Social Studies &

Educational Technology

Humans and the Environment

Grades 9-10

OSPI-Developed

Assessment

Office of Superintendent of Public Instruction

June 2013

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Educational Technology
OSPI-Developed Assessments
edtechcba@k12.wa.us
Phone: (360) 725-4465, TTY (360) 664-3631

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Acknowledgments

Grades 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

Overview

This document contains information which is essential to the administration of the OSPI-Developed assessments in social studies and educational technology. This assessment is an ideal culminating project that teaches students how humans affect and are affected by the environment.

Developed by teachers in Washington State, the assessments are designed to measure learning of selected standards for both social studies and educational technology.

Description of the OSPI-Developed Assessment

This assessment models best practices for 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 use digital sources and tools to conduct a search for information. They will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively.

Students will document their ability to organize information using a digital tool. In the final session of this assessment, 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 rubric for this educational technology assessment is structured distinctively in that it **combines a checklist and a performance scale**. The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment. Teachers will need the rubric from social studies to complete this assessment.

Teachers should allow any student working productively on the assessment to continue. Session Plans provide some accommodations that differentiate the instruction or assessment based on the needs of students. Teachers should enable specific accommodations for ELL students, such as access to a paraprofessional, during the assessment. 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 social studies (http://www.k12.wa.us/SocialStudies) and educational technology (http://www.k12.wa.us/EdTech).

Grades 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

This integrated assessment for social studies and educational technology uses the OSPI-Developed Social Studies Assessment, Causes of Conflict. As students complete the task from the Social Studies assessment, they will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively. Teachers can use this single assessment to evaluate student knowledge and abilities for social studies and educational technology.

For more information on the Social Studies assessment, including additional resources, rubrics, and exemplars, visit http://www.k12.wa.us/SocialStudies/Assessments/default.aspx.

The educational technology assessment is divided into four parts. During the first four sessions — Develop Questions, Locate Credible Sources, Conduct Research, and Model Synthesis — teachers will model the assessment with the whole class and provide formative feedback on student work. Students begin their individual research in Session Five. In the final session of this assessment, Session Eleven, students will create and publish a paper or presentation that answers the research question they developed in Session One.

This assessment offers 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 for Teachers, please visit http://www.iste.org/standards/nets-for-teachers.aspx.

Grades 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

This integrated assessment addresses the following standards:

Standards	
Social Studies	Educational Technology

2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past and present.
3.2.2 Understands and analyzes examples of ethnocentrism.
5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.
5.4.1 Evaluates multiple reasons or factors to develop a position paper or presentation.
5.4.2 Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.
	1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.
	    ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.
	1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results.
	    ▪ Combine information from separate sources to produce, support, and counter arguments.
	    ▪ Assess the credibility, validity, and potential bias of online resources.
	    ▪ Apply copyright law to correctly excerpt, paraphrase, and publish results to a wider audience.
	    ▪ Cite sources using bibliography tools.
	    ▪ Select relevant sources for a particular purpose or audience.

Grades 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

The student task shown below is the original prompt from the Social Studies assessment. 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** needed to locate information about the question and sub-questions.
- **Organized notes** taken during research.
- A **list of all sources**, including those which did not supply information for the final product.
- **Citations** of sources.
- A statement about the **credibility and validity** of each source.

We refer to this collection of evidence as the **Research Notebook** throughout this document. The teacher can 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, http://www.delicious.com/, EdTags, http://www.edtags.org/, Scuttle, http://sourceforge.net/projects/scuttle/ are three.
- Digital Notebook using Microsoft OneNote or LiveBinders, http://livebinders.com/.
- Blog entries or a wiki page.
- Mindmap or graphic organizer.

Student Task

Responsible citizenship requires understanding how humans interact with the environment. You will EITHER propose a solution to a current environmental issue that will improve the health of the system OR analyze a historical situation in terms of the environment and propose a reasonable alternative that would have improved the health of the system.

In a cohesive paper or presentation, you will:
- State a position on an environmental issue that includes
    - A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE) OR
    - A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION).
- Provide reasons for your position that include:
    - An analysis of benefits and/or costs of two or more stakeholders' uses of the environment.
- 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
- Discuss with students what the concepts covered in this assessment are, why they are important, and how they are relevant to students' lives. - Share essential questions on why these concepts matter.	- 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.

Grades 9-10 Humans and the Environment
Educational Technology Scoring Guide

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.

