

## Social Studies SFVC Minutes

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**Meeting Date and Time:** Thursday, September 26, 2024, 4:00 PM – 5:30 PM

**Committee Chair/Co-chairs:** Peter Ramsey, Howard Libit

**Members:** Eve Case, Kishanna Brown, Matthew Wilson, Mariam Spalding, Jennifer McDonald, Tracy Oliver-Gary, Claire Blankenfeld, Raleigh Nelson, Caroline Weiss-Stiles, Jon Marketto

**Today's Attendees:** Peter Ramsey, Howard Libit, Eve Case, Kishanna Brown, Matthew Wilson, Mariam Spalding, Jennifer McDonald, Tracy Oliver-Gary, Jon Marketto, Raleigh Nelson, Eve Case, Miriam Bart, Monet Scruggs, Josh Otarola, Janelle Wong, Sara Winkelman, Ryan Zhou, Deborah Miller

**Next Meeting (Day and Time):** Thursday, September 26, 2024, 4:00 PM

### Meeting Notes:

#### Call to Order

- Opening remarks by Peter

#### Roll Call & Quorum Confirmation & Previous Meeting Minutes Approval

- Ten members present (roll call by Josh), quorum established
- Minutes promptly approved without objection

#### HS Framework SWOT Analysis Presentation

- Jon M and Mariam presented their initial recommendations
- World History: aligns to State Standards (lacking in 6 a little bit); students engaged in social movements rather than politics; weaknesses: framework is broad and has too much material, suggests framework similar to assessment limits, more narrow and specific framework; instructional methods not mentioned in frameworks, up to LEAs but would be useful (especially for smaller LEAs); frameworks mostly working but content can be overwhelming; IHRA definition of anti-Semitism clearly discussed in World History; recommendations: what does the state specifically want us to teach
- Specificity lacking in other high school courses that are not tested; historical content is historically appropriate; "interesting topics" has potential to engage students but it depends on how the material is presented; Standard 6 is not addressed but merely implied; many instructors are grossly underprepared to facilitate standard 6; there is lack of instructional rigor or critical thought and is not well-defined; literacy skills and processes are referred to but not explained; disciplinary tools not defined or explained, only mentioned; there is evidence of inclusion of subgroups, but intentional and strategic engagement is not clear; approach remains Eurocentric, feigning a multicultural approach by acknowledging historical injustice of marginalized people (e.g., alcoholism, suicide rates); absence of identification and analysis of diverse, multi-

perspective primary source documents (non-Eurocentric sources); content at face value is appropriate, but many teachers need support beyond the mention of the inquiry arc; curriculum for many youths is perceived as irrelevant, no connection with present-day; no evidence of infusion of multimedia content

- New educational trends, techs: dedicated research/inquiry unit would provide an opportunity to invoke all these elements; explicit identification of evidence-based practices that correspond to growth in critical thinking; explicit opportunities to develop and refine executive functioning skills within curriculum navigation; reflecting what is known about the science of reading in social studies coursework; use of HQIM materials that are rigorous and accessible
- What content/instructional methods are not working: have we surveyed teachers, parents, and students across MD to get a more authentic response?; most standards and units in US history is explained with minimal and superficial inclusion of indigenous people;
- Potential threats: lack of balanced historical perspective; failure to identify the literacy;
- Overall evaluations and recommendations: embed EBPs, MD history day, balanced presentation of US history, provide support for disciplinary tools that are mentioned
- Tracy: pointed to difference between framework and comprehensive curriculum, where LEAs are responsible for creating a comprehensive curriculum (where skills are included); multiple projects include various skills
- Jon concurred but added that MSDE could do more to help (especially smaller LEAs)
- Mariam pointed out the need for more thoughtful units with C3 framework
- Kishanna pointed out that we need to be clear on whether we are building a framework, curriculum, or something in between and understanding the history of how we got here (C3 framework)
- Mariam highlighted need to include “Latinx” subgroup
- Jon restated the need to be more specific because different LEAs can teach different topics

