

California Council for the Social Studies  
The 51st Annual Conference  
March 2-4, 2012



**ADVANCE REGISTRATION  
BOOKLET**

---

# General Information

---

## Schedule of Events

### Friday, March 2

7:00 a.m. - 5:00 p.m.	Registration
7:45 a.m. - 8:15 a.m.	First Timers' Session
8:30 a.m. - 9:30 a.m.	Session A
9:00 a.m. - 5:00 p.m.	Exhibit Hall Open
9:45 a.m. - 10:45 a.m.	Session B
10:00 a.m. - 12:00 noon	Workshop I
11:00 a.m. - 12:00 noon	Session C
12:00 noon - 1:30 p.m.	Lunch - Visit Exhibit Hall
1:15 p.m. - 2:15 p.m.	Session D
1:30 p.m. - 3:30 p.m.	Workshop 2
2:30 p.m. - 3:30 p.m.	Session E
6:00 p.m. - 7:00 p.m.	Putting the "Social" in Social Studies

### Saturday, March 3

7:00 a.m. - 3:00 p.m.	Registration
7:00 a.m. - 8:20 a.m.	Legislative Breakfast
8:30 a.m. - 9:30 a.m.	Session J
8:30 a.m. - 4:00 p.m.	Exhibit Hall Open
<b>9:45 a.m. - 10:45 a.m.</b>	<b>Featured Speaker</b>
9:45 a.m. - 10:45 a.m.	Session K
10:00 a.m. - 12:00 noon	Workshop 3
<b>11:00 a.m. - 12:00 noon</b>	<b>Featured Speakers</b>
12:00 noon - 1:00 p.m.	Lunch - Visit Exhibit Hall
1:15 p.m. - 2:15 p.m.	Session L
1:30 p.m. - 3:30 p.m.	Workshop 4
2:30 p.m. - 3:30 p.m.	Session M
3:45 p.m. - 4:45 p.m.	Session N
5:05 p.m. - 5:45 p.m.	CCSS Annual Meeting
6:00 p.m.	Awards Dinner

### Sunday, March 4

8:30 a.m. - 9:30 a.m.	Session P
9:45 a.m. - 10:45 a.m.	Session Q
11:00 a.m. - 12:00 noon	Session R
8:30 a.m. - 11:00 a.m.	Board of Directors Meeting
11:15 a.m. - 12:15 p.m.	Conference 2013 Meeting

### Workshops and Sessions

Workshops and sessions run concurrently throughout the conference. Workshops are two hours and sessions are one hour. If you select a workshop, please stay for the entire time; the presenters have planned for full participation throughout the presentation. Carefully select your choices so that you will be able to maximize your day's events.

### Conference Registration

**DO NOT MAIL REGISTRATIONS AFTER FEBRUARY 18;** they will be returned to you. Pre-registrants will receive a confirmation in the mail. After February 18, you must register online or on-site.

---

## Ticketed Events

---

### LEGISLATIVE BREAKFAST

Saturday, March 3, 2012 7:00 a.m. to 8:20 a.m.  
*Pre-registration is required for this event.*  
*Tickets are \$15 each.*  
Sponsored by: Pearson Education

### AWARDS DINNER

Saturday, March 3, 2012 6:00 pm  
Join us as we honor this year's CCSS Award winners.

*Pre-registration is required for this event.*  
*Tickets are \$30 each.*  
Sponsored by: Teachers' Curriculum Institute

---

# General Information

---

## Hotel Directions

**Hyatt Regency Orange County**  
11999 Harbor Blvd.  
Garden Grove, CA 92840

### From Los Angeles Int'l Airport (LAX):

I-105 East to  
I-605 South to  
CA-91 East to  
I-5 South  
Exit Harbor Boulevard South (Exit 110A)  
Our Orange County hotel is 1.8 miles on right, at  
Chapman and Harbor

### From Orange County/John Wayne Airport (SNA):

I-405 North to  
CA-55 North to  
I-5 North  
Exit Chapman Avenue  
Turn left on Chapman Avenue  
Our Orange County hotel is 1.5 miles on right, at  
Chapman and Harbor

### From Hyatt Regency Orange County to Disneyland® Resort Anaheim

South on West Harbor Boulevard  
U-turn at w. Manchester Avenue  
Entrance to Disneyland Resort will be on Immediate Right

## Hotel Reservation Information

**Hyatt Regency Orange County**  
11999 Harbor Blvd.  
Garden Grove, CA 92840

Reserve your room by calling the Hyatt (714) 750-1234. Make your reservations now! Rooms fill fast. After February 9, 2012 rooms are on space-availability only; rates subject to change.

**Room Rates:** \$135 single / double

**Group Code:** CCSS2012

\*The Hyatt Regency Hotel **does not** provide free shuttle service to and from the airport.

### Hotel Parking

Daily Parking Rate: \$12.00. Subject to change without notice.

### College Credit

One unit of college credit is offered for attending at least 15 hours for AC credit or at least 10 hours for CEU credit. Fees and syllabus will be available at the registration area.

---

# Featured Speakers

---

Saturday, March 3rd, 9:45 am - 10:45 am

### Margarita Jimenez-Silva; Assistant Professor, Arizona State University

*Learning and Leading: Collaborating with Colleagues to Go Beyond "Just Good Teaching" with English Learners*

Collaborating with colleagues both within and outside our own teaching contexts helps us all move beyond what deJong & Harper describe as "just good teaching." By understanding the specific linguistic and academic needs of English learners (ELs), we can work with other social studies experts as well as language specialists to help ELs learn both content as well as develop English language proficiency. However, in order for everyone to benefit, there has to be a willingness for all professionals involved to be both learners and leaders. Several examples of effective collaborations will be shared.

