


A collection of historical artifacts is arranged on a light-colored surface. On the left, a portion of a wooden chessboard with a checkered pattern and several chess pieces is visible. Below the chessboard are two ornate medals: one with a red ribbon and a white star, and another with a blue ribbon and a white star. A silver compass is positioned at the bottom left. A pair of gold-rimmed glasses with thin temples is placed in the center. A small, thin object, possibly a quill or a pen nib, lies horizontally across the middle of the scene.

Deconstructing Social Studies CBAs

OSPI Summer Institutes 2006





Far from thinking coming
after knowledge, knowledge
comes on the coattails of
thinking.

As we think about and with
the content we are learning,
we truly learn it.

David Perkins



What are Social Studies CBAs?

- Classroom
- Based
- Assessments



What are Social Studies CBAs?

Classroom-Based

- A part of regular classroom learning/teaching
- A conceptual task, more than the textbook; it requires multiple resources and classroom discussion
- Looks at the bigger picture of issues instead of “just the facts”



The group today

- Teachers of social studies
 - Teacher Librarians
 - Administrators
 - Others
-
- Let me know if you already know it!
 - Lots to share in 3 different sessions



What are Social Studies CBAs?

Assessment

- Takes the place of a Social Studies “WASL”
- Performance-based
- Process oriented
- Scored by teachers; each CBA has a detailed rubric
- Reported to OSPI by districts



Final Recommendations in HB 2195 Report

Excerpts from Third Engrossed Substitute House Bill 2195:

- By **September 2004**, OSPI will **report** on assessment options for social studies, the arts, and health/fitness
- By **2005-06**, OSPI will provide **classroom-based assessment** models and other assessment options shall be on the web and available for voluntary use.
- By **2008-09**, school districts shall have **assessments or other strategies** to assure that students have an opportunity to learn the EALRs in social studies, the arts, and health and fitness...school districts shall annually submit an **implementation verification report...**



2004 CBA Legislation

- **HB 1209:** ...provide students with the opportunity to become **responsible citizens...**
- To become **engaged, well-informed citizens** in the 21st century, students must know and apply key concepts from **geography, economics, civics, and history**
- Engaging in the social studies promotes **literacy and critical thinking skills**

Legislation Requirements for Civics CBAs

- HB 2195 passed in 2006
- 2008-2009 school year
- Requires that students in grades 4/5, 7/8 and 11/12 will complete at least one CBA in Civics
- Districts must report annually to OSPI





K-12 Content Scope & Sequence in Frameworks

(recommended only)


K	Self
1	Families
2	Community
3	Culture: People, places, and environment
4	Washington State History
5	US History (to independence)



K-12 Content Scope & Sequence in Frameworks


(recommended only)

6	Ancient Civilization & World Geography
7	World History (600 - 1800) & WA History
8	US History (19 th Century) & Government
9 & 10	World History (1600 – Present)
11	US History (20 th Century) & Government
12	Contemporary World Problems




One Possible K-12 Scope & Sequence w/ CBAs

K	Self	Adapted <i>Dig Deep</i>
1	Families	Adapted <i>People on the Move</i>
2	Community	Adapted <i>You Decide</i>
3	Culture: People, places, and environment	Adapted <i>Rule of Law</i>



One Possible K-12 Scope & Sequence w/ CBAs

4	Washington State History	<i>Dig Deep</i>
5	US History (to independence)	<i>You Decide</i>
6	Ancient Civilization & World Geography	Adapted <i>Analyzing Sources</i>
7	World History (600 - 1800) & WA History	<i>Needs & Wants</i>



One Possible K-12 Scope & Sequence w/ CBAs

8	US History (19 th Cent.) & Govt.	<i>Constitutional Issues</i>
9 & 10	World History (1600 – Present)	9-Adapted <i>Humans & the Environment</i> 10-Analyzing <i>Sources</i>
11	US History (20 th Cent.) & Govt.	<i>Constitutional Issues</i>
12	Contemporary World Problems	<i>Causes of Conflict</i>



Common Steps* of the CBAs


- Essential Question
- Key Concepts & Vocabulary
- Inquiry (Reading!)
- Organization & Synthesis
- Group Process & Discussion
- Position (Writing!)
- Presentation (Communication!)

