

Social Studies: A K-12 Learning Continuum

Waterbury Public Schools

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Curriculum Management Cycle
Teaming Structures

PHASE I:
Development / Revision

PHASE II:
Implementation
Instructional Data Teams – (IDT)

Representative
Curriculum Writers

Instructional Data Teams
(IDT)

Building Administration
and Teaching Staff

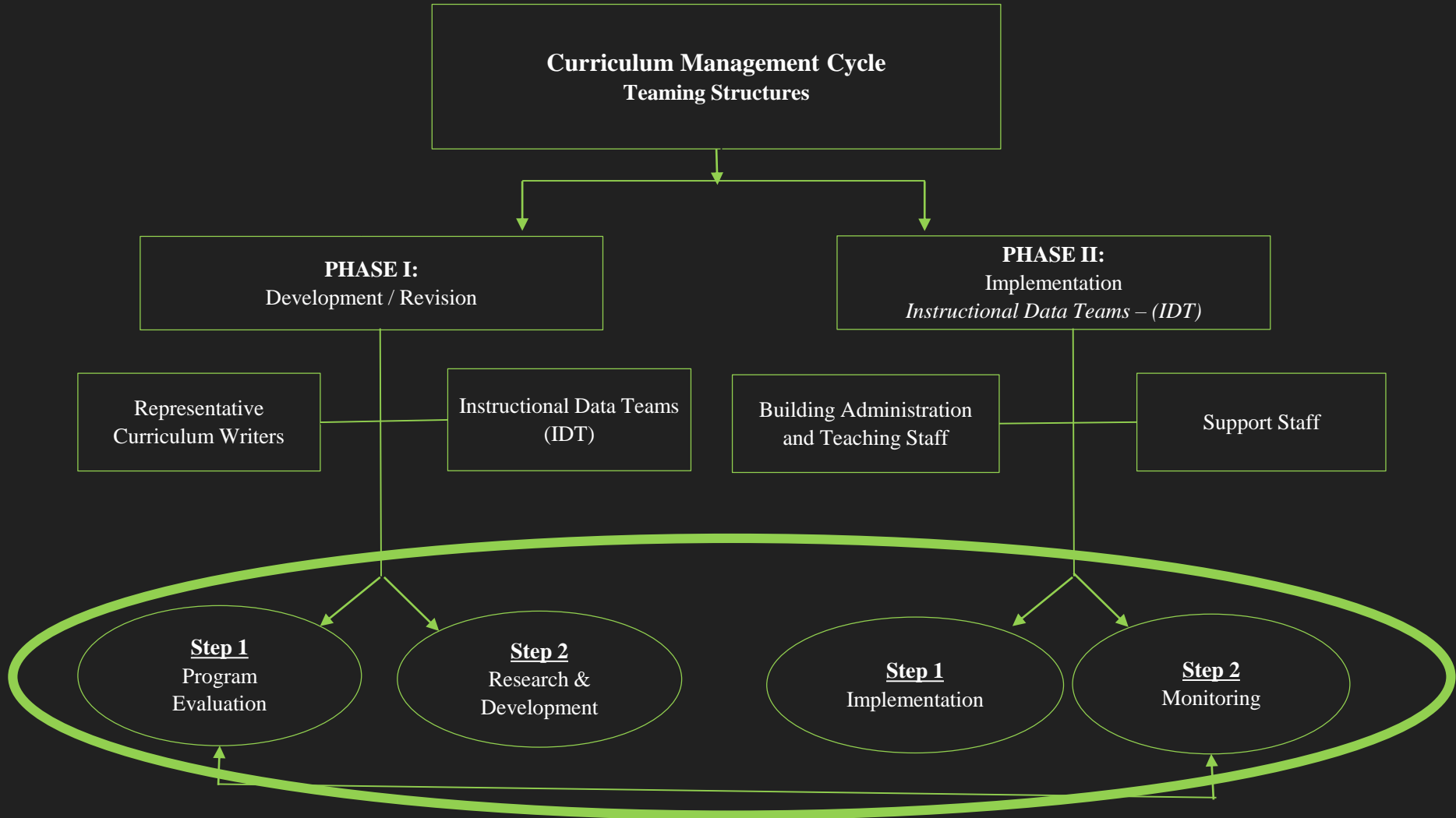
Support Staff

Step 1
Program
Evaluation

Step 2
Research &
Development

Step 1
Implementation

Step 2
Monitoring



Paradigm Shift

Past Practice vs. Present reality

| “The way we’ve always done it” | Strategic Planning |
|--|--|
| <ul style="list-style-type: none">● Planning in isolation (just by teacher, grade or school)<ul style="list-style-type: none">○ Limited # of “writers” | <ul style="list-style-type: none">● Participation by EVERY teacher<ul style="list-style-type: none">○ Curriculum Councils; Administrator Forums; Instructional Data Teams; Google○ Lateral and vertical articulation (intentionally structured) |
| | |
| | |
| | |

Curriculum Council Meetings: March 2016

| Date | Content Area | Setting | Time |
|------|-------------------|----------------------|------------|
| 3/1 | CTE | Wallace media center | 3:00-5:00 |
| 3/2 | HS Math | KHS | 2:30-4:30 |
| 3/2 | MS ELA | West Side | 3:00-5:00 |
| 3/3 | HS English | KHS | 3:00-5:00 |
| 3/3 | k-12 Art/Music | Wallace media center | 3:15-5:15 |
| 3/3 | Secondary Science | Wallace media center | 3:00-5:00 |
| 3/7 | Elementary ELA/SS | Gilmartin | 8:00-12:00 |
| 3/8 | HS Math | KHS | 2:30-4:30 |
| 3/8 | HS English | CHS media center | 3:00-5:00 |
| 3/8 | Social Studies | Wallace | 3:00-5:00 |
| 3/9 | MS ELA | Wallace media center | 3:00-5:00 |
| 3/9 | HS Math | KHS | 2:30-4:30 |
| 3/10 | Secondary Science | tbd | 3:00-5:00 |
| 3/14 | Social Studies | Wallace | 3:00-5:00 |
| 3/14 | k-12 Art | Wallace | 3:15-5:15 |
| 3/14 | HS English | Wilby | 3:00-5:00 |
| 3/16 | HS Math | KHS | 2:30-4:30 |
