A Social Studies Question

Please jot down a few notes to answer the following:

What problem were people trying to solve when they invented schools for children?
Today’s Social Studies Agenda

1. **What** is “social studies”?

2. **Why** is it critical to teach social studies for understanding?

3. **How** do I ensure my social studies curricular choices:
   - Are aligned with the NY state standards?
   - Will meet the needs of my target student population?
   - Are evidence-based and high-quality?

Turning Around “Cause and Effect”

- **Cause** → **Effect**
  - Memorizing people, places, dates
  - Accepting another person’s interpretation of history

- **Effect** → **Cause**
  - Hypothesizing motivations, understandings, ideals, goals
  - Constructing theories about who, what, where, when, why
  - Researching to test hypotheses and draw conclusions
Social Studies: The Study of Being “Social”

The “Problems” of “Being Social”:

- How do we survive?
- How do we thrive?
- How do we evolve?
- What causes us to devolve?6

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Putting the Social Back in Social Studies

Putting the Social Back in:

- **Content** – Re-establishing human beings as the central subject of social studies

- **Learning** – Using instructional practices that are compatible with students’ natural recurring cycle of learning

- **Outcomes** – Incorporating authentic experiences that have consequences into your curriculum7
Defining Social Studies Content in a Social Context

**Social Content:**
- Faces of individuals, not just a list of celebrities
- Problems, not simply events
- Context, not just locations and dates
- Continuity from the past to the present

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Defining Social Studies Learning in a Social Context

**Social Learning:**
- Awareness – Idea shows up on mental radar and captures interest
- Exploration – Broad spectrum curiosity
- Inquiry – Direct, intense, focused investigation
- Action – Use of new knowledge

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Defining Social Studies Outcomes in a Social Context

Social Outcomes:

“Without action, social studies is just voyeurism.”

We can’t change history, but we can gain knowledge from the past to act in the present in order to influence the future.

Take a moment to identify one social studies-based project that would enable your students to actually impact a social outcome in your school’s community.

What American Students Know About Social Studies

In a 2005 survey by the Boston Globe:

• One in four 8th graders didn’t know why the Civil War was fought.
• One in five high school seniors thought Germany was a U.S. ally during World War II.
• Given photographs of two segregation signs – We Wash for White People Only in front of a laundry, and For Whites Only next to a picnic area at a beach – 59% of students gave an incorrect answer when asked what the signs indicated, even when supplied with the multiple choice answers: prejudice, poverty, political protest, and environmental conservation.

In a 2006 survey by the National Geographic Education Foundation:

• More than half of the young Americans queried couldn’t find Saudi Arabia or Iraq on a map.
• Three-quarters could not locate Indonesia, the sight of a massive tsunami.
• Fewer than half could pinpoint New York or Ohio on a map of the U.S.

NY Social Studies Assessment

Please take the New York State social studies assessment in either grade 5 or 8, depending on the grades you will serve.

Please do one page of the multiple choice questions and one page of the Document-Based Questions (DBQ).

NCSS Definition of Social Studies

According to the National Council for the Social Studies (NCSS):

“Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study drawing upon such disciplines as anthropology/archeology, economics, geography, history, law/ethics, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural science.”
Unraveling the Social Studies Standards and Core Curriculum

To be learned in ALL of K-5…
- Standards = 4
- Key Ideas = 16
- Performance Indicators = 93
- Content Understandings = 221!!

...To be tested in ONLY GRADE 5

New York Social Studies Core Curriculum Overview

According to the State of New York, social studies classes should provide students with:

- The background to conduct research in order to cast informed votes
- The skills to place conflicting ideas in context
- The wisdom to make good judgments in dealing with the tensions inherent in society such as the enduring struggle to find the proper balance between protecting the rights of the individual and promoting the common good
NY Social Studies Skills

I. Getting Information
II. Using Information
III. Presenting Information
IV. Participating in Interpersonal and Group Relationships

New York Social Studies Core
Problem-Finding/Solving Skills

According to the State of New York, social studies students will be able to:

I. Find problems
II. Solve problems which are either presented by the teacher or are identified by the student
III. Work with others engaged in problem-finding/solving skills
IV. Communicate orally, visually, and/or in writing the results of the problem-finding/solving effort
NY Social Studies Core Curriculum: Content, Concepts, and Themes

