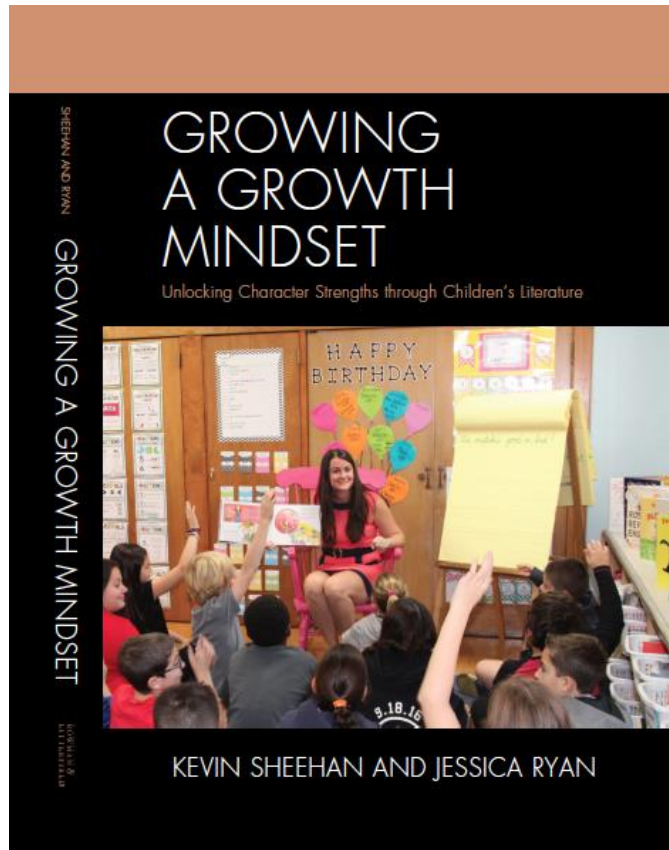


# **LIASCD October 4, 2019**

## **Putting the “Social” in Social Studies**

### **RETHINKING SOCIAL STUDIES**



Dr. Kevin Sheehan  
Ksheehan1@mollo.edu  
Molloy College  
Twitter: @sheehank11

Debra Emmerich  
Seaford Manor School  
Demmerich@mail.seaford.k12.ny.us

Jeanmarie Becker  
Jmbecker@DeLaSalle School

Elisabetta Bavaro  
Ebavaro@OceansideSchools

# FACEBOOK: HOW IS YOUR LIFE GOING?

The image shows a screenshot of a Facebook page for 'Run Marathon Training'. The page layout includes a left sidebar with user posts, a central main feed with a video post, and a right sidebar with page statistics and recommendations.

**Left Sidebar (User Posts):**

- Runater** (October 21 at 11:03am): "It's Play runners! Two weeks for the TCS NYC Marathon! Could you please, L... See More" (Like - Comment)
- Richard Mac** (October 15 at 10:10am): "It's Training Motivation..." (Like - Comment)
- Angie Baran** (September 28 at 8:11pm): "Love my 1-shit Kerry! Thank you so much! Marathon Man eat your heart out :) x" (Like - Comment)

**LIKED BY THIS PAGE:**

- Run The World
- Reebok CrossFit Gold Coast
- Run Needs Rock

**Main Feed:**

- Run Marathon Training** (September 12): "Second Time Lucky! But I'm going to need your help. In this video I talk about the 12-Week Fat Burning Marathon Nutrition Program. Watch the video and here is the link to join me. <http://runmarathontraining.com/marathon-nutrition-program/> Enjoy Kerry <http://youtu.be/7KMGkoU85o>" (5,434 people reached, Boost Post)
- Marathon Nutrition Program** (Video): "Marathon Runner Kerry Fitzgerald discusses a specific marathon nutrition program designed to burn fat for energy to help you lose weight, run better and..." (954 people reached, Boost Post)
- Run Marathon Training** (September 11): "Who else runs with their heart? although I don't think the legs believe this... lol - Kerry x" (Partial view of a video)

**Right Sidebar (Page Statistics):**

- THIS WEEK:** 19 Page Likes, 2,622 Post Reach, UNREAD, 0 Notifications, 12 Messages
- Recent:** 2014, Founded
- See Your Ad Here:** Run Marathon Training (Click Like if you Love Running Marathons, running in general, anything bout running or etc... Like Page - 6,275 people like this page, Promote Page)

