issue presented here is the issue of social studies itself. In the years since *A Nation at Risk* jump-started the standards movement and *Goals 2000* paved the way for the No Child Left Behind Act of 2001, social studies has, at times, been unsure of its place in America's and Hawaii's schools. Although no one disagrees that literacy and math skills are of paramount importance to a society, there is a concern about the wisdom of cutting back on the education that fuels the ideas of democracy itself

The principal goal of social studies must be questioned. The fact that eleven states do not have a social studies specialist in their respective education departments speaks to the level of commitment shown to the ideals of social studies. While many learning communities often pay lip service to the need for "an informed citizenry," the fact that social studies requirements are being cut across the nation flies in the face of any real commitment. This is something that the entire learning community must seriously consider.

The social studies curriculum examines all human effort, past and present. It will be the social studies teachers who will integrate the math, science, literary and technological skills that will help ensure responsible decisions concerning our safety and welfare. Social studies teachers will integrate art, music, drama and world languages to preserve past achievements and to promote future creativity, balanced with a commitment to our fellow human beings. Our children will be the beneficiaries of such partnerships. Everyone must become an advocate for social studies in the schools, in the state, and in the nation.

APPENDIX E: FREQUENTLY ASKED QUESTIONS

The following are some frequently asked questions from teachers.

- 1. Q. How do I know if my students' work meets the benchmarks?**

A. HCPS III includes rubrics by which to evaluate student work. Remember, the rubrics were designed to assess a body of student work, not a single piece. Individual samples of student work may be assessed using a task-specific rubric.
- 2. Q. If student work contains the content and skills of the benchmarks, does that mean the student meets the benchmark?**

A. Demonstrating the content and skills of the benchmark does not mean the level of difficulty is there. Students must also demonstrate the specific taxonomic level. The standards-based rubrics in HCPS III set the level of difficulty that students need to attain.
- 3. Q. What do I do with my students who say they hate social studies? I will never get them to meet the standards—they just don't care!**

A. Why do they "hate" social studies? Is there too much "chalk and talk" followed by tests? If so, maybe you and the students are due for a change. Bring in a speaker, let the students choose the next inquiry, take them to a historic place—many are free. Have a discovery box. (Yes, even high schoolers love looking at new and unusual things.) Let them be historians and, with primary documents, artifacts and a task at hand, see how they can discover clues to the past. In other words, have fun with social studies. Surprise them and you will be surprised at their renewed enthusiasm as they meet those benchmarks.
- 4. Q. My students' reading levels are very low. How can they learn history if they can't read?**

A. Literacy is one of the major concerns in education today. We must encourage all teachers in the school to use the context which social studies provides to raise the literacy of our students. The language arts teachers in your schools could use historical literature. The mathematics teachers could use historical situations as a context for learning (e.g., "How can we graph the results of the poll or survey?"). We could employ reading strategies such as SSR (sustained silent reading). While literacy is still being developed, there are many ways to experience social studies. Using a variety of materials (visual, tactile, aural, etc.) in a positive and engaging way will do wonders in helping to bridge the gap between text and history.
- 5. Q. Is there going to be a state assessment for social studies like there is for mathematics and language arts?**

A. In a standards-based educational system and with No Child Left Behind Act directives, a Hawaii State Assessment for Social Studies is forthcoming. Currently, social studies is scheduled to be tested in SY 2012.

6. Q. What is available to help social studies teachers?

- A.** Social studies often holds professional development opportunities for teachers. Partners like the Arizona Memorial Museum Association, the Judiciary History Center, the Hawaii Council for the Humanities, and others join the Department to bring the latest in content and pedagogy, specifically designed to help your students meet the HCPS III benchmarks. In addition, a small, but carefully chosen library of resources for teachers is also available at the Instructional Services Branch for loan. Please contact us at 733-9141, Ex. 303 and tell us how we can help you.

*"Learning Opportunities" contains information about training opportunities (with PD credit) available to teachers.