<table>
<thead>
<tr>
<th>Content Understandings</th>
<th>History</th>
<th>Geography</th>
<th>Economics</th>
<th>Civics, Citizenship, and Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Self and Others</td>
<td>Belief Systems</td>
<td>The World in Spatial Terms</td>
<td>Needs and Wants</td>
<td>Justice</td>
</tr>
<tr>
<td>1: My Family and Other Families, Now and Long Ago</td>
<td>Change</td>
<td>Places and Regions</td>
<td>Economic Systems</td>
<td>Nation-state</td>
</tr>
<tr>
<td>2: My Community and Other US Communities</td>
<td>Conflict</td>
<td>Physical Systems</td>
<td>Factors of Production</td>
<td>Citizenship</td>
</tr>
<tr>
<td>3: Communities Around the World – Learning About People and Places</td>
<td>Choice</td>
<td>Human Systems</td>
<td>Scarcity</td>
<td>Political Systems</td>
</tr>
<tr>
<td>4: Local History and Local Government</td>
<td>Culture</td>
<td>Environment and Society</td>
<td>Science and Technology</td>
<td>Power</td>
</tr>
<tr>
<td>5: The US, Canada, and Latin America</td>
<td>Diversity</td>
<td>The Uses of Geography</td>
<td></td>
<td>Government</td>
</tr>
<tr>
<td>6: The Eastern Hemisphere</td>
<td>Empathy</td>
<td>Environment</td>
<td></td>
<td>Decision Making</td>
</tr>
<tr>
<td>7: US and New York State History*</td>
<td>Identity</td>
<td></td>
<td></td>
<td>Civic Values</td>
</tr>
<tr>
<td>8: US and New York State History*</td>
<td>Interdependence</td>
<td></td>
<td>Human Rights</td>
<td></td>
</tr>
<tr>
<td>Global History and Geography*</td>
<td>Imperialism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History and Government*</td>
<td>Movement of People and Goods</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12: Participation in Government</td>
<td></td>
<td></td>
<td>Nationalism</td>
<td></td>
</tr>
<tr>
<td>12: Economics, the Enterprise System, and Finance</td>
<td>Urbanization</td>
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</tr>
</tbody>
</table>

*Includes Connections – more substantial core curriculum for these grades.

NY Social Studies Dimensions of Teaching and Learning

The eight dimensions challenge what we teach, how we teach, and how we assess student learning:

1. Intellectual skills
2. Multidisciplinary approaches
3. Depth and breadth
4. Unity and diversity
5. Multiculturalism and multiple perspectives
6. Patterns to organize data
7. Multiple learning environments and resources
8. Student-centered teaching, learning, and assessment
Resource Considerations

Your resources MUST BE ALIGNED to the:

New York state standards:
- Curriculum to Standards Crosswalk (DOE)
- Curriculum Framework (SUNY)

New York state assessment

A Closer Look at Social Studies Textbooks

Social Studies textbooks:
- May have excellent graphics and rich visual material with sidebars and icons like web pages.
- Can highlight basic facts and key vocabulary relating to important events.
- Are based on market research.
- Reflect publishers’ efforts to cover all topics in each and every state’s standards documents.
- Often cover many topics very superficially without regard to the “social” aspect.
- Can be so “politically correct” that they become devoid of “social” reality.12

Selecting Social Studies Resources

Steps to take with your science and social studies experts:

1. Identify the most important model/program characteristics for your school.
2. Research the models that potentially fit your school’s mission and philosophy.
3. Visit schools that are faithfully implementing the models that hold the most potential.
4. Ensure that the model fulfills your requirements in both theory and practice.
5. Talk with teachers and administrators about what they like and dislike about their program.
6. Compare and contrast the various approaches and outcomes you see.
7. Create a short list and ask key stakeholders to review the selections.
8. Use stakeholders’ input to choose a program that is consistent with your school’s mission and philosophy.

Resource Considerations

- Resources must be authentic to engage students and motivate them to learn.
- For resources to be effective, they must have been proven through evidence-based research.
- Resources must be aligned with your school’s mission and the state standards to enable students to show progress on the state assessment.
- You must know what skills and experiences your students bring with them to ensure that the resources you utilize will meet them where they are and continually challenge them to the next level.
Learn More About Social Studies Issues


Bloom’s Taxonomy Associated Verbs

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>SYNTHESIS</th>
<th>ANALYSIS</th>
<th>APPLICATION</th>
<th>COMPREHENSION</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise, Argue, Assess, Choose, Judge, Predict, Rate, Select, Support, Value, Evaluate, Decide, Verify, Recommend, Prioritize, Check, Critique, Defend</td>
<td>Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Arrange, Assemble, Collect, Develop, Manage, Organize, Write, Generate, Plan, Produce</td>
<td>Analyze, Appraise, Calculate, Categorize, Compare, Contrast, Criticize, Distinguish, Examine, Experiment, Question, Test, Investigate, Separate, Differentiate, Organize, Attribute</td>
<td>Apply, Choose, Demonstrate, Dramatize, Illustrate, Interpret, Operate, Practice, Schedule, Sketch, Solve, Use, Write, Show, Construct, Complete, Examine, Classify, Execute, Implement</td>
<td>Explain, Outline, Discuss, Distinguish, Predict, Restate, Translate, Describe, Convert, Estimate, Generalize, Express, Locate, Report, Select, Review, Interpret, Exemplify, Classify, Summarize, Infer, Compare</td>
<td>Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Arrange, Define, Duplicate, Label, Memorize, Order, State, Relate, Repeat, Reproduce, Recognize, Recall</td>
</tr>
</tbody>
</table>
Creating a School-wide, Coherent, Skills-Based Curriculum

While content standards vary from subject to subject, we have discovered that process standards, or skills-based standards, are very similar when students are really thinking.

How can you use this understanding to create a more coherent curriculum across subjects and grade levels?

Wrap Up

- Evaluations
- Questions

Charter School Startup
Helping Founders Find Their Way

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