



C3 in MENA American Curriculum Schools

Authors: Kevin Simpson, Founder, KDSL Global and Kim D. O'Neil, NBCT Social Studies Consultant

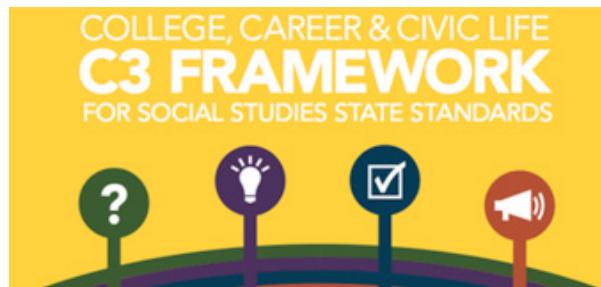
Executive Summary

The C3 Standards are currently being implemented across selected states in the USA and in American curriculum schools abroad, including in the Middle East and North Africa (MENA). How are these standards being implemented? This white paper examines how this implementation in the USA and in the MENA region is taking place, and cites resources that policymakers, school administrators, and teachers can use to raise awareness around C3.

The goal of The C3 is to improve K-12 social studies education for all students. Published in 2013 as a result of a three-year, state-led collaborative effort, the College, Career, and Civic Life Framework for Social Studies State Standards, known as the C3 Framework, is an inquiry-based framework developed for states to upgrade social studies standards and for teachers and practitioners to strengthen social studies programs. It emphasizes disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in the social world. Guidance includes the application of knowledge within the disciplines of civics, economics, geography, and history as students develop questions and plan inquiries; apply disciplinary concepts and tools; evaluate and use evidence; and communicate conclusions and take informed action. American curriculum schools worldwide are implementing the C3, including the American curriculum schools in the MENA region.

In this white paper, we will explore the following questions:

- How are the C3 standards being implemented in the USA and in the MENA region?
- What resources exist to best support schools implementing the C3?
- How did social studies educators based in the USA and in the MENA region respond to a C3 survey?



C3 in the USA

In January 2010, National Council for the Social Studies and the Campaign for the Civic Mission of Schools convened 15 national organizations in civics, geography, economics, and history to have a conversation about common state standards for social studies. After a three-year effort with guidance and input from the Council of Chief State School Officers (CCSSO), twenty-three states and affiliates, professional social studies organizations, a team of writers led by Dr. Kathy Swan, teacher, editors, and over three hundred reviewers, the National Council for the Social Studies (NCSS) published the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* in 2013.

Social Studies is defined as the *interdisciplinary exploration of the social sciences and humanities, including civics, history, economics, and geography, in order to develop responsible, informed, and engaged citizens and to foster civic, global, historical, geographic, and economic literacy.*

Inquiry is the foundation of the *C3 Framework* with the Inquiry Arc comprised of 4 Dimensions:

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 & Taking Informed Action

The *C3 Framework* prepares young people for College, Careers, and Civic life (C3). Formed by the core disciplines of civics, economics, geography, and history, it is composed of deep and enduring understandings, concepts, and skills from these disciplines with emphasis of skills and practices as preparation for democratic decision-making. The *C3 Framework* shares in the responsibilities for literacy instruction in K-12 education.



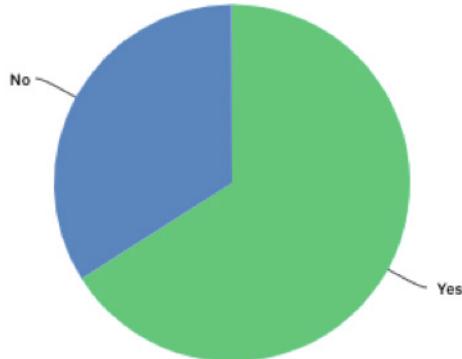
Implementation of the C3

Since its publication in 2013, there has been little data collected to determine how and to what degree has the *C3 Framework* been implemented across the USA. Therefore, in 2017, hundreds of social studies educators in the United States completed a survey that would provide data regarding the implementation process. Below are the findings from this survey. For the full results of the survey visit Papers and Presentations on www.kdslglobal.com.

