

# Social Studies: The Heart of the Curriculum

Council of State  
Social Studies Specialists  
CS4  
ANNUAL MEETING



November 15–18, 2005  
Kansas City, Missouri

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*Special thanks to Junior Achievement for sponsoring the printing of this program.*

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# Council of State Social Studies Specialists (CS4)

## OFFICERS

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## EXECUTIVE COMMITTEE

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Esther Dunnegan—North Carolina  
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Nikki Bray-Clark—Louisiana  
*President (2005)*

Chris McGrew—Indiana  
*President-Elect (2005)*

James Bryan—South Carolina  
*Director (2005)*

Natalie Stiglitz (University of Louisville)—Kentucky  
*Director (2006)*

Lewis Huffman—Delaware  
*Member-at-Large (2007)*

John LeFeber—Nebraska  
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## DAILY SCHEDULE

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### Tuesday—November 15, 2005

- 3:30–4:30 p.m.**            **Executive Committee Board Meeting . . . . .** Jay McShann B
- 4:30–5:30 p.m.**            **New Member Orientation . . . . .** Jay McShann B  
*Facilitator: Lewis Huffman*
- 5:45 p.m.**                    **Meet in the Lobby for bus ride to the Arabia Steamboat Museum**
- 6:30 p.m.**                    **Opening Dinner . . . . .** Arabia Steamboat Museum  
Cocktails, Dinner, Museum Tour  
*Facilitator: Lynn Stanley*  
*Sponsored by Holt, Rinehart and Winston*

The steamer Arabia was lost to the Mississippi River in 1856 and rediscovered 132 years later. Much of the cargo survived and is a focus of the museum tour. The Arabia Steamboat Museum offers a glimpse of ordinary nineteenth century life.

# DAILY SCHEDULE

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## Wednesday—November 16, 2005

- 7:30–8:00 a.m.**            **Registration** . . . . . 3<sup>rd</sup> Floor Foyer
- 8:00–9:15 a.m.**            **Breakfast** . . . . . Mary Lou Williams A & B  
Topic to be announced  
Speaker: Dirk Johnson  
*Facilitator: Pat Concannon*  
  
*Sponsored by Newsweek*
- 9:15–10:30 a.m.**        **Business Session 1** . . . . . Big Joe Turner B
- 10:30–10:45 a.m.**        **Break**
- 10:45–Noon**            **The New Bloom’s Taxonomy** . . . . . Big Joe Turner B  
Speaker: Dr. Lorin W. Anderson  
*Facilitator: James Bryant*  
  
The presentation will focus on the structure of the revised Bloom’s taxonomy and the implications of the revised taxonomy for developing and understanding standards in social studies. Opportunities for increased validity of assessments, improved quality of instruction, and enhanced curriculum alignment will be explored.
- Noon–1:15 p.m.**        **Lunch** . . . . . Mary Lou Williams A & B  
*Facilitator: Chris McGrew*  
  
*Sponsored by Gibbs Smith, Publisher*
- 1:15–2:00 p.m.**        **Surveys of Enacted Curriculum** . . . . . Mary Lou Williams A & B  
Speakers: Lewis Huffman and Andrea Morgan  
  
The Surveys of Enacted Curriculum are research-based tools that help schools collect, report, and use data on what content is taught and how it is taught. The surveys and reporting tools provide an objective approach for analyzing instruction in relation to content standards. The presenters will discuss initiatives in their own states. Information will also be shared about a possible national program sponsored by the Council of Chief State School Officers (CCSSO).



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## DAILY SCHEDULE

### Thursday—November 17, 2005

**8:00–9:15 a.m.**            **Breakfast** . . . . . Mary Lou Williams A & B  
*Facilitator: Bill Gerling*  
*Sponsored by George F. Cram Company*

**9:15–10:15 a.m.**            **Business Session 2** . . . . . Big Joe Turner B  
Special Guest: Jeff Passe—President, National Council for the Social Studies

**10:15–10:30 a.m.**            **Break**

**10:30–Noon**                **Chautauqua**  
*Facilitator: Connie Manter*

**State Partnerships** . . . . . Lester Young A  
Speakers: Joann Larson and Lawrence Paska

Learn how New York has established and maintained a supportive and ongoing relationship between the New York State Education Department (NYSED) and the state professional organizations. Topics include annual statewide summits, how NYSED provides statewide updates to educators through its council presentations and its social studies website, and how NYSED directly involves classroom teachers in a variety of state-level curriculum and assessment assignments.

