

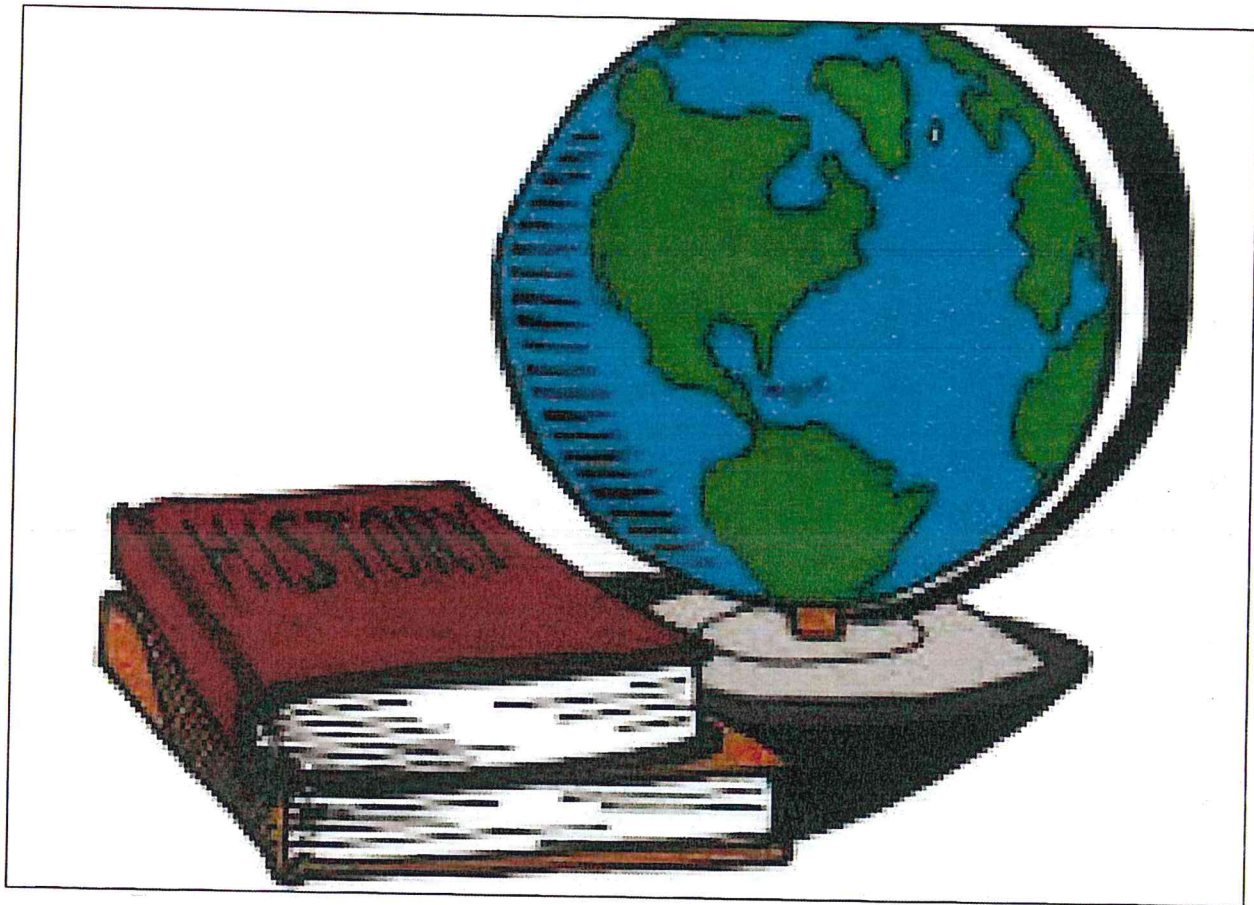
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# Social Studies at Whisconier