We use the term digital to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

GLE	Attribute Name	Description	Points
1.3.1	Significant Questions	Develops an original and focused research question or thesis.	1
	Plan Strategies	Generates a research plan using a digital tool. *For example, graphic organizers, brainstorming tools, source evaluation tools, timelines.*	1
	Digital Resources	Uses a digital tool to organize research.	1
1.3.3	Credible Sources	Uses one or more valid digital source related directly to the student task.	1
		Provides evidence of the evaluation of bias in one or more digital source.	1
	Copyright Law	Excerpts and paraphrases information correctly. Note: This point can only be earned if the student has included a bibliography.	1
		Cites sources appropriately. Note: This point can only be earned if the student has included a bibliography.	1
	Combine Information	Selects information from various sources to support or counter the thesis.	1
		Organizes information from multiple sources to create a final digital product.	1
	Bibliography Tools	Uses a digital tool for constructing a bibliography.	1
TOTAL			10

Scoring Rubric for Humans and the Environment: 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 and 1.3.3.	10
A **Level 2 response** meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 *Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry* and GLE 1.3.3 *Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results* BY using technology to develop a paper or presentation that EITHER proposes a solution to a current environmental issue that will improve the health of the system OR analyzes a historical situation in terms of the environment and propose a reasonable alternative that would have improved the health of the system.	7 - 9
A **Level 1 response** reflects that a student is still working toward meeting the GLEs.	0 - 6

The Social Studies Rubric for this assessment can be found here:
http://www.k12.wa.us/SocialStudies/Assessments/default.aspx

Grade 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

Teachers must use the student task and scoring guide as written. However, teachers have leeway to adapt the amount of instruction, time considerations, and resources for individual classroom use.

There is no requirement to use this plan or the sessions that follow. However, teachers might find the structure useful. There are many ways to use the Sample Unit Plan, shown below. Its versatile design will adapt to multiple instructional strategies and classroom settings as teachers complete this integrated OSPI-Developed assessment.

In the *Key Concepts, Vocabulary, and Background Knowledge* section, you will model the assessment 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
1 Develop Questions	ET 1.3.1	45 minutes	☐ Computer connected to a projector ☐ Tool for recording brainstormed ideas *Optional* ☐ Internet access, if using a web-based tool for brainstorming ☐ Document camera or interactive whiteboard
2 Locate Credible Resources	ET 1.3.1 ET 1.3.3 SS 5.2.2 SS 5.4.2	60 minutes	☐ Computer connected to a projector ☐ Digital sources 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 sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use
3 Conduct Research	ET 1.3.1 ET 1.3.3	45 minutes	☐ Computer connected to a projector ☐ Digital sources 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 sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use ☐ Graphic organizer from Social Studies assessment or student created mindmap *Optional* ☐ Document camera or interactive whiteboard connected to a projector
4 Model Synthesis	ET 1.3.3 SS 2.4.1 SS 3.2.2	30 minutes	☐ Sample responses from Social Studies assessment ☐ Social Studies assessment rubric ☐ Educational Technology Scoring Guide *Optional* ☐ Document camera or interactive whiteboard connected to a projector

Grade 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

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

Sample Unit Plan			
Individual Inquiry			
Session	Standard(s)	Time	Preparation and Materials
5 Plan for Inquiry	ET 1.3.1	30 minutes	☐ Computer connected to a projector ☐ Computers or devices for student use ☐ Research Notebook *Optional* ☐ Document camera or interactive whiteboard connected to a projector ☐ Internet access, if students will be using online tools to organize their research
6 Independent Research	ET 1.3.3 SS 5.2.2 SS 5.4.2	60 minutes (or as needed for research	☐ Digital sources 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 sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Computers or devices for student use
7 Develop a Position	ET 1.3.3 SS 5.2.2	30 minutes	☐ Graphic organizer from Social Studies assessment *Optional* ☐ Document camera or interactive whiteboard connected to a projector
Discussion			
Session	Standard(s)	Time	Preparation and Materials
8 Discussion	ET 1.3.1 ET 1.3.3 SS 2.4.1 SS 3.2.2	45 minutes	*Optional* ☐ Digital camera to record the discussion ☐ Microphone and speaker ☐ Skype or other interactive communication resource ☐ Class Web site to post photos, videos, and/or other materials to document the discussion

Grade 9 - 10 Humans and the Environment
Assessment for Social Studies–Educational Technology