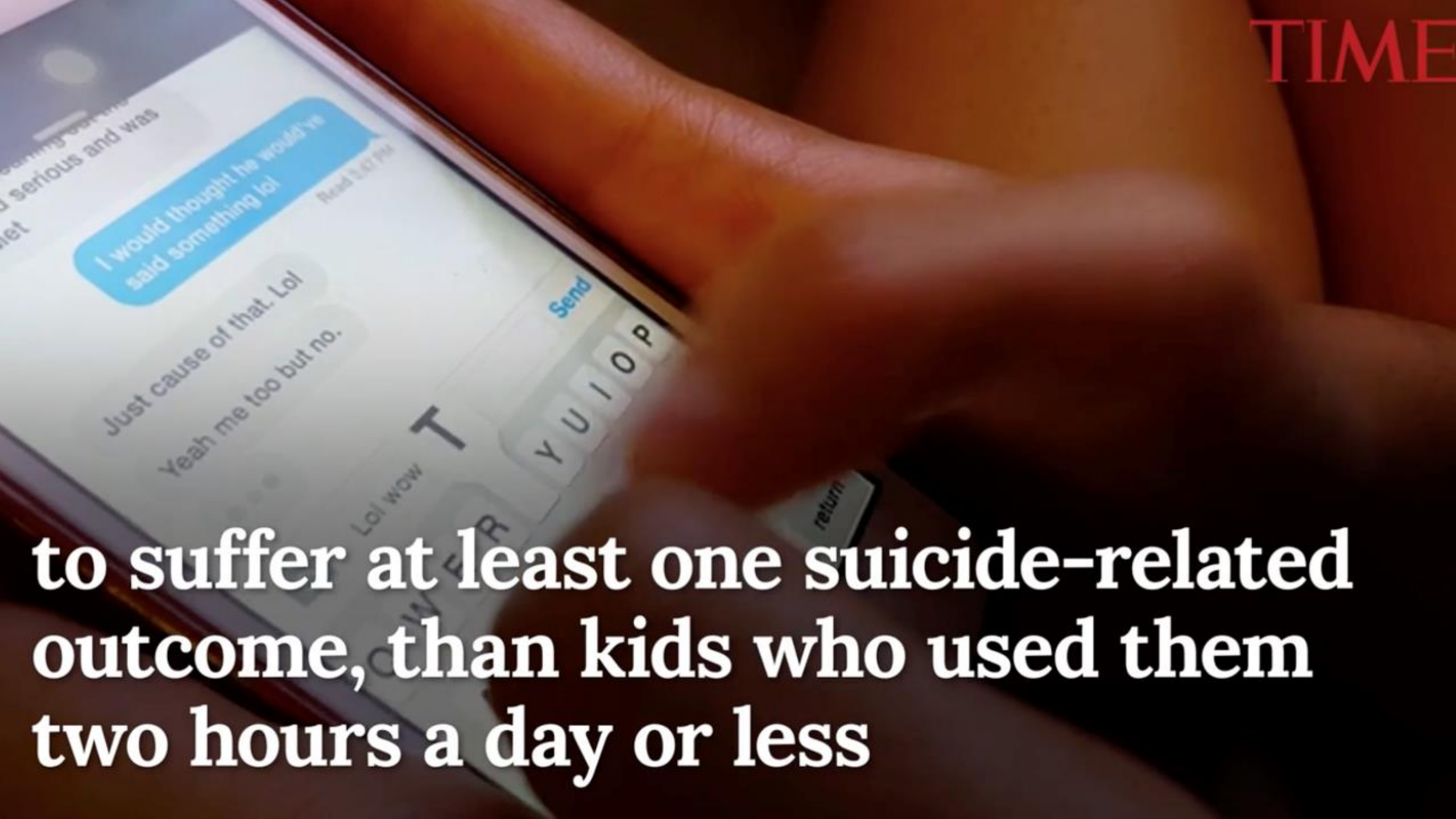
**RECOMMENDED:**

- Rhonda C Annah St photo.
- Trudi Bar Menopause Solutions.
- Melissa G Got Havin' girlfriends
- Helen Joy The source who's ray?
- Tiani Fue Wellver H
- Rachel Y Karen Wis The Child
- Ash Moins
- Matt Way
- Cam Low
- Katie Ann
- Shannon I

A close-up photograph of a young girl with dark hair and black-rimmed glasses. She is looking down at a smartphone held in her hands. The background is a blurred, natural landscape, possibly a field or a hillside. The lighting is soft, suggesting an outdoor setting during the day.

TIME

**A recent study found that kids who spent three hours or more a day on smartphones were 34% more likely...**



**to suffer at least one suicide-related outcome, than kids who used them two hours a day or less**

A young man and woman are posing for a photo in a nightclub. The woman is making a peace sign and has a surprised expression, while the man is making a similar pose. The background is filled with colorful lights and other people.

**One factor could be the inability to separate social media glamor from real life, fueling a rise in teen anxiety**

Research has linked social media with an uptick in feel-good neurochemicals like dopamine...





**CONVINCE ME!**

## A rise in mass shootings

The rate of such incidents has climbed over the past three decades, as tracked by Mother Jones.



DATA: Mother Jones

GLOBE STAFF



# Greta Thornton on Global Warming

"Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We can't solve a crisis without treating it as a crisis." Greta Thunberg

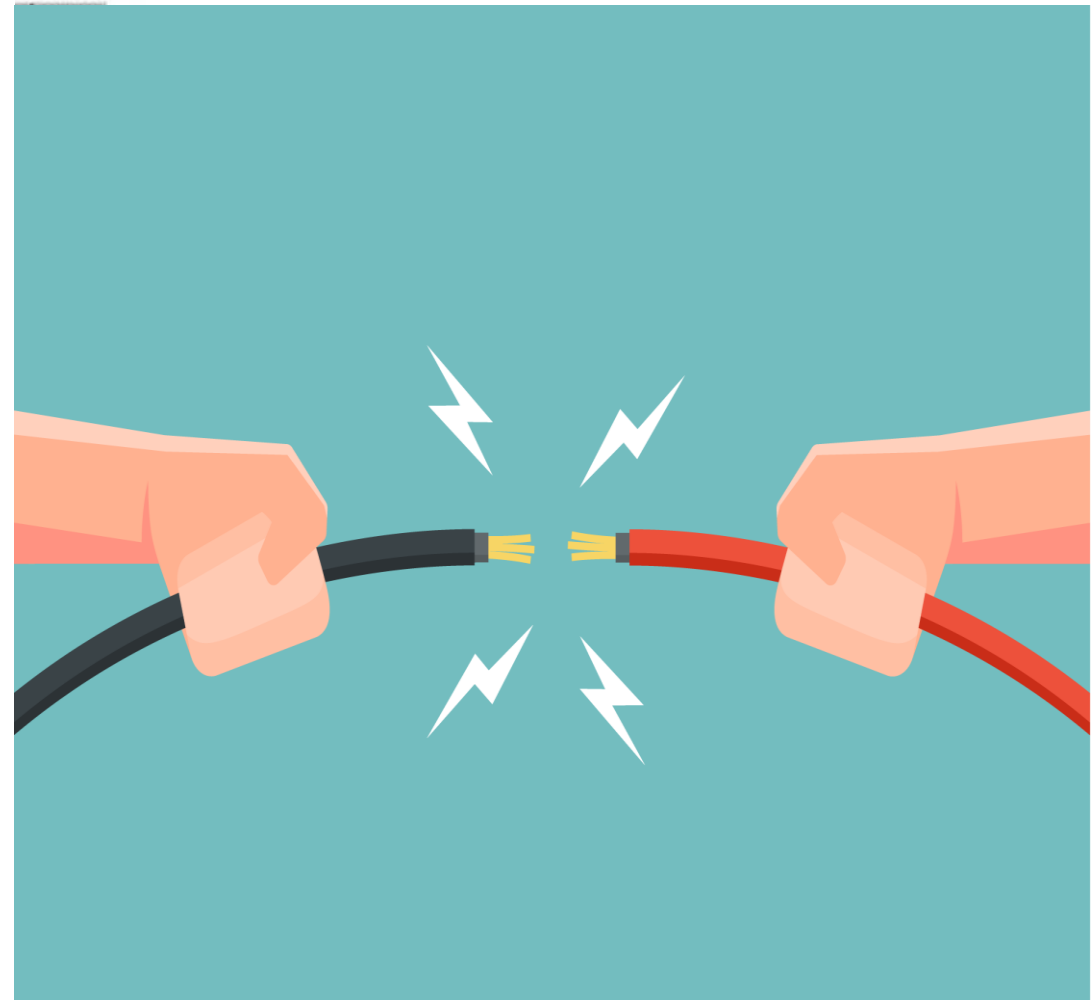
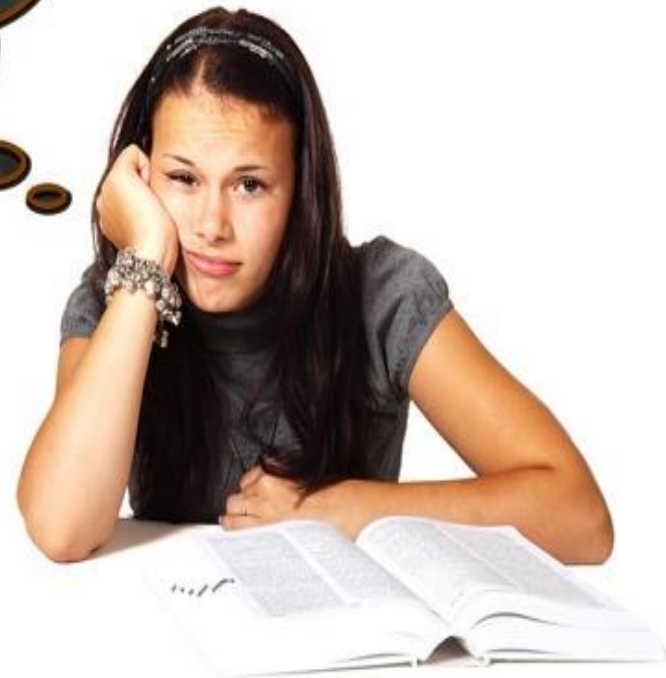
ourgoodbrands

