



Social Studies K-12 Curriculum Presentation

Fairfield Public Schools

May 5, 2016



Preparing Students for College, Career, and Civic Life

Purpose of Tonight's Presentation

- Why Revise the Curriculum?
- Process of Curriculum Development
- Overview of Documents
- Resource Search & Recommendations
- Next Steps / Evaluation
- Anticipated Costs of Implementation

Why Revise the Curriculum?

- Last revisions for Elementary School were 2003
- Last revisions for Social Studies in Middle School and High School were in 2009-2010
- Vertical curricular alignment PreK-12

New Standards

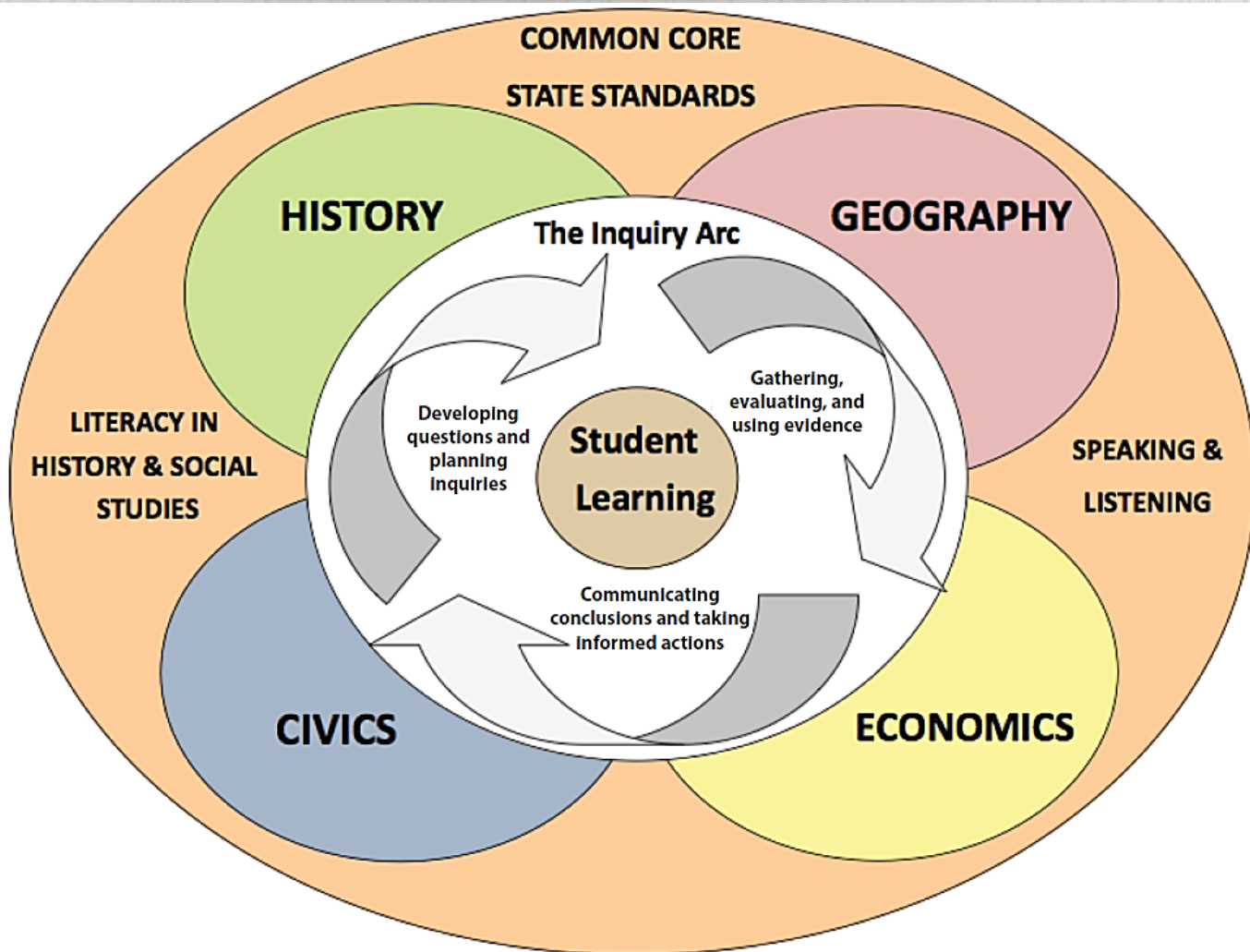
- Connecticut Core Standards (2010)
- College, Career, and Civic Life (C3) Framework (2013)
- Connecticut Social Studies Framework (2015)

