What does equitable teaching look like with NHD?

THE CDE DEFINES EQUITY AS “FAIR OUTCOMES, TREATMENT, AND OPPORTUNITIES FOR ALL STUDENTS.”

A COMMON MISCONCEPTION: EQUITY DOES NOT “MEAN THAT ALL STUDENTS ARE TREATED EQUALLY IN ALL SITUATIONS”

HIGH QUALITY SCHOOLS DIFFERENTIATE INSTRUCTION, SERVICES, AND RESOURCE DISTRIBUTION TO RESPOND EFFECTIVELY TO THE DIVERSE NEEDS OF THEIR STUDENTS, ENSURING THAT ALL STUDENTS BENEFIT.

How can we do this in a classroom using NHD?

- Teachers know best how to differentiate for their students
- May vary year to year or in a secondary classroom, class period to class period
- Students need the opportunity to learn the skills that they learn through NHD
Why we teach with Equity in mind...

Culturally responsive teaching...

*Develops content understanding
*Develops literacy
*Promotes student engagement
*Respects differences
* Understands and are aware of cultural identity and unconscious biases—adapts instruction accordingly

It is a “call for teachers to provide all students with a balanced curriculum that includes History-Social Science...

Educators share the responsibility of ensuring EQUITY for populations of learners who are vulnerable to academic inequities in the History Social Science Disciplines.”

(CDE, 2016)
Instructional Practices and more!

* Use purposeful teaching with **BIG IDEAS/THEMES/Essential Questions** (like the NHD Theme) for teaching **Historical Significance**.

* **Graphic Organizers** help with grammatical structures in **Primary Source** reading passages.

* Locating key concept **vocabulary** in reading passages and making meaning of them (Frayer model for academic vocabulary)

* Analyze **language patterns** of historical text to determine key “actors,” points of view, historical meaning, and significance.

* Provide **written assignments** and check points (Annotated Bibliography/Thesis statement) in “chunks” with rubrics and specific feedback.

* **Oral discussions** and **peer review** can also be beneficial.

**All students benefit from these strategies!**
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<th>What stays the same...</th>
<th>Changes in instruction to support diverse learning populations</th>
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<tr>
<td>The skills required to complete the project (the project doesn’t change, just the approach to teaching)</td>
<td><strong>Scaffolding</strong></td>
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<td>Standards and Benchmarks</td>
<td>Multiple check-in and due dates (may be more formative and with increased frequency)</td>
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<td>High Expectations and rigor (personalized for student growth)</td>
<td>Specific, constructive and timely feedback with scaffolded suggestions and modeling</td>
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<td>Recognition for student growth and achievement</td>
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## Additional Strategies for EL (Differentiated Learners)

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<th>Present visual representations before viewing text (primary or secondary)</th>
<th>Produce verbal or printed sentence starters or sentence frames for modeling</th>
<th>Hold class or small group class discussions</th>
<th>Students should receive specific and constructive feedback regarding accuracy</th>
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<tr>
<td><strong>Model a final product</strong> or piece of the project. Scaffold or plan with class on how to reach the final product.</td>
<td>Teach specific vocabulary related to National History Day and the theme.</td>
<td>Scaffold formal writing...move from more to less scaffolding</td>
<td>Use collaborative online forums if available to get feedback to students (Google Classroom/Docs, Microsoft teams)</td>
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