

SBS in Social Studies – The C3 Framework

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

www.socialstudies.org
[@NCSSNetwork](https://twitter.com/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.

COLLEGE CAREER & CIVIC LIFE
FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Published by the National Council for the Social Studies in September 2013.

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



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C3 Resources



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

<http://www.socialstudies.org/c3/>

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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*

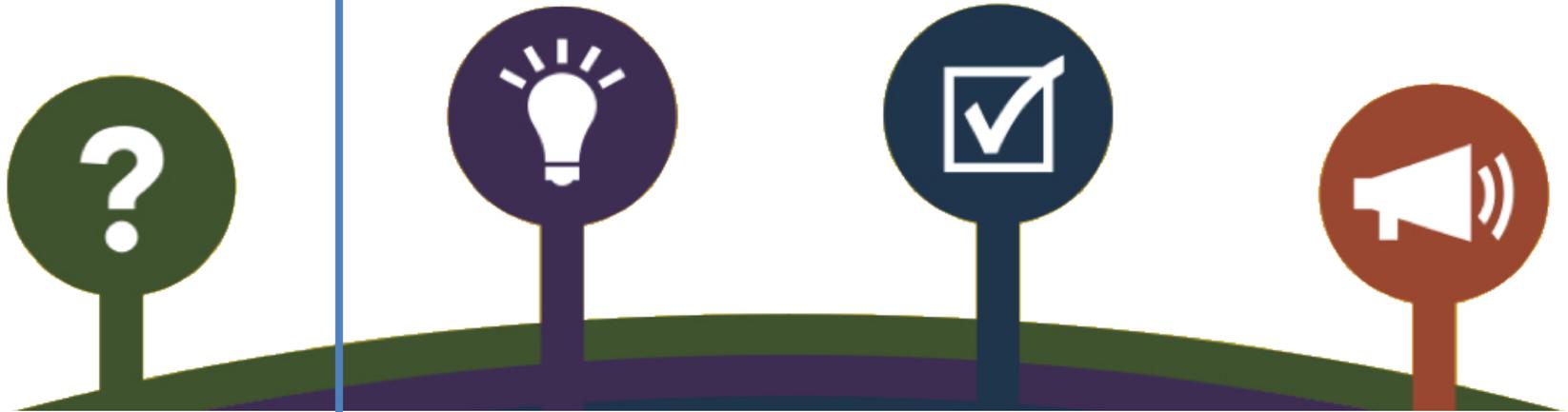
<http://www.socialstudies.org/c3/c3lc>

C3 Teachers:
State & Organizational “Hubs”
Using the Inquiry Design Model™



<http://www.c3teachers.org/>

IDM™ Follows C3 Inquiry Arc



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**

A Blueprint to Inquiry

Questions

- Compelling
- Supporting

Tasks

- Staging
- Formative
- Summative
- Additional

Sources

- Spark curiosity
- Build knowledge
- Evidence

Inquiry Design Model (IDM) Blueprint		
Compelling Question		
Key Idea and Practices		
Staging the Question		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	
	Extension	
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

SBS Supports the Definition of Social Studies

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.

Source: National Council for the Social Studies, <http://www.socialstudies.org/about>.

THANK YOU!

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