

H.U.B. 2005-2006 Workshop: Online Teaching American History Resources & Lesson Plan Development: Peace and Conflict in U.S. History *Course Syllabus*

Course Due Date: November 7, 2005 and April 3, 2006

DSD Course Number: 10301414 (1 days/14 hours) (USOE credit = 1)

This course presented by Davis School District's H.U.B. Project (History Underscores Belief). H.U.B. is funded by a U.S. Department of Education "Teaching American History" grant. More information can be found at H.U.B.'s homepage: www.davis.k12.ut.us/district/curric/social/hub.html

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The full syllabus (presented herein) consists of:

- (1) Daily course agendas,
- (2) Utah Core Curriculum Standards to be addressed,
- (3) Course requirements (including a grading rubric), and
- (4) Assignment directions.

This syllabus can be found at:

www.davis.k12.ut.us/district/curric/social/hub/yr2catalogue.html.

Master's of Education Credit: If you want MEd credit for this course, you will need to refer to, and complete, the WSU MEd Syllabus Addendum. You may also contact History Chair Dr. Gene Sessions at gsessions1@weber.edu or (801) 262-6709. Dr. Sessions will be grading all assignments if you are seeking MEd credit.

Eligible Participants: Open to all DSD teachers with preference given to DSD 4, 5, 7, 8, 11, and 12th grade social studies teachers, department heads, and elementary implementers. Must participate both days.

Davis School District's Staff Development Professional Development Code of Conduct

- **Only registered participants may attend classes.** Visitors of all ages are inappropriate.
- **Be on time.** Class will start on time and resume on time following breaks. Be in your seat ready to start.
- **Be in class.** Credit and materials will only be given for 100% attendance. Do not plan other activities that will require you to leave early or come late to class.
- **Be prepared.** Be aware of materials you may need and bring them with you.
- **Be on task.** Be a participant in what is happening in class. Activities not related to the professional development work should not be engaged in during class. Please turn off cell phones as a courtesy to all.
- **Be supportive.** Remember the instructor is a professional colleague.
- **Be complete.** Failing to meet the requirements of the course will result in credit being withheld. Partial credit cannot be issued, nor can licensure points be claimed for classes that have not been completed.
- **Be registered.** Instructors must be able to plan for the agreed upon number of participants, so registrations cannot be accepted at the door.

Part 1: Daily Course Agendas

November 7, 2005

Location: PDC East (and Data Lab)

Time: 8 AM – 4 PM

- 8:00-11:00 AM: Using Technology to Teach Social Studies by Spencer Robinson
- 11:00 AM-12:30 PM: Online History Resources by Ann Howden (UEN)
- 12:30-1:30 PM: Lunch on your own.
- 1:00-4:00 PM: Small Group Breakouts: Creating Websites and UBD Lesson Plans

April 3, 2006

Location: PDC East (and Data Lab)

Time: 8 AM – 4 PM

- 8:00-10:00 AM: Using Technology to Teach Social Studies by Spencer Robinson OR something else??
- 10:00 AM-12:00 PM: Online History Resources by Ann Howden (UEN)
- 12:00-1:00 PM: Lunch on your own.
- 1:00-3:45 PM: Small Group Breakouts: Creating Websites and UBD Lesson Plans
- 3:45-4:00 PM: Assignments and Survey

Part 2: State Standards To Be Addressed

This course addresses resources that will aid in instructional strategies. Participant-created webquests will address topics related to the 2005-2006 HUB theme: Peace and Conflict in U.S. History and therefore will address the below standards, which can be found at: <http://www.davis.k12.ut.us/district/curric/social/hub/year2standards.html>

Standards for 4th Grade

Standard 1: Students demonstrate the sequence of change in Utah over time.

Objective 1: Recognize the sequence of change in Utah over time: (b) Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources.

Objective 2: Trace the development of the state of Utah: (a) Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers. (b) Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs. (c) Trace the events that led to the development of Utah from the State of Deseret to the territory of Utah to the state of Utah. (d) Identify important historical sites and historical figures.

Standard 2: Students trace the emergence and development of culture in Utah.

Objective 1: Analyze contributions made from diverse groups to the development of Utah's culture: (a) Explain the influence of ancient and modern Utah Indian groups on cultural development. (b) Explain the influence of explorers on Utah's cultural development. (c) Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship. (d) Analyze the influence of the army establishment and travelers.

Objective 3: Predict future changes based on the history and development of the state: (a) Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population. (b) Predict changes to the culture of Utah.

Standard 3: Students summarize how a constitutional government and a free market economy developed in Utah.

Objective 1: Explain the purpose of a constitutional government: (a) Determine the need for government; e.g., identify individual rights and responsibilities.

Objective 2: Trace the development of a free market system in Utah: (a) Trace the development of a business from its beginning, its market for goods or services, and its growth. (b) Analyze the role of the worker in a business; e.g., division of labor, workers needs, wages, contribution to the business, work ethic. (c) Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.

Objective 3: Analyze the role of the worker in a business: (a) Differentiate roles of workers in business. (b) Identify the needs of workers. (c) Identify the workers contribution to business success.

Standard 4: Students participate in activities that promote cultural understanding and good citizenship.

Objective 1: Demonstrate cultural understanding: (a) Show appreciation for the uniqueness of other cultures. (b) Identify the contributions of various cultures to Utah. (c) Demonstrate respect for cultural differences.

Objective 2: Demonstrate basic citizenship skills: (a) Contribute to the establishment of classroom goals and rules and commit to support them. (b) Identify ways to help and contribute to the community. (c) Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.

Standard 5: Students compare governments and economies of Utah and Japan.

Objective 1: Compare the governments of Utah and Japan: (a) List the attributes of government; e.g., branches of government, leaders. (b) Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy. (c) Compare modern daily life in each system. (d) Compare individual rights and responsibilities.

Objective 2: Identify and compare the industries found in Utah with those in Japan: (a) List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry. (b) Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.

Standard 6: Students use geographical tools to analyze political features of Utah and the Western U.S.