In the final phase of the assessment—*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 5.2.2 SS 5.4.1	30 minutes	☐ Research Notebook ☐ Tools to construct a final paper, or create and publish a presentation ☐ Computers or devices for student use ☐ Web site evaluation tool *Optional* ☐ Internet access, if students will be using an online digital tool
10 Develop a Draft	ET 1.3.3 SS 2.4.1 SS 3.2.2 SS 5.4.1 SS 5.4.2	90 minutes (or as needed for writing)	☐ Research Notebook ☐ Digital tools for organizing notes, building bibliography, and to create and publish a presentation. ☐ Computers or devices for student use *Optional* ☐ 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	☐ Tools to construct a final paper, or create and publish a presentation ☐ Computers or devices for student use *Optional* ☐ Computer connected to a projector, if students will be presenting ☐ Internet access if presentation materials are online

Session One: Developing Questions

Key Concepts, Vocabulary, and Background Knowledge		**Background** The purpose of the Key Concepts, Vocabulary, and Background Sessions is to model the targets and expectations of the assessment before students complete one on their own. During Session One, 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. 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: reading is easy, and updates and changes are simple to make. Students can also 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/CCSS RH1, 2, 6, 10*). Teachers should consider introducing new vocabulary—brainstorm, search engine, database, key terms Original text from the Social Studies assessment is in **bold**. *Common Core State Standards
	Prep	☐ Prior to these sessions where you will **model the assessment 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.** ☐ 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.** ☐ Review federal policies that protect children in the online environment–CIPA, COPPA and FERPA. Also, review district policies on Acceptable Use of technology and Digital Citizenship. Note provisions related to 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. If your district does not provide one, we have a sample Parental Permission Form to publish student work on a Web site. *Optional* ☐ Consider using the Tribal Sovereignty curriculum as a resource. ☐ 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. ☐ Print or download a copy of a KWHL chart (for example, http://www.worksheetworks.com/miscellanea/graphic-organizers/kwhl.html) to model during the session. ☐ 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
	Materials	☐ Computer connected to a projector ☐ Tool for recording brainstormed ideas (for example, KWHL chart, Microsoft Word, Kidspiration) *Optional* ☐ Internet access, if using a web-based tool for brainstorming ☐ Document camera or interactive whiteboard

Session One: Develop Questions		
Learning Plan (45 minutes)		
Key Concepts, Vocabulary, and Background Knowledge	Engage	▪ 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 assessment 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	▪ 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 and develop one or two questions to address through research. As students share their questions with the whole class, have a discussion about what makes an effective research question. 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 Five.
	Extend	▪ 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 research plan they will develop in Sessions Five through Nine. Encourage students to include the following elements: 　▪ 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	▪ Ask students to reflect on the following questions: 　▪ *How do you match a research question with sources?* 　▪ *What could you do if you were having trouble finding sources to answer a question?* 　▪ *How does using a graphic organizer (like a KWHL chart) help you think about a topic?* 　▪ *What are some other uses for graphic organizers in research?* ▪ Do not score this session as part of the assessment. Be sure to save class notes from this session so that students can reference them later. Students will build on the KWHL chart in the following sessions.

Session Two: Locate Credible Resources

Background

In this session, students have an opportunity to reinforce the skills associated with Educational Technology Standard 1.3.1 and begin to build knowledge and skills around the expectations found in Educational Technology Standard 1.3.3 and Social Studies Standards 5.2.2 and 5.4.2 as they learn to locate, evaluate, and cite sources using digital tools.

This session also has connections with Reading GLE 2.2.2, in which students use electronic text features to for research and to verify meaning and GLE 2.4.3 (CCSS RH8*) which requires students to "analyze and evaluate text for validity and accuracy."

Teachers should consider introducing new vocabulary—intellectual property, paraphrase.

