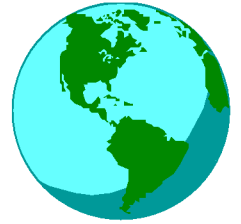




Social Studies VISION



February 2019

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—GEOGRAPHY—

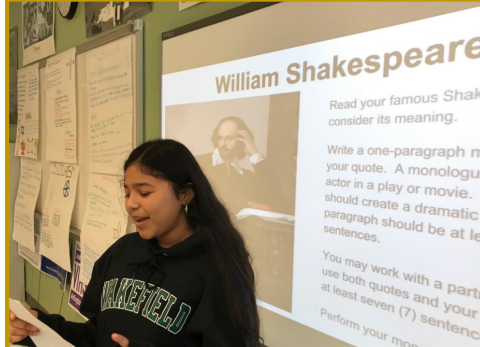
—CIVICS—

—HISTORY—

—ECONOMICS



Hoffman-Boston students learn about continents.



Students at Wakefield write a monologue about William Shakespeare in Michael Palermo's HILT Course.



5th Grade Students at Taylor participate in the National Geographic Geography Bee.

Consider This... The Importance and Meaning behind Curriculum

Over the Summer the following teachers came together to work on developing a new APS Social Studies Curriculum.



- Kindergarten:** Amy Cavazos and Holly Clark
- 1st Grade:** Kerry Armstrong and Jodi Maher
- 2nd Grade:** Brittany Oman, Katherine Pickett, and Sheri Sharwarko
- 3rd Grade:** Tammy Stoker, Kim DiNardo, and Jessica Idol
- 4th Grade:** Amy Fong, Ashley Snyder, and Laura Idol
- 5th Grade:** Sarah Weisz and Lori Donnaruma
- 6th Grade:** Deborah Cross, Emma Foley, and Sharon Solorzano
- 7th Grade:** Jose Alvarez, Peter Farrell, Rachel Payne, and Mary Kell
- 8th Grade:** Brandon Durflinger, Megan Lynch, Robb Bittner, and Rachel Payne
- WHI:** Bethany Bennett and Carolyn Crumpler
- WHII:** Greg Cabana, Abrianna Nelson, and Anne Stewart
- US/VA History:** Kira Jordan and Chrissy Steury
- Psychology:** Kim Graver and Nikki Turgeon-Williams
- Sociology:** Michelle Cottrell-Williams
- Economics and Personal Finance:** Matt Heckler and Deborah Pettit

This work has continued throughout this school year, and will continue into next summer. The work of developing curriculum incorporates existing curriculum documents, the VA Standards of Learning, the National Council of the Social Studies C3 Framework, and best practices in teaching and learning. The C3 Framework is an attempt to begin to internationalize the US curriculum and create globally competitive and competent students and later citizens.

The work of APS teachers in developing our curriculum has been important as curriculum drives instruction. A famous curriculum theorist, John Franklin Bobbit once said, "The curriculum will then be the series of experiences which children and youth must have by way of obtaining those objectives (Bobbit, 1918)." This quote highlights that curriculum is the first step in the developmental nature of school, but that the second step is the pedagogical decisions that teachers make based on the curriculum provided. Our goal is to continue to develop a curriculum that can enable students to have rich and rigorous learning experiences in their social studies courses. As best said by Nel Noddings, a proponent of global curriculum initiatives, "true education summons forth the innate goodness of humanity- our capacity for nonviolence, trust, and benevolence. It enables individuals to reveal their unique qualities and, by encouraging empathy with others, opens the door to the peaceful coexistence of humanity. Thank you to our teachers for their diligence and hard work as we continue to collaborate to make our Social Studies curriculum robust.



News Lit Camp- August 28th 2018

This past summer during the Day of Learning, the News Literacy Project with Bloomberg invited APS



Teachers to interact with their staff writers to gain strategies for helping students discern the credibility of resources in the age of “fake news.” This opportunity allowed teachers to reflect on their practice and learn about to engage students in critical thinking while examining real-time media coverage and current events.



APS STUDENT IS SELECTED TO THE 57TH ANNUAL UNITED STATES SENATE YOUTH PROGRAM

Kyle-David (KD) Byrne of **Wakefield**, Mike Grill’s student, was selected as one of the TWO student delegates to represent Virginia at the USSYP in March. As a student delegate he will partake in a program in Washington D.C. from March 2nd-9th with students from around the country, and receive a \$10,000 scholarship.