Standard 7: Students use geographic tools to analyze political of Utah and the United States.

Objective 3: Compared political boundaries in Utah and the United States: (A) Identity different types of political boundaries (e.g. city, county, state, national, and international,); (b) Identify political boundaries in Utah and the U.S.

Standards for 5th Grade

Standard 1: Students examine the sequence of events that led to the development of the New World and the United States.

Objective 2: Identify key events that led to United States independence: (a) Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner. (b) Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War.

Standard 3: Students analyze the emergence of the United States as a world influence from 1900 to the present.

Objective 1: Examine the effects of World War I and the Great Depression on the United States: (a) Research the reasons for United States' entrance into World War I. (b) Describe the effects of World War I on the United States.

Examine the consequences of the Great Depression on the United States.

Objective 2: Analyze the major causes and effects of World War II: (a) Trace the events leading to the United States' entrance into World War II. (b) Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society. (c) Analyze the development of technology resulting from World War II; e.g., medical, transportation.

Objective 3: Identify the role of the United States in world affairs from World War II to the present: (a) Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries. (b) Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China.

Standard 4: Students analyze the contributions of key individuals and groups on the development of the New World and the United States.

Objective 1: Analyze the role of American Indians, explorers, and leaders in the development of the New World:

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(c) Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics.

Objective 2: Examine the role of leaders that led to United States independence: (a) Identify primary political leaders of the Revolutionary War.

Identify military leaders of the Revolutionary War.

Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

Objective 2: Examine the functions of the branches of Federal Government: (a) Explain the role of the Legislative, Executive, and Judicial branches of government. (b) Explain the process of passing a law.

Objective 3: Analyze democratic processes: (a) Describe how to become a citizen. (b) Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good. (c) Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette. (d) Participate in activities that promote the public good; e.g., Service-Learning, Project Citizen.

Standard 6: Students analyze events and leaders in the United States through the 19th century.

Objective 1: Recognize primary explorers, events, and military leaders from the Constitution to the Civil War: (b) Trace the wars and political movements; e.g., War of 1812, Mexican War, Monroe Doctrine. (c) List major political and military leaders in the expansion of the nation.

Objective 2: Analyze the impact of the Civil War on the development of the nation: (a) Examine reasons for the Civil War. (b) Explore the impact of the Civil War on the development of the United States.

Objective 3: Analyze the significant social and political movements of the United States from the Civil War to 1900: (a) Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions. (b) Identify leaders of the social and political movements.

Standard 7: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Objective 1: Analyze the significant events and actions of the 20th century: (a) Examine social and political movements; e.g., suffrage, prohibition, civil rights.

Objective 2: Describe the role of United States leaders in World War I, the Depression, and World War II, to the present: (a) Examine the role of United States leaders in World War I and the Great Depression. (b) Describe the role of United States leaders from World War II to the present.

Standard 9: Students analyze the influence of geographic features on the building of the New World and the United States.

Objective 1: Analyze how physical features affected the expansion of North America: (c) Analyze how geographic features and natural resources led to major land acquisitions.

Objective 2: Use maps to identify the development of the New World and the United States: (a) Identify European colonies in the New World. (b) Compare maps of the New World from the 1600s to the end of the Revolutionary War.

Standards for 7th Grade

Standard 1: Students will understand the interaction between Utah's geography and its inhabitants.

Objective 3: Assess how natural resources sustain and enhance people's lives: (a) Recognize the impact of water, minerals, wildlife, and forests on people. (b) Distinguish between renewable and non-renewable resources. (c) Analyze how natural resources improve the quality of life. (d) Assess the importance of protecting and preserving natural resources.

Objective 4: Examine how people affect the geography of Utah: (a) Identify Utah's counties and cities. (b) Assess how people change the landscape. (c) Examine how altered landscapes affect people.

Standard 3: Students will understand the relationship between government and the people of Utah.

Objective 1: Examine Utah's struggle for statehood. Compare and contrast territorial and state government organization: (a) Explain the benefits of statehood over territorial government. (b) Examine the unique relationship between the sovereign Native American Indian nations, the United States government and the Utah State government. (c) Investigate how government services affect the residents of the state.

Objective 2: Examine the structure and function of city, county, and state governments: (a) Explain the role of the legislative, executive, and judicial branches in state government. (b) Assess the similarities and differences among the levels of local government. (c) Identify local officials and their responsibilities.

Objective 3: Assess the rights and responsibilities of citizenship: (a) Compare and contrast the constitutions of the United States and Utah Constitutions; (b) Explain the rights and responsibilities of good citizens; (c) Investigate how individuals can be involved in the political process.

Standard 4: Students will understand the diverse ways people make a living in Utah.

Objective 1: Explore the components of Utah's economy: (a) Identify the multiple components of Utah's economy; e.g., government, agriculture, mining, tourism, high tech industry. (b) Investigate Utah's global trade interdependence. (c) Research important segments of the local economy. (d) Assess factors that attract people and businesses to locate in Utah.

Objective 2: Investigate the past and present role of agriculture in Utah: (a) Identify the importance of farming and ranching to Utah's economy. (b) Explain the impact of the Great Depression on farmers and agriculture. (c) Investigate how agriculture has diversified and improved over time. (d) Examine the cultural legacy of agriculture in Utah.

Objective 3: Examine aspects that have broadened Utah's economy: (a) Investigate the role of mining in Utah. (b) Examine the railroad's impact on Utah. (c) Explain the impact of military installations. (d) Assess the development of heavy and high tech industries.

Objective 4: Investigate the current status of Utah's economy: (a) Examine the role of recreation and tourism in Utah. (b) Outline the role of labor unions. (c) Explain the effects of private, state, and federal land ownership on land use; i.e., parks, forests, trust lands, etc.

Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.

Objective 1: Assess the cultural diversity of Utah: (a) Recognize the unique lifestyles of various cultural or ethnic groups in the local community. (b) Explain the role of immigration in changing Utah society. (c) Research the ways people maintain and preserve cultural identity; e.g., language, custom, holidays, tradition. (d) Explain the issues immigrants encounter in adapting to life in Utah.

