

# Why New?



# Why Now?

## Why new? Why now?

Evidence to Support Why New?

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So... Why new? Why now?

What does James deserve?

## SOURCE A

Senate Bill 1 (2009) requires that Kentucky revise all required content standards to reflect the necessary knowledge and skills needed to ensure all students are college and career ready. SB 1 suggests that all standards should be rigorous, world class, and internationally benchmarked, while also allowing for deeper engagement around fewer concepts/topics. Adoption of the Common Core State Standards in English language arts and mathematics was the first step taken to address SB 1. Despite the fact that the ELA standards include a section for Literacy in History/Social Studies, there is still a need for a set of Social Studies standards that fully addresses the needs of Kentucky's 21<sup>st</sup> century learners.

*Update on SS Standards Work in KY*

Karen Kidwell

## SOURCE B

“Using the normative discourse of curriculum and standards documents, history is cast into discrete behavioral objectives and measurable student outcomes, readily used by the bureaucracies of schooling such as testing and textbooks. Although the authors of those outcomes often started with compelling questions, central ideas and enduring problems, the bigger issues gradually fall away as the curricula are written, reshaped, vetted, voted upon and adopted. History then arrives at the classroom door as a list of things students must learn and teachers must teach missing the problems that make the content coherent, significant and fascinating.” P. 182

“Lists of instructional outcomes rarely frame history as an unfinished mystery that invites students to join the investigation or points teachers toward historiographic questions that might begin and sustain instruction. Nor do curricular lists help teachers anticipate students pre-instructional understandings, develop a reasonable and educationally sound trajectory of lessons, or build connections across content objectives.” P. 182

One way teachers can build instructional cohesion is to organize curriculum around key concepts, big ideas and central questions.” P. 182

*How Students Learn History In the Classroom*  
(2005, [www.nap.edu](http://www.nap.edu))

## SOURCE C

### C3 Framework Instructional Shifts

Swan, K. & Lee, J. (draft, 2014). C3 Instructional Shifts for Breaking Bad Social Studies. C3 Teachers.org.

*"NOW MORE THAN EVER, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn... Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life." C3 Framework, p. 6.*

<b>Craft questions that matter.</b>	Dimension 1 of the C3 Framework sets an expectation that individually and collaboratively, students will construct compelling and supporting questions that are suitable for inquiry. Compelling questions represent academic content-based problems and issues in and across the social studies disciplines. Supporting questions often nestle underneath compelling questions, contributing knowledge and insights to the overall inquiry and the C3 expects that students will be able to understand these relationships (D1.4). Set along grade banded pathways of increasing cognitive complexity, three of the four questioning indicators (e.g., D1.1, D1.2, & D1.3) ask students to parse compelling and supporting questions for importance as well as academic context (e.g., what others have said about these questions in the past). The C3 Framework notes that students will need considerable guidance from adults to construct questions suitable for inquiry (p. 24 & 25). Ultimately, the C3 Framework expects that students understand the relevance and importance of the questions under investigation and that this understanding spirals and builds along the inquiry experience.
<b>Establish a collaborative context to support student inquiry.</b>	Collaboration is a key component of the C3 Framework. The C3 makes it clear that students need support from their teachers and from each other to develop skills and knowledge about social studies. Throughout the C3, indicators are prefaced by notion that students will "individually and with others..." accomplish the learning goals set forward. The idea of collaboration is hard-wired into the inquiry arc, but collaboration means more than just pairing up with other students to develop questions or analyze sources. Collaboration is a natural part of civic life. When using an inquiry approach informed by the C3 in the classroom, the importance of collaboration as an element of civic life is clear. Students collaborate to develop questions and rely on one another to examine the importance of those questions. When engaging disciplinary content, students "work together to apply civic virtues and principles in school settings." Students are expected to communicate their conclusions to a "range of audiences" (p.60), including classmates but also outside the classroom. Students join efforts to critique arguments and explanations (D4.4 and D4.5) and to further refine their understanding. And, perhaps most importantly students assess their individual and collective capacities for addressing problems (D4.7) and then apply a range of deliberative and democratic procedures in making classroom decisions (D4.8). In all the places where the C3 emphasizes civic life, collaboration is fundamental to student success.
<b>Integrate content and skills</b>	Dimension 2 of the C3 Framework focuses on disciplinary skills and key conceptual knowledge associated with civics, economics, geography, and history. Thus, Dimension 2 guides but does

