

## Hawai'i Core Standards in Social Studies

### Preface

*The call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal. (College, Career, & Civic Life C3 Framework for Social Studies State Standards [C3 Framework])*

### Introduction

A democratic society expects participation, volunteerism, and community problem solving from its citizens. Preparing students to be successful in a rapidly changing, diverse world requires the ability to think critically, communicate effectively, and take informed action. This cannot be accomplished without a strong emphasis on the social studies. Social studies education in Hawai'i shapes our students' development as active and responsible citizens of the community, nation, and world.

The Hawai'i Core Standards in Social Studies (HCSSS) outline the content, concepts, and inquiry skills students need to reason, wonder, and think about the vastness and richness of the human condition. They integrate and encompass the democratic values, civility, and global perspective needed to support the development of critical thinking and habits of mind that are the hallmark of a mature, community-minded citizen.

The standards are premised upon a rigorous and relevant K-12 social studies experience. Engaging students in the pursuit of active and informed citizenship will connect students to the world through informed instructional experiences led by teachers who are committed to active civic participation. In this way, students will not just acquire and produce knowledge but will have the knowledge and skills to engage in the workings of our democracy. This represents a bold step toward a new vision of social studies for all Hawai'i students.

### Design Considerations

Design decisions for the HCSSS were informed by the C3 Framework, social studies standards from multiple states, current research-based practices, and public comments during the writing process.

The graphic seen in figure 1 is representational of the inquiry process essential to the deep understanding of the disciplines of civics, economics, history, and geography that are featured in the HCSSS.



Figure 1 Inquiry process and disciplinary lenses

The standards fall into two complementary categories: inquiry skills and disciplinary concepts. Although they are distinguished in the document, it is expected that they will be used simultaneously. Inquiry skills involve questioning, investigating, reasoning, and responsible action while disciplinary concepts make use of social science ideas, principles, and content. The complexity of both inquiry skills and disciplinary concepts spiral from kindergarten through high school.

**Standards At-a-Glance**

The table below outlines the content or conceptual focus of each grade or course

Table 1

*HCSSS Standards At-a-Glance*

|      |  |
|------|--|
| K    | Living, Working, and Learning Together                         |
| 1    | Communities and Culture  |
| 2    | People Now and Then, Places Near and Far                       |
| 3    | Our Big World  |
| 4    | Pre-Contact Hawaiian History                                   |
| 5    | Colonial America and the Early Nation                          |
| 6    | World History: Beginnings to CE 1500                           |
| 7    | History of the Hawaiian Kingdom                                |
| 7    | Pacific Island Studies   |
| 8    | United States History: The Constitution Through Reconstruction |
| 9-12 | World History and Culture: CE 1500 to Present                  |
| 9-12 | United States History and Government                           |
| 9-12 | Modern History of Hawai'i                                      |
| 9-12 | Participation in a Democracy                                   |

**How to Read the Standards**

There are three unique types of standards in the HCSSS: anchor standards, inquiry standards, and content standards.

**Anchor Standards:** Anchor standards remain the same through all grades and courses and align closely to the four dimensions of the C3 Framework. Anchor standards provide lenses through which the essential skills and disciplinary knowledge of inquiry and action are practiced and applied. Anchor standards 1 through 5 are inquiry-based, and anchor standards 6 through 19 are disciplinary-based. Not every anchor standard is in every grade or course, but each student will have the opportunity to address all

anchor standards by the time they complete grades 5, 8, and 12. As shown in figures 2 and 3, anchor standards are color-coded to denote inquiry or a specific discipline.

| INQUIRY ANCHOR STANDARDS                    |                                  |                   |                           |                        |
|---|----------------------------------|-------------------|---------------------------|------------------------|
| Anchor Standard 1                           | Anchor Standard 2                | Anchor Standard 3 | Anchor Standard 4         | Anchor Standard 5      |
| Developing Questions and Planning Inquiries | Gathering and Evaluating Sources | Creating Claims   | Communicating Conclusions | Taking Informed Action |

