

Social Studies in Washington, D.C.

Purpose: Educators across Washington, D.C. have begun conversations about how to best support high-quality social studies instruction. The purpose of this survey was to gather information about the state of social studies across the city in order to identify possible areas of collaboration.

Distribution and Collection: Electronic surveys were shared through email, social media, and newsletters with social studies teachers and leaders of DC public schools, public charter schools, and private schools throughout an approximate four-week window during the spring of 2019. Survey responses and collection were anonymous. The survey response rate, as well as breakdown by grade band and school type is described below.

	Number of Respondents
All	76
<i>Grade Band</i>	
Elementary school	21
Middle school	17
High school	29
<i>School Type</i>	
DCPS schools	42
Public charter schools	31

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What do you like best about teaching or supporting social studies?
Students in DC are amazing, inquisitive, insightful, and wonderful to teach. Also, DC has an embarrassment of resources to support high quality social studies instruction from partner organizations, historical sites, monuments, universities, etc.
Teaching Critical Thinking
I love being able to watch students make connections between the past and the present. It is in those moments that students are able to see themselves and begin to understand their own power to make change.
It's relevancy to students' lives. Teaching them skills and content to become advocates for a better, more equitable and just future.
great topics and processes that get children excited about learning, discovering data resources (ny times census vizualizations, for example), and giving students the tools to understand their world and why it is the way that it is.
Sharing the background knowledge that will help my students become informed and active citizens who question the history that is being taught.
Helping students contextualize their place in the world, our country's place in the world, and their own particular culture's place in the world. This makes is empowering and makes for a stronger society, generally. Also, teaching them to think, read and write critically.
Shaping young minds and creating virtuous and active citizens.
The proximity to the resources in the District. Teaching DC history makes it easier to connect students to their immediate environment.
That DCPS has a requirement that all students take SS classes at just about ever grade level.
Encouraging civic participation and critical discussion from multiple perspectives about a historical or contemporary issue
History and Government are AWESOME and students get really in to it if you give them the chance to really engage with the content in an authentic way and apply the situations to peoples lives and today.
Students are super engaged--I think it's because they feel like they can't be wrong as the lessons are more of an exploration.
The content selections are relevant and interesting topics for students to analyze.
The integration of contemporary social issues in the curriculum and how social studies is interconnected to all other content areas
I like teaching the content. I like making history come a live for my student and connecting it to real life issues.
Seeing students curiosity grow as they learn about how the history of the past shaped today's world.
I like being able to make so many real life connections to the curriculum and cultivating string critical thinking.
The history based units
Working with kindergarten it is my joy to teach social studies as it can help young students to not only learn about the world around them but more specifically the uniqueness of cultures within their classroom, the city and the world
Social studies often dovetails into other fundamental subjects to edify learning.
The engagement by the students is exceptional.
I think the fact I was not a superstar student in the subject in k-12 draws me to teaching the subject to all students. Overall, I like challenging students to reflect how their personal lives are affected by an array of phenomena. Then pushing the classroom to consider solutions to a number of issues.

I love in my role of supporting social studies teachers the fact we are all committed to the same goal: our young people should, before the end of high school, develop agency, voice and abilities to make and take informed actions as members of culturally diverse, pluralistic, and democratic American society that operates in a world that is increasingly globalized and interdependent. Teachers that I support get the important role they play in students' lives - and it shows in how they push students to grapple with compelling societal questions and how they promote their students as they do something about the problems they uncover.
I liked the PD days, We the People, and partnership with NPG. I really enjoyed teaching students at ADMS this year, and they have worked very hard all year. I feel very fortunate to teach this subject.
The content...
students enjoyment, eagerness, and engagement to learn about social studies standards.
I like having access to Brain Pop, Brain Pop Jr., and the Digital books for teaching social studies. I also like how the social studies themes align to the literacy themes.
I like teaching students about topics that are relevant to them.
Deepening content knowledge for students.
I enjoy the the content and saying it with eager students.
Social studies education prepares students to be active citizens in their communities.
Teaching about DC
When my students say that the material covered is important to them. When they are excited about their learning.
Social Studies incorporates every aspect of teaching, from language arts to science to math. Most importantly, it teaches about civics, which is sorely needed in today's society.
I'm passionate about Social Studies and History. Having an opportunity to be around this content everyday is a blessing.
Teaching kids about real people and real events that happened long before now
The children enjoy it
I think the content provided is great (third grade)
I have personal interest in social studies and enjoy sharing ideas with children.
connecting history to modern day connections
Student engagement
I like learning and teaching about everything. Social Studies encompasses all that mankind has ever accomplished, both good and bad.
That students are being challenged to make the connections to their communities and actively engage.
I have a lot of autonomy with my AP courses and can plan/score with my department. We do this during LEAP.
I think it is interesting and engaging for students and allows for more project based and inquiry driven instruction.
teaching history content and historical thinking skills
That we have infused a social justice perspective and that students are learning to share their opinions through analyzing primary/secondary source materials, current events and meaning discussions using accountable talk protocols.
Our ability to make the curriculum relevant to current issues. I like working to make history angled toward social justice. I like building the skill of discussion and debate.
I enjoy giving my students opportunities of hands-on experiences that allow them to remember what they've read during instructional periods.

We talk about real-world issues and develop skills that are immediately relevant to personal and civic life in the 21st century. Students' ideas are valuable.
The opportunity to engage students in action civics that not only prepare them to lead in the future but lead right now.
Engaging students in civics and history.
It is essential for a better world
I enjoy working with young minds and teaching them about their past and the past of the world.
The content and its application to modern day issues/existence.
The ability to tackle standards from other subject areas and incorporate them into the social studies lesson.
I don't teach social studies because I teach math, but my ELA counter part also doesn't teach it.
The connection between history and current events
informative and there is always new information to learn
I am a lifetime learner and social studies is a never ending journey. I love learning more and more.
I appreciate being able to teach argumentative writing so that my students can use their voices and experiences to advocate for themselves and others.
Connecting the content to current events and the lives of my students
Aligned to history
Teaching History helps us understand people and societies by offering data on information of how people and societies lived and behaved in the past. History helps provide identity.
I love history because it is the context of the lives of all humans. It helps us understand ourselves and our world. And it also teaches essential skills for success - the thinking, reading, and writing piece.
The opportunity to teach and inform students about the multiple perspectives of history and social studies in general.
There was diversity in resources and approaches to teach the material that I really enjoyed. I also loved the multimedia references that helped to drive the points home.
I fully enjoyed learning the content. Teaching Social Studies has been a huge learning experience for me.
It's just plain fun.
Serving DC students and teachers.
real world application

