

2009 HOUSE EDUCATION

HCR 3020

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HCR 3020

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 10, 2009

Recorder Job Number: 9114

Committee Clerk Signature

Carmen Hart

Minutes:

Rep. Stacey Dahl, District 42, Grand Forks, appeared. The North Dakota Council for Social Studies helps to disseminate information and lesson plans to social studies teachers throughout the state of North Dakota. It provides training opportunities to social studies teachers throughout the state, and they work in conjunction with the national to promote social studies in the state of North Dakota. Generally speaking the full membership of that body meets during the teachers' convention. They have an executive board that meets every other month, and while it is permanently housed at UND, they are also a participate curricular organization with the North Dakota Curriculum Initiative which is housed at NDSU. They have a small budget provided by dues and a small stipend from UND. They operate on about \$1,000 a year. The resolution in front of you is a recognition of the work that they do. This is really the only umbrella organization in North Dakota. **(See Attachment 1.)**

Rep. Corey Mock: You mentioned North Dakota Geographic Alliance. Do they have any opinion on this being recognized?

Rep. Dahl: A professor at UND (I didn't get the name) is involved with both. I think he is the head of the geographic alliance. He is the secretary for this group. This organization is an umbrella organization while the geographic alliance is more specific.

Rep. David Rust: I know there is a North Dakota Council of Teachers of English. Do you know if there is a similar resolution? If that has been done in the past?

Rep. Dahl: I don't know that.

Rep. Phillip Mueller: They are going to be the official voice for social studies. What does that mean?

Rep. Dahl: I think the language was crafted that way because they currently are the only organization that disseminates information and does that training and so on and so forth in the state of North Dakota. To my knowledge there are no other groups that do anything of this nature. There is no money attached to this bill which is also a good thing they do, just recognition for the work they do.

Rep. Mike Schatz: Would the social studies teachers get together during the school day and officially meet and discuss issues that affect their teaching of social studies? __basically what this does?

Rep. Dahl: I know that there are a few different levels of planning that go on with respect to social studies curriculum so you had committees that meet in the school and also at the district level. I think this is the body that kind of helps direct some of that discussion as to how those standards are implemented along with various other coordinating committees and agencies as well.

Rep. Mike Schatz: I taught social studies for 27 years, and I was the department from 7-12. We only went twice. I thought it was very beneficial when we did go. This is super, because this is what we need. This is officially.

Rep. John Wall: Geographic Alliance was mentioned before, and I realize they receive some major funding from National Geographic Society. I believe they are in a bill for some matchery.

Will this resolution maybe open the door for social studies to start applying for getting grant money and things like that?

Rep. Dahl: That is not the intention of this bill. If that were the case, they could certainly have that discussion later on in the process. My understanding is that they function on a very limited and small budget of about \$1,000 a year. They did not indicate that they are interested in pursuing grants at least not to me.

Rep. Pat Hatlestad, District 1, Williston, appeared. All he can do is echo what Rep. Dahl has said. The nice thing about teaching social studies is that I was old enough to live most of US history.

Rep. Corey Mock, District 42, appeared. He had been approached by Mr. Gene Aanenson in Grand Forks to sponsor this legislation. He, too, can echo the comments and responses made by Rep. Dahl. He believes this is a wise decision that the state can take to unify a voice in the social studies departments across North Dakota and encourages the support of the committee.

Rep. Lee Myxter: Any dues?

Rep. Corey Mock: I believe that there are. As far as the dues that are actually paid, I believe Rep. Dahl may be a better source to that as her husband is a dues paying social studies teacher.

Rep. Lee Myxter: Is there a national organization?

Rep. Dahl: The state council does coordinate very closely with the national council for the social studies.

There was no opposition.

The hearing was closed.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HCR 3020

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 11, 2009

Recorder Job Number: 9216

Committee Clerk Signature

Carmen Hart

Minutes:

Rep. Mike Schatz made a motion for a **Do Pass** on HCR 3020. **Rep. Phillip Mueller** seconded the motion.