Saturday, March 3rd, 11:00 am - 12:00 noon

*Guardians of Democracy: Restoring the Civic Mission of Schools*



Hon. Judith D. McConnell  
Administrative Presiding Justice  
Court of Appeal, Fourth Appellate  
District



Ted McConnell  
Executive Director  
Campaign for the Civic Mission of  
Schools

---

# FRIDAY PROGRAM

---

## Sessions

KEY TO INTENDED AUDIENCE OF SESSIONS AND WORKSHOPS

P = Primary UE = Upper Elementary MS = Middle School S = Senior High School G = General

### What Would Galileo Say to Christopher Columbus? M, S

*Ruth Luevanos, History Department Co-Chair/Teacher;  
Pacoima Middle School*

Learn how to extend those research projects to get students to think critically through the use of mock trials and interview panel talk shows. See Columbus on trial. Hear Galileo's opinion on the inquisition.

### Teaching About the Chinese-American Experience S

*Rylan Sekiguchi, Senior Curriculum Specialist; SPICE,  
Stanford University*

*Jonas Edman*

This session will introduce secondary school teachers to activities and resources that challenge students to think critically about Chinese-American history and the immigrant experience through the use of primary sources.

### Reading and Writing Your Way Through the Five Themes of Geography P,UE

*Rhoda Coleman, Research Fellow; CSU Long Beach  
Diane Hembacher*

Teachers explore the five themes of geography through children's literature. Hands-on strategies address multiple Common Core Standards for Reading Literature and Writing. Language development for English Learners is a focus of this session.

### Scientist, Writer, Activist: Exploring John Muir's Letters G

*Sherri Berger, Program Coordinator, Digital Special  
Collections; University of California*

*Nicole Gilbertson*

Discover John Muir's handwritten letters, plus over 220,000 primary sources on the free website Calisphere. Learn how to quickly find relevant texts and images and use them effectively with students.

### Policy Choices: An Ethics Framework for Society's Moral Dilemmas S

*Glenda Watanabe, Teacher; South East High School,  
LAUSD*

*Gloria Hernandez, Estela Leon, Teresa Hudock*

Witness the change in dialog when students trace the moral reasoning behind critically important value decisions. As they distinguish ethical principles, they better understand the role of personal virtues.

### Bring Your Government Class to Life S

*Richard Williams, Teacher; Bell Gardens High School*

Turn your government classroom into an exciting civics lab to teach the standards and help students research, experiment, and learn about the workings of government....Tested, effective, and easily done!

### Moving Beyond the Classroom Walls to Build Civic Competencies G

*Katie Moore, Senior Program Director; Constitutional  
Rights Foundation*

This interactive session will engage participants in exploring civic outcomes linked to service learning. Participants will also learn about service-learning projects at the elementary, middle and high school level.

### Bringing Asia and Asian American History into the Classroom M, S

*Mary Connor, President and Program Director; Korea  
Academy for Educators*

Participants will receive lessons and Power Point lectures on Korean history and culture, Asia, and the Asian American experience and participate in activities that will facilitate cross cultural understanding.

### Digital Alternatives to Textbooks: What are my options? S

*Aaron Willis, Chief Education Officer; Social Studies School  
Service*

Digital resources are poised to replace the traditional textbook in your classroom. Come to learn about options available to you in the areas of US History, World History, and Contemporary World Cultures and Geography.

### Seeing Chinese History Through Chinese Eyes M, S

*Pete Hammer, Teacher Librarian; Burton High School*

Help students see Chinese perspectives of Chinese history with lessons that use primary sources to investigate questions posed by Chinese historians. Developed during a 2011 Fulbright teacher program in Singapore.

# FRIDAY PROGRAM

## Sessions

### New to CCSS Conferences? First Timers' Session 7:45 a.m. to 8:15 a.m.

Sponsored by: McGraw-Hill School Education Group

#### Accessing the Core: Strategies for EL and Struggling Learners **M, S**

*Cynthia Thorburn, National Educational Consultant; McGraw-Hill, School Education Group*

Learn research-based instructional strategies that provide practical tools and modifications that can help students master core standards and concepts.

#### Why Should I Get Involved Professionally with CCSS? **G**

*Brent Heath, Social Studies Teacher; De Anza Middle School*

Pathways for professional engagement with CCSS will be explored including benefits of membership, role of local councils, conferences, committees, and leadership opportunities.

#### Middle Eastern Americans in a Post 9/11 United States **S**

*Mark Elinson, Consultant; Middle Eastern American Resources Online  
Jonathan Friedlander*

Workshop includes teaching units from the Middle Eastern American Resources Online website. The lessons focus on the discrimination faced by Middle Eastern Americans after 9/11. Students consider how to balance freedom and security.

#### A Vocabulary of Virtues: Analyze This!

*Allyson Clemmensen, Teacher; Sacred Heart School  
Troy Stevenson, Karen West, Teresa Hudock*

History, literature, and current events overflow with provocative characters. Unleash students to better examine and extract life lessons. Give them a frame to build the vocabulary they need and deserve!

#### They Can't Read and Take Notes - But Don't Give Up! **M, S**

*David Moguel, Professor of Social Studies Education; California State University Northridge*

Why can't students read well and take good notes? Why answering end-chapter-questions, reading aloud, popcorn reading, and notes from a PowerPoint do not work, and what to replace them with.

#### Common Core for Citizenship-New Resource for ELA/Civic Ed Alignment **G**

*Michelle Herczog, Consultant III, History-Social Science; Los Angeles County Office of Education  
Cricket Kidwell Marshall Croddy*

A newly released resource from the California Campaign for the Civic Mission of Schools provides civic education connections to meet the Common Core State Standards for English-Language Arts.

#### This is fun! "iCivics" games that build active, skilled citizens. **UE, M**

*Mimi Coughlin, Assoc. Professor; Sacramento State University*

Explore online video games and curriculum that cultivates knowledge and skills for engaged citizenship. Founded by Justice Sandra Day O'Connor, iCivics informs and inspires students through interactive civics education.

#### Democratizing the DBQ: World and US Mini-Qs in Grades 4-12 **M, S**

*Chip Brady, Co-Founder; The DBQ Project  
Beth Montgomery*

The DBQ Project will examine ways to teach Document-Based questions in a way that is accessible to all skill levels. Introducing our new World History Mini-Qs, attention will be placed on: the hook, importance of pre-teaching vocabulary and background knowledge.

