

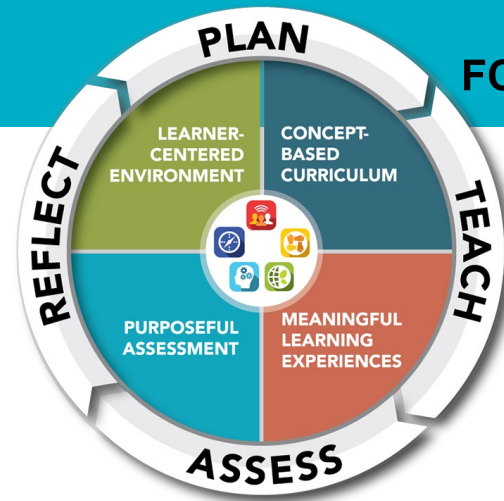
Cultural Responsiveness in FCPS Social Studies: Updates and Ongoing Transformation 1/26/21



Social Studies Skills (Standard 1)

Standard 1: Social Studies Skills
The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

	a) Use Information Sources	b) Apply geography skills	c) Organize information	d) Demonstrate critical thinking	e) Compare and contrast
K.1	Viewing artifacts and primary and secondary sources to develop understanding of history	Using basic map skills to support an understanding of the community	Authentic and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community	Asking appropriate questions to solve a problem	Comparing and contrasting people, places, or events
1.1	Using artifacts and primary and secondary sources to develop understanding of Virginia history	Using basic map skills to support an understanding of Virginia history	Using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support understanding of Virginia history	Asking appropriate questions to solve a problem	Comparing and contrasting people, places, or events in Virginia history
2.1	Identifying artifacts and primary and secondary sources to understand events in American history	Using basic map skills to locate places on maps and globes to support understanding of American history	Using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support an understanding of American history	Asking appropriate questions to solve a problem	Comparing and contrasting people, places or events in American history
3.1	Identifying artifacts and primary and secondary sources to understand events in world cultures	Using geographic information to support an understanding of world cultures	Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures	Summarizing events and evidence to answer a question	Comparing and contrasting ideas and perspectives to better understand people or events in world cultures
VS.1	Analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history	Analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history	Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history	Using evidence to draw conclusions and make generalizations	Comparing and contrasting historical, cultural, and political perspectives in world history and how it impacts the modern world
5.12^a	Analyzing and interpreting artifacts and primary and secondary sources to increase understanding of events in world history and how it impacts the modern world	Analyzing the impact of geographic features on people, places, and events to support an understanding of events in world history and how it impacts the modern world	Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history and how it impacts the modern world	Using evidence to draw conclusions and make generalizations	Comparing and contrasting historical, cultural, and political perspectives in United States history
US.1	Analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history	Analyzing and interpreting geographic information to determine patterns and trends in United States history	Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history	Using evidence to draw conclusions and make generalizations	Comparing and contrasting historical, cultural, and political perspectives in United States history



FCPS Learning Model

Closing the Achievement Gap



Collaborator



Communicator



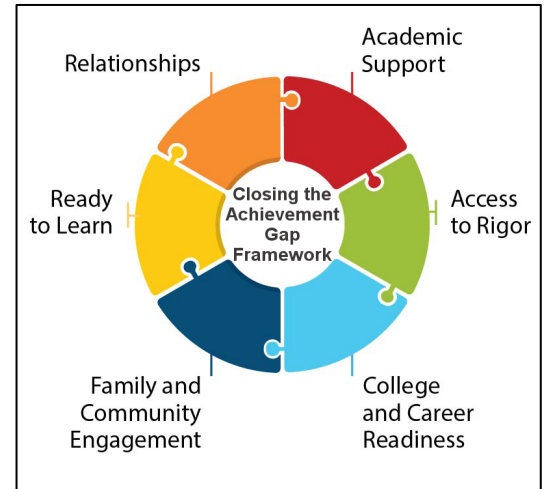
Ethical and Global Citizen



Creative and Critical Thinker



Goal-Directed and Resilient Individual



Portrait of a Graduate

Fostering Key Social Studies Dispositions



K-12 Social Studies Program Standards

ial Studies Program Standards reflect the consensus of FCPS teachers and administrators through twelfth grade and are intended to guide both teachers and students in the FCPS Portrait of a Graduate. This expression of the FCPS Standards of Learning are thinking skills, and disciplinary learning experiences can serve as a foundation for experiences connected to social studies as we develop a culture of this program through graduation. We envision that schools, departments, and classrooms will use this document to guide their practices related to student learning and achievement. School-specific goals for growth, identifying key skills and learning experiences, and designing common assessments that help achieve the core thinking skills of social studies.