DO PASS AND PLACED ON THE CONSENT CALENDAR. 14 YEAS, 0 NAYS. Rep. Corey

Mock is the carrier of the resolution.

Date: 2-11-09
Roll Call Vote #: _____

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 3020

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☒ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep Schatz Seconded By Rep Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman RaeAnn Kelsch	✓		Rep. Lyle Hanson	✓	
Vice Chairman Lisa Meier	✓		Rep. Bob Hunsakor	✓	
Rep. Brenda Heller	✓		Rep. Jerry Kelsh	✓	
Rep. Dennis Johnson	✓		Rep. Corey Mock	✓	
Rep. Karen Karls	✓		Rep. Phillip Mueller	✓	
Rep. Mike Schatz	✓		Rep. Lee Myxter	✓	
Rep. John D. Wall	✓				
Rep. David Rust	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment Rep Mock

If the vote is on an amendment, briefly indicate intent:

On Consent Calendar

REPORT OF STANDING COMMITTEE (410)
February 11, 2009 2:46 p.m.

Module No: HR-27-2431
Carrier: Mock
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HCR 3020: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS and BE PLACED ON THE CONSENT CALENDAR (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HCR 3020 was placed on the Tenth order on the calendar.

2009 SENATE EDUCATION

SCR 3020

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 3020

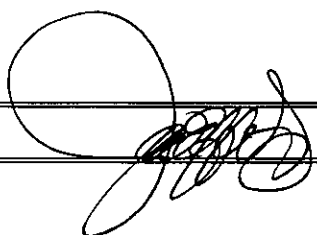
Senate Education Committee

☐ Check here for Conference Committee

Hearing Date: March 18, 2009

Recorder Job Number: 11156

Committee Clerk Signature



Minutes:

Chairman Freborg opened the hearing on HCR 3020. All members were present.

Representative Dahl testified in favor of the bill. She distributed the article "Why We Need to Save (and Strengthen) Social Studies. (Attached) Her husband is a social studies teacher in Grand Forks. The North Dakota Council for Social Studies disseminates information and lesson plans to social studies teachers across the state and provides training opportunities to social studies teachers and they work in conjunction with the National Council to promote social studies in North Dakota. They meet during the teacher's convention. They have an executive board that meets every other month. They are permanently housed at UND; they do participate in the North Dakota curricular initiative that is run out of NDSU by Justin Wageman. They run on a small budget of \$1000, they rely on membership dues and a small stipend from UND. This organization would like to ramp up their efforts statewide. This recognition would aid in gaining grants to provide educational opportunities for in service for teachers. It would assist with freshening and revamping curriculum to make it more pertinent and engaging. It would also provide opportunities for social studies teachers to earn credit for licensure renewal.

Senator Taylor asked if there are competing voices for social studies.

Representative Dahl said to her knowledge there is not and she has asked several people.

This is the only social studies umbrella organization; they encompass psychology, sociology, history, and all of those disciplines. There is a North Dakota Geography Alliance but it just focuses on geography and their coordinator is a member of the North Dakota Council for Social Studies.

Senator Flakoll asked how long the council has been in existence.

Representative Dahl doesn't know. This is not a new organization; they have had a presence in the state for quite some time.

Senator Flakoll asked if they pay dues to become a member.

Representative Dahl said yes, they pay dues to belong. She is not aware of how they select their leadership. It is a fairly small board. The national organization was founded in 1921.

Chairman Freborg closed the hearing on HCR 3020.

Senator Flakoll moved a Do Pass on HCR 3020, seconded by Senator Taylor.

The motion passed 5 – 0. Senator Taylor will carry the resolution.