Teachers should encourage the use of online translation tools and search engines in languages other than English for ELL students.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	☐ Determine the digital tool(s) you will want to model and use with students for the Research Notebook. ☐ 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. *Optional* ☐ Review video resources for selected Web 2.0 tools ☐ Review lesson plans on the Resources page—Searching for Information, Intellectual Property, and Evaluating Sources—for opportunities to pre-teach, re-teach, or extend learning.
Materials	☐ Computer connected to a projector ☐ Digital sources 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 sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Internet access ☐ Computers or devices for student use

(Left margin, rotated text: Key Concepts, Vocabulary, and Background Knowledge)

Session Two: Locate Credible Resources		
Learning Plan (60 minutes)		
Key Concepts, Vocabulary, and Background Knowledge	Engage	▪ 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 search for and evaluate web-based information. ▪ Remind students of the educational technology and social studies standards they are working toward.
	Explain	▪ **Model how to locate information and determine the credibility of sources** using digital tools. There is a variety of Web site evaluation tools listed on the Resources 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 could 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 could 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. *Teaching Tips and Accommodations* ▪ 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, you could use the Research Log at the end of this assessment to help students organize information.
	Explore	▪ **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. ▪ Also remind students to keep a list of all sources, including those which did not supply useful information for the final product. ▪ Students should practice citing their sources as they collect information.

	Evaluate	▪ Ask students for examples of searches they conducted that did not return the results they expected. *What strategies did they use to find better information?*
		▪ Be prepared to provide formative feedback to students about their strategies for searching and documenting information. You can also have students use the Student Checklist. For example:
		  ▪ C*hoice of relevant key word.*
		  ▪ A*bility to navigate results independently and refine searches.*
		  ▪ *Use resources that are timely and have authority.*
		  ▪ *Ability to record all of the information they need to construct a citation.*
		▪ Do not score this session as part of the assessment.

Session Three: Conduct Research

<table>
<tr><td rowspan="4" style="writing-mode: vertical-rl">Key Concepts, Vocabulary, and Background Knowledge</td><td colspan="2">

Background

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.

This session also continues to build student understanding of Reading GLEs 2.2.2 and 2.4.3 (CCSS RH8*) as students use select resources and electronic text features to locate information and evaluate it for validity.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards
</td></tr>
<tr><td>Prep</td><td>

☐ 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.

☐ Select a <u>primary source</u> (text, audio, and/or video) to use as a model or a <u>communication</u> tool (for example, Skype, Google Voice, email) to connect students with historical experts.

Optional

☐ Review <u>video resources</u> for selected Web 2.0 tools

☐ Review lesson plans on the Resources page about the concepts of <u>Search Strategies</u> and <u>Intellectual Property</u> for opportunities to pre-teach, re-teach, or extend learning.
</td></tr>
<tr><td>Materials</td><td>

☐ Computer connected to a projector

☐ Digital sources 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 sources.)

☐ <u>Research Notebook</u>

☐ <u>Web site evaluation tool</u>

☐ Internet access

☐ Computers or devices for student use

☐ Graphic organizer from Social Studies assessment or student created <u>mindmap</u>

Optional

☐ Document camera or interactive whiteboard connected to a projector
</td></tr>
</table>

		Session Three: Conduct Research
		Learning Plan (45 minutes)
Key Concepts, Vocabulary, and Background Knowledge	Engage	▪ Show students a primary source (text, audio, or video) that presents perspective students can discuss. The Resources page lists the URLs of several primary source Web sites. ▪ 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 re-state the purpose of the assessment.
	Explore	▪ **Have all students look at one set of resources from various perspectives on the issue chosen by the teacher. (Review words specific to the assessment 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 source. 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	▪ **Help students to analyze how issues relate to the concepts addressed in the assessment. Complete a graphic organizer connected with the assessment as a class.** Review the "KWH" columns from Session One. Using this information collected by the class during Sessions Two and Three, 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	▪ Be prepared to provide formative feedback to students about their knowledge and skills in *selecting relevant and important information*, *summarizing results*, and *citing sources*. Do not score this part of the lesson with the assessment. ▪ You may also have students use the Student Checklist to assess their own work.

Key Concepts, Vocabulary, and Background Knowledge	**Session Four: Model Synthesis**	
	Background	
	This is the final session of the Key Concepts, Vocabulary, and Background Knowledge section of the assessment. It is a transition from the exploration students have been conducting to a focused application using their research, a sample paper, and the social studies and educational technology rubrics. In this session, students will continue working with Educational Technology Standard 1.3.3 and begin working with Social Studies Standards 2.4.1 and 3.2.2 as they explore a sample response and scoring. Original text from the Social Studies assessment is in **bold**.	
	Prepare	☐ Sample responses from Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/ScoringGuide-HSHumansandtheEnvironmentCBA.pdf ☐ Social Studies assessment rubric, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSGeo-HumansandtheEnvironment-CBA.pdf ☐ Educational Technology Scoring Guide *Optional* ☐ Document camera or interactive whiteboard connected to a projector
	Learning Plan (30 minutes)	
	Engage	▪ 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 assessment. ▪ **Review rubrics and their required elements.**
	Explore	▪ **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	▪ Have students provide feedback on the sample paper and their research using the rubrics. *What suggestions do the students have for how they might have improved their work through a greater range or diversity of primary sources, or more mediums, citations, or paraphrased information?* ▪ Do not score this part of the assessment. Use for formative purposes only.