Media for ethical businesses



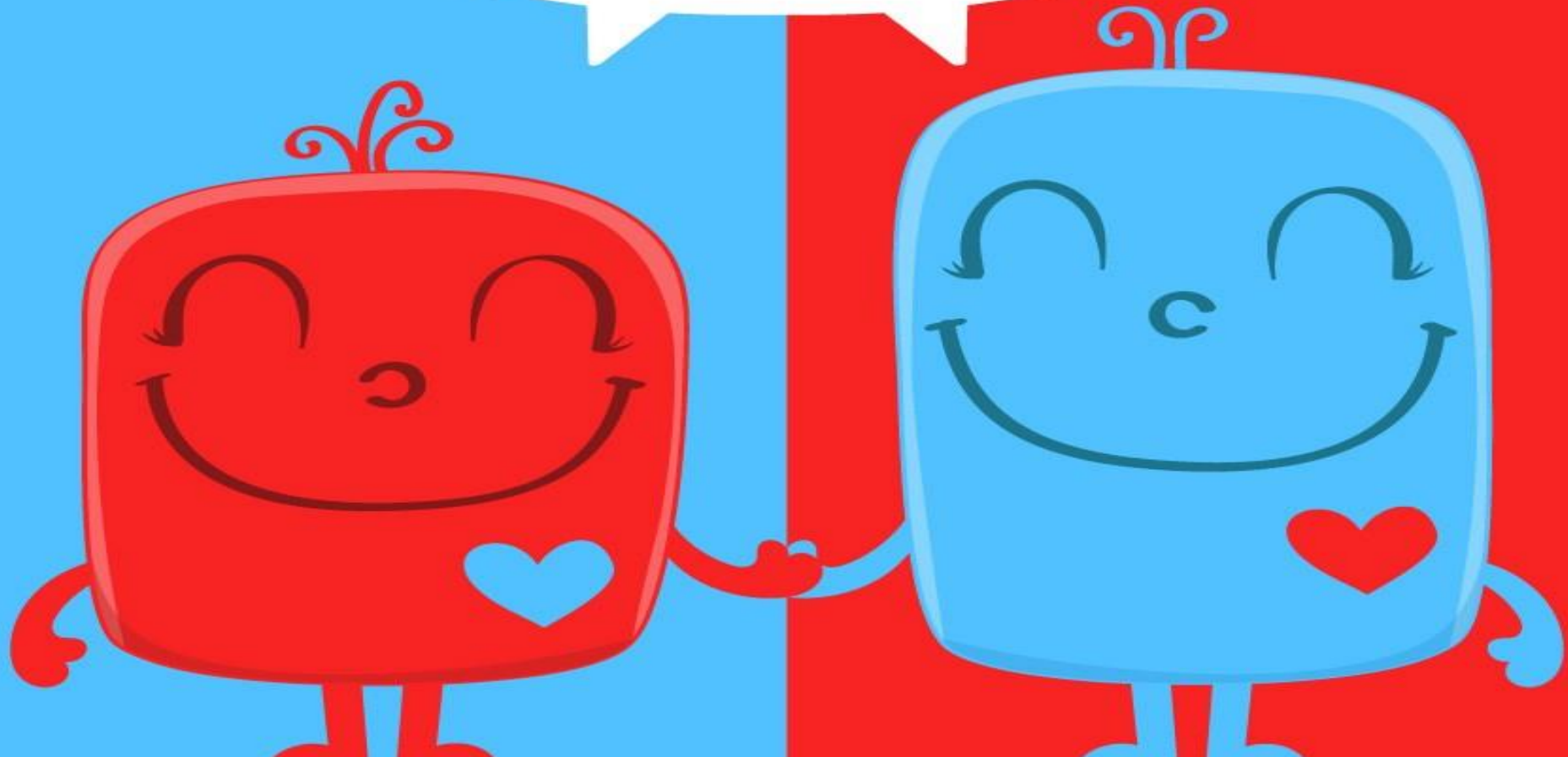
# WE HAVE OUR OWN CRISIS GOING ON IN OUR CLASSROOMS..WHAT ARE WE DOING?

HOW TO IMPROVE STUDENT ENGAGEMENT IN THE CLASSROOM?