* All steps involve one or more of the Social Studies Skills EALRs



Social Studies GLEs (Components)

- Uses critical reasoning to form and evaluate positions
- Uses inquiry-based research
- Deliberates effectively with others



Connecting with Reading and Writing

Reading GLEs & CBAs

- **5th Grade** - 2.3.1. Analyze informational/expository text...for similarities and differences and cause and effect relationships.
- **10th Grade** - 2.3.4. Synthesize information from a variety of sources



Connecting with Reading and Writing

Writing GLEs & CBAs

- **5th Grade 2.3.1** - Expository Essays (Compare & Contrast), Persuasive Essays
- **8th – 10th Grade 2.3.1**- expository essays/speeches (compare/contrast, classification, analysis, definition, cause/effect, problem/solution, evaluation), persuasive essays/speeches (argument)

Connecting with your Teacher-Librarian

- WLMA web site
- <http://wlma.org/cbas/>





Elementary cooperation

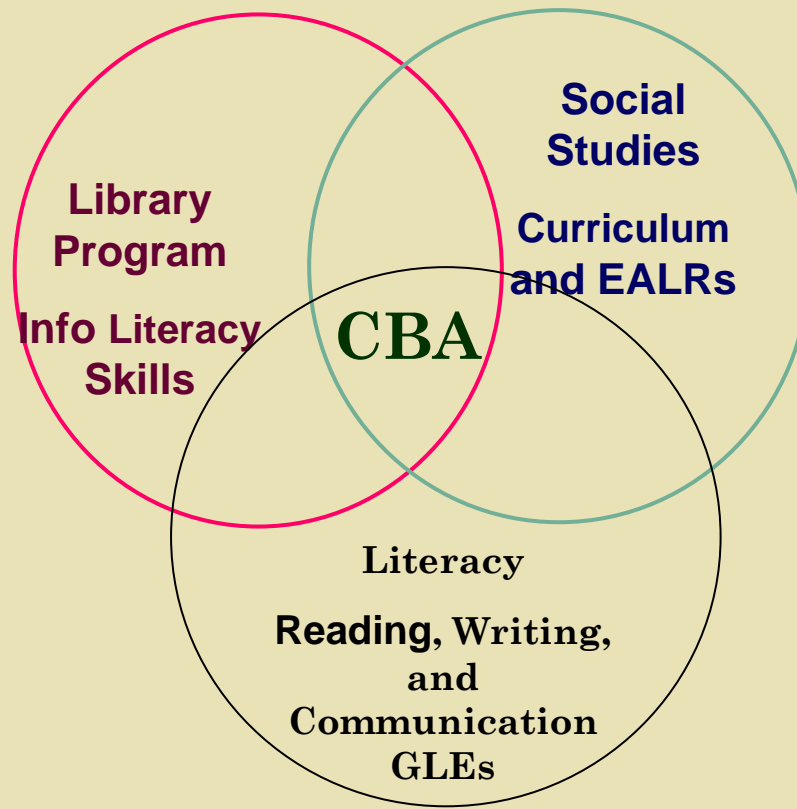
- Kathy Kalich, Chester Elementary School, Central Valley School District, Spokane
- [Causes of Conflict: Whitman Massacre](#)
- <http://www.wlma.org/cbas/conflict-whitman.htm>
- [People on the Move Atlantic Slave Trade](#)
- <http://www.wlma.org/cbas/people-african.htm>
- [People on the Move- Nez Perce](#)
- <http://www.wlma.org/cbas/people-nez.htm>
- [People on the Move- Immigration](#)
- <http://www.wlma.org/cbas/immigration.htm>

OSPI Support

- 29 complete CBAs for teachers to use at grades 5, 8, 11 available on the OSPI website at:
<http://www.k12.wa.us/assessment/WASL/socialstudies/default.aspx>
- OSPI Winter and Summer Institutes
- Proposed Joint OSPI/WLMA CBA Training Project
- Alignment of SS GLEs to the CBAs



Putting the Pieces Together






History on the Web

- Center for History and New Media
- History Matters
- <http://historymatters.gmu.edu>
- <http://dohistory.org>
- <http://valley.vcdh.virginia.edu>
- Valley in the Shadow- 2 communities before Civil War



What content knowledge do students need?


