

A Component of the
Washington State Assessment System

Social Studies & Educational Technology

Enduring Cultures Grade 6

Classroom-Based
Assessment

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Grade 6 Social Studies-Educational Technology CBA

Overview

Introduction

This document contains information which is essential to the administration of the Washington Classroom-Based Assessment (CBA) in social studies and educational technology.

The assessments have been developed by teachers in Washington State and are designed to measure learning of selected standards for both social studies and educational technology.

Description of the Classroom-Based Assessment

This assessment is designed to model best practices of instruction, including the use of technology, lesson cycle, differentiation, and student-centered learning. In addition, teachers will be able to collect and use formative and summative evidence regarding student performance on the social studies and educational technology standards.

Students will complete the assessment by responding to a social studies prompt using educational technology. During the assessment, students will develop a research question and plan, and then conduct a search for information. In addition, students will document how they organize and evaluate resources. Students will produce a paper or presentation in response to the original prompt. Teachers will score the final products using both the social studies and the educational technology scoring tools.

Using the Assessment

The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment. Any student who is working productively on the assessment should be allowed to continue working. Some accommodations are provided within the Session Plans in order to differentiate the instruction or assessment based on the needs of students. Any students who have an Individualized Education Plan (IEP) should have access to all accommodations required by the students' IEP.

For More Information

Please visit the OSPI Web site for additional resources for both social studies (<http://www.k12.wa.us/SocialStudies>) and educational technology (<http://www.k12.wa.us/EdTech>).

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Grade 6 Social Studies-Educational Technology CBA

This integrated assessment for social studies and educational technology uses the Enduring Cultures Social Studies Classroom-Based Assessment (CBA). As students complete the task from the Social Studies CBA, they will also collect evidence that demonstrates their ability to use information literacy skills. Teachers can use this single assessment in order to evaluate student knowledge and abilities for both social studies and educational technology.

Although this is a student assessment, it is also an opportunity for teachers to develop their proficiency with the following National Educational Technology Standards for Teachers (NETS•T):

- **2a:** Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- **2d:** Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.
- **4a:** Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

For more information on the NETS•T, please visit http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm.

This integrated assessment addresses the following standards:

Standards	
Social Studies	Educational Technology
4.2.2 Understands and analyzes how cultures and cultural groups contributed to world history. 5.4.1 Analyzes multiple factors, generalizes and connects past to present to formulate a thesis in a paper or presentation. 5.4.2 Creates annotated bibliography or works cited page using an appropriate format.	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. <ul style="list-style-type: none"> ▪ Select appropriate databases and digital resources to organize a project or solve a problem. 1.3.2 Locate and organize information from a variety of sources and media. <ul style="list-style-type: none"> ▪ Select appropriate search engines or directories. ▪ Use basic functions of search engines and databases. ▪ Catalog and organize resources. 1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results. <ul style="list-style-type: none"> ▪ Combine information from separate sources to produce, support, and counter arguments. ▪ Assess the credibility, validity, and potential bias of online resources. ▪ Understand the issues involved in copyrighted materials. ▪ Cite sources using bibliographic tools. ▪ Select relevant sources for a particular purpose or audience.

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Grade 6 Social Studies-Educational Technology CBA

For more information on the Social Studies CBA, including additional resources, rubrics, and exemplars, visit <http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool.aspx>.

The student task shown below is the original prompt from the Social Studies CBA. Students will develop a paper or presentation which shows their understanding of social studies content. Students will need to collect the following evidence to show knowledge and skills associated with the educational technology standards:

- **Research question and sub-questions.**
- **Research plan** which lists the **search engines** and **keywords** which will be used to find information about the question and sub-questions.
- **Organized notes** taken during research.
- A **list of all sources** that were viewed, including those which did not supply information for the final product.
- **Citations** of sources used.
- A statement about the **credibility and validity** of each source.

We refer to this collection of evidence as this **Research Notebook** throughout this document. The teacher may direct the format or permit students to select their own method for building the Research Notebook. Here are a few examples:

- Document (Microsoft Word, GoogleDocs).
- List that is tagged and annotated using a social bookmarking tool (Delicious, EdTags, Scuttle).
- Digital Notebook using Microsoft OneNote or LiveBinders (<http://livebinders.com/>).
- Blog entries or a wiki page.
- Mindmap or graphic organizer.

Student Task

Knowing about different cultural groups will help you make connections with your community, your country, and our world. You will compare and contrast two cultural groups and the history of their development in Washington State, the United States, or the world, and develop a position based on this comparison.

In a cohesive paper or presentation, you will:

- State a position on how two groups responded to challenge(s) that analyzes how the two groups' responses are similar or different.
- Provide background on your position by explaining how the two groups responded to a similar challenge with two or more examples (at least one example for each group).
- Provide reason(s) for your position that include an analysis of one or more significant similarities and/or differences related to their responses to the challenge(s).
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

Essential Questions

Social Studies	Educational Technology
<ul style="list-style-type: none"> ▪ Discuss with students what the concepts covered in this CBA are, why they are important, and how they are relevant to students' lives. ▪ Share essential questions on why these concepts matter. 	<ul style="list-style-type: none"> ▪ Introduce an opportunity for students to communicate their research effectively using technology tools. ▪ Students need to be able to communicate successfully in a variety of ways and settings and with a variety of audiences.

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Grade 6 Social Studies-Educational Technology CBA

The Sample Unit Plan shown represents only one of many ways this integrated CBA could be used with students. Teachers are not required to use this plan or the sessions which follow; however, teachers may find the structure useful. Specific ideas for each of the sessions follow the Sample Unit Plan.

Teachers must use the student task and scoring guide as written. Teachers can adapt the amount of instruction, time considerations, and resources may for individual classroom use.

In the *Key Concepts, Vocabulary, and Background Knowledge* section, you will model the CBA with the whole class and provide formative feedback on student work.