Presentation to the Brookfield CAPE Committee and Board of  
Education

February 27, 2018

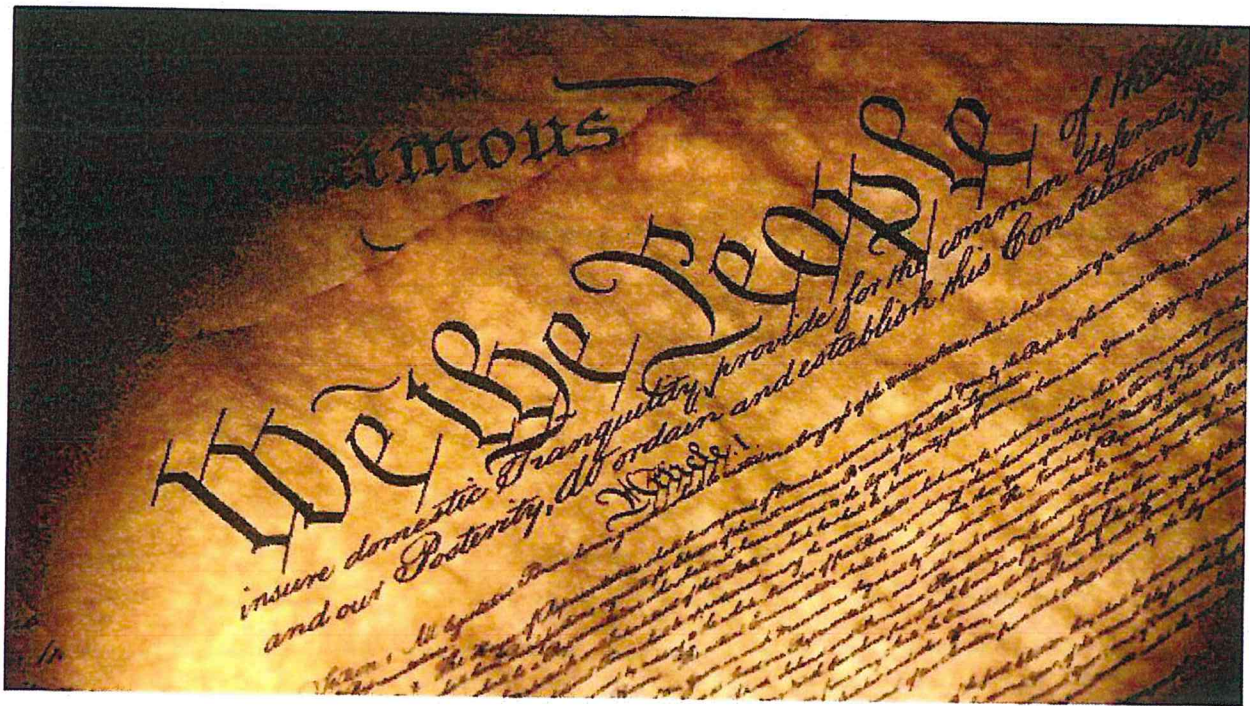
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## WMS Social Studies Team:

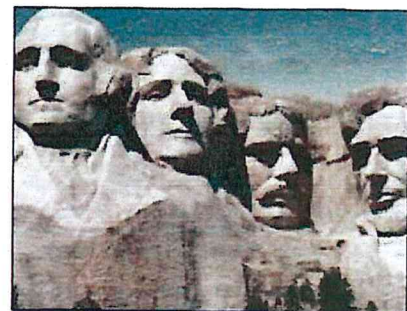
Mrs. Jessica Garthwait      Mr. Jason Milde      Mrs. Aggie Burns  
Mr. Deane Renda, Principal





## Introduction

*"Civic engagement is one of the most essential tasks of social studies education. It is critically important that students at the elementary school, middle school, and high school levels learn more about government at the national, state, and local levels. It is also important that students learn about their responsibilities as global citizens. It is equally important that students have the opportunity to 'take informed action.' Students should not just learn about government; they should be encouraged to participate in democratic processes. Taking part in student government, model congresses, service projects, and classroom simulations are all ways that allow students to participate in civil society and not just to learn about how civil society works. It is possible, even at the elementary school level, for students to 'make a difference' in society." Connecticut Elementary and Secondary Social Studies Frameworks p. 4.*





## The Inquiry Arc and Instructional Shifts of the Frameworks

The *College, Career, & Civic Life C3 Framework for Social Studies State Standards* has been constructed in such a way that insures all students will have multiple opportunities to become informed citizens making decisions that will be in the best interest of our state, country, and world. At Whisconier, the social studies staff has carefully considered the Inquiry Arc and Instructional Shifts of the Frameworks in putting together a Proposed Scope and Sequence for grades five through eight. In addition, working in tandem with colleagues at both HHES and BHS has been constructive in creating a district vision that considers how to bridge learning between buildings, is developmentally appropriate, and maintains the recommended C3 Discipline of Focus and Content Study. Although the Content Study differs slightly in its order from the suggested sequence, all topics are covered in the four middle school grades. The rationale for making the changes allows students to expand their global understanding from the elementary grades in a logical sequence and acknowledges the complexities of the founding documents to be shared at a time when students will be in a better position to understand, apply, and appreciate them. This progression also provides a strong foundation for the work done at the high school level in both American history and world history.

