



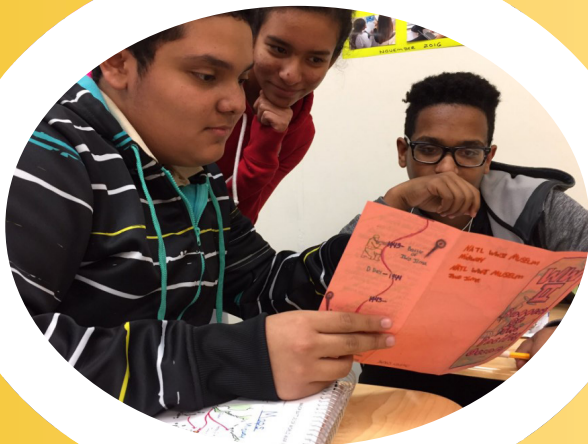
Arlington
Public
Schools

SOCIAL STUDIES

BRIEFING REPORT

JANUARY 2019





SOCIAL STUDIES

The APS Social Studies Program serves to engage students in meaningful and challenging experiences, that will allow students to understand the relevance of history and the social sciences and to become informed, responsible, and reasoned citizens of a democratic society and an interdependent world.

MAJOR SERVICES PROVIDED

- Prepare each student to succeed in a diverse, changing world through curriculum and learning experiences that emphasize critical thinking, creative thinking, collaboration, communication, and citizenship, as well as school experiences responsive to each student's talents, interests, and challenges.
- Develop, revise, and enhance curriculum and instructional programs to support rigorous learning experiences aligned with state standards.
- Provide students and teachers with access to instructional resources that support high quality social studies instruction.
- Engage teachers in professional learning that focuses on best practices in pedagogy and skills that emphasize critical thinking, creative thinking, collaboration, communication and citizenship.
- Promote high-quality instruction through observation, feedback, and coaching cycles for teachers.
- Monitor instruction and program implementation through classroom walkthroughs and data analysis.
- Build effective relationships with parents and the community to support high impact family and community engagement.

BRIGHT SPOTS

RIGOROUS, COLLABORATIVE INSTRUCTIONAL APPROACHES

The Social Studies Office has focused on providing quality professional learning to teachers that will help them engage all students through rigorous and collaborative learning opportunities.

HISTORY ALIVE!

All new teachers to APS continue to attend a four-day professional learning seminar to provide them with a solid foundation in the History Alive! Strategies. These strategies help teachers provide engaging learning opportunities to all students.

DOCUMENT BASED QUESTION (DBQ) TRAINING

In the 2017-18 school year, all secondary schools received the DBQ online platform. The APS Social Studies office continues to provide DBQ Training to all secondary teachers. This training helps teachers provide more rigorous instruction through primary source analysis and provides one method of performance assessment.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)

The Social Studies Office continues to partner with the Science and ESOL/HILT Offices to provide SIOP training for all secondary social studies teachers. The SIOP Model is an instructional model designed to develop students' content knowledge and academic language. It is beneficial for all learners and is aligned with current research supporting best practices for English learners.

PROJECT-BASED LEARNING

A team of World Geography teachers received PBL 101 training to provide them a foundation in designing project-based learning units that they will implement to engage students in real world tasks and inquiry-based instruction.

