It has been a busy year for Social Studies in Connecticut and an especially busy year for CCSS. To all that activity I have had to add my own commitment to assist with the illnesses of two aging parents. It is in that experience this spring that I have come to reaffirm the talents and commitments of your colleagues who serve on the CCSS board as well as others who have stepped up to serve your profession. So let this president’s message be a “shout out” to the efforts of others who make CCSS and Connecticut Social Studies what it is.

To Vice President, Pam Hamad who has taken over meetings when I was not available, my thanks for the seamless manner in which the organization has continued to function.

To David Bosso and Elyse Poller for their incredible - dare I say herculean - work in organizing and delivering a first rate NERC conference this April. For those of you who attended, your support for their efforts was surely matched by what you took from the conference in ideas, renewed friendships and inspiration. For those of you who could not attend, for whatever reason, I hope that you can feel encouraged to share your talent with us in 2012-13 at the fall conference in November or at NERC 44 next spring.

(continued on page 2)
(President’s Message - continued from page 1)
What more can one say about Steve Armstrong that has not already been said. Even as he moves up to help lead NCSS this June, he continues to serve Connecticut’s teachers in so many ways. Over the past several decades he has been both the man in charge and the man behind the scenes who can get things done. We all wish him well as he begins his term as president-elect of NCSS.

To Dan Coughlin and Tim Weinland – two retirees who apparently don’t know the meaning of the word – I offer heartfelt thanks for their continuous efforts to churn out these issues of Yankee Post. Like any good editor, each of them pushes the rest of us to submit material and meet deadlines, and the newsletter is much the better for their persistence.

To Mary Skelly, Louise Uchaczyk, and Keith and Sandy Senior Dauer a thank you for their continued efforts to bring challenging material from various sources to our attention. We all need to stay abreast of new information and their diligence contributes to our collective professional growth.

No doubt by naming some I have ignored the contributions of many others. All of you reading this message: please give yourselves a pat on the back. Christa McAuliffe reminded us that we “touch the future”; let’s not ever forget that. Thank you all for your support of our profession. See you in the fall.

John Tully

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To join CCSS and NCSS: see membership form on page 13

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(Editors’ Note continued from page 1)
But we have more to offer in this issue than our take on the state of the state’s social studies. Secretary of the State Merrill describes an exciting initiative for the upcoming election (page 3). We’ve included excerpts from a provocative article on the relevance of history (page 6). and Wesleyan University’s Michael Roth has an interesting take on the price we pay when we over-sell technology (page 7). Pages 8 and 11 offer some of the latest rounds in the on-going debates over social studies standards and high-stakes testing. And if you still haven’t decide how you will spend your summer, there may be openings in several workshops - hurry and turn to page 12!

Since we have challenged you to share your talent with your colleagues, we provide an opportunity. On page 9 see Steve Armstrong’s report on the plans for the CCSS conference this fall and the proposal form on page 10 to present a workshop at that conference.

Finally, we wish you a safe, restful and rewarding summer. No doubt September 2012 will challenge us anew; let’s be refreshed and ready.

Dan Danielcoughlin@charter.net
Tim Thomas.weinland@uconn.edu
My current role as Secretary of the State and previous role as Majority Leader of the Connecticut House of Representatives have given me the opportunity to interact with teachers across the state. As a former social studies teacher, I feel a special kinship to teachers of this subject. One major concern that has been expressed to me again and again is the need to bring more young people into the electoral and governmental process. For those of us who have taught the subject and are already very active in civic life, it is often easy to articulate what it is that makes us care and makes us get involved. It is hard for us to comprehend why others do not understand how important it is to participate in our democracy.

Young people traditionally turn out to vote at a lower rate than older generations, though information from recent elections shows an increase in this demographic’s turnout at the national level. In 2004, 4.3 million more voters age 18-29 went to the polls than in 2000. This age group represents more than one fifth of the electorate. It is also more diverse than the rest of the electorate, with 17% identifying as Hispanic, 15% as African American and 4% as Asian. In 2008, there were 6.5 million more voters in this age group than in 2004.

Still, there is work to be done, particularly in Connecticut. While youths represent 21% of the national population, they only represented 17% of voters in 2008. My office examined turnout in the 2011 municipal elections, and found that in Connecticut, the disparity is far worse. While people aged 18-24 make up 9% of Connecticut’s population, they represented only 2.7% of voters in the towns that reported their figures to our office. I know there is more we can do right now, such as maximizing the efficacy of our teachers by putting the tools and resources they need right at their fingertips and in one place.

