



Why and How We Study History and Social Sciences (1-2 Weeks - 2-5 Classes)

[Link to 2022-2023 Curriculum Guides](#)

Purpose: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a [“backward design”](#) approach to teaching and learning resulting in a performance assessment using the [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

Unit Standards	Essential Questions	Visible Thinking	Scaffolds and Supports	Unit Resources	Unit Specific PBA
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- [Standard 1 Rubric](#) for World and US History courses
- [Standard 1 Rubric](#) for Government

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.
- Using concepts related to a discipline empowers students to go deeper in the discipline. It will be important to develop disciplinary literacy throughout the year using standard 1, [these scaffolds](#), and our historical thinking activities

[Unit VDOE Standards](#)

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.*

Unit Priority Standards

1.a,c,e,g (History) - *Use Information Sources, Interpreting Information, Compare and Contrast, Making Connections*

1.a,e,g,i and 16 (Government) - *Use Information Sources, Constructing informed, analytic arguments, Taking knowledgeable, constructive action, Citizenship*

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 micro) impact your thinking and learning and make the past usable?
- What are the benefits of using inquiry, comparison, and connections to construct my knowledge of the world?
- How does learning about **history/government** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?
 - See activities [here that support the use of this essential question.](#)

Portrait of a Graduate



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



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.
 - o [Standard 1 Rubric](#) for World and US History courses
 - o [Standard 1 Rubric](#) for Government



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.



Learning is a Product of Thinking : *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -
These are set to "View Only." Make a Copy to Use with Students**

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay

<u>Connect, Extend, Challenge</u>	<u>Projecting Across Distance</u>	<u>Projecting Across Time</u>	<u>The Explanation Game</u>
<u>Facts or Fiction</u>	<u>Unveiling Stories</u>	<u>Stories</u>	<u>Main-Side-Hidden</u>
<u>Parts, People, Interactions</u>	<u>Parts, Perspectives, Me</u>	<u>Parts, Purposes, Complexities</u>	<u>Circle of Viewpoints</u>
<u>The 3 Whys</u>	<u>Circles of Action</u>	<u>Here Now There Then</u>	<u>See Think We Me</u>
<u>Beginning, Middle, End</u>	<u>Values, Identities, Actions</u>	<u>Imagine If</u>	<u>What Can Be</u>
<u>I Used to Think... Now I Think</u>	<u>Claim Support Question</u>	<u>Question Starts</u>	<u>Word Phrase Sentence</u>
<u>Relevant or Not</u>	<u>Learning to Infer</u>	<u>Anticipation Guides</u>	<u>Text-Text, Self, World</u>



Summative Assessment: *How might students demonstrate mastery of the 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.
- Summative assessments should use these rubrics:
 - [Standard 1 Rubric](#) for World and US History courses
 - [Standard 1 Rubric](#) for Government
- See the bottom of the guide for PBA options for this unit.

- These POG resources support student reflection.

POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)



Scaffolds and Supports for [Special Education, English Learners, Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here.](#)

- Students access and use the academic language needed to engage in a task;

- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	Cause and Effect	Classify	Compare and Contrast
Evaluate	Infer	Inform	Inquire
Justify	Persuade	Problem Solve	Sequence
Synthesize	AAP Critical and Creative Strategies	Graphic Organizers in Google	Sentence Starters
Primary and Secondary Source Graphic Organizers from the National Archives		Secondary Education Literacy Strategies	



Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)



(NEW) Special Education Resources *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)



Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor

students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

Meaningful Learning Experiences

These resources use unit specific content to support the development of students' skills & thinking.

- FCPS Created [Digital Background Information Collections](#)
 - [Why and How we Study History and the Social Sciences](#)
- [Historical Thinking Skills Activities](#)
 - WH 1: [Historical Thinking Activities](#)
 - WH 2: [Historical Thinking Activities](#)
 - US H: [Historical Thinking Activities](#)
 - US G: [Historical Thinking Activities](#)



Our collections of "Historical Thinking (HTS) Activities" are created by FCPS social studies teachers. The links bring you to our complete collections with unit specific HTS activities being linked in our unit guides.

