

## The CCSS Position Statements 2016

The CCSS Position Statements 2016 were revised and updated to reflect the changes and developments in social studies education over the past decade. These considerations include adoption of the Common Core State Standards, the C3 Framework (NCSS), current research in social studies pedagogy and historiography, a new California HSS Framework, the new accountability system and school finance model for California schools (LCAP), and increased attention to cross-curricular skills. The following position papers were adopted by the CCSS Board of Directors on March 6, 2016.

- **History/Social Studies Education and Standards-Based Instruction**
- **History/Social Studies and Literacy**
- **History/Social Studies and Assessment**
- **History/Social Studies and Civic Education**
- **History/Social Studies and Professional Development**
- **History/Social Studies and the Workforce**
- **History/Social Studies and LCAP**



### **CCSS Position Paper 2016      History/Social Studies Education and Standards-Based Instruction**

CCSS believes that standards for history/social studies in California should:

- Provide high-quality history-social science instruction at every grade level, kindergarten through grade 12;
- Articulate clear learning goals of discipline content in geography, civic education, history, and economics at every grade level and integrate resources from the natural sciences and humanities, when appropriate, as part of a strong academic program;
- Integrate skills such as participatory skills, cognitive skills, and literacy skills in the content of each set of grade level standards;
- Be developmentally appropriate for the skills and cognitive thinking levels of students at each grade level and serve as essential learnings to which all K-12 students have equal access;
- Base instruction on a logical sequence of classes that supports the scaffolding of knowledge and building of skills for appropriate grade levels (e.g. world history in grades 9-10, U.S. History in grades 7-8, U.S. Geography and World Geography at grades 5-6);
- Reflect the best of recent and relevant scholarship in the disciplines of history and the social sciences;
- Highlight essential learning goals rather than define the total curriculum;
- Reflect global as well as western understandings and experience; and
- Structure the standards so as to encourage instructional strategies that emphasize content, skills, active involvement, and student engagement;

CCSS believes that the revision of California History-Social Science curriculum, Standards and Framework should be organized through:

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- Consultation with professionally recognized documents and scholarship in the field of history-social science education;
- Establishment of an on-going review and revision cycle of the standards and framework that incorporates current research, relevant feedback from the field, and review by practitioners and scholars to ensure developmentally appropriate content and skills at each grade level;
- Use of the tools of the historian-social scientist including inquiry, civic learning content and skills, literacy skills (e.g. reading, writing, listening, speaking), research, and presentation skills;
- Alignment of the California History Social-Science Framework, based on the goals of knowledge and cultural understanding, democratic understanding and civic values, skills attainment, and social participation to grade-level-specific standards, curricula, concepts, and skills; and
- A timeline that allows for thoughtful and careful consideration by a large number of professionals;
- A statewide program of assessment of history-social science at upper elementary, middle school, and high school.

CCSS as a professional statewide organization of history-social science K-12 educators needs to participate in:

- State-level decision making about graduation requirements, assessments, standards and framework reviews and revisions, and curriculum adoptions;
- Feedback and commentary on the review and revision cycles of the California History-Social Science Standards and Framework; and
- Legislative and State Board of Education appointed committees that address history-social science issues.

CCSS believes that academic standards meeting these criteria will make a meaningful contribution to the on-going improvement of history-social science instruction in our state.



### CCSS Position Paper 2016

### History/Social Studies and Literacy

The hallmark of any democratic society is its ability to engage the participation of a thoughtful electorate, able to effectively listen, speak, read, write, and analyze relevant information. In the United States, the development of such basic literacy skills has traditionally been the responsibility of our K-12 educational institutions. A quality education includes deep understanding of the foundations of democracy, our historical heritage, global interconnectedness, and knowledge of social studies content including geography, economics, civics, and history. History/social studies is critical to building a literate citizenry. High-quality history/social studies education is characterized by literacy skills such as:

- Analyzing a wide variety of materials from multiple perspectives;
- Building background knowledge of students about their world as an essential element of reading comprehension;
- Creating a context for understanding information through the development of chronological and spatial thinking, and cultural knowledge;
- Improving communication skills through presentations, debate, informed class discussions, and collaborative group work;
- Developing argumentation skills and defending hypotheses orally and in writing;

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- Enhancing listening skills through the give and take required for the discussion of ideas and engaging in dialogue involving conflicting points of view including current events, global issues, multiple perspectives, and historical interpretation;
- Honing reading and writing skills through research projects, written reports of information, evaluation of issues, and persuasive essays;

A comprehensive understanding of literacy in history/social studies includes historical, ethical, cultural, geographic, civic, economic and sociopolitical literacies. A truly literate citizenry must be able to move beyond words to the comprehension of ideas through understanding how these literacies are interconnected and related to an interdependent world. To this end, history/social studies education engages students in:

- Accessing and comprehending the academic language and text structures for various types of history-social science sources;
- Reading and interpreting a wide variety of text including significant literary works, visuals, maps, artifacts, speeches, art and music associated with social studies themes and eras;
- Writing arguments using evidence, analysis, and evaluation;
- Using literature, primary sources, and non-fiction writing to provide the historical, social, and cultural context that will enhance understanding of events, places, and ideas;
- Evaluating and interpreting written and oral sources by applying concepts derived from history and the social sciences;
- Making decisions about policies, courses of action, civic engagement, and citizen participation based on written historical, economic, cultural, and geographic information;
- Analyzing and evaluating written sources for the use of rhetorical and argumentation techniques for persuasion, evidence, bias, and viewpoint.