I started the Connecticut Election Project to do just that. I asked educators and others interested in civic involvement to form a curriculum to bring the 2012 elections into the classroom. This nonpartisan program is for teachers of grades 4 through 12. While content includes materials meant for history and political science classes, we have developed this curriculum with teachers of various subjects in mind, including English, literature, geography and math. There will be a series of webinars throughout the summer to introduce teachers to the materials, as well as student webinars in the fall. Materials will be available on the Secretary of the State’s website, and an in-person student conference will take place in Hartford as the November election draws nearer.

Presidential elections boast the highest turnout numbers because the country as a whole is caught up in the same race. There is more wide-spread media coverage in presidential years than in others, and just about everyone has an opinion on what is going on in these elections—even those who don’t participate. When so many people across the nation are tuned into civic issues, we must leverage this attention into a powerful classroom experience in our public schools – one that is not so much a history lesson but that is actually playing itself out in real time every day.

As teachers, each one of you is a leader and a role model for our young people. You know what a critical role you play in the academic success of today’s students. By taking the time to focus on this historic election in your classroom, you are showing students how important it is to be a knowledgeable, involved member of our community now and in the future. Please take the time to explore this resource and share it with your coworkers. Please visit www.ct.gov/sots to sign up for webinars and for more information on the Connecticut Election Project. Finally, I would like to express my gratitude for the dedication of the individuals who devote their careers to teaching in our public school students. I am always struck by the dedication of teachers both to the children involved in our state’s public schools as well as to their communities as a whole. Public service in any fashion is a noble profession, and our teachers deserve so much more recognition than they often get for their service.
The 43rd Northeast Regional Conference on the Social Studies, hosted by the Connecticut Council for the Social Studies (CCSS) and held April 3rd – April 5th in Sturbridge, MA, was a resounding success. The theme, “21st Century Learning: The Role and Future of the Social Studies,” was evident throughout the conference. Nearly 500 participants at the conference were treated to a wide variety of appealing and informative workshops presented by numerous educators from all levels. Discussions during and between sessions and at social events reinforced the value of these face-to-face professional development opportunities.

Among the highlights of the program was a panel of social studies leaders discussing the status of social studies in their respective states, regionally, and nationally. The potential impact of the Common Core State Standards was a central part of that discussion. Keynote speaker, Julia de la Torre, Executive Director of Primary Source, provided audience members with a dynamic presentation that included a number of practical ways to infuse 21st century teaching and learning into our schools and classrooms. Connecticut’s Secretary of the State, Denise Merrill spoke of her initiative for civics education and reinforced the importance of a sound social studies education in public schools.

An exciting draw was a team of motivated and enthusiastic students from James Moran Middle School in Wallingford who provided Twitter tutorials and interviewed a number of attendees. You can watch these online by typing in “NERC SS” as a YouTube search. Award winners for NERC and from the participating states were recognized for their contributions to our profession. Special sessions, including a showing of Coexist, a film about post-genocide Rwanda, were well-attended and highly regarded. As always, a number of museums, publishers, and non-profit organizations provided valuable insight and resources to attendees. Among other highlights was the presence of past, present, and future presidents of the National Council for the Social Studies. Special thanks to the members of the NERC Planning Committee and to CCSS President, John Tully, for his guidance and support. David Bosso

Donald Salvucci Award winner Jacqueline M. Stack has been teaching social science on the secondary level for 28 years. Her courses have included civics, global studies, U.S. History, sociology, and psychology. Jacqueline has also taught ethics and teacher leadership in post-secondary institutions. She has been a member of the faculty at Howell Cheney Technical High School since 2004. Previously she was the Social Science Program Leader as well as a classroom teacher at Windham High School in Willimantic, Connecticut. Jacqueline has been an active mentor in Connecticut’s Teacher Certification Program. She has served as a co-operating teacher for numerous student teachers. Jacqueline is delighted to be teaching in the Connecticut State Technical School System, where efforts for personal professional growth are supported.

Richard Aieta Award winner Drew Mizak has been active in integrating new technologies into the social studies classroom. Drew has trained teachers on the use of iPods/iPads and Renaissance responders in an effort to make the classroom environment more engaging and interactive. Drew has also inspired students to take an interest in the social sciences outside of the classroom. Drew is the advisor of the Ellis Tech Lifesmarts team, a member of the Connecticut Technical High School System district-wide social studies steering committee, and the Chair of the Student of the Month Committee. He is a respected member of the Ellis Technical High School community.

