



CONNECTICUT SOCIAL STUDIES FRAMEWORK

AN ARC TO INQUIRY AND ENGAGEMENT

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OUR COMPELLING QUESTIONS

HOW CAN WE PREPARE OUR LEARNERS FOR THE FUTURE?



HOW CAN WE DESIGN RELEVANT AND ENGAGING SOCIAL STUDIES LEARNING EXPERIENCES?

OUR AGENDA

- **Examine the new frameworks for application in my school setting.**
- **Consider possible curriculum design options for both grade level and vertical planning.**
- **Cull together resources both virtual and on-site to support our work.**
- **Develop expertise for integrating the new literacies: digital, media, and global.**
- **Draft a PD plan for bringing our work back to my setting.**

ME AND MY COMMUNITY

SOCIETY AND OURSELVES

MAKING A DIFFERENCE

CONNECTICUT AND LOCAL HISTORY

UNITED STATES GEOGRAPHY

Connecticut Elementary and Secondary Social Studies Frameworks

EARLY UNITED STATES HISTORY

WORLD REGIONAL STUDIES

UNITED STATES HISTORY

CIVICS AND GOVERNMENT

MODERN WORLD HISTORY

CONNECTICUT STATE DEPARTMENT OF EDUCATION



FRAMEWORK FEATURES



Translate the layout and language
of the Frameworks
into curriculum design
plans K-12.



Three Curriculum Views

- Academic year mapping layout: Scope and sequence of units
- Curriculum unit maps with common template
- Vertical articulation K-12

[Collaboration](#)

Description

Unit Calendar

Curriculum Map

New Unit:

Name:

From:

To:

