

West Linn–Wilsonville School District

Social Studies Instruction

Guiding Principles

December 2005

Guiding Principle	Bibliography Source
<u>A World Class Education</u> School culture directly impacts student achievement. • Imagine and create a place of learning which fosters aesthetics, civility, ethics, openness, conversation, security, stewardship, craftsmanship and individual liberty. • Create a culture where all children have impressive accomplishments. • Develop and support an ethic of excellence – honor children with a great deal of responsibility and expect them to live up to this honor. • Commit to extend the promise of full scholarship and citizenship to each and every student.	• Lickona, T. & Davidson, M. (2005). <i>Smart & Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond</i>. Cortland, NY: Center for the 4th and 5th Rs (Respect & Responsibility) / Washington DC: Character Education Partnership. • Carnegie Council on Adolescent Development. (1990). <i>Turning Points: Preparing American Youth for the 21st Century</i>. New York, NY: Carnegie Corporation of New York. • NCSS. (1994). <i>Expectations of Excellence: Curriculum Standards for Social Studies</i>. Silver Spring, MD: NCSS Publications.
<u>Learning</u> Social studies learning is meaningful, integrative, value-based, challenging, and active. • Students learn connected networks of knowledge, skills, values, and attitudes they will find useful both in and outside of school. • Students are taught to think critically and make meaningful decisions about social issues. • Students are exposed to many information sources that include varying perspectives on topics and conflicting opinions on controversial issues - requiring thoughtful examination of the content, not just retrieval of information from memory. • Students develop new understanding through a process of active construction of knowledge.	• NCSS. (1992). <i>A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy</i>. Silver Spring, MD: NCSS Publications. • NCSS. (1994). <i>Expectations of Excellence: Curriculum Standards for Social Studies</i>. Silver Spring, MD: NCSS Publications. • Berger, R. (2003). <i>An Ethic of Excellence: Building a Culture of Craftsmanship in Schools</i>. Portsmouth, NH: Heinemann.
<u>Teaching</u> Powerful social studies teaching strives for student understanding, appreciation, and life application. • Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage. • Instruction is integrative in its treatment of topics, across time and space, and across the curriculum. • Instruction treats the social world realistically, considering the ethical dimensions of topics and addressing controversial issues. • Instruction models seriousness of purpose and a thoughtful approach to inquiry and uses strategies	• NCSS. (1992). <i>A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy</i>. Silver Spring, MD: NCSS Publications. • NCSS. (1994). <i>Expectations of Excellence: Curriculum Standards for Social Studies</i>. Silver Spring, MD: NCSS Publications. • Berger, R. (2003). <i>An Ethic of Excellence: Building a Culture of Craftsmanship in Schools</i>. Portsmouth, NH: Heinemann.

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designed to elicit and support similar qualities from students. • Instruction gradually moves from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners.	
<u>Curriculum</u> A powerful social studies curriculum is unified by its purposes and goals. • Curriculum components – content, instructional approaches, learning activities, and evaluation methods - are a means to help students acquire important capabilities and attitudes. • Curriculum content includes knowledge, democratic values and beliefs, thinking skills, and social and civic participation skills. • The effective social studies curriculum prepares students to identify, understand, and work to solve the problems facing increasingly interdependent and diverse entities (e.g. school, community, country, or the world).	• NCSS. (1994). <i>Expectations of Excellence: Curriculum Standards for Social Studies</i>. Silver Spring, MD: NCSS Publications. • Wegner, G. P. (2000). <i>Social Studies: ASCD Curriculum Handbook</i>. Alexandria, VA: ASCD. • Parker, W. C. (1991). <i>Renewing the Social Studies Curriculum</i>. Alexandria, VA: ASCD.
<u>Research & Information Literacy</u> Information literate students are those who have learned how to learn and are prepared for lifelong learning. • Inquiry, research, and literacy experiences are integral to learning – learning that is based on information resources of the real world and is active and integrated, not passive and fragmented. • Students are actively involved in the process of knowing when there is a need for information; identifying, locating, evaluating, and organizing information which results in the construction of new knowledge; and then effectively using this knowledge to address the problem/issue at hand. • Students are knowledgeable in the use of current technologies for the processes of information gathering, analysis, synthesis, writing, and presentation. • Information literacy is a means of personal empowerment, allowing independent, self-directed learning. It is crucial to effective citizenship by ensuring the application of information resources to the process of civic decision-making responsibilities.	• Wegner, G. P. (2000). <i>Social Studies: ASCD Curriculum Handbook</i>. Alexandria, VA: ASCD. • ALA. (1998). <i>Information Literacy Standards for Student Learning</i>. American Library Association / Association for Educational Communications and Technology. • ALA. (1989). <i>Final Report of the American Library Association Presidential Committee on Information Literacy</i>. Washington, D.C.: ALA. • McKenzie, J. (2000). <i>Beyond Technology: Questioning, Research and the Information Literate School</i>. Bellingham, WA: FNO Press. • McKenzie, J. (2005). <i>Learning to Question to Wonder to Learn</i>. Bellingham, WA: FNO Press. • Eisenberg, M. & Berkowitz, R. (1990). <i>Information Problem-Solving: The Big6 Skills Approach to Library and Information Skills</i>. Worthington, OH: Linworth Publishing Books. • Berger, R. (2003). <i>An Ethic of Excellence: Building a Culture of Craftsmanship in Schools</i>. Portsmouth, NH: Heinemann.

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<u>Assessment</u> The primary purpose of assessment is to improve teaching and learning. • Assessment is aligned with, and designed to help accomplish, the social understanding and civic efficacy goals that drive the social sciences curriculum. • Traditional paper-and-pencil tests are augmented with more authentic performance assessments, such as portfolios of student papers/projects and essays/speeches focusing on higher-order thinking and applications. These assessments focus on the processes that students use, not merely on the answers they choose.	• Wegner, G.P. (2000). <i>Social Studies: ASCD Curriculum Handbook</i>. Alexandria, VA: ASCD. • NCSS. (1992). <i>A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy</i>. Silver Spring, MD: NCSS Publications. • Wiggins, G. (1998). <i>Educative Assessment: Designing Assessments to Inform and Improve Student Performance</i>. San Francisco, CA: Jossey-Bass. • Stiggins, R. (1997). <i>Student-Centered Classroom Assessment</i>. Upper Saddle River, NJ: Merrill/Prentice Hall. • Marzano, R.J., Pickering, D., McTighe, J. (1993). <i>Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model</i>. Alexandria, VA: ASCD. • Berger, R. (2003). <i>An Ethic of Excellence: Building a Culture of Craftsmanship in Schools</i>. Portsmouth, NH: Heinemann. • O'Connor, K. (1999). <i>The Mindful School: How to Grade for Learning</i>. Arlington Heights, IL: Skylight Professional Development. • Marzano, R.J. (2000). <i>Transforming Classroom Grading</i>. Alexandria, VA: ASCD.