Be Part of the Action:
For workshop proposal forms for next year’s Northeast Regional Conference on the Social Studies, go to http://www.masscouncil.org/.
Congratulations Jean Golicz who is retiring this year from Glastonbury High School after 25 years. Jean is the winner of the 2010 Connecticut Preserve American History Teacher of the Year. She leaves behind a rich legacy of educational influence, and most recently a wonderful gift for her department colleagues. Jean used her honorarium of $1000.00 from the Gilder Lehrman Institute of American History to send nine History/Social Science teachers from Glastonbury to NERC 2012. Some teachers were seasoned veterans on a mission to attend specific workshops and find targeted resources, and others were new teachers experiencing the NERC atmosphere of professional community for the first time. All learned something that they could bring back to the department and to their classrooms. Jean’s goal from the start. Thank you to Jean for sharing her honors with her colleagues in the spirit of professional learning.
Can History Stand Alone? Drawbacks and Blind Spots of a “Disciplinary” Curriculum

by Stephen J. Thornton & Keith C. Barton — 2010

Background/Context: Over the past quarter-century, many historians, politicians, and educators have argued for an increase in the amount of history taught in schools, for a clear separation of history and social studies, and for an emphasis on disciplinary structures and norms as the proper focus for the subject. Unfortunately, discussions of history education too often rest on the problematic belief that the academic discipline can provide direction for the nature of the subject in general education.

Purpose/Objective/Research Question/Focus of Study: In this article, we trace the relationship between historians and other social educators during the 20th century and explore how the forces favoring a realignment of history and social studies coalesced in the mid-1980s. We argue that this coalition has led to an unproductive emphasis on history as a “separate subject” and a resulting lack of attention to the goals of history in general education.

Conclusions/Recommendations: The academic discipline of history cannot, by itself, provide guidance for content selection because educators face restrictions of time and coverage that are not relevant in the context of academic historical research. In addition, educators must concern themselves with developing students’ conceptual understanding, and this necessarily requires drawing on other social science disciplines. If students are to develop the insights that historians have most often promoted for the subject, historians must return to their place within the conversation of social studies education.

The study of history occupies a conflicted place in the school curriculum, not only in the United States but internationally. On the one hand, in many countries it is among the most well-established subjects, and few students could hope to graduate without studying history multiple times during both primary and secondary education. On the other hand, the content of school history is an attractive target for politicians, pundits, and pressure groups, who repeatedly argue for curricular revisions that may bolster support for contemporary political projects. Such appeals come from a variety of political positions, as calls are made for more national history or more global history, higher academic standards or enhanced contemporary relevance, greater attention to multiculturalism or less. Regardless of the ideology behind these demands, their advocates share a belief that school history should respond to forces outside the academy. Understandably, many history educators recoil at such a belief, and they often argue that the study of history should stand alone, uncorrupted either by social and political concerns or by forced connections with other subjects.

HISTORIANS AND THE SOCIAL STUDIES: A FRAGILE CONSENSUS

A great deal of political and educational discourse in the United States portrays history and social studies as though they were locked in a perennial struggle for dominance of the elementary and secondary curriculum. Historians these days often accept this portrayal, and as a result, they may view social studies as their natural enemy (e.g., Martel, 1999; Olwell, 2006). Social studies educators tend to be less critical of their purported opponents in this curricular “war,” but sometimes they too fall prey to an adversarial perspective and castigate history advocates as backward-looking interlopers into school affairs (e.g., St. Jarre, 2008). What is striking about this dichotomy between history and social studies is just how ahistorical it is. For most of the past century, historians and social studies educators—far from being enemies—have been allies in developing students’ critical understanding of the social world.