What is most challenging about teaching or supporting social studies?
Social studies has been marginalized in relation to other content areas, particularly in relation to ELA and Math. Funding, policies, assessments, access to instruction are all challenge points.
Teaching writing
There is always so much to cover! It is also a struggle between depth and breath when deciding content to teach.
Everything about teaching is hard (for me, at least!). Coming up with ideas and building in the important connections.
The standards. They are not always cohesive, logically related, or developmentally appropriate across the grades--for example, the sheer coverage required by 4th and 5th grade DCPS standards is enormous--this makes inquiry-based teaching--the way social studies SHOULD be taught--almost impossible, and implies a lecturing pedagogy just to be able to cover the topics. I don't think this is fair to teachers or students at the elementary level. The result is that teachers just abandon some or all of the standards because they are unworkable. I also don't think that the explicit focus on "hero history" is particularly useful.
Deciding what to teach with such limited time.
Making it real.
There is some resistance to the notion of what makes a virtuous citizen. For me it includes voting and protesting. Some students don't see value in either.
The writing; students have lower reading levels in the 12th grades and the writing can be difficult if their reading levels are not on grade level
Odd standards that seem to be willy-nilly thrown together and don't lend themselves to a coherent program of studies from one grade to the next. Also, that content this repeated several times during a child's course of studies over multiple years.
Time constraints and expectations from downtown
Sorry if this sounds like "classic DCPS griping" but things like SAGE, downtown's inability to provide effective feedback and next steps based on SAGE data, and lackluster PD days plus a very fast scope and sequence have made teaching SS much more difficult.
Not enough class time. My classes are taken to support ela or math
Students are not always fans of reading and writing - providing those supports while still focusing on content is difficult when I haven't really be taught how to teach reading.
My 4th grade students are missing key/critical background knowledge. As I "dumb" material down so they can understand it, I feel like I'm at times doing a disservice.
Many of the readings provided are extremely challenging, with limited scaffolding support provided to teachers
Lack of access to technology and materials that help bring the learning alive. Outside of that, I wish that the social studies units were better aligned with ELA across all grade levels.
Right now I believe that we need a curriculum that is up to date and relatable to everyone
Getting students to truly picture how the past was. To see/feel/empathize with the previous generations.
Trying to make connections with certain learning standards and keeping my students engaged can also be challenge
There's no textbook, photos, resources to help.
As a veteran teacher I do not find it challenging because I am able to integrate it into our lessons and find a good 20 minutes a day for specific activities and/or lessons This seems to be much more difficult for the new teachers in my building. There is A LOT to juggle and social studies and science tend to fall by the wayside when admin is pressing for high test scores in reading and math so that is

something DC really needs to take a look at. Results have clearly shown that the Rhee reform thrust on the schools has shown little to no real gains and testing demands are a HUGE part of this. DC needs to get back to teaching the whole child from PK-3 all the way through 12th grade
Younger generations do not always see the importance of social studies. There are misconceptions about its relevance in the pedagogy of the greater educational landscape.
Competing conflicts with the master schedule because we are a dual language immersion program.
Curriculum alignment whether that be horizontal or vertical. Besides this the often miseducation (Lack of truth) students encounter in and out of school.
Most challenging about supporting social studies is the fact that it feels we are often a non-core core subject area when compared to the tested subjects. This leads to, oftentimes, our subject area being marginalized with less time, less resources, and/or pressured pushes to 'lump' it into existing literacy blocks/courses (especially at the elementary levels). This has the resulting effect of sending students into the secondary half of their K-12 experience with less social studies skills than they should have. In essence, it provides social studies teachers half the time allotted to their math and ELA colleagues to ensure students are graduating high school college, career, and civic life ready.
I had quite a few challenges at my school with the curriculum and assessments. I like the thematic IB approach, but teaching topics out of sequence or not chronologically was very difficult for 8th grade students. I often felt like we were rushing through content or it was way out of context. Teaching about Andrew Jackson in the middle of colonial development made no sense. Also, I often felt in our content meetings that I didn't have much to offer professionally, as I couldn't communicate at all. Most of our meetings consisted of one or two people talking, and if I brought up a topic I was generally interrupted or "told" how to do something. I think team leaders in social studies need some guidance on how to conduct collaborative meetings, and they would be more productive and truly collaborative.
*Not enough time during school time for collaborative planning with content; *Being abused by administrators because the content is seen as 'extra' bc it isn't math or ELA so therefore available as a dumping ground for kids that aren't successful in other content areas; *A lack of SPED support; *Teaching more hours than our colleagues in ELA and Math who only teach 4 classes;
Having enough books and resources to teach all of the standards in depth.
I still don't think we have enough teacher resources and planning support for teaching social studies. Students should also have updated curriculum materials.
Some of the units are difficult for students to relate to.
Creating a larger toolkit for for teachers to be able to teach at a high level.
Balance DCPS Rigor standards with making the content interesting and exciting for the students.
Social studies is treated as a periphery subject compared with ELA and math. At my school SS is often given fewer resources and less recognition.
lack of materials
Basic resources including textbooks on grade level.
Getting Admin to see and appreciate its importance. Their attitude is to treat it as a secondary subject which, since not on the PARCC, does not need to be treated with as equal importance as language arts and math.
Some students are naturally not interested in Social Studies. Creating that hook and engagement can be difficult sometimes.
Creating engaging lessons every day
time