IMPLEMENTATION OF AFRICAN AMERICAN STUDIES COURSE AT WAKEFIELD HIGH SCHOOL

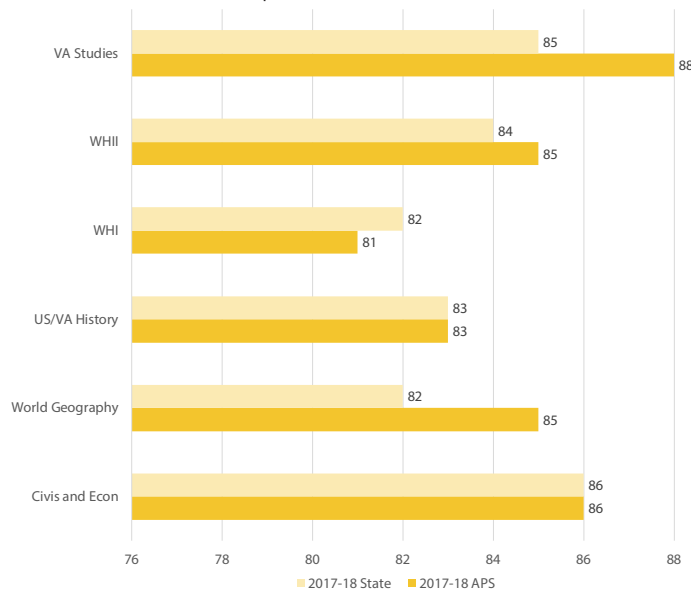
In the Fall of 2018, APS began offering an African American Studies course at Wakefield High School. This course was developed by teachers at Wakefield High School and is designed to develop an understanding of the causes, character, and consequences of the African American diaspora and its influence on the world, the United States, and within the African American community.

DATA THAT PROVIDES INSIGHT

VDOE STANDARDS OF LEARNING IN SOCIAL STUDIES

Arlington Public Schools meets or outperforms the state in five of the six social studies SOL tests; in one course, World History I, proficiency rates were below the state average. This course is taken by a small number of APS students as students are only required to have two courses in either World Geography or World History to meet their graduation requirements. As APS offers World Geography in 8th grade and World History II in 9th grade, many students do not take World History I. Instead they opt to take other courses such as AP World History. In 2018, the pass rate for students taking the World Geography SOL was 85%, providing these students with high school credit, prior to entering high school.

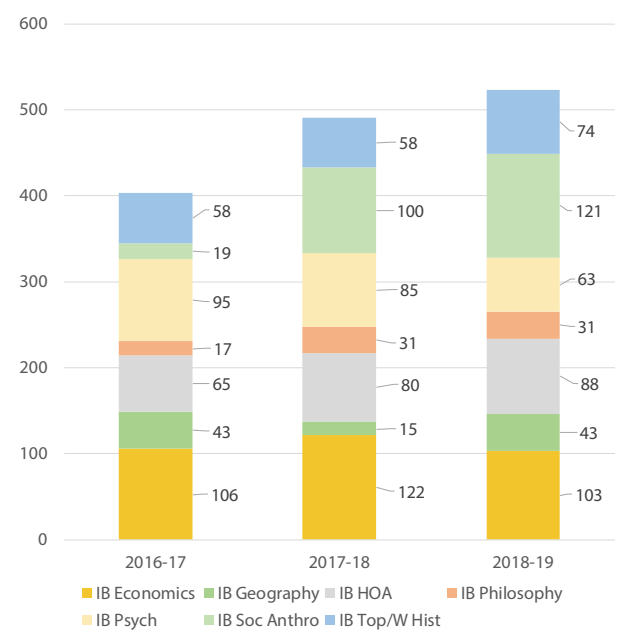
Social Studies SOL Scores—State Comparison