Congratulations to Our Teachers

Announcing the 2018 SEL Innovation Fund Award Winners

Recognizing the Work of APS Teachers : **Nisha Sensharma, Patricia Hunt, Deneen Snow, Kristen Swami, Mike Grill, and Mike Palermo**

In partnership with the NoVo Foundation and Rockefeller Philanthropy Advisors, we are proud to announce the 2018 teacher and district awardees of the Social and Emotional Learning Innovation Fund.

The [Social Emotional Learning Innovation Fund](#) offered up to \$5,000 grant awards for teacher-led projects and \$25,000 grant awards for district- or public charter school-led projects that span multiple schools in the 2018-19 school year. All recipients will have the opportunity to present their work to and connect with a group of national SEL practitioners, experts and advocates at a convening later this year.



The Innovation Fund sought proposals from individual educators, teams of educators and district leaders seeking to improve systems that foster social and emotional skills in fresh, inventive or innovative ways. Examples include novel interventions or instructional practices focused on improving competencies such as resilience, learning mindsets, compassion, self-management and sense of belonging.

The Innovation Fund looked for proposals to create places, environments and practices that value belonging, well-being, tolerance, compassion, listening, non-violence, inclusiveness, working productively together and looking out for one another. Though all proposals were welcome, it also sought proposals that specifically support one or more of the following student populations:

- Students from indigenous communities
- New arrivals (such as refugees) or immigrants
- English learners
- LGBTQI students

The Social Studies Office- Coming and Going

Thank you Cathy Hix for your 5 years as the Supervisor of Social Studies. Your work in moving Social Studies forward is very appreciated. After 39 years of service with Arlington Public Schools, Cathy is excited to retire to Lake of the Woods and pursue opportunities as an Educational Consultant.



Kerri Hirsch has transitioned from her role as Teacher Evaluation Specialist to become the new Social Studies Supervisor. Kerri taught Social Studies for 6 years in New York at Sachem Central School District and for 4 years in Alexandria City Public Schools. She taught American History at the 7th and 8th grade level and US History, AP US

Government, VA/US Government, and AP Macroeconomics and Microeconomics at the high school level.

Diana Jordan has transitioned from her role as the K-12 Social Studies Specialist, to become an Assistant Principal at Thomas Jefferson Middle School. Thank you for your service Diana! We are glad that you are just down the street!!

Samantha Baranyk has joined us as the new K-12 Social Studies Specialist. Sam comes from a neighboring district where she has experience teaching, AP Human Geography, Comparative World Religions, and World History. She has a Masters in Curriculum and Instruction with Incorporating International Perspectives in Education from The George Washington University and is excited to continue to expand opportunities for global citizenship within APS.



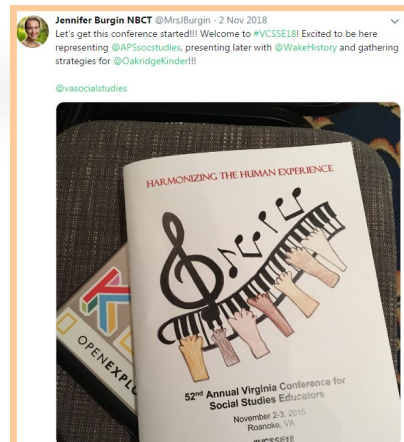
Barbara Ann Lavelle remains the rock of the Social Studies Office with 30 years of institutional knowledge, and 21 years in the Social Studies Office. A Fun fact about Barbara Ann is that is always outdoors on the weekends and especially enjoys camping in the winter months as it is so peaceful in the woods.

Virginia Council for the Social Studies

This year many APS teachers attended and presented at the VCSS Conference held at the Hotel Roanoke Conference Center November 2nd-3rd where educators focused on how to Harmonize the Human Experience.

Thank you to the following Teacher Presenters:

- Jennifer Burgin - Oakridge
- Michelle Cottrell-Williams - Wakefield
- Patricia Carlson - Williamsburg
- Sara Winter - Williamsburg
- Larry Peacock - Williamsburg
- Aaron Tagert - Williamsburg
- Anne Stewart - Yorktown
- Tracy Maguire - Yorktown
- Antoinette Waters - Wakefield
- Paxton Helms - Gunston



APS CELEBRATES CONSTITUTION DAY

September 17 is Constitution Day/Citizenship Day! This commemorates the September 17, 1787, signing of the U.S. Constitution. In recognition, Congress has mandated that every educational institution receiving federal funding hold an educational program about this seminal document. Teachers and students around the district celebrate constitution day and apply the principles of the Constitution to their learning.