The two groups traditionally have faced off not against each other (despite their occasional friction), but against a common opponent—nationalists who advocate a narrower, less reflective curriculum. These nationalists have long attempted to influence historians (and have employed an anti-social studies rhetoric in doing so), but until the 1980s, most historians resisted the temptation to align themselves with such narrow goals. The past two decades, however, have seen a significant and unfortunate realignment of interests, with historians increasingly seduced by those who hold out the promise of increased attention to their discipline—a promise backed up not only by government policy (and funding) but also by current fashion among some educational researchers. The assertion that history should be taught as a separate subject and that it should be at the center of the social education curriculum seems to have become “settled law” among many historians, politicians, and educators. The assertion that history should be taught as a separate subject and that it should be at the center of the social education curriculum seems to have become “settled law” among many historians, politicians, and educators. This position is by no means self-evident, however, nor does it amount simply to the restoration of a previous status quo, interrupted by the long night of social studies’ ascendance. Rather, school history has been subject to conflicting ideas about its purpose throughout the nation’s past, and its relationship to other areas of social education has varied over time.
EDUCATION UNPLUGGED: LEARNING THROUGH CONVERSATION
Michael Roth - President, Wesleyan University

04/23/2012 - Sherry Turkle’s essay in Sunday’s New York Times, “The Flight From Conversation” (http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html) raised several critical questions about how our desire to be connected via technology can also be a powerful mechanism for avoiding significant human contact. Turkle, a psychologist and professor at MIT, is no technophobe. She argues, though, that the tiny “sips” of contact through social networking “no matter how valuable … do not substitute for conversation.”

As I finished Turkle’s essay, I thought about the implications of her argument for education. Many of our students today are convinced that their ability to connect to several things at once, to deal with feeds coming from blogs, Facebook, Twitter and YouTube while they sit with classmates and professors, is a sign of their increased capacity for learning. They are, it seems, “processing” more data all the time. And many faculty have celebrated this polymorphous plugging-in. They argue for either the wisdom of crowds, or the importance of “flipping” (a favorite word) the classroom so that clickers can inform the professor about how much learning is going on. Clickers are oh so much more efficient than talk, so much easier to track than the effects of a professor modeling inquiry and communication.

It is clear enough that the multiplicity of overlapping digital networks brings students and teachers new ways to conduct research, to establish communities of interest, and to facilitate learning. Partisans of the power of networks love to tell anecdotes of how a mathematician’s complex problem was solved through a blog’s crowd sourcing, or how an intractable issue in the life sciences was substantially clarified by marshaling the intellectual power of thousands of thoughtful experimenters. These accounts are not careful considerations of new processes of discovery -- that would require some analysis of how network methods compare to other methods over a large number of cases. Instead we get curiously old-fashioned success stories. Look, the mathematician’s blog worked! Math should now be done with blogs!

It seems like every day we can read another story about how substantial learning can take place online, especially when we use the tools of social networking. To be clear: I have no doubt that many skills can be developed online, just like (in the old days) many skills could be learned by watching television, or listening to tapes. These technologies have always been able to facilitate progress on specific tasks with right or wrong answers, or develop skills enhanced through repetition.

I do want to call our attention, though, to what one learns in classes small enough for conversations guided by teachers who have dedicated a substantial part of their working lives to understanding more about the subject at hand. One of the first things students learn is to expect ambiguity, to anticipate that there will be differences of opinion among thoughtful people. Then, they learn to navigate in that ambiguity. To get the most out of a discussion of a difficult text or of a complex event, students develop a mode of attentiveness combined with patience so that they can see things from a variety of points of view. This takes time, because in a conversation-based class there will be a layering of perspectives, hypotheses, and interpretations. It’s not only bad manners to sneak a peek at your twitter feed during the seminar; it’s also a failure of learning, a sign of an inability to participate in an inquiry that requires face-to-face acknowledgment and receptivity.

Sherry Turkle writes that she “learned that the little devices most of us carry around are so powerful that they change not only what we do, but also who we are.” One of the wonderful things about teaching through conversation is that we get to help our students unplug from the inputs they have customized to reinforce their own tastes, expectations and identities. We get to introduce them to stories and poems, historical events and paintings, scientific experiments and political debates that they might not have attended to, even googled, on their own. And then we get to learn with them about how these complex cultural artifacts can be understood in relation to our present. In this way, we develop a richer sense than our little devices can give us of who we are. More important, we develop a deeper sense of who we might become.

http://www.huffingtonpost.com/michael-roth

Workshop Proposal forms for the CCSS Fall conference (to be held November 2, 2012) will be due June 30th. For details check www.ctsocialstudies.org. and see page 10
The names of dozens of historical figures, including Benjamin Franklin and Malcolm X, would be stripped from Nebraska’s public school social studies standards under a proposed rewrite. Draft standards made public last week emphasize essential skills and concepts rather than listing important people, dates and battles. Officials leading the rewrite say local districts should decide for themselves which historical figures and details deserve attention in the classroom. Donlynn Rice, administrator of curriculum, instruction and innovation in the Nebraska Department of Education, said the draft reflects the state’s “strong tradition of local control.” “There’s a real danger once you start listing specific battles or specific people in history,” Rice said “Where do you stop with that?”