Week 1

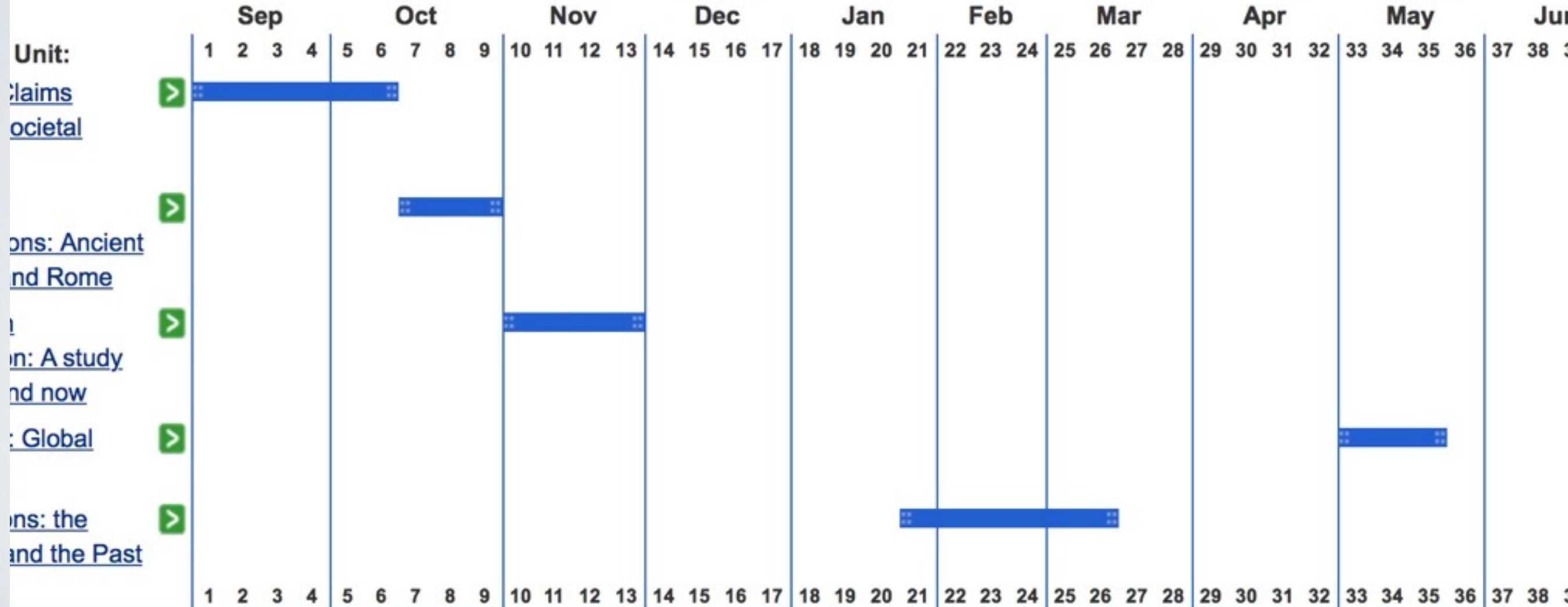
Week 1

Save

Copy Unit

Auto Sort

Recycle Bin



Connecticut Social Studies DRAFT– Unit Map Template

Subject/ Course

Grade Level:

School/ Teacher:



UNIT TITLE (Theme, Topic, Issue, Problem, Case Study)

OVERVIEW – Purposes and Outcomes

Big Ideas:

Compelling Questions:

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--|-------------------------------|---------------------|----------------------------|----------------------------------|---------------------------------------|--|
| Rules | Democracy | Elements of Culture | Communities | Hawaii's Unique Characteristics | Exploration, Migration and Settlement | Early Civilizations |
| Celebrations and Historical Events | Historical Events and Maps | Neighborhoods | Geography Themes | Hawaiian Culture and Society | Colonial Life | Cultural Dynamics Change and Continuity |
| Geographic Language and Representation | Similarities and Differences | Economic Principals | Democracy | Migration and Cultural Diversity | Conflict (Causes and Effects) | Global Exchanges |
| Economics- Wants and Needs | Economics- Goods and Services | Government | Economics- Decision Making | Human Impact | Making of a Nation | Impact on Western Civilization |

Preparing America's students for success.



