



NEWSLETTER

Educating Tomorrow's Citizens

June, 2003

editor: Linda McKean Logan

Tools for social studies educators:

Special pullout section inside

Posters

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Inside this issue of the *Newsletter* there is a special pull-out section that is designed to give you background information about the new standards as well as help you better understand how to read and comprehend the new standards

The actual social studies standards document has been disseminated to school districts throughout Ohio. The book includes information about the development of the standards and an explanation of the structure and format. The standards, benchmarks and indicators are presented in three formats: by standard (e.g., History K-12), by grade level and in a format that shows the alignment between the benchmarks and their related indicators. The Instructional Commentary includes information on foundations, program planning, instructional planning, assessment, technology, and real-world connections. There is also a glossary and a list of resources.

The standards document comes shrink-wrapped with a CD that contains both the science and social studies standards.

The standards documents are also available on the Ohio Department of Education Web site in the three document formats listed above. Hard copies have been shipped to Ohio school districts this spring. Each school district was able to specify the

Along with the *Newsletter*, you have received a poster highlighting Ohio's new model social studies curriculum. There are two versions of the poster available: one for grades K-8; the other for grades 6-12.

This poster is designed to be an easily accessible reference that highlights grade level indicators and benchmarks of the new curriculum.

Each member of OCSS receives one poster for free as a member benefit. Please share this poster with your colleagues and let them know that they can order one for their own classroom.

If you would like to order more posters, use the order form found on page 5.

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number of copies needed and decide whether to receive the documents at the central office or have them delivered to each building. Additional copies may be obtained by contacting karen.paschal@ode.state.oh.us or calling 614-728-3471.

Dateline Columbus . . .

William J. Muthig, Ohio Department of Education

OCSS Mission Statement

The Ohio Council for the Social Studies serves as the premier voice for social studies professionals in Ohio. We advocate for the vital role of social studies and assist educators through professional development for the delivery of effective and innovative instruction. Our conferences and publications provide a network of services to members throughout the state.

Ohio Graduation Test for Social Studies

The Social Studies Content Advisory Committee held its third meeting on May 6th through the 8th. Committee members commented upon a draft plan of types and combination of items for the Ohio Graduation Test (OGT). Test specifications are still in draft form.

At its February meeting, the Social Studies Content Advisory Committee began its review of potential items for the OGT. Additional items were reviewed at the May meeting.

Field test forms of the Social Studies OGT are scheduled for administration in March, 2004.

Ohio Graduation Test Information

Education personnel can now access Ohio Graduation Test resources directly from www.ode.state.oh.us/proficiency/

Click on "Ohio Graduation Tests" from the menu to obtain the test resources. Click on "Monthly Communications to District Test Coordinators" to obtain periodic updates related to the tests.

Proposed Revisions to Implementation of Social Studies Tests

In an effort to comply with the requirements of the federal "No Child Left Behind" legislation, as well as Ohio's Am. Sub. S.B. 1, the State Board of Education and the Ohio General Assembly are considering revisions to the implementation schedule for diagnostic and achievement tests. The State Board has approved the proposed revisions and the General Assembly is considering them as part of House Bill 3.

The current and proposed implementation school years for the social studies tests are as follows:

- Grade 3 Diagnostic – current 2005-06; proposed 2007-07
- Grade 4 Diagnostic – current 2005-06; proposed 2005-06 (no change)
- Grade 5 Achievement – current 2005-06; proposed 2006-07
- Grade 6 Diagnostic – current 2006-07; proposed 2007-08
- Grade 7 Diagnostic – current 2005-06; proposed 2005-06 (no change)
- Grade 8 Achievement – current 2006-07; proposed 2007-08
- Grade 10 OGT – current 2004-05; proposed 2004-05 (no change)

Under the proposal all proficiency testing in grades 4 and 6 would end in 2004-05. There would be no change in the planned phase-out of the 9th-grade Proficiency Tests.

The changes are designed to avoid potential difficulties with lining up sufficient numbers of school districts to conduct the amount of field-testing that would be necessary to implement the new assessments. The changes would also alleviate the amount of item development work by contractors, department staff, and content advisory committees.