#### **M** What Does Critical Thinking Look Like in Elementary School? **P, UE**

*Ron Kok, Methods Instructor; University of California, Santa Barbara*

Participants look at a number of video clips of elementary teachers teaching specific strategies that engender critical thinking, especially at the primary levels. Participants will use a rubric to assess the critical thinking process in the videos, thereby also learning about the specific strategies.

# FRIDAY PROGRAM

## Sessions

### KEY TO INTENDED AUDIENCE OF SESSIONS AND WORKSHOPS

P = Primary UE = Upper Elementary MS = Middle School S = Senior High School G = General UNIV=University

#### **Enhancing Lessons with Free Internet Resources G**

*Sandra Burdick, Coordinator; California Learning Resource Network*

This session will focus on how lessons can be enhanced with websites that are standards aligned, free, lack advertisement and e-commerce. Also presented are online textbooks.

#### **Supporting Children's Right to Education: The Chocolate Factor M, S**

*Ellen Kottler, Secondary Education; California State University, Fullerton*

Explore how children in Ghana are denied the right to education when forced to work in the chocolate industry and what you and your students can do to support them!

#### **Economic Crisis 2008: What the \*#@! happened? What next? S**

*Trish Hanson, Teacher & Dept Chair; Manual Arts High School, LAUSD*

*Paige Leven, Jennifer Osorio, Teresa Hudock*  
What is the role of government in the market? A clear grasp of basic dynamics and rich details is critical to understanding classic disagreements and our policy options going forward.

#### **Creating World Citizens with Model United Nations (MUN) S**

*John Remmell, Teacher/Social Studies; Santa Margarita Catholic HS*

Create your school's Model United Nations Program motivating your social studies students to take an interest in world issues while developing problem solving and critical thinking skills necessary for success in college.

#### **Growing a Nation with Agriculture in the Classroom M, S**

*Stephanie Etcheverria, Program Coordinator; CA FND for Agriculture in the Classroom*

Students will gain an appreciation of our agricultural history and how agricultural events have affected our lives in America today. In this hands-on session will receive FREE educational materials.

#### **Bringing Oral History and Fieldwork into Your Lesson Planning M, S**

*Teresa Gerent, Teacher; Rancho Buena Vista High School*  
*Jerry Gerent*

The annual pilgrimage to Manzanar: Incorporating fieldwork and oral history into your lesson planing to bring history alive for your students.

#### **Using Cognates to Increase History Vocabulary Comprehension M, S, UNIV**

*Margarita Jimenez-Silva, Assistant Professor; Arizona State University*

*Ruth Luevanos*

This session will explore how to use cognates to increase student comprehension and application of history vocabulary, content and concepts to help differentiate instruction for ELL's.

#### **Social Studies Alive! Using Reading Strategies to Engage your Students P, UE**

*Suzy Allione, CA Account Manager; TCI*

Experience how TCI curriculum puts innovative strategies to work improving literacy for all readers utilizing graphic organizers, strong visuals, pertinent background information, and considerate text.

#### **Google and Beyond: Search strategies for finding great information G**

*Joan McCall, Middle School Teacher Librarian; Redlands Unified School District*

Become a savvy searcher! Learn the librarian's secrets to finding exactly what you are looking for and keeping track of sites you want to use again.

## Visit the Exhibit Hall Hours

Friday - 9:00 am to 5:00 pm  
Saturday - 9:00 am to 4:00 pm

---

# FRIDAY PROGRAM

---

## Sessions (continued)

---

### **Visualizing the Economy: Using Interactive maps to teach economics** S, UNIV

*Becca Arnold, Associate Professor of Economics; Mesa College*

Economics comes alive for students when they can “see” it by navigating internet-based maps. The provided lesson plans incorporate theory along with maps on the recession, trade, inflation and more.

### **P21 for California - Preparation for College, Career & Citizenship** G

*Michelle Herczog, Consultant III, History-Social Science; Los Angeles County Office of Education*

Learn how the California Coalition for the Partnership for 21st Century Skills promotes policy and practice to integrate content and skills to prepare all students for college, career and citizenship.

### **World Religions in the Curriculum and the Classroom** G

*Margaret Hill, Director, CA 3Rs Project; CSU San Bernardino*

Study about how world religions is riveting to students but fills teachers with terror. Explore 3Rs guidelines and take home model lessons to avoid common pitfalls in teaching this core content.

### **International Women’s Day: Struggles for Fairness. Then and Now** P, UE

*Barby Ulmer, Co-Director; our developing world Vic Ulmer*

The 1908 Textile Strike of 15,000 led to International Women’s Day. Explore the struggle for fairness in daily life, work place, civic life. Compare to other struggles past and present.

### **South Korea’s Cultural Geography: First Hand Impressions** G

*Lawrence Osen, Social Studies Teacher; San Marcos Middle School*

*Lea Heredia*

In July 2011 the presenters traveled to South Korea where they observed the interplay of Confucianism, Christianity, Buddhism, and other influences that shape modern South Korean society. They will share their experiences visiting educational institutions and cultural and historic sites, and discuss Korea’s rural to urban transformation with its blending of old and new traditions, globalization and multiculturalism. Sample lessons and other materials will be provided.

### **Japanese Internment: Their Stories. Their Voices.** UE

*Gail Desler, Technology Integration Specialist; Elk Grove Unified School District*

*Melissa Azevada Nancy Vallercamp Melanie Allen*  
Participants will explore the Elk Grove Unified School District’s oral history project website (free resource). Oral histories, with accompanying lessons from Japanese Internment, will be presented.

### **Project Citizen, Youth and the World Tomorrow** M, S

*Tina Ochoa, State Coordinator, CA/PC; Center for Civic Educaiton*

Project Citizen is an interdisciplinary program that prepares secondary students for effective participation in civic affairs. It correlates with content standards, the goals of service leaning, character education, and leadership programs.

