

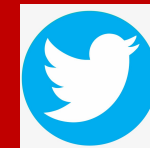


ARLINGTON HIGH SCHOOL HISTORY & SOCIAL STUDIES DEPARTMENT

School Committee Presentation

Thursday, January 23, 2019

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



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Elementary Update

Crystal Power, K-5 Social Studies Coach



ELEMENTARY SOCIAL STUDIES



“The purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world. Social studies content allows young learners to explore relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally.”

- National Council for the Social Studies



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ELEMENTARY- SOCIAL STUDIES COACH



What does a social studies coach do?

- Build relationships
- Facilitate in-district professional development; coordinate additional PD opportunities
- Advise and assist with creation & implementation of common assessments; analyze data and plan next steps with teachers/admin
- Adapt, revise, or create curriculum units to align with revised 2018 History and Social Science Frameworks
- Model and coach effective teaching with History and Social Science Practice Standards in mind
 - How to teach historical thinking skills

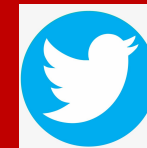


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DISTRICT INITIATIVES: K-5



- **K-5: History and Social Science Practice Standards**
 - Teacher PD to strengthen understanding of standards and how to integrate into existing curriculum
- **Fifth Grade**
 - Implementation of new common assessment; district databank
- **First Grade Curriculum**
 - New scope and sequence aligned to 2018 Frameworks
 - Revision of units to be more culturally responsive and representative of modern societies in North America and Africa
- **Teacher PD**
 - Building teachers' content knowledge
 - Building teachers' background knowledge



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FUTURE INITIATIVES: K-5



- District-wide pilot of new grade 1 curriculum units
- Revision of grade 2 curriculum
- Creation of supplementary materials for Grade 5 (Historical Thinking)
- Revision of grade 4 curriculum
- Professional development opportunities to reinforce the understanding of the History and Social Science Practice Standards.
- Professional development opportunities to continue to build teacher expertise related to units of study



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Secondary Update



DEPARTMENT GOAL 19-20



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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MAJOR WORK THIS YEAR



	Overall Goal	Gathering Evidence	Organizing Evidence	Claim	Writing About Research	Citations	Time Mangement/Org
Grade 6	Conduct short research projects to answer a question, drawing on several credible sources.	-Locate sources (begin with teacher curated sources, model how to enter effective search terms on Google and sort through search results) -Source credibility	-Taking notes (can intro NoodleTools), note-catchers -Paraphrasing (and what is plagiarism)	-What is a claim? -Identify a claim (and supporting evidence) in a text -Teacher-guided claims (mini-DBQs)	Writing a strong body paragraph (introducing main ideas, using evidence, analyzing evidence, transition between ideas)	Students will give basic citation information for sources (ex: title of book/article/website and/or author)	-Teacher created checkpoints/due dates -Teacher check ins on progress
6 Common Assessments		Nile DBQ	Nile DBQ	Nile DBQ	Nile DBQ	Nile DBQ (basic in text citations)	
Grade 7	Conduct short to mid-length research projects to answer a question, drawing on several credible sources.	-Source reliability (includes bias and point of view) -Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. -Intro to analyzing charts, graphs, maps as evidence	-Review and reinforce paraphrasing -Organizing research into outlines or graphic organizers (can use NoodleTools)	-Teacher guided claims (support/refute/modify) -Review definition/characteristics of a claim -Student-generated claims	Introductions with claims	-Within the text, students will give a basic citation (ex: title of book/article/website and/or author) -Students will list sources at the end of a project/paper with the goal of doing at least one citation properly using MLA format	-Teacher created checkpoints/due dates -Teacher directed long term planning between check points
7 Common Assessments							
Grade 8	Conduct short as well as more sustained research projects to answer a question (including a self generated question), drawing on several sources and generating	-Finding evidence where two or more texts provide conflicting information on the same topic -Use of Supreme Court cases, newspapers, magazines, op-eds and other persuasive writing/media to	-Good evidence vs. best evidence (what a source explicitly says as well as inferences drawn from the source) -By the end of 8th grade, all	Student-created claims based on presearch	Conclusions	Creating an MLA formal works cited page	-Teacher created checkpoints/due dates -Teacher directed long term



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8th Grade Civics: Power, People & Progress

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



SO FAR THIS YEAR...

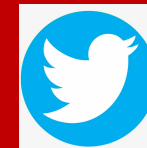


UNITS

- Influences & Foundations of American Democracy
- Founding Documents & Colonial History
- Democracy in Action
- “E Pluribus Unum” (Federal Government)

LEARNING EXPERIENCES

- Digital Portfolio
- Stranded Scenario
- Iroquois Nations Great Law of Peace
- Creating Political Campaigns (Election of 1824)
- Creating 3rd Parties
- Debates
- Current events



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CIVICS- TEACHER PERSPECTIVE



SUCSESSES

- Student engagement
- Respectful mature discussions
- Development of empathy
- Opportunity to easily connect to current events
- Inclusion and diversity

CHALLENGES

- Large amount of resources
- Every district is following a unique path



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CIVICS- TEACHER PERSPECTIVE



- **Students enjoy talking about and giving opinions on current events as they are happening**
- **Students have expressed appreciation for someone explaining it to them! (laws, social debates, or just government structure)**
- **Students enjoy hands on activities related to Civics**
 - **Legislation Card Game**
 - **Create Campaign Bumper Stickers**
 - **Communicating with their actual representatives**



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FROM THE STUDENTS:



“Since our country has been going through a lot of changes this year, I found civics very helpful, and helped me understand what was going on with my county's government.”

“We are just starting to become more involved with things going on in our community, and our world, because we are old enough to go out alone and have our voices heard . . . I didn't know about things like Gerrymandering, or the tribes that were here before the Europeans. I really like this type of history.”

“We have our own ideas and this class lets us experiment with them.”

“We know little about the government . . . It will be good for later on in life, to really know what you are voting for.”



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WHAT IS NEXT



- **State and Local Government**
- **Racial Equality**
- **Women's Equality**
- **Immigration**
- **Equality for Everyone**
- **Civic Action Project**



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NEW INITIATIVES 9-12



- **Modern World History (9th): Focus on contemporary history so students can explain the world today: new units on UN, EU, UDHR; Conflict in the Middle East; Modern China; Modern Russia, Modern Africa, Migration & Latin America**
- **US 1 (10th): Native Peoples**
- **New courses this year: SUPA Personal Finance, Social History Through Sports, AP Human Geography**
- **New courses next year (pending approval): Gender & Society**



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BY THE NUMBERS



- **SY 19-20:**
 - **246 students took AP Exams**
 - **78% scored 3 or above**
 - **58% scored 4 or above**
- **SY 20-21:**
 - **Department enrollment is up 5% (from 1429 to 1506)**
 - **106% enrolled (and there is no senior requirement)**
 - **AP enrollment is up 19% (from 279 to 333)**



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



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