Session Five: Plan for Inquiry		
	Background	
	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.	
	Original text from the Social Studies assessment is in **bold**.	
Individual Inquiry	Prep	☐ 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 to determining the issue to topic include:** ▪ **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.** *Optional* ☐ Review information on "The Research Question" presented on the Website, ChangingMinds.org, http://changingminds.org/explanations/research/initiation/research_question.htm
	Materials	☐ Computer connected to a projector ☐ Computers for student use ☐ Research Notebook *Optional* ☐ Document camera or interactive whiteboard connected to a projector ☐ Internet access, if students will be using online tools to organize their research

Session Five: Plan for Inquiry		
Learning Plan (30 minutes)		
Individual Inquiry	Engage	- 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. *What makes an effective 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?* - Review information collected during the Key Concepts, Vocabulary, and Background Knowledge sessions. Tell students they will use their new ability to locate and evaluate credible sources as a model for a new topic they will investigate individually. The first step will be to develop a research question.
	Explore	**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	Ask students to have a peer provide feedback on the question they select. Remind students to use the question criteria identified during the Engage activity to evaluate the merit of this research question.
	Extend	**Have students create a list of sub-questions related to each component of the rubric. Examples:** **"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] component of this assessment.
	Evaluate	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 assessment to revise these questions based on feedback from you and their peers.

Individual Inquiry	**Session Six: Independent Research**	
	Background	
	In this session, students will continue to work with Educational Technology Standard 1.3.3 and Social Studies Standards 5.2.2 and 5.4.2 as they select, assess, cite, and combine information from a variety of sources. 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. Original text from the Social Studies assessment is in **bold**.	
	Prep	*Optional* ☐ Pre-teach search strategies or methods to evaluate the credibility, validity, and potential bias of online sources. You could use a lesson from the Searching for Information or Evaluating Sources section of Resources.
	Materials	☐ Digital sources 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 sources.) ☐ Research Notebook ☐ Web site evaluation tool ☐ Computers or devices for student use
	Learning Plan (60 minutes or as needed for research)	

	Engage	▪ Use a Think-Pair-Share activity to prompt thinking about search strategies.
		  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 assessment.

	Explore	▪ 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
		  ▪ 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.
		
		Teaching Tips and Accommodations
		▪ Provide a scaffold or template can be provided for students who need more support with tracking their research.

	Extend	▪ **Have students evaluate and revise, if necessary, their research question based on initial review of sources**.
	Evaluate	▪ Provide feedback and/or have peers offer feedback about the research using the Scoring Guide or Student Checklist. In particular, look for evidence that students *use digital tools, excerpt and paraphrase information, select relevant sources, use resources that are timely and have authority*, and *record all of the information needed to construct a citation*.

⊟ Session Seven: Develop a Position

Background

In this session, students reinforce skills associated with Educational Technology Standard 1.3.3 and Social Studies Standard 5.2.2 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 assessment. At this point, students should begin the synthesis of their research by organizing their 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.

This session also begins an association with Writing GLE 1.1.1 (CCSS W1, 2, 5*) for which students use various strategies for planning writing.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Prep	*Optional* ☐ Pre-teach the organization and synthesis of information using a lesson from the Reading and Writing section of the Lesson Plan Resources.
Materials	☐ Graphic organizer from Social Studies assessment *Optional* ☐ Document camera or interactive whiteboard connected to a projector

Learning Plan (30 minutes)

Engage	▪ Ask students to share their research question and sub-questions with a partner. Students should identify specifics from their research which provide information on these questions: ▪ *What am I learning about the topic?* ▪ *What am I learning about searching for and organizing information?* ▪ Review learning targets for this session with students. Explain that the focus today will be to identify key points from their partner discussion and use these points to prepare for the final product.
Explore	▪ **Have students begin to complete a graphic organizer connected with the assessment.** Remind students they can use the graphic organizer completed during the Key Concepts, Background, and Vocabulary sessions as a guide.
Explain	▪ Students can use the graphic organizer with a partner or the whole class to discuss key components.
Extend	▪ **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	▪ Be prepared to provide formative feedback to students about their knowledge and skills relative to *selecting information that has a general pattern and is clear and well-known about the topic*, and *summarizes results* of the research. ▪ Do not score this part of the assessment. Students will have an opportunity to revise this initial work following the next session.