Getting the appropriate materials gathered, printed and collated. Also, planning the lesson in addition to the other subjects.
lesson planning
trying to present material in a thoughtful way given limitation of time for each unit
Having enough time in the schedule to teach it, especially with science too. Text is too far above students reading level/developmental level to be engaging
IMPACT. It tries to assure that all teachers teach in the same fashion which kills creativity.
At times school leaders aren't as well versed in social studies and assess the courses through an ELA lens.
I need more time with my department to plan and score essays together. Most PDs I attend at my school or with the district don't seem relevant or applicable to what I need to be doing in my classroom.
Lack of support through PD and training, LEAP, curriculum and schedules. Social Studies is not prioritized, is not incorporated in the curriculum or schedule at my school.
lack of time
Teaching World History I content and making it interesting and relevant.
There is very little talk or support in how to actually develop stronger reading and writing skills. We focus on content and have no plan for reading, writing and rhetorical skills.
My most challenging is the necessity of providing that important support to our ELL students making sure they totally understand what has happened in our US history.
Overcoming pre-conceived notions of history as a discipline of sitting and listening and memorizing.
There is so much we want the students to know, be able to do and skills we want them to possess and so little time. The curriculum and standards push us to breadth when we need more depth for better student engagement.
Finding appropriate curriculum that works thematically with other subjects taught.
It's sometimes difficult to help students see its applicability to their future
Keeping their interest. History is seen as not being relevant to the scholars.
Keeping students engaged and helping them to see relevance
Trying to keep scholars engaged with the lessons that echo content in other classes.
Time—we have too much pressure to get test scores up and our careers are dependent on them.
MAKING SO MANY COPIES
Connecting the primary sources to have an object-based approach.
Nothing is too challenging
The lack of vertical alignment and continuity. Some schools provide curriculum (including mine), but this is not always the case. Balancing content standards and skill standards is an additional challenge.
The mindset that is sometimes implicitly voiced that we are only important because of how we relate to ELA (practicing reading and writing)
Information not included
Society doesn't recognize the identity or contributions of women and people of color. Many curriculums are not cultural sensitive or developed by people that are culturally incompetent.
Trying to find ways to make all the content relevant to students in their everyday lives in some way.
I think the document based questions at the end were not broad enough and often did not hit the main idea of the units.
The most challenging aspect of teaching social studies is trying to find ways to make the content engaging for students.
The structure is much too rigid and broad. There needs to be fewer concentrations and longer time spent on concepts, ideas, and time periods.

Recruiting teachers to participate in free programs
resources as compared to math / ela

Background

How many years of experience do you have teaching or supporting social studies?

	0 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 years or more
All	17%	21%	22%	15%	23%
<i>Grade Band</i>					
Elementary	0%	29%	33%	10%	29%
Middle	35%	24%	12%	6%	24%
High	21%	21%	21%	21%	17%
<i>School Type</i>					
DCPS schools	3%	24%	26%	16%	32%
Public charter schools	38%	24%	17%	10%	10%

Are you (or teachers at your school) departmentalized to teach social studies?

	Yes	No	Not sure	Other
All	70%	21%	3%	6%
<i>Grade Band</i>				
Elementary	24%	62%	0%	14%
Middle	82%	6%	6%	6%
High	97%	0%	3%	0%
<i>School Type</i>				
DCPS schools	61%	29%	0%	10%
Public charter schools	83%	10%	7%	0%

Which of the following best describes your undergraduate degree?

	Education	Education, History	Education, I have a degree outside of social studies	History	I have a degree outside of social studies	Political Science/ Government	Psychology	Religion	Sociology	Other
All	16%	4%	3%	16%	9%	16%	3%	3%	3%	27%
<i>Grand Band</i>										
Elementary	43%	0%	10%	5%	14%	10%	0%	0%	5%	18%
Middle	0%	0%	0%	29%	12%	18%	6%	0%	6%	29%
High	7%	10%	0%	17%	3%	21%	3%	7%	0%	32%
<i>School Type</i>										
DCPS schools	26%	5%	5%	13%	8%	13%	3%	3%	3%	21%
Public charter schools	3%	3%	0%	21%	10%	21%	3%	3%	3%	33%

Do you have a graduate degree?

	Yes	No
All	81%	19%
<i>Grand Band</i>		
Elementary	86%	14%
Middle	88%	12%
High	72%	28%
<i>School Type</i>		
DCPS schools	16%	84%
Public charter schools	24%	76%

Access to Instructional Time

How is social studies taught at your school?

	Integrated with other content areas (e.g., part of a literacy block)	It is not regularly taught	Separate block independent of other content areas	Separate block independent of other content areas, Integrated with other content areas (e.g., part of a literacy block)	Other
All	6%	3%	70%	15%	6%
<i>Grade Band</i>					
Elementary	19%	10%	19%	38%	14%
Middle	0%	0%	94%	6%	0%
High	0%	0%	93%	3%	4%
<i>School Type</i>					
DCPS schools	8%	5%	55%	26%	6%
Public charter schools	3%	0%	90%	0%	7%

How often do students receive dedicated social studies instruction in your school?

	Daily	2-3 times per week	Once a week	Rarely/Never	Other
All	54%	24%	3%	3%	16%
<i>Grade Band</i>					
Elementary	19%	19%	10%	10%	42%
Middle	88%	6%	0%	0%	6%
High	59%	38%	0%	0%	3%
<i>School Type</i>					
DCPS schools	37%	29%	5%	5%	24%
Public charter schools	76%	17%	0%	0%	7%

How many hours of dedicated social studies instruction do students receive per week?

	Less than 30 minutes	30-60 minutes	1-2 hours	3-4 hours	5 hours or more	Other
All	4%	15%	9%	25%	34%	13%
<i>Grade Band</i>						
Elementary	14%	29%	19%	10%	10%	18%
Middle	0%	6%	0%	29%	53%	12%
High	0%	10%	7%	34%	41%	8%
<i>School Type</i>						
DCPS schools	5%	18%	16%	34%	13%	14%
Public charter schools	3%	10%	0%	14%	62%	11%

How long is a typical social studies class period?