Mission

the purpose of social studies education is to empower all students to become informed citizens and to build a curriculum grounded in historical and contemporary events. Students develop a sense of civic responsibility and a respect for diverse perspectives.



Collaboratively Drafted K-12 Social Studies Program Standards





Mission of FCPS Social Studies

The purpose of social studies in FCPS is to empower all students to be positive contributors to their communities. Our student-centered curriculum grounded in historical and social science thinking skills fosters Portrait of a Graduate attributes. By exploring American democracy and the interconnected histories of our world, students develop as informed, empathetic citizens who take action to improve their local and global communities.

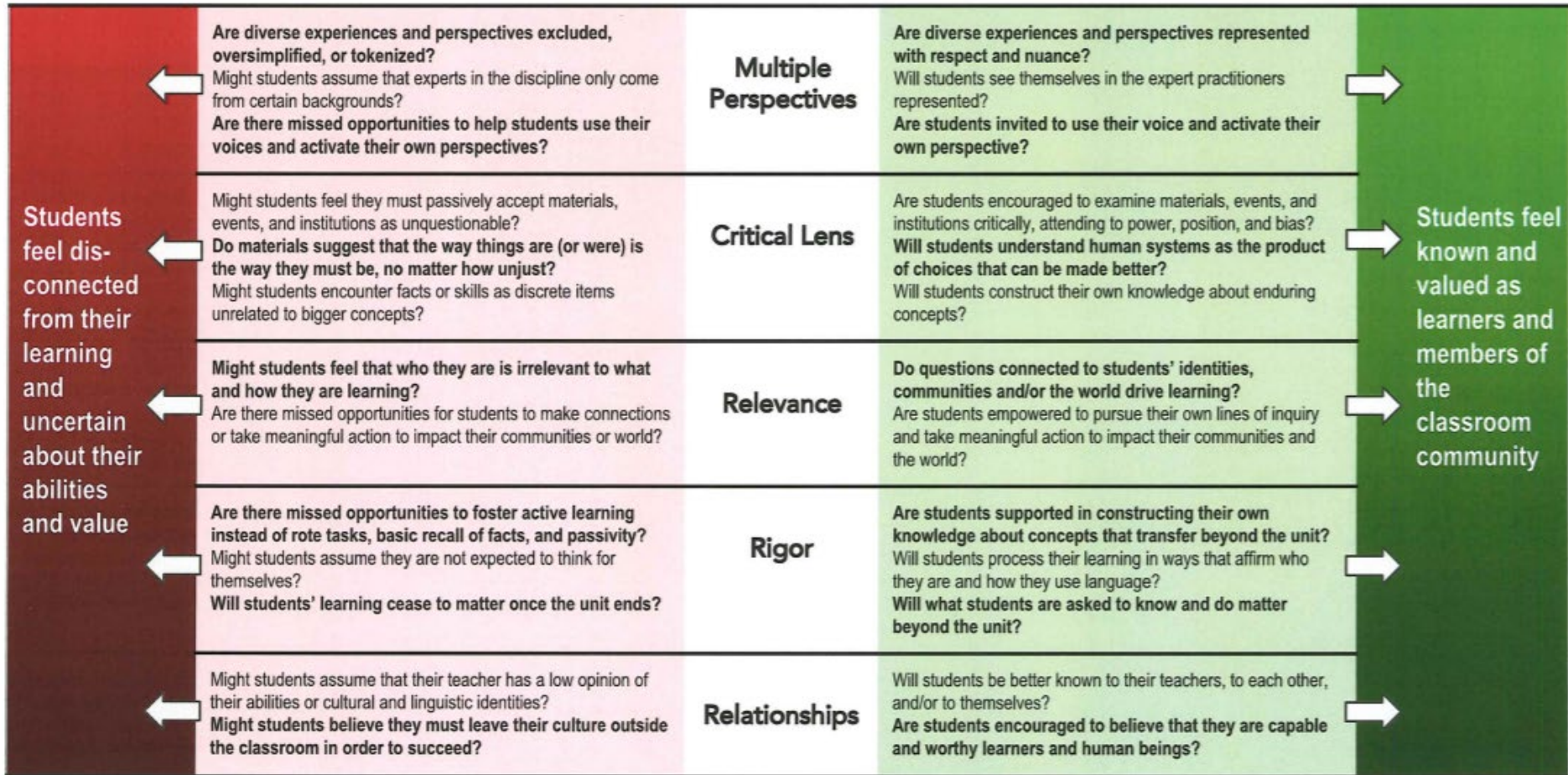


**What word or phrase
seems important to you?**

Designing for Cultural Responsiveness

Five Ways a Culturally Responsive Curriculum Impacts the Student Experience

Which of these elements could be leveraged in your curriculum to improve student outcomes?