<p><b>meaningfully.</b></p>	<p>not prescribe the choice of curricular content necessary for a rigorous social studies program. Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas in the C3 that will help frame out the curricular content. However, the absence of curricular content in the C3 should not be misinterpreted. Curricular content is critically important to the disciplines within social studies, and teachers will need to be thoughtful in selecting appropriate and relevant content to help students ground their inquiries and to help them build up their disciplinary skills and conceptual knowledge. The notion of content as separate from skills is an artificial distinction. Skills, particularly those in the disciplines, exist for the purpose of developing content knowledge. The C3 Framework argues for the active (skilled-based) development and application of content knowledge. In essence, students will come to know disciplinary content as they apply C3 skills to be fully college, career, and civic ready.</p>
<p><b>Articulate disciplinary literacy practices and outcomes.</b></p>	<p>The literacies described in the C3 Framework fall into two broad categories: Inquiry and Disciplinary literacies. Inquiry literacies include questioning, developing claims with evidence, and communicating conclusions. While these inquiry literacies represent, in some ways, a new way of thinking about social studies instruction (see shifts 1, 2, and 5), the unique emphasis on disciplinary literacies in the C3 Framework requires a separate consideration. Social studies has long emphasized literacy and social studies teachers recognize that they share the responsibility for literacy instruction in the schools. The Common Core provides a clear accounting for the development of literacies among students. However, the unique disciplinary literacies that emerge in social studies from the disciplines of civics, economics, geography, and history require special attention. The C3 emphasizes these unique disciplinary literacies in the 55 indicators in Dimension 2. These indicators represent a roadmap for students to develop disciplinary literacies as they examine content in civics, economics, geography, and history. Included among these disciplinary literacies are processes such as using deliberative processes, using economic data, reasoning spatially, analyzing cause and effect. With consistent practice, students can become more literate and practiced at thinking in the social studies disciplines and better prepared for college and careers.</p>
<p><b>Provide tangible opportunities for taking informed action.</b></p>	<p>Dimension 4 of the C3 Framework closes the inquiry arc with opportunities for students to communicate the results of their inquiries, and in cases where it is curricularly appropriate, to take informed action. The C3 does not prescribe the actions that are appropriate for a particular classroom context or for a specific inquiry. Instead, what these indicators do is focus on being <i>informed</i> when taking action. Students in social studies use their C3 inquiries as a launching pad for action. The indicators in Dimension 4 guide students in doing three things as they move from academic inquiry to the public square: 1) Understand the pervasiveness of the problem as well its complexity (D4.6); 2) Assess options for action given the context of the problem (D4.7); 3) Engage in deliberative processes to move toward an “action” plan (D4.8). These experiences are organized within grade-banded pathways allowing students to grow in the skills that undergird purposeful, informed, and reflective action. According to the C3 Framework, citizenship is not just an ideal or a mantra we trot out for high-minded standards documents. Instead, there is an expectation that social studies students practice citizenship in the same way they practice historical thinking, economic decision-making or geographic reasoning. As a result, students will need tangible spaces in curricula to consider, debate, and plan for action-oriented experiences that would culminate their academic inquiries.</p>

SOURCE D

**2013 Original Social Studies Drafting Team Vision**

As social studies educators we should be working toward creating active citizens who participate productively in the world around them. In the 21<sup>st</sup> century, citizenship has to be global with certain skills needed to navigate the political realm.

Being a global citizen in Kentucky requires an understanding of past and present world events, past and present American events, and the tools and skills of citizenship.

Social studies education in Kentucky should be aimed at providing the curriculum and instruction necessary to produce Kentucky global citizens which possess an

Understanding of KY history (geography, economics)

Understanding of US history (geography, economics)

Understanding of World history (geography, economics)

Understanding of civics and civic responsibility

21st century skills (literacy, CCR)

In elementary schools, social studies education should provide the foundations for understanding KY, US, and world civilizations, countries, governments, economies. The theme or thread should be *beginning global citizenship*. Students should learn what it means to be a citizen of KY, the US, and the world.

In middle school, social studies education should focus on the formation of KY, US, and world countries, governments, and economies and the similarities among them. Students should be *becoming a global citizen*.

High school social studies education should help students understand the transformation of isolated countries, governments, and economies into parts of a global system. Students should leave high school with a global perspective, practicing global citizenship, or *being a global citizen*.

