

2017 NCSS House of Delegates Resolutions

The House of Delegates (HOD) provides a forum for the general membership of NCSS, as represented by state councils, communities, and associated groups, to bring ideas, principles, beliefs, and actions regarding social studies education to the attention of the NCSS Board of Directors. Resolutions are the framework through which the NCSS membership at-large makes recommendations to the Board.

Any NCSS member can submit a resolution following the guidelines established in the House of Delegates Manual. Resolutions are debated and voted on during the HOD meeting at the NCSS Annual Conference. Resolutions that are passed by the HOD are discussed and voted on by the Board of Directors following the annual conference at the Board's winter meeting. During this meeting, the Board discusses each resolution to determine if it will help NCSS reach its short- and long-term strategic goals. Staff begins working on implementing the resolutions passed by the Board of Directors as soon as possible and feasible during the current and incoming fiscal years.

The resolutions approved by the NCSS Board of Directors at its meeting in March 2018 are the following:

- 17-01-1 NCSS to Launch a Campaign to Increase the Number of NCSS Affiliated Local Social Studies Councils in the House of Delegates and in Each State
- 17-02-1 Developing a Curriculum Program that Draws on Past and Current Models of Inquiry and Engagement
- 17-04-3 Deferred Action for Childhood Arrivals; NCSS Support for Dreamers and Children of Undocumented Immigrants
- 17-04-4 NCSS to Encourage and Support School-wide and District-wide Programs that Promote and Model Respect for the Dignity and Humanity of Every Person
- 17-05-1 To Applaud the Rapid and Timely Posting on the NCSS Website on August 17, 2017, of the NCSS Statement on the Events Occurring in Charlottesville, Virginia, on August 11–14, 2017, and Immediately Afterward on August 15–16, 2017, in Addition to Giving Useful Links to Materials and Resources for Classroom Discussion
- 17-05-2 Recognition of NCSS President Terry Cherry

- 17-05-3 Commendation of the NCSS Staff

Resolution # 17-01-1

NCSS to Launch a Campaign to Increase the Number of NCSS Affiliated Local Social Studies Councils in the House of Delegates and in Each State

Sponsors: Association of Teachers of Social Studies/United Federation of Teachers - New York City (ATSS/UFT-NYC), New York State Council for the Social Studies (NYSCSS)

Co-Sponsors: Florida Council for the Social Studies (FCSS), LGBTQ and Allies Community

Rationale: Increasing the number of NCSS Affiliated Local Social Studies Councils in the National Council for the Social Studies and within NCSS Affiliated State Social Studies Councils would increase social studies advocacy and the social studies footprint from the grassroots up, locally and within each state as well as within NCSS, would serve to further NCSS policies and would also increase diverse voices from across the United States in the NCSS House of Delegates (HOD).

WHEREAS: NCSS efforts to increase the voices in the HOD by including delegates from NCSS Communities and Associated Groups is good, there should be many more voices in the HOD; and

WHEREAS: increasing the number of NCSS Affiliated Local Councils in the NCSS HOD would increase HOD voices from all areas of the United States; and

WHEREAS: increasing the number of NCSS Affiliated Local Councils within NCSS Affiliated State Social Studies Councils, as part of the State Council structure will increase the social studies advocacy and footprint within that state, as well as on the local and national level; and

WHEREAS: this structure benefits NCSS as well as social studies educators in both the most highly populated urban areas as well as the most sparsely populated, providing communication and events closer to home; and

WHEREAS: the New York State Council for the Social Studies (NYSCSS) as well as some other State Councils have had a long history of incorporating Local Social Studies Councils in their structures and can serve as models; and

