



# Social Studies VISION



June 2019

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—GEOGRAPHY—

—CIVICS—

—HISTORY—

—ECONOMICS—

**Ms. Scruggs**  
@ms\_scruggs

Following

Legislative simulation committees proposing and discussing bills- sixth grade American Studies working together across teams.  
@SSatWMS @APSSocstudies

1:16 PM - 28 Mar 2019



## ***Consider This...*** Planning with Equity in Mind

In [The Equity Diet: Building Capacity Through Daily Habits](#), Ken Patterson outlines the reasons why equity should be part of our daily diets. Equity should not be compartmentalized or relegated to a specific day or month...it should be part of our daily reflective practice.

As you consider your practice, in what ways is the work of equity something that you are mindful of in all aspects of your work? How can you connect with your colleagues and students, as well as parents and community members?

Earlier this year I provided some guidance around things to consider when using the strategy of role play in your classrooms. As we close out the school year, here are some additional strategies that you might want to consider in order to make equity a part of your daily diet:

- Insist on classroom norms that value differences
- Assess your own cultural lens and how that might impact your instruction and ultimately your students
- Teach students about conflict and how to resolve it in a variety of ways
- Learn your own instructional preferences. Develop strategies to help you ensure that you are using instructional strategies that meet the needs of all of your students, not just the ones that you most prefer.
- Be purposeful in your planning:
  - Use sources from a variety of perspectives
  - Consider how you can be a facilitator of discussion rather than a leader so student voices can drive dialogue
  - Consider how you can balance participation and keep all students active and engaged in the learning process.

Make purposeful connections with students and their families. Communicate purposefully so that families feel empowered as educational partners

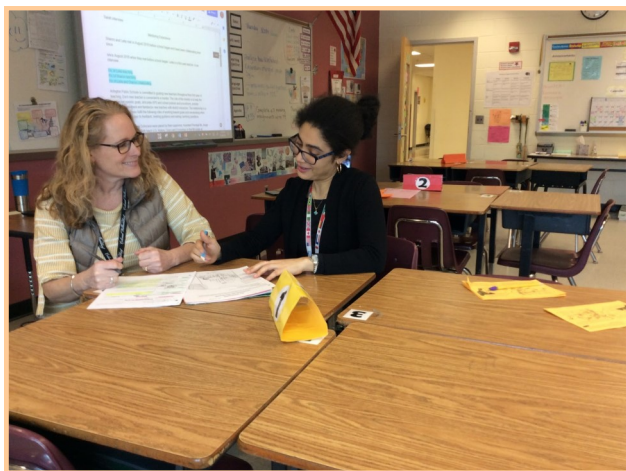
Ensuring that all students feel like they are part of our classroom and school communities is the work of all educators. Being reflective practitioners, who examine our practices critically, can allow us to open up ongoing conversations about how to ensure equity for all.

## Mentoring in APS

Arlington Public Schools is committed to guiding new teachers throughout their first year of teaching. Each new teacher is connected to a mentor. The role of the mentor is to help the mentee set realistic goals, articulate APS and school policies and procedures, provide constructive feedback and familiarize new teachers with district resources. The relationship is a partnership. Mentees fulfill the following roles of working toward goals and reevaluating when necessary, being open to feedback, seeking guidance and asking clarifying questions. Elizabeth Rowden is the Specialist who manages the Mentor Program for New Educators and New Educator Information.

### Our Experience:

**Leila Matta** and **Sharon Solorzano** were paired by their supervisor, Assistant Principal, Angie Close, in August 2018. Both teach U.S. History, Civics and Economics in the 6th grade at Kenmore Middle School. Thanks to our ITC, Michael Goodman, Sharon was able to provide Leila with access via Google to the curriculum and the CLT shared drive before the beginning of school. The pair decided to meet several times per week at school and to connect by text message.



*Sharon Solorzano and Leila Matta, Kenmore*

Going into her first year of teaching, Leila Matta was very nervous, and full of questions. She reached out to Sharon Solorzano before school started not knowing she was her mentor when she learned Sharon did curriculum writing. She was trying to prepare for the school year and hoped Sharon would provide some guidance.

Sharon was warm. She welcomed Leila, and informed her she had “enthusiastically agreed” to be her mentor. This took Leila by surprise, as she didn’t know she would be assigned a mentor, but she was thrilled. She and Sharon later set up a time to meet.