EMPATHY



# Strand Four: The Forgotten Social Studies Strand

**NATIONAL COUNCIL FOR SOCIAL STUDIES:**

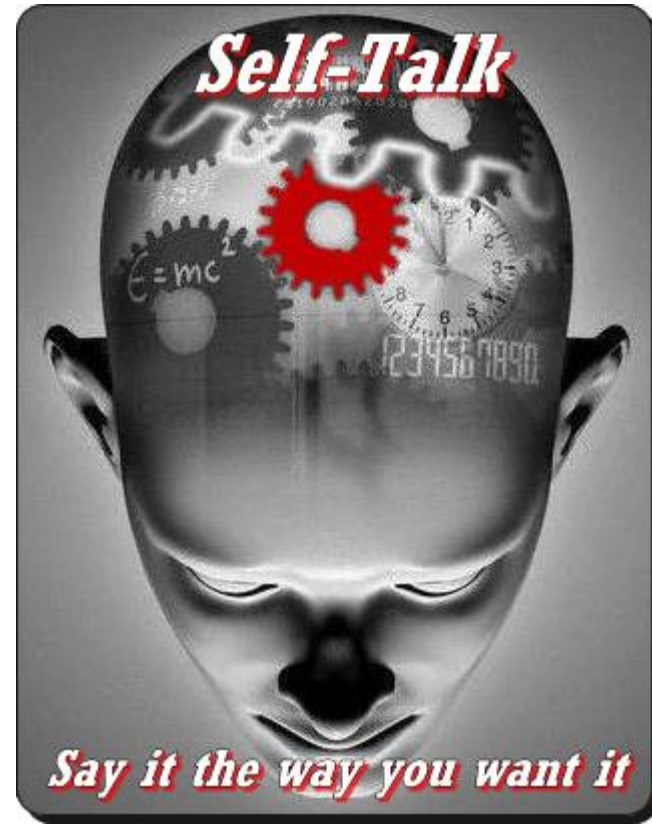
**STRAND FOUR: INDIVIDUAL DEVELOPMENT AND IDENTITY**

- Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally, and intellectually? Why do individuals behave as they do?
- The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

**Why We Need to Think About this Hidden National Standard in the Social Studies More Than We Do?**

There is a constant conversation in our head, often subconscious, that measures our belief on how we are doing and how we do in the face of new challenges....

This talk is ongoing and ties into our emotions.





Professor at NC State, Lead Writer for C3 Framework  
**John Lee, Ph.D.**

"The field of social studies is primed for  
some new thinking.

Growth mindsets is a particularly  
exciting way into this new thinking."

-John Lee, PhD, Interim Department  
Head and Professor, North Carolina  
State

## **MORE THAN BULLETIN BOARDS**

***Education must reframe its thinking on social emotional literacy as an add on, and to begin to embed character education lessons into the curriculum***

Dr. Tony Wagner, the renowned author of *Creating Innovators* and *The Global Achievement Gap*





**Dr. Brian Trapani:**  
**Massapequa Director of Social Studies**  
**WE NEED TO PUT**  
**STUDENTS IN THE FRONT OF THE**  
**CURRICULUM NOT BEHIND IT**



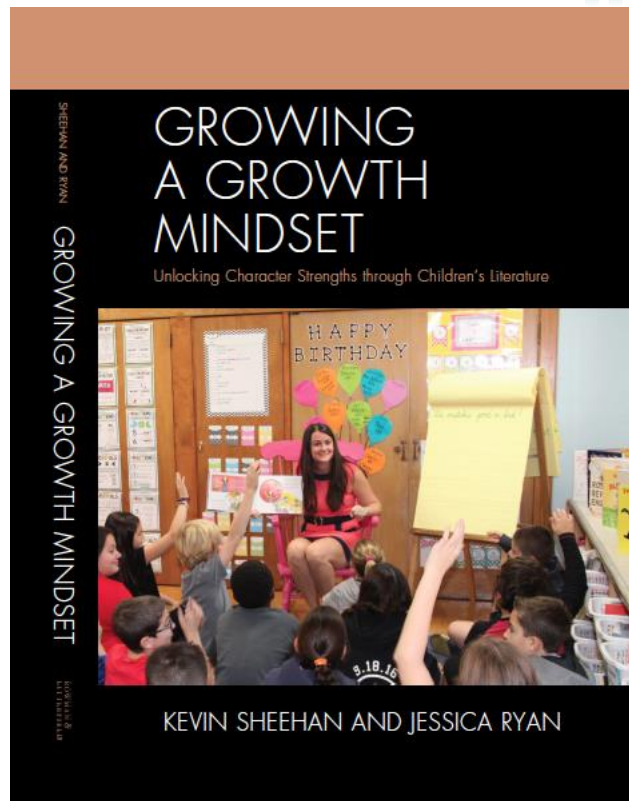


**How Do We Put Students  
in Front of the Curriculum?.**

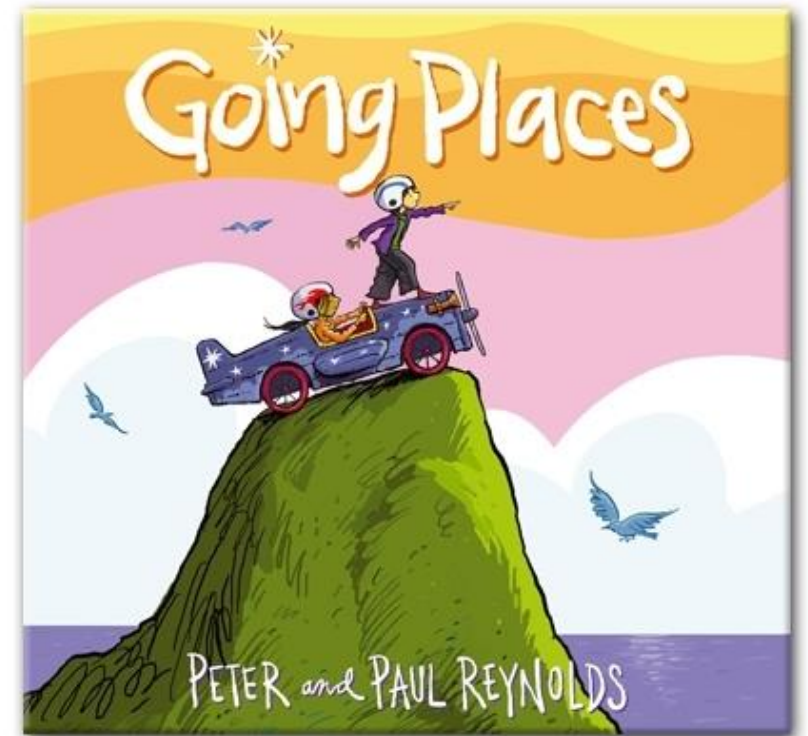
**Bob Bain: Big History (2018 NCSS)  
Leadership Unit in Long Beach, California**



# JESS RYAN AND I CREATED A VEHICLE TO EMBED SOCIAL EMOTIONAL LITERACY INTO THE CURRICULUM WITH CHILDREN'S LITERATURE—HOPEFULLY THIS IS JUST THE BEGINNING



Jessica Ryan  
Waverly School  
In Lynbrook  
**SYNERGY**  
*Going Places*



[Growingagrowthmindset.weebly.com](http://growingagrowthmindset.weebly.com)



Let's get back to social studies.....

# Why Social Studies?



HOW'M I DOIN'?