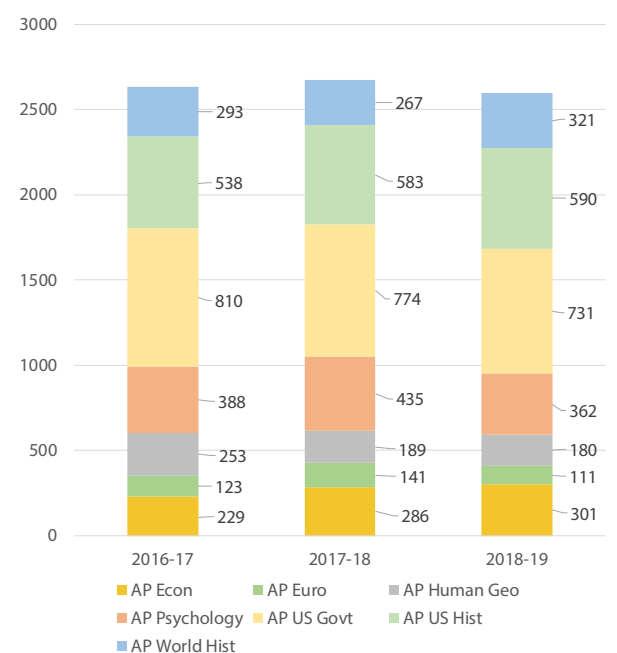
AP/IB COURSE ENROLLMENTS

Enrollment numbers in IB Social Studies courses continue to rise. The enrollment in IB Social Studies classes increased by 6.5%, as compared to last year. IB Geography more than doubled enrollment from 2017-18 to 2018-19. Enrollment in IB Social Anthropology increased 21% and IB Topics in World History increased 28%, compared to last year. Enrollment has also increased in AP Economics, AP US History, and AP World History. Enrollment in AP World History increased by 20%, compared to last year.

IB Social Studies Enrollment



AP Social Studies Enrollment





ONGOING WORK

CURRICULUM REVISION AND IMPLEMENTATION

In June of 2018, APS Social Studies staff met to review and revise the Social Studies Curriculum in grades K-12. They used the principles of Understanding by Design in writing the new curriculum and aligned our new resources to the curriculum documents. Teams are embedding performance assessments and resources that represent global perspectives directly into the curriculum. Work is ongoing throughout the 2018-19 school year to finalize and refine the work that was started by these teams.

LITERACY INTEGRATION

At the elementary level, each teacher has been provided with a collection of leveled books that are directly aligned with the 2015 Virginia Social Studies Standards. The Social Studies Office continues to provide professional learning opportunities focused on the integration of these trade books and in the development of literacy integrated lessons. At both the elementary and middle school level, the Social Studies office has provided professional learning opportunities around literacy integration and primary sources, as well as strategies to support content and academic vocabulary in the classroom.

PERFORMANCE ASSESSMENT AND STATE RUBRIC CRITERIA

The APS Social Studies staff continues to develop, refine, and implement performance assessments. These assessments, available grades K-12, are required as alternate assessments in Grades 3, 6, and 7. We are also working to develop scoring rubrics for our performance assessments that are aligned with the VDOE scoring rubrics and skills progression criteria. Representative teachers from elementary, middle, and high school attended training with VDOE on the state rubrics and will help lead the work in the development of these common rubrics.

WHAT WE LEARNED

RESOURCE ALLOCATION

The Social Studies office has been working to implement the newly adopted digital resources for social studies grades 4-12. These resources were selected to maximize opportunities for differentiation and personalized learning. Digital resources have been integrated into Canvas to streamline the login process for students and teachers.

CLASSROOM WALKTHROUGHS AND SCHOOL VISITS

The Social Studies Office staff has had the opportunity to visit all secondary social studies classes and to hold data meetings with departments at all secondary schools. Classroom walkthroughs include follow-up feedback to teachers about their practice. Both the walkthroughs and data meetings help us identify strengths and opportunities for improvement in program implementation and allow us to develop professional learning offerings that are responsive to the needs of teachers.

MOVING FORWARD

The work of the Social Studies Office will include the following:

1. Working collaboratively with the Gifted Services Office to develop problem and project-based learning units to increase rigor in all classrooms. We are specifically working with teachers of World Geography to develop PBL units for their curriculum.
2. Continuing the development of performance assessments across grade levels.
3. Continuing to offer professional learning for teachers that will allow them to help students thrive in classrooms that are centered on their individual learning goals and needs.
4. Aligning resources that provide global perspectives into appropriate units across the curriculum.
5. Collaborating with community organizations in order to meet the needs of all of our students.