

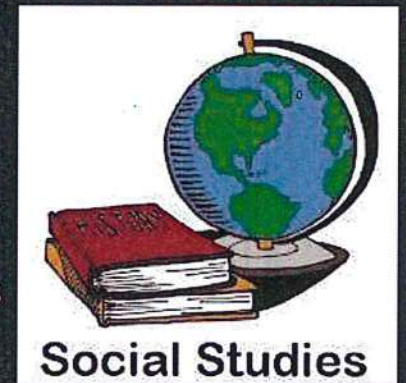
# Social Studies at Whisconier:

## A Presentation to the CAPE Committee

***“Civic engagement is one of the most  
essential tasks of social studies  
education.”***

*Connecticut Elementary and Secondary Social  
Studies Frameworks p. 4.*

For Presentation at the March 21, 2018  
Board of Education Meeting





## Background Information

- In 2011-2012, World Language was added to the 5th grade courses offered at Whisconier.
- 5th and 6th grade had social studies on alternating days.
- Social studies and Spanish worked together to provide students with learning that addressed historical and cultural concepts.
- This year, social studies is a full year course.
- Background knowledge, vocabulary, and key concepts were more thoroughly covered
- Spanish has pushed in to social studies every other day and is also a UNAH rotation for all students.

# 5th Grade Scope & Sequence

## Current:

### Discovery & Colonization of the New World

- Overview: Western Europe, Eastern U.S.
- Topics Addressed:
  - Geography/Mapping Skills
  - European Explorers
  - Colonial America

## Proposed:

### World History I

- Overview: Eastern Europe & Western Europe
- Modern world/geography with ancient tieback.
- Skills Addressed:
  - Inquiry
  - Evidence Research
- Topics To Address:
  - Greece
  - Rome
  - England
  - Explorers/Geography & Mapping Skills



# Current Scope & Sequence

- **6th -- World History II**
  - Overview: The East and Africa
    - Africa
    - China
    - India
    - Middle East
- **7th -- US History I**
  - Overview: US History I
    - Revolutionary War - Andrew Jackson
- **8th -- US History II**
  - Overview: US History II
    - Continue with Westward Expansion - WWI
- **Spanish Classes (5-8)**
  - Teach language through the lens of the following cultural, historical and geographic topics.
  - 5th Grade & 6th grade:
    - UNAH: General Spanish language culture
  - 7th & 8th Grade:
    - General Spanish language culture



# Proposed Scope & Sequence

- **6th -- World History II**
  - Overview: The East and Africa
  - Modern world/geography with an ancient tieback.
    - Inquiry, evidence research & informed action
  - Africa, China, India & Middle East
- **7th -- US History I**
  - Overview: US History I
    - Inquiry, evidence research & informed action
  - **Include early colonies background & French and Indian War**
- **8th -- US History II**
  - Overview: US History II
    - Inquiry, evidence research & informed action
    - Same as current plan
- **Spanish Classes (5-8)**
  - Teach language through the lens of cultural, historical & geographical topics.
  - 5th Grade and 6th grade:
    - UNAH: Central America/Mexico
  - 7th and 8th Grade:
    - South America/West Indies

# Rigor of Social Studies Standards Over Time

- Set developmentally appropriate expectations/focus on development and use of higher order thinking over time.
- American History at WMS focuses on the 18th and 19th centuries; BHS reviews 18th/19th century and continues into the 20th century .

<p><b>D2.His.12.K-2.</b> Generate questions about a particular historical source as it relates to a particular historical event or development.</p>	<p><b>D2.His.12.3-5.</b> Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>	<p><b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p><b>D2.His.12.9-12.</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<p><b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.</p>	<p><b>D2.His.1.3-5.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.</p>	<p><b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.</p>	<p><b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>
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## Example From 6th Grade

- **Question Formulation Technique (QFT)**

- Child labor image
  - Emphasis on open vs. closed questions
  - How/why questions are key

- **Child Labor Cafe Style Project**

- Move in groups to different tables and view videos of children suffering from child labor
- Take notes on the videos and various articles→ emphasis on chocolate industry
- Complete project by writing an argumentative essay (value of “Fair Trade Chocolate”)
  - Should a chocolate company sell chocolate candy when child laborers have played an instrumental role in the process? (Cite evidence from texts and videos)

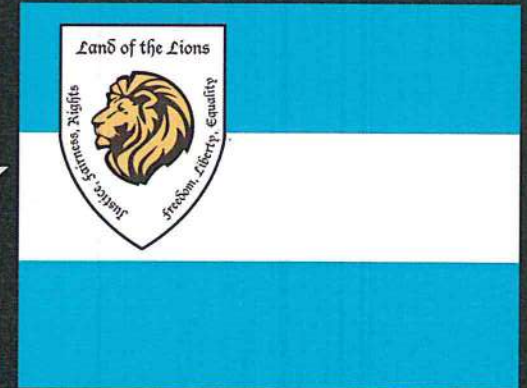
- **Standards**

- INQ 6–8.6: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.WHST.6-8.7: Integrate visual information with other information in print and digital texts.
- C3 - Incorporation of inquiry, evidence research, and informed action.



## Example From 7th Grade

Land of The Lions flag -- a micronation made by former students



### 7th - Building Our Own Micronation

- EX CCSS - RH.6-8.3 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- EX C3 - Incorporation of inquiry, evidence research and informed action.
- Topics - The founding of United States of America.
- Discussions - Background knowledge of how US started (Rev War) and created (laws, processes, documents, etc) our nation.
- Understanding how a nation functions (independence, elections, foreign relationships, etc).
- Study and use of primary sources and historical topics to understand and create our own micronation (ex: Declaration of Independence, Laws, Symbols, etc).





Questions?

Thank you!

*We believe that our proposed scope and sequence will teach the skills and habits of mind needed, through the aforementioned content, to help students navigate those topics as well as other subjects and subject areas in their futures.*