House Bill 150

On March 27, 2003, Representative Diana Fessler introduced House Bill 150. The overall purpose of the bill is to limit the State Board of Education's discretionary authority to expand or supplement education laws promulgated by the General Assembly. One of the most significant changes sought in the bill is to limit the authority of the Board to prescribe minimum standards. The language in the bill would limit the Board to "formulating" minimum standards as opposed to formulating and "prescribing" standards.

Dateline Columbus

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Gideon v.
Wainright

To commemorate the 40th anniversary of the Supreme Court's decision in Gideon v. Wainright, which guaranteed the right to counsel in criminal cases for those who cannot afford to hire an attorney, the National Association of Criminal Defense Lawyers has prepared a lesson plan about the right to counsel.

The lesson plan is available online at the national Association of Criminal Defense Lawyers web page at www.nacdl.org/gideon. This site also contains numerous other resources on Gideon.

In addition to removing some of the Board's powers, the bill proposes new requirements and restrictions on other powers of the Board. With respect to the Board's authority to "formulate" standards, the bill requires that any standards formulated be based on the following criteria:

(1) Be strictly academic and based upon objective, verifiable knowledge in traditional subject areas including reading, mathematics, history, and science;

(2) Be consistent with and supportive of basic fundamental American principles as stated in the Declaration of Independence and the Constitution of the United States, and promote such American values as national sovereignty, patriotism, and free-market enterprise;

(3) Not mandate any specific teaching methodology, nor promote any subjective, ideological, partisan, or attitudinal content matter such as is promoted by the council for civic education, the national council for teachers of mathematics, or other such organizations promoting content and

standards inconsistent with the criteria described in division (C)(2) of this section;

(4) Not be based upon the secretary's commission on achieving necessary skills (SCANS), the national skills standards board (NSSB), nor any other work-based or work-training standards or curriculum such as those required under the "School-to-Work Opportunities Act of 1994," 20 U.S.C. 6101, et seq. and the "Goals 2000: Educate America Act of 1994," Pub. L. No. 103-227, 108 Stat. 187.

(5) The associated state assessments shall consist of machine-scored questions with one correct answer for each question. Assessments and answer keys shall be open and available to the general public annually, as prescribed in section 3301.0711 of the Revised Code, and individual student scores shall be made available to the parents of each student in compliance with section 3319.321 of the Revised Code.

As of April 29, 2003, this bill had been referred to the House Education Committee and had not yet been scheduled for a hearing.

Election Results

Vice President - Chad Doll

District 2 Representative - Gerald Zam

District 6 Representative - Robin Hren

District 7 Representative - Ruth Tootle

District 9 Representative - Ann Bartley

Intermediate School Representative - Kim Hess

Congratulations!

NCSS Great Lakes Regional Conference

At the Saturday luncheon the OCSS Teacher Award Winners were honored:

Denise Potts, Lakeview HS, was selected as the **HS Social Studies Teacher of the Year**.

Rene S. Coley, Reynoldsburg Schools, was the **MS Social Studies Teacher of the Year**.

Professional Educator of the Year went to **Dr. Steven Miller**, Ohio State University.

The Presidents' Scholarship Award, a pre-service award for the best student teacher, went to **Stephanie Crandell** of Cleveland State University.

Congratulations to these outstanding educators!

The Ohio Council for the Social Studies hosted the National Council for the Social Studies Great Lakes Regional Conference at the Hyatt-Regency Hotel in Cincinnati, from April 10 to April 12, 2003. There were more than 130 sessions presented based on the theme of "Celebrating and Commemorating Milestones in History." Included in these milestones were the Lewis and Clark Expedition, the Ohio Bicentennial, the Korean War, the Wright Brothers First Flight, and Racism, Diversity, and Human Rights.

Representing the Lewis and Clark Expedition was James Mallory, President of the Ohio Rivers Chapter of the Lewis and Clark Foundation. Mr. Mallory reviewed the history of the expedition and its significance to the United States. Martha Kennedy-Lindley presented several sessions on the Korean War Commemoration and Major General Nels Running, USAF retired and Executive Director of the Department of Defense 50th Anniversary of the Korean War Commemoration Committee, spoke at the Friday morning breakfast.