The draft, instead, contains broad directives such as making sure high school students can “analyze and evaluate the impact of people, events and symbols upon history in the United States and abroad.”

In 2007, state lawmakers directed the Nebraska Board of Education to update the state’s academic standards — language arts, math and science are already done. This year, it’s social studies. Nebraska’s nearly 250 school districts must adopt the standards or enact their own standards of equal or greater rigor. Meetings are scheduled Monday in Lincoln and Tuesday in Omaha to take public comment on the draft standards, which were written by a committee of 45 Nebraska educators. The standards are a guide for teachers of history, economics, civics and geography.

The new draft puts greater emphasis on personal finance, such as loans and credit card debt, and it calls for teaching students to look at history from multiple perspectives. The standards would also encourage civic participation by having students “engage in appropriate civic activities,” examples of which are “advocating for personal rights and the rights of others,” registering for Selective Service or “influencing governmental actions.”

The state’s current standards — 33 pages written in 1998 to guide instruction in kindergarten through 12th grade — mention dozens of historical figures, dates and details. For instance, Thomas Jefferson and George Washington are each mentioned twice. Those standards have drawn criticism from inside and outside the state. The Southern Poverty Law Center, a nonprofit civil rights organization, gave Nebraska’s standards an “F” grade for a lack of comprehensive civil rights content. The conservative Thomas B. Fordham Institute, an education think tank, said Nebraska’s history standards deserve a “C” grade for lack of detail, poor organization and “serious gaps.” Some critics, however, say Nebraska’s current standards are overly detailed, a virtual laundry list of human events, people and places.

Rice said the committee wanted the new standards to focus on the big concepts all students need to know and be able to do.

State officials took the same approach when writing the other state standards, she said. “For instance, in reading we don’t give schools a list of novels that they have to read at every grade level,” Rice said. “We talk about what we expect students to know and be able to do, but we leave those kinds of decisions to the local school district.” The standards are written to foster critical thinking and help students analyze events and their impact, Rice said. The standards also focus more attention on geography, helping kids to understand and measure the physical world around them.

Karen Stanley, a retired social studies teacher in the Lincoln Public Schools, is working as a state consultant on the rewrite. Stanley said the committee did not want the state to dictate what takes place in the classroom, as in Texas, where the state approves the public school curriculum. “We really were working very hard to set up the standards so that they would allow for local control but provide the kind of guidance of what you really need to be sure that you include,” she said. The draft gives districts flexibility about when to teach about certain people and events, she said.

The new focus on personal finance was a response to concern of teachers and business people that students don’t really understand money management, as evidenced, she said, by the load of personal debt the country’s carrying. These days, Stanley said, credit card companies are approaching high school kids. The goal is to make kids “economically literate,” she said. She said the call for civic participation could mean a student gets active in politics, campaigns to beautify a park or speaks out against bullying.

John Sieler, a member of the Nebraska Board of Education, said there’s room to improve the draft by requiring students to know certain facts, such as states and their capitals. “We do need to have some specific things in the standards,” Sieler said. “I’m for local control. I campaigned on that. But, on the other hand, here’s some minimum information that each student in Nebraska needs to know.”
CCSS is very excited about the fall conference we are sponsoring at Central Connecticut State University on November 2. The theme of this conference is “Social Studies at the Core: Using Common Core State Standards to Improve Instruction”. Social studies teachers all across Connecticut will be placing the Common Core literacy standards into their units and lessons in the next couple of years. The focus of the CCSS conference this year will be to help social studies teachers do exactly that: we will be having a number of workshops that will demonstrate effective ways to use the common core standards in the social studies classroom. Technology will be another major focus of this conference: we will also have sessions that are not directly related to the common core standards. Teachers and administrators from all grades will find this conference useful. Save the date: more information on this conference will be available shortly. If you are interested in presenting a workshop at this conference, a workshop proposal form is available on page 11 in this newsletter and on the Connecticut Council for the Social Studies website (www.ctsocialstudies.org).