FCPS parent email

...[W]e are having some trouble understanding the Colonial Day event. It seems to be, from the activities as I understand them, to be celebrating colonists exclusively. Are we incorrect about this? It is hard to tell if there is acknowledgment in this day of dancing, costumes, and eating certain types of food, that there are people of color who would not have been included in this type of celebration back then. Is there more you can tell us that we might be missing about how this may be acknowledged? Without this understanding, it seems that our child would be participating in a celebration for people (as well as role playing of these people) who were slave owners, and back then he would have been on the wrong side of that party.

Step In: What do you think this person might feel, believe, know, or experience?

Step Out: What would you like or need to learn to understand this person's perspective better?

Step Back: What do you notice about your own perspective and what it takes to take somebody else's?



Global Thinking

STEP IN—STEP OUT—STEP BACK

A routine to support responsible perspective-taking

Project Zero | <http://www.pz.harvard.edu/>
Harvard Graduate School of Education | CC BY-NC 4.0

Overview of Work in Social Studies

- **Auditing existing resources** for bias using tools centered in culturally responsive pedagogy; removing harmful resources
- **Developing partnerships** to scale curriculum development focused on inquiry-based learning
- **Infusing anti-bias standards** into the core curriculum guidance
- **Providing professional development** for social studies educators across grade levels
- **Working on policy** to explicitly support anti-bias and anti-racism education in FCPS

Auditing Curriculum Resources for Bias

The African people settled mostly in the Coastal Plain (Tidewater) and Piedmont regions because they -

A. liked the climate of the area

B. could gain their freedom faster

C. were needed for labor on the farms

D. liked those areas better than the mountains

VDOE: African American History Education Commission Technical Edits

VS.4a	<p>For this reason, African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.</p>	<p>The Virginia Colony turned to enslaved labor to make money and expand their resources. This dependence lasted for more than two hundred years, until the end of the Civil War. For this reason, African men, women, and children were forcibly brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.</p>
VS.4a	Most enslaved African Americans	Most E nslaved African Americans worked tobacco, other

Rethinking Virginia Studies



4th grade teachers from every elementary school

- Site-based learning
- Multiple perspectives
- Examine implicit bias
- Redesign Virginia Studies for Cultural Responsiveness
- Retire Colonial day



Rethinking Virginia Studies



Virginia Inquiry Collaborative

- ★ 6 school divisions
- ★ 102 educators
- ★ 30+ partners from historical sites, universities, & museums
- ★ Inquiry Design Model: Source analysis, argumentation, informed action
- ★ **39 inquiry units designed over 2 years**
- ★ **Work underway 2020-21 for world history courses**





Smithsonian



National Portrait Gallery



THE AMERICAN CIVIL WAR MUSEUM



FACING HISTORY AND OURSELVES

People make choices. Choices make history.



JOHN L. NAU III CENTER for Civil War History



Thomas Jefferson MONTICELLO

GEORGE WASHINGTON'S MOUNT ★ VERNON



Virginia Inquiry Collaborative: Compelling Questions

When should authority be questioned?

Why can't everyone vote?

Were the freedmen free?

Am I getting the education I deserve?

Would I break an unjust law?

Did the founders protect liberty or slavery?

Who decides how Virginia's history is told?

Cultural Responsiveness in MS & HS



- Design Principles & implicit bias training: all social studies department chairs
- Enacting change in the classroom
- Professional development for all middle & high school social studies teachers in January 2020

Curriculum Revision & Development

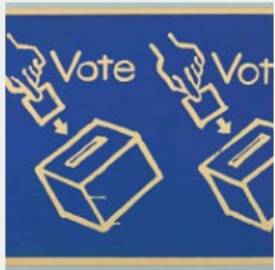
Courses Audited 2019-2020
by diverse teams of teachers:

- Virginia Studies
- U.S. History I
- U.S. History II
- Civics
- World History I
- World History II
- VA / US History

New Resources developed
2019-2020:

- Overhaul of Virginia Studies Planning & Pacing Guides
- Primary Source Sets for all U.S. History Courses with Smithsonian Resources
- Combating Intolerance

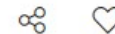
Smithsonian Learning Lab Resources, K-12



What is Voting?

In this collection, students will learn about what voting is and learn about some barriers to voting for some groups. Students will also make the connection that we vote to pick our community leaders. It can be used a...

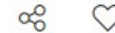
 Daphne B



Annexation of Hawaii: Meet Princess Ka'iulani

Essential Question: What actions can individuals take to influence the nation and world?

