

CharterSchoolStartup

New York City Charter School Center:
Application Development Program


Curriculum Philosophies: Social Studies


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Charter School Startup


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A Social Studies Question



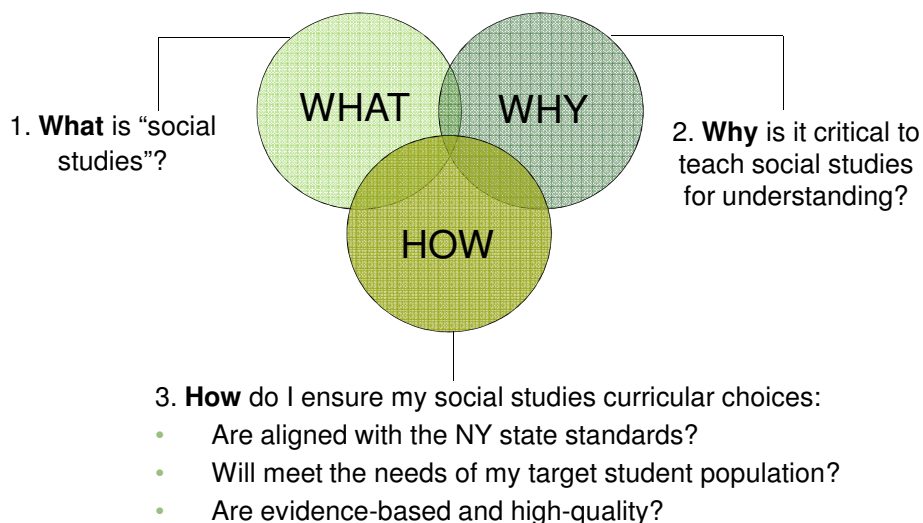
 Please jot down a few notes to answer the following:

What problem were people trying to solve when they invented schools for children?



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Today's Social Studies Agenda



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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

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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

⁶Laurel Schmidt. Social Studies That Sticks: How to Bring Content and Concepts to Life. 2007. Portsmouth, NH: Heinemann.

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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

⁷Laurel Schmidt. Social Studies That Sticks: How to Bring Content and Concepts to Life. 2007. Portsmouth, NH: Heinemann.

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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 present⁸

⁸Laurel Schmidt. *Social Studies That Sticks: How to Bring Content and Concepts to Life*. 2007. Portsmouth, NH: Heinemann.

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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 knowledge⁹

⁹Laurel Schmidt. *Social Studies That Sticks: How to Bring Content and Concepts to Life*. 2007. Portsmouth, NH: Heinemann.

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Defining Social Studies *Outcomes* in a Social Context



Social Outcomes:

“Without action, social studies is just voyeurism.”¹⁰

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.



¹⁰Laurel Schmidt. *Social Studies That Sticks: How to Bring Content and Concepts to Life*. 2007. Portsmouth, NH: Heinemann.

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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.¹¹

¹¹Laurel Schmidt. *Social Studies That Sticks: How to Bring Content and Concepts to Life*. 2007. Portsmouth, NH: Heinemann.

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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).



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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.”

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Unraveling the Social Studies Standards and Core Curriculum



**To be learned
in ALL of K- 5...**

Standards = 4

**...To be tested in
ONLY GRADE 5**

Key Ideas = 16

Performance Indicators = 93

Content Understandings = 221!!

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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

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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



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

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

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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

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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

¹²Laurel Schmidt. *Social Studies That Sticks: How to Bring Content and Concepts to Life*. 2007. Portsmouth, NH: Heinemann.

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.**

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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.

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Learn More About Social Studies Issues



- ***Social Studies That Sticks: How to Bring Content and Concepts to Life***, by Laurel Schmidt, 2007.
- ***Secrets to Success for Social Studies Teachers***, by Ellen Kottler and Nancy P. Gallavan, 2008.
- ***Teaching and Learning Elementary Social Studies, 8th Edition***, by Arthur Ellis, 2006.
- ***Teaching Social Studies That Matters: Curriculum for Active Learning***, by Stephen J. Thornton, 2004.

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Bloom's Taxonomy Associated Verbs

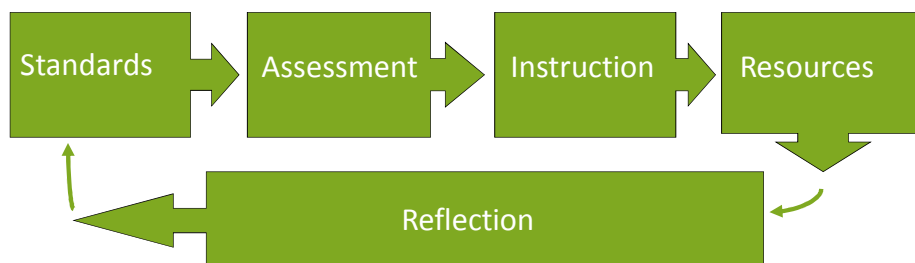


↑	<p>EVALUATION Appraise, Argue, Assess, Choose, Judge, Predict, Rate, Select, Support, Value, Evaluate, Decide, Verify, Recommend, Prioritize, Check, Critique, Defend</p>
	<p>SYNTHESIS Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Arrange, Assemble,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

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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?

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Wrap Up



- Evaluations
- Questions

Charter School Startup

Helping Founders Find Their Way

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