SBS in Social Studies – The C3 Framework

Lawrence M. Paska, Ph.D.
Executive Director

Teaching the Social and Behavioral Sciences in K-12 Education: Past, Present, and Future
Thursday, November 17, 2016
Washington, DC

www.socialstudies.org
@NCSSNetwork
The Challenges

• **Standards** are often not translated into a viable curriculum.

• **Curriculum** is very heavy on content.

• **Instruction** is based on teaching *knowledge & understanding* before we ask students to *analyze & inquire*.

• **Assessments** at the state level often occur only in high school.

• **Time** for ELA & Math is prioritized over Social Studies – especially at the elementary level and in “high-needs” schools.

• **Professional development** is not fully supported and systemic.
Top 5 Greatest Challenges Reported by Social Studies Educators

- Limited funding/decreasing budgets. (21 %)
- Shift in focus to standardized testing/high stakes testing. (19 %)
- Larger class sizes. (19 %)
- Marginalization of social studies (13 %)
- Lack of scheduled time for collaboration with colleagues. (10 %)

The Challenges = Relevance?

• A decrease in instructional time (elementary grades) and leadership (professional organizations, districts).

• The lack of a consistent vision for social studies education that is enacted coherently in a K-12 program.

• “We’ll just Google the facts”: social media replacing social studies.
Opportunities = **Relevance!**

- The Common Core called for more informational texts, writing from sources, and text-based evidence.

- These are **not instructional shifts** for social studies; these have been **common social studies practices** for years.

**TOP 3 ACADEMIC SKILLS GAINED IN SOCIAL STUDIES**

1. Ability to form and support an opinion.
2. Critical thinking.
3. Ability to evaluate concepts/ideas.

*Source: National Center for College and University Admissions, NCSS Annual Research Report 2015.*
College, Career and Civic Life = “C3”
C3 Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action
C3 Resources

The Framework (PDF)
Related NCSS Bulletins
Sample Inquiries and Resources

http://www.socialstudies.org/c3/
C3 Literacy Collaborative

Webinars
Learning Modules
Professional Learning Resources
Unpacking C3: Administrators, Professors, Policymakers

NCSS & National Center for Literacy Education,
through a grant from the Bill and Melinda Gates Foundation

http://www.socialstudies.org/c3/c3lc
C3 Teachers: State & Organizational “Hubs”
Using the Inquiry Design Model™

http://www.c3teachers.org/
If students are asked a **COMPELLING QUESTION** ...

In the middle are the **SUPPORTING QUESTIONS**, **FORMATIVE TASKS**, and **SOURCES**

Students answer in the form of a **SUMMATIVE ARGUMENT**

IDM™ Follows C3 Inquiry Arc
### A Blueprint to Inquiry

#### Questions
- Compelling
- Supporting

#### Tasks
- Staging
- Formative
- Summative
- Additional

#### Sources
- Spark curiosity
- Build knowledge
- Evidence

### Inquiry Design Model (IDM) Blueprint

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Idea and Practices</td>
<td>Formative Performance Task</td>
<td>Formative Performance Task</td>
<td>Formative Performance Task</td>
</tr>
<tr>
<td>Staging the Question</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Featured Sources</th>
<th>Featured Sources</th>
<th>Featured Sources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extension</td>
</tr>
</tbody>
</table>

| Taking Informed Action | |
|------------------------| |
Disciplinary Literacy: Our Opportunity for More SBS in Schools?

“If content area literacy focuses on study skills and learning from subject-matter-specific texts, then disciplinary literacy, by contrast, is an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines. The difference is that content literacy emphasizes techniques that a novice might use to make sense of a disciplinary text (like how to study a history book for an exam), while disciplinary literacy emphasizes the unique tools that the experts in a discipline use to participate in the work of that discipline.”

Disciplinary Literacy: Thinking Like a (Social and Behavioral) Scientist

1. What are each discipline’s unique inquiry approaches?

2. How do scientists ensure that their work is valid?

3. How do scientists evaluate the validity of each others’ work?

4. How do scientists communicate with each other – within and across disciplines?
How Does Any Scientist Study the World?

- Social and behavioral scientists study the human-made world; physical scientists study the physical world.
- All scientists engage in a process of inquiry.
- Inquiry depends on distinct and often interdependent ways of thinking:
  - The “Big Four” in Schools: Historical, Geographical, Economic, Civic
  - Anthropological, Archaeological, Psychological, Sociological
NCSS defines social studies as "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.

In essence, social studies promotes knowledge of and involvement in civic affairs. And because civic issues--such as health care, crime, and foreign policy--are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education.

These characteristics are the key defining aspects of social studies.

THANK YOU!

National Council for the Social Studies
8555 Sixteenth Street, Suite 500
Silver Spring, Maryland 20910
Telephone: 301 588-1800
Fax: 301 588-2049

E-Mail: lpaska@ncss.org
Twitter: @NCSSNetwork