### **Classroom Quality for English Learners in the Social Studies Classroom** G

*Rhoda Coleman, Research Fellow; CSU Long Beach Rebecca Valbuena*

Make the Common Core Standards for reading informational text accessible to all students. Participants learn to use the CQELL Observation Protocol (Classroom Quality for English Language Learners). They observe an exemplary Social Studies lesson focusing on academic language and language production for English learners that can be applied to any Social Studies content. Participants receive the protocol and a video sampler.

### **Understanding Judaism** M, S

*Ben Chaika, Director of Curriculum; Institute for Curriculum Services*

Gain knowledge and materials to help students understand Judaism. Experience student activities. Receive a resource packet with teacher’s guides, lesson plans, and handouts that target middle and high school needs.

### **What’s New with the State: a CDE Update** G

*Kenneth McDonald, Education Programs Consultant; California Department of Education*

*Thomas Adams*

This presentation will focus on standards, frameworks, statewide assessments, instructional materials, professional development, and other current projects of the California Department of Education.

---

# FRIDAY PROGRAM

---

## **Lessons of Our California Land: History and Indigenous Land Tenure** **G**

*Jared Aldern, Director; Land Tenure Education & Restoration Project; Prescott College*  
*Terry Janis Ron W. Goode*

Come see how standards-based curriculum can help California's K-12 students learn about the effects of the Dawes Act and unratified treaties, and about American Indian perspectives on contemporary land issues.

## **Election Mania - Kids on the Campaign Trail** **P, UE**

*Priscilla Porter, Director; Palm Desert Campus of CSUSB*  
Engage your students in the election process as they plan a campaign, register to vote, elect officers, and make laws while learning about the Branches of the U.S. Government.

## **Ibn Battuta: A Tracking Eye on World History** **M, S**

*Ross Dunn, Prof. Emeritus of History; SAn Diego State University*

The traveling career of Ibn Battuta, the 14th-century Muslim legal scholar, illuminates not only the medieval Muslim world but the extent and intensity of interrelations of peoples across Afroeurasia.

## **Best Practices in Technology in the History Classroom** **G**

*Bill Kerney, President; Anodyne Professional Development*  
In this workshop, we will cover best practices in using technology in the history classroom, including internet resources, research, technology aids for teaching, and using technology with student projects.

## **A Socio-Political History of Rock and Roll** **M, S**

*Teresa Gerent, Teacher; Rancho Buena Vista High School*  
*Jerry Gerent*

This standards-based course examines the social and political upheavals between 1950-2000 as seen through the lens of the musicians of the time, and focuses heavily on oral history.

## **The Battleship USS IOWA Ship Museum as a Learning Experience** **G**

*Mary Hegarty, Manager; Learning Center; Pacific Battleship Center*

*Dr. Janet Portolan John Orr Sharon Whelan*  
Introduction to Battleship USS IOWA"berthed in Los Angeles as a "live ship" educational experience: K-12 field trips, classroom-based activities, leadership programs. Ship exhibits highlight history from WWII through the 1980s.

## **Take the "Mock" Out of Mock Trial** **G**

*Fran Chadwick, Associate Professor of Social Studies; California State University San Marcos*

Learn methods for applying theatre skills to involve students in effective mock trials. Participate in a mock trial; learn about resources available for mock trials at many grade levels.

## **What Does Germany Have to Do with Me?** **M, S**

*Sarah Yabroff, Assistant Coordinator; Transatlantic Outreach Program*

*Wood Powell*

Attendees will be introduced to issues facing Germany and Europe and are encouraged to participate in an open dialogue of social studies teaching and cultural perspectives in a global context.

## **It's Elementary: The Founding Documents: A Three-Act Drama** **M, S**

*Derik Dupont, Education Programs Consultant; Bill of Rights Institute*

The Bill of Rights Institute invites you to engage in, and evaluate, an approach to teaching about the Founding documents: the Declaration of Independence, Constitution and Bill of Rights.

**Friday Night 6:00-7:00 p.m.**

**Putting the "Social" in  
Social Studies**

**(an appetizer reception)**

---

# FRIDAY PROGRAM

---

## Workshops

All workshops are 2 hour sessions

---

### **Conquer ancient history ! Attack Complexity with Powerful Tools!** S

*Karen West, Teacher; Mulholland Middle School, LAUSD  
Jenn Manning, Jackie Purdy, Teresa Hudock*

“Four Worlds of History” builds literacy skills by diving straight into critical thinking. Students improve reading and writing by owning an effective analytical tool! All materials are free online.

### **Teaching about Controversial Issues: The U.S. in Afghanistan** S

*Mimi Stephens, Director of Professional Development; The Choices Program*

Participants will experience a foreign policy debate around the question “What role should the U.S. play in Afghanistan?” as a model for discussing currently contested international issues.

### **Barber of Birmingham - Becoming a Documentary Film Maker** M, S

*Deborah Granger, Coordinator, History-Social Science;  
Orange County Dept of Education*

*Mary Janzen, Whitney Olson, Marsha Ingraio*

Analyze an award-winning documentary on the Civil Rights Movement to develop the film maker’s craft of translating primary source research into engaging narratives, directly addressing Common Core and historical thinking standards.

### **ECONOMICS: 101 IDEAS YOU CAN USE!** S

*William Hoffman, Teacher; San Juan Hills High School*  
ECON 101 gives teachers useable lesson plans, strategies, and activities for making economics come alive for students. State standards are fine, but teachers need to make them a reality in the classroom

### **Storytelling to Teach About Democracy** P

*Maria Gallo, Director, School Violence Prevention Program;  
Center for Civic Educaiton*

What do the Fair Bears, and Marvin the Zookeeper have in common? They help young students understand basic fundamental principles of democracy. And as the stories develop, so to do the critical thinking, and problem solving skills of our younger citizens.