| 3/16 | MS ELA | Wallace media center | 3:00-5:00 |
| 3/16 | CTE | tbd | 3:00-5:00 |
| 3/21 | Elementary ELA/SS | Gilmartin | 11:00-2:00 |
| 3/22 | HS English | tbd | 3:00-5:00 |
| 3/23 | Secondary Science | Wallace | 3:00-5:00 |
| 3/23 | HS Math | KHS | 2:30-4:30 |

Paradigm Shift

Past Practice vs. Present reality

| “The way we’ve always done it” | Strategic Planning |
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| <ul style="list-style-type: none">● Planning in isolation (just by teacher, grade or school)<ul style="list-style-type: none">○ Limited # of “writers” | <ul style="list-style-type: none">● Participation by EVERY teacher<ul style="list-style-type: none">○ Curriculum Councils; Administrator Forums; Instructional Data Teams; Google○ Lateral and vertical articulation (intentionally structured) |
| <ul style="list-style-type: none">● Content-centric | <ul style="list-style-type: none">● Concept-driven; standards-based |
| <ul style="list-style-type: none">● Cursory knowledge and understanding of the SS Frameworks/C3/CT Core Standards | <ul style="list-style-type: none">● In-depth analysis |
| <ul style="list-style-type: none">● Personal opinion | <ul style="list-style-type: none">● Defined protocols (e.g. resource adoption criteria, etc.) |

Non-Negotiables

- Four Literacy Claims:
 - Reading, Writing, Speaking & Listening, Research
- C3 Dimensions:
 - History, Geography, Economics, Civics
- Core Content EQs (K-12)
- Consistent templates across subject areas/grade levels
 - Performance Assessments, Common Formative Assessments, and rubrics

Elementary Social Studies Content

Elementary Social Studies: Pre-CMC process?

Let the truth be told (shhhhh): up to teacher discretion

- Social Studies (as a content area): essentially, left up to individual teachers.
- Cursory integration: content area provided (e.g. Colonial America, Branches of Government, etc.) = NO guidance regarding implementation.
- Where do those grades come from related to social studies?