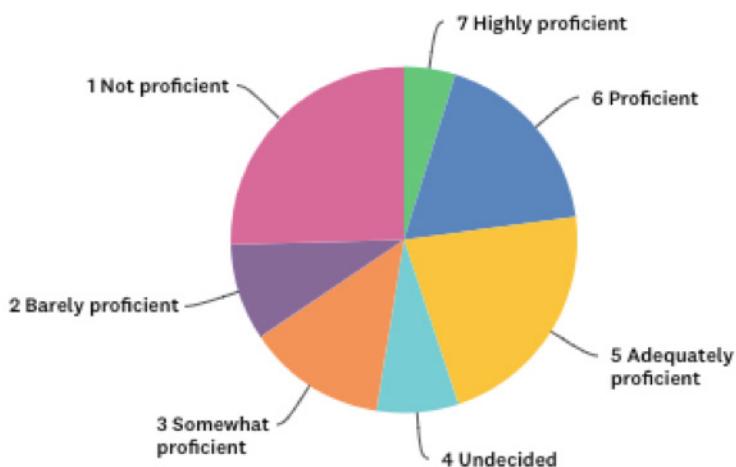
C3 Framework Implementation Survey results

Have you read the C3 sections that relate to your grade level?

The majority of the respondents – 66% – had read the relevant sections of the C3 Framework.



Based on 1-7 scale, describe your level of overall knowledge of and expertise with C3.

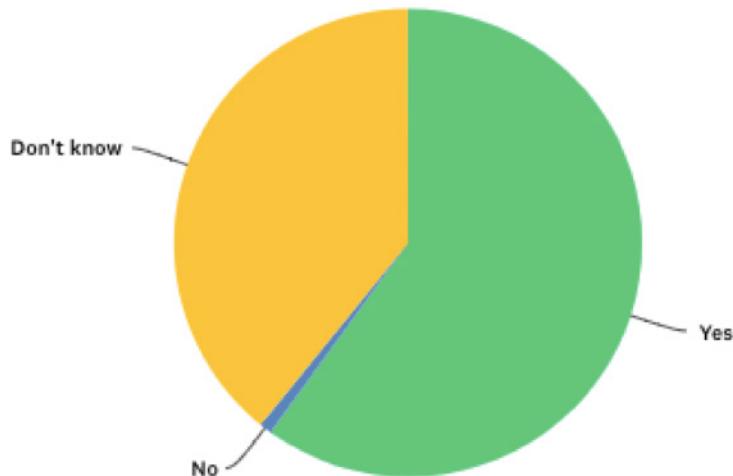


Only 9% feel highly proficient with C3, 22% adequately proficient, and 25% feel no proficiency.



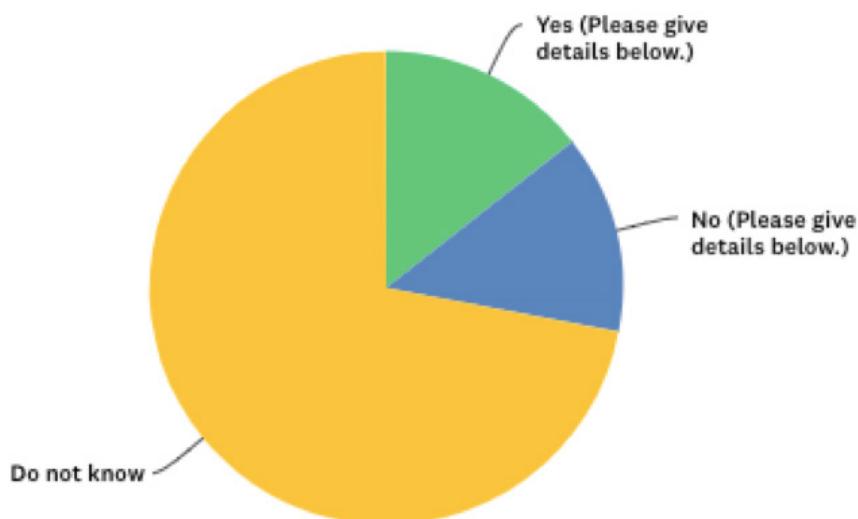
Do you feel that C3 has value and should be implemented in your school/district?