### **We Dare You to Take Students Deeper into Medieval History!** S

*Martha Infante, Teacher; Los Angeles Academy Middle School, LAUSD*

*Olivia Naturman, Peggy Thill, Teresa Hudock*

Set fire to students’ critical thinking with this analytical tool. Watch them blaze through connections across politics, economics, culture and society - past, present, and personal! All materials free online.

# SATURDAY PROGRAM

## Sessions

### KEY TO INTENDED AUDIENCE OF SESSIONS AND WORKSHOPS

P = Primary UE = Upper Elementary MS = Middle School S = Senior High School G = General

#### **Keeping It Together: Empowering Teachers and Students with Organization** M, S

*Joel Rothblatt, Social Studies Teacher; School for Visual Arts and Humanities*

Social studies teachers will learn techniques to create and maintain a powerful system for the teacher and the students to record, retrieve and monitor class work using a composition book.

#### **Junior Historians Tackle their Local History** P

*Priscilla Porter, Director; Palm Desert Campus of CSUSB*

This session features engaging activities to help children learn about their local history. Create bio-sketches, time lines, Then and Now photos and a Living History Museum. Activities can be adapted to any community.

#### **Help Us Renovate the California Geographic Alliance G**

*Emily Schell, Regional Coordinator; California Geographic Alliance  
Roni Jones Natalie Wojinski Veray Wickham*

CGA is engaged in strategic planning to build capacity for geographic literacy in our state's schools and communities. We need your input! Come share ideas and provide feedback to our preliminary plans.

#### **On Heroic Wings: First Person Accounts of Aviation Heroism** G

*Laura Wendling, Professor; California State University San Marcos  
Barry Lanman*

By working collaboratively in classrooms, the study of first person accounts of modern aviation warfare in American History gives students new perspectives and understandings of heroism in the 21st Century.

#### **Using Foldables to Interact with the Core** M, S

*Cynthia Thorburn, National Consultant; McGraw-Hill School Education Group*

This session will focus on FOLDABLES - a dynamic reading and writing strategy that enhances core reading, writing, and study skills in the Social Studies classroom. Students take ownership in their own learning. FOLDABLES are easy-to-make, three-dimension displays.

#### **Freedom Rides: Transcending Age, Race, and Gender** S

*Sasha Guzman, Teacher Leader; Facing History and Ourselves  
Maritza Cha*

Why do people choose to be upstanders rather than bystanders? Use primary sources from Facing History to make history relevant and humanize the participants involved in the Freedom Rides.

#### **7 Billion and Counting: Lessons for Our Planet's Future** M, S

*Helen de la Maza, Workshop Facilitator and Curriculum Writer; Population Connection*

Engage in innovative activities for grades 6-12 to explore connections between human population growth, resource consumption, economic development and the changing face of our planet. Free CD-ROM of activities.

#### **The Holocaust in Berlin: Then and Now** M, S

*Marilyn Lubarsky, Teacher; Upland High School*

This session will address the events of the Holocaust in Berlin and the response of Berliner's, then and now, to the challenges to democratic practice which that event presents to the perpetuation of civic values in the constitutional state.

#### **Secrets to Learning Languages, Figures, and Faces - In a Flash!** G

*Karin Muller, Director; Take 2: The Student's Point of View*

Do you wish you could learn languages more easily? Memorize facts and figures without even trying? Instantly remember new students' names? Learn mnemonics - a powerful memory technique.

#### **From the Mouths of Holocaust Witnesses, Lessons to be Learned** M, S

*Jeremy Howard, 8th Grade U.S. History Teacher; Francis Parker Middle School*

*Jonathan Owens*

Bring Holocaust eyewitnesses to your social studies/life-skills classroom. Learn how to utilize Shoah Foundation video testimonies to teach the Holocaust and themes such as tolerance, responsibility, resistance, survival, etc.

# SATURDAY PROGRAM

## Sessions

### **Latino Student Achievement Gaps: The Role of History and Religion** G

*David Moguel, Professor of Social Studies Education; California State University Northridge*

Why is the achievement gap between Latino students and their counterparts so persistent? This session explores poverty and racism as answers, and how historical and religious perspectives can explain more.

### **Making History: Recreating Cultures and Bringing Ideas to Life** S

*Steven Perez, Teacher; Emerson Middle School*

Engage multiple learning styles with interactive lessons and projects that recreate the lifestyles, beliefs, and key art products of past cultures (Asia, Europe, Islam, Africa, Americas) using simple materials and methods.

### **OUTRAGEOUS Teaching! Creative Ways to Increase Student Engagement** M, S

*Dave Burgess, Teacher; West Hills High School*

A high-energy, entertaining session filled with magic, mayhem, and most importantly, methods to capture and engage your hard-to-motivate students through interactive and creative approaches to teaching history.

### **Using Legislation to Promote K-6 Civic Literacy to Underserved Students** P,UE, M

*Maggie Beddow, Ph.D., Assistant Professor; CSU Sacramento*

Using state legislation, education policies, and César Chávez Model Curriculum, the presenter will share assessment projects her elementary social studies credential students created to promote civic literacy for underprivileged students.

### **Preparing Students for Global Leadership in the 21st Century** M, S

*Monica Ward, Social Science Teacher/Academic Coach; Ramona High School*

Face to Faith is a global program, bringing together students from all over the world through technology to learn directly with, from and about each other's culture and religion.

### **Using Literature Circles in the History Classroom** M, S

*Ruth Luevanos, Teacher-History Dept. Co-Chair; Pacoima Middle School*

Learn how to integrate literature circles into your history classroom to deepen student understanding and get all of your diverse students involved.

### **Understanding War from the Perspective of the Homefront** UE, M

*Susan Campbell, Assistant Professor; Sonoma State University  
Katharine Campbell*

Using historical fiction accounts of non-combatants during the American Revolution, the Civil War, World War I, World War II, and the Vietnam wars students will work in literature circles to understand the costs of war both at home and abroad.