WHEREAS: right now, there are some half dozen or more

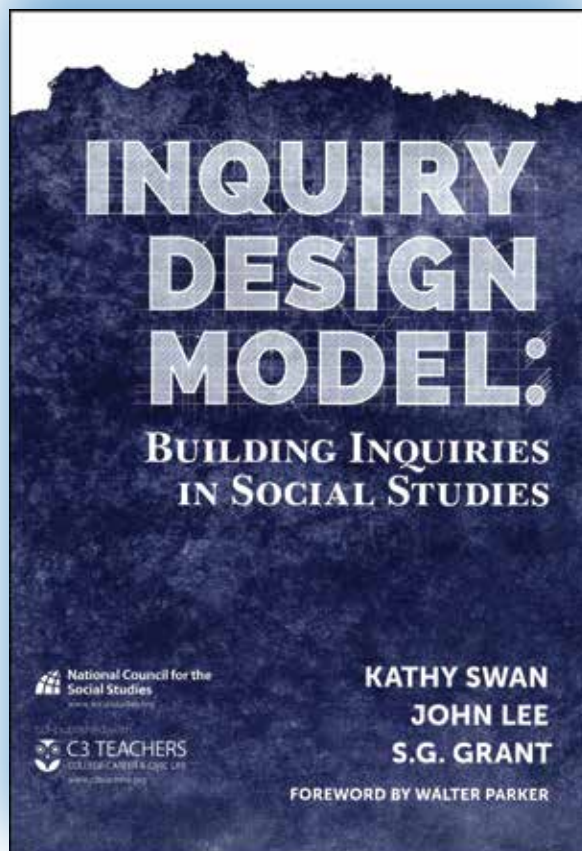
Inquiry Design Model: Building Inquiries in Social Studies

Kathy Swan, John Lee, and S.G. Grant. Foreword by Walter Parker.

C3 Inquiry Series, co-published by NCSS and C3 Teachers, 167 pp.

This book is a comprehensive, in-depth guide for teachers who want to build classroom inquiries based on the College, Career, and Civic Life (C3) Framework. The authors demonstrate how to construct effective Inquiry Design Model (IDM) blueprints that incorporate engaging questions, tasks, and sources. The book offers invaluable advice on how to formulate compelling and supporting questions, build disciplinary knowledge, and develop the ability of students to evaluate evidence, construct arguments, and take informed action.

The authors of this book are the lead authors of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.



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Local Social Studies Councils in the New York State Council for the Social Studies (NYSCSS), whose Presidents sit on the NYSCSS Board of Directors and who are also affiliated with NCSS as local councils; and

WHEREAS: these local councils increase the social studies advocacy and footprint in New York State by serving the needs of social studies educators close to home, while at the same time working on the state and national levels; and

WHEREAS: increasing NCSS Affiliated Local Social Studies Councils would serve to further NCSS policies on the local and state level;

THEREFORE, BE IT RESOLVED: that NCSS launch a campaign to increase the number of NCSS Affiliated Local Councils in the NCSS House of Delegates (HOD) and within NCSS Affiliated State Social Studies Councils in order to increase social studies advocacy and the social studies footprint from the grassroots up, locally and within each state as well as within NCSS and would serve to further NCSS policies; and

BE IT FURTHER RESOLVED: that NCSS launch a campaign to increase the number of NCSS Affiliated Local Councils to increase diverse voices from across the United States in the NCSS House of Delegates (HOD); and

BE IT FURTHER RESOLVED: that NCSS Leadership set up a Committee to explore, encourage and act in an advisory capacity to State Councils to carry out the above.

Resolution # 17-02-1

Developing a Curriculum Program that Draws on Past and Current Models of Inquiry and Engagement

Sponsor: Florida Council for the Social Studies (FCSS)

Co-sponsors: Georgia Council for the Social Studies (GCSS), New Hampshire Council for the Social Studies (NHCSS)

Rationale: The recent push for inquiry-based models within the social studies, such as the C3 Framework, the demand for improved and updated media literacy instruction, and the increasing importance of controversial and difficult issues discussions suggests that it would behoove the National Council for the Social Studies to offer a spiraling, inquiry-focused, experiential, technology-rich, and conceptually driven curriculum for use in the 21st century, drawing on the positive and negative lessons learned from the Man: A Course of Study (MACOS) effort of the 1970s.

WHEREAS: inquiry models, such as the C3 Framework, encourage students to explore questions around complex issues; and

WHEREAS: the current political and social environment calls for a reconsideration of how we approach controversial and difficult topics in the classroom; and

WHEREAS: the MACOS curricular approach of spiraling instruction, the use of evidence, and deliberate discussion to

address social issues aligns well with the Four Dimensions of the C3 Framework and offers a true holistic approach to the social studies that focuses on human agency and a commitment to searching for solutions to social maladies; and

WHEREAS: the lessons learned from the response to the MACOS curriculum offer a guide for the development of an engaging and integrated inquiry-based curriculum that avoids the errors of the MACOS effort;

THEREFORE, BE IT RESOLVED: that the National Council for the Social Studies establish a team to create a curricular program for the 21st century, integrating elements of the C3 Framework, current instructional technology models, and media literacy strategies to meet the demand for a social studies program that allows students to be both learners and problem solvers.

