

# PCSS Newsletter

PENNSYLVANIA COUNCIL FOR THE SOCIAL STUDIES

## UPCOMING DATES

May 17, 2016

PCSS  
Board Meeting

October 20, 2016

Content Support for  
Act 70  
(Harrisburg)

October 21, 2016

Annual  
Conference  
(Harrisburg)

October 22, 2016

PCSS  
Board Meeting

## OFFICERS AND SUPPORT

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Amy Cheresnowsky  
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*Newsletter Editor*

## Susan Griffin Resigns as Executive Director of the National Council for the Social Studies

*Silver Spring, MD,  
March 24, 2016 -*

The Board of Directors of the National Council for the Social Studies (NCSS) announced today that Susan Griffin has officially notified them of her resignation from her post as Executive Director, effective September 20, 2016.

Susan Griffin has been Executive Director of the National Council for the Social Studies for the last 16 years, and has served NCSS in a variety of positions during her 36 years with the organization. Her service to the National Council for the Social Studies has been widely recognized by the social studies community. She was Chair of the Task

Force of Professional Organizations that played a key role in the development and publication of the influential College, Career, and Civic Life (C3) Framework for Enhancing Social Studies State Standards, which was published in 2013. During her time as Executive Director, NCSS also developed and published the revised National Curriculum Standards for Social Studies in 2010. Susan Griffin's contributions and leadership as Executive Director will influence the organization as it moves forward with its strategic planning.

The National Council for the Social Studies Board of Directors has begun the process for selecting an Executive Director, which is to

be completed by September 1, 2016.

NCSS President Kim O'Neil stated: "On behalf of the National Council for the Social Studies Board of Directors, I would like to extend our gratitude to Susan for her dedicated service to NCSS and the larger social studies community. As NCSS approaches its 100th anniversary, we are committed to strengthening our mission to 'provide leadership, service, and support for all social studies educators. Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy.'"

## PCSS STATE CONFERENCE October 20 - October 22, 2016

### Conference Theme: *Creating Global Citizens Through Issues Focused Instruction*

We are tasked with educating students who now live in a "global village". In that regard we have an obligation to develop global citizens who are capable of assessing and responding to complex global issues. The Pennsylvania Council for the Social Studies will be exploring how social studies represents the vehicle for issues focused instruction in a complex and ever-changing world when we gather for our 63<sup>rd</sup> annual conference in Harrisburg.

## BELLEFONTE STUDENTS SHOWCASE ANCIENT EGYPT PROJECTS

Wednesday, March 23, 2016 — By Britney Milazzo — For Centre Daily Times



*Student museum held in school library, and open to students' families; This was the first year Jennifer Kerr's sixth-grade social studies class learned about ancient Egypt.*

### BELLEFONTE

—Some Bellefonte Area Middle School students took a step back in time that dated as far back as 3050 B.C.

It was for a project on ancient Egypt for Jennifer Kerr's sixth-grade social studies class.

The six-week course study ended Wednesday with an Ancient Egypt Museum that allowed 116 sixth-grade students in four classes to showcase work that highlighted the region's history.

"We've been working on this for weeks by reading text books and historical fiction, and each student selected an area of study, and did research online, at the library and at home to fulfill their team projects,"

Kerr said. "It's an all-encompassing project that lets them learn about the history and aspects of ancient Egypt, but also gives them the ability to write and speak, and learn to work as a team."

The student museum was held in the middle school library, and was open to students' families.

The school walls leading to the library were covered with sarcophagi that students made from large pieces of construction paper.

Walls in the library were filled with student-made death masks — a ritual mask used by ancient Egyptians of a person's face after his or her death.

Students said they made the masks from plaster for the face, and painted tissue paper for the headdress.

"It was so fun because we could be hands on and learn a lot at the same time," Brett Delaney said.

He was on a team with classmates David Bitner and Wolfgang Parker, who focused on food.



