



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# SOCIAL STUDIES

August 17<sup>th</sup>, 2017

DCPS Social Studies and  
the DC Arts and  
Humanities Collaborative



## Social Studies in DCPS

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**Mission:** Empowering students to become inquisitive, informed and engaged members of society who use critical thinking, inquiry and literacy to prepare for college, careers, and civic life.

- Scott Abbott, Social Studies Director
- Leslie Booth, Social Studies Assessment Manager
- Donna Phillips, PhD, Social Studies Curriculum Manager
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## DCPS Social Studies Way

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- Inquiry is at the heart of social studies.
- Partnerships with organizations whose mission, record of service, and resources most closely align with our mission can strengthen the experience of learning social studies.
- Social studies emphasizes skills and practices as preparation for democratic decision-making.

# Our Curriculum

Unit Inquiry Arc  
Question

DC Social Studies  
Content  
Standards

Inquiry Arc			Unit Pacing
<p><b>What makes a successful government?</b></p>			<p><b>29 days</b> <b>4th Advisory</b> <b>(Apr. 21<sup>st</sup> – Jun. 5<sup>th</sup>)</b> (Full Scope and Sequence)</p>
DC Content Power Standards	DC Content Supporting Standards		
<p><b>7.9.3:</b> Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.).</p> <p><b>7.9.4:</b> Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p><b>7.9.6:</b> Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, and salvation.)</p>	<p><b>7.9.8:</b> Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law.</p> <p><b>7.9.10:</b> Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire.</p>		

# Performance Tasks – Opportunities for Engagement

Compelling and Supporting Questions aligned to content standards

Student authentic demonstration and application of knowledge

DC Content Power Standards	Compelling Questions	Supporting Questions
7.9.3: Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.).	CQ1: Was the Roman Republic destined to fail?	SQ1: What were the accomplishments of the Roman Republic?
		SQ2: What were the weaknesses of the Roman Republic?
		SQ3: How did the Roman Republic fall?
7.9.4: Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	CQ2: Who deserves credit for the success of the Roman Empire?	SQ4: How did Julius Caesar create the Roman Empire?
		SQ5: How did Augustus grow the Roman Empire?
		SQ6: Who did more to ensure the success of the Roman Empire?
7.9.6: Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation).	CQ3: What's so unique about Christianity?	SQ7: How did Christianity get started?
		SQ8: What do Christians believe?
		SQ9: How did Christianity spread?
<b>Performance Task</b>	Students use historical thinking skills to read and evaluate the arguments of primary sources as well as apply those judgments in argumentative writing. Students will represent their evaluation of Rome as a successful government in an <u>infographic</u> and brainstorm effective ways to share their learning about successful leadership.	

## Example Partnership

# SOCIAL STUDIES

10<sup>th</sup> Grade World History II  
Cornerstone 2

### THE HOLOCAUST

**Should bystanders be held responsible?**

Opportunities for real-world engagement and authentic forum for communicating knowledge

#### Performance Task

Should bystanders be held responsible? In this Cornerstone, students will use primary and secondary sources to participate in a Paideia seminar, during which they will evaluate the role of bystanders and their inaction in contributing to the Holocaust in the 1930s in Germany. After visiting the Holocaust Museum students will reflect on the seminar to create a poster for a visual campaign that encourages witnesses of prejudice and discrimination to take action.

## Ways to Partner:

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- Provide experiences for students to deepen their inquiry into a subject
- Provide forum for students to present their new knowledge
- Bring resources and experiences into the classroom
- Bring students outside of the classroom to sites
- Align content with DC social studies standards
- Align approach with Unit Inquiry Arc and/or compelling and supporting questions within the unit.
- Find and forge interdisciplinary connections (ELA, Science, etc.)