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Objective 2: Investigate the contributions of Utah's religious and ethnic groups, including Native American Indians: (a) Identify Utah's religious and ethnic groups. (b) Explain the reasons Utah's religious and ethnic groups settled in Utah. (c) Explain the benefits each ethnic and religious group adds to Utah's society. (d) Investigate how Utah's religious and ethnic groups adapt and interact.

Standard 6: Students will understand the impact of major contemporary events that concern the people of Utah.

Objective 1: Identify and investigate major contemporary events that affect individuals, institutions, and society: (a) Examine different points of view on important events (e.g., politics). (b) Identify the impact each point of view may have on the state. (c) Investigate the avenues available for individual or community involvement.

Standards for 8th Grade

Standard 1: Students will interpret the role of geography in shaping United States history.

Objective 1: Determine how geography affected the development of the United States: (a) Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region. (b) Apply the five themes of geography as they relate to the development of the United States.

Standard 2: Students will investigate the relationship between events of different time periods.

Objective 1: Develop an awareness of current events: (a) Use print and broadcast media to acquire an awareness of current events. (b) Recognize the difference between fact and opinion, and discern bias in the media.

Objective 2: Analyze how contemporary concerns and events affect and are affected by history: (a) Apply knowledge of historical events to recent major events. (b) Utilize contemporary news to discuss past events.

Standard 5: Students will understand the significance of the American Revolution in the development of the United States.

Objective 1: Analyze what ideas and events led to the Revolutionary movement: (a) Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain. (b) Analyze the origin of the ideas behind the revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions. (c) Explain the major ideas expressed in the Declaration of Independence.

Objective 2: Assess the factors affecting the course of the war and contributing to American victory: (a) Examine how the Revolutionary War affected the colonists. (b) Explain the events that brought European aid to the American cause. (c) Examine the advantages and disadvantages of the Continental Army against British resources.

Objective 3: Evaluate the contributions of key people and groups to the Revolution: (a) Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams. (b) Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1st and 2nd Continental Congress. (c) Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.

Objective 4: Examine the effects of the Revolution on the United States: (a) Analyze the terms of the Treaty of Paris of 1783. (b) Determine the weaknesses of the Articles of Confederation. (c) Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations. (d) Explain the

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effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.

Standard 6: Students will understand the structure and function of the United States government established by the Constitution.

Objective 2: Analyze the compromises that led to the ratification of the Constitution: (a) Compare the Federalists and Anti-Federalist ratification debates. (b) Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.

Objective 4: Analyze the rights, liberties, and responsibilities of citizens: (a) Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws. (b) Examine the Bill of Rights and its specific guarantees.

Standards for 11th Grade

Standard 1: Students will expand their knowledge of pre-Reconstruction America.

Objective 3: Analyze the growth and division of the United States from 1820 through 1877: (a) Trace the United States' expansion and growth from the Atlantic to the Pacific. (b) Recognize the sectional differences that developed during the antebellum period. (c) Evaluate the causes, course, and consequences of the Civil War. (d) Analyze the successes and failures of the Reconstruction period following the Civil War. (e) Examine the United States' policies relating to American Indians.

Standard 2: Students will understand how the growth of industry changed the United States.

Objective 1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries: (a) Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures. (b) Explain the expansion of transportation and communication in the United States following the Civil War. (c) Determine the impact of industrialization on the American economy and society. (d) Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.

Objective 2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States: (a) Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford. (b) Evaluate the growth and influences of monopolies and trusts on capitalism.

Objective 3: Assess how the growth of industry affected the movement of people into and within the United States: (a) Determine the demographic changes in population from the 1890's to the present. (b) Investigate the influences that affected various immigrant groups entering the United States. (c) Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.

Objective 4: Investigate the challenges presented to urban inhabitants. Identify how American cities spawned American architecture: (a) Examine living conditions in tenements. (b) Compare the attitudes of Social Darwinism with those of Social Gospel believers

Standard 3: Students will recognize how social reform occurred at the turn of the century.

Objective 1: Investigate reform movements and their prominent leaders: (a) Examine the problems faced by American farmers created by the new market economy and the rise of the Populist Party. (b) Analyze the growth and influence of political machines; i.e., muckrakers, Progressives. (c) Investigate the emerging civil rights

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movements for women and Afro-Americans.

Objective 2: Assess the growth and development of labor unions and their key leaders: (a) Trace the development of national labor unions. (b) Determine the impact of collective bargaining. (c) Analyze the development of socialism in the United States.

Standard 4: Students will understand how war affected the early 20th century.

Objective 1: Investigate how the United States became involved in imperialism and the Spanish-American War: (a) Determine the economic, social, and military affects of United States imperialism. (b) Examine the cause, course, and consequences of the Spanish-American War. (c) Assess how America's imperialism altered relationships with the Far East and Latin America.

Objective 2: Examine how World War I affected the military and the home front of the United States: (a) Identify major causes of World War I and the United States' involvement and influence in the war; i.e., Wilson's fourteen points, the Versailles Treaty. (b) Determine the reasons the United States Senate refused to join the League of Nations. (c) Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.

Standard 5: Students will understand how Americans reacted to rapid social change during the 1920's.

Objective 1: Analyze how the United States coped with rapid economic and technological advances: (a) Investigate how mass media affected American society. (b) Assess how new inventions and consumerism influenced daily life. (c) Explain how the automobile affected the business and landscape of America.

Objective 2: Examine the experiences of black Americans and women in the early 20th century: (a) Account for the sudden growth of black consciousness. (b) Describe the changes in women's attitudes and roles in society.

Standard 6: Students will understand how the Great Depression and the New Deal affected the United States.

Objective 1: Investigate the impact of the Great Depression on the United States: (a) Analyze the major causes of the Great Depression. (b) Examine the social effects of the Great Depression.