*Bria Pacella, left, and Emma Regel, right, talk to Elaine Ebeling middle, about Egyptian medicine.*

**Nabil K. Mark**  
*nmark@centredaily.com*

"There were some similarities and differences to what they eat now and how they prepare food, like they didn't use a grill back then," Brett said. "They ate a lot of fish, duck, goat and beef and veggies, but their main food was bread, and they drank a lot of beer, because water from the Nile River wasn't sanitary enough to drink."

As guests walked by their presentation, the trio rattled off what they called "fun facts" regarding ancient Egyptian foods.

"The kids were so invested in the project because they found a topic that was interesting to them," Kerr said.

This was the first year Kerr's class studied ancient Egypt.

She said her class usually participates in a similar project about American history.

## HAVERFORD FRIENDS SCHOOL STUDENTS MUMMIFY CHICKENS IN ANCIENT EGYPT UNIT

*Wednesday, April 6, 2016 — By Jessica Paradysz — For Main Line Media News*

### Haverford -

When teaching about Ancient Egypt, most educators will lecture about the far-away days of Cleopatra, hieroglyphics and King Tut. But at The Friends School Haverford, history is coming alive for students — or rather undead — through the process of mummifying chickens and designing unique sarcophagi as part of an interactive, full-year learning experience about the rich, ancient civilization.

Matt Jackson, a history teacher who is fondly called “Teacher Matt,” has been working with his fifth grade class since the beginning of the school year on the exciting unit.

“I was looking for a way to make history more kinesthetic for students,” said Jackson. “In the beginning of the year, I had them do a learning styles inventory to see how best they learn and most of my students are either visual or kinesthetic learners, very few of us are truly auditory learners. So I wanted to give them something they can actually do instead of listening to me talk.”

The Egypt unit is part of a vibrant learning tradition at the Friends School.

“One of the things that Friends School Haverford is renowned for is what we refer to as “Hands-on, Minds on” education,” said Head of School Michael Zimmerman. “Essentially what this means is that we engage students in meaningful context in their learning... In our history study it is not simply a recitation of factual information but a real building of a framework for understanding how people lived.”

The students were involved right

away, mummifying chickens in a process that entailed soaking the chickens in salt and baking soda until the poultry was dried out. Finally, the chickens were coated in a variety of spices and wrapped in gauze to give it a truly mummified look. The process lasted for more than 70 days.

The student’s faces lit up when talking about the process, mostly a mixture of fascination and humor as they speak about touching the skin and how the mixture of gauze and spices smells like a pretzel.

As Jackson and the students stressed, those who did not want to be part of the more icky parts of the mummification could focus more on research or participate in the gauze wrapping.

Zimmerman explained that the students learned that the mummies actually do not give off a bad odor. In fact, they smell better after the process because of the lack of moisture and bacteria.

“I think it’s a good process and I had fun with it and it’s a new experience,” said student Eric Moudy. “I’ve never done anything like this before.”

“I’ve never seen kids more excited to do something, I think each step has been exciting for them, it allows them to be creative,” said Jackson. “If you look at each sarcophagus, it sort of represents the personality of the group. You can see some that are very meticulous and detailed and some are very rustic and they want to craft it and really get to decorating more than making it perfect.”

Students researched different pharaohs in history, Jackson choosing more obscure names than the popular King Tut. The students created research papers and learned

many interesting facts about the life of their pharaohs.

“It’s hard, but it’s a challenging type of fun because we all got to work together,” student Megan Gilchrist said.

Based on the pharaoh, students collaborated in teams, creating sarcophagi out of shoeboxes; adorning them with aged-looking brown paper, ancient symbols and gilded faces, reminiscent of that of King Tut. Each day they add a new part, sitting around tables together and using crafting materials pulled from bright orange boxes.

The students traveled to the Franklin Institute to view the splendor of the “Lost Egypt” exhibit March 10 as inspiration for their designs and to fuel their curiosity on the subject.

“If I can get them excited about history when they are nine and ten, maybe when they are in college they’ll think, “That was cool, I think I’m going to study this,”” Jackson said.

Jackson’s teaching style is already affecting his students, especially student Lindsey McVale.

McVale began the Egypt unit with a fascination with the history which has increased in the hands-on learning process.

“Egypt is the best place ever, I’m probably going to be an Egyptologist when I grow up,” McVale said.