Session Eight: Discussion

Background

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 assessment. Students engage in a discussion with peers, enabling them to build understanding of how people across the world have addressed sustainability issues and analyze examples of ethnocentrism (Social Studies GLEs 2.4.1 and 3.2.2). This will also provide an opportunity for additional feedback on the research that students have been conducting and allow for some final adjustments to the position they will be taking before constructing the final product.

The ability to apply "skills and strategies to contribute responsibly in a group setting" is represented by Communication GLE 2.2.2 (CCSS SL1a-d, SL3*) and has connections to this session.

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Discussion	Prep	☐ 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	*Optional* ☐ Digital camera to record the discussion ☐ Microphone and speaker ☐ Skype or other interactive [communication](#) resource ☐ Class Web site to post photos, videos, and other materials to document the discussion

Learning Plan (45 minutes)

Engage	▪ **Revisit the essential question in preparation for class discussion** and restate the purpose of the assessment. ▪ 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	▪ Conduct a class discussion on the information students have collected.
	▪ You could enhance the discussion with technology:
	  ▪ Amplify with a microphone and speakers.
	  ▪ Engage an external 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	▪ **Have students revisit their research questions and initial positions and revise as necessary.**
Evaluate	▪ Provide, or have student peers provide, a final round of feedback on the research questions and initial positions. Look for evidence that the student is able to *identify a significant question(s), select relevant information,* and *use evidence to support an argument.*

Session Nine: Synthesis

Background

This session is the beginning of the final phase of the assessment. During the 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 5.2.2 and 5.4.1 as students "evaluate multiple reasons or factors to develop a position paper or presentation."

The targets for this session are also connected with Writing GLE 1.1.1 (CCSS W1, 2, 5*) which involves using "an (electronic) log as the basis for informational writing" and requires students to use a "prewriting stage to formulate a thesis and organize text."

Original text from the Social Studies assessment is in **bold**.

*Common Core State Standards

Organization, Synthesis, Position, and Presentation	**Prep**	☐ Before you begin the Organization, Synthesis, Position and Presentation portion of the assessment, **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. *Optional* ☐ Pre-teach compare and contrast using one of the identified Reading and Writing lessons.
	Materials	☐ Research Notebook ☐ Web site evaluation tool ☐ Tools to construct a final paper, or to create and publish a presentation ☐ Computers or devices for student use *Optional* ☐ Internet access, if students will be using online digital tool
	Learning Plan (30 minutes)	
	Engage	▪ 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	▪ **Have students complete the graphic organizer** (started during Session Seven) **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 rubric.
		☐ 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. You can find more information on the Resources page:
		  ▪ *Desktop Publishing*: Publisher, Powerpoint, Glogster, Blog, Wiki
		  ▪ *Digital Storytelling*: MovieMaker, iMovie, CamStudio, Voicethread
		  ▪ *Virtual Fieldtrip*: Google Earth, Bing Maps
		  ▪ *Podcasting*: Audacity, Garageband, Jamstudio

	Extend	▪ Students should begin to draft their final paper or presentation.
	Evaluate	▪ Although students' Research Notebook will not be scored until Session Eleven, this is the final opportunity for formative feedback about knowledge and skills associated with *identifying significant questions for inquiry, combining information from separate sources to produce arguments,* and *using relevant and credible resources.*

	Session Ten: Develop a Draft	
Organization, Synthesis, Position, and Presentation	**Background**	
	In this session, students continue to develop knowledge and skills associated with Educational Technology Standard 1.3.3 and Social Studies Standards 2.3.1, 3.2.2, 5.4.1, and 5.4.2 as they create a paper or presentation and bibliography. Their final product must propose a solution to a current environmental issue that will improve the health of the system or analyzes a historical situation in terms of the environment.	
	This session also has elements of Writing GLE 1.3.1 (CCSS W5*). The target involves the gathering and consideration of feedback from peers and adults.	
	Original text from the Social Studies assessment is in **bold**.	
	*Common Core State Standards	
	Prep	*Optional* ☐ Pre-teach (or re-teach) using one of the identified Reading and Writing lessons for a compare and contrast essay.
	Materials	☐ Research Notebook ☐ Digital tools for organizing notes, building bibliography, and to create and publish a presentation. ☐ Computers or devices for student use *Optional* ☐ 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.)
	Learning Plan (90 minutes or as needed for developing paper or presentation)	
	Engage	▪ 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 assessment.
	Explore	▪ **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 Two, but you might need to model how to create an organized list from the cited sources.
	Evaluate	▪ **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.** ▪ You may also have students use the Student Checklist to assess their own work.