Objective 2: Analyze the long-term effects of the New Deal on the United States: (a) Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics. (b) Investigate the shift of power from state to federal government.

Standard 7: Students will understand the causes, course, and consequences of the United States' role in World War II.

Objective 1: Determine how America shifted from isolationism to intervention: (a) Analyze the factors that led to militarism and fascist aggression in the world. (b) Determine how the attack on Pearl Harbor forced the United States out of isolationism. (c) Examine how the alliance systems led the United States into World War II. (d) Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.

Objective 2: Examine the impact World War II had on the American home front: (a) Identify the impact of World War II on minority groups in America. (b) Examine the role women played in the wartime workforce. (c) Trace American mobilization for war.

Objective 3: Evaluate how the rules and weapons of war changed during World War II: (a) Assess how the war

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expanded beyond military targets to civilian centers. (b) Evaluate how technology changed the weapons used in World War II and introduced the atomic age.

Objective 4: Investigate the Post-War Baby Boom's influence on America: (a) Assess the influence of the G.I. Bill on the American lifestyle. (b) Trace the development of consumerism and the economy on the Baby Boom generation. (c) Trace the development of television and its impact on American culture. (d)

Investigate the cultural and social impact of the Baby Boom generation on the American people.

Standard 8: Students will understand the United States' domestic and international position in the Cold War era.

Objective 1: Investigate how the postwar goals and action of the United States and the Soviet Union was manifested throughout the world: (a) Analyze the organization and operation of the United Nations. (b) Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union's reaction. (c) Examine the world's reaction to nuclear weapons.

Objective 2: Analyze the Cold War ideology of the United States' involvement in Asia: (a) Explain America's reaction to the fall of China to Communism under Mao Zedong. (b) Trace American and United Nations involvement in the Korean Police Action. (c) Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh. (d) Investigate how the Vietnam War changed the nature of warfare.

Objective 3: Summarize the political, social, and economic reactions to the Cold War in the United States: (a) Examine the successes and failures of the various political administrations; i.e., Kennedy, Lyndon B. Johnson, Nixon. (b)

Analyze the Great Society programs aimed at ending poverty. (c) Examine the impact of McCarthyism and Watergate on citizens' attitude toward government. (d) Trace the development of space exploration.

Objective 4: Investigate the end of the Cold War and examine America's role in the changing world: (a) Compare differing American reactions to overseas military involvement. (b) Trace the events that resulted in the breakup of the USSR. (c) Examine the superpower status of the United States in the world.

Standard 9: The students will understand the emergence and development of the human rights and culture in the modern era.

Objective 1: Analyze how the civil rights movement affected United States society: (a) Identify the causes and consequences of civil rights legislation and court decisions. (b) Investigate the fight for political, economic, and social equality of women. (c) Analyze how the black civil rights movement utilized both social and political actions to achieve its goals. (d) Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.

Objective 2: Analyze the impact of the counter culture since the 1960's: (a) Trace the development of the counter culture from the anti-Vietnam movement. (b) Assess the development of mass media as the voice of the counter culture. (c) Examine the impact of drugs on the counter culture and the United States.

Standard 10: The students will understand the economic and political changes of contemporary America.

Objective 1: Analyze the economy of the contemporary United States: (a) Examine the effects of economics on modern society. (b) Trace the development of computers and the Internet and their impact on American business and globalization.

Objective 2: Determine how politics was changed by the end of the Cold War: (a) Examine the "Reagan Revolution," its goals, success, and failures. (b) Determine the impact of environmentalism on the United States. (d) Analyze the impact of international terrorism on the United States.

Standards for 12th Grade (Govt. & Citizenship)

Standard 1: Students will understand the significance and impact of the Constitution on everyday life.

Objective 1.1: Investigate the ideas and events that significantly influenced the creation of the United States Constitution: (A) Identify and summarize the philosophies that contributed to the Constitution (e.g., Machiavelli, Locke, Jefferson, Madison, Hamilton); (B) Identify and investigate the events that led to the creation of the Constitution; (C) Analyze how the idea of compromise affected the Constitution.

Objective 1.2: Assess the essential ideas of United States constitutional government: (A) Examine the purposes and role of government; (B) Investigate the major ideas of the Declaration of Independence, the Constitution, and other writings (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Iroquois Confederation); (C) Compare the Articles of Confederation to the United States Constitution.

Objective 1.3: Determine the importance of popular sovereignty and limited government in a democratic society: (A) Explain how the separation of powers is maintained through checks and balances; (B) Describe how the federal system of government creates a division of power; (C) Determine how judicial review makes the Constitution a living document; (D) Examine how the rule of law affects everyday life; (E) Investigate the necessity for civic virtue.

Objective 1.4: Investigate the organization and functions of the United States government: (A) Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government; (B) Describe how the United States Congress makes laws; (C) Examine the ways in which the executive branch carries out laws; (D) Investigate how laws are interpreted by courts through an adversarial process (i.e., plaintiff, defendant).

Standard 2: Students will understand the protections and privileges of individuals and groups in the United States.

Objective 2.1: Assess the freedoms and rights guaranteed in the United States Constitution: (A) Determine the rights and liberties outlined in the Bill of Rights; (B) Examine how the Bill of Rights promotes civil rights and protects diversity. (C) Assess the significance of the First and Fourteenth Amendments.

Objective 2.2: Analyze how civil rights and liberties have been changed through court decisions: (A) Examine how the Bill of Rights promotes a just legal system; (B) Summarize the differing interpretations of the strict versus loose constructionists; (C) Identify landmark cases and their impact on civil rights and individual liberties (e.g., Dred Scott, Plessey, Brown, Miranda, Gideon, Bakke).

Standard 3: Students will understand the distribution of power in the national, state, and local government in the United States federal system.

Objective 3.1: Determine the relationship between the national government and the states: (A) Identify and explain the concept of federalism; (B) Examine the debate between federal supremacy and states' rights; (C) Assess the unique relationship between the sovereign American Indian nations and the United States government.