## SOURCE E

The civic mission of social studies requires more than the acquisition of content. Since social studies has as its primary goal the development of a democratic citizenry, the experiences students have in their social studies classrooms should enable learners to engage in civic discourse and problem-solving, and to take informed civic action.

We invite you to reach back into your own past to recapture the reason you were drawn to the social studies as your life endeavor. Take some time to explore this new resource to discover for yourself, *the purposes worth caring about, the processes worth engaging in, and the knowledge worth learning*. Once you do, your passion for the social studies will help you lead your students to a place where they too, will develop the moral imperative to be contributors to the world we live in and stewards of democracy to uphold and protect the rights of others.

*National Curriculum Standards for  
Social Studies: A Framework for  
Teaching, Learning, and Assessment*

*Social Education 74(4), pp 217–222*  
©2010 National Council for the Social Studies



SOURCE F

### **Thinking Like a Social Scientist**

Social scientists are driven by their questions and their desire to interpret the world around them. Given that one important skill social scientists must have is the ability to research, teaching students how to critically sift and sort information to support flexible thinking is essential. Key disciplinary features of thinking like a social scientist involve:

- Corroboration—comparing and contrasting document
- Sourcing—looking at a document’s source for possible bias due to self-interest or narrow political perspective
- Contextualization—considering the time and place a document was written had how that might affect the content or author’s perspective.

PEBC 2013

## SOURCE G

Kentucky Department of Education

### Big Idea: Historical Perspective

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World.

#### Academic Expectations

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

#### Grade 5 Enduring Knowledge – Understandings

Students will understand that

- history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events.
- the history of the United States can be analyzed by examining significant eras (*Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century*) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present.
- the history of the United States has been impacted by significant individuals, groups and advances in technology.
- geography, culture, and economics have a significant impact on historical perspectives and events.