C3 Framework (2013)

- Based on research about how students understand social studies and read / analyze various documents and sources
- Four dimensions of the inquiry process:

CURIOSITY	MOTIVATION AND CONFIDENCE TO THINK LIKE A SOCIAL SCIENTIST	DISCIPLINARY LITERACY AND RESEARCH SKILLS	PRODUCT AND ACTIVISM
Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

C3 Framework (2013)



Dimension 1: Developing Questions and Planning Inquiries

- **Compelling Questions**
 - A question a specialist may ask
 - Written in student-friendly language
 - A question that will excite students
 - Both teacher and student generated
 - *Crafting good compelling questions can be more challenging than it appears
- **Supporting Questions** – to focus (scaffold) investigation, contribute knowledge and insights

Compelling Question	Example: Was the American Revolution revolutionary?
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Dimension 2: Applying Disciplinary Concepts & Tools

- Focuses on big disciplinary concepts that students need to understand and apply as they study the specifics defined in content objectives

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

Dimension 3: Evaluating Sources & Using Evidence

- The skills students need to analyze information and come to conclusions
 - Gathering relevant information from multiple sources
 - Evaluating sources
 - Developing claims and counterclaims
 - Identifying evidence from sources to support claims

Dimension 4: Communicating Conclusions and Taking Informed Action

- Communicating Conclusions
 - Presenting arguments and explanations on issues and topics using a variety of culminating activities
- Taking Informed Action
 - Application of student work to real-world situations

CT Social Studies Frameworks (2015)

- Guided by C3
- Not intended to be a state curriculum
- A framework for curriculum revision
- Proposed documents were guided by the CT Frameworks

Connecticut Elementary and Secondary Social Studies Frameworks

*A roadmap for teaching
history, civics, economics and geography*

The Process for Curriculum Development

- Research and Review (2014-2015)
- Teacher curriculum writing in course committees (Spring 2015 – Fall 2015)
- Three parent focus groups for feedback (December 2015)
- Materials posted on website for feedback
- Feedback from the state Social Studies Consultant and from the CT Council for the Social Studies
- Curriculum Council Review (April 2016)
- Documents revised based on feedback

Proposed FPS Social Studies Documents

- All Documents aligned to CT and C3 Inquiry Standards
 - Driven by the use of questions to spark curiosity, deepen investigations, acquire rigorous content, and enable students to apply knowledge and ideas
- Composed of Deep and Enduring Understandings, Concepts, and Skills
- Direct and Explicit Connection to CT Core Standards

Proposed Elementary School Documents

- Proposed Changes in Content
 - No significant changes PreK-1
 - Grade 2
 - People Making a Difference within a variety of communities
 - Grade 3
 - Local and State Contributions to America's Story including the roles played by indigenous people

Proposed Elementary School Documents

- Proposed Changes in Content
 - Grade 4
 - Local, National and Global Regions
 - Grade 5
 - Pre-Colonization through the American Revolution

Proposed Secondary Documents

- Proposed Changes in Content:
 - Grades 6-7
 - From *Ancient Civilizations* (6) and *Geography for Life* (7) to a two-year course on World Regions embedding Geography, History, Economics, and Civics
 - A More Perfect Union (US History Grade 8)
 - Revision of two units covering the 19th Century
 - Continues to be chronological with a focus on primary and secondary themes

Proposed Secondary Documents

- Proposed Changes in Content
 - Global Studies (9) and Modern Global Studies (10)
 - Minor shifts in content
 - United States History (11)
 - Remains chronological with a focus on four themes
 - New High School Electives
 - *AP Comparative Government and Politics*
 - *Sociology*
 - *Contemporary United States History (Since 1945)*

The New Documents: PreK-5

Grade 3 Connecticut and Fairfield History (11/19/2015) DRAFT

Description:

In Grade 3, students will engage in a year-long study of Connecticut and Fairfield. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and Fairfield. The study of Connecticut requires that students generate and research compelling questions across the four core disciplines (History, Civics, Economics, and Geography).

Overview

Central Understanding (Goals)

- Students will understand how the Town of Fairfield's communities have contributed to Connecticut's story, past and present.
- Students will compare and contrast the past and present changes of Fairfield and Connecticut.
- Students will identify the significance of Connecticut's contribution to America's story and how did that influence impact our state's identity.