The majority of the respondents feel that C3 should be implemented in the local schools.



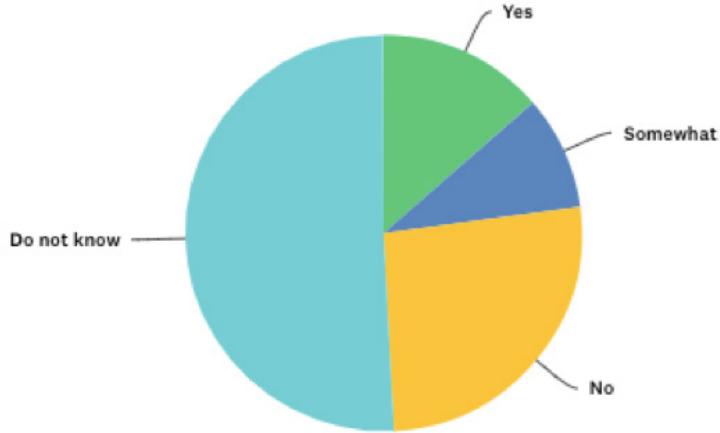
Does your state have a timeline and a plan for the implementation of C3?

The vast majority of survey respondents did not know if the state has a plan.



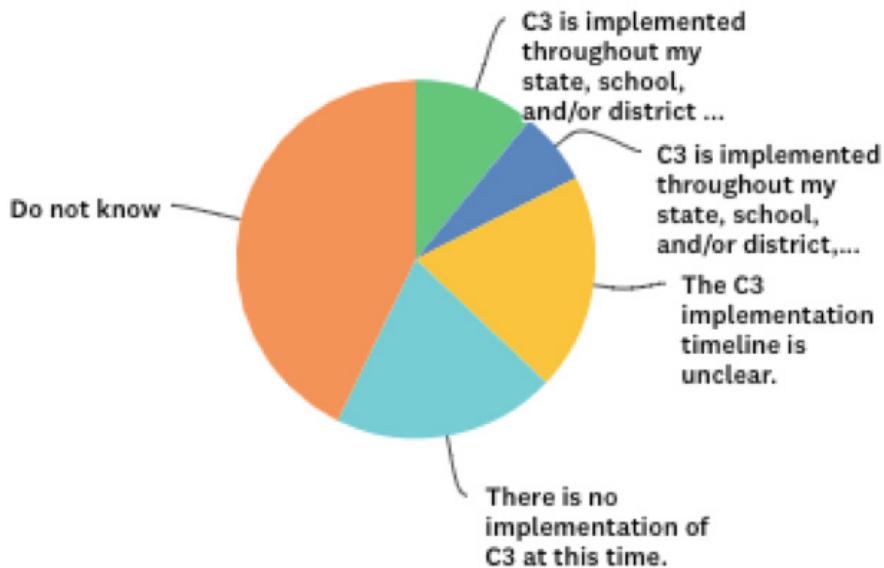
Does your school/district have a timeline and a plan for the implementation of C3?

The majority of survey respondents did not know of a school/district implementation plan.