Objective 3.2: Analyze the role of local government in the United States federal system: (A) Describe the powers given to local governments; (B) Investigate the structure and function of local government; (C) Assess how federal monies influence local policy and decision making; (D) Explore current issues affecting local governments; e.g., spending, state v. local control, land use; (E) Examine how public education is a function of state and local government.

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Standard 4: Students will understand the responsibilities of citizens in the United States.

Objective 4.1: Investigate the responsibilities and obligations of a citizen; (A) Assess the need to obey laws; (B) Examine the election and voting process; (C) Examine the United States tax system; (D) Recognize the need for selective service in maintaining a military; (E) Investigate the major political parties and their ideas.

Objective 4.2: Investigate ways in which responsible citizens take part in civic life: (A) Evaluate the need for civic dialogue in maintaining a democratic society (e.g., public meetings, mass meetings); (B) Participate in activities that promote the public good (e.g., the voting process, jury duty, community service).

Objective 4.3: Assess methods for respectfully dealing with differences: (A) Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation. (B) Develop an understanding of the role of civility in dealing with individual and group differences.

Standard 5: Students will understand basic economic principles and how they influence everyday life.

Objective 5.1: Explore major economic systems: (A) Explain how the scarcity and abundance of productive resources contribute to economic systems; (B) Develop an understanding of capitalism, communism, socialism, and mixed economic systems; (C) Examine the problems of newly developing economies in today's world.

Objective 5.2: Determine how supply and demand affect the availability of goods and services: (A) Analyze the role that prices, incentives, and profits play in determining what is produced and distributed in a competitive market system; (B) Determine how scarcity and choice influence governmental economic decision making; (C) Examine how the private and public sectors contribute to an economic system; (D) Analyze the role of specialization and exchange in the economic process.

Standard 6: Students will understand the relationship between the United States and the international system.

Objective 6.1: Examine major government structures and functions outside the United States: (A) Explain the purpose of government and analyze how government powers are acquired, used, and justified; (B) Compare different political systems with that of the United States; e.g., dictatorship, democracy, theocracy, monarchy, totalitarianism; (C) Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Objective 6.2: Evaluate how United States foreign policy affects the world: (A) Explain the powers that the Constitution gives to the president and Congress in foreign affairs, and how these powers have been used; (B) Describe the process by which United States foreign policy is made (e.g., federal agencies, domestic interest groups, the public, the media); (C) Analyze the various ways that United States foreign policy is carried out (e.g., diplomatic, economic, military, humanitarian); (D) Explain how United States domestic politics affect United States foreign policy.

Objective 6.3: Explore how the United States influences other nations, and how other nations influence the United States: (A) Describe the impact of the United States' concepts of democracy and individual rights on the world; (B) Explain how developments in other nations affect United States society and life; (C) Describe the role of the United States in international organizations.

Standards for 12th Grade (Govt. & Law)

Standard 1: Students will demonstrate through both individual and group processes a variety of creative, critical, and reflective thinking skills through reading, writing, listening, speaking, and problem solving.

Objective 1.1: Develop writing skills in social studies: (A) Enhance writing skills through descriptions of the government, political and legal processes; (B) Develop an original project or paper on government policy

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articulation, formulation, implementation, adjudication; (C) Write a paper on a legal issue presently confronting the United States and evaluate possible solutions.

Objective 1.2: Develop social studies process skills: (A) Use appropriate vocabulary and terminology; (B) Identify main and supporting ideas and arguments in assigned reading materials; (C) Comprehend and arrange events in chronological order or some other sequence; (D) Interpret or create graphs, charts, statistics, newspapers, political articles, and observations of political events.

Standard 2: Students will understand a comprehensive geographical view of the human and physical worlds and why and how they influence and relate to the environment, societies, and to global interconnectedness and interdependence.

Objective 2.1: Develop map and globe skills of space and place: (A) Demonstrate how sectionalism and geographic location have caused conflict throughout United States governmental history (e.g., the Civil War, economic policy disputes, solid south, farm parity movement, Jim Crow laws); (B) Demonstrate an understanding of the practical consequences of political geography on demographics (e.g., Congressional reapportionment, gerrymandering, the electoral college, geographic ticket balance); (C) Explain how geographic divisions at the community, county, state, and national levels relate to the unique American approach to federalism; (D) Demonstrate knowledge of how United States domestic and foreign policy has been affected by geographical factors.

Objective 2.2: Develop, plan, and evaluate alternative uses of the environment and natural resources: (A) Explain how governments balance costs and benefits in their formulation of environmental policy; (B) Discuss how governments attempt to control or modify the environment to satisfy the needs of their citizenry and the national interest; (C) Predict how environmental issues result in changing needs and conflicts for various groups and interests.

Standard 3: Students will demonstrate why and how ideas, attitudes, events, persons, movements, and documents have influenced humanity.

Objective 3.1: Historical interpretations of the role of government and law evolve with change in society: (A) Identify and describe major historical eras of U. S. history as they relate to the development of American governmental, legal, and political processes; (B) Identify the key principles and provisions of the United States Constitution; (C) Apply law-related and citizenship education concepts to a legal issue currently being discussed in the court, government or legal system; (D) Demonstrate an understanding of the historic development and structure of the federal judicial system; (E) Explain how specific Constitutional concepts including judicial review, states' rights, due process, and national supremacy have affected the historical development of the United States.

Objective 3.2: Students will demonstrate why and how our governmental and legal systems have been influenced over time by ideas, attitudes, events, persons, movements, and documents: (A) Define major periods in the development of American political culture and ideology; (B) Describe the development and dynamics of the two-party system; (C) Trace the broadening of participatory democracy over the course of American history (e.g., expanding voting rights, civil, criminal, and juvenile rights); (D) Discuss significant contributions of philosophy, religion, art, literature, sociology, science, and other fields to American government and law.

Objective 3.3: Students will analyze and apply various political and economic theories to the development of contemporary society: (A) Describe various political and economic theories; e.g., Turner, Marx, strict constructionism, economic determinism; (B) Hypothesize how specific sociopolitical factors influence change (e.g., in population, economy, societal values).

