



# Social Studies VISION



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—GEOGRAPHY—

—CIVICS—

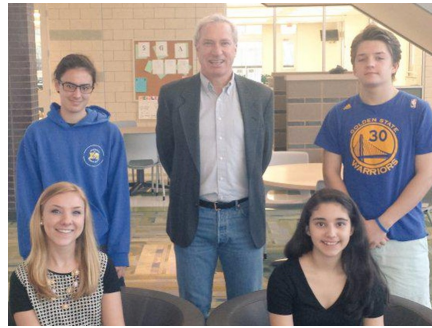
—HISTORY—

—ECONOMICS—

The school year coming to a close, tests have been completed, grades are finished, and books have been packed away. We hope you've had a successful school year and enjoy a relaxing summer. See you in the Fall!



*Long Branch 3rd graders determine the impact of King George's taxation on the colonists in an interdisciplinary simulation.*



*Congratulations to Patrick Kelly and Wakefield students who advanced to the championship round in the Governor's Challenge in Economics competition.*



*Mayor Vincent C. Gray spoke to Thomas Jefferson 7th graders reflecting on the Civil Rights Movement, Integrating GWU in the 1960s, and Being Mayor of the Nation's Capital.*

## Consider This... Student learning at the heart of technology integration

In the last fifteen years technology has rapidly and vastly changed our world and education. The growing availability of computers and access has expanded the world of learning beyond the classroom walls. With this sea of change comes the question: How do we address the needs of our modern learners in our increasingly networked and connected world?

Many contend that learning is now about participatory activities in the real world context. Because of our interconnectedness we have an opportunity to reach learners outside school walls to converse, create, and publish authentic, meaningful work. In its ultimate form students would be driving their own learning, becoming digital citizens, curating content, and building personal learning networks (Will Richardson, 2013).

To reach those ends, the Substitution Augmentation Modification Redefinition (SAMR) model provides a useful guide to technology integration. Developed by Dr. Ruben Puentedura and adopted by companies like Apple, the SAMR model provides a method of seeing how computer technology might impact teaching and learning. The SAMR model outlines four levels of technology integration that fall along a functional spectrum with teacher-centric at one end and student-centric on the other.

The first level of technology integration is **Substitution** where technology serves as a direct substitute without functional change, like students using word processing or power point for a travel presentation instead of doing the work on paper. This level tends to be rather teacher centric where the instructor is guiding all aspects of a lesson.

The second level of the SAMR model is **Augmentation** where technology serves as a direct substitute with functional improvement. An example would be students submitting assignments via Google docs and the teacher interacting with comments or students create flashcards on Quizlet. There is some functional benefit in that student and teacher can receive almost immediate feedback. This begins to move instruction along the continuum as immediate feedback helps students become more engaged in learning.

**Consider This....(cont.)**

The third level of the SAMR model is *Modification* where technology begins to enhance and transform the traditional classroom. An example would be creating a travel guide that incorporates multi-media and student collaboration that includes video and student narration. These guides maybe uploaded to a school website or shared with other students within or outside the school. Technology is necessary for this lesson to function allowing peer and teacher feedback and audio recording. Questions about the process increasingly come from students themselves.

The fourth and most student-oriented level is *Redefinition* where technology allows for tasks that would have been inconceivable without technology. Exploring and mapping possible tourist destination using Google Earth to include interviews of people who live or travel there and data from social networking sites to validate claims. Other examples are flipped classrooms. At this level, classroom tasks and technology are not the ends, but the supports for student centered learning.

At the higher levels of the SAMR model, students are not just consumers of technology but are producers using technology as scholars, creators, researchers, innovators, and problem solvers. Other common elements at the third and fourth levels in SAMR are that students are asked to work on problems or answer questions not fully solved. Students are asked to share their work with others beyond the instructor, and lastly students are given a degree of autonomy in their work.

APS instructional staff have been using the SAMR model in evaluating technology integration. While teachers range in their comfort and expertise of technology integration, it is important that we are moving forward. Enhanced technology integration will prepare our students with 21<sup>st</sup> century skills (collaboration, communication, critical thinking, and creativity) to succeed in the future.



