


**Why and How We Study History and Social Sciences (2 Weeks)**

[Link to 2020-2021 Essential Standards & Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the Essential Standards & Pacing for 2020-2021 and aligned to the [FCPS Learning Model](#). Resources for purposeful assessment and meaningful learning experiences should be hyperlinked within this document for immediate access.

 **Unit Overview** 

**Description**

Using the past to better understand ourselves, society, and the world in the present is a core aspect of social studies education.

- This unit on the Why and How of social studies education is a study in knowledge construction, agency, and identity.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

**Unit Essential (Priority) Standard(s)**

**1.** Students will demonstrate history and social science thinking skills and practices, *with an emphasis on the concepts of power, position, bias, and agency, and apply them to their learning regarding their identities, communities, states, the nation, and the world.*

**ID.2** -Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

**DI.10** Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.



**Essential Questions:**

Whose voices are emphasized, marginalized, and silenced in social studies courses?

Which perspectives (political, economic, social, cultural, environmental, global, military) are emphasized, marginalized, and silenced in social studies courses?

How does shifting between scales of study (macro to

**Portrait of a Graduate Focus:**



I consider varied opinions, and I gather multiple sources on a topic before constructing arguments and drawing conclusions.



I consider local, national, and global perspectives when examining issues, which enables me to understand a variety of cultures and perspectives.

I act with integrity in all that I say and do to set a model example for others

micro) impact your thinking and learning?



I consider information from different sources and use it in new ways to create products or explore and communicate ideas.

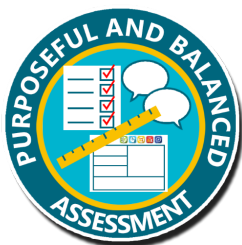
### Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

*Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.*

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*
- **Class discussions:** *Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.*
- **Cooperative learning:** *Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively*
- **Constructing Knowledge:** *Students make meaning of enduring concepts and systems.*
- **Reflection:** *Students are afforded reflection time to develop self- and social awareness.*

#### [Ways to build community in your online class](#)

### Purposeful and Balanced Assessment



**Intended Learning Outcomes:** *What will students know and be able to do?*

- By studying the purpose of social studies education students will be able to construct their understanding about the utility of history and the social sciences. Students will use disciplinary terms and practices and apply them to their thinking and learning. Students view society with a critical lens by asking questions about systems, ideas, beliefs, and practices and their agency to seek answers to their inquiries.

- [Standard 1 Rubric](#)

**Honors Extensions:** Students can increase depth and complexity of each summative assessment by:

1. engaging with and citing scholarly sources from peer-reviewed journals,
2. connecting with an expert in the field for guidance and feedback,
3. conducting original research on the topic,
4. making explicit interdisciplinary connections, and
5. using the language of the discipline in their products.



**Diagnostic & Formative Assessment:** *The primary purpose of diagnostic and formative assessment is to gauge student understanding and that these assessments are not necessarily graded.*

- [Horizon Assessments](#) - central assessments and test items to develop and deliver school-wide.

Check for Understanding Options (Grounding, Exit tickets, etc.)

<a href="#">3-2-1 Google Form</a>	<a href="#">Frayer Models: Concepts &amp; Content</a>	<a href="#">1-2 Minute Paper</a>
<a href="#">Word, Phrase, Sentence</a>	<a href="#">The 3 Ys!</a>	<a href="#">I Used to Think, Now I Think Form</a>
<a href="#">What Makes You Say That?</a>	<a href="#">+1 Routine</a>	<a href="#">Headlines!</a>

- These Visible Thinking Strategies are effective formative assessments..

Routine	Google Doc Format	Google Form Format
<i>Think, Puzzle, Explore</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>See. Think, Wonder</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Circle of Viewpoints</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Think, Pair, Share</i>	<a href="#">LINK</a>	<a href="#">LINK</a>



**Summative Assessment:** *How might students demonstrate mastery of the intended learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Select or combine performance types (or provide student choice) to be the unit's summative assessment:

Type of PBA	Prompt and Demonstration of Learning
Support a Claim or Position  <a href="#">Suggested Planning Template to Modify/Use</a>	<p><b>Goal:</b> Students construct an argument (e.g., detailed outline, visual, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views..</p> <p><b>Prompt:</b> How has your identity or understanding of the world changed from what you have learned in history classes?</p> <p><b>Assessment:</b> Students can write a journal, record a podcast, or make a visible addressing the prompt.</p>



Explain and Evaluate

[Suggested Planning Template to Modify/Use](#)



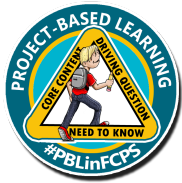
**Goal:** Students understand the issues evident from the inquiry and connect/assess its relevance and impact to contemporary issues or topics.