Date: 3/18/09
Roll Call Vote #: _____

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 3020

Senate Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken No Pass

Motion Made By Sen. Flakoll Seconded By Sen. Taylor

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor	✓	
Senator Gary Lee	✓		Senator Bakke	✓	
Senator Flakoll	✓				

Total (Yes) 5 No 0

Absent 0

Floor Assignment Sen. Taylor

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HCR 3020: Education Committee (Sen. Freborg, Chairman) recommends DO PASS
(5 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HCR 3020 was placed on the
Fourteenth order on the calendar.

2009 TESTIMONY

HCR 3020

Dahl, Stacey A.

From: Gene Aanenson [gene.aanenson@gfschools.org]
Sent: Tuesday, February 10, 2009 2:08 PM
To: Dahl, Stacey A.
Subject: Fwd: [socialstudies.org] Why We Need to Save (and Strengthen) Social Studies

Story URL: <http://www.socialstudies.org/advocacy/Pace>.

Title: Why We Need to Save (and Strengthen) Social Studies

same given to Senate

By Richard Palmer, 12/20/07; 11:07:43 AM.

As first appeared in Education Week, December 19, 2007. Reprinted with permission from the author.

Commentary
Why We Need to Save (and Strengthen) Social Studies
By Judith L. Pace

Amid the chorus of much-needed criticisms of the No Child Left Behind Act, hardly a note has been heard in the media about the squeezing of social studies, a significant consequence of the pressure to raise test scores in reading and mathematics. Only a tiny body of published research on the problem exists, but it, along with widespread anecdotal evidence, indicates that high-stakes accountability based on reading and math scores is marginalizing the social studies curriculum in elementary schools.

Surveys have reported reduced instructional time in various states, and organizations such as the National Council for the Social Studies have responded with letters and statements to Congress. Social studies educators have begun to lobby their lawmakers. But the apparent mainstream acceptance of drastic reductions in the amount of time and attention given to one of elementary education's core academic subjects is shocking. We are in danger of losing a generation of citizens schooled in the foundations of democracy and of producing high school graduates who are not broadly educated human beings.

In my own state of California, where history/social studies is not tested until 8th grade, this trend began with the state's Public Schools Accountability Act of 1999, and has accelerated with the No Child Left Behind law. The social studies squeeze occurs disproportionately in low-performing schools with large minority and low-income populations that are under intense pressure to raise scores. And this, too, has alarming implications for educational opportunity and civic participation.

In one of the few qualitative research studies on this topic, the University of California, Riverside, researcher John S. Wills examined the dilemmas faced by teachers in a poor, rural school in California when social studies instruction was curtailed by high-stakes-testing demands in other subjects. He found that teachers managed these dilemmas differently, but with a common consequence: Elements of thoughtful teaching were eradicated. Wills asks whether the drive for accountability is leading not only to lost content knowledge, but also, and paradoxically, to the elimination of thoughtful, student-centered instruction disproportionately from the education of poor students and students of color.

Anecdotal evidence is disturbing, and cries out for more systematic investigation. Some large school districts in California and other states have now virtually eliminated social studies instruction from all of their elementary schools, and some middle schools. Many students are not getting social studies instruction until the 10th grade. Teacher-educators, including myself and colleagues at other institutions, have discovered that elementary school preservice candidates are not having an opportunity to observe or practice social studies teaching. Especially in schools where teachers are required to spend more hours on reading and math, often using scripted programs, little time is left for social studies. With the advent in California of science testing in the 5th grade, this subject, too, will trump social studies.

This past spring, I interviewed 5th grade teachers in three Northern California districts about the teaching of social studies for a small pilot study. My sample was skewed, because many teachers in low-performing schools declined the invitation to talk and I purposely recruited teachers who love history. Still, the interviews were revealing, and may hold some significance for other school systems nationwide.

In the suburban, high-performing district I studied, teachers reported that history is a centerpiece of the curriculum. Although this district's report card de-emphasizes history-social science, its teachers are free to give the subject area priority in their classrooms.