# Ways to Partner

Grade & Course	1 <sup>st</sup> Advisory	2 <sup>nd</sup> Advisory	3 <sup>rd</sup> Advisory	4 <sup>th</sup> Advisory
K Social Studies	What is a good citizen?	Do we need jobs?	Where am I?	What makes America's story?
1 <sup>st</sup> Social Studies	Getting around Town	Mayans, Incas, Aztecs	Economics: It's a Scarce World	Home of the Free and the Brave
2 <sup>nd</sup> Social Studies	Citizenship	Government	American Communities	Geography
3 <sup>rd</sup> D.C. History and Geography	D.C. Government and Democracy	Economics in D.C.	History of D.C.	Geography of D.C.
4 <sup>th</sup> U.S. History (Colonization to Constitution)	Pre-Contact America and Exploration	Cooperation, Conflict, and Competition: The 13 Colonies	Revolution and Independence	We the People
5 <sup>th</sup> U.S. History (Western expansion to Civil Rights)	Westward Expansion	Abolition, Civil War, and Reconstruction	America in and out of Conflict	Renaissance and Rights
6 <sup>th</sup> World Geography and Cultures	1: Thinking Like a Geographer 2: The Americas	3: Middle East and North Africa 4: South Asia and Oceania 5: East Asia	6: Europe 7: Africa	8: United Nations and Natural Disasters
7 <sup>th</sup> Ancient World History	1: Early Humans 2: Ancient Egypt and Israel	3: Ancient India	4: Ancient China 5: National History Day 6: Ancient Greece	7: Ancient Rome
8 <sup>th</sup> U.S. History (Colonization to Reconstruction)	1: Colonial America 2: The American Revolution	3: The Constitution: Creation and Compromise 4: A New Nation	5: We the People... 6: Expansion and Industrialization	7: Reform and Causes of Civil War 8: The Civil War and Reconstruction
9 <sup>th</sup> World History I (Middle Ages to French Revolution)	1: The Americas 2: East Asian Empires in the Middle Ages	3: The Spread of Islam 4: West African Empires 5: The Mughal and Ottoman Empires	6: Europe in the Middle Ages 7: Renaissance and Reformation	8: The Scientific Revolution and Enlightenment 9: The French Revolution
10 <sup>th</sup> World History II (Industrialization to Present)	1: Industrialization 2: Imperialism and Independence 3: World War I	4: World War II 5: The Cold War	6: Post-War Asia 7: Modern Africa and Latin America	8: Modern Middle East 9: Globalization
11 <sup>th</sup> U.S. History (Gilded Age to Present)	1: Foundations of American Democracy 2: Gilded Age and Progressivism 3: Imperialism, Isolation, and World War I	4: Roaring Twenties and Great Depression 5: World War II	6: Cold War America 7: An Age of Protest and Reform	8: Domestic Turmoil 9: Modern United States in a Global Society
12 <sup>th</sup> D.C. History and Government	1: People of Early Washington 2: Changing Neighborhoods, Changing City	3: Citizens Fight for Justice 4: Home Rule and Civic Engagement	1: People of Early Washington 2: Changing Neighborhoods, Changing City	3: Citizens Fight for Justice 4: Home Rule and Civic Engagement
12 <sup>th</sup> U.S. Government	1: Foundations of Democracy 2: The Constitution	3: Rights and Obligations of Citizens 4: Parties, Pols, and Political Participation 5: Dollars and Sense	1: Foundations of Democracy 2: The Constitution	3: Rights and Obligations of Citizens 4: Parties, Pols, and Political Participation 5: Dollars and Sense

## Ways to Partner

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- We're actively looking for content experts to present to teachers about the following;
  - The Americas
  - Egypt and Israel
  - American Revolution
  - East Asia
  - World War I (United States)
  - World War I (Non-United State Perspective)
  - The Constitution
  - Gentrification

# DC Student Walkout



**DCPS WALKOUT**

On **Tuesday November 15th at 12:00**  
dcps students will walk out of school, board metro,  
and meet at metro center. From there we will  
march down Pennsylvania Ave to the Trump Hotel.  
We will then stand before the building & hold hands.  
This is a **PEACEFUL & POSITIVE** demonstration  
meant to send one message to our future president:  
he can't divide us.

sponsored by @wilsonhumanrightsclub @wiscamonground @now\_wilson

# DC Student Walkout

## DCPS WALKOUT INFORMATION

**THE MAIN GOAL:** Show that DCPS students refuse to allow Trump's campaign to divide us. We are united against bigotry.

**IF MEDIA APPROACH YOU:** Repeat our main goal.

**IF POLICE APPROACH YOU:** Act respectfully. Know you have the right to express yourself peacefully.

### **BASIC RIGHTS:**

- You have the right to remain silent. If you wish to exercise that right, say so out loud.
- You have the right to refuse to consent to a search of yourself.
- Ask if you are under arrest. If you are not under arrest, you have the right to calmly leave.

**PLEASE NO NEGATIVE/OBSCENE CHANTS (EX. "F███K TRUMP") STAY POSITIVE. DON'T FIGHT HATE WITH HATE.**

# DC Student Walkout



# DC Student Walkout



## Next Steps/Thank you!

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