Resolution # 17-04-3

Deferred Action for Childhood Arrivals; NCSS Support for Dreamers and Children of Undocumented Immigrants

Sponsors: Association of Teachers of Social Studies/ United Federation of Teachers - New York City (ATSS/UFT-NYC), College and University Faculty Assembly (CUFA), New York State Council for the Social Studies (NYSCSS)

Co-Sponsors: Human Rights Education Community (HREC), Nebraska State Council for the Social Studies (NSCSS), Oregon Council for the Social Studies (OCSS)

Rationale: NCSS has a stake in supporting the Deferred Action for Childhood Arrivals (DACA) Dreamers program in that it directly affects our students and educator colleagues who are recipients of DACA, as well as reinforcing diversity advocacy that is part of NCSS policy.

WHEREAS: the Deferred Action for Childhood Arrivals (DACA) directly affects our students and educator colleagues who are recipients of DACA; and

WHEREAS: the Deferred Action for Childhood Arrivals was implemented in 2012 to provide a two-year deferment of deportation activities and eligibility for a work permit for persons meeting established requirements; and

WHEREAS: the Migrant Policy Institute estimates that 1.9 million persons may be eligible under the program; and

WHEREAS: the USCIS has accepted 844,931 applications as of June 2016; and

WHEREAS: American Immigration Council estimates that approximately 426,329 school age immigrants (between 5 and 14) might meet the requirements of the deferred action initiative; and

WHEREAS: a majority of the people covered by the Deferred Action for Childhood arrivals were brought to the United States at a very young age and did not knowingly or intentionally violate the law. These residents were raised, schooled, and now work as if they were native-born

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Americans. Deporting them to a country in which they have not been raised and educated, and may not have close family, friends, or a sense of community would be dehumanizing and antithetical to the United States spirit of justice; and

WHEREAS: supporting DACA reinforces the diversity advocacy policy of NCSS; and

WHEREAS: teachers are tasked with providing a safe learning environment for all students regardless of immigration status, and schools must accept all students regardless of immigration status (*Plyler v. Doe*, 1982); and

WHEREAS: Randi Weingarten, president of the American Federation of Teachers (AFT), stated online on Sept. 8, 2017: “We’re all grappling with the ... decision to end DACA, the Deferred Action for Childhood Arrivals program. As educators, we must be prepared to help our colleagues and students directly affected by this decision” (adapted from AFT, September 8, 2017, statement); and

WHEREAS: recent administrative decisions are breaking the promise to DACAmented [DACA + documented] recipients; including teachers, school support staff, healthcare professionals and public service workers, all of whom are contributing to the fabric of their communities and are now at risk of deportation (adapted from AFT, September 8, 2017); and

WHEREAS: DACA provides young people the opportunity to pursue their dreams and stop hiding in the shadows, recognizing that these are people who, in many cases, have no memory of any other country, but the United States, which they love (adapted from AFT, September 8, 2017); and

WHEREAS: the DACA program allows young immigrants who were brought here as children to remain in the United States by protection from deportation and permission to legally work and the young people covered by DACA are woven into the fabric of American society and they contribute to our economic growth and our diversity (adapted from AFT, September 8th, 2017); and

WHEREAS: DACA recipients love America, and many are now teaching in, defending or otherwise contributing to the country that is their home. The average current age of DACA recipients is 26; the average age they came to the United States is 4 years old (adapted from AFT, September 8, 2017); and

WHEREAS: offering protection to DACA immigrants was done based on the understanding that America is stronger when we value people and create opportunity to achieve the American dream, regardless of demography or geography (adapted from AFT September 8, 2017); and

WHEREAS: National Education Association (NEA) President Lily Eskelsen García stated online on Sept 10: “We will continue to raise our voices in a collective chorus for justice to defend and protect Dreamers and their families. ... [DACA] grants legal status for ... undocumented immigrants brought to the United States as children”;

THEREFORE, BE IT RESOLVED: that NCSS support

the continuation of the DACA (DREAMERS) program and the protection of children of undocumented immigrants; and

BE IT FURTHER RESOLVED: that the National Council for the Social Studies issue a position statement that includes the following:

National Council for the Social Studies (NCSS) does not support the Trump administration’s decision to discontinue the Dream Act and requests that the Trump administration or Congress correct this dehumanizing decision that has put many school children at risk.