The other two districts in my study were urban, with a wide range of schools represented. Teachers at these districts; low-performing schools talked about the huge difficulty of teaching social studies in the face of such daily curricular requirements as 2.5 hours for reading and language arts, 1.5 hours for math, and a half-hour for English-language development. Teachers at high-performing schools, meanwhile, spoke of having some flexibility in making curricular decisions because of their high test scores. District mandates need not apply, it appears, in better-performing schools.

In essence, the data point to a social studies divide, caused by the confluence of high-stakes accountability and school segregation by race and class.

Perennial debates over whether social studies is even a valid academic subject are an unfortunate distraction. The social studies wars, though real enough in academia, are irrelevant to schoolteachers and their students. At the elementary level, the social studies curriculum is, appropriately, an integration of history, geography, economics, sociology, anthropology, and political science. And California's standards for history-social science, while flawed, constitute a serious and substantive document.

Why must we save social studies education for all students? A voluminous literature, written by scholars, curriculum makers, and practitioners alike, speaks convincingly to that question. I will only add; at the risk of repeating bad news; that, internationally, public opinion of the United States, both its government and its people, worsens every day. The domestic and international issues facing us are so complex and pressing that, to preserve democracy as we know it, citizens must have some depth of historical, political, and cultural understanding. Making good decisions requires that. It's one thing to have a nation of diverse opinions, which is crucial for democracy, but opinion before knowledge, or without tolerance, leads to demise. We've seen more than enough evidence of that in recent years.

Granted, social studies education historically has had its problems. The quality of instruction and students' attitudes toward the subject often have been found lacking. In many classrooms, teachers rely on textbooks and lectures that trivialize, even distort, the subject matter. But examples of excellent social studies education also are abundant.

We need not only to save, but to strengthen social studies education. Many argue that young people today are not educated to care about political matters, understand complex issues, make informed decisions, and contribute to a just society. Studies point to a glaring gap in civic knowledge based on test scores correlated with socioeconomic background and race or ethnicity. While ineffective school practices may fail to address the current realities of students, especially students of color in economically disadvantaged circumstances, throwing out the baby with the bath water is certain to exacerbate the biggest evil in our education system; inequality.

The U.S. Supreme Court's decision this year to disallow the use of race in school assignments has set back progress toward racial integration. We must now address inequality in other ways, the foremost being by improving the quality of teaching and the curriculum in poor, segregated schools. We are cheating already marginalized children if social studies is squeezed out of their elementary school education. We also are setting up their high school history teachers for failure. Worse, we may be paving the way for potentially dire consequences for our democracy.

I am not ready to support testing in social studies in elementary schools; we need less standardized testing, not more. (Social studies is high stakes; in states such as Virginia, and there the press for cultural literacy; has turned elementary school teaching into a coverage craze.) We need fewer mandates that dictate classroom schedules and scripted curricula. Policymakers must understand that subjects like social studies actually develop reading and writing skills in meaningful and enriching curricular contexts. When teachers have resources, such as time for planning and good professional development, many become passionate and knowledgeable about teaching social studies, which goes a long way toward engaging students in powerful learning.

For now, however, the situation calls for educational researchers to carefully document the problem, how it plays out in a variety of school settings, and what its consequences are. As Stanford University's Linda Darling-Hammond says, we practitioners and scholars must educate our government about how to educate our children.

Judith L. Pace is a professor in the University of San Francisco's school of education..

This is a Manila site: <http://manila.userland.com/>.

This message has been scanned for viruses and dangerous content by EduTech's MailScanner Vaccine3, and is believed to be clean.

Dahl, Stacey A.

From: Gene Aanenson [gene.aanenson@gfschools.org]
nt: Tuesday, February 10, 2009 2:16 PM
Subject: Dahl, Stacey A.
Our national organization

About National Council for the Social Studies

Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. The mission of National Council for the Social Studies is to provide leadership, service, and support for all social studies educators.

Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all the 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.