Compelling Questions

HISTORY:

- In what ways has our town and Connecticut changed and/or stayed the same over time?
- What is the significance of Connecticut's contribution to America's story?
- How does our town/city contribute to Connecticut's history?
- How has our local community contributed to Connecticut's story, past and present?

CIVICS:

- How are governmental decisions made at the state and local levels?
- Is it possible to make political decisions that are "fair" to all people?
- Why are rules/laws important?

ECONOMICS:

- What resources are in our community and state?
- How do we pay for goods and services?
- How does our government pay for goods and services?

GEOGRAPHY:

- What is Connecticut's state identity and in what ways is that identity inclusive of all residents?
- Why do you live where you live?

The New Documents: PreK-5

Connecticut and Fairfield History: Year at a Glance

Trimester 1: The Impact of The Indigenous Peoples and Geography on Fairfield

Trimester 2: The Structure and Function of Government: Connecticut and Fairfield

Trimester 3: The Role of Fairfield and Connecticut in America's Story

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

[CCSS.ELA-Literacy.RI.3.3](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[CCSS.ELA-Literacy.RI.3.6](#)

Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RI.3.7](#)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[CCSS.ELA-Literacy.RI.3.8](#)

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

[CCSS.ELA-Literacy.RI.3.9](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

The New Documents: PreK-5

Unit 1: The Impact of The Indigenous Peoples and Geography on Fairfield

Content Objectives:

Students will be able to:

- Identify how the indigenous peoples affected the history and culture of Fairfield.
- Compare and contrast indigenous peoples in Fairfield to indigenous peoples in surrounding regions.
- Explore how various groups and industry utilized the rivers and other geographic features in Fairfield (and surrounding regions) to develop communities and economic systems.
- Recognize how geography has affected the growth and development of Fairfield and Connecticut.

Unit Compelling and Supporting Questions

Compelling Question

Students will apply disciplinary concepts to investigate compelling questions such as:

What influence did the indigenous peoples and geography have on Fairfield?

Supporting Questions

HIST:

- Who were the indigenous peoples and how has their cultures influenced contemporary Fairfield?

CTV:

- How were the daily lives of the indigenous peoples affected by the arrival of the early settlers and the implementation of their (early settlers) rules/laws?

ECON:

- In what ways have the rivers and waterways in Connecticut influenced economic development in Fairfield?

GEO:

- What are the histories of towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut?

Standards Emphasized in the Unit

C3 Inquiry Standards and Corresponding Connecticut Core Standards:

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3-5.1 Explain why compelling questions are important to others (e.g., peers, adults).

The New Documents: Grades 6-12

World Regional Studies I: Description

World Regional Studies is a two-year Social Studies course for grades 6 and 7. Through an in-depth study of world regions, students will explore the physical and human geography, history, cultures, economics, and civic structures of diverse areas of the world. Through a geographic lens, students will develop a wide range of social studies knowledge and skills in order to foster a general understanding of the increasingly interdependent world in which we live. Students will explore how to use maps and geographic representations to acquire, process, report and analyze information from a spatial perspective. In exploring the physical and human characteristics of places, they will gain an understanding of how culture, experience, and the physical environment influence the evolution of societies and civilizations. Students will explore the characteristics, distribution, and migration of human populations and the complexity and diversity of cultures around the world. Furthermore, students will explore how the forces of cooperation and conflict among people influence the division and control of Earth's surface and how changes occur in the meaning, use, distribution, and importance of resources. Relevant historical and contemporary issues will provide opportunities for addressing multiple standards through focused inquiry.

Objectives and Standards:

Historical Understandings: Shown as content objectives, these goals define what students should know about each of the world's regions upon completion of each unit. These understandings are drawn from the *Connecticut Social Studies Frameworks (2015)*, as well as the *National Geography Standards* developed by National Geographic. These understandings provide students with the global perspectives required to analyze geographic, historical, and contemporary issues and problems.

Historical Thinking / Inquiry Skills: These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks (2015)* and the *C3 Social Studies for the Next Generation National Framework (2013)*, these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the course content, and construct sound arguments and perspectives.