### **Asian American Pacific Islander (AAPI) Workgroup 4:32 pm**

- Ryan Zhou and Janelle Wong introduced themselves
- Janelle and Ryan presented their findings
- Began with importance of integrating content on Asian Americans into existing frameworks
- Provided four specific examples:
- 4<sup>th</sup> grade: Unit 2, additional objective: “Analyzing how Europeans, American Indians, Black people, and others were given freedoms based on their racial category, but that these racial categories changed over time and place, not based on biology or genetics.”; provided detailed example of how Indians were categorized throughout US census history
- 5<sup>th</sup> grade: Unit 3, additional objective: “Exploring how diverse groups within broad racial categories have experienced civil rights restrictions and advocated for expansion and equal protection.” Provided example of a South Asian American (Bhagat Singh Thind)
- 8<sup>th</sup> grade: Westward Expansion, expanded objective: “Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession, including in places that

have current migration based on colonialism or current experiences with colonialism.”  
Provided example of Hawai’i, Philippine-American War; Filipino people

- HS US History: Unit 3, EQ: To what extent did the Cold War drive American Foreign Policy Actions?”; focus is on Asians as highly skilled immigrants and emphasizes model minority myth; deemphasize model minority myth and Asian values and emphasize US immigration policies, important role for selective migration; “Chinese railroad workers were not highly educated, but they still had ‘Asian values’”
- Tracy’s question: part of including diversity is knowing the context/history of groups, then you cannot create curriculum around that; LEAs may not know specific examples of various groups’ roles
- Janelle has a non-profit that plans to provide PD on implementation
- Kishanna: educators need PD around inclusivity and grade-appropriate resources (especially for elementary students); biggest challenge in curriculum is the lack of resources
- Jon: liked the specificity of examples because that is what teachers will need for effective instruction
- Mariam: acknowledged presenters and mentioned OER project

### **Jewish Community Relations Council of Greater Washington 4:55 pm**

- Presentation by Sara Winkelman and Deborah Miller, each began with introductions
- FBI indicates 67% of religious crime is against Jewish community
- In 6/7 Framework, can we include the 19<sup>th</sup> century for context for the Holocaust
- 6/7 Framework, decline of empires, add examples of decolonization (Jews and Arabs)
- 6/7 Framework, recommends teaching historical context of Canaan to ancient Israel to Palestine, to colonialism, to today
- US History: Reference Zionism alongside Pan-Africanism and pan-Arab
- US History: Red Scare, opportunity to speak to anti-Semitism and xenophobia around communism
- High School US History: include anti-Semitism alongside racism and xenophobia (e.g., KKK, discrimination of minorities)
- High School US History: include anti-Semitism, among others, to 1920s
- Mariam had question about incorporating the Holocaust (specifically) in the curriculum and which students this is geared toward
- Sara responded that students feel like “my history” is not included (specific to Jewish students); many people have not been taught about the Holocaust
- Perhaps Inclusion of other groups/cultures can lead to students not learning about the Holocaust (specific to ELA)
- Mariam’s experience in ELA is that there is a lack of historical context to the literature
- Phin brought up example of cross-curricular teaching of the Holocaust in DC
- Tracy: for ICS, provide primary sources for all ethnic groups
- Phin will share contact information and presentation

### **Review of Upcoming Tasks and Next Steps 5:15 pm**

- Phin praised the specific additions in the frameworks by AAPI and JCRC and the high school team
- Tracy: brought up anti-Arab hate AND Islamophobia

- Mariam: having an academic and student representative from marginalized group was very rich and insightful
- Eve: need to seek out groups that are not represented in frameworks but wanted to know what “reaching our goal” looks like
- Phin provided his perspective that this is not the culmination of our work to create a more inclusive framework, it is the beginning of a longer process; our tight timeline does not allow us to have guests from all perspectives we want, but the goal is to put forth specific and targeted recommendations as the first step; we will need to create recommendation product with specific edits
- Next meeting is October 24, Phin will share both presentations in SharePoint
- Share the team’s recommendations by October 18 so that other groups can see the specifics of each team’s recommendations
- Mariam: would like to send survey to groups and subgroups for a written response on suggestions

**Adjournment 5:28 pm**