



## **HAWAII**

### **CERTIFICATION**

The Hawaii Teacher Standards Board regulates certification in the state of Hawaii. Entry-level requirements for teaching candidates include completing a state-approved teacher education program, passing the Praxis exams and completing a structured interview with an authorized professional staff interviewer. No specific requirements for teaching history or social studies at any level have been located at this time.

### **STANDARDS**

#### **Standards for Teachers**

The state of Hawaii has established performance standards for its teachers. These standards are designed to ensure that teachers are fully licensed and qualified in their subject matter. Standard 5 states that a Hawaii teacher must “demonstrate knowledge of content.”

#### **Standards for Students**

The social studies standards in Hawaii are designed to answer the questions, “What should students know, be able to do, and care about?” The K–12 standards are organized by grade-level clusters (K–3, 4–5, 6–8, and 9–12). Benchmarks have been developed to indicate developmentally appropriate content knowledge and skills. Four General Learner Outcomes serve as the overall goals for the content and performance standards in each content area. The General Learner Outcomes are

- ❖ the ability to be responsible for one’s own learning;
- ❖ the understanding that it is essential for human beings to work together;
- ❖ the ability to be involved in complex thinking and problem solving;
- ❖ the ability to recognize and produce quality performance and quality products;

- ❖ the ability to communicate effectively; and
- ❖ the ability to use a variety of technologies effectively and ethically.

The social studies standards are designed to reflect and relate to the General Learner Outcomes. Hawaii’s standards are based on national standards in social studies, history, civics and government, geography, economics, the standards of other states, and Hawaii’s former content and performance standards. Hawaii considers its standards to be broad statements of content and performance expectations in history, political science/civics, cultural anthropology, geography, and economics. Psychology, sociology, American problems, and other social studies electives are expected to support the standards but are not enumerated specifically in them. There are four standards pertaining to history:

- ❖ Change, Continuity, and Causality: employ chronology to understand change and/or continuity and cause and/or effect in history;
- ❖ Historical Empathy: learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making;
- ❖ Historical Inquiry: use the tools and methods of historians to transform learning from memorizing historical data to “doing history;” and
- ❖ Historical Perspectives and Interpretations: explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.

A historical framework then follows the standards. Hawaii emphasizes that the framework is not a checklist of subjects. Instead, it is designed to provide topics through which the standards can be implemented. The framework also suggests a subject/chronological guide for the teaching of history from one year to the next. A glossary at the end of the document identifies methods, dispositions, and skills in social studies that cut across all disciplines. The tools and methods of historians are also addressed and definitions of terms are offered. Similar glossaries are provided for political science/civics, cultural anthropology, geography, and economics.

## **HIGH SCHOOL GRADUATION/EXIT EXAM**

Hawaii students must earn 22 credits in order to graduate from high school. Four credits must be earned in social studies. No specific courses have been located at this point.

### **Exit Exam**

None located. A Graduation Task Force Committee will be submitting changes to the Board of Education.

## **ASSESSMENT**

Students in Hawaii participate in the Hawaii Content and Performance Standards, Second Edition, (HCPS II) State Assessment Program. This program includes both norm-referenced assessment (Stanford 9 Abbreviated) and criterion-referenced assessment (standards based testing). The HCPS II State Assessment Program evaluates students’ achievement in reading, writing, and mathematics. There is no indication that assessment takes place in social studies or history.