**NOT WORKING**



SAM WINEBURG

**NCSS C3**

**INQUIRY**

**TEMPLATE**

BUT THE NEW TRUTH ABOUT SOCIAL STUDIES IS THAT WHILE MANY OF US WERE SLEEPING,

**DECISIONS**

**BASED ON**

THE WORLD CHANGED AND SOCIAL STUDIES

**SOUND EVIDENCE OF**

SOCIAL STUDIES

**MORE FREEDOM  
TO CHOOSE OUR  
CURRICULUM  
DIRECTIONS**

# 2017 NCSS Standards: 5 Core Competencies

FOR PREPARING SOCIAL STUDIES  
TEACHERS

- **Standard 1. Content Knowledge (3 elements)**  
Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- **Standard 2. Application of Content Through Planning (5 elements)**  
Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- **Standard 3. Design and Implementation of Instruction and Assessment (5 elements)**  
Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- **Standard 4. Social Studies Learners and Learning (3 elements)**  
Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- **Standard 5. Professional Responsibility and Informed Action (3 elements)**  
Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.



## NCSS Standard 1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

- **Sources of Evidence:** Assessments 1 and 2

- **Element 1a:** Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

- **Element 1b:** Candidates are knowledgeable about *disciplinary inquiry* in civics, economics, geography, history, and the social/behavioral sciences.

- **Element 1c:** Candidates are knowledgeable about *disciplinary forms of representation* in civics, economics, geography, history, and the social/behavioral sciences.

THIS IS OUR FOUNDATION FOR THE  
NEW SOCIAL STUDIES:

NCSS Inquiry Design Model



WHAT DO YOU THINK?

# The NCSS Inquiry Compelling Question

## Setting the Stage



**Documents**

**Reading Like a Historian**

Inquiry Based

Conflicting-Two Sides

Evaluate Make a Decision



**More Documents**

**Reading Like a Historian**

Inquiry Based

Conflicting-Two Sides

Evaluate Make a Decision



**Even more different**

**Documents**

**Reading Like a**

**Historian**

Inquiry Based

Conflicting-Two Sides

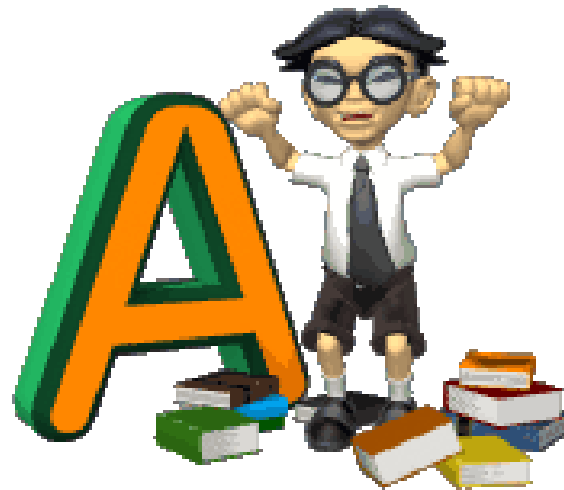
**SUMMATIVE EVALUATION**

# WHAT IS THE C3 THING

COLLEGE READY, CAREER READY AND....

[Google NY State Toolkit: Inquiries K-12](#)

THE THIRD C=

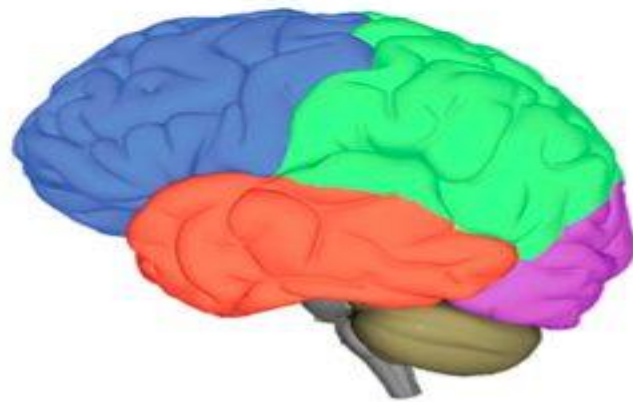


CIVIC (ALLY) READY

*THE REAL PURPOSE OF SOCIAL STUDIES  
IS TO CREATE INFORMED CITIZENS TO  
PRESERVE OUR DEMOCRACY*

The principles of brain based learning should define our methodology and lessons. Does the Inquiry Design Model?

## Brain-Based Learning



Brain-Based Learning Theory is based on the structure and function of the human brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

The NCSS Inquiry Design Model  
is wonderful for students with  
full filing cabinets and strong linguistic strengths  
but not all your students fit that bill

The Sheehan



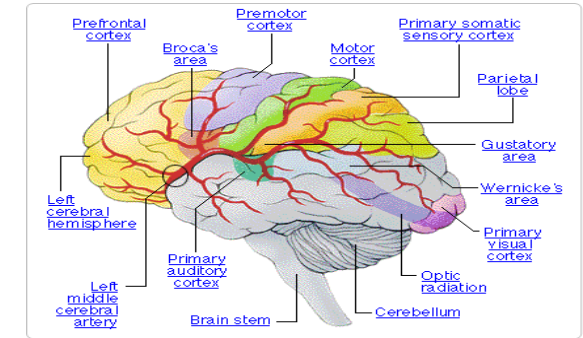
What we should try to do is  
incorporate our knowledge of  
how the brain works with the new  
social studies direction

# Brain Based Lessons:

## *Why Students Don't Like School?*

Daniel Willingham

**New Learning: (Brain Framing)**  
Setting the Stage



Filling the Filing Cabinet: Putting in Needed Information with Active Learning  
**Why Students Don't Like School?**

Brain Consolidation: Hippocampus  
**Moving from Short Term to Long Term Memory-Historical Thinking**

Amygdala: Permanent Learning (History Alive)  
**Lighting the Imagination: Role of Emotion in Learning and Life**  
**Episodic Memory**

# ENGAGEMENT (THE HOW)



## LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.



### ENGAGEMENT

HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.



### STRATEGIC COMPLIANCE

HIGH ATTENTION - LOW COMMITMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.



### RITUAL COMPLIANCE

LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



### RETREATISM

NO ATTENTION - NO COMMITMENT

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.

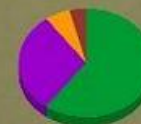


### REBELLION

DIVERTED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.

