

# Appendix

Glossary .....	154
Credits .....	156

# Glossary

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**Authentic assessment** - evaluation activities that require students to use knowledge in different contexts (e.g., real-world scenarios).

**Authentic instruction** - teaching that emphasizes applying content and processes in different contexts.

**Authentic intellectual work** - understanding concepts through underlying academic disciplines; discipline-based learning.

**Civic education** - instruction focused on teaching the principles and practices of citizenship in a democratic republic.

**Cooperative learning** - students working in pairs or small groups to facilitate learning.

**Culminating assessment** - end-of-unit evaluation that provides a broad view of achievement.

**Deep understanding** - in-depth, comprehensive learning that goes beyond surface learning.

**Democratic classroom** - a classroom that models democratic values and processes, respects individuals, and gives students a voice in decisions.

**Differentiated instruction** - providing several different avenues by which all students can learn the same material.

**Discipline-based content** - content drawn from different discipline areas, such as history, geography, economics, and political science.

**Diversity** - differences as noted in gender, achievement, race, religion, language, and learning strengths.

**Effective citizenship** – informed, active participation supporting the common good.

**Formal assessment** - planned evaluation of learning often involving the use of rubrics.

**Fragile knowledge** - surface or shallow understanding.

**Generative topic** - a concept that engages students and is used to connect or introduce a unit.

**Informal assessment** - spontaneous evaluation, such as discussion questions that gauge student understanding.

**Jigsaw** - a type of cooperative learning in which students become experts on one part of the material and teach it to other students.

**Multicultural education** - learning focused on understanding various cultures and their beliefs, values, language, and traditions.

**NCSS themes** - 10 major standards-based social studies concepts used in planning units.

**Ongoing assessment** - evaluation that occurs within lessons as the unit is being taught.

**Online resources** - sources available on the Internet.

**Performance assessment** - evaluation based on how students show what they have learned.

**Performances of understanding** - activities students complete to illustrate that they can apply what they are learning.

**Portfolio assessment** - samples of student work accumulated in a folder to show progress over time.

**Powerful teaching and learning** - qualities of instruction that lead to increased learning: active, meaningful, challenging, value-based, and integrative.

**Primary sources** - original documents or first-hand accounts of an event.

# Glossary, cont'd.

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**Real-world instruction** - teaching or reinforcing concepts through application.

**Rubric** - criteria for developing and/or evaluating student work.

**Secondary sources** - sources written by someone other than first-hand participants or witnesses of an event.

**Social studies** - studies involving content, processes, and democratic values that help develop active, informed citizens.

**Teaching for Understanding** - a planning framework for developing units.

**Throughlines** - year-long learning goals that connect units throughout the year.

**Understanding goals** - unit learning objectives.

**Unity** - national wholeness based on shared beliefs and values to support the common good.

# Credits

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