	0-10 minutes	10-30 minutes	30-45 minutes	45-60 minutes	60-75 minutes	75+ minutes	Other
All	1%	3%	15%	43%	6%	21%	11%
<i>Grade Band</i>							
Elementary	5%	10%	43%	14%	5%	5%	18%
Middle	0%	0%	6%	76%	0%	12%	6%
High	0%	0%	0%	45%	10%	38%	7%
<i>School Type</i>							
DCPS schools	3%	5%	26%	24%	8%	18%	16%
Public charter schools	0%	0%	0%	69%	3%	24%	4%

What other comments or questions do you have about access to social studies instructional time?
none
None
N/A
Access is strong in 9-12, with the graduation requirements for 4 credits. Grades 6-8 have mostly had at least 45 minutes daily for the year, with the exception of a few schools. K-5 schools have been very inconsistent with following district requirements for 30 minutes daily for grades 3-5 and 45 minutes daily for at least a semester for K-2. That said, access has recently been trending up.
Most of our social studies instruction is (in principle) integrated into other subjects, and will also bleed into science-themed units (when they deal with geography, or natural catastrophes, for example)
It should be a full year.
Because Banneker's schedule is constantly changing it is tough to keep things aligned.
The Credit system and credit hour force DCPS to provide the dedicated time by law.
It's nice that DCPS is trying to push for social studies and science across the board but teachers need to be trained (not in an auditorium of 400 other teachers) but at their schools so that they can learn how to integrate these critical subjects into their daily routines based on the students they work with. There is no other way around it. ONE SIZE FITS ALL is great for a tshirt but not for reaching ALL of the students we teach in our city
The training for social studies this year has been poor and inadequate. I do think DCPS has good resources but they need to do a better job of training teachers to use the materials.
At DC Prep students don't begin taking social studies until 6th grade. Prior to that it is integrated into ELA classes.
Often times Social Studies is not deemed as important since it is not directly tied to standardized tests.
I would like to see social studies given an every day place in the elementary structure.
Priority is given to ELA/Math with little (insufficient) time left for PLANNING and LEADING social studies or science lessons.
One.
It's crucial that students have access at the elementary and middle school levels to ALIGNED social studies instruction to prepare them for success at the high school level.
n/a
While our raw instructional time is equal, it is clear from decisions about resources, enrichment, and training that our department is not seen as as important as STEM or ELA.
How can you enforce DCPS providing social studies instruction. My colleagues were just talking about how we do history rather than social studies because we sometimes use the content as reading texts. My school puts it on a schedule to submit but it isn't happening.
More technology is needed
NA

Standards

Does your school use the District of Columbia Social Studies Standards?

	Yes	No	Not sure
All	85%	10%	4%
<i>Grade Band</i>			
Elementary	81%	10%	10%
Middle	100%	0%	0%
High	79%	17%	3%
<i>School Type</i>			
DCPS schools	92%	3%	5%
Public charter schools	76%	21%	3%

How familiar are you with the District of Columbia Social Studies Standards?

	Very familiar	Somewhat familiar	Not familiar
All	45%	42%	13%
<i>Grade Band</i>			
Elementary	48%	38%	14%
Middle	29%	71%	0%
High	52%	28%	21%
<i>School Type</i>			
DCPS schools	53%	37%	11%
Public charter schools	34%	48%	17%

How satisfied are you with the current District of Columbia Social Studies Standards for the courses offered at your school?

	Very satisfied	Somewhat satisfied	Unsatisfied	Not sure
All	12%	51%	19%	18%
<i>Grade Band</i>				
Elementary	14%	52%	14%	19%
Middle	12%	53%	24%	12%
High	10%	48%	21%	21%
<i>School Type</i>				
DCPS schools	11%	63%	16%	11%
Public charter schools	14%	34%	24%	28%

How aligned is social studies instruction in your classroom/school to the District of Columbia Social Studies Standards?

	Very aligned	Somewhat aligned	Not at all aligned	Not sure
All	39%	48%	4%	9%
<i>Grade Band</i>				
Elementary	38%	43%	5%	14%
Middle	41%	53%	6%	0%
High	38%	48%	3%	10%
<i>School Type</i>				
DCPS schools	58%	32%	3%	8%
Public charter schools	14%	69%	7%	10%

The District of Columbia Social Studies Standards outline the scope of grade level content listed below. Does your school follow this course sequence?

Row Labels	Yes	No	Not sure	Other
All	72%	6%	15%	7%
<i>Grade Band</i>				
Elementary	57%	5%	29%	9%
Middle	71%	12%	6%	11%
High	83%	3%	10%	4%
<i>School Type</i>				
DCPS schools	79%	0%	16%	5%
Public charter schools	62%	14%	14%	10%

How satisfied are you with the social studies course sequence at your school?

	Very satisfied	Somewhat satisfied	Not satisfied
All	40%	40%	19%
<i>Grade Band</i>			
Elementary	24%	43%	33%
Middle	35%	41%	24%
High	55%	38%	7%
<i>School Type</i>			
DCPS schools	26%	47%	26%
Public charter schools	59%	31%	10%

Please explain:
While the order can be debated, there is a logic to the current order.
I think it makes sense. I'm not sure how relevant World 1 and World 2 are, but I guess they're required so it makes sense to do it in 9th and 10th grade.
I feel that perhaps because social studies standards are overly complex and difficult to satisfy, they are the standards that are most often ignored, mangled, or skated over. The DCPS elementary standards are quite rich, but teachers also lack the means and the vision to enact meaningful social studies investigations, and often address social studies in very superficial ways.
I would like that by the time our students graduate they have full knowledge of U.S. history from the country's beginnings to at least the 1980s. I would also like us to be more intentional about when to teach what.
The isn't a civics class (specifically) to prepare students for the Government course
Need to move Ancient History to the 8th grade so that it is aligned with the 9th and 10th grade program of studies related to world history.
Pretty neutral about the progression to be honest, but it seems to make sense.
2 years of World History is critical to create globally engaged students. For most of them this will be the only access to content on the world they get in their lives. Government could stand to be increased but DC history is also really important and requiring more than 4 years of social studies seems a bit excessive.
We're starting now but for older students they've missed these units in younger grades
There could be a better continuum - I think it would make more sense to study World Geography and Cultures at an earlier grade
More specifically, after 3rd grade's "DC History & Geography" I think it should go from the big picture to the details aka Ancient World History -> World History-> World Geography & Cultures -> U.S. History (Colonization to Constitution) -> (Westward Expansion to Present) -> (Progressive Era to Present) and then 12th grade makes sense to keep it as "DC History & Government/US Government".
For our younger students it can go much deeper than it does
Disappointed in the choice of beginning and end periods for some history courses according to the standards.
The lack of a standalone economics course and the gap between 8th and 11th grade US History courses.
We teach out of sequence/ not chronological
7th and 8th grade course content should be flipped to allow a three year block for World History
Some of the social studies standards between grades overlap and don't necessarily build off of each other. For example in K and 1st the Civic values standards are very similar so it's hard to teach without feeling like "stepping" on the other grade's standards. It also makes engagement from students lower in 1st grade when they work on those same standards.
Seems arbitrary lengths of time and covers many years, but not much depth
We begin US history with the Revolutionary period. This change was ade when students took social studies in 4th grade and studied exploration/colonialism then. Now that has been cut and not replaced.
DC History should be taught earlier.
I feel that the course sequence is logically thought out and structured.