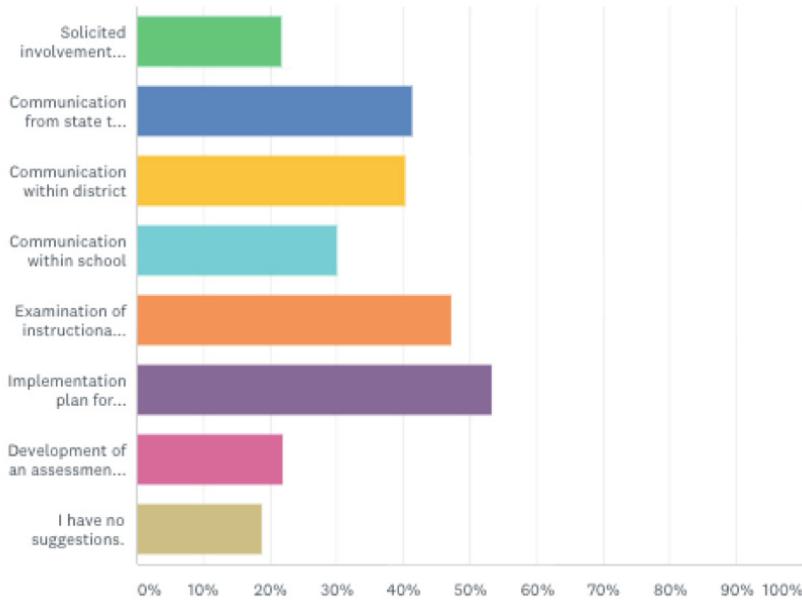
What is your impression of the implementation process in your state and/or district?

6% of the respondents see implementation but with little professional development. 20% feel the timeline is unclear.



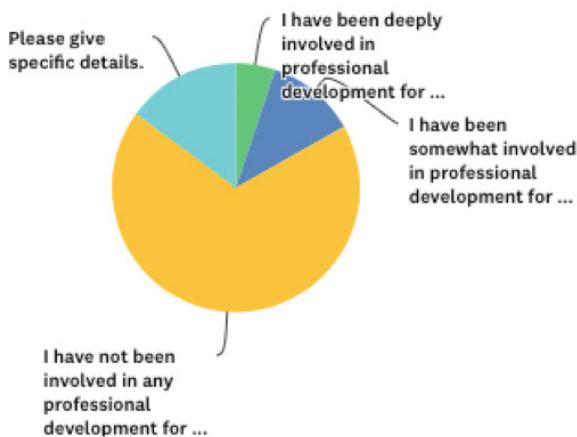
Which of the following should receive greater emphasis to best implement C3 in your area or classroom? Respondents could choose all that applied.

The communication options of state to district, within district and/or within schools collected 98% of the respondents' selections. 74% was for the field to seek involvement with the state to help make decisions.



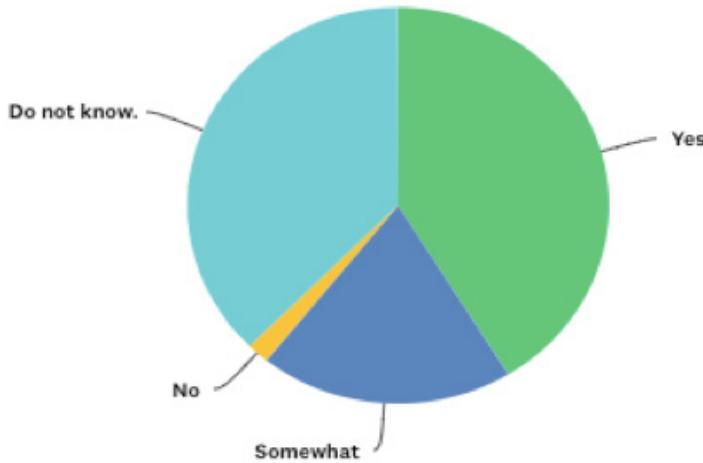
Have you had any experience in developing, leading, and/or participating in professional development for the implementation of C3?

The majority of the respondents – 68% - had not been involved in any professional development. 17% were somewhat or not involved development, and 5% indicated that they had been deeply involved.