Figure 2 Inquiry Anchor Standards

| CONTENT ANCHOR STANDARDS  |  |   |  |
|---|--|---|--|
| Civics  | Economics  | Geography   | History  |
| <b>Anchor Standard 6</b><br>Civic and Political Institutions        | <b>Anchor Standard 9</b><br>Economic Decision Making | <b>Anchor Standard 13</b><br>Geographic Representations: Spatial Views of the World     | <b>Anchor Standard 17</b><br>Change, Continuity, and Context |
| <b>Anchor Standard 7</b><br>Civic Virtues and Democratic Principles | <b>Anchor Standard 10</b><br>Exchange and Markets    | <b>Anchor Standard 14</b><br>Human-Environment Interaction: Place, Regions, and Culture | <b>Anchor Standard 18</b><br>Perspectives                    |
| <b>Anchor Standard 8</b><br>Processes, Rules, and Laws              | <b>Anchor Standard 11</b><br>The National Economy    | <b>Anchor Standard 15</b><br>Human Population: Spatial Patterns and Movements           | <b>Anchor Standard 19</b><br>Causation and Argumentation     |
|   | <b>Anchor Standard 12</b><br>The Global Economy      | <b>Anchor Standard 16</b><br>Global Interconnections: Changing Spatial Patterns         |  |

Figure 3 Content Anchor Standards

**Inquiry Standards:** The inquiry standards define key skills within the social studies. Inquiry standards are by grade bands K-2, 3-5, 6-8, and 9-12. These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate.

Working both individually and collaboratively, students engage in inquiry about important issues within the social studies. Students utilize the inquiry process to analyze foundational knowledge, develop questions, apply tools to engage in research, weigh evidence, develop and communicate conclusions, and take informed action. How these standards will be integrated into the curriculum are a school or classroom decision.

**Content Standards:** Content standards define what students should know or be able to do in a specific grade or course. They emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action. Content standards are grade specific in grades K-5 and are course specific in grades 6-12.

### **Additional Components**

In addition to anchor, content, and inquiry standards, the standards include themes, sample compelling questions, topics, and sample content and concepts. These are meant to serve as ancillary supports to the standards. Below is a description of each.

- **Themes:** A cluster of standards around a large idea in a course. Themes help to organize the entire course into smaller chunks. There can be anywhere from 3-12 themes in a grade or course.
- **Sample compelling questions (CQs):** CQs are open-ended questions that focus on big ideas. These questions are enduring and centered on unresolved issues. CQs have no exact answer and can only be argued with evidence. There are two sample CQs in each theme. Teachers may consider these questions as they design their units of study.
- **Topics:** An organizational feature that further defines the area of study within a theme. There are often two or more topics under each theme.
- **Sample content and concepts:** These serve as a starting point for relevant ideas, principles, concepts, and content that teachers may consider when deciding on the particular focus of study for each content standard.

The example in Figure 4 highlights components of the standards document

| Theme 7   |                                   | Life in the Ahupua'a  |   |
|---|-----------------------------------|---|---|
| Sample Compelling Questions   |                                   | <ul style="list-style-type: none"> <li>• How were Hawaiians stewards of the land?</li> <li>• What is a successful society?</li> </ul>   |   |
| Anchor Standard   | Topic                             | Content Standard  | Sample Content/Concepts   |
| <i>The student demonstrates an understanding of</i>   |                                   | <i>Therefore, the student is able to</i>  |   |
| <b>Geography</b><br>Anchor Standard 14<br>Human-Environment Interaction: Place, Regions and Culture | Land Usage and Human Modification | <b>Content Standard SS.4.7.14.1</b><br>Use maps and illustrations to explain how Hawaiians used and modified land in the ahupua'a   | <ul style="list-style-type: none"> <li>• <b>Use of the Land:</b> highlands (mauka): farming, feathers, freshwater sourcing, medicines, wood; lowlands (makai): farming, fishing, limu, shellfish</li> <li>• <b>Modifications of the Land:</b> clearing of land for farming, terracing, creating fishponds (loko i'a), diverting water through canals ('auwai) for irrigation of terraced kalo plantings (lo'i)</li> </ul> |
| <b>Economics</b><br>Anchor Standard 10<br>Exchange and Markets                                      | Specialization of Skills          | <b>Content Standard SS.4.7.10.2</b><br>Analyze how specialization of labor and the exchange of goods and services created a successful interdependent society in the ahupua'a | <ul style="list-style-type: none"> <li>• <b>Specialization of Labor:</b> allowed for increased productivity, expertise, and efficiency</li> <li>• <b>Exchange of Goods and Services:</b> led to an increased standard of living for all</li> </ul>  |

Figure 4 Components of a Theme in Grade 4: Pre-contact Hawaiian History

**Standards Coding:**

The standards are coded using an alphanumeric system. Table 2 defines the various alphanumeric coding used.