Secondary Social Studies Content

- Lack of consistency across district
- Professional Development
- Basic understanding of Framework/C3
- CFA/IDT time not utilized

Curriculum Development Process

- **Create course sequence K-12**
 - First 6-12, then backfill K-5

Social Studies K-12 Course Sequence

Grade K — ELA/SS: Me and My Community

Grade 1 — ELA/SS: Society and Ourselves

Grade 2 — ELA/SS: Making a Difference

Grade 3 — ELA/SS: Connecticut and Local History

Grade 4 — ELA/SS: United States Geography

Grade 5 — ELA/SS: The Development of a New Nation: Early Colonization to the American Revolution

Grade 6 — World Regional Studies: Eastern Hemisphere

- Middle East/North Africa
- Sub-Saharan Africa
- Eastern Asia/Sub-continental Asia
- Eastern Europe

Grade 7 — World Regional Studies: Western Hemisphere

- Western Europe
- South America
- Central America and the Caribbean

Grade 8 — US History I: Colonization to Civil War (1 credit)

Grade 9 — Modern World History: The Enlightenment to the Present (1 credit)

Grade 10 — Foundations of American Government (.5 credit - civics)

US History II: Reconstruction to Industrialization (.5 credit)

Grade 11 — US History III: The Gilded Age to the Present (1 credit)

Grade 12 — Electives

Curriculum Development Process

- Create course sequence K-12
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- Create core EQs that will work on continuum for K-12

Essential Questions Hierarchy

CORE EQs: Correspond with Smarter Balanced Claims

- How do we understand what we read?
- How do we write and present effectively?
- How do we speak effectively and listen critically?
- What are effective and accurate methods of research?

CORE CONTENT EQs: Correspond with Plot Structure and Academic Behaviors

(applies to both literary and informational texts)

- What shapes our identity?
- How are we influenced/affected by our setting?
- How can we address conflict?
- How do turning points shape our lives?
- How do we learn from our experiences?
- How is our learning a reflection of our actions?

Core Social Studies EQs:

Overarching: How do we prepare ourselves for our future?

- How can we make Waterbury a better place?
- How and why do people and places change over time?

History: How does understanding history shape our future?

- What motivates people to move to a new place or relocate?

Geography: How does geography impact how people live?

Economics: How do resources affect a region's culture and ability to be a part of the global community?

Civics: How can people participate in governing societies?

- What does it mean to be a responsible citizen?

UNIT EQs: specific to a unit of study

LESSON EQs: specific to a lesson or text

Broad and
Overarching



Specific and
Topical

Curriculum Development Process

- Create course sequence K-12
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- Create core EQs that will work on continuum for K-12
- Brainstorm C3/SS Framework - relentlessly!
 - Professional Development days
 - Content knowledge supported by secondary teachers

Compelling Questions: How did colonization affect and change the freedom of various groups?

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

- motivation of settlement/colonization (people move from Europe to America for 3Gs; Gold, Glory, and God: monetary value, economic gain; names going down in history, scientific (world flat); religious freedom, spread of Christianity)

*Save 5.2/ life of a child for later in the year when colonies are more developed.

HIST 5.2 Compare life in specific historical periods to life today.

- thematic scope to compare to today:
 - Life of a Child: school, work, play
 - Core topical EQ: How were the lives of children during colonial times similar to the lives of children today? (see supporting question in framework page 70)
- case study approach to Jamestown and Plymouth
 - Break down information on indigenous, colonists, women, religious groups and then we can decide what to include

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

*Mattatuck Museum/ Noah Webster have kits for classrooms: artifacts, games, dances, NW sends a teacher with title 1

- Mayflower Compact
- Fundamental Orders of Connecticut
- Jamestown Charter
- Paintings
- newspapers
- letters
- other charters
- Ship manifests? if available
- Virginia House of Burgesses / parliamentary procedures
- Charters of the towns of New England
- slave graveyard in NYC: part of economics and daily life
- Dutch charter for NY
- Dutch east india corp.

How did colonization affect and change the freedom of various groups?