Sample Unit Plan			
Key Concepts, Vocabulary, and Background Knowledge			
Session	Standards	Time	Preparation and Materials
<u>1</u> Develop Questions	ET 1.3.1	45 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Tool for recording brainstormed ideas <i>Optional</i> <input type="checkbox"/> Internet access, if using a web-based tool for brainstorming <input type="checkbox"/> Document camera or interactive whiteboard
<u>2</u> Locate Credible Resources	ET 1.3.2 ET 1.3.3 SS 5.4.2	60 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web Site Evaluation Tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”)
<u>3</u> Conduct Research	ET 1.3.1 ET 1.3.3	45 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If they are blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web Site Evaluation Tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <input type="checkbox"/> Graphic organizer from Social Studies CBA or student created <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to an LCD projector
<u>4</u> Model Synthesis	ET 1.3.3 SS 4.2.2 SS 5.4.1	30 minutes	<input type="checkbox"/> Sample responses from Social Studies CBA <input type="checkbox"/> Social Studies CBA rubric <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to LCD projector

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During the *Individual Inquiry* phase of the CBA, students will create a research question and plan, then collect research about the question in their Research Notebook. They will share this information during the collaborative *Discussion* portion.

Sample Unit Plan			
Individual Inquiry			
Session	Standard(s)	Time	Preparation and Materials
5 Plan for Inquiry	ET 1.3.1	30 minutes	<input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Computers for student use <input type="checkbox"/> Research Notebook <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to LCD projector <input type="checkbox"/> Internet access, if students will be using online tools to organize their research
6 Independent Research	ET 1.3.2 ET 1.3.3 SS 5.4.2	60 minutes (or as needed for research)	<input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web Site Evaluation Tool <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”)
7 Develop a Position	ET 1.3.3	30 minutes	<input type="checkbox"/> Graphic organizer from Social Studies CBA <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to LCD projector
Discussion			
Session	Standard(s)	Time	Preparation and Materials
8 Discussion	ET 1.3.1 ET 1.3.3 SS 4.2.2	45 minutes	<i>Optional</i> <input type="checkbox"/> Digital camera to record the discussion <input type="checkbox"/> Microphone and speaker <input type="checkbox"/> Skype or other interactive communication resource <input type="checkbox"/> Class Web site to post photos, videos, and/or other materials to document the discussion

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In the final phase of the CBA---*Organization, Synthesis, Position and Presentation*---students synthesize their research to produce a paper or presentation which addresses the original prompt.

Sample Unit Plan			
Organization, Synthesis, Position and Presentation			
Session	Standard(s)	Time	Preparation and Materials
9 Synthesis	ET 1.3.1 ET 1.3.3 SS 5.4.1	30 minutes	<input type="checkbox"/> Research Notebook <input type="checkbox"/> Digital tools for constructing a final paper or publishing a presentation <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <input type="checkbox"/> Web Site Evaluation Tool <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using online digital tool
10 Develop a Draft	ET 1.3.3 SS 4.2.2 SS 5.4.1 SS 5.4.2	90 minutes (or as needed for writing)	<input type="checkbox"/> Research Notebook <input type="checkbox"/> Digital tools for organizing notes, building bibliography, and constructing a final paper or publishing a presentation <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools.)
11 Final Product	all	60 minutes	<input type="checkbox"/> Digital tools for constructing final paper or publishing presentation <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <i>Optional</i> <input type="checkbox"/> Computer connected to LCD projector, if students will be presenting <input type="checkbox"/> Internet access if presentation materials are online

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Session One: Develop Questions	
Key Concepts, Vocabulary, and Background Knowledge	<p>Background</p> <p>The purpose of the Key Concepts, Vocabulary, and Background Sessions is to model the targets and expectations of the Classroom Based Assessment (CBA) before students complete one on their own. During Session 1, students begin to engage with Educational Technology Standard 1.3.1 as they “identify...significant questions for investigation and plan strategies to guide inquiry.” This is the first part of a larger expectation for students to be able to use information to develop a solution and report results.</p> <p>The brainstorming process allows students to tap into their creativity while an organizational structure will help clarify thinking, increase retention through the use of a visual format, and help develop content. Using a digital tool has additional advantages: they are easy to read, update and change, and students can convert the content between different formats, for example mindmap and outline. The use of graphic organizers is also found in Washington’s reading standards (component 2.1).</p> <p>Original text from the Social Studies CBA is in bold.</p>
	<p style="text-align: center;">Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prior to these sessions where you will model the CBA with one topic with the entire class, choose an issue or topic for your class and look at sources related to the issues. Brainstorm stakeholders or perspectives involved with the issue or topic. <input type="checkbox"/> Identify and coordinate with other staff, for example a teacher-librarian, technology specialist, or department member. Have a discussion about what the key concepts are. <input type="checkbox"/> Review district policies on Acceptable Use of technology and Digital Citizenship; for example, ethical and legal use, personal safety, cyberbullying, and the publication of student work if you plan to post this content to a public Web site. See the Resources for this CBA if you need further information on policies. We also provide a sample Parent Permission Form to publish student work on a Web site if your district does not provide one. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> If you will be using an online tool for this session, be sure that the Web site(s) you want to use will be accessible for students. If it is blocked, contact your district’s technology department or select other digital tools. <input type="checkbox"/> Print or download a copy of a KWHL chart (example: http://www.worksheetworks.com/miscellanea/graphic-organizers/kwhl.html) to model during the session. <input type="checkbox"/> Review “Out of the Question,” by Sally Godinho and Jeni Wilson for ideas on using questions in the classroom: http://essdack.org/files/question%20flip%20book.pdf
	<p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Tool for recording brainstormed ideas (for example, KWHL chart, Microsoft Word, Kidspiration...) <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if using a web-based tool for brainstorming <input type="checkbox"/> Document camera or interactive whiteboard

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Grade 6 Social Studies-Educational Technology CBA