“I don’t want history to be just about facts,” Jackson said. “It’s mostly things you can look up now in days but rarely do you have the chance to get your hands dirty in history... As a teacher it’s what you really hope for, that they are excited, engaged and they find enjoyment out of learning.”



## RHO KAPPA National Social Studies Honor Society

*Rho Kappa Social Studies Honor Society is the only national organization for high school juniors and seniors that recognizes excellence in the field of Social Studies. Any accredited public or private high school can apply for a local chapter, through which individuals will be inducted into Rho Kappa Honor Society.*

*A Rho Kappa chapter at your school provides national recognition for your outstanding students, and encourages an interest in, understanding of, and appreciation for the social studies.*

### Starting a Chapter at your School

Any accredited public or private high school approved by a state department of education or an accrediting agency is eligible to apply for a charter of a local chapter. Each high school shall have their own chapter unless there is not a faculty sponsor available. In such instances, one chapter may be shared as long as all other constitutional requirements are met and fulfilled.

#### *Step One: Select a Sponsor*

A teacher in the field of social studies must serve as the chapter sponsor. This person will need to gather a core group of interested teachers and students to discuss the possibility of forming a chapter. Once the decision is made to start a chapter, the sponsor must submit a charter application, \$150 charter fee, and charter application to officially secure his/her high school chapter charter. It takes approximately 30 days for the application to be processed. A formal charter is sent to the chapter sponsor.

#### *Sponsor Duties:*

The chapter sponsor will be responsible for the chapter's day-to-day activities, act as a supervisor over the chapter, and perform the duties of a liaison among administration, faculty, students, and community members.

Coordinate the creation and review of chapter bylaws to execute the national organization's constitution and outline the chapter's operating procedures.

Maintain of accurate and up-to-date files that consist of membership lists, financial transactions, chapter history, chapter activities, chapter publications and correspondence, and chapter by-laws.

Regularly review each member to ensure membership in good standing as determined by the chapter's by-laws.

The chapter sponsor shall assist the chapter officers to understand and carry out their duties to the best of their abilities.

The chapter sponsor shall be the main liaison between the local chapter and the national organization. This sponsor is responsible for submitting all membership lists and associated fees along with any other information requested by the Rho Kappa Advisory Council.

Appoint a faculty selection committee assembled at the high school in which the chapter resides select new members. The selection committee shall consist of the chapter faculty sponsor and other faculty members within the school. Membership is based upon academic achievement in courses within the field of social studies as well as overall academic GPA.

The chapter sponsor shall be a consider a Rho Kappa honorary member.

#### *Step 2. Complete a New Charter Application*

Once the decision is made to create the charter the sponsor must submit a charter application, \$150 charter fee, and charter application to officially secure his/her high school chapter charter. It takes approximately 30 days for the application to be processed. A formal charter is sent to the chapter sponsor.

#### *Criteria for Active Chapters*

All chapters must:

Have a chapter sponsor.

Induct new members annually (chapters pay a \$5 induction fee per new member).

Pay a \$150 Charter Fee, then a \$75 renewal fee annually (the year begins July 1 and ends June 30).

Submit an Annual Chapter Report.

#### *Chapter Affiliation Renewal Fee*

Each chapter pays an annual affiliation fee of \$75.00 each school year. Charter terms run September 1-August 30 each year.

#### *Loss of Charter*

Any chapter that fails to submit annually (1) current membership list and (2) annual national affiliation fees shall be deemed inactive. After two years of inactive status, the chapter shall forfeit its charter. The chapter may apply for reinstatement upon resubmitting reactivation papers and fees.

# WebSLAM: Real-World Problem Solving With Civic Focus

*This article originally appeared on edutopia.org on March 23, 2016 by Shawn Grimes*

## STUDENTS ARE SICK AND TIRED OF SOLVING MADE-UP PROBLEMS.

It doesn't matter how you present them -- multiple choice, short essay, free response, multiselect -- they just want to move on to something else as soon as they can.