The Wright Brothers First Flight was well represented by Amanda Wright Lane, niece of the Wright brothers, who spoke at the Friday luncheon. Judith Wehn from the Air Force Museum also presented "The Wright Brothers," using original photographs of the Wrights. She also presented "Ohio's Aviation Heritage." Other sessions presented on the Wright Brothers included "Centennial of Flight 2003" and "Who is 'Wright' Now."

Many sessions dealt with Racism, Diversity, and Human Rights, including "The Importance of Diversity," "From Many One: The Minority Experience in America," and "Anti-Racist Social Studies: It's More Than a Unit on Civil Rights." Dan Hurley, channel 12 CBS affiliate

in Cincinnati, chaired a session on "Responding to Social Disintegration: Cincinnati in the Long Shadow of the Riots of April 2001."

Adrian Davis, Past President of NCSS, and Past President of the Michigan Council for the Social Studies, was our keynote speaker for the Saturday luncheon. She spoke about the issue of college admissions and the awarding of preference points to minority students. There is currently a case in the U. S. Supreme Court about this issue and an opinion will be issued in June.

Stephen Johnson, NCSS President and a social studies teacher from Lubbock, Texas, was our keynote speaker for Friday evening. He spoke about professionalism in education and related to us that he had been asked to speak to NATO about education (specifically how to teach about NATO).

Other special speakers at the conference included Dr. Shabbir Mansur, Director of the Council on Islamic Education, and Marcia Schonberg, author of *B is for Buckeye*.

Dan Langen, President of the Ohio Council for the Social Studies, spoke at the Saturday Morning Breakfast, giving his president's report. Major items accomplished during his presidency include a strategic plan, which has revised our organization and committee structure, a project with the Ohio Historical Society and the Ohio Bicentennial Commission, *Marking Ohio's Past*, and a project with the Ohio Historical Society, *Ohio Social Studies Content Standards*, published in poster form representing the new state content standards for grades K-8 and grades 6-12. This newest project will be mailed to all members of OCSS in May 2003.

order your poster and order form

global institute

Hi-Y Programs

Are you looking for new ways for your students to learn about state or international government? Youth in Government or Model United Nations might be your solution! Both programs are sponsored by the HI-Y Leadership Center, which is expanding its programming in Ohio.

HI-Y provides teens with leadership training and character development through community service projects. Teens form a HI-Y chapter, assess their community, and work to make improvement to their schools and community. HI-Y is available for students in grades 6-12. HI-Y members have the opportunity to participate in the following statewide activities:

Youth in Government is a statewide model government program providing teens with the opportunity to learn hands-on the role and process of state government. Students may serve as legislators, associate justices, members of the press corps, pages, and elected officers. The three-day conference is held at the State House each April.

Model United Nations gives teens an international perspective on global issues. Students serve as members of a nation. After researching their country and writing resolutions, teens present their resolutions to the other participants at the three-day conference each spring. UN programs are offered to both high school and junior high students.

Leadership Service Summits include Fall Conference and HI-Y Leadership Camp, where teens gain character building, problem solving, team-building and leadership skills. For more information, contact the HI-Y Leadership Center at (614) 246-5057, or e-mail Sheila McCombs at sheila@hi-y.org. View the HI-Y website at www.hi-y.org

Check out our web page for the latest information:
www.ocss.org

The Power of 1

One Dream Can Change the World

83rd annual National Council for
the Social Studies conference

Nov. 14-16, 2003

Chicago, IL

for more information:

[www.socialstudies.org/
conference](http://www.socialstudies.org/conference)

Scholarships Needed

Sponsor a child for the Ohio Center for Law-Related Education's Law & Citizenship Camp or Academy and help create a new star player for our democracy! The annual scholarship drive for OCLRE's Summer Camp and Academy has begun. A gift of \$300 would provide a child with full tuition to the Academy at the Ohio Dominican College, while \$325 covers a youngster for our camp at YMCA Camp Willson. Although we greatly appreciate one or more full tuition gifts, please do not feel that it is all or nothing! OCLRE will happily accept any tuition contribution you would like to give. We have never turned an under-privileged child away. Help us keep this tradition alive! For more information contact OCLRE at (877) 485-3510 or jreitz@ocle.org. For more information on the Law & Citizenship Camp & Academy please visit www.ocle.org. OCLRE is a 501(c)(3) organization. Your gift is tax-deductible.