Mr. Knott
@Ashlawn3rdGrade

Following

Games with no rules?? Oh yes! What a hook into learning why our government needs its rules and the Constitution! Welcome to our first social studies unit! @APSsocstudies





KHall
@KHallRandolph

Follow

Randolph 3rd Graders celebrate Constitution Day by collaborating with partners to illustrate and recite the preamble, "We The People..." @APSsocstudies @APSVirginia @RandolphStars @APS_ESOL @SuptPKM @principal_aps @RandolphIBStars @Randolphequity @APSLiteracy



0:32 114 views



hb_history7 • Follow
H-B Woodlawn Secondary Program



hb_history7 Celebrating Constitution Day with some indoor "sidewalk" art that depicts The Preamble to the Constitution. #usconstitution #art #history #teacher @apsvirginia @apsocstudies @hbwprogram

cjc7x Bulletin board paper success! Looks great 🎉

♡ 💬 ↗ 📌

33 likes

HISTORY ALIVE!

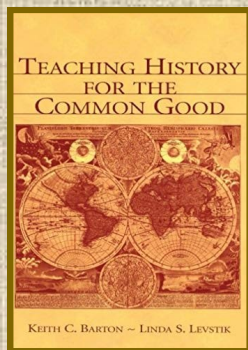
At the History Alive! Level I Summer Institute, 17 teachers spent a week of their summer vacation bringing History Alive! as they participated in a Level I training led by **Wakefield** teacher, Greg Cabana. This instructional approach includes strategies that incorporate Howard Gardner's work on multiple intelligences, Elizabeth Cohen's research on cooperative interaction, Jerome Bruner's theories related to spiraling curriculum, Marzano's work with nonlinguistic representation, and the importance of big ideas, supported by Wiggins & McTighe. History Alive! is usually offered each summer to new teachers as well as other interested teachers. If you haven't taken it yet, consider signing up for a week of learning! Contact the Social Studies Office.

Teaching Historical Consciousness- Making The Distinction Between Sympathy and Empathy

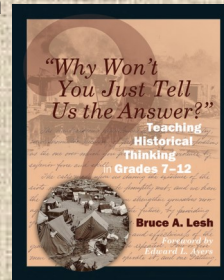
Samantha Baranyk

Empathy involves using the perspectives of people in the past to explain their actions. To understand why people acted as they did, we need to focus on what they were trying to accomplish the nature of their beliefs, attitudes, knowledge, and the culturally and historically situated assumptions that guided their thought and action. Another way of phrasing this is to say that to understand people in the past we must contextualize their actions- we must understand as best we can, their world and how they viewed it at that time, no matter how greatly those experiences and perceptions different from our own.

The goal of social studies educators is to establish the role of historical empathy as perspective recognition. Keith Barton and Linda Levstik leaders in the field of social studies education make the distinction between empathy and sympathy, which are often conflated, within the field of social studies. Barton and Levstik state that, "Empathy involves imagining the thoughts and feelings of other people from their own perspectives, whereas sympathy involves imagining them as if those thoughts and feelings were our own (p.206)." This leads to a further analysis that sympathetic understanding is inaccurate, as it requires students to use a then and now perspective to try to relate to the experiences and feelings of those in the past. Empathy, on the other hand, requires recognition of the difference in perspective, preferences, and understandings. This can be a difficult "skill" or value to teach as it requires empathy to be crafted into an analytic tool that is not just cognitive but also involves emotional intelligence. According to Piagetian research, the foundation for empathy is in place by age four (Barton and Levstik, 2004, p.211) which means that early cognitive development in Elementary curriculum is essential to building this lens for students. Bruce Lesh, another leader in the field of social studies education, further illustrates the role of empathy by stating that, "much of what historical thinking entails is stripping away the present and immersing students in the past on its own terms. To do so requires them to understand the political, social, and economic universes of the actors populating the past's stage. Empathy is the ultimate historical thinking skill (Lesh, 2011, p. 155)."



Lesh's analysis helps to break down the process for cognitively understanding empathy, and the way to help students contextualize the multi-layered aspects of perspective in narrative involved with building empathy while also allowing for a metacognitive awareness and development of students personal narrative.