**Example:**

Course Standard SS.4.7.14.1 “Use maps and illustrations to explain how Hawaiians used and modified land in the ahupua'a”

Table 2 *Standards Coding Example*

|    |   |
|----|---|
| SS | Social Studies  |
| 4  | Grade   |
| 7  | Theme number  |
| 14 | Anchor standard number                                  |
| 1  | Numerical order of the course standard within the theme |

### **Curricular Considerations**

The standards address *what* is to be learned; they do not address *how* learning experiences are to be designed or what resources should be used. The Hawai'i State Department of Education does not designate specific curricula or strategies used to teach the HCSSS. Decisions on how best to help students meet these standards are left to schools and teachers.

However, it is important to consider that all curricula emphasize the development of students' abilities to acquire and apply the standards. Curricular decisions must also take into account the diversity of Hawai'i' students and the need to ensure equity and access for all. To achieve this, Hawai'i students need curricula that are designed and structured for a rigorous, relevant, and personalized learning experience that includes a wide variety of learning opportunities.

### **Place-Based Education (PBE)**

One noteworthy consideration is the idea of place. To be an effective social studies teacher, educators must develop a deep understanding of the place they are working in and find ways to make that place central to their classroom practice. Knowledge of place and the cultural competency that goes along with it, is primarily gained through building relationships with students, parents, and the wide variety of people who make up a school and its surrounding community. In addition, it is developed when teachers become critically familiar with the schools and communities in which they work. This includes going out and experiencing Hawai'i's natural environment and learning about the various ways in which the history, economics, geography, and politics of Hawai'i give context to contemporary social studies teaching and learning.

### **Project-Based Learning (PBL)**

It is important that students sometimes take an extended period to delve deeply into a problem or an investigation that addresses the inquiry questions they seek. The inquiry standards of the HCSSS, when paired with appropriate disciplinary content, naturally support students in these deeper learning experiences. In social studies, these investigations often have a civic purpose; to improve their communities, nation, or world. The experiential nature of PBL often takes the students beyond the four walls of the classroom, whether through the use of technology or by physically walking out their school doors. As a result of these learning experiences, students gain not only deeper content knowledge but have experienced the critical thinking, communication, and problem-solving skills that will enable them to be successful in their higher education pursuits, in the workforce, and as engaged members of their community.

## References and Acknowledgments

### Foundational Documents of the HCSSS

Several documents served as a foundation for the HCSSS. Chief among these was the *College, Career, & Civic Life C3 Framework for Social Studies State Standards* (C3 Framework). The C3 Framework is a national social studies framework that was published by the National Council for the Social Studies (NCSS) in 2013 and is aligned with the Common Core State Standards (CCSS). The C3 Framework highlights an Inquiry Arc that is informed by inquiry skills and by four major disciplines in social studies: civics, economics, geography, and history.

A full copy of the C3 Framework can be accessed at <http://www.socialstudies.org/C3>. Additional foundational documents that informed the standards include the following:

- Center for Civic Education. (2014). National Standards for Civics and Government. Retrieved from <http://www.civiced.org/standards>
- Council for Economic Education. (2010). Voluntary National Content Standards in Economics. Retrieved from <https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>
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- Hawai'i Content and Performance Standards for Social Studies III. Retrieved from [http://165.248.107.74/hcpsv3/files/final\\_hcpsiii\\_socialstudies\\_librarydocs\\_1.pdf](http://165.248.107.74/hcpsv3/files/final_hcpsiii_socialstudies_librarydocs_1.pdf)
- National Center for History in the Schools. (1996). United States history content standards for grades 5-12. In *National Standards for History*. Los Angeles, CA: University of California, Los Angeles. Retrieved from <https://phi.history.ucla.edu/nchs/united-states-history-content-standards/>
- Social Studies or Social Science standards and frameworks from the following states: Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Tennessee, Utah, and Wisconsin.

The HCSSS were entirely conceived and written by teams of Hawai'i social studies educators. The standards writing teams consisted of elementary, middle, and high school teachers. They worked with college and university faculty who served as content advisors. These writing teams met on a continual basis from 2016–2018. The draft standards were reviewed by national scholars, national humanities and social science organizations, members of the Council of Social Studies Specialists (CS4), and the public during the development process. Comments from these reviews were used to strengthen the standards.

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