Starting on July 1, I will be president-elect of National Council for the Social Studies, and I cordially invite you to attend the NCSS national conference in Seattle from November 16-18. If you have not been there, Seattle in a beautiful city, and the conference center and hotels we are using are absolutely top-notch. We had a record number of workshop proposals this year; this will be a truly outstanding conference. For additional information go to the NCSS website (www.ncss.org).

Finally, as some of you know, the National Council for the Social Studies has begun a national honor society for social studies students called Rho Kappa. For information on how to start a chapter at your school, go to the NCSS website. Many high schools have numerous honor societies: it is time that we have one for social studies! In addition, several high schools in Connecticut that are starting Rho Kappa chapters are talking about having a Rho Kappa student conference sometime next spring; again, more details will be forthcoming.

As I begin my term as NCSS president, I want to be sure to represent you and your ideas. If you have concerns, suggestions or ideas about our organization or about social studies in general, please do not hesitate to contact me. I am available at Steph17895@aol.com

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**Social Studies Colleagues: Do you know a teacher or a non-teaching professional worthy of an award for his or her professional achievements and commitment to social studies? See Page 12 for information**
WORKSHOP PROPOSAL FORM

CONNECTICUT COUNCIL FOR THE SOCIAL STUDIES ANNUAL CONFERENCE

FRIDAY, NOVEMBER 2, 2012

CENTRAL CONNECTICUT STATE UNIVERSITY        NEW BRITAIN, CT

THEME: “Social Studies at the Core: Using Common Core State Standards to Improve Instruction”

Note: This year, the focus of our conference will be assisting social studies teachers in using the Common Core Literacy Standards to improve instruction. We welcome workshop proposals that will assist elementary school, middle school, and high school students as they integrate common core literacy standards in their classrooms. We are also accepting workshop proposals that do not directly connect to the common core standards. All sessions will be 55 minutes long. ALL PRESENTERS MUST REGISTER AND PAY THE CONFERENCE REGISTRATION FEE.

PROPOSED WORKSHOP TITLE: __________________________________________________________

Name of Presenter #1: _______________________________________________________________
School or Institution: ___________________________ Email Address: ____________________

Name of Presenter #2: __________________________________________________________________
School or Institution: ___________________________ Email Address: ____________________

Name of Presenter #3: __________________________________________________________________
School or Institution: ___________________________ Email Address: ____________________

Audience for this session (please check one):
All_____ College/University_____ High School_____ Middle School____ Elementary School ______

ON A SEPARATE SHEET, PLEASE GIVE A DESCRIPTION OF YOUR WORKSHOP: What will participants be doing in the workshop? What will be the most important things that participants will take away from the workshop? What are your major goals in presenting this workshop? If your workshop is related to Common Core literacy standards, explain how.

PLEASE NOTE: ALL WORKSHOP PROPOSALS MUST BE TURNED IN BY JULY 15, 2012
Please return to Stephen Armstrong, 23 Lake St., South Windsor, CT 06074 or via email at Steph17895@aol.com
If you have questions contact Steve Armstrong, Steph17895@aol.com
National Resolution on High-Stakes Testing

This resolution is modeled on the resolution passed by more than 360 Texas school boards as of April 23, 2012. It was written by Advancement Project; Asian American Legal Defense and Education Fund; FairTest; Forum for Education and Democracy; MecklenburgACTS; Deborah Meier; NAACP Legal Defense and Educational Fund, Inc.; National Education Association; New York Performance Standards Consortium; Tracy Novick; Parents Across America; Parents United for Responsible Education - Chicago; Diane Ravitch; Race to Nowhere; Time Out From Testing; and United Church of Christ Justice and Witness Ministries.

We encourage organizations and individuals to publicly endorse it (see below). Organizations should modify it as needed for their local circumstances while also endorsing this national version.

WHEREAS, our nation’s future well-being relies on a high-quality public education system that prepares all students for college, careers, citizenship and lifelong learning, and strengthens the nation’s social and economic well-being; and

WHEREAS, our nation’s school systems have been spending growing amounts of time, money and energy on high-stakes standardized testing, in which student performance on standardized tests is used to make major decisions affecting individual students, educators and schools; and

WHEREAS, the over-reliance on high-stakes standardized testing in state and federal accountability systems is undermining educational quality and equity in U.S. public schools by hampering educators’ efforts to focus on the broad range of learning experiences that promote the innovation, creativity, problem solving, collaboration, communication, critical thinking and deep subject-matter knowledge that will allow students to thrive in a democracy and an increasingly global society and economy; and