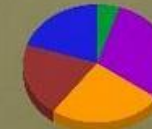
The Highly Engaged Classroom



The Well Managed Classroom

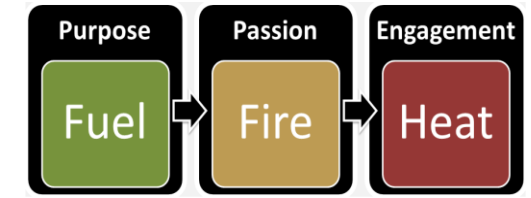


The Pathological Classroom





# Sheehan's **Brain Based Lessons** The Compelling Question



**Context: Brain Framing**  
**(Framing the new Learning)**

**THE POWER OF STORY**  
Setting the Stage—Connect  
to student lives with stories  
**Filling the Filing Cabinet:**  
**Active Literacy Strategies**  
**CONNECTING TO WHAT IS**  
**THERE AND FILLING THE**  
**FILING CABINET**  
**(LONG TERM MEMORY)**



**Evidence: Brain**  
**Consolidation**  
**(Analyzing Documents)**  
**Is this all true?**  
**Sam Wineberg's**  
**Reading Like a**  
**Historian/SCIM-C**  
Inquiry Based  
Conflicting-Two Sides



**Engagement:**  
**(Igniting the Imagination**  
**(The Amygdala)**  
**Episodic Memory**  
**Bringing the Documents to**  
**Life**  
History Alive  
Teach Like a Pirate  
**Brain Research**  
Engagement and Brain  
Chemicals

**ENDS WITH SUMMATIVE EVALUTION**

## WHAT DOES THIS LOOK LIKE IN A FIFTH GRADE CLASSROOM

LESSONS IN THE FIELD 2019  
**EDUCATION 351**

DE LA SALLE SCHOOL, FREEPORT, NY



Molloy student created lessons on growth mindset, hope, grit, character strengths and happiness

*Behind the curtains of history*

*Are people just like them with hopes, dreams and setbacks*



TEACHING LIFE LESSONS THROUGH HISTORY

New Approach to the NCSS C3 Inquiry Approach

The Forgotten National Standard: Why We Need to Think About It

Grade One: Did Abraham Lincoln Fail Well?

Grade Four: Was the American Revolution a Product of Hope and Grit?

Grade Four: Was the Industrial Revolution Fueled by a Growth Mindset?

Grade Six: Did the Character Strengths of the Leaders Shape the Classical Civilizations?

Grade 11: Did the Character Strengths of Hamilton and Jefferson Create our Current Political Parties?

[behindthecurtainsofhistory.weebly.com](http://behindthecurtainsofhistory.weebly.com)

Link to Growing A Growth Mindset Book Paragons of Positive Psychology

Meet the Curriculum Authors



# THE PURPOSE OF THIS THING WE CALL SCHOOL.....

**THE MAIN ROLE OF A  
TEACHER/SCHOOL IS TO IMPART  
(FACILITATE) THE ACQUISITION OF  
THE KNOWLEDGE AND SKILLS  
THAT STUDENTS NEED FOR  
SUCCESS IN SCHOOL AND LIFE**

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE



THE PURPOSE OF THIS THING WE CALL  
SCHOOL.....

THE MAIN ROLE OF A  
TEACHER/SCHOOL IS TO CREATE  
BELIEF IN OUR STUDENTS THAT  
THEY CAN ACHIEVE THEIR GOALS  
AND LIVE OUT THEIR DREAMS

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

# WINNING THE GAME OF BELIEF



CULTIVATING THE CULTURAL GRIT THAT  
DEFINES AMERICA'S GREATEST COACHES

KEVIN SHEEHAN  
with Charles Sullivan

## WHY CAN'T WE BEAT BILL BELICHICK OR CHARLEY SULLIVAN?

(Shameless Pandering on my Part)

# Hope as the Mission of a School



Jean Marie,

Put your slides here or materials.

The goal is to talk a little about your school and how you create hope in students as part of the mission of the school and how we have created a partnership and the impacts of that partnership





**H**ave Only Positive Expectations

Help **O**thers Pursue Excellence

Harness Optimism **P**ositive Energy

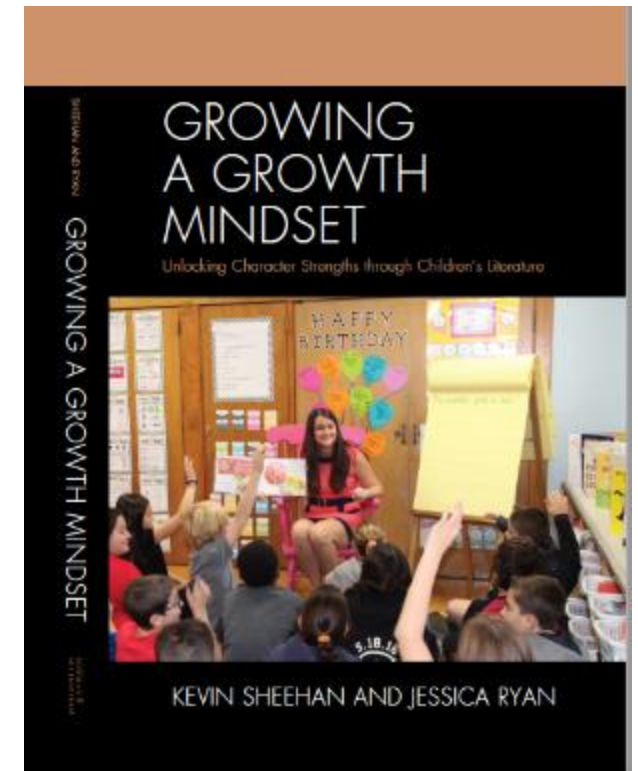
Honor Opportunity Potential **E**mpowering

**“Bruce’s statement about education  
and our lack of research haunted me”**

# **Can you grow a growth mindset?**



**What research  
exists?  
Where’s the  
Beef?**



“We are generally not taken seriously in education, because we tend to institute reforms without any scientific evidence on their effectiveness...unlike business, we lack sustained research and development.”  
(Example: Starbucks)



**BRUCE TORFF**  
**HOFSTRA**  
**UNIVERSITY**

Debra,

Put your slides here on embedding SEL as part of a district initiative and what has been the result of our research together

DO WE HAVE ANY PROOF THIS WORKS...