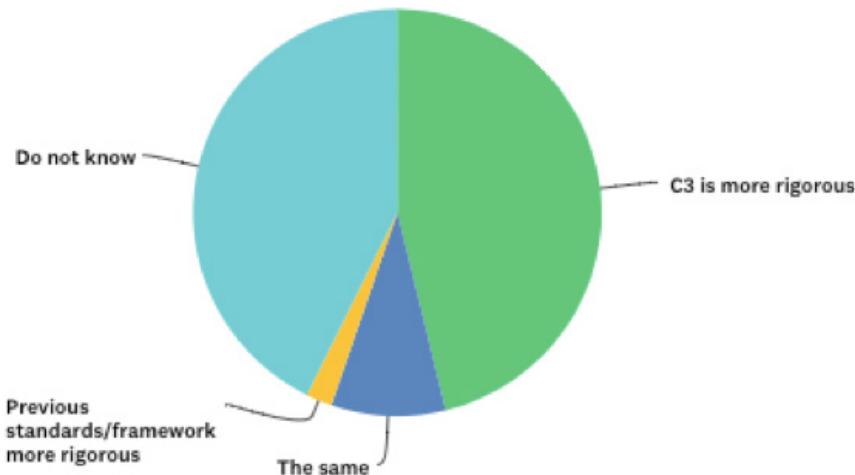
Do you feel C3 “causes teachers to reexamine their instructional practices to enhance the rigor of the social studies disciplines and build critical thinking, problem solving, and participatory skills of students to become engaged citizens?”

41% responded yes, and 38% didn't know.

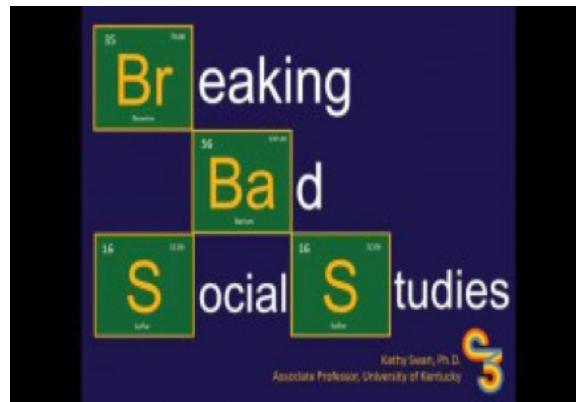
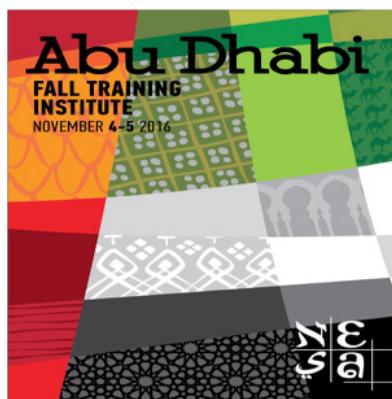


How would you describe the difference between the previous social studies frameworks you have implemented and C3?

46% believe C3 is more rigorous than previous frameworks. 42.69% didn't know.



C3 in the MENA region



In April 2014 the C3 framework for Social Studies State Standards were mentioned in the first white paper published by KDSL for parents in Dubai entitled "Three Things Every Parent Should Know About American Curriculum Schools In Dubai." This was to introduce readers to the then newest standards following English Language Arts, mathematics, and science. KDSL held the first introductory C3 webinar for educators in the MENA region during March 2015. This webinar was facilitated by Dr. Kathy Swan, Associate Professor of Social Studies at the University of Kentucky and project Director/Lead Writer of the *C3 Framework*. Additional webinars were held in the last two years focused on implementing and applying the C3 in your context.

Near East South Asia Council of Overseas Schools is a non-profit association of more than 100 private, independent American/international schools serving students and their families in North Africa, the Middle East and South Asia. During the NESA Fall Training Institute in 2015 held in Dubai, Fay Gore led C3 sessions with a focus on introducing educators to the C3, inquiry and concept-based instructional practice in Social Studies. During the NESA Fall Training institute in 2016 Abu Dhabi, Fay Gore led C3 sessions with a focus on implementation and engaging students in active inquiry in Social Studies.