WHEREAS, it is widely recognized that standardized testing is an inadequate and often unreliable measure of both student learning and educator effectiveness; and

WHEREAS, the over-emphasis on standardized testing has caused considerable collateral damage in too many schools, including narrowing the curriculum, teaching to the test, reducing love of learning, pushing students out of school, driving excellent teachers out of the profession, and undermining school climate; and

WHEREAS, high-stakes standardized testing has negative effects for students from all backgrounds, and especially for low-income students, English language learners, children of color, and those with disabilities; and

WHEREAS, the culture and structure of the systems in which students learn must change in order to foster engaging school experiences that promote joy in learning, depth of thought and breadth of knowledge for students; therefore be it

RESOLVED, that [your organization name] calls on the governor, state legislature and state education boards and administrators to reexamine public school accountability systems in this state, and to develop a system based on multiple forms of assessment which does not require extensive standardized testing, more accurately reflects the broad range of student learning, and is used to support students and improve schools; and

RESOLVED, that [your organization name] calls on the U.S. Congress and Administration to overhaul the Elementary and Secondary Education Act, currently known as the “No Child Left Behind Act,” reduce the testing mandates, promote multiple forms of evidence of student learning and school quality in accountability, and not mandate any fixed role for the use of student test scores in evaluating educators.
Global Movements: Migration, Trafficking, and Tourism
A Summer Institute for Educators         July 9 - 13, 2012
The 2012 PIER Summer Institute for Educators explores how the human propensity to move is expressed and enacted in the modern globalized world. Movement has great significance for past and present societies. Whether one is a modern nomad, an economic migrant, a tourist, or part of a diaspora community, the experiences of movement and displacement can impact one’s existence and worldview in unexpected ways. The development of transport technologies and free markets has made the quest for a better life an international endeavor. The 2012 PIER Summer Institute focuses on how new opportunities impact and connect Africa, East Asia, Europe, Latin America and the Middle East. Our 5-day, intensive Summer Institute will examine key topics in global movements, including immigration; economies of mobility and tourism; labor trafficking and slavery; human rights; global health concerns; virtual communication and international communities; and state boundaries and security in a transnational world. The Summer Institute will feature Yale faculty and other experts who will work directly with K-16 educators examining the historical contexts, as well as the current research, resources, and a wide range of case studies related to the nature of global movements. Our Summer Institute is designed to assist teachers in developing innovative approaches and resources for effective classroom teaching of topics critical to today’s world.
CEUs will be available for participation. Participation in the summer institute costs $160; application by May 31 is required. For more information contact Minjin Hashbat (203) 432-3412 or minjin.hashbat@yale.edu

Indigenous Peoples of the Americas: Maya Cultures Across Time
July 9-13: Institute Workshop in New Haven, CT
July 14-22: Optional Field trip to Maya historical sites and communities in Chiapas, Mexico
For High school educators: learn from Yale faculty and other experts about histories, arts, languages, and other aspects of Maya cultures across time, from the ancient Maya of the first millennium A.D. to the diverse Maya people living in Mexico, Central america, and elsewhere in the world today. study connections between Maya people and other indigenous groups of the Americas. enhance curricula and access primary teaching resources, including museum artifacts. Led by Dr. Megan E. O’Neil, Institute Director
$160 registration fee (reimbursed upon completion of institute’s requirements); cost of field trip TBD.
Partial scholarships are available for housing
For more information: Visit peabody.yale.edu/maya-inst or contact Tom Parlapiano, Institute Coordinator, (203) 737-3065 or thomas.parlapiano@yale.edu For more information and to complete the online application, visit www.yale.edu/macmillan/pier/institutes <http://www.yale.edu/macmillan/pier/institutes>

NCSS Presents Professional Development Workshops for the Summer of 2012.
For additional information and to register for NCSS Summer Workshops, please visit www.socialstudies.org/workshops.