Since their first meeting, Sharon has been Leila’s go-to person for nearly everything. She has helped Leila set and accomplish goals, and promoted valuable opportunities for career advancement and professional development. Most importantly, she has actively listened to Leila’s concerns, going out of her way to reassure Leila when she has struggled with self-doubt.

### Peruse our text message thread from August 2018 to March 2019:

- familiarizing tech platforms
- navigating the first day of school--“You’ll be be great! You have my full confidence. The kids are sweet, curious & scared. 😊 They just want to know you care. Best wishes for an awesome start!”
- writing a SMART goal--“
- contacting parents--“Is there a place where I can find my parents’ emails?”
- Canvas, Canvas, Canvas--“Any tips for grading quizzes quickly?”
- 50 line text thread on shuffling answers for Canvas quiz. “How do we embed Nearpod in Canvas again?”
- developing a Flex Excel (the time we use for remediation and extension)
- creating a Syllabus
- Conference Day particulars
- technology--Nearpod, Youtube, Google, Canvas, Synergy, Outlook, iPad apps, STAN, Twitter
- writing and evaluating assessments
- data monitoring
- observations
- creating assignments-- “I guess I could substitute the tobacco with crumpled up scraps of green paper.”
- “Could I use unsharpened pencils as wood instead of popsicle sticks?”
- addressing snow days and holidays
- establishing classroom routines
- managing classroom
- social aspects of teaching--Potluck, birthday celebrations and honoring colleagues
- taking leave and substitute plans
- posting grades--“I can update grades until the window closes, right?” “How do I set comments to meets expectations?”
- hygiene of students
- observing one another

### Conversation:

#### What do you appreciate about one another?

**Leila:** I appreciate Sharon’s empathy and willingness to share her tips and tricks. I feel comfortable confiding in her. She is sympathetic and nonjudgmental in listening to my struggles and insecurities about teaching. She reminds me of my strengths and successes, and openly expresses support for my ideas and endeavors. Recently, she has encouraged me to take leadership opportunities, which I am excited to experience because of her confidence in me.

**Sharon:** I appreciate that Leila is open to learning from my experiences with 6th graders. She actively listens to my suggestions and is flexible in trying new strategies. Leila is amazing at incorporating technology into lessons. Our students respond favorably to the Nearpods, videos and assessments through Canvas. She has enriched our curriculum with a fresh take on lesson planning.

Continued on pg. 3

## Mentoring in APS cont.

**What has been rewarding about your experience this year?**

**Leila:** It's been rewarding to have someone truly committed to helping children reach their potential and her community in my corner. I can rely on Sharon to give me quality advice!

**Sharon:** I am in awe of Leila's thoughtfulness and consideration! She truly cares about our students' well-being, and strives to provide meaningful and substantive activities for them.

**What advice would you give a mentor/mentee?**

**Leila:** I would encourage them to set time aside to establish the parameters of their relationship. As a mentee, I appreciate the opportunities I've been given to let my mentor know how she can help me. I believe having a mentor as a first-year teacher is invaluable.

**Sharon:** I agree with Leila. Setting aside time to share and connect has been rewarding. I feel as though I am evolving as a teacher and improving my own practice, as a result of my relationship with Leila. I strongly recommend the mentoring experience!



*Leila Matta with her anchor class.*

WITHOUT HISTORY,  
THERE WOULD BE NO FUTURE

## Collaborating for Team Teaching- Rob and Emma

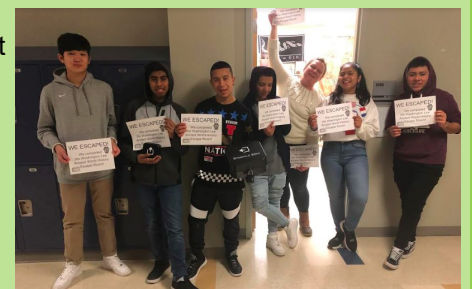
Our co-teaching relationship started just like any other; one teacher was the content area expert and one teacher was the specialist. Each of us comfortable in our expertise, each of us fine with segregating our duties to best suit our strengths: Rob, the Social Studies teacher who was excited to work with

HILT students, and Emma, the HILT teacher excited to teach Social Studies. This worked, but we wanted more.