As a classroom teacher, I saw this first-hand and, like so many others, sought ways to do things differently. And so it happened that one evening after attending a tech community event, I was sharing my frustrations with friends when I simply asked the question, "What if just we gave youth a real-world problem to solve?" Together, we imagined a number of ideas that would fit the known realities and constraints of the classroom. Relatively quickly, we landed on the notion of giving students a taste of the digital job market by building websites for nonprofits. As I worked on the idea, knowing that I didn't want to wait for curricular approval to include this in school-day instruction, the answer became obvious: after-school clubs. The idea matured into a plan for six club meetings over a number of weeks with a tech mentor, all of which would culminate in a hackathon-style finale on the last weekend. It didn't take long for me to build on the group brainstorm from that original evening spitball session to having five teams paired up with five tech professionals and a space at a local university with access to a computer cart.

Since that first web-focused SLAM (Student Learning Apprenticeship Model) event, 300 or so youth have participated in a dozen WebSLAM events in Baltimore, Philadelphia, and Columbus, creating more than 60 websites for nonprofits, small businesses, and student projects. These youth have spent significant time not only learning web development for WordPress, but also working hard to understand their client's needs, articulate the organization's purpose visually and through text, and work collaboratively with others to get the job done in the limited amount of time available. The value of the real-world skills that the youth have learned through participating in WebSLAM is equally matched by the intrinsic motivation that they bring to the job at hand when sitting across the table from a real person whose real need they are in a position to really serve.

Since that first WebSLAM three and a half years ago, I've stepped out of the classroom and now work to extend even more real-world opportunities to young people through the Digital Harbor Foundation. It's an honor to inspire and support educators all over the country who want to organize and run their own real-world, civic-hackathon WebSLAMs!

Do you want to bring this kind of event to your school or community? Here are a few practical pointers & how-to's:

- |                                   |   |                                      |  |  |                             |
|-----------------------------------|---|--------------------------------------|--|--|-----------------------------|
| <b>1.</b>                         | <b>2.</b>                                 | <b>3.</b>                            | <b>4.</b>  | <b>5.</b>                              | <b>6.</b>                   |
| <i>Pick a Date<br/>and Commit</i> | <i>Talk About It...<br/>With Everyone</i> | <i>Fake It Until You<br/>Make It</i> | <i>Show Your Stuff,<br/>Regardless of<br/>Completion</i> | <i>Under-Promise,<br/>Over-Deliver</i> | <i>Rinse<br/>And Repeat</i> |

**1. Pick a Date and Commit:** It's amazing what simply picking a date will do to help you organize your own WebSLAM. Give yourself two to three months' lead time (six weeks to recruit the youth, educators, tech mentors, and non-profit clients; and another six weeks for young people to meet once weekly leading up to the weekend hackathon). The most important thing? Pick a space that has reliable internet and flexible, sufficient seating. We've found that tables which can fit small groups work the best. (Traditional student desks are not ideal.)

**2. Talk About It... With Everyone:** You never know who will get excited about this idea or which people will know someone else who's willing to become a key volunteer or supporter. The more people with whom you discuss this, and the more that your community understands how young people can be real-world problem solvers, the more excitement and commitment you'll generate. When spreading the word and recruiting volunteers, however, be grateful but not desperate for help -- people follow confidence.

**3. Fake It Until You Make It:** The first time doing anything is an exercise in exploration. You have to believe that you can get there, make it, deliver, and come back to tell the tale. The goal of running a WebSLAM should not be about perfection but process and empowerment. You *will* want to make sure that the pieces are in the right places, but don't let the uncertainties stall the execution.

**4. Show Your Stuff, Regardless of Completion:** The value of showcase presentations cannot be over-emphasized. The experience of succinctly presenting one's work (no more than five minutes per team) and openly discussing goals, challenges, solutions, and each team member's role is critical to the overall impact of a WebSLAM. Celebrate your shortcomings. You should also be sure to document (and share via social media) as much as you possibly can along the way.

**5. Under-Promise, Over-Deliver:** When working to find your nonprofits or small business partners, it's best to communicate both the vision and the limitations. WebSLAMs are generally geared toward organizations that don't have a website, don't have the funds for one, or otherwise would not be able to build one. Although it can be easy to do otherwise, properly managing expectations and over-delivering on those is the best way to go.