Session One: Develop Questions	
Learning Plan (45 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Introduce the unit by previewing the Student Task and Essential Questions. ▪ Review relevant GLEs in order to set a clear target. Tell students that in the first session, they will be using a digital tool in order to develop a research question and plan. The purpose of the information they collect throughout the CBA will be twofold: the basis for a Research Notebook and also for an individual product (paper or presentation). They will practice the skill as a class first and then complete the assessment on their own.
Explore	<ul style="list-style-type: none"> ▪ Using the topic or issue you pre-selected, start brainstorming topics of interest with students. Model the use of the graphic organizer for organizing thinking and preparing for research. The graphic organizer may be in either digital or print form. If using a paper version, use a document camera or interactive whiteboard and projector with the class to show how students can complete the organizer. For example, use a KWHL chart (Know already, Want to know, How to research, Learning about a topic). As students suggest ideas about the topic during the brainstorm, add these to the “K” column. ▪ Review the brainstormed list of topics with students. Have the class identify their top three to five choices. ▪ Ask students to work with a partner to develop one or two questions about the topics which could be addressed through research. As these questions are shared with the whole class, have a discussion about what makes a “good” <i>research question</i>. For example, a question that can’t be answered with a simple “yes/no,” a question that begins with “How...” or one that requires the student develop a comparison or investigation. Ask students to provide ideas for improving individual questions on the list. They will use this model as they develop a research question independently in Session 5.
Extend	<ul style="list-style-type: none"> ▪ Work with the class to select a question for further investigation. ▪ Have students work individually or in pairs to brainstorm relevant resources they can consult to find information about the research question. This will be a model for a <i>research plan</i> they will develop in Sessions 5 through 9. Encourage students to include the following elements: <ul style="list-style-type: none"> ▪ Examples of search engines, databases, or other sources ▪ Examples of key terms for Internet searches ▪ As students share their ideas, fill in the “H” column of the class KWHL chart.
Evaluate	<ul style="list-style-type: none"> ▪ Ask students to reflect on the following questions: <ul style="list-style-type: none"> ▪ <i>How do you match a research question with resources?</i> ▪ <i>What could you do if you were having trouble finding resources to answer a question?</i> ▪ <i>How does using a graphic organizer (like a KWHL chart) help you think about a topic?</i> ▪ <i>What are some other uses for graphic organizers in research?</i> ▪ Do not score this session as part of the assessments. Be sure to save class notes from this session for future reference by students. Students will build on the KWHL chart in the following sessions.

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Key Concepts, Vocabulary, and Background Knowledge	Session Two: Locate Credible Resources	
	<p>Background</p> <p>In this session, students have an opportunity to begin to build knowledge and skills around the expectations found in Educational Technology Standards 1.3.2 and 1.3.3, as well as Social Studies Standard 5.4.2 as they learn to locate, evaluate, and cite sources using digital tools.</p> <p>This session also has connections with Reading GLE 2.2.2, in which students use electronic text features to locate and comprehend information and GLE 2.3.2 which requires students to select resources and sort information.</p> <p>Original text from the Social Studies CBA is in bold.</p>	
	Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the digital tool(s) you will want to model and use with students for the Research Notebook. <input type="checkbox"/> Select a “fake” Web site or Web search to use for discussion. There are several good social studies options at http://www.idiotica.com/cranium/encyclopedia/. You could also show students results from a Google search for a fictional animal, such as the Jackalope. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources for selected web 2.0 tools <input type="checkbox"/> Review Searching for Information, Intellectual Property, and/or Evaluating Resources lesson plans on the Resources page for opportunities to pre-teach, re-teach, or extend learning.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web Site Evaluation Tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) 	

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Session Two: Locate Credible Resources	
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Show students a Web site or a list of search results that looks legitimate, but does not have accurate information. Do not tell students anything about the site or the information. Ask for feedback about the site or search. ▪ Have a discussion with students about how they determine whether or not information is credible. Use this opportunity to talk about what makes a search effective. ▪ Review the brainstormed information from the previous session and restate the purpose of the work. Tell students that during today’s session, they will be working on searching for and evaluating information. ▪ Remind students of the educational technology and social studies standards they are working toward.
Explain	<ul style="list-style-type: none"> ▪ Model how to locate information and determine the credibility of sources using digital tools. There are a variety of Web Site Evaluation Tools listed on the Resource page which students can use to help determine the validity of information. ▪ Show students how to document the information they find using the Research Notebook format you have chosen. For example, students might copy and paste the URL of a Web site and some relevant information. Then, add a comment about the validity of the information. You may also choose to model paraphrasing by pasting information from the Web site in one column of notes and your own reflection and understanding in another column. ▪ Model how to cite and reference sources properly to support positions on the issue or topic. You may want to set up a few examples ahead of time and then model one or two. Students can use the “insert citation” function in Word or an online tool such as Easybib. For more information on teaching citation and intellectual property issues for this grade level, see the Citation section of the Resources. <p><i>Teaching Tips and Accommodations</i></p> <ul style="list-style-type: none"> ▪ Show students how to keep the Research Notebook and Internet search open at the same time, as well as how to copy and paste information to the Notebook. ▪ Pre-select Web sites for students or have folders of information on the class Web site as an entry point for student research. ▪ Provide a note-taking scaffold or limit research options for students who need more support. For example, the Research Log at the end of this assessment could be used to help students organize information.
Explore	<ul style="list-style-type: none"> ▪ Have students bring in relevant research (e.g. newspaper articles, personal interviews) by engaging in a search for information. Students will share and use this information during the next learning session. Remind students to use the ideas generated during the previous session’s brainstorm activity. This will provide a list of sources to search. ▪ Students should practice citing their sources as they collect information.
Evaluate	<ul style="list-style-type: none"> ▪ Ask students for examples of searches they conducted that did not return the results they expected. <i>What strategies did they use to find better information?</i> ▪ Be prepared to provide formative feedback to students about their strategies for searching and documenting information. For example, <i>relevant key words, ability to navigate results independently and refine searches, use resources that are timely and have authority</i>, as well as <i>record all of the information needed to construct a citation</i>. Do not score this session as part of the CBA.