High-quality history/social studies develops and builds upon these comprehensive literacy skills to cultivating to support students as critical thinkers and decision-makers as well as proficient readers who will be able to take full advantage of their individual rights and meet their civic responsibilities.



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**History/Social Studies and Assessment**

CCSS believes that history-social science embraces essential components of the body of knowledge, literacy skills, thinking skills, participatory skills, and dispositions that students need for effective and committed engagement in lifelong learning, citizenship, and employment. Rigorous academic history-social science standards lead students to become competent critical thinkers who can meaningfully select and interpret a wide scope of resources, analyze data, and understand and appreciate the complexities of multiple perspectives. Effective assessment allows us to encourage and engage in on-going improvement in the teaching and learning of high-quality history/social studies.

As one of the four academic disciplines in California schools approved by the California State Board of Education and identified in California Education Code, history/social studies needs to be included in the statewide assessment system. A recommended scope and sequence of effective history/social studies assessment at the state level would include assessment at the following:

- Upper Elementary (grades 4-5)
- Middle School (grades 6-7-8)
- High School (grades 10-11-12)



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- participatory skills that include the development of multiple perspectives, civic engagement, civil discourse, consensus-building and compromise, working together, communication skills, volunteerism, community activism, civic virtue, and voting;
- development of dispositions that include understanding democratic values and principles, working toward the common good, collective and individual rights, a fair and balanced system of justice, recognition of bias, and a sense of community;
- the tools of social science inquiry, research-based sources of information, and presentation skills;
- simulations of democratic processes and activity-based student learning experiences such as mock trials, debates, student governance and clubs, community and service learning projects, attendance and participation at meetings of governing bodies, town hall meetings, and regulatory agencies, etc;
- service-learning activities and public policy projects that address real world problems; and
- discussion and understanding of current events and controversial issues.

CCSS understands that in order to achieve these goals, the California History-Social Science standards and framework must establish:

- a citizenship education focus with intentional civic education goals in the History-Social Science Framework for California Schools and state standards at all grades levels, kindergarten through grade 12;
- civic learning curricula that requires and reinforces deep understandings and depth of knowledge in content, skills, and dispositions;
- instruction that incorporates active citizenship education opportunities and activities within the school day calendar and throughout the grade levels;
- opportunities for students to be actively involved in civic learning that is research-based on inquiry through discussion, debate, and written argumentation with effective use of logic, reasoning, and multiple perspectives;
- the inclusion of parents, community members and organizations into the schools and classrooms as resources for civic learning and a spirit of responsible participation; and
- an assessment system that allows students to demonstrate civic learning proficiency through presentations, writing, discussion, group projects, and involvement in community projects.



### **CCSS Position Paper 2016    History/Social Studies and Professional Development**

High-quality professional development in History/Social Studies should address and promote:

- Foundational content, concepts, and source materials in civic education, geography, history, economics, and other social science related fields;
- Curricula that incorporates cognitive skill development through inquiry, evidence-based argumentation, fact vs. opinion, analysis and evaluation, reasoned positions, and presentations;
- Instructional strategies that include writing in history/social studies, evaluation of resources, identification of bias, multi-culturalism, informed discussion, structured debate, questioning strategies, simulations, current event issues, public policy, and community;
- Participatory skill development beginning in the earliest grades and reinforced through collaborative group work, respectful dialogue, exploration of multiple perspectives, civil discourse, group discussion, and community engagement;
- Multiple perspective from diverse viewpoints, multi-cultural education, current issues, and social justice discussions;

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- Opportunities to practice civic education to help students grapple with complex and controversial issues, learn to make and support decisions on political issues, and develop skills to become committed, responsible citizens.

The goals of high-quality History/Social Studies professional development include:

- Improved content knowledge of educators;
- Effective use of standards-based instructional materials;
- Analysis of primary and secondary source material including documents, maps, visuals, media reports, geographic data, demographic data, economic information, and current events;
- Active project-based learning and simulations;
- Deliberative and respectful discussion of controversial issues;
- Issues of cultural diversity in school community settings and community;
- Strategies to provide equal access to all K-12 students, at all grade levels;
- The fostering of a spirit of inquiry and development of skills related to acquiring, organizing, processing, and using information to make reasoned decisions related to both domestic and international matters;
- Content literacy instruction through history/social studies; and
- Effective use of technology to access, evaluate, and present history/social studies concepts, content, thinking skills, and participatory skills as to high-quality history/social studies.