<table>
<tr><td rowspan="9" style="writing-mode: vertical-lr;">Organization, Synthesis, Position, and Presentation</td><td colspan="2">## Session Eleven: Final Product</td></tr>
</table>

	Session Eleven: Final Product
Organization, Synthesis, Position, and Presentation	**Background** In this session, students will demonstrate their mastery of the educational technology and social studies standards associated with the Humans and the Environment assessment as they complete a paper or presentation. This session has strong connections with Writing GLE 1.2.1 (CCSS W4,5*) which asks that students use a prewriting plan, draft by hand and/or electronically, and produce multiple drafts. It also builds on Writing GLE 1.3.1 (CCSS W5*), part of Session 10, as students use feedback and re-read work for different purposes (for example, adding transitions and relevant information). Original text from the Social Studies assessment is in **bold**. *Common Core State Standards

	Materials	☐ Digital tools for organizing notes, building bibliography, and to create and publish a presentation. ☐ Computers or devices for student use *Optional* ☐ Computer connected to a projector, if students will be presenting ☐ Internet access if presentation materials are online

Learning Plan (60 minutes)		
	Engage	▪ 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 about the standards they are working toward for this assessment. ▪ Review the rubrics and remind students to use these as they complete their final draft and Research Notebook.
	Explore	▪ **Have students complete a final draft of their response to the assessment.**
	Evaluate	▪ **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.

Name: _____

Research Question: _____

Printed Source	
Title:	
Author:	Type of source (book, periodical):
Date published:	Publisher:
Notes:	

Printed Source	
Title:	
Author:	Type of source (book, periodical):
Date published:	Publisher:
Notes:	

Grade 9 - 10 Humans and the Environment
Student Research Log

Name: _____

Research Question: _____

Digital Source	
Title:	
Author (if known):	Type of source (Web, audio, Skype interview, video):
Access Date:	URL:
Notes:	

Digital Source	
Title:	
Author (if known):	Type of source (Web, audio, Skype interview, video):
Access Date:	URL:
Notes:	

Grade 9 - 10 Humans and the Environment
Student Checklist

Name _____

<table>
<tr><td colspan="3">Student Task</td></tr>
<tr><td colspan="3">In a cohesive paper or presentation, you will:

State a position on an environmental issue that includes

A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE) OR
A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION).

Provide reasons for your position that include:

An analysis of benefits and/or costs of two or more stakeholders' uses of the environment.

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.
</td></tr>
</table>

Description	Checklist	How do I know?
I develop an original research question or thesis about my topic.	☐	
I use a digital tool, such as a graphic organizer or timeline, to plan my research.	☐	
I use a digital tool organize information collected during my research.	☐	
I use at least one valid digital source related directly to the student task.	☐	
I use evidence to explain my evaluation of the bias in at least one digital source.	☐	
I excerpt and paraphrase information from sources.	☐	
I cite my sources.	☐	
I select information from different sources to support or counter my thesis.	☐	
I create a final digital product (paper or presentation) from my research.	☐	
I develop a bibliography with a digital tool.	☐	

Posting Photos and Student Work
Sample Parental Permission Form

Parental Consent Form

In Washington State's K-12 schools, email, blogs, podcasts, collaborative document sites, such as GoogleDocs, and multimedia items that publish to school and class Web sites, have become an integral part of education, administration and communication with the community.

As educators, we are committed to practices that promote student safety and privacy of information—online and offline. We approach communication software and hardware, which allow students to connect with peers, experts and educators as important tools for student learning.

Given that web-based communication requires an online presence—not always anonymous—we ask parents and students to consider carefully the **acceptable level of access and participation** your student will have using digital tools at school.

These three statements summarize _____ school's policy related to the privacy of student content.

1. Publishing photos of students or samples of student work promotes an opportunity to share and learn with others. It is acceptable to publish images of students and student learning products on school Web pages without information that 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.**
2. All students and teachers must abide by the copyright laws of the United States.
3. All student files, created and stored on the school district's network, are the property of the school district. As district property, all files and multimedia items are open to the review and evaluation of district officials.