**Maryland Research** . . . . . Lester Young B  
Speaker: Marcie Taylor Thoma

This session will discuss research recently conducted by the Maryland Department of Education about the impact of *No Child Left Behind* on the social studies curriculum, instruction, and assessment across the nation.

**Conceptual Thinking** . . . . . Jay McShann A  
Speaker: James Page

The presenter will share some of his findings on the role of conceptual thinking in standards, the emphasis in the disciplines, and as the primary element in all thinking skills. These instructional strategies work across grade levels and all disciplines.

*Chautauqua continued on next page*

**Street Law** . . . . . Jay McShann B  
Speakers: Lee Arbetman and Peter Kavouras

This session will focus on three of Street Law’s most popular resources for high school social studies teachers: the Street Law textbook, the Landmark Supreme Court Cases Web site ([www.landmarkcases.org](http://www.landmarkcases.org)), and the Supreme Court Summer Institute for Teachers (now in its eleventh year). Handouts will be provided.

**Noon–1:30 p.m.**      **Lunch** . . . . . Mary Lou Williams A & B  
*Facilitator: Steven Weber*

*Sponsored by Ignite! Learning*

**1:30–2:30 p.m.**      **Economics Sizzles with Technology** . . . . . Big Joe Turner A  
Speaker: John LeFeber

Two new collections of lessons and strategies developed by the Global Association for Teaching Economics (GATE) and the National Council on Economic Education will be discussed. Activities for teaching economics in grades K–12 will be provided as well as a correlation to all state standards.

**2:30–4:00 p.m.**      ***The Bill of Rights for Real Life:*** . . . . . Mary Lou Williams A & B  
**Connecting Non-College-Bound Youth  
in Civic Engagement**  
Speaker: Kim Ash

Through large-group discussions, and small-group activities, participants gain tools to help lead non-college-bound students toward a stronger and more explicit engagement in civil society. Materials contain historic content, plus contemporary, real-life applications. Teachers receive a sample of “The Bill of Rights and Expression” unit from *The Bill of Rights for Real Life* curriculum.

**4:00–4:15 p.m.**      **Break**

**4:15–5:35 p.m.**      **Business Session 3** . . . . . Mary Lou Williams A & B

**6:30 p.m.**      **Closing Dinner** . . . . . Mary Lou Williams A & B  
*Facilitator: Karen Todorov*

*Sponsored by McDougal Littell*

**Gift Exchange** . . . . . Mary Lou Williams A & B  
*Facilitator: Marcie Taylor Thoma*

## DAILY SCHEDULE

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### Friday—November 18, 2005

**7:30–9:00 a.m.**            **Executive Committee Board Breakfast** . . . . . Big Joe Turner

**9:30 a.m.**                    **International Education Panel** . . . . . To be announced  
with International Assembly  
Panelists: Chris McGrew, Larry Starr, and Marcie Taylor Thoma

**Noon–2:00 p.m.**            **Lunch with the National Social Studies** . . . . . Basie A & B  
**Supervisors Association (NSSSA)**  
Speakers: Walter Parker and Emily Schell  
*Facilitator: Chris McGrew and Mert Martins*  
  
*Sponsored by Macmillan/McGraw-Hill*

The speakers will discuss curriculum changes that have taken place in the past thirty years and other topics related to teaching the social studies today.

## BIOGRAPHIES OF PRESENTERS

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**LORIN W. ANDERSON** is a distinguished professor of curriculum studies at the University of South Carolina, where he has served on the faculty for thirty-two years. His research interests include the education of economically disadvantaged students and teacher decision-making. His most recent books are *Increasing Teacher Effectiveness* (Paris: UNESCO, 2004) and *Inquiry, Data, and Understanding: A Search for Meaning in Educational Research* (London: Routledge Falmer, 2004).

**LEE ARBETMAN** is director of U.S. Programs for Street Law, Inc., and co-author of the *Street Law* textbook (7th edition, Glencoe, 2005). He is a former secondary school social studies teacher and has also taught social studies methods to pre-service teachers. He and Diana Hess direct the Supreme Court Summer Institute for Teachers. Lee has received the prestigious Isidore Starr Award from the American Bar Association for his contribution to civic education.