Issues of the 1960s
July 15–18, 2012      Presented by NCSS and Bethel Woods Center for the Arts, Bethel, NY

Teaching with Documents and Works of Art: An Integrated Approach, Focus on the Constitution
July 16- July 18, 2012   National Archives Building and American Art Museum, Washington, DC

Strengthening Your Social Studies Instruction using Practical, Engaging, Thoughtful Teaching Strategies
July 25–27, 2012   Macalester College St. Paul, MN

Using Technology to Motivate Students and Increase Engagement in the Social Studies Classroom
August 9–10, 2012   Computer History Museum, Mountain View, CA

Powerful and Authentic Social Studies (PASS): A Teacher Training Institute
July 23–27, 2012   Computer History Museum, Mountain View, CA
CCSS Annual Awards - Request for Nominations

Please Note: The Annual Awards Dinner for CCSS, ordinarily held in May, has been postponed until the CCSS conference in late October. At that time we will honor outstanding professionals and friends for their contributions to Connecticut Social Studies. CCSS Awards and criteria are listed below. The John H. Stedman Passion for the Social Studies Teaching Award is administered separately by Matt Warshauer - WarshauerM@mail.ccsu.edu Criteria for this award can also be found on the CCSS website.

Please send nominations by August 1, 2012 to ctsocialstudies@yahoo.com or Mary Skelly, 25 Industrial Park Road, Middletown, CT 06457.
For more information http://www.ctsocialstudies.org/awards.htm

Excellence in Social Studies Education
Purpose: To recognize exceptional classroom social studies teachers from K-6, 5-8, and 7-12 who teach social studies regularly and systematically in elementary, middle or junior high, and high school settings or at least one half time in a departmentalized school setting.
Criteria: Nominees must demonstrate the ability to:
  • Develop and/or use instructional materials creatively and effectively.
  • Incorporate innovative and/or verified effective instructional strategies and techniques.
  • Utilize new scholarship from history, the social sciences, or other appropriate fields.
  • Foster a spirit of inquiry and the development of skills related to acquiring organizing and using information to make decisions related to both domestic and international matters.
  • Foster the development of democratic beliefs and values and the skills needed for citizen participation appropriate to their level students.
  • Show professional involvement in activities such as workshops, curriculum development, committees other association or professional activities, etc.
Nomination Requirements:
  • Letter of nomination.
  • Vitae or Professional resume prepared by the nominee.
  • Achievements consisting of not more than five (5) one-sided double spaced 8 ½ x 11 pages.
  • Nominee’s current teaching assignment.
  • Up to ten one-sided double-spaced pages of supporting documentation that provides objective evidence that the nominee has met the professional criteria listed above. Evidence might include clear reproductions of newspaper articles, teaching evaluations, and letter of support.

Bruce Fraser Friend of CCSS
Criteria: Nominees must:
  • Be supportive of CCSS.
  • Have furthered the interest of social studies teaching and/or social studies interest in Connecticut.
  • Exhibit conscientious interest and involvement.
  • Be a non-teaching professional, dedicated to the promotion of Social Studies education.

CCSS Service Award
Criteria: Nominees must:
  • Be non-teaching or retired teaching professional.
  • Have demonstrated dedicated, continuous service to further the goals of CCSS.
CONNECTICUT COUNCIL FOR THE SOCIAL STUDIES
MEMBERSHIP FORM

Membership in CCSS entitles you to:
- Reduced Registration for the CCSS Fall Conference
- Reduced Registration for the Northeast Regional Conference for the Social Studies (NERC)
- Convenient access to the Yankee Post, the CCSS online newsletter
- Opportunity to apply for “mini-grants’ of up to $500 for innovative curriculum in social studies and other special projects
- Opportunity to meet colleagues and develop a network of professional friends and associates
- Ability to keep up-to-date with developments in the social studies.

If you have always wanted to become a member of NCSS, now is the time to act. New membership subscriptions to NCSS will also give you membership benefits from Connecticut Council for the Social Studies for one year—a $20 savings. This offer applies to only new NCSS Regular or new Comprehensive members only who send in their form to CCSS. Joint member benefits include:
- All CCSS benefits
- Regular and Comprehensive membership in NCSS includes a subscription to Social Education or Social Studies and the Young Learner
- NCSS Comprehensive membership also includes all bulletins published during the membership year.

Please complete membership form. Make checks payable to CCSS and mail this form to CCSS, P.O. Box 5031, Milford, CT 06460.

Name_________________________________email______________________________
Home Address___________________________City_________State_______Zip______
School Name_____________________________________________________________
School Address__________________________City__________State_______Zip_____
Home Phone___________________________Work Phone________________________
Position_____________________Level of Instruction_____________________________
Areas of Special Interest_____________________________________________________

CCSS Membership (July 1- June 30) NEW NCSS Membership
_____Regular $20 _____Regular* $62
_____Student $10 _____Comprehensive* $73
_____Retiree $10

*Choose one:
_____Social Education
_____Social Studies and the Young Learner