The New Documents: Grades 6-12

World Regional Studies I: Overview

Central Understandings

- Utilize maps and other geographic representations, tools, and technologies to acquire, process, report, and analyze spatial information.
- Analyze and interpret the physical and human characteristics of the Earth and its regions.
- Assess the characteristics, distribution, and complexity of Earth's diverse cultures.
- Analyze how culture and experience influence people's perceptions, values, and social structures.
- Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- Understand how physical systems affect human systems.
- Analyze the changes that occur in the meaning, use, distribution, and importance of resources.
- Apply geographic concepts to interpret the past and present, and make predictions about the future.
- Identify and work with different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding.
- Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.
- Compose arguments / positions, and participate in debates on different interpretations of the same historical events or global issues; synthesize primary and secondary sources to justify position.
- Develop open-ended questions that can be addressed through research and interpretation.

Course Themes

- **GEO: Geography:** Geographic Representations; Human-Environment Interaction; Culture; Human Populations; Global Interconnections
- **HIST: History:** Change, Continuity, and Context; Perspectives; Historical Sources and Evidence; Causation and Argumentation
- **ECON: Economics:** Economic Decision-Making; Exchange and Markets; the Global Economy
- **GOV: Civics and Government:** Civic and Political Institutions; Process, Rules, and Laws

The New Documents: Grades 6-12

Course Compelling Questions

- How has physical geography shaped the people and places of the world?
- How has human civilization changed over time?
- How do world cultures develop, evolve and interact?
- How do economic and political decisions affect a society?
- How does the distribution of power impact a society?

World Regional Studies I: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	The Essentials of Geography and Culture	<ul style="list-style-type: none"> • How do geographers think about the world? • What tools do geographers use to make sense of the world? • How is the earth continually changing? • What shapes the earth's varied environments? • What is the significance of culture in human life?
2	The Middle East and North Africa	<ul style="list-style-type: none"> • How have climate and location influenced the region in the past and today? • How did civilizations develop in Southwest Asia and North Africa? • How did an advanced civilization develop in Egypt? • How have resources and migration shaped culture in the Middle East and North Africa? • What forces have affected the development of modern countries in the region?
3	South Asia	<ul style="list-style-type: none"> • How have physical features shaped the development of the region? • How have religion and empires shaped the development of the region? • How is diversity reflected in the cultures of South Asia? • Why has India experienced an economic boom? • What are some effects of South Asia's rapid changes?
4	Europe	<ul style="list-style-type: none"> • How did Europe's physical geography encourage the development of diverse cultures? • How has European thought shaped Western culture? • How did Europe develop and extend its influence around the world? • How is the diversity of Europe reflected in its cultural achievements? • What are the costs and benefits of European unification?

The New Documents: Grades 6-12

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of geographical and historical content; provide an accurate summary of content distinct from prior knowledge or opinions (CCSS.ELA-LITERACY.RH6-8.2).
2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to social studies (CCSS.ELA-Literacy.RH6-8.4).
3. Produce arguments (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.6-8.1).
4. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.6-8.2).
5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.ELA-LITERACY.WHST.6-8.4).
6. Cite specific textual evidence to support analysis of primary and secondary sources (CCSS.ELA-LITERACY.RH6-8.1).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (CCSS.ELA-LITERACY.RH6-8.7).
8. Analyze the relationship between a primary and secondary source on the same topic. (CCSS.ELA-LITERACY.RH6-8.9).
9. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (CCSS.ELA-LITERACY.WHST.6-8.7).
10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS.ELA-LITERACY.WHST.6-8.8).
11. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCSS.ELA-LITERACY.WHST.6-8.10).

The New Documents: Grades 6-12

The Essentials of Geography and Culture

Overview

This unit provides an introduction to geographic thinking, maps, physical geography, and culture. Through an investigation of the primary concepts and tools geographers use to interpret the world and its many societies, students will explore how geography influences the way in which people live, and how people adapt to their environment. Students will also begin to understand the many elements of culture, and the ways in which each culture around the world is unique through an introduction to religions and belief systems, as well as various economic and political systems.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the spatial organization of people, places, and environments on the Earth's surface.
- Identify and describe the functions of a variety of geographic representations to acquire, process, and report information from a spatial perspective.
- Identify, describe, and create geographic representations.
- Identify attributes of Earth's different physical systems (e.g. land forms, climate, currents, and distribution of flora and fauna).
- Identify and explain the physical processes that shape the patterns of Earth's surface.
- Define culture and identify the elements common to all cultures.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How do geographers think about the world?
- What tools do geographers use to make sense of the world?
- How is the earth continually changing?
- What shapes the earth's varied environments?
- What is the significance of culture in human life?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in sixth-grade World Regional Studies will individually and with others:

INQ 6-8.1 Explain how a question represents key ideas in the field.