### C3 Framework Organization

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		

### Addressing Student Learning Needs in Alignment with the BPS Strategic Coherence Plan

According to E.D. Hirsch, Jr., "A lack of knowledge, both civic and general, is the most significant deficit in most American students' education." (*American Educator*, Winter 2009-2010, p.7). If we receive approval for our proposed scope and sequence, we will be able to provide background knowledge, academic vocabulary, literacy skills in reading and writing listening and speaking, and content knowledge in the social studies. Students will be able to transfer their learning between disciplines and strengthen their abilities in these areas.

However, we realize that we can't stop here. Our Brookfield Strategic Coherence Plan recognizes that "Content knowledge is no longer enough to ensure student success- there is a growing



consensus that a definable set of skills is needed for all students to help them prepare for the challenges they will face... This Strategic Coherence Planning process was designed to determine and ensure that Brookfield Public Schools graduates develop the skills (critical and creative thinking, problem solving, effectively communicating, and collaborating) and the content knowledge they need to succeed- regardless of their future path of choice." p. 3

In developing our proposed scope and sequence, the team has also sought to include the Habits of Mind identified by Art Costa and Bena Kallick. These "dispositions" are preparing students for complex problems that they will face here at WMS, in high school, and beyond. Particular attention is given to the following: Questioning and Posing Problems, Persisting, Applying Past Knowledge to New Situations, Listening with Understanding and Empathy, and Thinking and Communicating with Clarity and Precision.



It is our hope to move forward with our work in social studies. Our students will benefit from the curriculum work that will be done in Rubicon Atlas that enable teachers to access all materials, instructional strategies, technology resources, and assessments. This software platform allows for greater fidelity and collaboration within social studies and between the content areas.

## Proposed Scope and Sequence for WMS

<i>Grade Level</i>	<i>Current</i>	<i>Proposed</i>
5	<p><b>Discovery &amp; Colonization of the New World</b></p> <ul style="list-style-type: none"> <li>○ Overview: Western Europe, Eastern United States</li> <li>○ Topics Addressed:                             <ul style="list-style-type: none"> <li>▪ Geography/ Mapping Skills</li> <li>▪ European Explorers</li> <li>▪ Colonial America</li> </ul> </li> </ul>	<p><b>World History I</b></p> <ul style="list-style-type: none"> <li>○ Overview: Eastern Europe &amp; Western Europe</li> <li>○ Modern world/geography with ancient tieback.</li> <li>○ Skills Addressed:                             <ul style="list-style-type: none"> <li>▪ Inquiry</li> <li>▪ Evidence Research</li> </ul> </li> <li>○ Topics To Address:                             <ul style="list-style-type: none"> <li>▪ Greece</li> <li>▪ Rome</li> <li>▪ England</li> <li>▪ Explorers/Geography &amp; Mapping Skills</li> </ul> </li> </ul>
6	<p><b>World History II</b></p> <ul style="list-style-type: none"> <li>○ Overview: The East and Africa                             <ul style="list-style-type: none"> <li>▪ Africa</li> <li>▪ China</li> <li>▪ India</li> <li>▪ Middle East</li> </ul> </li> </ul>	<p><b>World History II</b></p> <ul style="list-style-type: none"> <li>○ Overview: The East and Africa</li> <li>○ Modern world/geography with an ancient tieback                             <ul style="list-style-type: none"> <li>▪ Inquiry, evidence research &amp; informed action</li> </ul> </li> <li>○ Africa, China, India &amp; Middle East</li> </ul>
7	<p><b>US History I</b></p> <ul style="list-style-type: none"> <li>○ Overview: US History                             <ul style="list-style-type: none"> <li>▪ Revolutionary War to Andrew Jackson</li> </ul> </li> </ul>	<p><b>US History I</b></p> <ul style="list-style-type: none"> <li>○ Overview: US History                             <ul style="list-style-type: none"> <li>▪ Inquiry, evidence research &amp; informed action</li> </ul> </li> <li>○ Include early colonies background &amp; French and Indian War</li> </ul>
8	<p><b>US History II</b></p> <ul style="list-style-type: none"> <li>○ Overview: US History                             <ul style="list-style-type: none"> <li>▪ Continue with Westward Expansion - WWI</li> </ul> </li> </ul>	<p><b>US History II</b></p> <ul style="list-style-type: none"> <li>○ Overview: US History                             <ul style="list-style-type: none"> <li>▪ Inquiry, evidence research &amp; informed action</li> <li>▪ Same as current plan</li> </ul> </li> </ul>