

West Linn–Wilsonville School District

Social Studies Instruction

Guiding Principles

December 2005

Guiding Principle	Bibliography Source
<p><u>A World Class Education</u></p> <p>School culture directly impacts student achievement.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
<p><u>Learning</u></p> <p>Social studies learning is meaningful, integrative, value-based, challenging, and active.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
<p><u>Teaching</u></p> <p>Powerful social studies teaching strives for student understanding, appreciation, and life application.</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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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<p>designed to elicit and support similar qualities from students.</p> <ul style="list-style-type: none"> • 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. 	
<p><u>Curriculum</u></p> <p>A powerful social studies curriculum is unified by its purposes and goals.</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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.
<p><u>Research & Information Literacy</u></p> <p>Information literate students are those who have learned how to learn and are prepared for lifelong learning.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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<p><u>Assessment</u></p> <p>The primary purpose of assessment is to improve teaching and learning.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.