Feedback from Experts in the Field

- Steve Armstrong
 - State of Connecticut Social Studies Consultant
 - *“I was impressed by all of the work done on the K-5 documents”. I especially applaud the changes you made in grades 6 and 7: I think that the new courses are both compelling and engaging.”*
 - *“The students in Fairfield will absolutely benefit from the work that you and your team did in creating this curriculum... according to all of the latest research on effective social studies instruction, [you have] created an outstanding curriculum framework.”*

Feedback from Experts in the Field

- Dr. John Tully
 - Professor of History (CCSU); Secondary Social Studies Coordinator; Co-Chair CCSS
 - *“The curriculum you and your team have created ... reflects the best thinking at the national and state levels of how to engage, motivate, and educate adolescents to reach their highest potential as students and citizens.”*
 - *“Your concentration on having students use evidence and disciplinary literacy to answer big questions, questions that they will have to answer and reflect upon throughout their adult lives, is the best way to engage students in learning.”*

Feedback from Experts in the Field

- Dr. John Tully
 - Professor of History (CCSU); Secondary Social Studies Coordinator; Co-Chair CCSS
 - *“I was particularly impressed with your team’s reorganization of the 6-7 World Regional Studies classes. These classes will help students make sense of the world around them.”*
 - *“The split of US history into chrono-thematic surveys is an excellent idea.”*

PreK-5 Resources

- Trade books, online resources, primary sources and other supplemental guides and sources will be researched and provided
- Ongoing support from Local and State History Centers

Resource Review Process 6-12

- Factors in Consideration:
 - Content
 - Readability
 - Rigor
 - Ancillary Materials
- Initial Teacher Search Committees
- Review Committees
- Publisher Presentations
- Community Viewing and Feedback

Resource Recommendations

To Be Purchased for 2016-2017

Grade	Course	Title	Author	Publisher	Copyright
6 & 7	World Regional Studies	National Geographic World Cultures and Geography	National Geographic	Cengage	2017
8	A More Perfect Union: US History	Discovering Our Past: A History of the United States	Appleby, et al.	McGraw Hill	2014
11	United States History 31	America: The Essential Learning Edition	Shi and Tindall	Norton	2015
11	United States History 32	United States History and Geography	Appleby, et al.	McGraw Hill	2014
11	AP United States History	Give Me Liberty: An American History	Foner	Norton	2013
11&12	AP Comparative Government and Politics	Essentials of Comparative Politics	O'Neil	Norton	2015
11&12	Sociology	Sociology and You	Shepard	McGraw Hill	2014

Resource Recommendations

To Be Purchased for 2017-2018

Grade	Course	Title	Author	Publisher	Copyright
9	Global Studies	Holt McDougal Ancient World History	Beck, et al.	Houghton Mifflin	2018
11&12	AP US Government and Politics	American Government: institutions and Policies	Wilson, et al.	Cengage	2015
12	AP Modern European History	A History of Western Society	McKay	Bedford, Freeman, and Worth	2014
11&12	Economics	Understanding Economics	Clayton	McGraw Hill	2014

Next Steps

- Curriculum Implementation Guides
- Research and Writing Expectations (K-12)
- Common Assessments
- Professional Development / Collaborative Planning
- Inquiry / Performance Tasks
- Implementation and Continuous Evaluation
 - Observations, Feedback, Student Data

Anticipated Cost of Implementation

- Textbooks / Professional Resource Cost:
 - 2016-2017 for Grades 6-12: \$385,000
 - 2017-2018 for Grades PK-5: \$TBD
 - 2017-2018 for Grades 6-12: \$240,000
- Summer Work / Implementation Guides:
 - 2016-2017 for Grades PK-5: \$3,200 (June, 2016)
 - 2016-2017 for Grades 6-12: \$17,500
 - 2017-2018 for Grades PK-5: \$TBD
- Professional Development / Training:
 - 2016-2017 for Grades 6-12: \$6,500
 - 2017-2018 for Grades PK-5: \$TBD

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Kayla O'Donnell
Nicola Callahan
Susan Selk
Kate Schallau
Walter Wakeman
Pamela Khairallah
Michael Cummings
Christine Jewell
Walt Matis
Beth Peto
Dabney Bowen
Kristie Kistner
Kristen Balavender
Anna Wood
Jen Juidice
Lynn Brocklesby
Elizabeth Dillabough
Megan Reddy
Bonnie Rotelli