Through sharing the planning and teaching of this course, we have developed trust with not only each other, but with our students. Early in our teaching relationship, we established norms to meet every other day during our planning period and a means of presenting that allowed for us to predict and trust the other teacher. Once we did this, it was not hard to become more imaginative in our teaching. Vocabulary has become more than just language acquisition, stories and props are utilized to better express the meaning of words and concepts. Beyond pictures and videos, students themselves have been able to play the roles of historical heroes and villains as history unfolds before them. Both teachers became comfortable transferring seamlessly back and forth. With teachers who work so strongly together, the students are able to achieve confidence in themselves with the knowledge that there are two adults providing lessons with lots of content and strong scaffolding that will allow them to access all of it. We see their comfort with the class grow and their confidence build as they become comfortable sharing their knowledge and utilizing their new language abilities by volunteering to speak and read out loud in the class. As the year progresses we are seeing higher level thinking skills such as analyzing situations and applying past content to current material.

We've been talking about how best to describe our dynamic in the classroom. Looking at the 6 approaches of co-teaching it appears that we have merged the one teach, one assist model with team teaching model. While one teacher is presenting, the other teacher is gauging student understanding and will work to provide additional clarification and guidance to the class if needed. Perhaps we will call this method one teach, one improv.



## NATIONAL GEOGRAPHIC EDUCATOR

### Jennifer Burgin

In 2016 I happened to get an email from National Geographic Education about an opportunity to apply for a professional development that would take me to one of the most pristine locations in the world. I had signed up long ago on a listserv and would occasionally check the mail they sent. This announcement, however, got my attention. Once I applied and began diving into the diverse resources and experiences National Geographic Education has to offer educators, I dove in! Not only did I earn my National Geographic Educator Certification, I have also earned a Grosvenor Teacher Fellowship, supported interested educators through Phase 1 of the certification process, and supported APS with the plethora of resources available to K-12 educators.

If you visit my Kindergarten learners and ask them, "What are you doing?" they will likely tell you, "We're exploring!" As a National Geographic Certified Educator, I have been empowered to guide my learners to see themselves as explorers and changemakers, promoting "a planet in balance." Here are some of the ways I am involved with National Geographic Education, and I hope you'll consider joining in the experience!

- National Geographic Certification process - I offer Phase 1 trainings to APS educators, but you can also start the process [online](#)! Once an educator completes Phases 1 through 3, you are introduced to a wealth of National Geographic resources and allies to support you on your journey to bridge across curriculums and inspire deeper learner!
- [Grosvenor Teacher Fellowship](#) - In 2017 I was [awarded a fellowship to the Galápagos Islands](#). This is Professional Development at its best - sailing on a Lindblad Expeditions Vessel and bringing back field experience to your classroom! National Geographic Certified Educators are awarded annually and open to K-12 educators!
- [National Geographic Educator Network](#) - I was an early participant in the Educator Network, asking questions and sharing ideas with other like-minded educators. I love seeing friends post and learning from diverse educators. I'm also a [contributing blog writer](#) and will begin sharing more blogs this next year!
- Online Courses - For the certified educator who is looking to deepen their understanding of geo-literacy in the classroom, National Geographic Education offers [online courses](#) in Geo-Inquiry, Teaching Global Climate Change, and Service Learning! I'm particularly fond of the last one, since I narrate it!
- Explorer Classroom - Want to introduce a National Geographic explorer to your learners? Sign up for [Explorer Classroom](#)! Whether you watch live or later, talk on screen or tweet at the explorer, this is a great way to show your learners diverse explorers who are changing the world through their passion and dedication! Many of the explorers have become buddies of mine, and I love tweeting out my learners' thoughts to them!  
Explorer Challenge and Educator + Explorer Exchange - There are two ways to connect more deeply with an explorer! The Explorer Challenge invites K-12 classrooms to think of the mission of an explorer and create a way to support that mission. The Educator + Explorer Exchange is a year long collaboration where educators and explorers work together to meet set goals for their learners. Both are invigorating and inspiring for learners, and create meaningful relationships with an explorer and content! Last year my learners participated in an Educator + Explorer Exchange with Freshwater Ecologist Dalal Hanna showcased in an AETV "Partners in Action" [video](#)! This year my learners are working on an [Explorer Challenge](#) for Cross-Cultural Psychologist Sarah M. Pope who works with two tribes in the Congo!



Want to learn more about how to connect your classroom with National Geographic? Reach out to me via [email](#), [Twitter](#), or take one of my Phase 1 trainings!