Standard 4: Students will demonstrate why people in different societies create and adopt systems of government and how each addresses human needs, rights, and citizen responsibilities.

Objective 4.1: Identify and examine the competing ideas about the necessity and purposes of politics,

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government, and law: (A) Explain the role of government and how the law affects individual citizens and groups using law-related and citizenship education concepts and methods; (B) Discuss the purposes of constitutions and judicial systems and how they affect the political, economic and social systems of societies; (C) Examine the conditions under which constitutional governments flourish and conditions under which they do not, and the role that citizens play; (D) Compare alternative governments and political systems.

Objective 4.2: Identify and examine persisting issues involving the balance between individual rights and the general welfare: (A) Describe how political change and stability affect the values and needs of individuals and groups; (B) Summarize the historical importance of various Supreme Court decisions and Acts of Congress in the development of individual rights (e.g., *Dred Scott v. Sanford*, *Goss v. Lopez*, *Brown v. Board of Education*, the Civil Rights Acts of 1964 and 1991, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Texas v. Johnson*); (C) Describe similarities and/or differences of various groups seeking civil rights; (D) Describe how the federal government has become the primary protector of individual civil rights through constitutional interpretations of the Supreme Court; (E) Describe and analyze civic responsibilities; (F) Explain how the courts' role in citizenship protects individual rights using law-related strategies.

Objective 4.3: Compare different political systems, their ideologies, institutions, processes, and political cultures: (A) Explain the differences between federal and centralized systems of government and give examples of each; (B) Compare different ways governments gain legitimacy (e.g., the constitutional monarchy of Great Britain, representative democracy of the United States); (C) Compare and contrast the structure and function of political parties in the United States and other nations; (D) Discuss the political attitudes and responsibilities of American citizens.

Objective 4.4: Compare the ways societies and organizations respond to conflicts between forces of unity and forces of diversity: (A) Evaluate activist versus a restrained Supreme Court; (B) Discuss tolerance in relation to a variety of issues; (C) Discuss mistrust of government; (D) Explain the difference an individual citizen can make; (E) Explain why a certain level of political diversity, competition, and tolerance is necessary in a functioning democracy.

Standard 5: Students will demonstrate why and how commonalities and differences of ideas, attitudes, choices and technologies influence the interaction and behavior of individuals, groups, institutions, and cultures.

Objective 5.1: Apply an understanding of how societal traditions, ideas, and behavior patterns affect political culture and legal traditions: (A) Define political culture and identify the dominant aspects; (B) Discuss factors affecting ideology and party identification; (C) Write an elected official and express your opinion or concerns regarding a law-related issue; (D) Visit the legislature during the legislative session and analyze a piece of legislation under discussion.

Objective 5.2: Utilize a variety of resources to interpret cultural values and standards; (A) Analyze class consciousness in the United States.

Objective 5.3: Explain why individuals, groups, and institutions respond to change in a particular way on the basis of shared assumptions, ideas, and technologies: (A) List the sources and assess the influence of political attitudes in the United States; (B) Describe the role that perceptions, beliefs and interests play in defining government policy; (C) Use technology to research case law.

Objective 5.4: Describe the various forms and roles that institutions take in furthering both continuity and change within their governments and legal systems: (A) Describe and differentiate majoritarian, interest-group, client, and entrepreneurial politics; e.g., League of Women Voters, Libertarian, ACLU; (B) Explain why members of Congress differ over how to address public policy issues; (C) Describe how Congress and the Supreme Court affect the role of the President; (D) Discuss the role bureaucracy plays in policy-making; (E) Explain how an activist court system can influence public policy.

Standard 6: Students will demonstrate why societies organize available resources for the production, distribution, and consumption of goods and services.

Objective 6.1: Explain how the scarcity of productive resources requires the development of economic systems to

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make basic decisions about how goods and services are produced and distributed: (A) Identify the key agencies and actors in the formulation of economic policy; (B) Summarize the major competing economic theories that have influenced American economic policy.

Objective 6.2: Compare and contrast the various economic institutions that comprise economic systems including households, business firms, banks, government agencies, labor unions and corporations: (A) Compare and contrast political systems and describe how these respective governments make economic decisions (e.g., democracy, socialism communism, dictatorships, monarchies, oligarchies, aristocracies, and fascism); (B) Demonstrate how financial institutions work and what services they provide; (C) Explain the interrelationship between business interests and government; (D) Analyze the influences of social institutions and mass communication on an individual's perception of the world; (E) Consider different strategies for dealing with situations arising from conflicting beliefs, levels of education, and socioeconomic status.

Objective 6.3: Apply economic concepts and economic reasoning to historical and contemporary developments in government and law: (A) Discuss how the development of the United States from an agricultural to an industrial nation has altered our approach to government; (B) Trace the development of monopolies and their effect on society; (C) Trace the interactions of government and various special interest groups; (D) Display a practical knowledge of how collective bargaining is utilized by labor unions and business; (E) Distinguish between democratic, republican, and other ideological views on unions and business.

Standard 7: Students will demonstrate why and how lifelong learning, collaboration, and responsible citizenship are necessary to promote personal and public good.

Objective 7.1: Demonstrate the characteristics of a lifelong learner in school activities: (A) Consider different strategies for coping with situations which arise from conflicting ideas, and socioeconomic conditions in the past and at the present time; (B) Organize resources and time efficiently; (C) Use appropriate strategies to identify and meet needs and goals.

Objective 7.2: Demonstrate collaboration in working with others to achieve specified results; (A) Describe ways in which government works to deal with conflict and to make decisions relating to the common good; (B) Understand how citizens can work together to change or implement legislation; (C) Listen with respect to the ideas and views of others; (D) Demonstrate an understanding of the group's needs or goals; (E) Show respect and willingness to participate in group problem-solving activities while serving in a variety of roles; (F) Demonstrate the ability to resolve conflicts positively; (G) Use multiple resources effectively; (H) Participate in a community, county, or state political campaign; (I) Identify careers in government and law.

