

PRESTON PUBLIC SCHOOLS

Social Studies Curriculum

Kindergarten through 8th Grade

MISSION STATEMENT: Preston's Social Studies Curriculum is based on the Connecticut Elementary and Secondary Social Studies Frameworks (February 2015) which are aligned with the national social studies framework, The College, Career, and Civic Life (C3) Framework as well as the Common Core State Standards (CCSS). The C3 Framework articulates four social studies disciplines—civics, economics, geography, and history—and operates according to six guiding principles:

- Social studies prepares the nation's young people for success in college and career, as well as informed, engaged participation in civic life;
- Inquiry is at the heart of social studies instruction;
- Social studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities;
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies instructors should emphasize skills and practices that prepare students for informed and engaged participation in civic life;
- Social studies education has direct and explicit connections to the Common Core State Standards for English/language arts and literacy and history/social studies;
- The C3 framework informs the process by which states and school districts develop social studies standards.

Connections to specific CCSS standards are noted with the social studies standards for each grade level.

The inquiry process established by the C3 Framework includes four separate dimensions:

- 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.

The following guidance for teachers in implementing these standards comes from the Connecticut Frameworks (referenced as Instructional Shifts):

- Inquiry should be a primary form of instruction in all social studies classes;
- Student (and teachers) should craft investigative questions that matter;
- Teachers should establish a collaborative context to support student inquiry;
- Teachers should integrate content and skills meaningfully;
- Teachers should help students articulate disciplinary literacy practices and outcomes (i.e., thinking/reading/writing/speaking like a historian/geographer/economist);
- Teachers should provide, and help students develop, tangible opportunities to take informed action.

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Approved by Preston Board of Education on .

TABLE OF CONTENTS

Content Standards	Page Number
Kindergarten	
Dimension 1: Developing Questions and Planning Inquiry	4
Dimension 2: Applying Disciplinary Concepts and Tools	4
Dimension 3: Evaluating Sources and Using Evidence	8
Dimension 4: Communicating Conclusions and Taking Informed Action	8
Themes and Content	9
Instruction and Assessment	10
First Grade	
Dimension 1: Developing Questions and Planning Inquiry	11
Dimension 2: Applying Disciplinary Concepts and Tools	11
Dimension 3: Evaluating Sources and Using Evidence	16
Dimension 4: Communicating Conclusions and Taking Informed Action	16
Themes and Content	17
Instruction and Assessment	19
Second Grade	
Dimension 1: Developing Questions and Planning Inquiry	20
Dimension 2: Applying Disciplinary Concepts and Tools	20
Dimension 3: Evaluating Sources and Using Evidence	26
Dimension 4: Communicating Conclusions and Taking Informed Action	26
Themes and Content	27
Instruction and Assessment	29
Third Grade	
Dimension 1: Developing Questions and Planning Inquiry	30
Dimension 2: Applying Disciplinary Concepts and Tools	30
Dimension 3: Evaluating Sources and Using Evidence	38
Dimension 4: Communicating Conclusions and Taking Informed Action	38
Themes and Content	40
Instruction and Assessment	42
Fourth Grade	
Dimension 1: Developing Questions and Planning Inquiry	43
Dimension 2: Applying Disciplinary Concepts and Tools	43
Dimension 3: Evaluating Sources and Using Evidence	48
Dimension 4: Communicating Conclusions and Taking Informed Action	48

Themes and Content	49
Instruction and Assessment	52
Fifth Grade	
Dimension 1: Developing Questions and Planning Inquiry	53
Dimension 2: Applying Disciplinary Concepts and Tools	53
Dimension 3: Evaluating Sources and Using Evidence	60
Dimension 4: Communicating Conclusions and Taking Informed Action	60
Themes and Content	61
Instruction and Assessment	64
Sixth Grade	
Dimension 1: Developing Questions and Planning Inquiry	65
Dimension 2: Applying Disciplinary Concepts and Tools	65
Dimension 3: Evaluating Sources and Using Evidence	71
Dimension 4: Communicating Conclusions and Taking Informed Action	71
Themes and Content	73
Instruction and Assessment	75
Seventh Grade	
Dimension 1: Developing Questions and Planning Inquiry	76
Dimension 2: Applying Disciplinary Concepts and Tools	76
Dimension 3: Evaluating Sources and Using Evidence	82
Dimension 4: Communicating Conclusions and Taking Informed Action	82
Themes and Content	84
Instruction and Assessment	86
Eighth Grade	
Dimension 1: Developing Questions and Planning Inquiry	87
Dimension 2: Applying Disciplinary Concepts and Tools	87
Dimension 3: Evaluating Sources and Using Evidence	96
Dimension 4: Communicating Conclusions and Taking Informed Action	96
Themes and Content	98
Instruction and Assessment	101