### **Inspiring the Next Spielberg: Teaching Global Citizenship Through Filmmaking** M, S

*Karin Muller, Director; Take 2*

*Reuben Hoffman*

Find out how your students can edit National Geographic-quality footage into their own documentaries and PSAs - and learn collaboration, empathy, critical thinking, media literacy, leadership, and global citizenship.

### **Preparing Students for College by Teaching Research and Writing** S, UNIV

*Nicole Lusiani Elliott, Teacher; San Lorenzo High School*

We know we need to teach our students critical research and writing skills to prepare them for college, but with the content standards we have to cover, how can we do it? This session offers a way that is both do-able, effective, and tested on 2,000+ students.

### **Church and State Together: Colonial Virginia's Established Church** M, S

*James Hill, Faculty; Calif State University San Bernardino*

Experience church 'establishment' in colonial Virginia through a late 17th century simulated trial. The defendants run afoul of Virginia legislation on religious practice and conformity.

### **Travelin' the Trace** UE

*Nancy Witt, Curriculum Coach; Glendale Unified School District  
Emma Hipolito*

Experienced 5th grade teachers will present their lessons developed as part of their participation in a TAHG Program and after a Field Study Trip on the Natchez Trace. These lessons focus on Colonial America and the Westward Movement.

# SATURDAY PROGRAM

## Sessions

KEY TO INTENDED AUDIENCE OF SESSIONS AND WORKSHOPS

P = Primary UE = Upper Elementary MS = Middle School S = Senior High School G = General UNIV=University

### CCSS

**Legislative Breakfast**  
**Saturday, March 2nd**  
**7:00 a.m. to 8:20 a.m.**

Sponsored By: Pearson Education

### **The Digital Natives are Restless: Tech Tools That Captive Students** G

*Reuben Hoffman, Teacher / BTSA EdTech Trainer; West Hills High School*

*Dan McDowell*

The 21st Century Classroom Has Changed FOREVER ... HAVE YOU? Learn dynamic and easy ways to dramatically increase student collaboration and engagement through the use of cutting edge, web-based tools.

### **Opening the Vault of Presidential Papers and Primary Sources** M, S

*Elizabeth Ramos, History/Social-Science Teacher; Alta Loma High School*

*Anita Tucker Bonnie Vigil Potts*

Engage students in intertextual analysis and historical thinking! Learn ways to scaffold student learning and creative extension projects. Participants will receive a CD with presentation resources and access to lessons!

### **The CA Campaign to Keep Civics Alive** G

*Marshall Croddy, Vice President; CMS/ California Campaign for the CMS*

Learn about the work of the California Campaign for the Civic Mission of Schools and see what you can do to ensure our students build the skills and capacity to be effective citizens in our democracy.

### **Freedom to Express: Closing the Civic Achievement Gap for ELs** G

*Michael Long, Principal, Lake Marie Elementary School*  
*Michelle Herzog*

Discover a new upper elementary curriculum from the LA County Office of Education that builds academic vocabulary, writing skills, and conceptual understanding and application of freedom of expression for English Learners.

### **Using Socratic Seminar to Assess What Your Students Really Learned** S

*Nicole Lusiani Elliott, Teacher; San Lorenzo High School*

A multiple choice test can't show you what students are thinking, essays can be cumbersome to grade, and the quality of oral presentations can be varied at best. Why not take 15 minutes to teach them the socratic seminar method of discussion.

### **Strengthening our Practice Through Collaborative Learning Study** M, S

*Laurie Mosier, Coordinator, History-Social Science; San Diego County Office of Education*

*Kimber Quinney*

A team of teacher-researchers will share their experiences as members of a history focused collaborative learning study team investigating the question: How can we engage students in thinking historically?

### **RWL - Read, Write, Learn: Engaging Classroom Literacy Strategies** M, S

*Anita Tucker, History/AVID Teacher; Anita Tucker*  
*Elizabeth Ramos Bonnie Vigil-Potts*

Teachers gain an arsenal of data proven literacy strategies for the classroom including writing engagement, increased vocabulary retention, reading, learning modalities, and thinking maps, to enhance student engagement and achievement.

### **What Happened!? Putting Current Events Back into Your Classroom** S

*Amanda Bush, Teacher; Norte Vista High School*

We all have pacing guides, benchmarks, CSTs to prepare for and yet the world keeps changing around us. By making current events a cornerstone for your classroom you can inspire even the most reluctant of learners to show up and be counted!

### **YOU Need to Teach Economics to Your Students in Your Classrooms!** M, S

*Janet Mulder, Board of Trustees; Jamul Dulzura Union School District; Anthony Zambelli*

In today's world of financial disasters and California's budget crisis, economic principles need to be taught in all classes at every grade level to ensure our students have at least a bare understanding of economics.

# SATURDAY PROGRAM

## Sessions (continued)

**CCSS Awards Dinner**  
**Saturday, March 3rd**  
**6:00 p.m.**

Sponsored by: Teachers' Curriculum Institute

### **Using Music, Movies, TV, and YouTube to Teach Economics** M, S

*Anthony Zambelli, Director, Center for Economic Education; Cuyamaca College*

Use songs by ABBA and the Beatles to teach economics? Find economic principles in Star Trek, I Love Lucy, and the Andy Griffith Show? Come to this session to find out all about it!

### **Jazz Up Your Third-Grade Social Studies Class** P

*Keri Doggett, Director of Program Development; Constitutional Rights Foundation*

Participate in an exciting standards-based simulation showing students how an Old West settlement grew into a big city. Students interact with characters and learn how a community makes decisions.

### **Current Issues of Immigration** M, S

*Damon Huss, Writer/Trainer; Constitutional Rights Foundation*

In our nation of immigrants, immigration issues frequently arise. Learn interactive teaching strategies to address these issues and experience a balanced, interactive lesson you can use with your students.

### **Presenting and Collaborating 21st Century Style** M, S

*Joan McCall, Middle School Teacher Librarian; Redlands Unified School District*

*Nicki Young*

No more death by PowerPoint! Try Prezi, Glogster, or XtraNormal instead! Ten free online presentation tools will engage students and challenge critical thinking skills while they collaborate and learn 24/7.