**6. Rinse and Repeat:** Running only one WebSLAM is like only using a dish or piece of silverware once. Small events are OK, and repeating it again and again will allow for a better experience for everyone involved! There are numerous ways of modifying the structure (including having two or three teams work on creating their own version of a website for one organization), but the more you work to organize and support it, the better the outcomes for everyone involved.

## ***Book Review***

This Republic of Suffering: Death and the American Civil War (Drew Gilpin Faust, 2008)

*By Sarah White*

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“The work of death”, Drew Gilpin Faust writes, “was Civil War America’s most fundamental and most demanding undertaking” (xviii). The war’s meaning went beyond counting lives lost, and its most shared experience became the reality and proximity of death itself. *This Republic of Suffering: Death and the American Civil War* is unique and valuable in that through each chapter, Gilpin Faust explores Civil War deaths from a multitude of standpoints, from the acts of dying and killing to the labor of burying, identifying, and numbering. The work details the people – dead and living alike – that engaged in this demanding undertaking, and how those experiences shaped politics, culture, and society into what she terms a “republic of shared suffering”. Gilpin Faust’s examination is both analytically thorough and culturally valuable, and after briefly summarizing the content and structure of her work, I focus on two examples to illustrate how the author succeeds in proving her thesis.

Each chapter in *This Republic of Suffering* examines an aspect of dealing with death in the Civil War: dying, killing, burying, naming, realizing, believing and doubting, accounting, and numbering. In dying and killing, soldiers and their families relied on shared cultural traditions to cope with death and its aftermath, and they learned that killing was the product of human choices and perceptions. In burying and naming the dead, Americans sought to provide their fallen with proper care, identity, shipment home, and the dignity of a marked grave. Soldiers’ deaths shaped the nation in response to dehumanizing practices and the importance of individual rights. Realizing death raised questions and doubts about faith, and public discussion of the dead propelled changes in military and legislative policies.

One way Gilpin Faust explores the Civil War’s transformative power is through the physical act of killing, and the ways in which it altered soldiers’ relationships with other soldiers within and across the North and South but also within soldiers themselves. Death challenged beliefs about the sanctity of life, made more questionable by practices of dehumanizing one’s enemies. The author highlights the physical and emotional tolls faced by African American soldiers, especially those who fought for the Confederacy. Black troops “represented an intolerable provocation” for Confederates, not only in terms of racial theory but in the physical act of arming and empowering men whom southern whites relied on to exert “subordination and control” (44-45). And the perspective of the war’s violence differed greatly between black and white soldiers, where the former fought out of a justified understanding of centuries of oppression, giving the war a much different meaning while allowing black soldiers to become “the agent rather than the victim of violence”. Killing thus became an act of liberation, of emancipation, a psychological transformation (55).

Efforts to identify the dead came to influence both the public and the nation as well. Hundreds of thousands of men on both sides could only be identified as “unknown”, and records filed at army hospitals were required only to be forwarded to Washington or Richmond – not to the families (103). Voluntary civilian organizations worked to do what the government could not, with the issues of humanitarian aid and clerical order converging for the purpose of more efficient communication between the army and the citizens. Where these organizations were not available, individual volunteers offered their services, sometimes travelling to hospitals to write letters from the dying to their loved ones. Gilpin Faust successfully links the inaccurate reporting of casualties to the growing recognition of governmental responsibility for identifying and honoring those who perished in camps and battlefields. It took the horror of the Civil War to introduce the basis for a national cemetery system – in moving the dead into the public eye, honoring the dead became inexorably linked with respecting the living (135).

Men were profoundly changed by war – they did not return the same as they had left, and the impact upon communities and the nation was undeniable, for it was not only soldiers who bore the war’s burden. *This Republic of Suffering* provides a multifaceted account of both the dead and the living that engaged in “the work of death”, the perspectives of those who sought meaning in its magnitude, and the implications that it carried in shaping public perceptions and policy. In the end, “the Dead became what their survivors chose to make of them” (269).