An articulated goal of building historical empathy as an analytic tool is the perfect way to help students attempt to understand a worldview outside of their own and, in the process, develop their own sense of self. This personal development can help students understand not only their role historically, as well as both a national and global citizen.

Bruce Lesh suggests that for teachers to create this environment they must aim "to develop an evidence-based answer to a guiding problem, students must conduct source work, compare, contrast, and synthesize the ideas extracted from the evidence, and defer their answer to the overarching historical question. Empathy is the ultimate byproduct of the historical investigations model (p.177)." In a world in which individuals must interact and participate on local, national, and global platforms, communication skills and a layered understanding developed by teaching for historical consciousness are essential for our students' success as citizens.

Andy Paparella at **Kenmore** describes some things he does in his class to support this topic:

Teaching about principles of American Civics through a lens of civil rights. For example, I teach about rule of law by having the students examine case studies from the past like the Zoot Suit Riots, the massacre at Rosewood, school segregation in California. Students look at primary and secondary resources pertaining to these topics and then use tableau to express perspectives about the conflicts and solutions from the historic record. By asking students to perform tableau to express these ideas, they are making personal connections to them.

Teaching about Native American Removal using resources housed at the National Museum of the American Indian. This set of lessons (<https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-Remove-People.cshtml>) ask students to consider why different Native American nations responded differently to the problem of Removal (to the West). Students use primary and secondary resources to build their understanding and empathy.

Global Village

This past summer, the Social Studies Office offered **Global Village Summit**. Now, in its 22nd year, GVS welcomed 226 students from grades K-4. With the support of the dedicated GVS office staff and volunteer administrative interns, a team of 14 teachers developed a thematic approach to learning about the geography and culture of various countries and how those countries influence our local communities in Arlington. Immersing in the history, culture, and geography of the Philippines, Ethiopia, Mongolia, South Africa, Ukraine, and Puerto Rico, students participated in hands-on activities, utilized technology integration, and heard from "Cultural Informants", many of whom were



natives of the places we studied. Our students took tours of Central Library (which included a multi-lingual sing-along performance) and of Ballston Metro Station (which included a train ride, a first-time for some of the students) to explore the role they play in our community and how they can help us connect to the greater world.

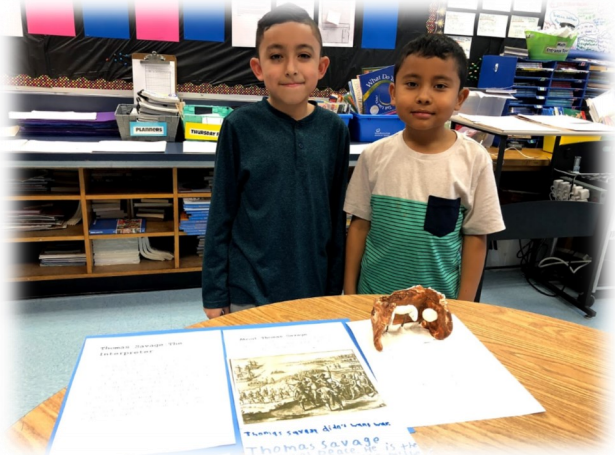
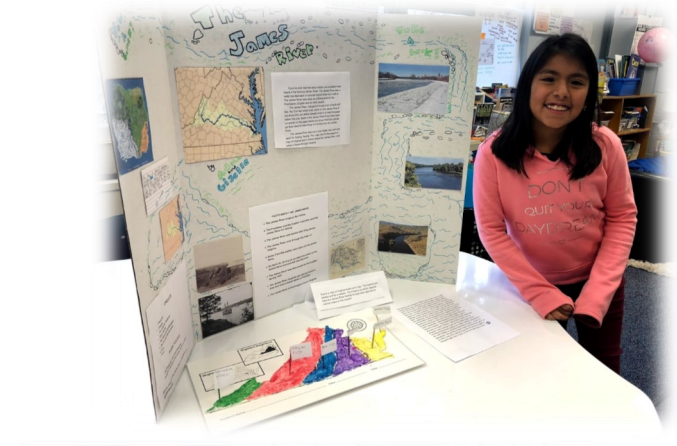


A Special Thanks to our Global Village Team- Summer 2018

John Stewart (Coordinator), Meaghan Traverse, Mary Kell, Renee Shaw, Marijoy Cordero, Shawna Carter, Sarah Sanders, Kimberlee Gorecki, Victoria Metz, Sarah Tyson, Kirsten Wolla, Jennifer Burgin, Amanda Herr, Nick Fernandez, Rista Brown, Mami Gebreegiabher, Genevy Herrera.