### **Fostering Proactive Citizens through Civics Instruction** M, S

*Anthony Pennay, Director; Annenberg Presidential Learning Center*

*Janet Tran*

Presenters from the Walter and Leonore Annenberg Presidential Learning Center share a unit designed for diverse learners with the aim of fostering proactive informed, educated, and conscientious citizens and leaders.

### **The Importance of Personal Finance Education** S, UNIV

*Rebecca Gallagher, Education Specialist; Sonoma County Office of Education*

A core aspect of civic literacy is an understanding of sound personal financial management. Our high unemployment and slow economic growth is due in part, to the many Americans who made poorly informed financial decisions.

### **Online Projects with laptops, iPods, iPads or iPhones** M, S

*Robyn Lee, teacher; Serrano Intermediate School*  
*Luke Pine*

Engage students with free/inexpensive programs/Apps that students can utilize to complete and share their learning experiences. Walk away with strategies you can use in the classroom Monday.

### **Presidential Decision Making in Times of Crisis** M, S

*Elizabeth Ramos, History/Social-Science Teacher; Alta Loma High School*

*Anita Tucker, Bonnie*

Using the backdrop of Grenada, students will examine primary sources to understand foreign policy and presidential decision making. Teachers will receive a CD with worksheets, primary source documents, and more!

### **Promoting Historical Thinking, Reading, & Writing Skills in History** UE

*Lauren Weaver, TAH Grant Coordinator; UCB History-Social Science Project*

*Christi Hadley, Kimberly Leyden*

Actively engage in analyzing a political cartoon and textbook readings to answer: How did railroads affect California's economy in the late 1800s? Complete lesson materials and student samples provided.

# SATURDAY PROGRAM

## Sessions

### KEY TO INTENDED AUDIENCE OF SESSIONS AND WORKSHOPS

P = Primary UE = Upper Elementary MS = Middle School S = Senior High School G = General

#### **Voices of the People, Learning about Representative Democracy G**

*Tam Taylor, Director, Representative Democracy in America; Center for Civic Education*

The RDA program provides classroom teachers with engaging lessons, DVD's and interactive websites about local, state, and federal legislatures. The materials help students understand how the legislative process works and how young people can thrive in America.

#### **Integrating Visual Arts Literacy Skills with Social Studies Content UE, M**

*Joyce Burstein, associate professor; California State University, Northridge*

*Dr. Greg Knotts*

Using the visual arts enhances students' learning, engagement, and critical thinking skills. Participate in hands-on, visual arts literacy techniques to access social studies content knowledge for 3rd - 6th students.

#### **DYNAMIC TEACHING- Fashion, Music and Entertainment in US History G**

*Cyrus Merrill, US History Teacher; The Harker School*

A DYNAMIC presentation integrating social history (especially fashion and music) complete with an easy system to analyze these and all primary source documents from someone frequently called "the most memorable teacher ever."

#### **Tools & Lessons for Deliberating Controversial Issues in the Classroom S**

*Isabel Morales, Teacher; LA HS of Arts Elizabeth Mora*

Learn how to access and use free on-line materials and a methodology that engages students in deliberations about controversial public issues. We'll also present research on the program's effectiveness.

#### **World Cultures Alive! Contemporary World Studies from TCI M, S**

*Suzy Allione, CA Account Manager; TCI*

Create extreme student engagement with integrated technology and hands-on activities. Freshmen examine the contemporary world through the lens of geography, history, and culture to jumpstart their their social studies coursework.

#### **Teaching California Geography UE**

*Emily Schell, Regional Coordinator; California Geographic Alliance*

*Roni Jones, Stephanie Buttell-Maxin, Joan Bray*  
Explore the new standards-based California Atlas created by the California Geographic Alliance for all 4th grade teachers and students. Receive atlas, lesson plans, web access, ideas, and engaging strategies!

#### **A More Perfect Union M, S**

*Dale Van Eck, Manager Education Partnerships; Colonial Williamsburg Foundation*

How did a group of middle-aged men create a new democratic government such as the world had never seen? Discover how you can use technology to tell their story.

#### **Social Studies Goes to the Movies M, S**

*Greg Nielsen, Teaching Assistant; University of Nevada - Reno*

*Dr. Margaret M. Ferrara, PD.D*  
Transform Hollywood entertainment into film literacy using innovative film viewing skills

#### **Simply Put Language Arts Meets History M, S**

*Mike Lebsack, 8th CORE teacher (ELA& US History); Edison Computech 7-8*

Simply Put is a growing collection of student-created podcasts. Come experience the powerful merging of ELA and history. See how easy podcasting can be!

#### **US/Latin American Foreign Policy: Choosing from Options M, S**

*Vic Ulmer, Co-Director; Our Developing World*

*Barby Ulmer*  
History doesn't just happen. The people who choose to be players choose from options from their perspective. Look at US/Latin American history. What if other options had been chosen?

# SATURDAY PROGRAM

## Workshops

All workshops are 2 hour sessions

### **National History Day Judging & A Case Study Workshop** M, S

*Whitney Olson, Director; National History Day in Sonoma County*

*Deborah Granger*

Make the rigorous learning of NHD available to all students by learning how the threads of presentation, research, and analysis combine to create the fabric of a winning NHD project.

### **Journey to the Center: Reintegrating Social Studies in the Core** M, S

*Denise Findlay, Middle School Teacher; Hooker Oak K-8 School*

*Adrienne Scott-CSUC Museum*

Using textbooks and museum strategies you can provide access and equity to core curriculum for all students. Students research and design a “desk-top mini museum” to document their knowledge of the standards.

### **American History: Harness the Content to Unleash Critical Thinking** S

*Olivia Naturman, Teacher; Hesby Oaks School*

*Nancy Ruvalcaba, Allyson Clemmensen, Teresa Hudock*

We all need good tools and strategies to manage information. What if your 8th grade students had great tools and you had amazing strategies’ and it was all free online?