In order to gauge further understanding of where MENA social studies teachers are in their C3 understanding a survey was conducted during 2016-2017. Results would be used to plan professional learning and collaborate with colleagues in the USA. One sample question asked respondents if they were interested in joining a C3 Hub to share resources and ideas. C3 Hubs are places where teachers find and share inquiry resources and connect with others who are putting the C3 into action. 100% of survey respondents said they were interested.

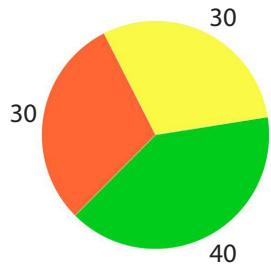


MENA C3 Standards Survey results

In 2016-2017, social studies educators and administrators in the MENA region were provided a short C3 survey. The following data gives us insight from educators and schools.

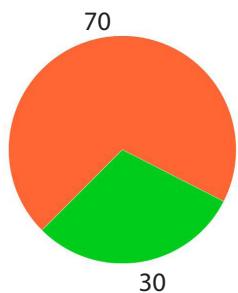
Is your school using the C3 standards?

40% of the survey respondents said that their school is exploring the standards. 30% stated they are using them and 30% said there were not using the C3 standards. American Education Reaches Out or AERO standards were cited as the alternative standards being used.



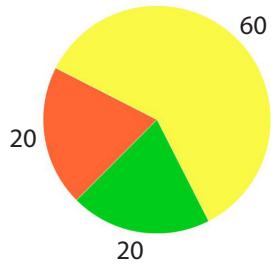
Have you read the C3 standards for your grade level?

70% stated that they had read the standards. 30% of the respondents had not read the standards.



Does your school have an implementation plan for C3?

While 20% responded that an implementation plan was in place, 20% cited a plan was in progress, and 60% said no plan was in place.





KDSL Global Supports C3 in the MENA region

KDSL Global conducts extensive professional learning for educators worldwide. The following activities targeted the greater MENA region educators at American curriculum schools.

- C3 Webinars – KDSL Global has hosted several webinars for American curriculum educators in the MENA region. These one-hour learning opportunities allow participants to explore a topic and interact with experts. So far, four webinars for educators have been held.
- C3 Curriculum with The Global Sleepover – This creative curriculum meets the C3 standards. The Global Sleepover delivers a curriculum based on storytelling and creativity that engages, educates and engages students.
- C3 Consultants – KDSL Global offers school-based support for further understanding of the standards. Carly Muetterties is an experienced professional development provider, who leads www.c3teachers.org and specializes in C3.
- National Board for Professional Teaching Standards and Social Studies Established in 1987, the National Board for Professional Teaching Standards is an independent, nonprofit organization working to advance accomplished teaching for all students. National Board Standards are created by teachers, for teachers, as is National Board Certification, a voluntary process to certify teachers against those standards. Social Studies educators teaching grades 7-8 may achieve Early Adolescence/ Social Studies-History Board-certification and 9-12 may achieve Adolescence and Young Adult Social Studies-History Board-certification.



Conclusion

Larry Paska, The National Council for the Social Studies Executive Director said that, "Building the future of social studies education also means sharing your personal voice and experience with educators from across the United States and world." This was the goal of this paper in seeking the voices of those teaching the C3 and discovering where implementation was in the USA and in the MENA region. Even though both places are geographically separated it is noted that they have similar interests in ensuring social studies teachers and leaders have access to information and resources. It is the hopes of the authors that colleagues continue to stay informed and take on the responsibility of continuing to share with others around the world.

The KDSL Global team is available to liaise with parents, schools, governments, and educational organizations to provide more specialized consultations on C3 in MENA's American curriculum schools.