**TOGETHER WE DESIGNED  
RESEARCH PROJECT**

# Can We Actually Grow a Growth Mindset, Hope and Grit in a Child?

## Dr. Sage Rose

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 HopeAgencyPRE	13.3333	21	3.15172	.68776
HagencyPOST	13.2381	21	2.82674	.61685
Pair 2 HopePathwaysPRE	11.3810	21	2.69214	.58747
HpathwaysPOST	12.9524	21	3.00793	.65638
Pair 3 GritPassionPRE	11.5238	21	9.85200	2.14988
GriPassionPOST	10.8571	21	2.98807	.65205
Pair 4 GritPerseverancePRE	9.0000	21	1.94936	.42538
GriPerseverePOST	8.7143	21	2.51282	.54834
Pair 5 GrowthPRE	20.4286	21	4.97566	1.08578
GrowthPOST	23.4286	21	3.99464	.87170

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 HopeAgencyPRE - HagencyPOST	.09524	3.06439	.66870	-1.29965	1.49013	.142	20	.888
Pair 2 HopePathwaysPRE - HpathwaysPOST	-1.57143	2.87352	.62705	-2.87944	-.26342	-2.506	20	.021
Pair 3 GritPassionPRE - GriPassionPOST	.66667	10.75329	2.34656	-4.22817	5.56151	.284	20	.779
Pair 4 GritPerseverancePRE - GriPerseverePOST	.28571	2.51282	.54834	-.85811	1.42954	.521	20	.608
Pair 5 GrowthPRE - GrowthPOST	-3.00000	4.38178	.95618	-4.99456	-1.00544	-3.137	20	.005

# Taking Informed Action: Lessons Should Not End with a Test

## D4: Taking Informed Action

❑ Students need to be given opportunities to apply disciplinary knowledge, skills, and perspectives to inquire about problems, deliberate with others concerning how to address issues, and take independent and constructive action.

- ❑ Service Learning
- ❑ Performance Based Learning
- ❑ Project Based Learning
- ❑ Problem Based Learning



# NCSS 2017 Standard on Informed Action

## Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

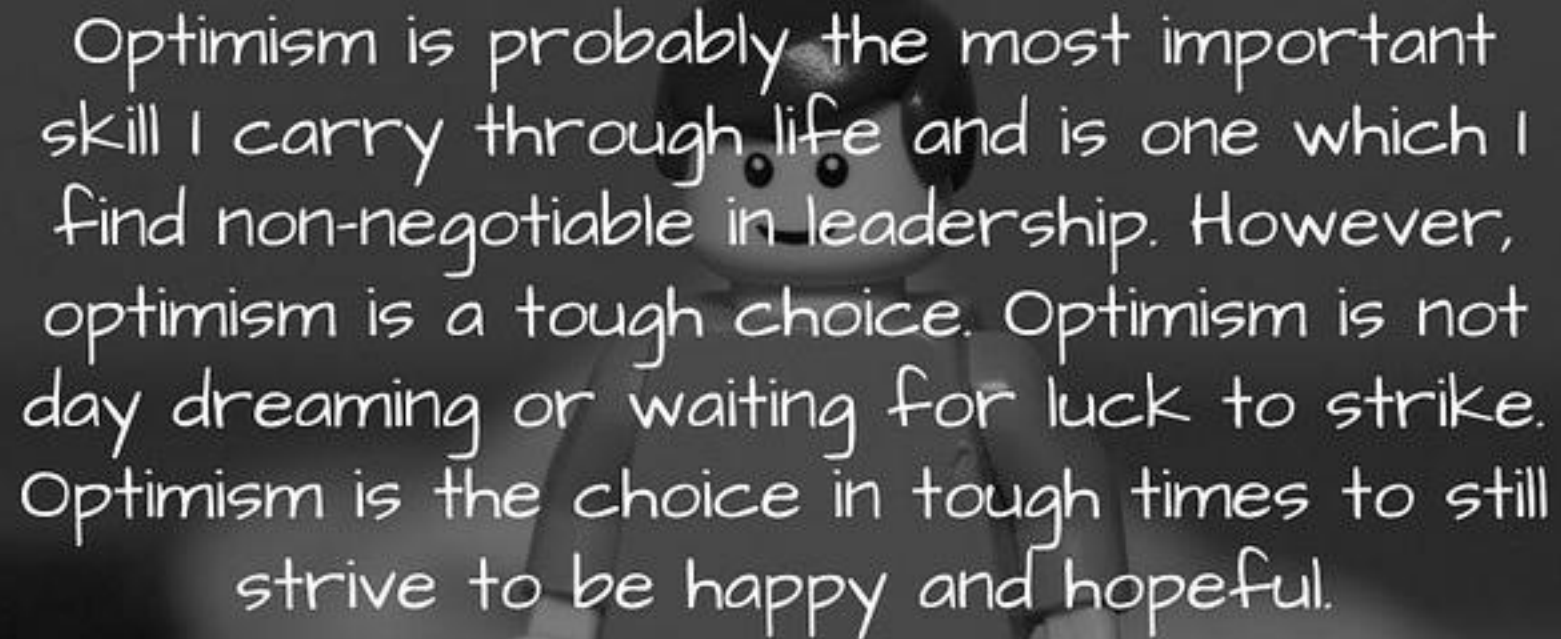
- **Sources of Evidence:** Assessments 5 (for 5.a) and 6
  - **Element 5a:** Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and *adapt practice* to meet the needs of each learner.
  - **Element 5b:** Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.



# Empowerment



# Infusing Optimism Through Empowerment



Optimism is probably the most important skill I carry through life and is one which I find non-negotiable in leadership. However, optimism is a tough choice. Optimism is not day dreaming or waiting for luck to strike. Optimism is the choice in tough times to still strive to be happy and hopeful.

**Ray McLean 'Why I Choose Optimism'**

@madebydavis

# 2018 NCSS Outstanding Elementary Social Studies Teacher 2018

**Betty Bavaro: Oceanside School #5: The Real Deal**



Kevin Sheehan @sheehank11 · Oct 7

Honored to present at LIASCD with amazing educators, Jeanmarie Becker of the De La Salle School & Betty Bavaro of @OSchoolsPR #LIASCD (RETHINKING SOCIAL STUDIES IN AN AGE OF FAKE NEWS Special thank you to @MolloyCollege #Edu351Scholars Behindthecurtainsofhistory@weebly.com



**Betty,**  
**Put your slides here or**  
**materials**  
**Please take out slides that**  
**are not essential**

Oceanside School District



**Individually We Are A Drop,  
Together We Are The Ocean.**

Together We Make an Impact

**WE  
Before  
ME**

**We  
Are**

**Solutionaries**



Individually We Are A Drop,  
Together We Are The Ocean.