 Alicia Freitag St Jean

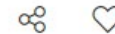


Diversity in the United States Congress

Breaking Barriers to Represent

This collection looks at how the United States Congress began to

 Patti Winch



Smithsonian
Learning Lab



Discover



Create



Share



Learn

- **Essential Standards for the Return-to-School** explicitly include content-aligned, anti-bias objectives derived from the Social Justice Standards by Teaching Tolerance
- **Relevance, critical thinking, and informed action** encouraged through unit concepts, essential questions, and performance-based assessments

Example from VA/US History

The US Civil War and Reconstruction

Weeks 3

7.b,c,e- Students will apply social science skills to understand the Civil War and Reconstruction eras and their significance, including the adoption of the 13th, 14th, and 15th Amendments, *on students' identities, communities, and the world.*

JU.12 - Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

AC.16- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Example from VA/US History

Support a Claim or Position

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



Goal: 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.

Prompt: Either Essential Question could be used for this prompt

- How does the U.S. Civil War and Reconstruction impact our national identity and unity today?
- How does the past impact present understanding, systems, and actions regarding prejudice and social bias?

Or, another essential question can be designed. For example:

"From 1860 to 1877, the social, political and economic developments were so significant that the era should be referred to as a revolution." Support, modify or refute this statement.

Enacting Change During Distance Learning

1. **Design resources and professional learning for distance and concurrent learning** that prioritize cultural responsiveness and historical integrity
2. **Adopt the use of Inquiry Design Model units**, in U.S. history courses, pilot in 2020-21, scaling in 2021-2022
3. **World History focus** with Virginia Inquiry Collaborative

Social Studies In-Service 2020

Wendi Manuel-Scott, Ph.D.

As a case study in [culturally responsive pedagogy](#), Dr. Wendi Manuel-Scott will share the inspiring collaboration between students and faculty of George Mason University leading to the construction of a memorial that will center the humanity of the enslaved people of Gunston Hall.



Wendi Manuel-Scott is Professor of Integrative Studies and History and an affiliate faculty member of Women and Gender Studies, African and African American Studies, and the John Mitchel, Jr. Program for History, Justice, and Race at the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution. [Bio](#)

Hasan Kwame Jeffries, Ph.D.

As a leading voice on anti-racism in education and as the host of the podcast “Teaching Hard History,” Dr. Hassan Jeffries will address the questions you submit in advance about teaching hard history and the need for anti-racism in social studies education, particularly in these extraordinary times.



Hasan Kwame Jeffries is associate professor of history at The Ohio State University where he teaches courses on the Civil Rights and Black Power Movement. [Bio](#)

Sample Breakout Session Topics:

A Toolkit for Identifying Cultural Bias and White Supremacy

Anti-Bias Education

Facilitating Hard Conversations with Students

4. **Clear expectations and guidance on Holocaust education** in grades 7, 10, 11
5. **Support high schools running new elective for African American History**, created by Virginia Department of Education
6. **System-wide Professional Development** for teachers of U.S. history, focused on cultural responsiveness and the African American History Education Commission's technical edits



Presidential Transition 2020-21

Fostering a Caring Culture and Ethical Citizenship

About This Site

The Election 2020 site has been renamed the **Presidential Transitional 2020-21** site. This new title allows Instructional Services to continue to provide resources for teachers to use in the coming weeks. We have incorporated an entire page that contains [Inauguration guidance/resources](#). Our immediate access to media means that the news cycle is constantly changing. As we encounter additional teachable moments, we will update the site. In the coming days, we will be adding impeachment materials and resources to support relevant discussions and learning experiences about the violent actions at our nation's capital amidst the peaceful transfer of power in our democracy. These will be housed on the [January 6 and Beyond](#) page.



Planning for Indigenous Peoples' Day Google Site

Planning for Indigenous Peoples' Day

Home

[Featured Resources](#)

[Read a book](#)

[Explore data](#)

[Examine images](#)

[Watch or listen](#)

[Take action](#)

Featured Resources



Grades 5-8: [NMAI Inka Empire](#)
Module: Innovation and Technology
Access this learning experience in Spanish [here](#)



Grades 9-12: [NMAI: How Do Native People and Nations Experience Belonging?](#)



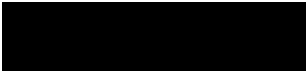
All grades: [Celebrating Indigenous Languages Project](#)



Grades 9-12: [Native Resistance](#) (Smithsonian Learning Lab)

- **January 2020:** School Board Forum on Anti-Bias and Anti-Hate Curriculum
- **June 2020:** School Board Forum on Eliminating Racism & Implicit Bias in FCPS
- **September 2020:** School Board consensus to pursue policy development for anti-bias education and controversial issues
- **January 27, 2020:** School Board work session on stakeholder engagement plan

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