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Session Three: Conduct Research	
Key Concepts, Vocabulary, and Background Knowledge	<p>Background</p> <p>In this session, students will continue to work with Educational Technology Standards 1.3.1 and 1.3.3 as they synthesize information to produce an argument.</p> <p>This session also continues to build student understanding of reading GLEs 2.2.2 and 2.3.2 as students use selected resources and electronic text features to locate and comprehend information.</p> <p>Original text from the Social Studies CBA is in bold.</p>
	<p style="text-align: center;">Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide additional opportunities for students to gather and organize information from digital resources. Continue to support learning with feedback about the search strategies students use and the information they gather. <input type="checkbox"/> Select a primary source (text, audio, and/or video) to use as a model or a communication tool (for example, Skype, Google Voice, email) to connect students with historical experts. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources for selected web 2.0 tools <input type="checkbox"/> Review lesson plans on the Resources page about the concepts of Search Strategies and/or Intellectual Property for opportunities to pre-teach, re-teach, or extend learning.
	<p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If they are blocked, contact your district’s technology department or select other resources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web Site Evaluation Tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <input type="checkbox"/> Graphic organizer from Social Studies CBA or other organizational tool <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Document camera or interactive whiteboard connected to an LCD projector

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Session Three: Conduct Research	
Learning Plan (45 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Present a primary source (written, audio, or video) that presents a perspective students can discuss. For some locations of primary source items, see the list on the Resource page. ▪ Remind students of the educational technology standards they are working toward for this session. ▪ Review essential content that has been generated to this point and restate the purpose of the CBA.
Explore	<ul style="list-style-type: none"> ▪ Have all students look at one set of resources from various perspectives on the issue chosen by the teacher. (Review words specific to the CBA and its rubric.) These words will be helpful to students as key words for Internet searches. As they use the resources, have students practice notes/paraphrasing, citing sources, and providing evidence-based reason(s) for selecting the resource. Have students use the Research Notebook format you have selected and modeled. ▪ Other options for research might include an email exchange, audio-only sources, or video call; for example, Skype with an expert.
Explain	<ul style="list-style-type: none"> ▪ Help students to analyze how issues relate to the concepts addressed in the CBA. Complete a graphic organizer connected with the CBA as a class. Review the “KWH” columns from Session 1. Using this information collected by the class during Sessions 2 and 3, fill in the “L” column of the chart. Use the opportunity to hold a class discussion about the information students collected on cultural contributions. During the discussion, introduce the standards for the next session. As you do this, model how to identify and evaluate other positions or perspectives on the issue or topic.
Evaluate	<ul style="list-style-type: none"> ▪ Be prepared to provide formative feedback to students about their knowledge and skills in <i>selecting relevant and important information, summarizing results, and citing sources</i>. Do not score this part of the lesson with the assessment.

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Key Concepts, Vocabulary, and Background Knowledge	Session Four: Model Synthesis	
	Background	
	<p>This is the final session of the Key Concepts, Vocabulary, and Background Knowledge section of the CBA. It is a transition from the exploration students have been conducting into a more focused application using their research, a sample paper, and the rubrics. In this session, students will continue working with Educational Technology Standard 1.3.3 and begin working with Social Studies Standards 4.2.2 and 5.4.1 as they explore a sample response and scoring.</p>	
	Original text from the Social Studies CBA is in bold .	
	Prepare	<input type="checkbox"/> Sample responses from Social Studies CBA <input type="checkbox"/> Social Studies CBA rubric <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to LCD projector
	Learning Plan (30 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Review the graphic organizer from the previous session. What conclusions can students draw about the topic? ▪ Remind students of the standards they are working toward for this session and restate the purpose of the CBA. ▪ Review rubrics and their required elements. 	
Explore	<ul style="list-style-type: none"> ▪ Have students look at a sample paper to show what a proficient response looks like and to understand the scoring process. ▪ During the discussion, model how positions on the issue or topic relate to the required elements of the rubric. 	
Evaluate	<ul style="list-style-type: none"> ▪ Have students provide feedback on the sample paper and their research using the rubrics. <i>What suggestions do the students have for how they might have improved the work through better research, citations, or paraphrased information?</i> ▪ Do not score this part of the assessment. It is for formative purposes only. 	

Enduring Cultures

Grade 6 Social Studies-Educational Technology CBA

Session Five: Plan for Inquiry	
<p>Background</p> <p>In this session, students will continue to develop skills with Educational Technology Standard 1.3.1 as they identify significant questions for investigation and plan strategies to guide inquiry.</p> <p>Original text from the Social Studies CBA is in bold.</p>	
Individual Inquiry	<p>Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before this session, determine the level of choice for students in selecting an issue or topic. Help students choose an issue or topic for individual inquiry. Possible ways of determining the issue or topic include: <ul style="list-style-type: none"> ▪ Have students choose from a predetermined list of issues or topics for which there are ample resources. ▪ Have students choose any issue or topic. ▪ Have all students in the entire class focus on one issue or topic. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the background information on The Research Question: http://changingminds.org/explanations/research/initiation/research_question.htm
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector <input type="checkbox"/> Computers for student use <input type="checkbox"/> Research Notebook <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Document camera or interactive whiteboard connected to LCD projector <input type="checkbox"/> Internet access, if students will be using online tools to organize their research

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Grade 6 Social Studies-Educational Technology CBA