# The 63<sup>rd</sup> Annual Pennsylvania Council for the Social Studies Conference

Lodging at a special conference rate of \$105 a night will be available at the Red Lion Hotel Harrisburg East. Please use this special link: [Pa Council Social Studies Conference 2016](#)

## CONFERENCE SCHEDULE

Thursday, October 20, 2016  
Pre-Conference Sessions (Act 70)  
Awards and Presidential Reception

Friday, October 21, 2016  
Registration  
Continental Breakfast  
Conference and Exhibits  
Luncheon  
Presidential Reception and Dinner

Saturday, October 22, 2016  
Breakfast  
PCSS Board Meeting

Check out <http://pcssonline.org> for more details.

All attendees must register; including PCSS officers, Board Members, and conference presenters.

Send a separate form for each person attending. Please feel free to copy this form as needed.

COMPLETED REGISTRATION FORM AND ALL FEES OR PURCHASE ORDERS MUST BE RECEIVED BY SEPTEMBER 25, 2016.

NAME: \_\_\_\_\_

ADDRESS \_\_\_\_\_

COUNTY: \_\_\_\_\_ CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

PREFERRED PHONE CONTACT: \_\_\_\_\_

Registration confirmation provided by e-mail, so please make sure you provide a legible email address for that confirmation.

**Please confirm your email address here:** \_\_\_\_\_

### CONFERENCE REGISTRATION (Includes Awards Reception on 10/20, PCSS Continental Breakfast and Lunch on 10/21)

ADVANCE REGISTRATION	\$110.00	_____
RETIRED/SPOUSE Registration	\$50.00	_____
STUDENT Registration	\$35.00	_____
LATE (AFTER September 25, 2016) or On Site REGISTRATION	\$150.00	_____

### SPECIAL FUNCTIONS AND ACTIVITIES

Pre-Conference Sessions (Act 70) Thursday, October 20 <sup>th</sup> <b>Must Register in Advance. See PCSS Website for details.</b>	FREE	_____
Reception, Thursday, October 20 <sup>th</sup> (Free for Registered Conference Attendees, Presenters, Awardees and their guests)	FREE	_____
PRESIDENTIAL RECEPTION & DINNER, Friday, October 21 <sup>st</sup> (Free for Past PCSS Presidents ONLY)	\$35.00	_____
PCSS BREAKFAST, Saturday, October 22 <sup>nd</sup> .....	\$20.00	_____
Donation to PCSS .....	Amount	_____

**MEMBERSHIP IN PCSS IS FREE BUT DONATIONS ARE WELCOME**

**MAKE CHECKS PAYABLE TO:** PCSS **TOTAL ENCLOSED** \$ \_\_\_\_\_

**MAIL REGISTRATION AND PAYMENT TO:** IRA HIBERMAN  
5842 SHADY LANE  
NAZARETH, PA 18064

Questions? Email [pacouncilss@gmail.com](mailto:pacouncilss@gmail.com) or call 717-571-7414

**PURCHASE ORDERS:** If registering by purchase order, please attach the PO # to this form. **Payment must follow within 30 days.**

**CANCELLATION POLICY:** Cancellations will be charged a 15% processing fee: There will be no refund if cancellation occurs after September 25, 2016. ALL CANCELLATIONS MUST BE IN WRITING (or email) AND EMAIL DATE/POSTMARK WILL BE USED TO DETERMINE APPLICABLE FEES.

*Proposal Form*  
*The 63<sup>rd</sup> Annual Pennsylvania Council for the Social Studies Conference*



**October 20—October 22, 2016**

**Red Lion Hotel  
4751 Lindle Road  
Harrisburg, PA 17111**

**Conference Theme:**  
**Creating Global Citizens Through Issues Focused Instruction**

*We are tasked with educating students who now live in a “global village”. In that regard we have an obligation to develop global citizens who are capable of assessing and responding to complex global issues. The Pennsylvania Council for the Social Studies will be exploring how social studies represents the vehicle for issues focused instruction in a complex and ever-changing world when we gather for our 63<sup>rd</sup> annual conference in Harrisburg.*

**Lodging at a special conference rate of \$105 a night will be available at the Red Lion Hotel.**

**NOTE: ALL PRESENTERS MUST REGISTER AND PAY**  
**FOR THE CONFERENCE**

**Proposal Submission Instructions**

Send via email to [pacouncilss@gmail.com](mailto:pacouncilss@gmail.com)

Send as a PDF file or Microsoft Word Document.

