



ARLINGTON HIGH SCHOOL HISTORY & SOCIAL STUDIES DEPARTMENT

School Committee Presentation

Thursday, May 23, 2019

Denny Conklin- History & Social Studies Director, K-12



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New MA History & Social Science Frameworks 2018



MAJOR CHANGES



GUIDING PRINCIPLES- An effective history and social studies education:

- 1) teaches students about the legacy of democratic government.
- 2) incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.
- 3) will be provided every year, from pre-kindergarten through grade 12.
- 4) teaches students to think historically.
- 5) integrates knowledge from many fields of study.
- 6) builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.
- 7) improves reading comprehension by increasing students' content knowledge.
- 8) incorporates the study of current events and news/media literacy
- 9) teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.
- 10) develops social and emotional skills.



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MAJOR CHANGES



PRACTICE STANDARDS

- 1) Demonstrate civic knowledge, skills, and dispositions.
- 2) Develop focused questions or problem statements and conduct inquiries (student as researcher)
- 3) Organize information and data from multiple primary and secondary sources.
- 4) Analyze the purpose and point of view of each source; distinguish opinion from fact.
- 5) Evaluate the credibility, accuracy, and relevance of each source.
- 6) Argue or explain conclusions, using valid reasoning and evidence.
- 7) Determine next steps and take informed action, as appropriate.

LITERACY STANDARDS



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DISTRICT INITIATIVES: K-5



Emphasis on civic education

Frameworks give continued options for implementation in districts

- **K: creating a crosswalk with Tools of the Mind and MA Frameworks**
- **1st grade: will continue on with revised Africa and Mexico unit while covering civics and geography standards**
- **2nd grade: will continue on with Japan and El Salvador**
- **3rd grade: integrating diverse narratives**
- **4th grade: reconceptualizing the way we teach the U.S. regions**
- **5th grade: common assessment, possible curriculum shifts**



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DISTRICT INITIATIVES: 6-12



- **6th grade: Recurring Themes in Ancient Civilizations**
- **7th grade: transitioning to a Global Studies course 2020-2021: combining geography, culture, economics, and current events/global civics.**
- **8th grade: Civics course**
- **Grades 9-11: No course sequence changes until more info on possible MCAS**



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DISTRICT INITIATIVES: 6-12



Essential Questions:

- 1) Why is research an important skill for students in the 21st century?
- 2) What skills are necessary in order to do research? How do these skills get scaffolded and reinforced in grades 6-12?
- 3) What does authentic, transferrable and adaptable research look like?



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DISTRICT INITIATIVES: 6-12



- 1) Explore our existing attitudes and practices towards research
- 2) Find out how students feel about research and what they need
- 3) Read current scholarship on historical research
- 4) Analyze data from student surveys; root-cause analysis
- 5) Identify important skills needed in order to research
- 6) Establish research skill focuses in grades 6-12
- 7) Create a schedule to reinforce research skills within each grade
- 8) Create common research tasks 6-12
- 9) Revise and use 6-12 research rubric



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8th Grade Civics Course

Teachers: Eric Bakke, Lucy Conroy,
Nikki Hctor, Todd Sundstrom



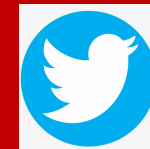
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WHY CIVICS? WHY 8TH GRADE?



Rationale:

- Dearth of basic knowledge about our government and rights
- In our pilot units this year, students have been deeply engaged in discussing civics issues: power, individual rights, and limits on those rights
- 8th graders are finding their voice and want to know how to use it in society
- Ability to bring in current events and have in-depth discussions about them
- Teach students how to be responsible citizens *in advance* so they can confidently activate their learning when ready!
- Students need knowledge of how US systems developed and operate in order to contextualize the history of the US as well as its interactions with the global community historic and present.



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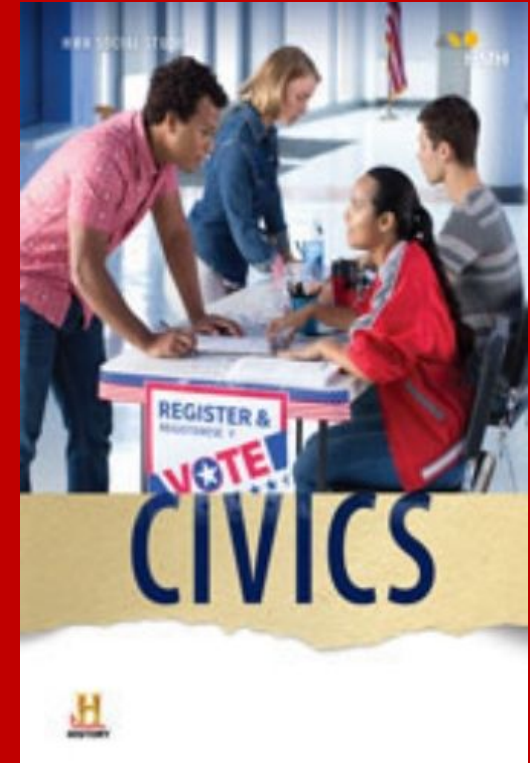
WORK DONE SO FAR



PD and Planning: Civics Education Institute, Primary Source- Foundations for Civic Learning: Engaging Students in Shaping Their World, Primary Source- Teaching for Global Understanding, Primary Source- Literature and History of American Protest, Generation Citizen PD, 2 full day in-service PD days

Textbook: HMH Civics

Resources: We the People, Newsela, iCivics, DBQ Project, NYT Upfront



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ESSENTIAL QUESTIONS

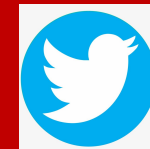


- What is the purpose of government?
- What is the role of state and local government in the US political system?
- What is the role of the individual citizen in a healthy democracy?

- What is a right? Do rights guarantee equality in practice?
- What responsibility do we have to ourselves and others?
- Who has power in a democracy? (How has “Who” has power changed over time?)

- How can we be proactive in order to better our world?
- What causes people to seek change?

- Why does each generation need to continue to fight for rights?
- What does it mean to be a welcoming community?



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MAJOR UNITS



Tentative Unit Breakdown

Unit 1: The Influences and Foundations of Democracy

Unit 2: Democracy in Action - Electoral Process

Unit 3: “All Politics is Local” Massachusetts and Arlington

Unit 4: “E. Pluribus Unum” Federal Constitution, Bill of Rights, 14th Amendment

Unit 5: Racial Equality

Unit 6: Women’s Equality

Unit 7: Immigration - waves, contributions, and citizenship

Unit 8: Equality for Everyone - current activist movements



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SAMPLE LEARNING EXPERIENCES



- **Stranded on a Desert Island**
- **State Mandated Action Civics Project (details to be announced by DESE in June)**
- **Research and share about community issues. Create community-activism “working groups”**
- **Analyzing landmark Supreme Court Cases**
- **Contextualize founding documents and beliefs using modern day, age-related debates/issues**
- **Create chronologies of historic movements and trajectories of watershed events.**
- **Participate in dialogues and civil discourse**



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**THANK YOU FOR YOUR SUPPORT!
QUESTIONS OR COMMENTS?**



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