Teachers created these resources in Google docs and are set to "View Only." In turn, you should make a copy of the activity to edit as needed and to share with your students.

- Stanford History Education Group [Log-in Required](#)
 - [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
 - [Scale Shifting Information Resources and Organizer](#) and [Slide Deck](#)
 - Scale Shifting [Presentation from Dr. Getz](#) and his [Slide Deck](#).

Additional Disciplinary / Content Area Resources

(Basal resources, Library Resources, Media Collections)

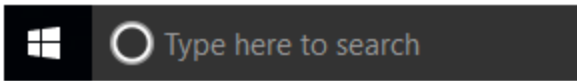
- Digital Textbook:

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

Ideas for Student Collaboration, Communication, and Critical and

- Typically the Preface or Introduction to the text addresses the use of social studies.

- [FCPS Library Databases](#)
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- [Disciplinary Perspectives and Resources](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [World History Commons](#) Primary Source Collection
- Stanford's Civic Online Reasoning [Log-in Required](#)
 - [Full Curriculum](#)
- [Educating for American Democracy](#)
- eMaps - 100's of pre-created digital maps
 - Type "emaps" in your search bar to access



Creative Thinking through Blended Learning

- **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.

 Complete Unit Specific Performance Assessments 

[Standard 1 Rubric](#) for World and US History courses

[Standard 1 Rubric](#) for Government

- [FCPS Created Performance Based Assessments](#)
 - [PBL: How Healthy is Our Democracy?](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [Civic Action - How Will I Make a Change?](#)
 - [What does it take to be a good President?](#)
 - [Should Safety Outweigh Freedom?](#)
 - [Did We Form a Stable Government?](#)
 - [Can a Civics Test Make you a Good Citizen?](#)

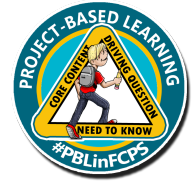
PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<p>Suggested Planning Template to Modify/Use</p> <p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims</p>	<p>Suggested Planning Template to Modify/Use</p> <p>Goal: Students create artifacts/products that demonstrate their learning related to the essential</p>	<p>Suggested PBL Template to Modify/Use</p> <p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p>

and relevant evidence from sources while acknowledging competing views.



question.



Activities that support this Essential Question:

How does learning about **history/government** impact your **understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?**

- Prepare students for the year by taking time to focus on the bolded red part of the Essential Question in this unit. Refer to and revise what students created as needed during the course.

How does learning about history impact your understanding of **yourself, your lived experiences**, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

- This is an opportunity for students to think about their lives and beliefs.
- Ask students to write as many “I believe...” sentences in the time you allot.
 - These can be done on a slide deck ([with samples](#)), their own notes, or some other format
- To record their lived experiences, ask students to complete a timeline slide of their life. This can include 5-10 significant events during their lives (these can be personal or events that happened during their life).
 - The interactive [slide deck for this task is here](#).

How does learning about history impact your understanding of yourself, your lived experiences, **a concept**, a UN Sustainable Development Goal, or a contemporary world issue/event?

- This is an opportunity for students to create a list of concepts that are important to them, the community, and the world.
- Ask students to record a list of concepts that can be applied to any society over time (power, technology, race, wealth, war etc.)
- This list can be added to during the class and supports their digital portfolio.
- [This list of concepts are teacher facing](#) for you to use with students as needed.

How does learning about history impact your understanding of yourself, your lived experiences, a concept, a **UN Sustainable Development Goal**, or a contemporary world issue/event?

- This is an opportunity for students to become familiar with the UN SDG [using this resource](#).
- Ask students to select 2-3 goals they can focus on for the Essential Question.

- Show and discuss [this video](#) and/or [this page](#) or other items you select.
- Consider using the [3 Why's routine to process](#).

*How does learning about history impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or **a contemporary world issue/event?***

- This is an opportunity for students to create a list of items that are important to them, the community, and the world.
- Ask students to come up with 2-3 ideas.
- Pair them and have each pair come up with their top two.
- Next to each contemporary world issue/topic provide a short description or provide examples.
 - A modified Frayer Model [slide deck format can be used](#).