It follows a great timeline
I think I need more time to build the curriculum and plan it out - I think in one to two years it will be quite good.
Teachers at my school emphasize the importance of social studies.
It is not regularly taught, supported/coached
I'd like to see more US History rather than more World History.
At my school all sophomores take AP World History, which I think is quite challenging. I hope other schools will NOT follow this model.
We are a new-ish IB school, and we are still figuring out what is the best pathway for our students.
I think US Government needs a full year and I think we need to build in more social studies electives- perhaps by making World History one year and then World History year two being elective classes that cover different regions or social studies themes.
Need room to teach Black History an other cultural heritage months
Students tend to forget what they learned in previous classes, which requires a lot of reteaching of background knowledge and context.
I think students need exposure at least through the 1960s as 8th grades because otherwise they aren't learning about issues which are very close to their lived experiences (civil rights era, U.S. as a global power, etc) until they are juniors
Left out information about American Indians participation in the slave trade
Pacing is to fast to address the needs of students
In that sense that it matches the above.

How familiar are you with the Common Core Standards for Literacy in History/Social Studies?

	Very familiar	Somewhat familiar	Not familiar
All	55%	27%	18%
<i>Grade Band</i>			
Elementary	38%	19%	43%
Middle	65%	24%	12%
High	62%	34%	3%
<i>School Type</i>			
DCPS schools	47%	24%	29%
Public charter schools	66%	31%	3%

How familiar are you with the College, Career, and Civic Life (C3) Framework?

	Very familiar	Somewhat familiar	Not familiar
All	25%	42%	33%
<i>Grade Band</i>			
Elementary	0%	33%	67%
Middle	29%	47%	24%
High	41%	45%	14%
<i>School Type</i>			
DCPS schools	24%	47%	29%
Public charter schools	28%	34%	38%

What do you like best about the current District of Columbia Social Studies Standards?
That they exist
Clarity of details within the standards
I think the 3rd grade standards are cohesive and realistic. I also very much appreciate the undergirding philosophy and historiographic stance of the standards.
Very comprehensive and ambitious
They are ... almost useful.
There are many to choose from when given the opportunity.
Its 2 year dedication to World History organized and the lessons are great!
They are comprehensive to include practical benchmarks to make "global learners" out of our children.
I like the standard be outline with the subject to be taught.
It's a guide for creating scope and sequences for the year.
I'm still exploring the standards, so I can't give a definitive answer
The maya Inca Aztec unit in first. It is consistently my student's favorite thing to learn about- but that is because I have my own resources including tons of photos and food tasting and projects.
Teacher guides are easy to understand
The teachers who instruct the classes
Ease of use/incorporation & decent depth/breadth
Provocative areas of studies that can sometimes be adapted to real life issues in the moment

Some are very inclusive of the multiple perspectives that emerged during that era of history.
They are comprehensive
The social studies standards and topics are appropriate and interesting for my students.
I think that the writing is good for the students.
It provides a starting point of content to teach.
That we teach about DC
n/a
The ability to cover specific key events and moments without trying to do everything.
The organizational framework, it makes sense to me
I have never been introduced to them, so I'm completely neutral.
I'm not sure
Nothing stands out.
Stated in 1st response
It mostly covers all world history besides early modern Africa so it applies to teaching almost any subject.
That the standards prepare students to think critically.
Some attention to marginalized groups.
They have integrated action civics to government and they provide a clear, thoughtful scope and sequence- however its missing a lot of critical, culturally relevant content
They are thorough.
Strong content focus
Relevance
Not applicable
Unit selections
it appears to cover most content areas we are creating exhibitions and public programs around
Correlation to PARCC
The standards help to guide content
The are very detailed.
They spiral content and build on previous grade level standards.
offers a framework to follow

What would you like to change about the current District of Columbia Social Studies Standards?
Add meatier content to K-2 standards, revise to fix mistakes and out of date references, rework the history courses to include a more culturally relevant perspectives, reduce the number of standards, integrate the C3 Framework
There needs to be more emphasis on diverse perspectives and not just so heavily focused on European or White centered understanding of history. Also need to include more emphasis on activism and engagement with contemporary issues of injustices
I would rewrite them completely, with an eye to developmental appropriateness, cohesion, connection, and attention to process--if you look at math and science standards, each does not only lay out what to learn, but what habits of mind are necessary for cognitive development in each discipline. The DCPS standards tend to skew towards the "laundry list" approach to history, and overprivilege content at the expense of cognition at the elementary level. I would perhaps increase the emphasis on methodology--how to find things out and make sense of the world. Again, 4th and 5th grade standards are very, very hard to teach in anything but a lecture format. Perhaps condense them, or reformulate the pacing of the standards across the grades.
I would like it to be more thematic so that students can usually see the connection between events and choices made.
Need to integrate skills into the content.
I'm not a strong believer in Standards that are not attached to a specific curriculum.
Realign and rewrite
The ones that DCPS chooses for us to cover offer feel limited and Eurocentric in what they want us to understand. We lack time in World History I (that I teach) to adequately cover all viewpoints, instead spending half the year on Europe when 2/3 of my students can't connect to the background.
We should reprioritize what standards we focus on.
Broader standards less focused on particular events and less European focus in World History II - truly make it global.
I feel like they should be directly paired with all ELA standards
I feel that a curriculum that goes a long with each subject that is up to date
more frequent implementation
US history should be spread out from 2-5 not all crammed in! Revolutionary in 2nd, government in 3rd, civil war and all in 4, ww1-2 and onward in 5. K should do native Americans to preteach before 1 does maya/Inca/Aztec.
Resources need to be beefed up A LOT for a new teacher what is offered through the units is severely lacking
Getting more experienced teacher to drive the strong curriculum
rigorously incorporate historical thinking, reading, and writing standards--scaffolded each year for grade level.
Each year we should add a companion unit to address a current event happening in society or in the community.
Standards are whitewashed and eurocentric. This issue is not unique to DC.
There are too many standards per course in most cases (which, unless they are prioritized pushes teachers toward a coverage model. Further, the standards were written in 2006, ahead of CCSS and C3, which means they do not easily support teachers as they attempt to integrate content and skills. The verbs of some standards also push teachers toward a more stand-and-deliver, lecture-based, identification-heavy