Campbell Expeditionary Learning

Campbell's 4th grade students planned a museum about Jamestown to showcase all of their knowledge and expertise about the topic. They invited the president of the Arlington Historical Society, Mrs. Cathy Hix, to teach them about a successful museum exhibit. They took her advice and worked hard to create informative, interesting, and interactive exhibits on topics about Jamestown like; the Susan Constant, the Three Sisters, and tobacco. On December 14th they had an informative museum session with each exhibit stocked with an expert to answer any questions that might pop up!





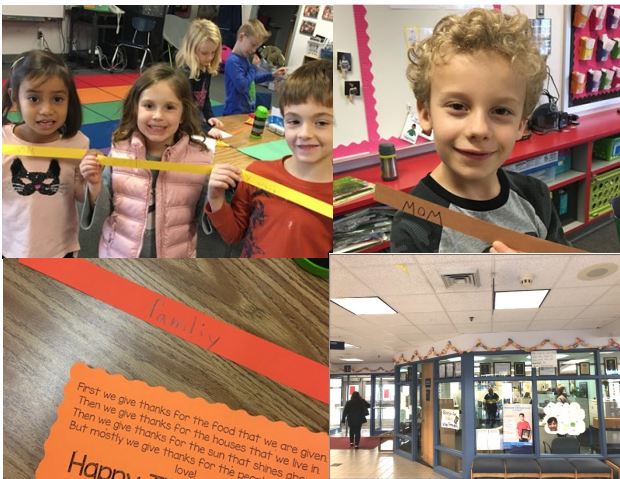
BECOME A 2019 COMMEMORATION SCHOOL

Democracy. Diversity. Opportunity. Innovation. Collaboration. America's story started here. Join with educators across Virginia to honor the legacy of 1619 by becoming a 2019 Commemoration School.

2019 Commemoration Schools is a yearlong effort to incorporate 2019 spirit into your school community and classroom environment.

Patrick Henry Elementary

As part of their 2019 Commemoration Schools celebration, students and staff participated in the Thanksgiving Chain activity. All students and staff were invited to write what they were thankful for on a paper link, and the Thankful Chain was created. The chain spanned the walls on the front lobby and was a visible reminder of all the things for which we are thankful.



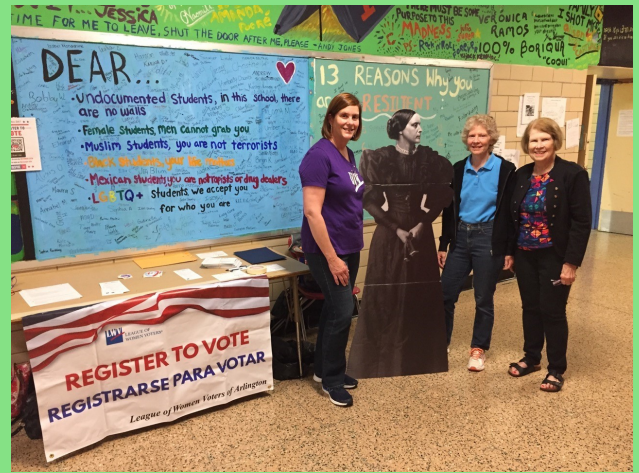
Kenmore Mock Trial



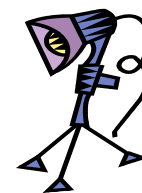
Students at Kenmore Participate in a Mock Trial.

Voter Registration

The Social Studies Office has maintained a relationship with the League of Women Voters Arlington Chapter and Inspire VA to register voters at our schools. This team will be back in March to work with our government courses and graduating seniors.