As vice president of marketing, **KIMBERLY ASH** develops and implements The Bill of Rights Institute's marketing program. She leads efforts to research new products, explore partnering opportunities, and create strategies to promote the Institute's mission. Prior to joining the Institute, Kimberly worked as marketing manager at the Close Up Foundation for four and a half years, promoting its publications and educational travel programs. She also worked at Congressional Quarterly for almost seven years promoting its seminars, textbooks, newsletters, and weekly magazines. Kimberly graduated from Dickinson College in Carlisle, Pennsylvania, and earned her B.A. in English and history.

**BERT BOWER** is CEO and president of Teachers' Curriculum Institute (TCI). His corporation is dedicated to training and supporting social studies teachers in a series of innovative teaching strategies that allow students with diverse learning styles to "experience" history. Bower taught social studies for eight years at Mt. View High School in Mt. View, California; authored several social studies textbooks for D. C. Heath and Company in Lexington, Massachusetts; and received a doctorate in social studies education from the Stanford University School of Education. He is co-author of both *Bring Learning Alive! The TCI Approach for Middle and High School Social Studies* and *Social Studies Alive! Engaging Diverse Learners in the Elementary Classroom*.

## **BIOGRAPHIES OF PRESENTERS** *(Continued)*

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**S. G. GRANT** is currently an associate professor in social studies education at the University of Buffalo. His research includes work as a co-principal investigator of Reading Historical and Literary Document Projects; project director of Teacher Learning and Assessment Project and the Global History Project. He has received the Exemplary Research in Social Studies Award by the National Council for the Social Studies in 2004, and the LAI Distinguished Faculty Award from the University of Buffalo in 2000. In 2004, he published a book titled *History Lessons: Teaching, Learning, and Testing in U.S. High School Classrooms*.

**DIRK JOHNSON** came to *Newsweek* after sixteen years at *The New York Times*, most recently as a national correspondent based in Chicago. He joined the newspaper in 1985 as a metropolitan reporter in Stamford, Connecticut, and also served as Denver bureau chief. While at *The New York Times*, Johnson covered the shootings at Columbine High School and in Jonesboro, Arkansas; the bombing of the federal building in Oklahoma City; political and racial strife in Chicago; the Illinois governor's moratorium on the death penalty; and various national political races. He recently wrote about the nation's unprecedented economic prosperity through the pained eyes of a teenage girl living in a trailer park. Johnson is a five-time winner of *The New York Times's* Publisher's Award, and in 1994, Simon & Schuster published his book *Biting the Dust: The Wild Ride and Dark Romance of the Rodeo*.

**ANDY WEISS** works at Educational Testing Service in Princeton, New Jersey, where he has been involved with NAEP for the past nine years. As the NAEP social sciences coordinator, Andy works directly on and oversees the work of other ETS staff on the four NAEP social science assessments in U.S. history, civics, world geography, and economics. Before NAEP, Andy taught U.S. history part-time at Cornell and Princeton Universities, and spent altogether too long trying to complete his dissertation on anticommunism and communism in the New York City public schools.

# EVALUATION FORM

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**CS4 Annual Meeting**  
**November 15–18, 2005**  
**Kansas City, Missouri**

*To what extent do you agree with each of the following statements about the quality of the CS4 program we have presented?*

DISAGREE — — AGREE

The annual meeting addressed some of my personal leadership needs.

1    2    3    4

*Comments:*

The information provided will be useful for my state activities.

1    2    3    4

*Comments:*

The time used for the meeting was well structured.

1    2    3    4

*Comments:*

The sessions provided useful information to share and/or use in my state.

1    2    3    4

*Comments:*

The overall administration of the meeting was effective.

1    2    3    4

*Comments:*

The presenters were knowledgeable and well informed about their topics.

1    2    3    4

*Comments:*

## EVALUATION FORM *(Continued)*

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The depth of the content presented during the sessions was satisfactory. 1 2 3 4  
*Comments:*

The breadth of the content presented during the sessions was satisfactory. 1 2 3 4  
*Comments:*

There were sufficient opportunities to ask questions, discuss issues, and network during the annual meeting. 1 2 3 4  
*Comments:*

The level of interaction with other participants was satisfactory. 1 2 3 4  
*Comments:*

*Additional comments or suggestions for next year's program (continue on another page, if necessary):*



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