Session Five: Plan for Inquiry	
Learning Plan (30 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Provide students examples of three to five research questions. Be sure to include one strong question and one weak question. Ask students to think about each question. <i>What makes a “good” question for investigation? Of the questions you provided, which ones would students consider to be good? What suggestions do they have for improving the other examples?</i> ▪ Review information collected during the Key Concepts, Vocabulary, and Background Knowledge sessions. Tell students they will use that experience as a model for a new topic they will investigate individually. The first step will be to develop a research question.
Explore	<ul style="list-style-type: none"> ▪ Model how to determine a research question. For example, use a pre-selected topic to brainstorm ideas first or use as the basis for another KWHL chart. ▪ Have students determine their research question on the issue or topic they have selected. E.g., “How can you balance the right to own guns and public safety?”
Evaluate	<ul style="list-style-type: none"> ▪ Ask students to have a peer provide feedback on the question they select. They should use the criteria identified during the <i>Engage</i> activity as the criteria for evaluating the question.
Extend	<ul style="list-style-type: none"> ▪ Have students create a list of sub-questions related to each component of the rubric. Examples: <ul style="list-style-type: none"> ▪ “What constitutional principles relate to gun ownership?” ▪ “What court cases or government policies have dealt with gun ownership?” ▪ “What positions are there on gun ownership?” ▪ “How are these positions justified?” ▪ Have students develop a research plan to gather information to address the research and sub-questions. Depending on the level of support students need, provide a template or scaffold or allow students to develop their own plans as part of the Research Notebook element.
Evaluate	<ul style="list-style-type: none"> ▪ Provide formative feedback to students about their research questions and sub-questions. Look for questions which require more than a yes/no/maybe answer and sub-questions which cause students to dig deeper into a topic. Students will have opportunities throughout the remainder of the CBA to revise these questions based on feedback from you and their peers.

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Grade 6 Social Studies-Educational Technology CBA

Session Six: Independent Research	
<p>Background</p> <p>In this session, students will continue to work with Educational Technology Standards 1.3.2 and 1.3.3, as well as Social Studies Standard 5.4.2 as they locate, organize, and cite credible information from a variety of sources and media. It is very important that students document all their research and ideas in the Research Notebook. You will base your evaluation of students' knowledge and skills with these targets on the information students collect during this session.</p> <p>Original text from the Social Studies CBA is in bold.</p>	
Prep	<p><i>Optional</i></p> <p><input type="checkbox"/> Pre-teach search strategies or methods for evaluating the quality of sources using a lesson from the Searching for Information or Evaluating Resources section of Resources.</p>
Materials	<p><input type="checkbox"/> Digital resources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district's technology department or select other resources.)</p> <p><input type="checkbox"/> Research Notebook</p> <p><input type="checkbox"/> Web site Evaluation Tool</p> <p><input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of "Computers on Wheels.")</p>
Learning Plan (60 minutes or as needed for research)	
Individual Inquiry	<p style="text-align: center;">Engage</p> <ul style="list-style-type: none"> ▪ Use a Think-Pair-Share activity to prompt thinking about search strategies. <ol style="list-style-type: none"> 1. Have students reflect on their research question to identify sources that might provide information. 2. Next, have students share their ideas with a partner and provide input on one another's search strategies. 3. Finally, ask for a few students to volunteer to share their research question. 4. As each student reads their question, have the class suggest sources to find information about the question or ways to search for information (for example key terms and Boolean strategies). ▪ Remind students of the standards they are working toward for this session and restate the purpose of the CBA.
Individual Inquiry	<p style="text-align: center;">Explore</p> <ul style="list-style-type: none"> ▪ Have students conduct research with sources provided or they may find sources on their own. Have students analyze and evaluate each source for relevance to their research questions. ▪ Using their Research Notebook, students should keep track of: <ul style="list-style-type: none"> ▪ Bibliographic information about the resources. ▪ Notes from resources that help answer the research question or sub-questions. ▪ How they located the information and why they judged the source as credible and valid. <p><i>Teaching Tips and Accommodations</i></p> <ul style="list-style-type: none"> ▪ Provide a scaffold or template can be provided for students who need more support with tracking their research.
Individual Inquiry	<p style="text-align: center;">Extend</p> <ul style="list-style-type: none"> ▪ Have students evaluate and revise, if necessary, their research question based on initial review of sources.
Individual Inquiry	<p style="text-align: center;">Evaluate</p> <ul style="list-style-type: none"> ▪ Provide formative feedback and/or have peers offer feedback about the research using the Scoring Guide. In particular, look for evidence that students <i>use relevant key words, are able to navigate results and refine searches independently, use resources that are timely and have authority, and record all of the information they need to construct a citation.</i>

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Grade 6 Social Studies-Educational Technology CBA

Session Seven: Develop a Position		
<p>Background</p> <p>In this session, students reinforce skills associated with Educational Technology Standard 1.3.3 as they “combine information from separate sources to produce, support, and counter arguments.” This is the final session for the Individual Inquiry portion of the CBA. At this point, students should begin the synthesis of their research by organizing information and beginning the development of a position about their research question. They will share this position and their supporting ideas and documentation in the next session.</p> <p>This session also begins an association with Writing GLE 1.1.1 for which students use various strategies to plan their writing.</p> <p>Original text from the Social Studies CBA is in bold.</p>		
Individual Inquiry	<p>Prep</p> <p><i>Optional</i></p> <p><input type="checkbox"/> Pre-teach the organization and synthesis of information using a lesson from the Reading and Writing Resources.</p>	
	<p>Materials</p> <p><input type="checkbox"/> Graphic organizer from Social Studies CBA</p> <p><i>Optional</i></p> <p><input type="checkbox"/> Document camera or interactive whiteboard connected to LCD projector</p>	
	Learning Plan (30 minutes)	
	Engage	<ul style="list-style-type: none"> ▪ Ask students to share their research question and sub-questions with a partner. Students should then identify specifics from their research which provide information on these questions. <i>What are students learning about the topic and about searching for and organizing information?</i> ▪ Review learning targets for this session with students. Explain that the focus today will be identify key points from their partner discussion and use these points to prepare for the final product.
	Explore	<ul style="list-style-type: none"> ▪ Have students begin to complete a graphic organizer connected with the CBA. Remind students that they can use the graphic organizer completed during the Key Concepts, Background, and Vocabulary sessions as a guide.
	Explain	<ul style="list-style-type: none"> ▪ Students can use the graphic organizer with a partner or with the whole class to discuss key components.
	Extend	<ul style="list-style-type: none"> ▪ Have students develop an initial position on the issue or topic related to the required elements of the rubric. Tell students that the position they take will be the basis for discussion during the next session.
Evaluate	<ul style="list-style-type: none"> ▪ Be prepared to provide formative feedback to students about their knowledge and skills relative to <i>selecting information that has a general pattern, is clear and well-known about the topic, and summarizes results</i>. Do not score this part of the assessment. Students will have an opportunity to revise this initial work following the next session. 	