Curriculum Planning Utilizing Ohio's Social Studies Standards: Benchmarks and Grade Level Indicators in Preparation for the Ohio Graduation Tests

William Muthig, Ohio Department of Education

The Ohio General Assembly enacted a series of educational reform measures, known collectively as Amended Substitute Senate Bill 1, in May, 2001. Among the bill's provisions were sections calling for the development of academic content standards, creation of aligned curriculum and instruction, and implementation of state-wide assessments based upon the standards. The State Board of Education adopted academic content standards for social studies for in December, 2002. School districts are now faced with the task of deciding how to address the content standards through local curriculum development and classroom instruction. At the same time, districts need to plan how to prepare students to take the new state-wide achievement tests. For social studies programs, the first test students will be taking is the Ohio Graduation Test.

These efforts for standards-based education are not disconnected. The legislation envisions the standards/curriculum/assessment triad as an aligned system to implement educational reform in Ohio. The standards are to guide the development of curriculum and provide the framework for the assessments. School curricula are to implement the standards and prepare students for the assessments. The state-wide assessments are to determine how well students meet the standards and provide information for further curriculum development.

The standards provide the overarching goals or themes for each content-area or discipline. They have two key components: benchmarks and grade-level indicators.

Benchmarks are statements of what students should know and be able to do at various points in their schooling. Benchmarks are used to measure student progress toward meeting a standard. Grade-level indicators are specific statements of knowledge and skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress toward the benchmarks and ultimately the standards.

The Academic Content Standards for Social Studies have seven standards. Every standard is addressed at every grade level. Benchmarks are defined for grade bands K-2, 3-5, 6-8, 9-10 and 11-12. Grade-level indicators are provided for the appropriate benchmarks under each standard. These three elements work together to describe essential features of social studies instruction in Ohio as defined through the standards writing process and as informed by widespread public input.

As school districts proceed to design or revise curricula and instructional programs, it is crucial that the interplay between the benchmarks and grade-level indicators used in the standards be kept in mind. Curriculum development efforts cannot focus solely upon the benchmarks because the grade-level indicators provide the substance of content and skills that enables students to achieve the benchmarks. At the same time, curricular development cannot concentrate only upon the grade-level indicators as the benchmarks provide the context upon which the items for the state-wide assessments are to be developed.

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Curriculum Planning

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There is a crucial interrelationship between benchmarks and grade-level indicators. The grade-level indicators inform the assessment of the benchmarks by outlining the knowledge and skills that are the backdrop for the benchmark. Test items addressing a benchmark will use the associated grade-level indicators as the basis of content and skills from which to draw when defining student tasks. This interrelationship as well as its implications for curriculum development related to social studies can be illustrated with a series of examples.

Example 1: The scope of a benchmark may be narrower than the scope of the grade-level indicators supporting it. For instance, ninth-tenth History Benchmark B asks students to “explain the . . . effects of industrialization.” However, ninth-grade history indicator 3 states that students should be able to “explain the causes and effects of the Industrial Revolution . . .” From a curriculum and instruction standpoint it makes sense to have students see how the Industrial Revolution came about to better gauge its impacts. But for assessment purposes on the Ohio Graduation Tests, the focus is only on the effects of industrialization.

Example 2: A benchmark may assess content drawn from more than one grade-level indicator. Ninth-tenth Economics Benchmark B calls upon students to explain how the U.S. government engages in various economic activities. There are four grade-level indicators that support this benchmark. A multiple-choice test item on promoting economic growth might draw from tenth-grade economic indicators 2 and 3 to give students choices ranging from taxation to Federal Reserve policies needed to answer the question. While lessons may individually address grade-level indicators, they should not convey a sense that the lessons learned exist independently of each other.

Example 3: A benchmark may assess content from grade-level indicators in a different context. Consider the following two ninth-grade history indicators. Number 11 calls for students to examine the “consequences of World War II including . . . atomic weapons.” Number 14 asks students to “explain the causes . . . of the fall of the Soviet Union” and references the arms race associated with the Cold War. These are two seemingly discrete tasks posed for students. However, ninth-tenth History Benchmark E, which these two indicators support, calls in part for analysis of the connections between World War II and the Cold War. A test item measuring student understanding of this benchmark might ask students to see a connection between the two indicators. The atomic weapons originating with World War II were the weapons that became the focal point of the Cold War arms race. The arms race prompted a drain on Soviet resources fostering economic difficulties and popular dissatisfaction with Soviet leadership prior to the break-up of the Soviet Union. While these grade-level indicators can be viewed as separate entities, they should also be viewed in the more encompassing context of the benchmark. This benchmark provides a way to analyze the interconnectedness of historical events. Lessons need to be devoted to the larger contexts of the benchmarks as well as specific grade-level indicators.