C3 Resources

American Association of Geographers
<https://www.aag.org/>

Center for Civic Education
<http://www.civiced.org/>

Center for Economic Education
<https://www.councilforeconed.org/>

C3 Framework on the App Store
<https://itunes.apple.com/us/app/c3-framework/id1199256821?mt=8>

C3 Teachers
<http://www.c3teachers.org/>

C3 Resources from NCSS
<https://www.socialstudies.org/c3/resources>
<https://www.socialstudies.org/c3/c3lc>
<https://www.socialstudies.org/c3/implementingforleaders>

The Inquiry Design Model (IDM)
<http://www.c3teachers.org/inquiry-design-model/>

Inquiry Design Model: Building Inquiries in Social Studies
<https://members.socialstudies.org/Scripts/4Disapi.dll/store/inquiry-design-model-building-inquiries-in-social-studies/2156/>

Interviews with Fay Gore, Social Studies Consultant
<https://www.youtube.com/watch?v=kkGoABdSvNg>
<https://www.youtube.com/watch?v=Z8sU8rHXRWg>

National Board for Professional Teaching Standards
<https://www.nbpts.org/>



C3 Resources

National Board for Professional Teaching Standards – Social Studies Standards
<http://www.nbpts.org/wp-content/uploads/EAYA-SSH.pdf>

North Carolina Public Schools Social Studies
<http://ssnces.ncdpi.wikispaces.net/>

National Council for Geographic Education
<http://ncae.org/>

National Council for History Education
<http://www.nche.net/>

National Council for the Social Studies
<https://www.socialstudies.org/>

National Geographic Society
<https://www.nationalgeographic.org/>

National History Day
<https://www.nhd.org/>

Teaching Historical Inquiry with Objects
<https://www.edx.org/course/teaching-historical-inquiry-objects-smithsonianx-ed1-1x-1>

Teaching Social Studies: A Methods Book for Methods Teachers
<https://www.amazon.com/Teaching-Social-Studies-Methods-Teachers/dp/1681238845>

The Global Sleepover
<https://globalsleepover.com/uae-social-studies-curriculum/>

World History Association
<https://www.thewha.org/>



About KDSL Global

Author - Kevin Simpson, Founder, KDSL Global

KDSL Global is an education consulting company launched by Kevin Simpson in 2016 in the USA and in the United Arab Emirates (UAE). Simpson has served 500+ schools and thousands of educators worldwide in 20 countries. The majority of his work in education has centered on American curriculum schools. In 2007 he started KDSL USA and he has been focused on education in the MENA region, assisted numerous schools with accreditation, training, and development, and served as a thought partner on school start-up projects since 2008. Simpson is co-founder of the UAE Learning Network (one of the largest online network of educators in the UAE) and has participated in numerous education panels and radio shows discussing American curriculum. In addition, he has co-authored two white papers on American curriculum schools in Dubai, a paper on social studies in Abu Dhabi, the Next Generation Science Standards in the MENA region, and a bilingual document on American Education in the UAE. He holds a Bachelor of Arts degree in Education and a Master of Education degree in Curriculum and Teaching from Michigan State University (USA). Currently, he is a member of the Association for the Advancement of International Education (AAIE) and studying at their Institute for International School Leadership.

Author - Kim O'Neil

Kim O'Neil is a National Board Certified Teacher (NBCT), certifying as a Middle Childhood/Generalist. O'Neil spent her career as an elementary and middle school teacher in Liverpool, New York, prior to joining the National Board for Professional Teaching Standards (NBPTS) in 2013. She served on the National Board Middle Childhood/Generalist Standards Committee and is currently the Senior Manager of Standards and Assessment at NBPTS.

O'Neil sat on the board of directors for the National Council for the Social Studies for ten years and served as the 2015-2016 President of NCSS. She is a committee member on Commissioner's Advisory Panel for the New York State Social Studies Education Department. She is a contributing author of the NYS Social Studies Curriculum Framework and a key writer for the instructional guide, Let's Explore Modern Germany: Instructional Strategies for Elementary Educators.

O'Neil earned a Certificate of Advanced Studies in Education from State University of New York at Oswego and a Masters in Library Science from the School of Information Studies at Syracuse University. She graduated from State University of New York at Potsdam with a Bachelor of Arts, English major and Education minor, and serves on the School of Education Alumni Advisory Board.

For more information about KDSL Global on how its services can help you learn about education in the MENA region, please contact Kevin Simpson at kevin@kdslglobal.com.
www.kdslglobal.com