DBQ Spotlight



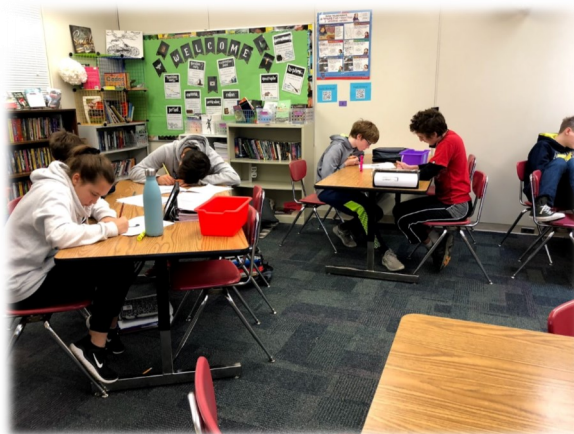
The DBQ Project is an organization that produces print and digital resources for students and teachers. The goal of the project is to create resources for all students to think critically about primary and secondary sources. This embodies historical thinking and helps to build students reading comprehension, and analytic writing skills. We are proud to offer both digital and print resources, and see these projects being utilized across APS.

The DBQ Project Core Beliefs

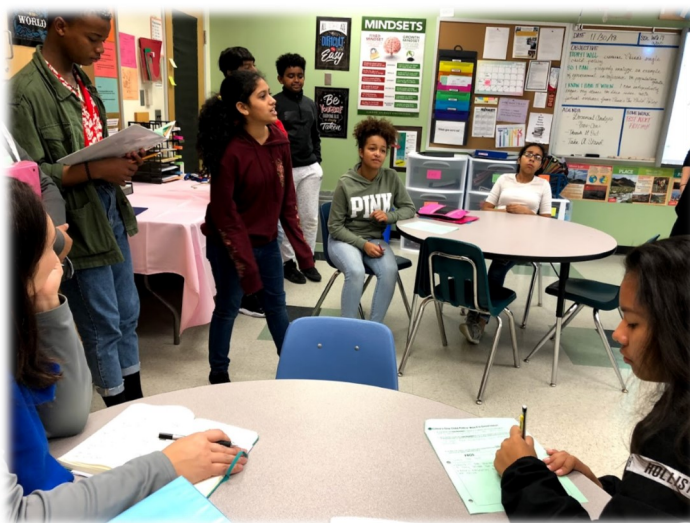
1. All students need to learn how to think.
2. Learning to think requires practice.
3. Thinking is hard work.
4. Thinking is clarified by writing.
5. Thinking is for everyone.



Students in Ms. Dyer-Dewitt's class at **Swanson** work on building their analytic skills for their DBQ work.



Students at **Jefferson** work on analyzing the DBQ Question, "Is Chocolate good for Cote d'Ivoire?"



Students at **Kenmore** in Ms. Scherting's room participate in a thrash-out to synthesize their ideas around a DBQ topic.



WELCOME NEW LEAD TEACHERS

ASFS - Sydney Lewis
 ATS - Sarah McReynolds
 Barcroft - Kia Kinsler
 Barrett - Jessica Idol
 Campbell - Mariann Sim
 Discovery - Angelique Coulouris
 Drew - Chandra Perkins
 McKinley - Amanda Herr
 Nottingham - Tricia Zepfel
 Randolph - Erin Kowalevicz
 Gunston - Mary Kell
 Wakefield - Katie Naylor

**GET TO KNOW
 SOCIAL STUDIES DEPT. CHAIR & LEAD TEACHER**

Carolyn has been an asset to our work in the Social Studies Office:



Carolyn was born and raised in North Carolina. She attended UVA, majored in history, and graduated from the Curry School of Education. Immediately after she started teaching at **H-B Woodlawn** and has been there for 9 years.

Her other passion besides history is ice cream. :)



Pictured above are the leads from our elementary meeting in August.

Currently a second grade teacher at **Campbell** Elementary School. Mariann Sim started her teaching career co-teaching with a special education teacher in a multiage classroom with kindergarten and first grade students. After that year she started teaching stand-alone. The first year she taught kindergarten and then looped up to first grade with her students. Working with the younger grades made her feel like she only knew half of the student population. In order to meet more students, she became a Girls on the Run head coach for many years and also served as a mentor for Y.E.S club for one year. She also tutored third grade students on reading comprehension and test skills. After being an expert in her grade level and serving as a k-1 representative in lead teacher meetings for many years, she decided to switch to a different grade level to gain new experiences. This past year she has moved to a second grade (next year 3rd grade) position to broaden her horizon and professional development. She has also changed her leadership position by being the lead social studies teacher for her school.



SOCIAL STUDIES OFFICE

Kerri Hirsch, Supervisor
 Samantha Baranyk, Teacher Specialist
 Barbara Ann Lavelle, Administrative Assistant



Syphax Education Center
 703.228.6140 phone