Example 4: A benchmark may be further defined by the grade-level indicators. “Analyze the differences among various forms of government . . .” is one aspect of ninth-tenth Government Benchmark B. The areas of difference and the forms of government are identified in ninth-grade government indicator 2. “Purposes, structures, and functions” are the areas to be compared under the indicator

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and the indicator goes on to list six systems of government that would be examined. In this instance the grade-level indicators clarify the dimensions of the benchmark's scope. Classroom instruction should enable students to see how what they learn in daily lessons contributes to their understanding of the benchmarks.

It should also be recognized that test items measuring student achievement on ninth-tenth benchmarks draw upon knowledge and skills learned in association with grade-level indicators posited in earlier grades. For instance, ninth-tenth Geography Benchmark B contains the expression "using appropriate maps." The ability of students to use maps would be partly contingent upon their ability to use a key (a grade two indicator), apply intermediate directions (a grade four indicator) and identify human and physical characteristics as displayed on maps (a grade seven indicator). Just as classroom instruction is predicated upon prior student learning, test items associated with nine-ten benchmarks utilize knowledge and skills learned in earlier grades. Preparation for the Ohio Graduation Tests begins in the earliest grades.

As can be seen from the preceding discussion, developing social studies curricula in the light of the new academic content standards is a very important process. Understanding the interaction between benchmarks and the grade-level indicators that inform the benchmarks is crucial to curriculum development and instructional planning. A close examination of this interaction will reveal that focusing on just the benchmarks or just the indicators will be insufficient in addressing the expectations inherent in Ohio's testing program for social studies.

The Work of Congressional Committees

Much of the work of Congress is done in committees. This is where bills are sent after they are introduced, hearings are held, and the first votes on proposed laws are taken. Visit The Dirksen Center's Web suite - www.webcommunicator.org - to find resources that will help your students examine the role that congressional committees play in the legislative process of the U.S. Congress.

There are four different types of congressional committees, (1) standing, (2) select, (3) joint, and (4) conference. Visit AboutGovernment to learn more about the structure of the committee system. Find "Committee Types and Roles" at: www.aboutgovernment.org/legislativebranch.htm

The official legislative process begins when a bill or resolution is numbered and is referred to a committee. CongressLink posts information, adapted from "Congress at Your Fingertips" from Capital Advantage, that will help your students understand how our laws are made including committee action. Find "How Our Laws Are Made: Short Version" at: www.congresslink.org/lawsshort.html

The number of congressional subcommittees grew in the 20th century, and the explosion of interest groups means there are many more organizations trying to influence policy in the same area. The increase in interest groups and congressional subcommittees has led political scientists to think of these subsystems as issue networks rather than "iron triangles". What are "iron triangles"? Introduce our CongressLink featured lesson plan to help your students learn about iron triangles and understand how issue networks are formed at the federal level. Find "Iron Triangles" at: www.congresslink.org/lessonplans/JJIronTriangles.htm

Great Lakes Maritime Workshop

Experience Ohio's prehistoric and Native past!

Plan to attend the 13th annual Ft. Ancient Celebration. The date for this event is over Father's Day weekend, June 14-15, 2003. The times are 11-7 Saturday and 12-6 Sunday. The Grand Entry for the dancing segment begins at 1PM on Saturday and 3PM on Sunday. Throughout the day there will be special presentations, demonstrations and children activities. Some of these demonstrations include; finger weaving, pottery making, basket making, bow making, flint knapping, silversmithing, herb discussions, spear and tomahawk throwing, darts, archery, and a host of smaller children's activities.

For more information, check out the Ohio Historical Society's web page at www.ohiohistory.org.

Teachers: Work with other teachers & maritime professionals to learn how to use Great Lakes themes and resources in your classroom curricula.

The workshop takes place September 19-21, 2003, in Cleveland, Ohio, a city with great maritime tradition and resources.

