

✨ Disciplinary Explorations Sample



CUNY CITE DISCIPLINARY EXPLORATION

Social Studies

In Social Studies, Teacher Candidates can leverage digital and computational tools and approaches to build their own understanding of sociocultural, historical, and present-day social issues and to actively engage learners in the same. By creating computational models, data visualizations, and other digital representations, TCs help students grasp core principles and explore historical contexts in meaningful ways. Additionally, TCs might learn the critical search, media, and information literacies they need to engage in and teach library and archival research. Learning about the historical and present-day impacts of technology is also a core part of New York State's K-12 Computer Science and Digital Fluency standards.

Get Oriented

Krutka, D. G., Heath, M. K., & Mason, L. E. (2020). Technology won't save us—A call for technoskepticism in social studies. *Contemporary Issues in Technology and Teacher Education*, 20(1), 108-120.

[Integration Pathways for Computational Thinking in Social Studies](#) – Approaches from the iCT Project

What CITE learning goals relate to this area?

Select a learning goal that interests you, and explore the related resources.

Example CITE goal #1

TCs will leverage CDL practices to build their own content understanding and support learners' active engagement with content through

- **Creating computational models, data visualizations, and other digital representations that accurately represent core disciplinary concepts** and explanations of foundational principles (Queens EECE)

This goal promotes learning and teaching **ABOUT** and **WITH** CDL practices ([CITE Framework](#)). This goal emphasizes **supporting learner agency to tinker with, modify, and create tools, and vetting and critiquing tools, tech, and tech cultures.**

Resources to explore

- ★ **Tool to tinker with:** [Timeline.js](#) (Example CITE Activity that uses this tool: [Create a digital timeline to trace education policy changes](#))
- ★ **Tool to tinker with:** [Storymap](#) (Use maps to tell stories)
- ★ **Tool to tinker with:** [Storyline](#) (Tell the story behind the numbers)

Example CITE goal #2

Engage in **data practices to analyze sociocultural and historical contexts**, current issues, policies, and debates **shaping the education of culturally and linguistically diverse learners**, including students with disabilities. **Analyze the quality and biases of various qualitative and quantitative data sources** about culturally and linguistically diverse urban communities. (City College)

This goal promotes learning and teaching **ABOUT** and **WITH** data ([CITE Framework](#))

This goal emphasizes **co-learning and co-constructing knowledge in communities**.

Resources to explore

- ★ **Approach to Remix:** Support students to make inferences from data using a [Data Bytes activity](#)
- ★ **Tool to tinker with:** [Analyze Brooklyn schools testing data on CODAP](#)
- ★ **CITE Activity Example:** [“Knowing Ourselves, our Emergent Bilingual Students, and their Families”](#) - by Dr. Alfonso Pérez

Example CITE goal #3

4.3 Create **lesson plans that develop students' digital fluency and computing literacy** while supporting P-12 students' own development of **critical literacies about technology by interrogating injustices and biases in technology**, its social impacts, and **developing suggestions for policy or technology design** to improve equity. (York College)

This goal promotes learning and teaching **WITH** and **THROUGH** tech ([CITE Framework](#))

This goal emphasizes **supporting learner agency to tinker with, modify, and create tools, and centering creativity and expression**.

Resources to explore

- ★ **K-12 lesson plan:** Inquiry Design Model - Social Studies “Impacts of Tech” unit for upper elementary students: [“what story should we tell about electric lights”](#)
- ★ **K-12 Lesson Plan:** [Bias in the Census](#)
- ★ **Interactive:** Cambridge Social Decision-Making [Bad News Game](#)