Learn why the Common Core is important for your child

- WHAT PARENTS SHOULD KNOW
- MYTHS VS. FACTS



Explore the Common Core

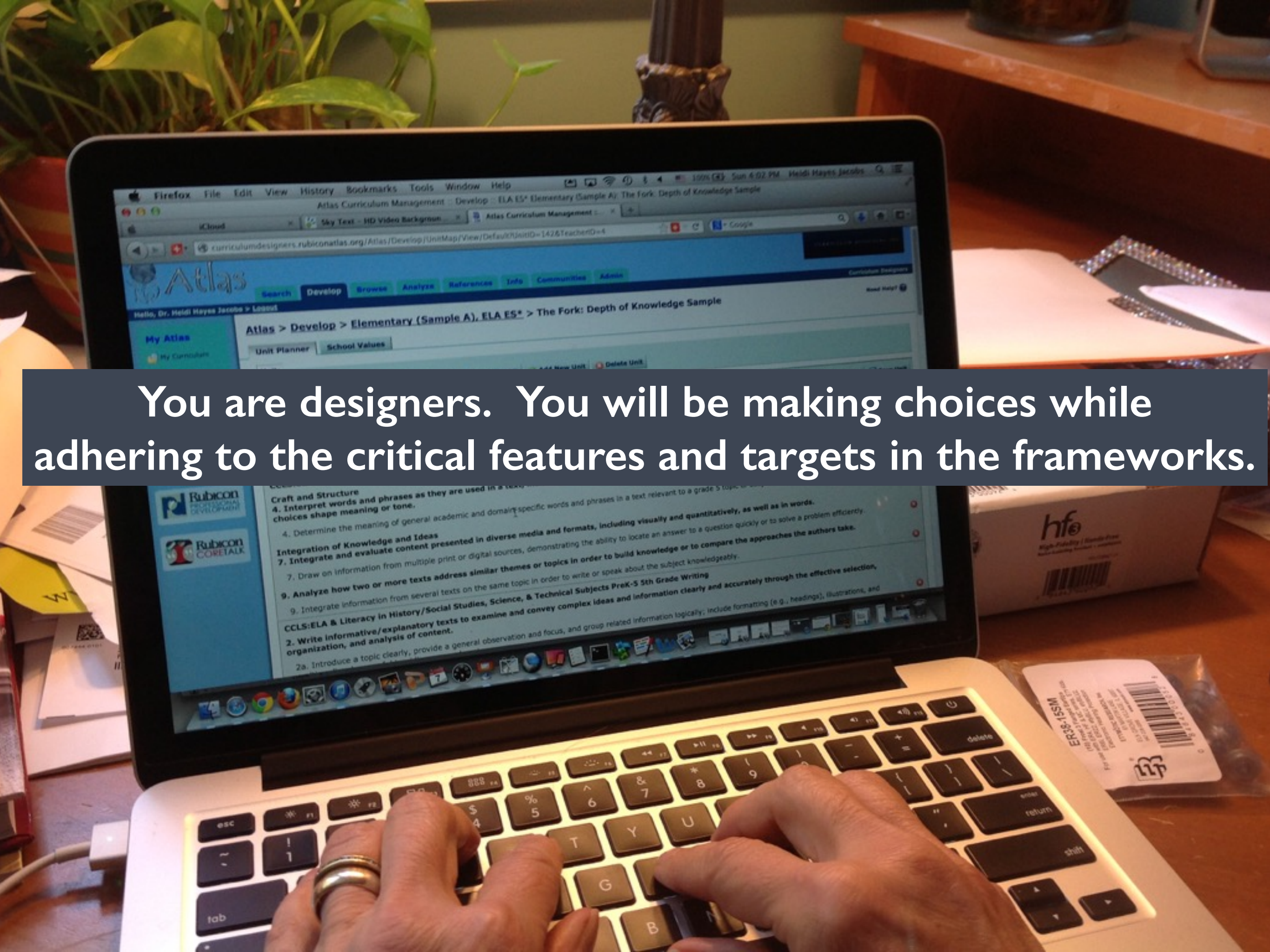
- READ THE STANDARDS
- RESOURCES



Understand how the Common Core was created

- PROCESS
- FREQUENTLY ASKED QUESTIONS

Vertical Scaffolding



You are designers. You will be making choices while adhering to the critical features and targets in the frameworks.

Rubicon
Professional Development

Rubicon
CORETALK

Craft and Structure
4. Interpret words and phrases as they are used in a text; analyze their choices shape meaning or tone.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5 5th Grade Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and