Enduring Cultures

Grade 6 Social Studies-Educational Technology CBA

Session Eight: Discussion	
<p>Background</p> <p>In this session, students continue their work with Educational Technology Standards 1.3.1 and 1.3.3 as they continue to produce their argument for the CBA. Students engage in a discussion with peers, enabling them to build their understanding of “how cultures and cultural groups contributed to world history” (Social Studies GLE 4.2.2). This session provides an opportunity for additional feedback on student research and allows students to make final adjustments to their positions before they construct the final product.</p> <p>The ability to apply “skills and strategies to contribute responsibly in a group setting” is represented by Communication GLE 2.2.2 and has connections to this session.</p> <p>Original text from the Social Studies CBA is in bold.</p>	
Prep	<input type="checkbox"/> Before class, choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions.
Material	<p><i>Optional</i></p> <input type="checkbox"/> Digital camera to record the discussion <input type="checkbox"/> Microphone and speaker <input type="checkbox"/> Skype or other interactive communication resource <input type="checkbox"/> Class Web site to post photos, videos, and/or other materials to document the discussion
Learning Plan (45 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Revisit the essential question in preparation for class discussion and restate the purpose of the CBA. ▪ If this is the first time students have engaged in a scholarly discussion with peers, provide an explanation of the format and ask for student input on managing the discussion (for example, active listening skills and taking turns).
Explore	<ul style="list-style-type: none"> ▪ Conduct a class discussion on the information students have collected. ▪ You can enhance the discussion can be enhanced with technology: <ul style="list-style-type: none"> ▪ Amplify with a microphone and speakers. ▪ Engage an audience using Skype or other interactive communication resource. ▪ Share the discussion with a video. ▪ Share the discussion by posting an interview or notes on classroom Web site.
Extend	<ul style="list-style-type: none"> ▪ Have students revisit their research questions and initial positions and revise as necessary.
Evaluate	<ul style="list-style-type: none"> ▪ Provide, or have student peers provide, students with a final round of feedback on the research questions and initial positions. Look for evidence that the student is able to <i>identify a significant question(s), select relevant information, and use evidence to support an argument.</i>

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Grade 6 Social Studies-Educational Technology CBA

Session Nine: Synthesis	
Background	
<p>This session is the beginning of the final phase of the CBA. During this session, students continue working with Educational Technology Standards 1.3.1 and 1.3.3 as they organize resources and assess the credibility, validity, and potential bias of sources. They also begin to develop their skill with Social Studies Standard 5.4.1 as they “analyze multiple factors...to formulate a thesis in a paper or presentation.”</p> <p>The targets for this session are also connected to Writing GLE 1.1.1 which involves using “an organizer to analyze, synthesize, and/or evaluate information to plan writing.”</p> <p>Original text from the Social Studies CBA is in bold.</p>	
Prep	<input type="checkbox"/> Before you begin the Organization, Synthesis, Position and Presentation portion of the CBA, consider opportunities for students to present their work to a meaningful audience. For example, display student work on a class Web site, allow students to present via videoconference, or share their learning with another class. <p><i>Optional</i></p> <input type="checkbox"/> Pre-teach compare and contrast using one of the identified Reading and Writing lessons.
Materials	<input type="checkbox"/> Research Notebook <input type="checkbox"/> Web Site Evaluation Tool <input type="checkbox"/> Digital tools for constructing a final paper or publishing a presentation <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <p><i>Optional</i></p> <input type="checkbox"/> Internet access, if students will be using online digital tool
Learning Plan (30 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Ask students to restate the qualities of valid and credible sources. Have students evaluate their research to ensure that they have adequate evidence, information, and credible sources to address all aspects of the rubric.
Explore	<ul style="list-style-type: none"> ▪ Have students complete the graphic organizer (started during Session 7) provided to prepare a draft of their final response. Students should use their Research Notebook to connect the statements they make with evidence from their notes. ▪ Have students review the persuasive paper or presentation checklist before drafting their paper or presentation. This checklist is part of the Social Studies CBA. ▪ If students will be doing a presentation, be sure they are familiar with the format(s) you will expect them to use. Here are examples of presentation formats students can use: <ul style="list-style-type: none"> ▪ <i>Desktop Publishing:</i> Publisher, Powerpoint, Glogster, Blog, Wiki ▪ <i>Digital Storytelling:</i> MovieMaker, iMovie, xtranormal, CamStudio, Voicethread ▪ <i>Virtual Fieldtrip:</i> Google Earth, Bing Maps ▪ <i>Podcasting:</i> Audacity, Vocaroo, Garageband, Jamstudio ▪ More information can be found on the Resources page.
Extend	<ul style="list-style-type: none"> ▪ Students should begin to draft their final paper or presentation.
Evaluate	<ul style="list-style-type: none"> ▪ Although students’ Research Notebook will not be scored until Session 11, this is the final opportunity for formative feedback about knowledge and skills associated with <i>identifying significant questions for inquiry, combining information from separate sources to produce arguments, and using relevant and credible resources.</i>

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Grade 6 Social Studies-Educational Technology CBA