pedagogy - which we've tirelessly worked to abandon and replace with a more inquiry-centered approach since the advent of the C3 Framework.
Have them connect more to each year
Content and sequence...get rid of the concept of some standards being more important than others that is espoused by the CO staff.
Add more standards and have them build off of each other as kids progress in grades.
The social studies standards are not aligned to the report cards.
The Ancient Civilizations unit (Maya, Aztec, Inca) for first grade is interesting but seems a bit random.
Maybe add more content.
The standards serve as a list of things students should know. This is less important in the 21st century. SS classes should be focused more on teaching critical thinking, explanatory and research writing, and C3 and CC Social Studies standards do expect classrooms to teach students these skills.
take out economics, and change the sequence of teaching the units
make them less rigid
I might make it even more specific and less worried about trying to get everything in.
Moving into the DC History Curriculum as soon as possible
N/A
I'm not sure
I think the standards for some units in WH1 need to reviewed and re-written
More developmentally appropriate for young students
Attach it to an actual curriculum.
Stated in the 2nd response
Not sure
add skills and the progression of skills from 6-12 grade. More focus on multicultural competencies.
Can we develop an alignment with the report card?
They are just California's copy-and-pasted (at least for US). They are too nitpicky and focused on specific people rather than terms. The use of SPICE factors is overwhelming and confusing. I'd like to see us move to the C3 and have our content standards more closely mirror the approach, if not the letter, of the AP History frameworks which lead with important concepts and then recommend specific content.
The content, especially in government and dc history, need more culturally relevant content. Almost nothing about Latinx and immigrant history in DC. Also government standards need more of an equity lens- exploring our own identity in relation to government, etc...
Connect them to other content areas.
Nothing
Not applicable
N/a

it appears too specific in some areas
nothing
More about American History from the Gerald Horne's perspective
Too many standards.
Maybe consider a thematic approach ... maybe alongside chronological. In addition, should add historical thinking and writing skills.
More aligned to Common Core.
equity of topics, consistency of scope/size of standards, linearity of content standards

What other comments or questions do you have about social studies standards?
None
We should be sure to ask for support from American Institutes for Research (AIR) who has a resource center that supports (free of charge) social studies standards work. You should connect with Beth Ratway (BRatway@air.org) who has helped shepherd several other states through C3 Framework-aligned standards revisions.
having a curriculum that can help new teacher to the area
N/A
Buy textbooks or something that has reading material and photos!!!! Social studies is the least equitable of all subjects in dc. Schools who can't afford to buy their own resources have nothing to teach.
Proper Training in schools!!!!
none
Teachers are in need of better and more in-depth training of the social studies standards and resources available.
Too much emphasis on AP classes. No money for Social Studies resources.
None at this time
Does not apply.
I don't feel that these standards inform any aspect of my teaching.
N/a
it should be made easier to find connecting standards you are working on.
none
How American slavery impacted capitalism as we know it

Curriculum and Resources

To what extent do you have access to social studies curriculum at your school?

	Full curriculum	Partial curriculum	Limited curriculum	No curriculum available
All	49%	27%	12%	12%
<i>Grade Band</i>				
Elementary	33%	24%	19%	24%
Middle	76%	18%	0%	6%
High	45%	34%	14%	7%
<i>School Type</i>				
DCPS schools	50%	26%	11%	13%
Public charter schools	48%	28%	14%	10%

Which of the following resources are available at your school?

	All	Elementary	Middle	High	DCPS schools	Public charter schools
Assessment tools (e.g., item banks, etc.)	43%	19%	71%	41%	36%	55%
Atlases	22%	29%	18%	10%	19%	26%
Class-sets of other books	39%	38%	35%	21%	26%	55%
Computer-based applications	38%	38%	24%	14%	31%	48%
Computers	72%	62%	76%	45%	57%	94%
Globes	32%	52%	18%	10%	29%	39%
Primary source readers	21%	10%	18%	10%	17%	23%
Smartboard	41%	57%	47%	28%	48%	29%
Textbooks	59%	43%	65%	38%	67%	55%
Trade books (leveled or unleveled)	9%	24%	0%	0%	14%	3%
Wall maps	42%	38%	47%	28%	40%	48%

To what extent does social studies curriculum at your school incorporate the C3 Framework?

	Always	Mostly	Sometimes	Rarely	Never	Not sure
All	4%	27%	27%	10%	7%	24%
<i>Grade Band</i>						
Elementary	0%	19%	29%	14%	10%	29%
Middle	12%	29%	35%	0%	6%	18%
High	3%	31%	21%	14%	7%	24%
<i>School Type</i>						
DCPS schools	5%	37%	32%	5%	5%	16%
Public charter schools	3%	14%	21%	17%	10%	34%

What social studies curriculum or resources are available at your school?

	Social Studies publisher curriculum (e.g., HMMH, Pearson, Discovery, DBQ Project, Core Knowledge, etc.)	Humanities publisher curriculum (e.g., Wit & Wisdom, etc.)	Open Educational Resources (e.g., Engage NY, SHEG's Reading Like a Historian, Zinn Education Project, etc.)	Teachers Pay Teachers, Pinterest, etc.	District/school-created	Teacher-created
All	43%	1%	28%	25%	54%	62%
<i>Grade Band</i>						
Elementary	24%	5%	10%	48%	52%	71%
Middle	41%	0%	35%	18%	65%	59%
High	52%	0%	34%	17%	45%	66%
<i>School Type</i>						
DCPS schools	31%	0%	19%	26%	64%	67%
Public charter schools	61%	3%	42%	23%	39%	58%

What social studies curriculum or resources are available at your school?

