ARLINGTON PUBLIC SCHOOLS

SSAC RECOMMENDATION #1:

Adhere to Policy I-6, PIP 1 to Strengthen K-5 Social Studies Instruction

2024-30 Strategic Plan Alignment:

Without adequate instructional time for social studies, we cannot expect any student — especially those from historically marginalized communities — to learn and retain social studies content, pass SOLs, and meet PBA benchmarks in elementary school.

This recommendation is formally endorsed by the ACTL Advisory Committee on English Learners and Science Advisory Subcommittees

ARLINGTON PUBLIC SCHOOLS

SSAC Recommendation #2:

Incorporate African American and Latin American Studies curriculum and frameworks in redesigning the 5th/6th Grade US History I/II Course

2024-30 Strategic Plan Alignment:

Inclusion/Culturally Responsive Instruction

Student Academic Growth and Success

Community Partnerships

This recommendation is formally endorsed by the ACTL Advisory Committee on English Learners

ARLINGTON PUBLIC SCHOOLS

SSAC FUTURE PRIORITIES:
OUR WORK IS NOT DONE

- **Elementary School Specialist** [budget ask]
- **Elementary School Civics Education** (ACTL member priority – 1/7/26 meeting)
- **Advocate for state legislation/VDOE directives directly affecting Social Studies education** (last season: HB1957/SB855; current discussion on standardizing local alternative assessments)
- **Redesign discontinued Ancient Civilizations course as a Middle School elective course**
- **10th Grade Social Studies Course requirement** (may fill elective course seats in Social Studies)
- **Move Journalism from ELA to Social Studies Program of Studies** – those who own the media controls the messaging and framing of history (from Pamphlets, newspapers, radio, and TV… all are primary sources for historians.) Students should learn the history of US Media (and particularly of minority media.) Media literacy/how do you assess bias.
- **US History I/II: Incorporate Women's Studies, Asian, disAbility, LGBTQ+, and other Cultural Histories**. We could also look at how Middle and High School US and World History/Social Science Courses can be more inclusive of historically marginalized peoples.
- **APS Study Guide Concerns** (fill in the blanks) – Social Studies IS inquiry-based learning, not rote memory of people/places/events. Social Studies instruction should be less passive.
- **Generative AI in the Social Studies Program**

ARLINGTON PUBLIC SCHOOLS

Student Academic Success - APS SOL Pass Rate % (ES Virginia Studies)

	2022-23	2023-24	2024-25	GAP (to 90%)
% Pass Rate	79.8%	77.3%	77.5%	12.5%
% Asian	85.6%	81.8%	86.8%	3.2%
% Black	54.8%	55.2%	60.1%	29.9%
% Hispanic	59.9%	51.8%	53.2%	36.8%
% Other	90.4%	84.2%	89.5%	0.5%
% White	89.8%	89.7%	87.5%	2.5%
Disadvantaged	53.9%	52.9%	52.5%	37.5%
% ELs (1-4)	55.7%	43.2%	46.7%	43.3%
% SWDs	54.7%	48.8%	44.1%	45.9%
% GenEd <80%	22.4%	17.1%	6.7%	83.3%
% GenEd 80%+	81.6%	78.9%	79.3%	10.7%
% Gifted	93.9%	92.8%	93.3%	0.0%
% Gifted Social Studies	95.6%	96.6%	96.4%	0.0%
% Young Scholars	49.1%	63.2%	62.6%	27.4%

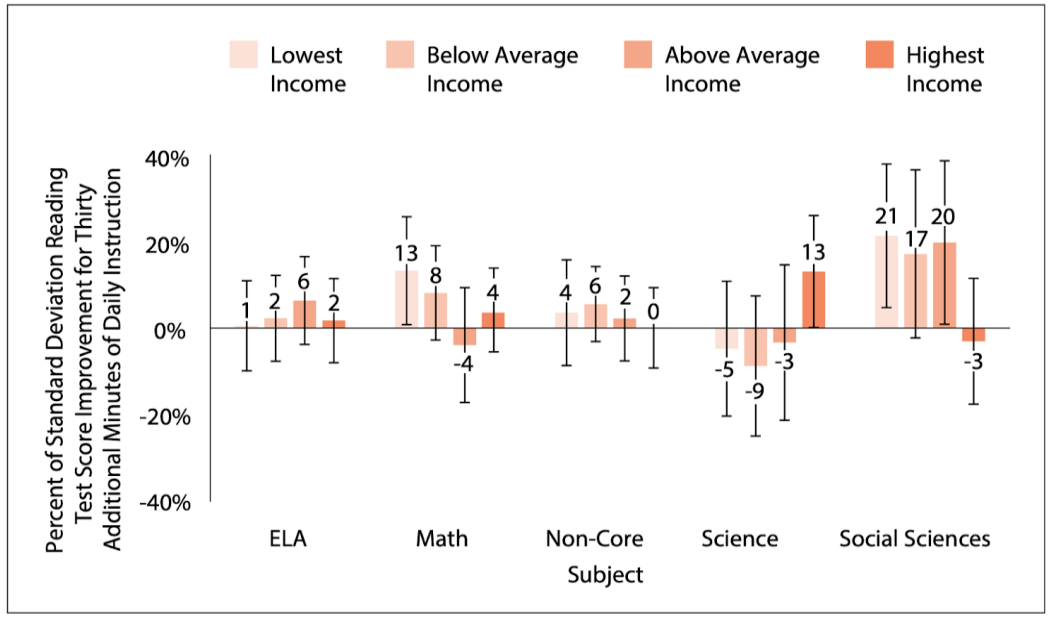
Source: Arlington Public Schools SOL Analysis Dashboard