Organization, Synthesis, Position, and Presentation	Session Ten: Develop a Draft	
	Background	
	<p>In this session, students continue to develop knowledge and skills associated with Educational Technology Standard 1.3.3 and Social Studies Standards 4.2.2, 5.4.1, and 5.4.2 as they develop a paper or presentation which analyzes how cultural groups have contributed to world history, and create a bibliography.</p> <p>This session has elements of Writing GLE 1.3.1. The target involves the gathering and consideration of feedback from peers and adults.</p> <p>Original text from the Social Studies CBA is in bold.</p>	
	Prep	<p><i>Optional</i></p> <p><input type="checkbox"/> Pre-teach (or re-teach) using one of the identified Reading and Writing lessons for a compare and contrast essay.</p>
	Materials	<p><input type="checkbox"/> Research Notebook</p> <p><input type="checkbox"/> Digital tools for organizing notes, building bibliography, and constructing a final paper or publishing a presentation</p> <p><input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”)</p> <p><i>Optional</i></p> <p><input type="checkbox"/> Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools.)</p>
	Learning Plan (90 minutes or as needed for developing paper or presentation)	
	Engage	<ul style="list-style-type: none"> ▪ Have students review their graphic organizers and research from previous sessions. Explain that they will use these elements to draft a paper or presentation. Encourage students to add details to their organizers. ▪ Remind students of the standards targeted by this CBA.
Explore	<ul style="list-style-type: none"> ▪ Have students develop an initial draft of a coherent paper or presentation that addresses all aspects of the rubric. ▪ Have students complete a bibliography (requiring that the bibliography is to be annotated is at the teacher’s discretion). Citation was part of Session 2, but you may need to model how to create an organized list from the cited sources. 	
Evaluate	<ul style="list-style-type: none"> ▪ Allow students opportunities to receive feedback on whether or not their paper or presentation includes all of the required elements of the rubric or any other aspects of the paper or presentation not scored on the rubric, such as the writing process. 	

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Grade 6 Social Studies-Educational Technology CBA

Session Eleven: Final Product	
<p>Background</p> <p>In this session, students will demonstrate their mastery of the educational technology and social studies standards associated with this assessment as they complete a paper or presentation for the Enduring Cultures CBA.</p> <p>This session has strong connections with Writing GLE 1.2.1 which asks that students use a prewriting plan, draft by hand and/or electronically, and produce multiple drafts. It builds on writing GLE 1.3.1 (also part of Session 10) as students use feedback and re-read work for different purposes (for example, adding transitions and adding relevant information).</p> <p>Original text from the Social Studies CBA is in bold.</p>	
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Digital tools for organizing notes and constructing a final paper or publishing a presentation <input type="checkbox"/> Computers for student use. (If needed, reserve time for your students to work in the computer lab or have access to a set of “Computers on Wheels.”) <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to LCD projector, if students will be presenting <input type="checkbox"/> Internet access if presentation materials are online
Learning Plan (60 minutes)	
Engage	<ul style="list-style-type: none"> ▪ Have students review feedback on their draft work generated during the last session. Ask students to reflect on the comments and identify a plan to address any issues. ▪ Remind students of the standards they are working toward for this CBA. ▪ Review the rubrics and remind students to use these as they complete their final draft and Research Notebook.
Explore	<ul style="list-style-type: none"> ▪ Have students complete a final draft of their response to the CBA.
Evaluate	<ul style="list-style-type: none"> ▪ Score students’ final work using the rubric and/or the scoring matrix. ▪ Score students’ Research Notebook, which should include research questions, plans, and research. Use the Scoring Guide for Educational Technology.

Enduring Cultures Scoring Guide

Grade 6 Social Studies-Educational Technology CBA

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points
1.3.1	Significant Questions	Develops a focused research question.	1
	Plan Strategies	Generates a research plan and revises when necessary.	1
1.3.2	Select Search Engines	Knows searching tools and how to use them.	1
	Locate Information	Uses effective search strategies including basic keywords.	1
		Identifies and searches the most appropriate sources.	1
		Revises search strategy to include additional concepts.	1
Organize Resources	Information from searches is collected and labeled.	1	
1.3.3	Combine Information	Selects information that has a focus on the research questions.	1
	Credible Sources	Effectively evaluates sources.	1
	Bibliography Tools	Uses a digital tool for constructing a bibliography.	1
	Relevant Sources	Important information that is clear and known about the topic is included.	1
TOTAL			11

Scoring Rubric for Enduring Cultures: Educational Technology

Performance Description	Points
A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1, 1.3.2, and 1.3.3.	10 – 11
A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i> , GLE 1.3.2 <i>Locate and organize information from a variety of sources and media</i> and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to develop a paper or presentation that compares and contrasts two cultural groups and the history of their development.	5 - 9
A Level 1 response reflects that a student is still working toward meeting GLEs 1.2.2, 1.3.2, and 1.3.3.	0 - 4

Enduring Cultures Research Log

Grade 6 Social Studies-Educational Technology CBA

Research Question: _____

Search Keyword(s):	Access Date:
Web site Title or Description:	
URL:	
Summary of information from this source:	
Is this site credible? How do you know?	
Why is the information valuable or not valuable as a way to answer the question?	
Citation:	

Search Keyword(s):	Access Date:
Web site Title or Description:	
URL:	
Summary of information from this source:	
Is this site credible? How do you know?	
Why is the information valuable or not valuable as a way to answer the question?	
Citation:	

Search Keyword(s):	Access Date:
Web site Title or Description:	
URL:	
Summary of information from this source:	
Is this site credible? How do you know?	
Why is the information valuable or not valuable as a way to answer the question?	
Citation:	

Posting Photos and Student Work Parent Permission Form

Overview

Communication tools which allow students to connect with others are a critical component of student learning in the 21st Century. These tools include email, blogging, podcasting, collaborative document sites (such as GoogleDocs), and posting multimedia products to a class Web site.

As educators, we are committed to practices that promote student safety and the privacy of information. Web-based communication tools require an online presence which is not always anonymous. Therefore, we are asking parents and students to carefully consider the level of access and participation students will have while using these tools at school. Please review the policy statements thoroughly.

Policy

1. Publishing photos of students or samples of student work promotes an opportunity to share and learn with others. Student images and products may be included on a school webpage without information which would identify the student. Parents/guardians must provide written consent to publish their child's photo or school work on any school related Web site before the item is published to the web.
2. All students and teachers must follow the copyright laws of the United States.
3. All student files which are created and stored on the district's network will be the property of the school district. No user should have any expectation of privacy regarding these files.