	All	Elementary	Middle	High	DCPS schools	Public charter schools
District/school-created	54%	52%	65%	45%	64%	39%
Humanities publisher curriculum (e.g., Wit & Wisdom, etc.)	1%	5%	0%	0%	0%	3%
Open Educational Resources (e.g., Engage NY, SHEG's Reading Like a Historian, Zinn Education Project, etc.)	28%	10%	35%	34%	19%	42%
Social Studies publisher curriculum (e.g., HMMH, Pearson, Discovery, DBQ Project, Core Knowledge, etc.)	43%	24%	41%	52%	31%	61%
Teacher-created	62%	71%	59%	66%	67%	58%
Teachers Pay Teachers, Pinterest, etc.	25%	48%	18%	17%	26%	23%

To what extent is the adopted social studies curriculum used at your school?

	Fully implemented	Mostly implemented	Partially implemented	Not implemented	Not sure	We do not have an adopted social studies curriculum
All	16%	37%	24%	3%	9%	10%
<i>Grand Band</i>						
Elementary	5%	33%	19%	10%	14%	19%
Middle	24%	41%	29%	0%	6%	0%
High	21%	38%	24%	0%	7%	10%
<i>School Type</i>						
DCPS schools	16%	45%	13%	5%	8%	13%
Public charter schools	17%	28%	38%	0%	10%	7%

To what extent is the adopted social studies curriculum culturally relevant?

	Completely	Mostly	Partially	Not at all	Not sure
All	6%	37%	34%	6%	16%
<i>Grade Band</i>					
Elementary	5%	38%	24%	5%	29%
Middle	6%	53%	35%	0%	6%
High	7%	28%	41%	10%	14%
<i>School Type</i>					
DCPS schools	5%	39%	34%	5%	16%
Public charter schools	7%	34%	34%	7%	17%

If you teach or support history, how is the curriculum primarily organized?

	Chronologically	Thematically	Not sure	Other	(Blank)
All	37%	43%	9%	6%	4%
<i>Grade Band</i>					
Elementary	5%	62%	19%	5%	10%
Middle	29%	41%	12%	12%	6%
High	66%	31%	0%	3%	0%
<i>School Type</i>					
DCPS schools	26%	50%	13%	5%	5%
Public charter schools	52%	34%	3%	7%	3%

If you teach or support geography, how the curriculum primarily organized?

	Regionally	Thematically	Not sure	(Blank)
All	25%	25%	18%	32%
<i>Grade Band</i>				
Elementary	19%	43%	24%	14%
Middle	35%	24%	18%	24%
High	24%	14%	14%	41%
<i>School Type</i>				
DCPS schools	26%	32%	18%	24%
Public charter schools	24%	17%	17%	42%

Do you (or teachers at your school) teach the curriculum according to the way it is organized?

	Yes	Mostly	Somewhat	Slightly	No	Not sure
All	21%	39%	22%	3%	3%	12%
<i>Grade Band</i>						
Elementary	10%	29%	33%	5%	5%	19%
Middle	35%	41%	18%	0%	0%	6%
High	21%	45%	17%	3%	3%	10%
<i>School Type</i>						
DCPS schools	24%	37%	16%	3%	5%	16%
Public charter schools	17%	41%	31%	3%	0%	7%

What other comments or questions do you have about social studies curriculum and resources?
None
none
Teachers are mostly in charge of writing their own curriculum with DCPS standards guidance in the context of IB units of inquiry.
Textbooks/curriculum do not align to DC Standards ... so required unit tests do not align to DC Standards
Does not apply. I do what I want anyway.
DCPS asks for chronology. I do thematic teaching. DCPS asks to spend 2/3 of the time of world history on European/Western history, I do not do that.
Base curriculum is provided but has been modified by teacher.
Thematic teaching is too confusing for 8th graders
dated materials
There IS NO OFFICIAL CURRICULUM for history in DCPS. We are given lesson plans and ideas, but there is no official curriculum.
Our curriculum has incredible resources and content but lacks any focus on skills. At the beginning of the year we emphasize that we were going to focus on writing but that was not implemented. We had no real plan for what determine excellence in writing and how to help students get there.
I would love to see Cornerstones or another Learnzillion teacher-created approach available to charters.
There are pros and cons to chronological and thematic, which is why we should give a ton of resources to teachers to do both but not evaluate them negatively if they make a professional choice to cover the standards in a different way, with different level of depth, in a different order, etc..
Student access to technology is desperately needed
The DCPS social studies curriculum should be made available to outside history/cultural institution for program planning and exhibitions.
I would like to be able to take students on more field trips in the city given the relevance to U.S. History

Professional Development

How often do you engage in social studies-specific professional development?

	Weekly	Monthly	A few times a year	Once a year or less often
All	22%	18%	33%	27%
<i>Grade Band</i>				
Elementary	0%	10%	29%	62%
Middle	29%	18%	41%	12%
High	34%	24%	31%	10%
<i>School Type</i>				
DCPS schools	16%	13%	37%	34%
Public charter schools	31%	24%	28%	17%

Have you had professional development related to the DC Social Studies Standards?

	Yes	No	Not sure
All	45%	51%	4%
<i>Grade Band</i>			
Elementary	48%	48%	5%
Middle	41%	47%	12%
<i>School Type</i>			
High	45%	55%	0%
DCPS schools	63%	32%	5%
Public charter schools	21%	76%	3%

What type of social studies professional development have you attended in the last year?

	At a museum, historical site, university, etc.	Department-based	District-based	Online	School-based
All	29%	53%	53%	13%	45%
<i>Grade Band</i>					
Elementary	10%	14%	62%	0%	29%
Middle	41%	65%	41%	18%	35%
High	28%	72%	52%	14%	62%
<i>School Type</i>					
DCPS schools	29%	36%	81%	14%	43%
Public charter schools	23%	77%	16%	10%	52%

How familiar are you with the content you teach or support?