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- Consolidate content into unit maps

| Overarching | Unit 1: Structure and Function of American Government | Unit 2: Civic Engagement and Responsibility | Unit 3: Reconstruction to Westward Expansion | Unit 4: Immigration and Industrialization |
|--|--|---|---|--|
| <p>Civics</p> <p>How can people participate in governing societies?</p> <p>and</p> <p>What does it mean to be a responsible citizen?</p> | <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>EQ: What is the purpose of government?</p> <ul style="list-style-type: none"> ○ Protection/Security/Economic Growth ○ Different forms and roles of government ○ What are the four main types of economic systems? <ul style="list-style-type: none"> ■ Command ■ Market ■ Mixed ■ Traditional <p>TQ: How does state and national government differ?</p> <ul style="list-style-type: none"> ● How does federalism provide for a separation of power between the states and national government? | <p>CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.</p> <ul style="list-style-type: none"> ● How has the role of the citizen in the United States changed over time? <ul style="list-style-type: none"> ○ 17th Amendment (direct election of Senators) ○ 13th (end slavery) and 19th (woman’s right to vote) Amendments <ul style="list-style-type: none"> ■ Poll taxes ■ Literacy Tests ■ Intimidation ○ More citizens becoming involved in government | <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>EQ: Have amendments to the U.S. Constitution advance the common good since the 1870s?</p> <p>•TQ: What types of factors, situations, or conditions promote the “common good”?</p> <ul style="list-style-type: none"> ● How did the freedmen’s bureau promote the growth of rights for newly freed slaves? ● Booker T Washington vs. W.E.B Du Bois ● NAACP <p>CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights</p> <p>EQ: Which amendments have been added to the U.S. Constitution since the 1870s?</p> | <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>EQ: Was America a land of opportunity for immigrant groups that came to the United States from the 1870s to World War I?</p> <ul style="list-style-type: none"> • What is meant by “land of opportunity”? <ul style="list-style-type: none"> -American Dream • Why did different groups of people from Europe, Asia, and Latin America immigrate to America during the late 1800s and early 1900s? <ul style="list-style-type: none"> <u>Push and Pull Factors</u> • What types of economic opportunities were available to these immigrants? <ul style="list-style-type: none"> <u>Factories/Sweatshops</u> <ul style="list-style-type: none"> ● Triangle Shirtwaist Factory Fire ● Government regulation ● <u>The Jungle</u> by Upton |

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- Consolidate content into unit maps
- Unit Mapping: associate all questions and content with each standard broken into units.

Geographic Representations: Spatial Views of the World

GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

Compelling Question:

- What is modernization and globalization? Are they connected? Unit ____

Content Needed:

ADD TO OR CHANGE- Supporting Questions:

- How do geographic representations help illustrate the modern world? Unit ____

Content needed:

- How does your global address determine perspective of modernization? Unit ____

Content needed:

- Has globalization affected perspective? Unit ____

Content needed:

- Is modernization advancement? Unit ____

Content needed:

Additional Supporting Questions with content associated:

Question:

Content:

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- EQs associated with standards in unit map (this is where we are)

Social Studies

motivation of settlement/colonization (people move from Europe to America for 3Gs: Gold, Glory, and God: monetary value, economic gain; names going down in history, scientific (world flat); religious freedom, spread of Christianity

People migrate to different places in search of a better life.

People adapt to new environments.

History: How does understanding history shape our future?

Core EQ: What motivates people to move to a new place or relocate?

- What motivated the pilgrims to relocate?
- What motivated the people of Jamestown to relocate?
- Why did the indigenous people to move from their native land?
- What motivates your family to move to a new place? relocate?
- What are the three G's?
- What does Glory mean during colonial times?
- What does Gold mean during the colonial times?
- What religious reasons led the pilgrims to move to the new world?
- How do people establish themselves when they move to a new place?
- How do people adapt to new environments?

Economics: How do resources affect a region's culture and ability to be a part of the global community?

- How do we protect & share the resources we need and want?
- Why was America seen as a land of economic opportunity by the colonists?
- What were the economic reasons for the settlement of the American colonies?

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- Next steps: expectations for student learning defined by CCS - text sets (and vocabulary) - assessment (CFA/PA) and rubrics - Elementary Council vetting process.

Questions?