#### Grade 5 Skills and Concepts

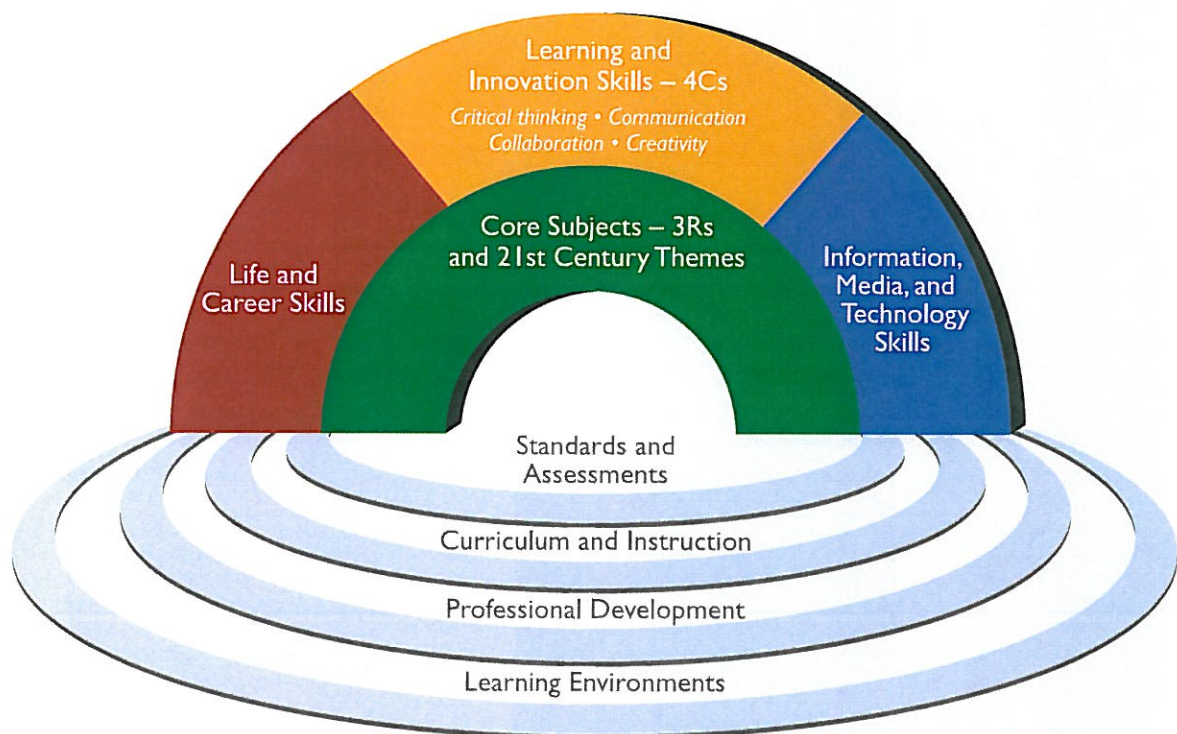
Students will

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):
  - investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing)
  - explain and draw inferences about the importance of major events in United States history
  - examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events
  - explain reasons that individuals and groups explored and settled in the United States
  - research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - examine factual and fictional accounts of significant historical events and people in United States history
  - explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States
  - compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/come to America
  - investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream), and explain their historical significance
- investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)

# Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

## 21st Century Student Outcomes and Support Systems



## 21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.



## Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

## Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

## Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

## Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

## 21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at [www.P21.org](http://www.P21.org).



PARTNERSHIP FOR  
21ST CENTURY SKILLS

## Member Organizations

- American Association of School Librarians
- Adobe Systems Incorporated
- Apple Inc.
- Blackboard
- Cable in the Classroom
- Cengage Learning
- Cisco Systems
- Crayola
- Dell
- Education Networks of America
- ETS
- EF Education
- GlobalScholar
- Houghton Mifflin Harcourt
- Hewlett Packard
- Intel® Corporation
- JA Worldwide
- KnowledgeWorks Foundation
- Learning Point Associates
- LEGO Group
- McGraw-Hill
- Measured Progress
- MHz Networks
- Microsoft Corporation
- National Academy Foundation
- National Education Association
- netTrekker
- Oracle Education Foundation
- Pearson
- PMI Educational Foundation
- Verizon
- Walt Disney Company



## MAIN GLOBAL COMPETENCE MATRIX

Global Competence is the capacity and disposition to understand and act on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions.</li> <li>■ Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.</li> <li>■ Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions.</li> <li>■ Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.</li> <li>■ Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.</li> <li>■ Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.</li> <li>■ Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.</li> <li>■ Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.</li> <li>■ Select and use appropriate technology and media to communicate with diverse audiences.</li> <li>■ Reflect on how effective communication affects understanding and collaboration in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.</li> <li>■ Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.</li> <li>■ Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.</li> <li>■ Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

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## GLOBAL COMPETENCE MATRIX FOR SOCIAL STUDIES

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize and understand their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the social sciences,</li> <li>■ Identify and weigh relevant evidence from primary and secondary documents, using a variety of domestic and international sources, media, and languages, to address globally significant researchable questions.</li> <li>■ Analyze, integrate, and synthesize evidence using knowledge, methods, and critical skills in the social sciences to deepen their understanding of and construct coherent responses to globally significant issues.</li> <li>■ Produce an account based on compelling social scientific evidence and multiple perspectives that exhibits understanding of a global issue and that raises new questions and/or advocates for action.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Recognize and express their own perspective on situations, events, issues, or phenomena, and identify the cultural, social, economical, political, geographical, and historical influences that inform that perspective.</li> <li>■ Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/or schools of thought.</li> <li>■ Explain how individuals, societies, events, and the development of knowledge are influenced by the movement and interaction of ideas, goods, capital, and people.</li> <li>■ Explore and describe how geopolitical differences, as well as access to knowledge, resources, and technology, affect the options, choices, and quality of life of people around the world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Recognize and express how diverse audiences may interpret and use the same information in different ways and for different purposes and how that affects communication and collaboration.</li> <li>■ Use the language of social scientists and adapt their modes of communication and behavior to interact effectively with diverse audiences.</li> <li>■ Select and use technology and media strategically to create products, express views, and communicate and collaborate with people of diverse backgrounds.</li> <li>■ Reflect on how communication contributes to or impedes understanding, collaboration, negotiation, and diplomacy in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>■ Identify and create opportunities for personal and collaborative action and civic engagement to contribute to sustainable improvements and quality of life.</li> <li>■ Assess options, plan actions, and engage in civil discourse, considering previous approaches, varied perspectives, political viability, and potential consequences.</li> <li>■ Act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of the social sciences to contribute to sustainable improvement, and assess the impact of the action.</li> <li>■ Reflect on their capacity to draw on the social sciences to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>

*Global Competence is the capacity and disposition to understand and act on issues of global significance. The global competence matrices help explain Global Competence and how to apply it. They were created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning.*

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