Objective 7.3: Demonstrates an understanding of, and a reasoned commitment to, the rule of law: (A) Respect and defend individual rights and property; (B) Demonstrate individual responsibility; e.g., school policy, voting, and motor vehicle laws; (C) Recognize how individual choices and actions affect self, family, and community; (D) Understand the development of government and law and its function and practice in modern society; (E) Demonstrate respect for elected authorities.

Part 3: Course Requirements

To earn credit, you must complete all **five** of the following course requirements. The grading rubric is provided on the following page. (Please remember, if you are taking this course for MEd credit, you must be given a grade for your work related to this course. Regardless, all work should be of professional quality.) All work (hardcopies) is due to Shanna Futral by April 28, 2006.

(1) Class Time – Participate in all hours of training. Most days run 8 AM – 4PM and this course is 14 hour long. Also, you must adhere to Davis District’s Staff Development Professional Development Code of Conduct (presented on page 2 of this syllabus).

WSU MEd credit hours, DSD teacher licensing points, History Endorsement, and Utah State Office of Education pay-scale lane credit are given in appropriate proportions to the number of hours of the H.U.B. course (basically, 1 credit for 14 hours of seat time). If you want MEd or History Endorsement credit, you must register for this class through the Project Director for WSU Continuing Education and pay the registration fee (\$10/credit hour).

(2) Webquest – Each teacher (or a team of 2 teachers) will research and compile onto a web-page of web-based resources that would aid in the development and delivery of lesson plans related to H.U.B’s Year 2 theme. Refer to the syllabus Part 4: Assignment Directions for complete instructions.

(3) Discussion Board – Post at least 4 comments of merit on the H.U.B. Webblog (located on the left navigation bar of the H.U.B. Homepage). Refer to the syllabus Part 4: Assignment Directions for complete instructions.

(4) Portfolio – Items 2-3 are to be included in your course portfolio, which is to be sent through inner-district pony to the project director by April 28, 2006. Refer to the syllabus Part 4: Assignment Directions for complete instructions.

(5) Course Satisfaction and Expectation Survey – You will complete a course satisfaction and expectation survey, which is due the last hour of the course’s seat time component. You will not include a copy of it in your portfolio, however, completion of the survey is included in your portfolio grade.

Master’s of Education Credit: If you want MEd credit for this course, you will need to refer to, and complete, the WSU MEd Syllabus Addendum. You may also contact History Chair Dr. Gene Sessions at gsessions1@weber.edu or (801) 262-6709. Dr. Sessions will be grading all assignments if you are seeking MEd credit.

Part 4: Assignment Directions

The following pages contain complete directions for:

- Webquest
- Discussion Board Comments
- Portfolio

Directions for Webquest

Refer to the grading rubric on the last page of the project directions.

General Project Requirement: A webquest strategically guides students (and teachers) to websites of national or local history-education partners. Webquests must link to at least 8 websites that have K-12 educational merit. Explicit directions for where a student (and teacher) is to go in each website, in what order, and what they are to do once they get there must be provided. For guidance and examples, check out <http://webquest.sdsu.edu/> or <http://webquest.org/>.

Required Topic: Webquests must be based upon the American history topic covered during the training. All training topics are based off the content thread related to H.U.B.'s Year 2 Theme's of Peace and Conflict standards-based threads:

- Economics: Free market, consumption, industry, labor unions, poverty.
- Political Systems: Comparing a constitutional system to other systems.
- Domestic Conflict: Revo. War, Civil War, Mexican War, Utah War.
- Conflict in Utah: LDS, non-LDS, American Indians, and Mountain Men.
- Geography's Impact on Peace Relations and War.
- Social Change: Revolutions, mass movements, suffrage, poverty.
- Human Rights and Civil Rights.
- Responsibilities of Citizens.
- Foreign Policy: Foreign wars, cold war, global trade.
- Freedom of Religion: Religious Tolerance.

<http://www.davis.k12.ut.us/district/curric/social/hub/hubstandards.html>

Webquest Format: This is the exact order, labels, and information you should use and provide on for your webquest.

(1) Title of Webquest and Grade: Give a short yet descriptive title to your lesson so other teachers will know at a glance what the lesson is about. Also list the grade(s) the lesson is appropriate for – in terms of the Utah Core Standards covered and the appropriateness of activities and assessments.

(2) Name of Authors: First and last name of all teachers involved in the creation of the lesson plan. Also include name of the school where each teacher currently teaches.

(3) Summary: Provide a brief overview of your lesson. Limit yourself to 3-4 sentences.

(4) Key Words: In order for educators to easily find this lesson plan when using the UEN Curriculum Search Tool, please specify 3-5 keywords that describes this lesson plan. Use key words that tie to the state standards and to the title of your lesson.

(5) Main Curriculum Tie: List the Utah Core Curriculum Standard(s) this lesson plan addresses. A complete list can be found at: www.uen.org/core.

(6) Enduring Understanding: Select a Utah Core Standard that this lesson plan supports. Reword the standard into an essential question and cite the standard's number. (*Desired student outcome, end result of learning. What is worthy and requiring understanding? Student will understand_____.* Focus on state standards!)

(7) Essential Questions: (up to 6)
(*What essential questions will guide this unit and focus teaching and learning? How students will reach Enduring Understanding? Focus on objectives of state standards.*)
This is where you will insert the links to other pages.

Posting Webquest On-line: All webquest are to be posted on the H.U.B. Instructional Resources sub-site by the due date. All wepages pages that you create should be free of grammar and spelling mistakes, be easy and logical to navigate, be visually pleasing, be free of html coding errors, have all working links, and be named/saved correctly.

Webquests may consist of more than one webpage that the team links together. All webpages that are created by the team must be named in a clear and consisted manner. Each page's name must start with the team's name (which must be one word selected by the team. Further, page names must be in all lower case letters. Therefore, for a team "Jefferson", webpage names could be as such: jeffersonhomepage.html, jeffersonreadingassessment.html, or jeffersonpg1, jeffersonpg2, or such.