**Prompt:** How does the use of “Scale Shifting” (the ability to move intentionally between general [macro] and specific [micro] scale levels) impact your explanation of the world in the past and today.

**Assessment:** Students should dialogue about their findings and document how their perspectives change using a digital portfolio, infographic, video, or slide-deck.

Take Informed Action

[Suggested Template to Modify/Use](#)



**Goal:** Students act in ways that allow them to demonstrate agency in a real-world context.

**Prompt or Challenge:** How could you apply your understanding of social studies disciplinary concepts and practices to your learning throughout the year

**Assessment:** Action plans can be presentations about a local issue or debate or the establishment of a portfolio to demonstrate year long application and change over time.. Some examples include:

- [Investigating and Connecting History](#)
- [History and the UN SDG](#)
- [Themes and Change over Time](#)



**Student-Led Reflection:** *What opportunities will students have to reflect on their own learning?*

- These Visible Thinking Strategies support student reflection.

Routine	Google Doc Format	Google Form Format
<i>I used to think,...now I think</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Compass Points</i>	<a href="#">LINK</a>	<a href="#">LINK</a>
<i>Think, Puzzle, Explore</i>	<a href="#">LINK</a>	<a href="#">LINK</a>

- These POG resources support student reflection.

### POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)



### Strategies & Resources for Differentiated Assessment:

[Special Education](#), [English Learners](#), [Advanced Learners](#)

#### Academic Language

- Students will **explain** by using the language of [cause and effect](#) (i.e. explain the impact of one's identity or membership on the concept of power, position, bias, and agency).
- Students will **explain** by using the language of [evaluating](#) (i.e. evaluate the concepts of power, position, bias, and agency, and apply them to their learning regarding their identities, communities, states, the nation, and the world).
- Students will **inform** by using the language of [inquiry](#) (i.e. examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified).
- Students will **explain** by using the language of [informing](#) (i.e. describe one's membership in multiple identity groups).

### Meaningful Learning Experiences

#### Meaningful Learning Experiences:

*The resources below use course content to support the development of students' skills and thinking in any learning environment.*

#### Ready-to-Use Resources

*Face-to-Face (F), Synchronous (S), Asynchronous (A)*

- [Historical Thinking Skills Activities \(F, S, A\)](#)
  - **Cause and Effect:** Any
  - **Continuity and Change Over Time:** Any
  - **Perspectives:** Any
  - **Periodization:** Any
  - **Story-Telling and Narrative Creation:** Any
- Stanford History Education Group [Log-in Required](#) (F,S,A)

#### [Strategies & Resources](#) for Differentiated Learning:

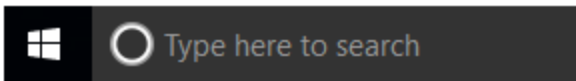
[Special Education](#), [English Learners](#), [Advanced Learners](#)

- [Graphic Organizers in Google](#)
- [Graphic Organizer - Analyze Primary and Secondary Resources](#)
- [Sentence Starters](#)
- [AAP Critical and Creative Strategies](#)
- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

- [Introduction Material - Posters, Lessons etc. on the study of History](#)
- ["Beyond the Bubble" Video](#)
- [Civic Online Reasoning and Information/Media Literacy Resources](#)
- [The Political Compass Activity](#)
- Scale Shifting as a Disciplinary Practice
  - [Background Readings](#) and [Slide Deck](#)

**Additional Disciplinary / Content Area Resources**  
*(Basal resources, Library Resources, Media Collections)*

- FCPS Created Background Information Collections
  - [Why and How we Study History and the Social Sciences](#)
- Digital Textbook:
  - Typically the Preface or Introduction to the text addresses the use of social studies.
- [Disciplinary Perspectives and Resources](#)
- eMaps - 100's of pre-created digital maps
  - Type "emaps" in your search bar to access



**[Additional Digital Tools](#) (Not specific to content)**

*Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning*

- [Making Live Teaching Interactive with BB Collaborate](#)
- **VoiceThread:** Students could engage with prompts, data, images etc. regarding disciplinary concepts and practices
- **StoryBoard** Students create a timeline of their life highlighting events in their life stories.
- **Thinglink:** Students hyperlink an image using disciplinary concepts and practices.
- **Flipgrid:** Students could record formative tasks for this unit.

**Additional Resources**

*Additional Resources*

- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- [PBL Template for any course and unit: Make a Plan to Solve a Real Issue](#)
- [PBL: How Healthy is Our Democracy?](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
  - [Civic Action - How Will I Make a Change?](#)
  - [Should Safety Outweigh Freedom?](#)
  - [Did We Form a Stable Government?](#)

- Can a Civics Test Make you a Good Citizen?