- Facts—evidence
- Vocabulary
- Topics
- Concepts
- Generalizations



What reading skills must students have in order to comprehend social studies texts?

Reading GLEs and/or targets, e.g.,

- Main idea and details
- Cause and effect
- Author's purpose
- Summarizing



What writing skills must students have in order to meet the standards required by the CBA?

From the 6th grade writing GLEs:

- Narrows topic with controlling idea (thesis statement or sentence that states the topic — “The ancient Romans contributed to technology in many ways.”)
- Selects details relevant to the topic to extend ideas and develop elaboration
- Constructs an introduction using varying approaches (question, statistics/interesting facts, brief history)
- Constructs an ending/conclusion that goes beyond repetition of the introduction (summary, interesting fact, echo from the beginning of the piece)



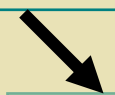
Content Instruction

Teach Social Studies
EALRs and GLEs



Select Readings for Students

Teach Reading Skills



Students Conduct Research

- Inquiry/Thinking Skills
- Age Appropriate Resources
- Research Skills
- Reading Skills



Writing

Teach Writing GLEs

CBA Instruction Model

Handout Time!

Handouts Checklist:


- Possible Scope & Sequence
- Causes of Conflict CBA – appropriate grade level
- Dig Deep CBA





Work Time!

- Break into Grade-Level tables
- Review the CBA Packet
- Carefully study the first page and the rubric
- Use highlighters if you wish
- Brainstorm resources



Logic of CBA Document “Causes of Conflict”

- What is the logic of the document?
- What is its structure?

Overview

- Statement of purpose
- Big idea





Directions to Students

- Tied to EALRs
- Shows rubric for OSPI reporting
- Sets the minimum requirements
- Scoring is explicit



Format

- Discussion of importance of four strands **MUST** be in form of an essay.
- All social studies CBAs have a published, written component

Student Checklist -- Inquiry

- Topics can be teacher selected or student selected*
- What does it mean to research?
- What does it mean to read critically?
- What materials will be read in common to build core knowledge?
- What's the requirement for an annotated bibliography?

*Ask about our recommendation





Explicit Instruction in Reading Comprehension Strategies

The Gradual Release of Responsibility (GRR)

--Pearson and Gallagher 1983

- Pre-test
- Teacher Modeling
- Guided Practice
- Collaborative Practice
- Independent Practice
- Application of Strategy



I do, We do, You do

- Teacher models
- Group does together
- Individual does the project
- Scaffolding the responsibility
- Opportunity to see how the group needs support

Student Checklist – Group Process

- What are clarifying questions?
- What are probing questions?



Student Checklist – Writing

- The CBAs are an exercise in teaching and learning.
- Does it follow the district writing rubric, e.g. Six Traits +1™
- What does the rubric have to say?
- What needs to be in the thesis?
- Will a graphic organizer help?





Student Checklist – Writing & Presenting

- What tools are available to students and teachers?
- Thesis Tools
 - [Thesis Generator](#) from Joyce Valenza
 - [Thesis Builder & Outliner](#)
- Citation Tools
 - [Citation Machine](#)
 - [Noodle Tools](#)
 - [MLA Style Sheet](#) (Word Doc)
- [Annotated Bibliography](#) from Literacy Online

Persuasive Paper

- Directions and Suggestions
- Dig into the rubric – What is called for?
- What does a good paper look like?





Directions for Teachers and Teacher-Librarians

Teachers and Teacher-Librarians

- unpack the concept of “Conflict”
- determine what needs to be taught
- review what materials are available
- discuss the division of duties -- Who will teach what?

Directions – Instruction

Students need training in use of electronic resources, the research process, and a research model, including:

- Web search skills
- Use of databases
- Web evaluation skills
- Use of information
- Note taking
- Citing sources
- Publication/presentation
- Use of teacher-librarian created web site portals



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Questions???

Thanks for
coming!