Only one team member (who needs to know the DSD webdesign program) will have access to the sub-site. The team needs to let the Project Director know immediately the full name of this person so s/he can be added to the web-master list and, therefore, have access to the sub-site. To access the sub-site, the appointed team member logs into DSD webdesign with their normal user name and password. Then, on the upper left hand corner, under "Manage Website", select the down arrow and click on "Instructional Resources". Then click on "change site". The team member may then access the team's pages.

To make the website "active" the team must email the Project Director with the page name of the first/homepage for their project/lesson.

Due Date: All websites are to be posted and "active" on the H.U.B. Instructional Resources sub-site by the due date AND a hardcopy submitted to the Project Director via inner district pony in the *each* teacher's course portfolio.

Some basic HTML coding will prove helpful:

- Bold text = `text`
For example: This is how you `bold` a word.
- Italicized text = `<i >text</i>`
For example: This is how you `<i>italicize</i>` a word.
- Underlined text = `<u>text</u>`
For example: This is how you `<u>underline</u>` a word.
- Font size = `text` (Font size ranges from 1 to 7; 3 is just larger than traditional 12-point font.)
For example: This is how you make a word ` larger`.

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- Horizontal line = <hr>
For example: Horizontal lines are a nice way to break up sections on your page.
<hr> _____
- Link to other website pages that you created = name of website
For example: Student Assessment
- Link to any and all website pages that you did NOT create.= name of website
For example: Utah State Core

Webquest Rubric
Total Points Possible: 45
Points Earned: ____
Topic is based upon the HUB theme. (1 pts)
Follows the UBD/UEN format. (7 pts)
Links to 8 websites. (8 pts)
Websites are educational. (4 pts)
Explicit directions for user are provided. (8 pts)
No html coding errors. (2 pts)
All links are active. (2 pts)
Pages named correctly. (2 pts)
Team has emailed Project Director with page name of their project's homepage. (1 pt)
General free of spelling and grammar errors. (5 pts)
Hard copy included in portfolio. (5 pts)
Submitted on time. (5% deducted for every day late.)

Directions for Discussion Board

Post four (4) comments on the H.U.B. Webblog (located on the left navigation bar of the H.U.B. Homepage). Please do not wait until the last moment to post your comments. Also, you can not use the same comment for more than one H.U.B. course. The hope is to create an ongoing dialogue between teachers.

The H.U.B. Webblog is actually a series of blogs on several different topics. Please be sure to post your comments on the most relevant blog.

Comments are to be about what you learned out of the training, how you are implementing it, etc. For example: What aspects of the workshop has affected your understanding of the past? How has your thinking on the topics covered changed as a result of attending the workshop? How might what you learned affect your teaching? You can also respond to other people's comments; to do so, please note at the top of your comment the person, date, and time of the original comment you are responding to. (You cannot link your response directly off that person's comment. All comments within each blog are posted chronologically.)

In regards to the topics covered during the workshop, your comments may also share information regarding what has worked for you, lessons you have learned, valuable resources you have discovered, or reflections on the suggested readings.

Each comment should be a **minimum** of 200 words long. Since comments are posted on-line, it is very important that they are free of spelling, grammar, and sentence structure errors; write in complete sentences and thoughts.

Each time you post a comment, immediately copy and paste a copy of it into a word processor document that is specifically for this course's webblog comments. These will be submitted as part of your portfolio for the course.

The FIRST TIME a teacher posts a comment on the H.U.B. Webblog, you need to download both Part 1 and 2 of the How to Blog directions and follow them very carefully. Blogging is easy, but the first time is confusing because the user has to create a user account and this, by default, creates a new blog when what you really want to do is post a comment on an existing H.U.B. Webblog.
<http://www.davis.k12.ut.us/district/curric/social/hub/hubwebblog.html>

Once you have completed all 4 comments, include a hardcopy in your course portfolio and submitted to the Project Director via inner district pony by the due date.

Refer to the grading rubric on the following page.

Useful Terms To Know:

Blog – A blog is an online discussion board which contains numerous comments. (A virtual bulletin board.)

Comment – These are individual notes posted on the blog. (A virtual post-it note stuck on a virtual bulletin board.)

<i>Discussion Board Rubric</i>
Total Points Possible: 40
Points Earned: ____
4 comments posted on-line. (8 pts – 2 pts each)
Each comment 200+ words. (12 pts – 3 pts each)
Each comment is of educational value. (12 pts – 3 pts each)
Each comment is general free of spelling and grammar errors. (4 pts – 1 pts each)
Hard copy included in portfolio. (4 pts – 1 pt/comment)
Submitted on time. (5% deducted for every day late.)

Directions for Portfolio

Your portfolio is to be printed single side, secured with a binder clip or staple, and submitted to the Project Director (DSD Curriculum, HUB Project, Shanna Futral) through inner-district pony by the due date. Do not send portfolio items for this course individually; all required items should be submitted together and at the same time. All items should be typed and free of grammar and spelling mistakes. (Note: There is a 5% reduction in your overall grade for each day your portfolio is late or incomplete.)

Refer to the grading rubric.

Organize your portfolio in this order. Please separate each section with either tabs or a piece of colored paper.

Title-Page

Using your creativity, design a title page that includes your first and last name, name of your school where you currently teach, name of H.U.B. course the portfolio is for, and the due date.

Table of Contents

Webquest

See directions in Part 4 of the course's syllabus.

Discussion Board Comments

See directions in Part 4 of the course's syllabus.

<i>Portfolio Rubric</i>
Total Points Possible: 10
Points Earned: ____
Contains complete and error-free Title Page. (1 pt)
Contains Discussion Board comments. (1 pt)
Contains Webquest. (1 pt)
Binder clipped together or in a 3-ring binder. (2 pt)
Completed course satisfaction and expectation survey last hour of seat time. (5 pts)
Submitted on time. (5% deducted for every day late.)