ARLINGTON PUBLIC SCHOOLS

Instructional Time Spent on Social Studies and Greater Reading Growth by Income and EL Status

Figure 6. Time Spent on Social Studies and Greater Progress in Reading for Students from Families with Different Income Levels

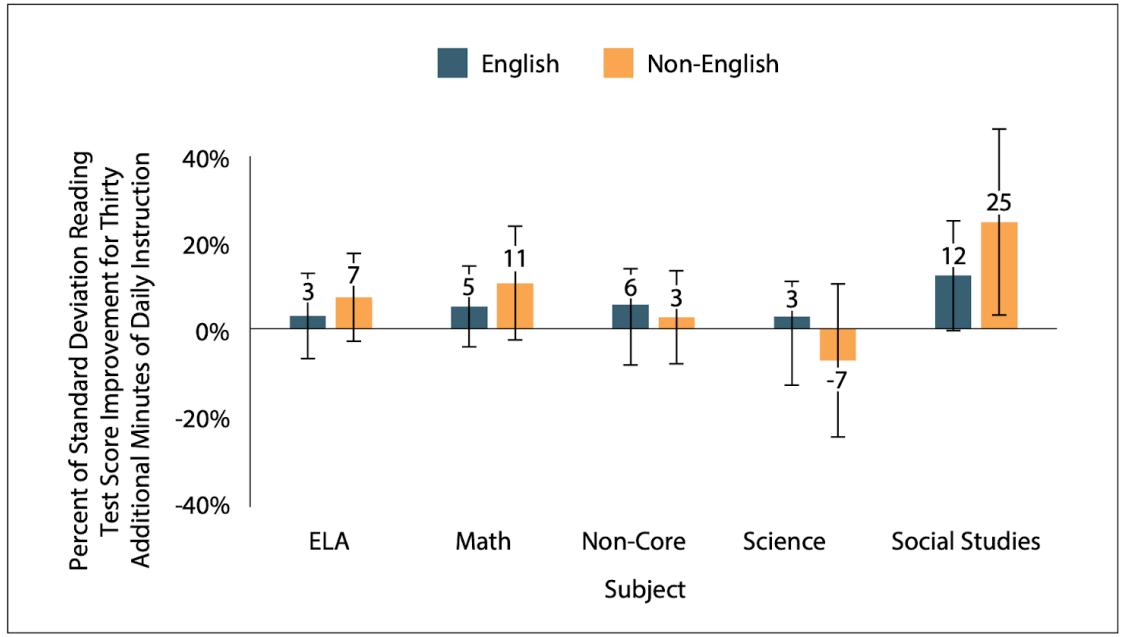
More instructional time in social studies is related to greater reading growth from first through fifth grade for all students except those whose families are in the top income quartile.



Note: The analytic sample includes 6,731 students. Indicators of socioeconomic status (for example, "affluent") reflect quartiles of the family income distribution. Effects are in standard deviations of fifth-grade assessment scores. Note that the 17 percent of a standard deviation effect for students in the "below average income " quartile is only statistically significant at the 90 percent confidence level. Error bars (I) represent 95 percent confidence intervals.

Figure 7. Time Spent on Social Studies and Greater Reading Growth for Students in English-speaking and non-English-speaking Homes

Additional social studies time is tied to greater progress in reading regardless of students' home language, although the effect is stronger for students in non-English-speaking homes.



Note: The analytic sample includes 6,731 students. Effects are in standard deviations of fifth-grade assessment scores. Error bars (I) represent 95 percent confidence intervals.

