

December, 2015

# Social Studies Curriculum Revision Overview



# Agenda



- Introductions
- Overview of Curriculum Development
  - Process
  - Major Shifts in Standards – Focus on Inquiry
  - Major Shifts in Content
- Review Process – Parent / Community Role
- Small Group Focused Reading
  - Focus on Content and Skills (Guiding Question 1)
  - Focus on Inquiry (Guiding Question 2)
  - Progression (Guiding Question 3)
- Closure / Next Steps
- Exit Slip

# Curriculum Revision Process



- 2009-2010: Last revisions for Social Studies in Middle School and High School
- Since 2010:
  - Common Core State Standards (2010)
  - New National Framework (C3) in 2013
  - New Connecticut Framework (2015)
- 2014-2015: Research and Review
- Summer-Fall 2015: Writing

# C3 Framework (2013)



- College, Career, and Civic Life (C3)
- Based on research about how students understand social studies and read/analyze various documents/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
<b>Dimension 1: Developing Questions and Planning Inquiries</b>	<b>Dimension 2: Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3: Evaluating Sources and Using Evidence</b>	<b>Dimension 4: Communicating Conclusions and Taking Informed Action</b>
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics	Developing Claims and Using Evidence	Taking Informed Action
	Geography		
	History		

# Dimension 1: Developing Questions Planning Inquiry

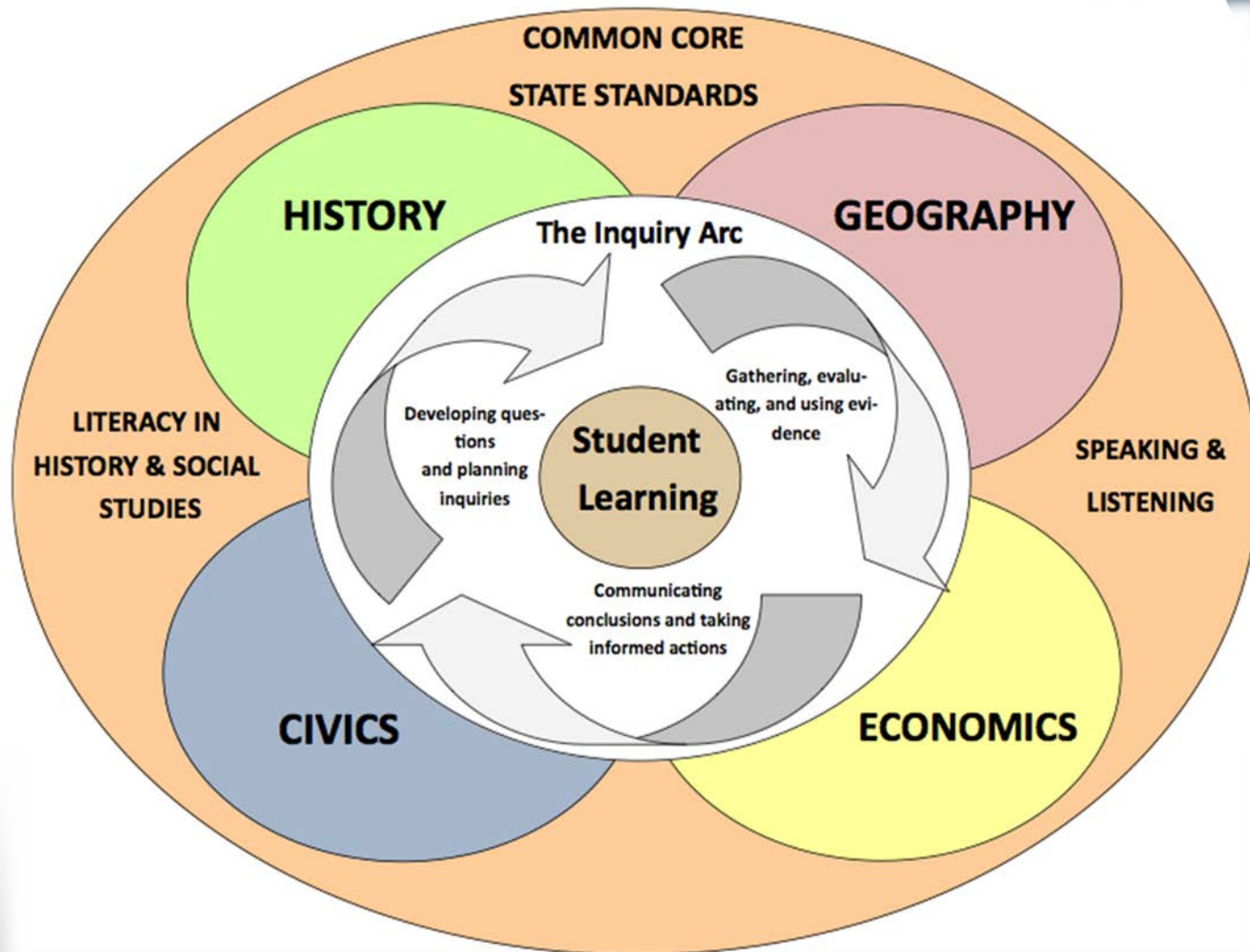


- Compelling Questions
  - A question a specialist studying that era or subject may ask
  - Written in student-friendly language
  - A question that will excite students
  - Both teacher and student generated
  - \*Crafting good compelling questions can be more challenging than it appears
  - Supporting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

## Compelling Question

Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students *and* the curriculum and content with which students might have little experience. *Example: Was the American Revolution revolutionary?*

# C3 Framework (2013)



# CT Social Studies Frameworks (2015)



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

## Connecticut Elementary and Secondary Social Studies Frameworks

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

# Draft 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



# Draft FPS Social Studies Documents



- Major 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
  - Grades 8-11
    - Varying degrees of changes
  - New High School Electives
    - *AP Comparative Government and Politics*
    - *Sociology*
    - *Contemporary United States History (Since 1945)*

# Today's Task



- Provide feedback and ask questions about the draft documents
- Guiding Questions
- Exit Slip
- Online Feedback Form also available

# Before We Begin...



- **Structure of Curriculum Drafts**
  - Description
  - Overview
    - Central Understandings
    - Themes
    - Course Compelling Questions
    - Year-at-a Glance
    - Monitoring Student Progress
  - Units
    - Overview
    - Content Objectives
    - Unit Compelling Questions
    - Standards