	Not familiar	Somewhat familiar	Very familiar
All	3%	22%	75%
<i>Grade Band</i>			
Elementary	10%	29%	62%
Middle	0%	41%	59%
High	0%	7%	93%
<i>School Type</i>			
DCPS schools	5%	21%	74%
Public charter schools	0%	24%	76%

What social studies topics (e.g., content, pedagogy, etc.) would you like to learn more about through professional development?
pedagogy
pedagogy on teaching and incorporating primary sources
more strategies with primary source scaffolding
Economics, geography
pedagogy, for sure.
Reconstruction, History post WWII, and Ancient World
all
I am open to almost anything.
Human Geography; Comparative Government; Economics
Equitable access for all students to content and materials - not just differentiation, but how to take active steps to try and close the racial achievement and opportunity gaps
Literacy instruction and support for struggling readers
DC specific things!
Cultural Proficiency across global education
I would like to learn more about all the content for middle school and high school. I would like to see offered chance for new teachers to earn certificate in completion for additional history courses to be taught through professional development.
Thematic ways to organize curriculum.
pedagogy and content
No more District based PDs
nonfiction reading strategies, writing, argument development
Civic engagement for students
Hands-On, Field Trip Based, Also PBL and inquiry based models.
Assessment practices, AP courses
Geography
I would like to know more about the resources available, not the content.
best practices for DBQ writing, CC Social studies standards institute, using primary sources in the middle grades
Immigration history and Economics
DC History Topics
Modern US History curriculum
I think more planning tips/time. I would like to focus on teaching 2 of the units well at first and then adding on.
East Asia in the Middle Ages
Pedagogy-Student based learning/projects.

Reading pedagogy
Mongols, Korea, Delhi Sultanate
Teaching culturally relevant content
Teaching writing, Teaching close reading, vertical alignment of curriculum 9-12. Teaching with artifacts, geographical skills / competency, multicultural/ antiracist curriculum and instruction methods.
n/a
DC History
Immigration history, reconstruction, gilded age/ progressive era, action civics
geography and civics
nonw
Ancient civilizations; Asia
local community history
content
Field trip opportunities and project based learning
Common Core aligned interactive projects
pedagogy specific to teaching history
Standards, content
intergrating literacy

Are you interested in collaborating on professional development with educators from other schools or Local Education Agencies (LEAs)?

	Yes	No	Not sure
All	72%	13%	15%
<i>Grade Band</i>			
Elementary	67%	10%	24%
Middle	94%	0%	6%
High	62%	24%	14%
<i>School Type</i>			
DCPS schools	66%	13%	21%
Public charter schools	79%	14%	7%

What other comments or questions do you have about social studies professional development?
none
There is no social studies PD at our school, and I haven't seen or heard of anything for elementary education regionally--perhaps this speaks to a lack of resources or my lack of interest in the offerings. The majority of PD available regionally is geared towards middle and high school--there are some excellent resources (Cosby Hunt and the center for inspired teaching, for example), but almost nothing for elementary school.
The DCPS based Social Studies PDs are excellent. I never regret having attended. I always manage to learn something useful.
I would like to see the professional development could help teacher earn additional certification from development would be great.
level of interest in collaboration depends on the quality
None
I had an unfortunate experience where I signed up for a field trip at the American History Museum via a DCPS PD day but the trip was cancelled the Friday before we were supposed to attend because we couldn't take all 500 of our 8th graders. I spent a lot of time planning and preparing, in addition to the PD at DCPS, then to have it cancelled was very disappointing.
I feel that having other classroom teachers deliver the social studies content is not appropriate as they are not experts on the standards or resources available to teachers.
DCPS central office should support teachers beyond PD day
It's useful to participate in PD that results in new ideas and understandings of social studies lessons and provides take away lessons or materials to use immediately with students in classrooms.
Does not apply.
LEAP seems very basic to me, like writing a lesson plan or using an objective.
How can we collaborate as a DC community in developing resources, taking learning trips to museums together? Maybe an association of DC social studies teachers could be useful to us and other communities of teachers.
none at this time
Why do we not have access to evidence-based development resources outside the school?
More district and regional school collaboration is needed. At times I have been the only SS teacher in the building.
This information should be made available online on DCPS website.
none

Pedagogy

During social studies instruction, how often do the following activities occur?

	Almost daily	1-2 times per week	2-3 times per month	2-3 times per year	Never	Not sure
Analysis of current events	13%	30%	27%	10%	15%	4%
Cooperative learning	40%	39%	15%	0%	4%	1%
Gradual release	37%	30%	18%	0%	4%	10%
Historical thinking skills (i.e., Sourcing, Contextualization, Corroboration)	54%	18%	13%	1%	6%	7%
Inquiry-based lessons	25%	39%	24%	4%	6%	1%
Read primary sources	39%	42%	7%	3%	6%	3%
Reading strategies (e.g., Close reading, annotation, etc.)	51%	30%	12%	1%	3%	3%
Research	7%	21%	42%	13%	12%	4%
Role-playing/simulations	3%	9%	37%	33%	13%	4%
Student-to-student interactions (e.g., think-pair-share, student choice presentations)	49%	31%	9%	4%	4%	1%
Teacher-led lectures on social studies-related content	22%	45%	15%	7%	7%	3%
Textbook reading/questions	13%	21%	34%	9%	18%	4%
Use computer-based social studies applications (e.g., Techbook, iCivics, etc.)	6%	15%	33%	15%	27%	4%
Watch videos/films	9%	28%	45%	13%	3%	1%
Whole-class discussion (e.g., Socratic/Paideia seminars, debate, etc.)	18%	28%	31%	15%	4%	3%
Work with maps or globes	4%	28%	40%	19%	6%	1%
Writing assignments (e.g., essays, reflections, etc.)	28%	39%	22%	3%	4%	3%
Writing strategies (e.g., sentence-writing, summarization, outlining, conventions, etc.)	21%	36%	25%	9%	6%	3%

What other comments, questions, or suggestions do you have about supporting social studies in Washington, D.C.?
none
The answers above vary very widely by grade and teacher, but those might be the typical trend.
None. No one is paying attention to teachers anyway.
I would like to social studies being able to help new teachers to area get a better understanding of the curriculum and having professional development to support new teachers in the area.
None.
More excursion
Please provide more online subscriptions for teachers
I would like to see a more project based approach.
None
Can you please just integrate it into the literacy curriculum instead of making it a separate block? I would like the district to provide this in the unit plans.
need more resources for teachers
Does not apply.
none at this time
Wrangling our many resources as a result of living in this amazing city can be a challenge. I'd love to know what our options are!
N/a
Consider museums as a venue at NCSS conference, encourage teachers to research museum collections and archives for primary source materials.