NCSS is committed to a safe, inclusive community and respects the rights and education and civil discourse of each community member, regardless of immigration status.

NCSS does not support immigration enforcement actively interrupting the classroom, school property, and the community to question any school age child, regardless of immigration status.

NCSS will not tolerate threats or acts of discrimination and its members will strive to sustain a safe, inclusive, and welcoming learning environment for all students and community members, regardless of immigration status; and

BE IT FURTHER RESOLVED: that NCSS, through its website and publications, produce articles and learning strategies to provide further understanding of the DACA program and the protection of the children of undocumented immigrants.

Resolution # 17-04-4

NCSS to Encourage and Support School-Wide and District-Wide Programs that Promote and Model Respect for the Dignity and Humanity of Every Person

Sponsor: Human Rights Education Community (HREC)

Co-Sponsors: Nebraska State Council for the Social Studies (NSCSS), New York State Council for the Social Studies (NYSCSS), Ohio Council for the Social Studies (OCSS), Pre-Service Educators/Student Community, Virginia Council for the Social Studies (VCSS)

Rationale: NCSS, as the premier professional organization of social studies educators, has a responsibility to contribute to the creation and institutionalization of cultures of respect for every person, regardless of their individual circumstances or group identities. Such a culture is a necessary precondition for effective civic engagement within a democratic, diverse society.

WHEREAS: respect for the human rights and essential dignity of every person is essential for positive and productive engagement in the civic life of a democratic society; and

WHEREAS: there is a disturbing increase in the frequency and the inflammatory nature of statements and actions by various individuals and groups both within the United States and globally, employing language of bigotry and negative stereotypes directed against religious, racial, ethnic, ideological,

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socioeconomic and gendered “others”; and

WHEREAS: ideologically-based bigotry, and expressed hatred of the “other,” when unchallenged by significant adults such as educators and socializing institutions such as schools, risk becoming accepted and tolerated as legitimate styles of public discussion and debate and become reflected in behavior of both children and adults within and beyond educational settings;

THEREFORE, BE IT RESOLVED: NCSS should encourage and support the development of school-wide and district-wide programs to integrate awareness of and respect for the dignity and essential humanity of all persons, to embrace and accept different origins, beliefs, statuses and characteristics within an environment of inclusion, support, and tolerance and to guide students to develop an ethic of civic engagement that incorporates these values; and

BE IT FURTHER RESOLVED: NCSS should draw on the expertise and experience of its members and others to offer resources and support for individual, school-wide, district-wide and broader programs to build such human rights respectful school cultures.

Resolution # 17-05-1

To Applaud the Rapid and Timely Posting on the NCSS Website on August 17, 2017, of the NCSS Statement on the Events Occurring in Charlottesville, Virginia, on August 11–14, 2017, and Immediately Afterward on August 15–16, 2017, in Addition to Giving Useful Links to Materials and Resources for Classroom Discussion

Sponsors: New York State Council for the Social Studies

(NYSCSS), and Association of Teachers of Social Studies/ United Federation of Teachers - New York City (ATSS/UFT-NYC)

Rationale: NCSS has a long history of making statements on topical events relating to human rights, as well as providing teaching and learning strategies and links to suggested materials and resources. NCSS was very quick to utilize its website for posting a statement and providing links to useful materials and resources shortly after the horrendous events in Charlottesville, Virginia.

WHEREAS: NCSS posted the following statement on its website on August 17, 2017: **NCSS Response to the Tragedy in Charlottesville, Virginia;** and

WHEREAS: NCSS posted a list of links for teaching and learning strategies and useful materials and resources for discussing the Charlottesville Tragedy in the classroom: **“Teaching the Charlottesville Tragedy”;**

THEREFORE, BE IT RESOLVED: the National Council for the Social Studies 2017 House of Delegates (NCSS HOD) applaud the rapid and timely posting on the NCSS website on August 17, 2017, of the NCSS statement on the events occurring in Charlottesville, Virginia, on August 12–14, 2017 and immediately afterward, in addition to giving useful links to materials and resources for classroom discussion; and

BE IT FURTHER RESOLVED: that NCSS continue to utilize its website for similar statements and links on topical issues in the future. 🌐

Courtesy resolutions were also passed in recognition of the service of NCSS President Terry Cherry and the NCSS staff.

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