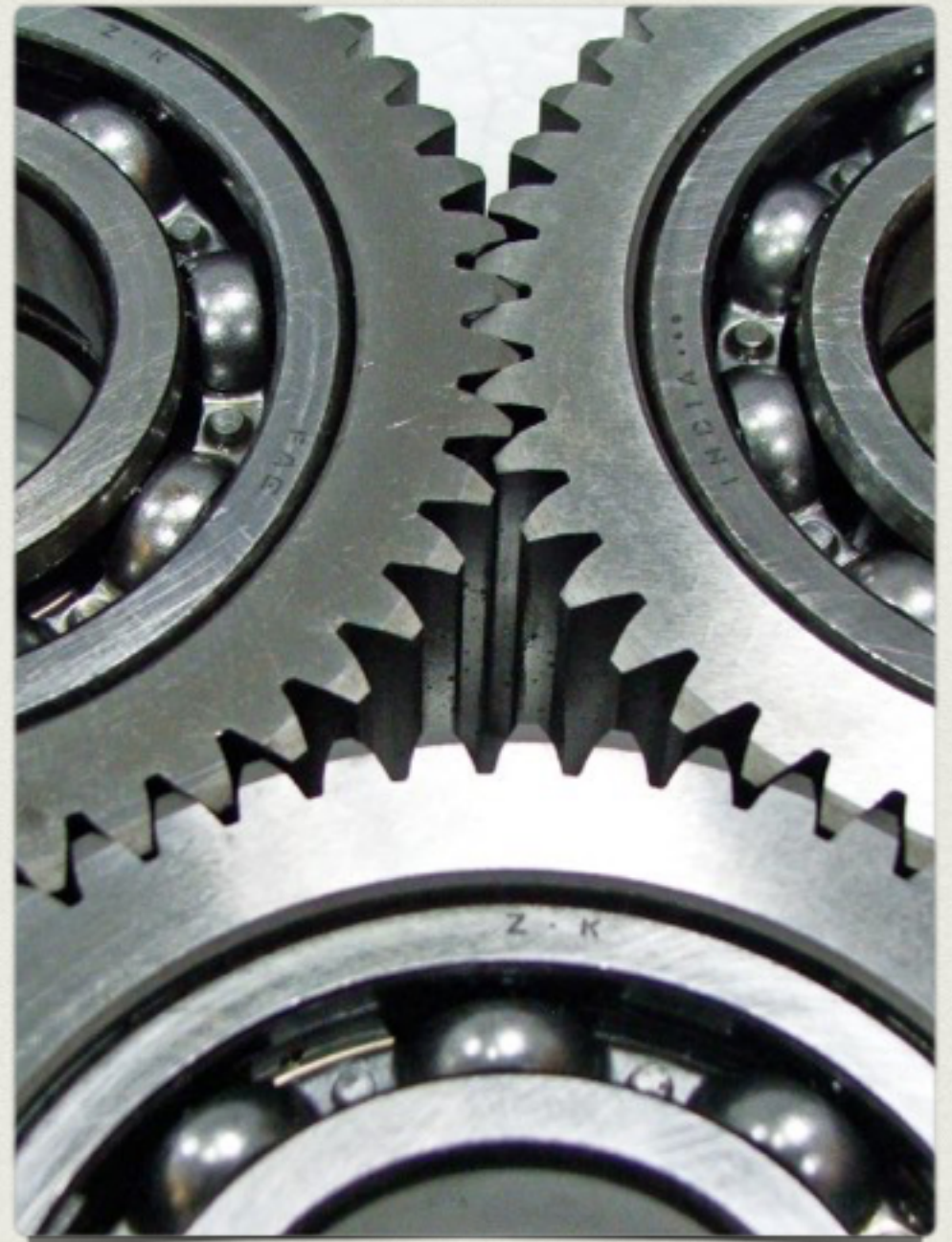


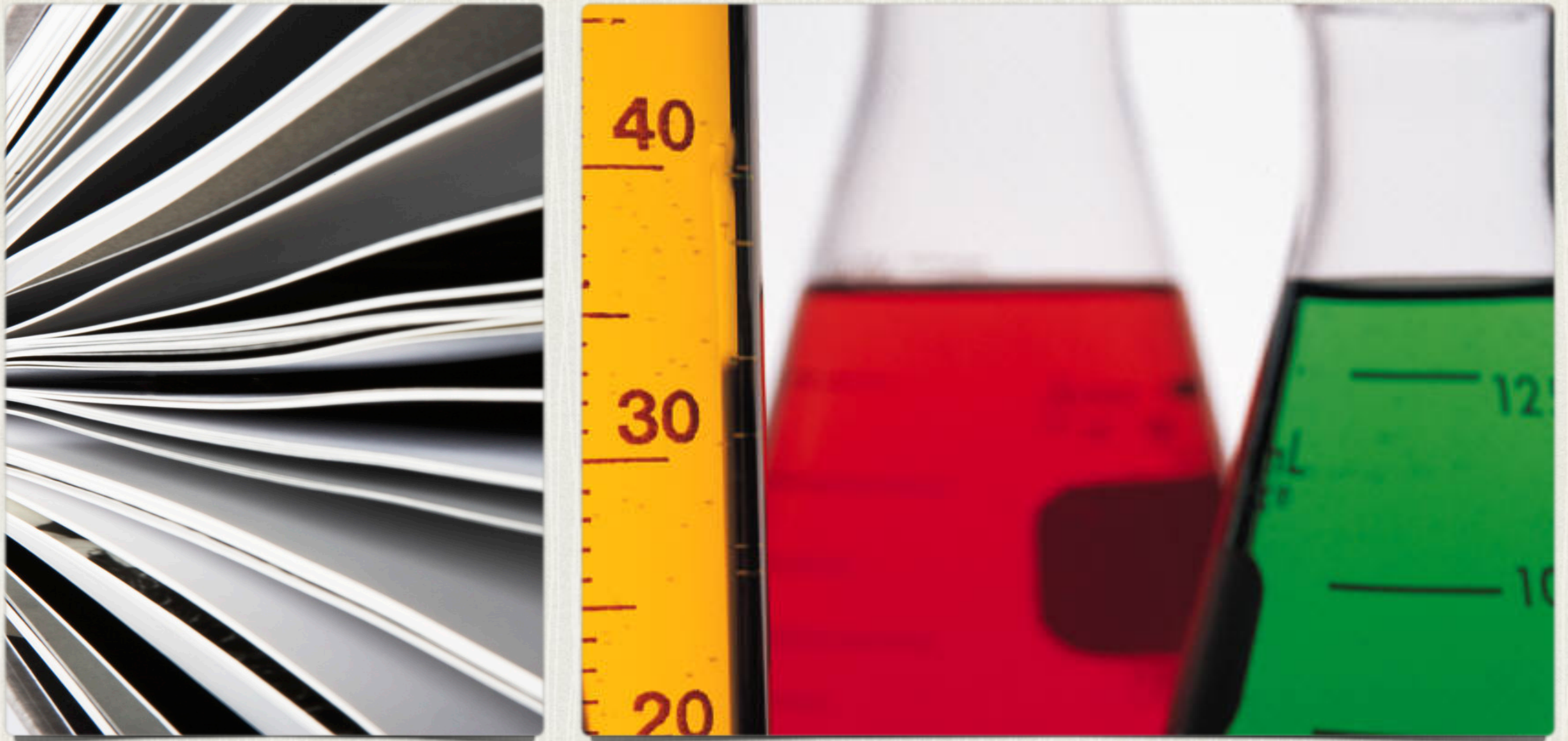
FRAMEWORK FEATURES AND CURRICULUM POSSIBILITIES

How familiar is your faculty team and leadership with the terms and structure of the frameworks?

CLASSICAL ELEMENTS IN A

- Big Ideas
- Essential Questions
- Content
- Skills
- Assessment





CONTENT

The subject matter itself: key concepts, facts, events

CONTENT: FIVE GENRE

Topics: Subject matter groupings emphasis on information and background

Themes: Conceptual emphasis that ties together information and background; frequently interdisciplinary in nature.

Problems: Focus on addressing a problem with the goal of a solution; information serves the inquiry.

Issues: Examining a point of controversy to consider points of view; perspectives; and consequences.

Case Studies: A specific situation or text where considering the granular can shed light on other situations.

Grade 2:

Patterns and causes of population development in Connecticut towns and cities

Using Evidence to Learn About the Past



TASK

Choose one of the recommended themes or content topics on a grade level.

Brainstorm as to two alternative approaches as a revised unit title.





Dimension 1: Developing questions and planning inquiry

Dimension 2: Applying disciplinary concepts and tools

Dimension 3: Evaluating sources and using evidence

Dimension 4: Communicating conclusions and taking informed action