Email subject should read **“PCSS Proposal – Organization/Last Name”**

**Include this form as an attachment with your abstract.**



Title of Proposed Session: \_\_\_\_\_

*All sessions are 50 minute blocks. Please indicate an appropriate address for Fall 2015. Contact information will be listed in the conference program directory.*

**IF YOU NEED TO ADD CO-PRESENTERS, PLEASE ATTACH. Each must register.**

Primary Presenter: \_\_\_\_\_

Affiliation/School System: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone(s): Home: \_\_\_\_\_ Work: \_\_\_\_\_

Email address: \_\_\_\_\_

Alternate Email address: \_\_\_\_\_

**Add Additional Names and information for co-presenters. Provide above information for all.**

***Proposal Abstract: Write a 100 word description of your session as you wish it to appear in the printed program. Describe both the content and the format of the session.***

Primary Audience: \_\_\_ Early Childhood \_\_\_ Middle Level \_\_\_ Secondary \_\_\_ College/university

Other? Please describe: \_\_\_\_\_

**Outline the objectives, expanded content and presentation techniques for the session. Be specific in describing your proposal; particularly address usefulness and importance to the audience. Please connect to theme.**

**Important Note:** You must supply your own laptop. Indicate with a check if you need the following at your session.

\_\_\_ LCD Projector      \_\_\_ Audio Speakers

If you are a Mac user, you may wish to bring your own projector or adaptor as equipment has sometimes been incompatible with Macs.

Only electronic submissions allowed. Proposals must be received no later than **May 29, 2016** to be considered in the program.

**PLEASE MAKE SURE YOU GET AN ACKNOWLEDGEMENT OR YOUR SUBMISSION. ANY QUESTIONS, PLEASE CONTACT PCSS PAST PRESIDENT DAVID TREVASKIS AT [david@lepakids.com](mailto:david@lepakids.com) or 717-571-7414**



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The Pennsylvania Council  
For the Social Sciences  
Official Website:

<http://pcssonline.org>

To learn how you can become  
a member, please visit:

<http://pcssonline.org/join>

The PCSS promotes quality Social Studies education from kindergarten to higher learning by:

1. Advocating the Social Studies at all levels of education in Pennsylvania.
2. Promoting the analysis, dissemination and evaluation of Social Studies materials.
3. Examining and recommending certification requirements for teachers.
4. Assisting educators in organizing local Social Studies councils for professional development.
5. Cooperating with schools, districts, intermediate units and other interested parties on Social Studies projects.

## Literary Design Collaborative

<http://pcssonline.org/literacy-design-collaborative>

The Literacy Design Collaborative [LDC] offers a fresh approach to incorporating literacy into middle and high school content areas. Designed to make literacy instruction the foundation of the core subjects, LDC allows teachers to build content on top of a coherent approach to literacy. This is drastically different than past, less structured notions of “adding” reading and writing when possible to the teaching of content.

The LDC work started with a small practitioner team set on addressing the intransigent challenges of adolescent literacy. Building from research and their field expertise, they created a literacy framework for the core secondary subject areas of ELA, social studies and science. The effort quickly expanded to become the Literacy Design Collaborative (LDC), a larger initiative that now involves an ever-growing set of partners,

with teachers firmly leading the development. The project is supported by the Bill & Melinda Gates Foundation.

Partners use the LDC framework as a common chassis to create LDC tasks, modules, and courses designed to teach students to meet common core literacy standards while engaging in demanding content.

Teachers across contents, grades and states are finding that the LDC approach builds stronger literacy skills in

students and promotes ongoing conversations among teachers about what constitutes quality literacy teaching, learning and student work.

Together, the many LDC partners are working on an old problem in new, challenging and break-through ways.

The Literacy Design Collaborative

A Framework to move from Common Core to classrooms