To our lead teachers who are stepping down,  
we give a big **THANK YOU** for  
**their service!**

- |                    |              |
|--------------------|--------------|
| Zach Porter        | - Barrett    |
| Anna Kanter        | - Drew       |
| Anne Godfrey       | - Nottingham |
| Elizabeth Kuleski  | - Oakridge   |
| Jaclyn Scott       | - Jamestown  |
| Stefanie Robertson | - Henry      |
| David Siu          | - Randolph   |
| Sara Winter        | - Gunston    |
| Andy Paparella     | -Kenmore     |

**Teachers Share End their Year Sharing Site Based Initiatives**

At the Social Studies end of year county wide meeting secondary teachers came together to celebrate the end of year, recognize their colleagues who were leaving the district, and share their Site Based Initiatives (SBIs). This marks the Socials Studies second year implementing SBIs. Using school data to drive their choice, teachers work in teams to address a professional development initiative that informed their instruction to improve student achievement. Over 30 SBIs were presented at our countywide meeting and topics ranged from technology integration, to performance assessment tasks, to peer-to-peer walk throughs, and to developing historical writing.



# Social Studies into the Summer

From nearby to overseas, many of our colleagues are continuing professional learning into the summer. Here is a sampling of their adventures!

**Mary Beth Donnelly of Swanson** will have a social studies –filled July! For the first full week in July she will attend the NEH Landmarks of American History and Culture Workshop, [The Seat of War and Peace: The Lincoln Assassination and Its Legacy in the Nation's Capital](#) at Ford's Theatre. Then she's off the Columbia University for a week long [Gilder Lehrman workshop on the Underground Railroad](#).

**Jennifer Shearin of Yorktown** will participate in an NEH Landmarks of American History & Culture summer workshop ["The Most Southern Place on Earth: Music, History & Culture of the Mississippi Delta"](#).

**Kenmore's Lilo Stephens** will attend the [Belfer National Conference at the Holocaust Museum in D.C.](#) At the conference, Museum educators and scholars share rationales, strategies, and approaches for teaching about the Holocaust. Participants have the opportunity to tour the Museum's permanent exhibition, as well as the special exhibitions, and to explore the Museum's full range of resources.

**Tom Lenihan of Yorktown** and 11 other teachers from across the U.S. will be participating in the [Cuban Culture & Society Teacher Institute](#) from June 20-July 4 in Havana, Cuba through Tulane University. They will be visiting sites including the Bay of Pigs, an urban agrarian farm, tobacco farm and historic sugar plantation.



**HB Woodlawn's Eleanor Reed** will be traveling to Beijing, China this summer to present on classroom management techniques to over 100 new 'practice teachers' who will be assigned to English-speaking K-12 schools and universities. This opportunity comes from the George Mason Confucius Institute and their partner Beijing Language and Culture University.



**Yorktown's Mike Palermo** was selected for the [Supreme Court Summer Teacher Institute](#). The Institute includes sessions led by Supreme Court experts, journalists, authors, and lawyers, who give teachers an in-depth understanding of how the Court chooses and decides cases, and what it is like to argue before the Court.

**Debra Cave of Yorktown** was accepted into the [World Affairs Council Turkey Study Tour](#) where a group of selected teachers from across the U.S. will spend two weeks visiting different sites and schools and experiencing Turkish culture.

**W-L's Kira Jordan** will attend the [Empire City Workshop](#) as part of the Gilder Lehrman Institute and the NEH Landmarks of American History and Culture summer workshop series. Set in New York City, this workshop will feature lectures, discussions, and work with primary sources—as well as visits to landmark sites—to provide an overview of how urban history relates to American history.

**Larry Peacock of Williamsburg** will be attending the [We The People Institute at Montpelier](#) this summer. He and participating teachers will attend a combination of lectures, breakout sessions, and classroom simulations to learn about the historical events and philosophical contexts preceding and affecting the writing of the U.S. Constitution.

