Core Unit: Exploring Identity
Link to HS Courses

🌎**Purpose**: The purpose of this **core unit** is to support the development of a positive course culture and to develop student relationships. Although placed at the start of our social studies courses, we suggest you return to this unit's resources during the year and infuse the practices into the content units. ==Explore them using the navigation bar.==

Navigate to Sections of the Planning Guide					
Unit Overview	Unit Content Resources	CRP And SEL	Assessment Items	Instructional Resources	Additional Resources

🌎*Click on the images below to view short videos about affirming your students' identities and supporting their voice in your class!* 🌎

The Big Picture: Portrait of a Graduate

A Focus on Culturally Responsive Environments

🌍 Unit Overview 🌍

Description

This unit examines the concept of identity. Students are asked to identify and develop their own personal learning network. This unit also provides the opportunity to develop class norms and goals for themselves and the class.

Themes	Essential Questions
- Identity - Individual Development - Class Culture	- How do our identities impact the way we understand the world around us and the experiences of others? - In what way have environmental factors (systems, structures, institutions etc.) shaped our identities and beliefs? - How can I, as a student, use an understanding of identity to inform my work in this class?

🌍 Unit Content Resources 🌍

Suggested Topic 1: Building a Class Community

Informational

- [Build Communities in the Classroom](#): *From Edutopia*
- [Building a Classroom Community](#) *From Facing History and Ourselves*
- [Building a Classroom Community and SEL](#) *From Facing History and Ourselves*

Activities
- [Team Builders and Classroom Culture](#): a collection of resources for community building in the classroom

Suggested Topic 2: Exploring Identity Resources

Informational
- [FCPS Student RIghts and Responsibilities](#)
- [Do's and Don'ts of Teaching about Race, Culture, and Identity](#)
- [Historically Responsive Literacy: A More Complete Education for All Students](#)

Activities
- [What's in a name?](#)
- [Identity Web](#)
- [Identity Forms](#)

Suggested Topic 3: Exploring, and Developing your Own Personal Learning Network and Informational Literacy

Informational
- [FCPS - DIgital Citizenship](#)
- [Common Sense Information Literacy: Overview and Key Terms](#)
- [AllSides.Com](#): provides resources from across the political spectrum.
  .
- Media Bias Chart Information
  - [Interactive Media Chart 5.0](#)
  - [Individual Source Rankings](#)

Activities
- The [Civic Online Reasoning project](#) has multiple lessons and activities.

Suggested Topic 4: Creating Class Norms and Goals

Informational
- [EL Education - Collaborative Norm Making](#)
- [The Science Behind Classroom Norming - Edutopia](#)
- [7 Culturally Responsive Classroom Management Ideas](#)
- [Cultural Responsiveness Starts wit Real Caring](#)
- [Classroom Management Ideas from the resource "Cult of Pedagogy"](#)

Activities
- [10 Activities to Establish Class Rules/Norms](#)
- [What Can Be](#)
- [Imagine If](#)

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

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 class

- [Cultural Responsiveness Design Principles](#)
- [Short Video on the CRP Design Principles](#)

🌍 Assessment Resources 🌍

Rubrics: Task Focused Rubrics

- [Be the Change](#)
- [Inventing a Better World](#)
- [Consuming and Creating Political Art](#)
- [Argumentative Writing Rubric](#)
- [Explanatory Writing Rubric](#)
- [Narrative Writing Rubric](#)

🌍 Instructional Resources 🌍

The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)

Discussion Formats and Structured Conversations: *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know).Select a question, content, or concept to prompt student discussion.and combine them with the visible thinking strategies and scaffolds below.*

1. [Big Paper: Building a Silent Conversation](#)
2. [Barometer](#)
3. [Chalk Talk/Graffiti Boards](#)
4. [Concentric Circles](#)
10. [Harkness Table](#)
11. [Human Timeline](#)
12. [Jigsaw Activity](#)
13. [People's Assembly](#)
14. [Philosophical Chairs](#)
19. [Spontaneous Argumentation](#)
20. [Think Pair Share](#)
21. [Town Hall Circle](#)
22. [Two Minute Interview](#)
23. [Wrap Around](#)

5. **Conver-Stations**	15. **Pinwheel**	24. **Conversation Sentence Stems**
6. **Fishbowl**	16. **Save the Last Word for Me**	25. **De Bono's Hats**
7. **Four Corners**	17. **Snowball Discussion**	26. **Learn to Listen, Listen to Learn**
8. **Gallery Walk**	18. **Socratic Seminar**	
9. **Give One, Get One**		

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**

Visible Thinking Strategies:
Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).

- **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**
Connect, Extend, Challenge	**Projecting Across Distance**	**Projecting Across Time**	**The Explanation Game**
Facts or Fiction	**Unveiling Stories**	**Stories**	**Main-Side-Hidden**
Parts, People, Interactions	**Parts, Perspectives, Me**	**Parts, Purposes, Complexities**	**Circle of Viewpoints**
The 3 Whys	**Circles of Action**	**Here Now There Then**	**See Think We Me**
Beginning, Middle, End	**Values, Identities, Actions**	**Imagine If**	**What Can Be**
I Used to Think… Now I Think	**Claim Support Question**	**Question Starts**	**Word Phrase Sentence**
Relevant or Not	**Learning to Infer**	**Anticipation Guides**	**Text-Text, Self, World**
Stop - Look - Listen	**Think - Puzzle - Explore**	**True for Who?**	**Unveiling Stories**
Step In - Step Out - Step Back	**K-W-L Chart**	**Same and Different**	**Feelings and Options**
See-Think-Wonder	**The 4 C's**	**Step Inside**	**Name - Describe - Act**

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**	

🌎 Additional Notes, Resources and Activities relevant to this Unit 🌎

- [Virtual Guest Speakers](#)
- [Virtual Field Experiences](#)
- Approved Digital Tools for Evidence and Portfolios [are found here](#)