### **Thinking, Reading, Writing like a Historian and the Core Standards** M, S

*Maria Chan, Rtl Expert; LAUSD*

Be proactive and learn about how the common core standards can enhance your social studies lessons. Engage your students to be critical thinkers through reading, writing and discussion strategies that can be used across the curriculum.

### **The Barber of Birmingham: Lesson Study Using Documentary Film** S

*Lili Velo, History Department Chair; Tennyson High School*

*Sandra Navarro, Jaynee Ruiz, Avi Black*

Participants in the Words That Made America 3 TAH Program will guide participants through a “concentrated lesson study cycle” focusing on lessons developed around the award-winning documentary, “The Barber of Birmingham”.

### **Core Standards: Advocates for History Instruction** M, S

*Marsha Ingrao, Instructional Consultant; Tulare County Office of Education*

*Deborah Granger, Laurie Mosier, Leslie Smith*

The ELA Common Core State Standards invite History Social Studies integration into ELA instructional time. Analyze lessons using tools comparing the Common Core and History Analysis Skills and Standards.



For the latest information  
on the CCSS conference  
visit our website:  
**WWW.CCSS.ORG**

# SUNDAY PROGRAM

## Sessions

### **Citizens, Not Spectators—Voting Process Lessons** G

*Mark Gage, Curriculum Writer; Center for Civic Education*  
Citizens, Not Spectators offers voting process lessons to elementary, middle, and high school students using official forms and critical thinking activity information.

### **Making American History Meaningful to All Elementary Students** P, UE

*Susan Olds, Teaching American History Project Director; Petaluma City Schools*

*Nancy Case-Rico*

Don't avoid American History in elementary classrooms! Teacher leaders and Teaching American History grant directors will share activities that engage students of all literacy levels successfully in history content.

### **Bulgaria at the Crossroads** G

*Lawrence Osen, Teacher-Consultant; California Geographic Alliance*

Bulgaria's geographic location assured its dramatic history. Learn how its physical features, migrations, trade routes, and military campaigns affected this history beginning with Greek villages through its entry into the European Union. The presenter will share reflections on his March 2010 TEA-IREX Bulgarian exchange using a multimedia presentation highlighting the ancient city of Stara Zagora, Black Sea settlements, the Rila Monastery and contemporary Bulgarian society.

### **Building Bridges for CST Prep** M

*Karen Kimball, N.B.C. T.; Wilmington Middle School*  
Help your students build useful bridges between units in 6th, 7th, and 8th grades with critical thinking. Create review strategies for the CST and receive a CD of materials.

### **What American Kids Really Need** M, S

*Nicki Young, Geography Teacher; Citrus Valley High School/ CGA*

Geography's no joke, but it can be a lot of fun in any middle or high school course! Bring your students up to speed with a global competitive edge by giving them a 21st Century education! There isn't a standard or a subject that doesn't have a geography lesson waiting to be tapped.

### **Interrupting Prejudice** G

*Barby Ulmer, Co-Director; Our Developing World*  
*Vic Ulmer*

Experiment with ways to stop discriminatory remarks on a personal or systemic level that will invite thinking and behavioral change.

### **Thematic Layers, Palimpsest, To Teach History** G

*Christina Lunde, Teacher; Olive Elementary School*  
*Sue Olds Nancy Case-Rico*

Teach history using these themes, economics, resources, politics, culture, and society. Invite students to analyze one place and explore the layers of people who have used the location and differentiate instruction.

### **The Geography of Capitalism** UNIV

*Brian McCabe, Department of Geography; California State University, Fullerton*

This presentation will examine capitalism through the lens of geography. It will explore the evolution of capitalism and discuss how understanding this might build critical thinking skills with students.

### **We the People: The Citizen and The Constitution** M, S

*Robert Leming, Director, We the People: The Citizen & The Constitution; Center for Civic Education*

The We the People curriculum enhances students' understanding of the institutions of American constitutional democracy, and helps them identify the contemporary relevance of the Constitution and Bill of Rights.

### **Literacy and Technology in the US History Classroom** M, S

*Rob Gaudette, Teacher/ Lesson Design Specialists; Dale Junior High School*

This session will provide participants with a framework and examples to integrate technology in a Social Studies Classroom. Participants will leave with six ready to use lessons which incorporate critical reading, creative writing, and 21st century skills.

# SUNDAY MORNING PROGRAM

## Sessions

KEY TO INTENDED AUDIENCE OF SESSIONS AND WORKSHOPS

P = Primary UE = Upper Elementary MS = Middle School S = Senior High School G = General UNIV=University

### **Teaching and Learning About Human Rights and Humanitarian Law G**

*Rosemary Blanchard, Associate Professor of Education; California State University Sacramento*

Understanding international human rights and humanitarian law is essential to responsible global citizenship. Explore strategies and resources for incorporating them into your teaching and practice, no matter what you practice.

### **Moving Volunteering to Civic Engagement Through Reflective Data UNIV, G**

*Margaret Ferrara, Associate Professor, Social Studies Education; University of Nevada Reno  
Greg Nielsen*

Teaching, research, and service can be fused into an end-product through community service that benefits all - professor, students, and the community. This presentation provides a systematic approach on how to accomplish this through a structure that includes organization, data collection and analysis data linked to community service.experience.

### **History Alive! Core Content and New Technology in Middle School M**

*Suzy Allione, CA Account Manager; TCI*

Tired of the same lessons? Come see how we've combined the newest in integrated technology along with required US History content to meet California's Middle School Standards.

### **Lincoln and the Modern American Democracy M, S**

*Ruby Smart, Teacher; San Leandro High School*

Was Abraham Lincoln a good leader? A question that will be looked at this seminar. This lesson culminates from the NEH Landmark Workshop on Lincoln.

## Conference Sponsors

CCSS would like to thank the following sponsors for their contributions:

California Geographic Alliance

McGraw-Hill School Education Group

Pearson Education

Teachers' Curriculum Institute