CERTIFIED  
EDUCATOR

## CONGRATULATIONS, JENNIFER

While Jennifer was on vacation in Utah, standing atop Bryce Canyon, she got a phone call from Mount Vernon. Jennifer has been named 1 of 6 national fellows for the upcoming year! She is going to write a bilingual picture book with a Spanish speaking educator from California on life in the 1700s and George Washington!!!!

## Socratic Seminar Collaboration between RTG & World Geography teachers at Gunston

Paxton Helms (Immersion World Geo) and Brandon Durlinger (World Geo); David Steele (RTG)

**Topic:** Conflict Resolution

**Strategy:** Socratic seminar

**Implementation:** This year, my SMART goal was to increase the number of Gifted Certification Points for the teachers at Gunston. To do this, I wanted to make sure all teachers were aware of countywide professional development that was being offered in conjunction with Gifted Services and to extend those professional development offerings as 5-hour learning cycles. These learning cycles encourage teachers to begin to understand how to implement highly rigorous, critical and creative instructional strategies in their classrooms.

This school year, Paxton and Brandon have made it known that they would like more support in their developing understanding and use of differentiation. To this end, we have had several conversations about ways to ensure students are working on activities that meet their individual learning needs. The combination of their desire to continue to grow as a professional with my push for gifted professional development led us to the Socratic seminar. Paxton attended the offering in the fall hosted at Thomas Jefferson and from that moment was determined to use the strategy in his classroom. He and Brandon decided that their unit on Conflict Resolution would be an excellent opportunity to incorporate the strategy. I was ecstatic and happy to offer my services in developing a unit that would culminate with students discussing what they learned during their research and readings via Socratic seminars.

Students were initially tasked with researching the multitude of causes of various international conflicts. From there they read several articles related to differing strategies employed in conflict resolution. Students combined these two activities with their own personal understandings of conflicts, to develop critical questions about the usefulness and timeliness of strategy utilization as it relates to these conflicts and potential for resolution.

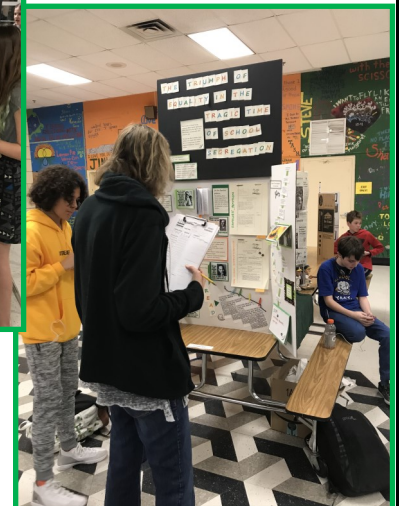
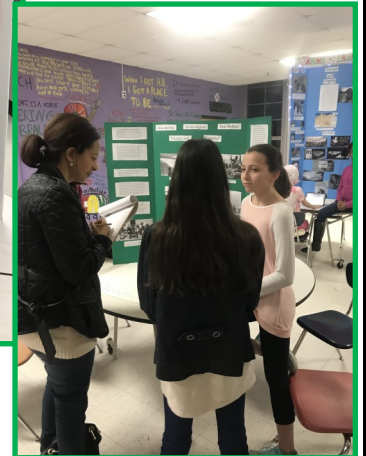
Not only were students highly engaged during the Socratic seminar, the discourse amongst the students was high level and reflected a deep understanding and connection to the complexities of the topic. Students used the texts and their research to provide evidence for the arguments and claims they made in class. Additionally, students were able to make counter-arguments using other pieces of evidence they had found. It was truly a beautiful sight; students engaged in public discourse about controversial topics while maintaining a level of respect and decorum for each other and the learning process. The most challenging aspect of this lesson was keeping Paxton and Brandon from jumping in and joining the discussion. However, they were able to restrain a little and participate as an observer. In reflecting on the lesson, students and teachers appreciated the depth of knowledge that was built by students as the teachers assumed the role of facilitator. Students were challenged to develop higher order thinking skills and to incorporate these into advancing their oral communication skills as a result of this.

## National History Day

H-B Woodlawn's 7th Grade had it's Fifth Annual National History Day Competition this past Feb 5th. Students chose to compete in one of the five NHD categories: paper, exhibit, **documentary**, website, or performance.

National History Day has an annual theme to frame students' research. Each year's theme is chosen for its broad application to world, national, state and local history. This year's theme is Triumph & Tragedy in History.