In order to provide all students with highly effective history/social studies instruction, CCSS believes that the state of California should provide and support:

- Required pre-service courses in civic education, social science pedagogy, inquiry-based instruction, multi-cultural and social justice education, and community-based instruction;
- On-going and frequent professional development for new and experienced teachers that include summer institutes, local in-service programs, professional learning communities at the school and district level, and professional association conferences and workshops;
- Webinars and web-based resources and links to history-social science curricula and materials; and
- University-level courses in advanced subject-matter course work.



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### **History/Social Studies and the Workforce**

The purpose of public education in the United States is the development of knowledgeable, committed, and responsible members of our democratic society. Effective citizenship education requires an understanding of the foundations of democracy, the development of reasoning and thinking skills, and dispositions that enable a citizen to be self-directed, responsible, and economically productive. A successful workforce of the 21<sup>st</sup> century needs lifelong learners who are adaptable, curious, inquisitive, collaborative, creative, and resilient to address issues across all career pathways. History/Social Studies contributes to the preparation of our future workforce for the highly technical, competitive, interdependent, and changing world in the following ways:

- By examining many societies and institutions – past and present – history-social science helps students find and understand their place in larger, macro-economic systems as well as within the micro-settings of an organization or workplace.
- By requiring students – individually and in groups – to face and solve a variety of issues, history-social science teaches students to analyze, evaluate, and resolve a wide range of on-the-job challenges and opportunities on local, national, and global levels;

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- By teaching students participatory skills and perspectives that encompass diverse points of view, consensus-building, collaboration, and constructive resolution of differences for an empowered workforce;
- By applying the content knowledge and skills of history/social studies to the development of effective decision-makers and creative problem-solvers who address the critical issues facing our world today;
- By analyzing and weighing values in countless social situations – historical, contemporary, and real-life – history-social science guides students toward understanding the dimensions of ethics, social responsibility, and social justice in the workplace.

Further, history/social studies education has much to offer in the learning of individual life skills, the development of a competent and skilled work force, and the passing down of cultural heritage. Such studies are rooted in our shared knowledge, skills, values, and attitudes, which come from what we know about the past, the peoples of the world and how they interact, how governments operate, the ways people govern themselves, and how goods and services are provided and exchanged. Students who have had a variety of experiences with the content and application of history/social studies are better prepared to function productively in their family, school, workplace, community, and the global economy and are more likely to be encouraged to become lifelong learners and self-reliant citizens.

To this end, CCSS recommends the following:

- Development of clearly articulated and measurable goals of citizenship education and workforce preparation that include knowledge, cognitive skills, participatory skills, and positive dispositions incorporated through history/social studies into every grade, kindergarten through grade 12;
- Curriculum and best instructional practices be identified, developed, and implemented to provide resources for high quality workforce preparation through history/social studies instruction at all grade levels;
- Information on career and workforce preparation methods and resources, K-12, be developed and disseminated to California schools, teachers, parents, and the public.



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### **History/Social Studies and LCAP**

The California Council for the Social Studies supports and encourages the use of social studies measurable performance learning activities. In California, the Local Control Funding Formula (LCFF) method of school finance requires districts to develop Local Control Accountability Plans (LCAPs) around specific criteria. Student outcomes from measurable social studies performance activities can be used by districts as evidence they are meeting their reporting requirements.

The California Council for the Social Studies supports active and performance-based learning. When students ‘do’ social studies performance activities they practice skills and knowledge from various social studies disciplines (History-Social Science in California), including participatory skills, thinking skills, communication skills, and literacy skills. Students learn democracy and citizen roles by participating, doing, and engaging with significant issues and community activities. Social studies, in this way, also provides for practice and performance of the Common Core State Standards in English-language arts and the College and Career Readiness Anchor Standards. When the history-social science curriculum applies the design of the ‘Inquiry Arc’ of *The College, Career, and Civic Life Framework (The C3 Framework)* from the National Council of the Social Studies, students will be applying research, analytical thinking,

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the use of evidence, argumentation, evaluation, reasoned decision-making, and communication skills in learning how to be engaged and responsible citizens.

To this end, CCSS encourages:

- History-social science teachers to join and engage in their district LCAP planning committees;
- HSS teachers to find and select measurable performance activities that match learning needs of their district (such as having students develop persuasive writing skills in content areas) to meet ‘College and Career Readiness’ standards and have ‘LCAP reportable’ outcomes from history-social science curricula;
- LCAP planning committees to include professional development for teachers in the assessment of performance activities (e.g., the use of rubrics in scoring and calibrating scoring) in history-social science and related content;
- Districts to explore using measurable civic learning activities (with modifications if necessary) such as the *Civic Action Project* from the Constitutional Rights Foundation or *Project Citizen* from the Center for Civic Education, in their LCAP planning and implementation;
- LCAP planning committees to consider using, with modifications if necessary, existing measurable social studies performance activities such as National History Day, Model United Nations, *We The People* mock hearings, mock trials, and debate in multiple classroom formats in their LCAP planning process.

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