Two objectives of Common Core are age-old challenges in social science education.

1) **Complex Text & Citing Evidence**
   
   “The purpose of Close Reading is to build the habits of readers as they engage with complex texts of the discipline and to build their stamina and skills for being able to do so independently.”
   
   Fisher, Frey, and Lapp
   
   Suggested article: *Implementing the Common Core State Standards: A Primer on “Close Reading of Text* Shelia Brown and Lee Kappas, Education & Society Program, Aspen Institute, Oct 2012
   
   USC CALIS develops strategies and materials that enable students to practice how to apply analytical tools as powerful filters to manage information:
   
   ► *How do we structure “Close Reading” and support effective “active reading” in social science?*
   
   Students can “struggle productively” using **content tools** as conceptual frameworks that establish a “broader curricular context”.

2) **Argument based on Reasoning & Evidence**
   
   The goal is for students to make a claim and defend it using logic and evidence.
   
   Suggested article: *5 Things Every Teacher Should be Doing to Meet the Common Core State Standards* Lauren Davis, Eye on Education, 2012
   
   USC CALIS develops classroom materials to help teachers determine “the specifics” that must be anticipated and clarified for each unit of study, each issue or topic, and each assessment in social science teaching:
   
   ► *How much reasoning and evidence is proficient to demonstrate depth and complexity?*
   
   **Content tools** establish clear content criteria—clear expectations—and effective support for argument …that are specific to the argument at hand.

The primary goal of Common Core is to develop students’ **independent critical thinking**.

**Content tools** are the missing link. Students must own the tools & the process.

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**Students…**

Use 4W conceptual frame to actively & purposefully engage with text

→ Identify or infer factors in 4 worlds + geog, tech (social science factors; factors of the human condition)

Manage information and synthesize ideas

→ Outline content and factors to 4W chart and further identify dynamics and relationships (label the arrows)

Examine factors & dynamics to evaluate cause & effect, alternatives, possible solutions

→ Use organized details and evaluation process for a substantive discussion and as a pre-write outline for clear, cohesive argument

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With **social science tools**, tackling complex content and developing literacy skills are merged into one authentic process. Students own the tools & the process!

Students improve reading and writing through systematic support for critical thinking—e.g. inference, relationships, logic, nuance, significance, evaluation.

At the ‘core’ of USC CALIS efforts, students must find relevant connections – past-present-personal and local-global. Excellent teaching promotes **student-driven analysis** for lifelong learning.
Case Teaching & Analytical Tools
Blending What to Teach with How to Learn

A case is used as an excellent example to illustrate concepts, relationships, theories, perspectives, etc. Students examine the human condition in order to apply what they are learning to real-life challenges.

Student-Driven Analysis

- Place responsibility and expectations on students for high-level analysis
- Enable that analysis through identification of guiding questions, frameworks, tools
- Allow practice of analytical skills through relevant, complex and controversial cases

The logic & beauty of CASE TEACHING

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<td>depth</td>
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Each case has a guide for a series of case questions that progress from citing text to inferring concepts, applying analytical tools, and relating to the big picture.

All materials are available free on the CALIS Activities Database

Case teaching is a dynamic & effective way to teach & learn—as evidenced by its use in graduate schools for law, medicine, business and diplomacy.

We invite teachers to join CALIS in developing case teaching for students, grades 6–12

The CALIS mission is to help transform social science teaching, grades 6–12, by adapting university research and analysis for pre-collegiate education. In 2005, CALIS received national recognition for Excellence in International Education. Among a pool of 100 programs nominated, CALIS was selected as one of the top three university outreach centers in the United States for its direct service to classrooms and leadership in innovative use of analytical tools in social science.

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