The top two projects in each category will go on to represent H-B Woodlawn and APS at the Virginia's District 5 NHD Competition was on March 2nd. From there students can be chosen to go on and compete at the state and possible national level.



## Congratulations to the Geography Bee Champions!

The National Geographic GeoBee is an annual competition designed to inspire and reward students' curiosity about the world. Students in grades four through eight (4-8) from nearly 10,000 schools across the United States will compete in the 2019 National Geographic GeoBee for a chance to win college scholarships and the glory of being the National Geographic GeoBee Champion.

|                       |                            |                  |
|-----------------------|----------------------------|------------------|
| <b>Nottingham:</b>    | <b>Jeffrey Chen</b>        | <b>5th grade</b> |
| <b>Jefferson:</b>     | <b>Sassan Fiske</b>        | <b>8th grade</b> |
| <b>Science Focus:</b> | <b>Trevor Minton</b>       | <b>5th grade</b> |
| <b>Swanson:</b>       | <b>Devan Opper</b>         | <b>8th grade</b> |
| <b>Kenmore:</b>       | <b>Michael Petrov</b>      | <b>8th grade</b> |
| <b>Williamsburg:</b>  | <b>Hayden Strotzenberg</b> | <b>8th grade</b> |

The State Competition was held on March 29, 2019 in Farmville Virginia. Congratulations to our 6 Qualifying Students!!



### Congratulations to those who have earned an Invitation to State Championship for ADAM SMITH - Governor's Challenge

*Patrick Kelly, is happy to announce that Wakefield AP Economics students have qualified to participate in the Governor's Challenge in Economics for the 8th consecutive year. Although we didn't win Region 4, the students on my highest-scoring team (listed below) had a high enough score to qualify as an at-large participant in the state competition on Thursday, April 11th.*

*Although the four students listed below had the best qualifying team score, I will be replacing several of these students with higher individual scorers on the test.*

*My team will be: Adam Baltaxe, Eliana Gilman, Chiara Luepke, and Colin Mashkuri.*

*I'm very proud of my students.*



## BIDDING FAREWELL TO OUR LEAD TEACHERS

Abingdon - Marylydia Perez  
 ATS - Dana Probasco  
 Key - Meg Enriquez  
 McKinley - Amanda Herr  
 Nottingham - Tricia Zipfel  
 H-B Woodlawn - Dan Paris

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

Since assuming the positions of department chair and lead teacher, Jeff and Jeana have worked together to build a culture based on openness, collaboration, and sharing. The WL Social Studies department already possessed a culture that valued collaboration, so they found new ways to encourage and enable that collaboration within a growing department (20+ teachers). Preserving and growing this culture has guided Jeana and Jeff as they've led the department. The SBI teams and moving into online collaboration through Slack have preserved this culture as classrooms have become more spread out and shared planning periods harder to arrange due to large department size and scheduling constraints. Since the open culture is so strong, department members are excited to share their ideas/plans/materials with others and are able to easily do so. With the assistance of administration, Jeana and Jeff work together to identify new hires that demonstrate this spirit of sharing and collaboration. These new hires are paired with multiple seasoned mentors with experience in their subject area to transition them into the open culture that is valued so highly.

Jeana and Jeff rely on each other as a second set of eyes and ears when it comes to decision-making and judgment. Transparency is valued when making decisions affecting the department, so they solicit input and involvement from department members so decisions are made fairly and reflect what's best for the entire department. They advocate on behalf of our department to administration and the school system as a whole.

**Jeana Norton** is the Social Studies Lead teacher for **Washington-Lee High School** and has held the position for the last fourteen years. Her teaching career started in Arlington with student teaching at Yorktown High School, a short tenure at Gunston Middle School, and has been at W-L for 20 years. Jeana has taught every Modern World History course offered in Arlington ranging from self-contained to AP World and other social studies courses. For the last four years, she has also served as the 9th Grade Small Learning Community Coordinator and directs the Connect Mentors program. In addition to teaching, Jeana and her husband, Paul, spend a great deal of time watching their teenage sons play competitive ice hockey and lacrosse.

**Jeff McCarthy** is the Social Studies Department Chair at **Washington-Lee High School**, where he has taught since the fall of 2001. Jeff has taught all of the high school core social studies classes along with several electives including AP and IB classes. When he's not teaching, Jeff is spending his time with his wife and two daughters.



Congratulations to Barbara Ann on her 30 years of service at APS!



### SOCIAL STUDIES OFFICE

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