Work and family history merge for **Kenmore's Andy Paparella** as he and his family travel to Plymouth, MA this summer to dig deeper into their genealogical heritage. His wife's family lineage dates back to 6 travelers on the Mayflower. They plan to see historical sites, cemeteries, and the region's geography.

## History Comes Alive!

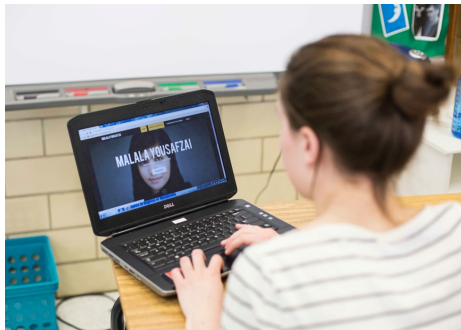
Gasmasks on! **Swanson 7th graders** simulate the trench warfare techniques of WWII.

Students earned points for supplies and then decided what technology/supplies they wanted for their team.



**Ms. Klein's 4th grade class** from **Taylor elementary** pose at the target oratory festival at Ford's theater with James Johnson their artist educator with whom they performed the Gettysburg address.

National History Day at **HB Woodlawn** with a judged competition of historical entries that included: documentaries, web sites and papers, performances, and exhibits. 7th grader Maya McWilliams placed 1st in Virginia for her historical paper on Nicola Tesla and will be competing at the national competition.



**Williamsburg 6th graders** in **Ms. McClain's class** participate



in assembly line simulation to experience the working conditions during the Industrial Revolution.

Rabbi Laszlo Berkowitz speaks to **Yorktown 9th graders** about his experience as a Holocaust survivor.



**Williamsburg 6th graders** participate in Civil War day camp. Activities include examining the life of a soldier and drill formations. Kudos to Patricia Carlson and the grade 6 teachers for organizing this fun

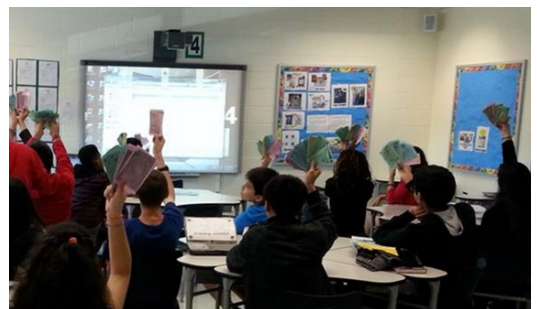


and engaging, hands-on event.

**Oakridge 2nd graders** rock their Egyptian wear as they discover ancient civilizations with Ms. Burgin.



**Kenmore 7th graders** celebrate having "money" left over after paying rent and taxes on second payday as part of a six week mini-economy simulation that will culminate in a Market Day.



## GET TO KNOW APS SOCIAL STUDIES LEAD TEACHERS

**Elizabeth Kuleski** has been teaching at **Oakridge Elementary** for five years. Originally from Florida, she attended Daytona State College and the University of North Florida, then taught second grade for seven years. Elizabeth's favorite social studies topics include the studies of ancient civilizations. When not at school, she loves taking day trips with her husband and their adorable mini dachshunds. We are also proud to share that Elizabeth is Oakridge's 2015 teacher of the year.



**Ethan Schoenherr** is beginning his third year at **Campbell**. He currently teaches second grade as part of grade 2/3 loop. He attended the University of Dayton in Dayton, OH. His favorite social studies topic to teach is third grade government. Outside of school, he likes to play soccer, softball, and hike with his dog.



**Patricia Carlson** has been teaching for APS for many years, but is serving for the first time as an Instructional Lead Teacher at **Williamsburg Middle School**. She is enjoying this new role as well as the new grade 6 History, Civics and Economics curriculum. She sponsors the Model United Nations Club at WMS and has a very busy life at home with her husband and three children.



Summer is around the corner. The Social Studies Office staff hopes you have a relaxing break.



Cathy Hix, Supervisor  
Diana Jordan, Teacher Specialist  
Barbara Ann Lavelle, Editing



Syphax Academic Center  
703.228.6140 phone  
703.228.6295 fax