Join teachers, maritime scholars, cultural specialists, and others interested in Great Lakes maritime culture to explore the history, resources and living culture of maritime communities on the Great Lakes.

Participate in K-12 teacher workshops on maritime-themed curricula and programs (Saturday morning)

- * Watch presentations on Great Lakes maritime culture
- * Hear Great Lakes maritime musical performances
- * Board a boat for an interpretive tour of the Cuyahoga River
- * Explore (and share your own) maritime cultural resources and curriculum materials in the exhibit room
- * Participate in social events to explore Great Lakes food, stories, music
- * Rediscover Cleveland's own maritime cultural resources! Some activities will take place aboard the Steamship William G. Mather Museum.

TEACHERS: This is a great professional development opportunity. Contact us to arrange for CEU credits.

For more information, contact:
www.greatlakes.msu.edu or kozma@msu.edu

Seeking input for "Teaching Social Studies with a Global Perspective"

Merry Merryfield of Ohio State University and Angene Wilson of the University of Kentucky are writing a bulletin for the National Council of Social Studies entitled "Teaching Social Studies with a Global Perspective".

They will have a section in each chapter entitled "From the Field" where they will highlight actual teachers' lesson ideas, assessments, procedures for experiential learning, innovative uses of resources, or other ways teachers teach that chapter's content.

Please consider sending a short description from your own practice. You can specify which chapter you think it would be related to or let them decide.

The chapter titles include:

- 1) Toward Worldmindedness: Starting with Experiences and Perspectives (using international experiences in the classroom)
- 2) Teaching World Cultures: Learning about "The Other" (ways to learn other cultures' perspectives, experiences, ideas, etc.)
- 3) The United States and the World: Seeing History Globally
- 4) Global Issues: From AIDS to Democracy, from Environment to the United Nations
- 5) Responding to the News: From Afghanistan to Zimbabwe
- 6) Dealing with Controversy, Balance, and Advocacy

You may email either contact Merry Merryfield at: merryfield.1@osu.edu or Angene Wilson at: cpd458@uky.edu

TCI Workshop

Teacher Created Materials is offering a 3-day institute this summer on training teachers on history strategies for active learning. The institute, Exploring History: Brining the Past to Today's Students will be offered in Columbus this summer from July 28-30, 2003.

This seminar will be a great opportunity for social studies teachers, language arts core teachers, and social studies coordinators to learn effective strategies for the classroom. Each teacher will walk away with an Exploring History Simulations binder and an Exploring Primary Sources kit on their topic of choice. The materials alone retail for \$458.00 but this summer we are offering the 3-day institute for \$449 plus the materials. Interested teachers can sign up at the seminar to receive an addition 3 graduate-level credits for an additional fee.

The seminar will cover 16 different history strategies along with all of the content areas from ancient civilizations through the current Persian Gulf War. Participants will walk away excited and ready to start engaging their students in social studies content. Interested participants are able to find more information or register for the seminar on our website, www.teachercreated.com or call (800) 858-7339.

OCLRE Update

Explore the Judicial Branch of the Ohio Government! The Ohio Government in Action program, sponsored annually by the Ohio Center for Law-Related Education, will be held in Columbus on September 23 & 24, 2003. Experience a "behind the scenes" look at the Ohio Supreme Court, sit in on real court cases and meet with key players. The OGIA program has earned the reputation for supplying educators with exciting hands-on experiences and creative ways to teach the three branches of Ohio government. Look for more information on our web site www.oclre.org this summer!

**Mark your calenders
now!**

If you are interested in getting your social studies message to Ohio teachers, consider using our Newsletter. The rates are:

Full page:	\$250.00
1/2 page:	135.00
1/4 page:	75.00
Classified:	.50 per word

We reserve the right to refuse advertising which is not appropriate. For further information, contact Linda McKean Logan at 614/527.9079 or e-mail: llogan@columbus.rr.com

**Deadline for submissions for the next OCSS Newsletter:
September 8, 2003**

PLEASE JOIN US!

_____	Professional Membership	\$25.00
_____	New NCSS Regular/New OCSS	65.00
_____	New NCSS Comprehensive/New OCSS	80.00
_____	Full-time Student	5.00
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New Renewal

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Ohio Council for the Social Studies

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