# THE GLOBAL GOALS

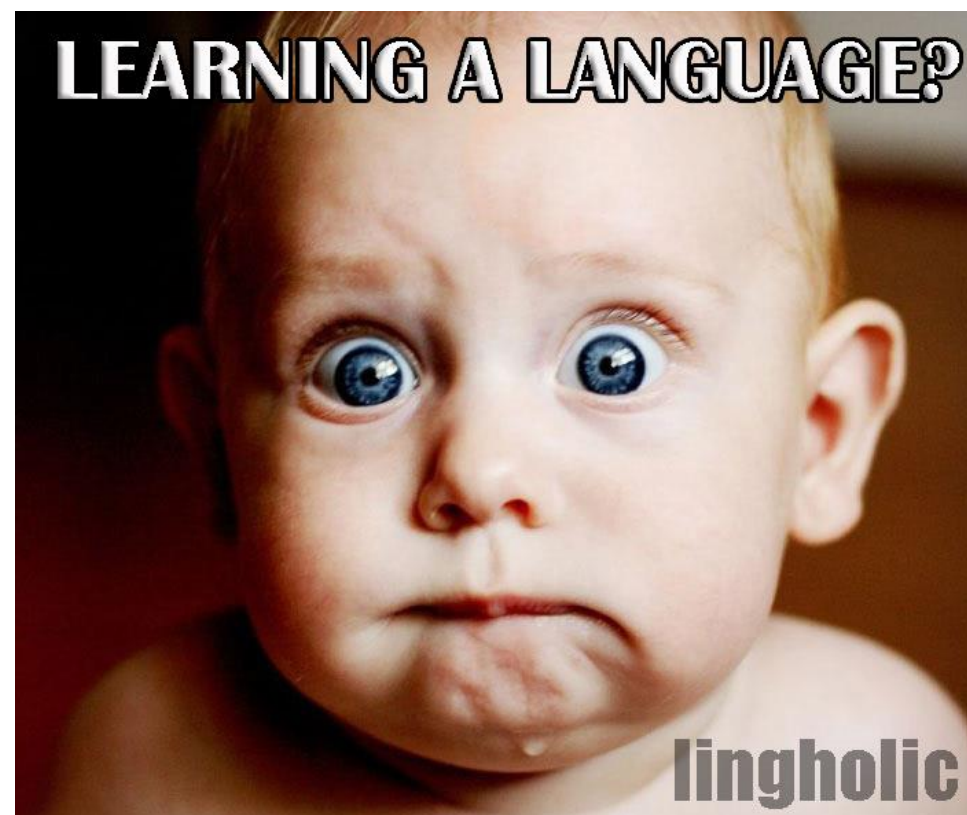
For Sustainable Development





**HOW CAN WE BEST LEARN A  
FOREIGN LANGUAGE?**

**WE NEED TO BUILD IT INTO  
OUR CULTURE**



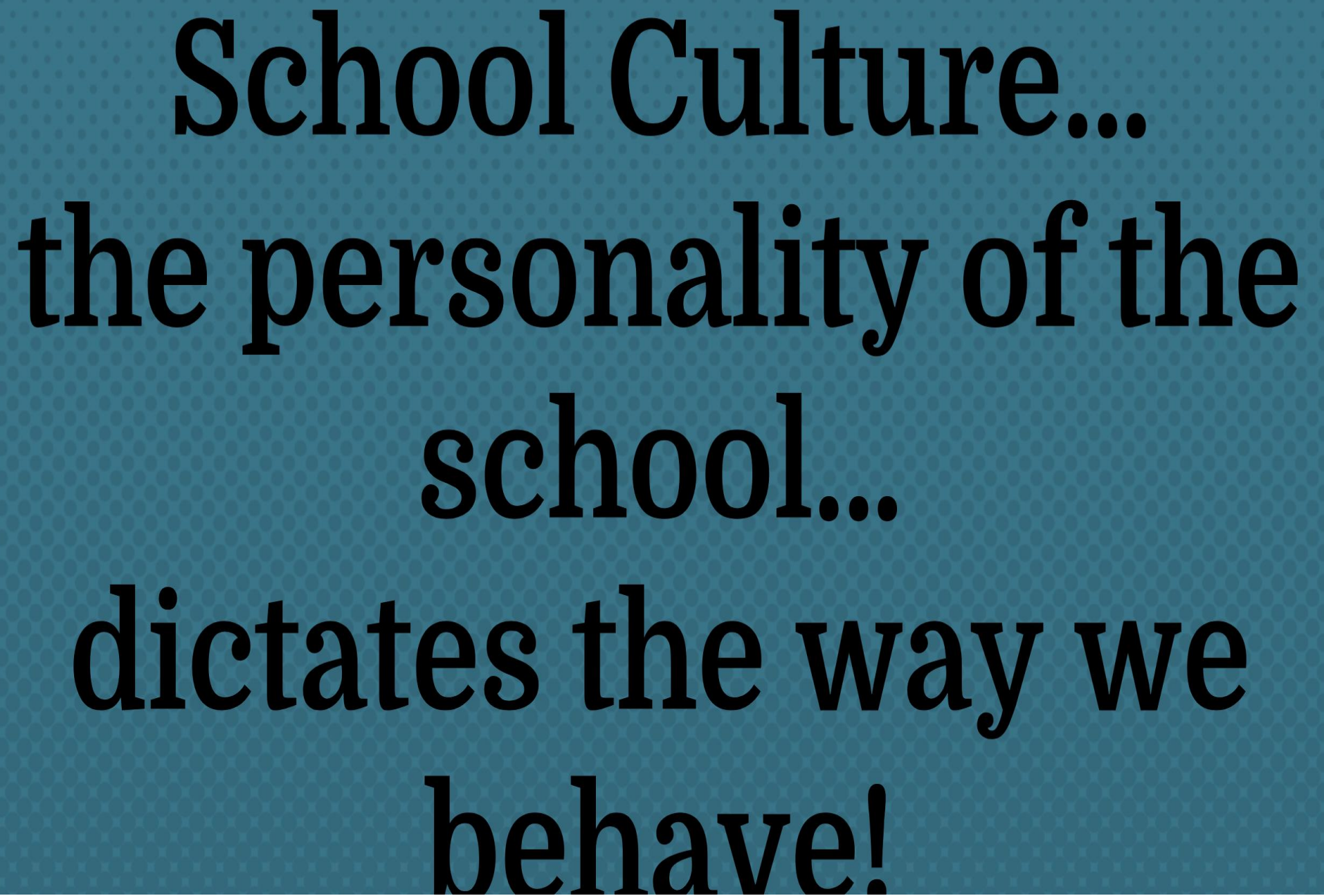
**LEARNING A LANGUAGE?**

**lingholic**




# CORE VALUES: WHAT ARE OUR CORE VALUES?





**School Culture...  
the personality of the  
school...  
dictates the way we  
behave!**



**Culture = Identity**

Identity = Belonging...

This is why relationships matter!



*Thank your gracious  
attention---*

**QUESTIONS-CONTACT US**

[Ksheehan1@molloy.edu](mailto:Ksheehan1@molloy.edu)

[jbecker@delasalleschool.org](mailto:jbecker@delasalleschool.org)

[ebavaro@oceansideschool.org](mailto:ebavaro@oceansideschool.org)



***We hope this has inspired a passion  
to create a culture that fosters  
civic discourse and celebrates diversity***