TASK

Using your draft unit focus, select one competency from each dimension that aligns to your unit focus.



Make these entries in the template or in your notes.

COMPELLING QUESTIONS



Relationship to essential question.

Connected to big idea/ concept/ content/ inquiry arc.

Clarification of the role of supportive questions.

TASK

Using the examples from the frameworks, select one compelling question.

Enter it onto your template or into your notes for the draft unit.

Enter at least one supportive question



ON MAPS, ASSESSMENTS ARE THE MAJOR PRODUCTS AND PERFORMANCES:

- Assessment is the demonstration of learning
- Assessment is the observable evidence of the STANDARD/ learning target.
- They must be entered as defined discrete nouns:
 - Tangible Products
 - Observable Performances



Assessment: Action and Inquiry Products and Performances



TASK

Enter a possible formative or summative assessment on your unit draft.

Align the assessment to the elements:

Compelling Question, Content and Inquiry Arc





Hide not your talents, they were for use made.
What's a sundial in the shade?
Benjamin Franklin

Encourage risk-taking, action, communication, and audience awareness in our assessment designs.

CLASSICAL ELEMENTS TRANSLATE TO FRAMEWORKS

- Big Ideas =
- Essential Questions =
- Content =
- Skills =
- Assessment =
- *Concepts*
- *Compelling Questions*
- *Content/Themes*
- *4 Dimensions*
- *Assessment*