(Tyner & Kabourek, 2021)

ARLINGTON PUBLIC SCHOOLS

APPENDIX 1: 5th GRADE US. HISTORY I PROPOSED GRADE PLAN BY QUARTER (FIRST BRAINSTORNING REVISIONS IN RED)

Quarter 1	Quarter 1 /2	Quarter 3	Quarter 4
Unit 1	Unit 2	Unit 3	Unit 4
Geography & Early Cultures of North America	European Colonization	Colonial America	The American Revolution
3 weeks	4 weeks	4 weeks	4 weeks
USI:1 : The student will apply history and social science skills to understand the geography of North America by a. locating North America in relation to the other continents and the oceans; b. locating and describing major geographic regions and bodies (indigenous names before colonization?) of water of North America and their impact on the early history of the United States; and c. locating the 50 states (Indigenous name) USI.2: The student will apply history and social science skills to describe how early cultures developed throughout North America by a. describing how archaeologists have recovered artifacts from ancient settlements including, bu! not limited to Cactus Hill in Virginia: and b. locating and explaining where indigenous people lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they Inhabited Influenced their dally lives. (Cahokia, In modern-day Illinois, just East of the Mississippi would be a great example of rich indigenous culture prior to European contact.) What about Indigenous peoples to Hawaii, Alaska and US Territories? Taíno peoples of Puerto Rico? Those who migrated over the Border before there even was a border? Center conquistador or indigenous history? CKLA Unit 2: Early American Civilization Unit Alignment/ Ancient Civilizations: Mesoamerica	USI.3: The student will apply history and social science skills to explain European exploration and colonization in North America by • describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and • describing cultural and economic interactions between Indigenous people and Europeans that led to cooperation and conflict. - John Punch - first documented enslaved Black person by VA Governor's Council (1640) - Bacon's Rebellion (1676-77) - Mary Klttemequund • Piscataway woman who played a role In the astablishmant of the Maryland colony. Her life helped establish peaceful relations between English Immigrants to the Maryland and Virginia colonies and their native peoples. - Publick Occurrences (1690) • colony's first newspaper Spoke against the king - Banned 4 days later. Denigrated NativeAmericans. USI.4: The student will apply history and social science skills to understand how the Western Hemisphere impacted West Africa by a. identlfying the location and characteristics of West African societies of Ghana, Mali. and Songhai before European exploration. b examining the arrival of tha first Africans to colonial America at Old Point Comfort (Fort Monroe) c. explaining the Transatlantic Slave Trade and its impact on the African coast and Western Hemisphere; and d. identifying the cultural connections, conflicts, and common values of enslaved people In the We stern Hemisphere, aa wall as challenges and hardships endured by enslaved people brought to colonial America. (review African Amencan Studies textbook} Integrating the history of the Caribbean Is essential, It would provide richer context for both European colonization(French, Spanish. English, Dutch, Portuguese} and British North American colonies as well. The British North American colonies ware part of a broader network of colonies that stretched to the Caribbean end beyond, all the way to Asia.	USI.5: The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by a. describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies; b. explainlng Virginia's Importance as one ol the most populous and wealthiest colonies (the enslaved)?; Virginia was the most populous and wealthiest of the British North American colonies. But It was not inevitable that only the 13 colonies In North America would become the U.S. And Virginia, for all Its wealth compared to other North American colonies. was not the most lucrative British colony. Instead, it was Jamaica. Integrating Caribbean history into the early America curriculum provides much richer coverage of trans-Atlantic slavery. slave revolts, and even the American Revolution c comparing life from the perspectives of various poups including. but not limited to large landowners, tanners, artisans, clergy, merchants, woman. Indentured servants, and enslaved and free Black and Indigenous peoples. (Those from the Mexican peninsula?} • build out White Colonial abolitionists· Benjamin Rush (signed Declaration of Independence), Moses Brown (Brown University co-founder, donated land for Black schools and campaigned for the abolition of the African slave trade. d. explaining the specialization and Interdependence of the regions; and e. explaining the changing political and economic relationships between the colonies and Great Britain including but not limited to representative government and self-rule in the colonies.	USI.6 The student will apply history and social science skills to explain tha American Revolution by a. identifylng lha causes and affects of the French and Indian War(AA Studies Teittbook pg. 131-32-enslaved used these opportunities ·to escape b. Identifying the issues of dissatisfaction that led to the American Revolution including, but not limited to !ha "injuries "and usurpations• outlined in the Declaration of Independence: c. comparing and contrasting the political Ideas and principles that shaped the revolutionary movement; d. describing the leadership roles of Indrvlduals including, but not limited to George Washington, Benjamin Franklin (Paxton Boys/Pamphlet Wars), Thomes Jefferson, Patrick Henry, Thomas Paine. John Adams (Alien and Sedition Act• 1789), and the Marquis de Lafayette; and examining the causes, course, and consequences of key events and battles of the era. Pe 146 -AP African American HIstory-African Americans In the Age of Revolution Lesson Plan on Bernardo de Gálvez? Integrating the Caribbean means you can integrate events like Tacky's Revolt and the Haitian Revolution into tha context of the American Revolution (neither whlch are mentioned anywhere In the standards·) It will also make Latin American Independence movements, and the Monroe Doctrine make a lot more sense when students get to it in U.S. II. Revisit CKLA 4th Grade Unit: 6 American Revolution (for struggling learners)?