Permission

As a parent or legal guardian of _____, I have read and I understand the policy statement related to the posting of images of students and student work online.

I consent to the permission(s) I have initialed below:

_____ I grant permission for the publication of my student's photo or work without information that would identify the student.

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

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

Student Name (Print): _____

Student Signature: _____   Date: _____

Parent (Guardian) Signature: _____   Date: _____

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
	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/
Cite	**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 **Padlet** page where students can post notes about what they are learning.	http://padlet.com/
	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** to compile and organize reading notes, research, and related ideas.	http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html
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://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/
Social Bookmarking	**Delicious** makes it possible to bookmark, organize and share favorite Web pages	http://www.delicious.com/
	Education-friendly **EdTags** is an online destination where you can store, categorize and share your favorite Web content.	http://www.edtags.org/

Educational Technology Resources	
Scuttle is an open source social bookmarking tool downloadable from SourceForge.net, http://sourceforge.net/. Also take a look at SemanticScuttle that sports features like structured tags.	http://sourceforge.net/projects/scuttle/ http://sourceforge.net/projects/semanticscuttle/

Educational Technology Resources		
Examples of Digital Tools		
	Description	Location
Collaborate	**Social bookmarking** tools allow individuals to bookmark resources on the Web, then share them with a group.	http://delicious.com http://diigo.com http://www.edutagger.com/
	Microblogging Web sites enable classes to collaborate using short bits of text and links.	http://edmodo.com http://twitter.com
	Documents, spreadsheets, and presentations can be written, shared, and revised using **Google Docs**. There is an education version for k-12.	http://docs.google.com
	Students can collect and share **web-based notes** using a variety of tools.	http://www.ubernote.com/ http://livebinders.com/ http://www.layers.com/
Search and Evaluate Information	These sites provide guidance on **evaluating Web sites** for credibility, validity, and potential bias	http://www.library.cornell.edu/olinuris/ref/research/webeval.html http://www.library.cornell.edu/olinuris/ref/research/webcrit.html
	This tool may be used by students to **assess Web sites** and explain their reasoning	http://school.discoveryeducation.com/schrockguide/pdf/evalhigh.pdf
	Advanced search options on **Bing**	http://help.live.com/help.aspx?project=wl_searchv1&market=en-US
	Advanced search help on **Google**	http://www.google.com/support/websearch/bin/answer.py?answer=136861
	Choosing best **search engine**/tool	http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html
	A list of ways to support students in the **critical evaluation of information**.	http://school.discoveryeducation.com/schrockguide/eval.html

Educational Technology Resources	
Videos	
Description	Location
Demonstration of bubbl.us as a mindmapping tool	http://www.youtube.com/watch?v=I2nrVVqikjE
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=z3CmdlIuxQE
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

Educational Technology Resources	
Lesson Plans	
Description	Location
Comparing and Evaluating Political and Economic Systems	
One Country, Two Systems "In this lesson, you will visit Web sites that will help you compare and evaluate the economic and political systems of China and Hong Kong."	http://www.econedlink.org/lessons/index.php?lesson=EM136&page=teacher
Comparative Economic Systems "What would life be like in the North Korean economy? How would things be different in the economy of Chad? In this lesson, you will have the opportunity to compare these two economies to the U.S. economy, and you'll practice using some tools that can help you to study any economy in the world."	http://www.econedlink.org/lessons/index.php?lesson=EM322&page=teacher
Evaluating Sources	
Evaluating Eyewitness Reports	http://edsitement.neh.gov/view_lesson_plan.asp?id=281
Evaluating Online Resources	http://cybersmartcurriculum.org/researchinfo/lessons/9-12/evaluating_online_resources/
Intellectual Property	
Exploring Plagiarism, Copyright, and Paraphrasing	http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-plagiarism-copyright-paraphrasing-1062.html
Reading and Writing	
Reading Online	http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html
Modeling Academic Writing Through Scholarly Article Presentations	http://www.readwritethink.org/classroom-resources/lesson-plans/modeling-academic-writing-through-1133.html
Finding Common Ground: Using Logical, Audience-Specific Arguments	http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html
Peer-editing Instructions	http://www.readwritethink.org/files/resources/lesson_images/lesson398/peer-edit2.pdf (PDF)
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