Permission

As a parent or legal guardian of, _____, I have read and understand the policy about posting student photos and work online. I agree to the following (initial where appropriate):

_____ I grant permission for my student's photo or work to be published without identifying his/her full name.

_____ I grant permission for my student to use the available online tools provided by the teacher.

_____ I grant permission for my student to use a personal email account while at school for assignments.

Student Name (Print): _____

Student Signature: _____

Date: _____

Parent (Guardian) Signature: _____

Date: _____

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Grade 6 Social Studies-Educational Technology CBA

Educational Technology Resources		
Examples of Digital Tools		
	Description	Location
Brainstorm and Mindmap	Bubbl.us is a simple and free web application that lets you brainstorm online.	http://bubbl.us
	Use Webspiration to map out ideas, organize with outlines and collaborate online with teams or colleagues.	http://mywebspiration.com/
	Text2Mindmap allows you to type text in an outline then automatically create a mindmap.	http://www.text2mindmap.com/
	Mind42 is a browser based online mind mapping application. You can keep track of all your ideas, whether alone, with colleagues and friends or working collaboratively with the whole world.	http://www.mind42.com/
Citation	Bibme is a free online tool for generating citations.	http://www.bibme.org/
	Easybib will generate single citations and does not require an account or login.	http://www.easybib.com/
Take Notes	Teachers can set up a Wallwisher page where students can post notes about what they are learning.	http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html
	This hierarchical outlining tool allows students to organize up to five levels of information for reading and writing activities. During or after reading, students can use Notetaker can be used to compile and organize reading notes, research, and related ideas.	http://wallwisher.com/
Communicate	Skype allows you to use the Internet to make free calls (including video) to anyone else who has Skype.	http://www.skype.com/
	If you have a Gmail account, you can use the Google Chat plugin for video and voice to talk with other google users.	http://www.google.com/talk/
Publish	You can use Glogster to develop an interactive poster.	http://edu.glogster.com/
	Animoto has educational accounts. Students can upload pictures, add text and music, and generate a presentation.	http://animoto.com/
	With a Voicethread account, students are able to share documents, images, and videos with others.	http://voicethread.com/
	Students can create posts for a classroom blog . Examples of education-friendly sites are provided, but there are others.	http://edublogs.org/ http://www.classblogmeister.com/ http://kidblog.org/home.php
	Wikis are Web sites that are easy to create and edit. Many services offer free wikis for educators.	http://www.wikispaces.com/ http://pbworks.com/ http://www.wetpaint.com/

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Educational Technology Resources		
Evaluate	Web site Evaluation Form (Interactive)	http://interactives.mped.org/view_interactive.aspx?id=177&title
	Web site Evaluation Form	http://www.readwritethink.org/files/resources/lesson_images/lesson328/evalform.pdf
	Web site Evaluation Tool	http://school.discoveryeducation.com/schrockguide/pdf/evalhigh.pdf
Videos		
Description		Location
Demonstration of bubbl.us as a mindmapping tool		http://www.youtube.com/watch?v=I2nrVVgikjE
Part I of a series of brief clips about the use of webspiration. There are links on the side of the page for other webspiration features.		http://www.youtube.com/watch?v=z3CmlluxQE
Glogster in 90 seconds		http://www.youtube.com/watch?v=MvC47fUANLk
Explanation of Glogster features		http://www.youtube.com/watch?v=qW5SSn9nno0
Shows how Microsoft OneNote can be used to organize and share information (including multimedia options)		http://www.youtube.com/watch?v=1sDzbrRsZZk
Social Studies Resource Sites		
Description		Location
ProCon offers free access to content that promotes “critical thinking, education, and informed citizenship by presenting research on controversial issues in a straightforward, nonpartisan, and primarily pro vs. con format.”		http://www.procon.org/
Use the Smithsonian Online Collections and Datasets to “search over 2 million records with 265,900 images, video and sound files, electronic journals and other resources from all across the Smithsonian.”		http://www.smithsonian.org/research/online-collections-datasets.htm
American Memory from the Library of Congress “provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.”		http://memory.loc.gov/ammem/
The National Archives and Records Administration (NARA) contains “documents and materials created in the course of business conducted by the United States Federal government.”		http://www.archives.gov/
Other primary source history resources		http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html http://www.eduplace.com/ss/hmss/primary.html

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Educational Technology Resources	
Lesson Plans	
Description	Location
Searching for Information	
Investigating Search Engines and Directories	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/investigating_search_engines_and_directories/
Smart Keyword Searching	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/smart_keyword_searching/
Making Search Decisions	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/making_search_decisions/
Identifying High-Quality Sites	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/identifying_high_quality_sites/
Wading Through the Web: Teaching Internet Research Strategies	http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-Internet-983.html
Intellectual Property	
Considering Copying	http://cybersmartcurriculum.org/mannersbullyingethics/lessons/6-8/considering_copying/
Exploring Plagiarism, Copyright, and Paraphrasing	http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-plagiarism-copyright-paraphrasing-1062.html
How to Cite a Site	http://cybersmartcurriculum.org/researchinfo/lessons/6-8/how_to_cite_a_site/
Evaluating Resources	
Inquiry on the Internet: Evaluating Web Pages for a Class Collection	http://www.readwritethink.org/classroom-resources/lesson-plans/inquiry-Internet-evaluating-pages-328.html
Points of View in the News	http://www.nationalgeographic.com/xpeditions/lessons/18/g68/pointsnews.html
Reading and Writing	
Strategy Guide: Reading Online	http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html
Picture Books As Framing Texts: Research Paper Strategies for Struggling Writers	http://www.readwritethink.org/classroom-resources/lesson-plans/picture-books-framing-texts-306.html
Comparing and Contrasting: Picturing an Organizational Pattern	http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-contrasting-picturing-organizational-974.html
Policy Guidance	
Description	Location
Children's Internet Protection Act (CIPA)	http://www.e-ratecentral.com/CIPA/default.asp
Children's Online Privacy Protection Act (COPPA)	http://www.coppa.org/comply.htm
Family Educational Rights and Privacy Act (FERPA)	http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html