



Social Studies Curriculum Review Committee

K-5 Overview

June 9, 2015

The K-5 Social Studies Program will allow students to...



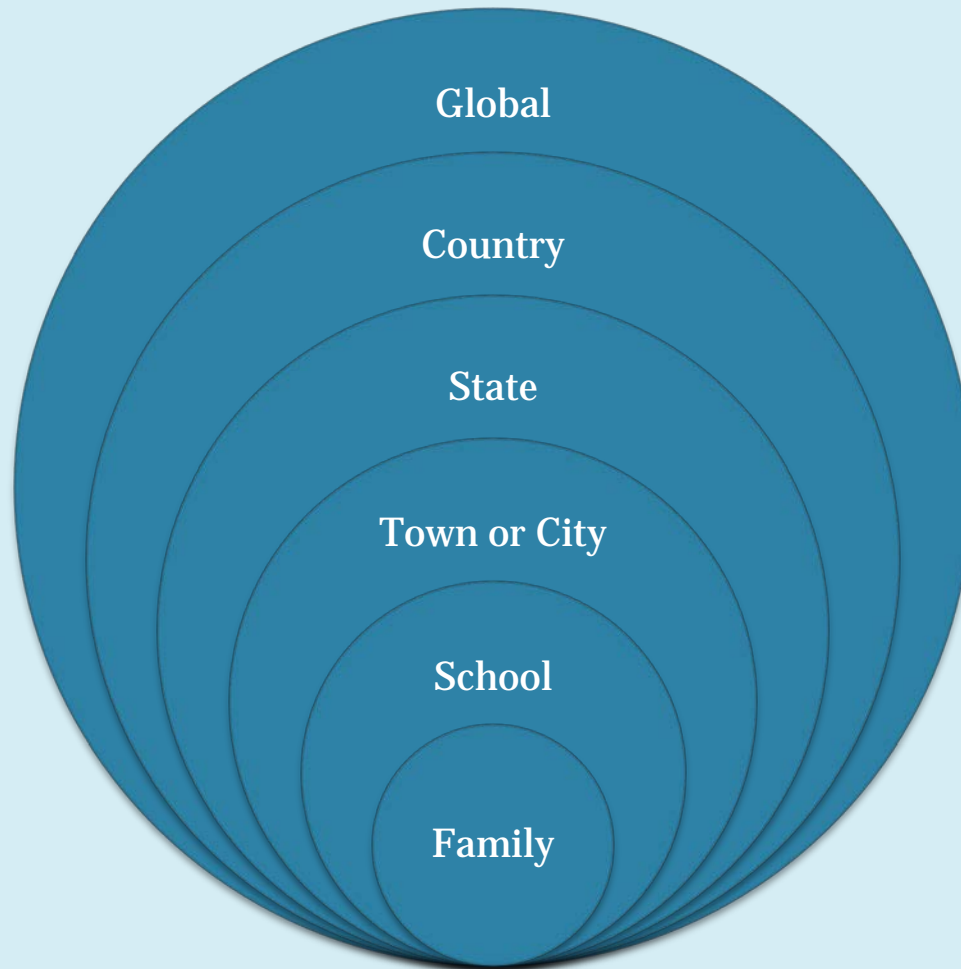
- Understand major events and trends that have shaped the modern world
- Connect the past with the present and gain insights into people and places in the world
- Use a wide variety of technologies and emphasize the importance of gathering, analyzing and evaluating evidence and information
- Discover their own authentic voice, learn to think independently, work collaboratively, and communicate their ideas effectively (from Social Studies Mission Statement)

Overview of Social Studies Review Committee, K-5



- Year One: 2011-2012: K-12 Research and K-5 Staff Survey
- Year Two: 2012-13 Standards-Based Report Card
- Year Three: 2013-14 New Units at K, 1, and 2 Refinements at Grades 3, 4, and 5
- Year Four: 2014-2015 Revise, Refine, and Organize Professional Learning

Framework of K-5 Social Studies ... Concentric Circles of Community



Global

Country

State

Town or City

School

Family

Outline of Grade Level Units



Kindergarten

Living, Learning, and Working Together

At the kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country

Grade 2: Global Communities and Geography

World Geography

Global Communities: India and Ghana

People of Great Distinction: Making the World a Better Place

Grade 4: North American People and Geography

United States regional geography, people and cultures

Canada: Geography, Cultures, and People

Mexico: Geography, Cultures, and People

Grade 1: Our Many Communities

Lexington and Boston Unit: Local and state communities

National Symbols and Washington D.C.: National communities

China: Global community

Grade 3: Massachusetts and its Cities and Towns: Geography and History

The Pilgrims and Plimoth Colony

Massachusetts Geography

Lexington 1775

People of Great Distinction from Massachusetts' History

Grade 5: Early American History and the Development of the United States

European Exploration of North America

Settlement of North America: Thirteen Colonies and the Enslavement of Africans

American Revolution: Causes, Events, and Leaders

Formation of a Federal Government



National Social Studies Standards C3 Framework: College, Career, and Civic Life



TABLE 1: 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	Developing Claims and Using Evidence	Taking Informed Action
	Geography		
	History		

Impact of Curriculum Review Committee

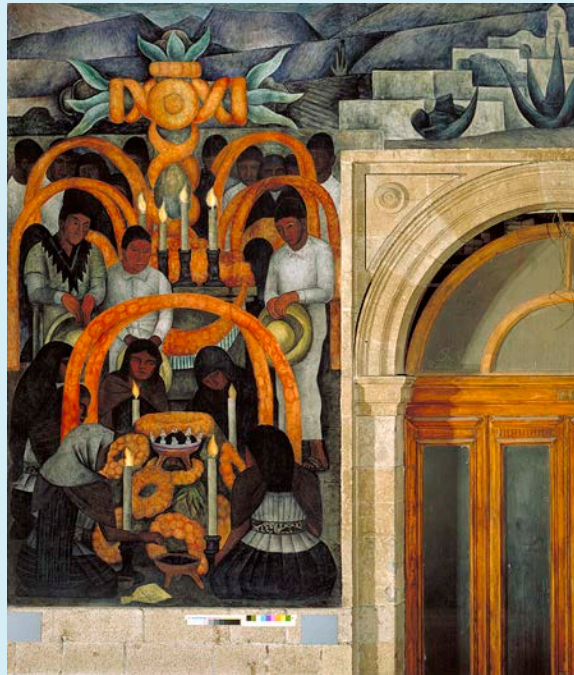


**Review Committee
Identified Needs
and Outcomes**

**Teachers Attend
Professional
Learning
Content and Skill
Based Workshops**

**Students benefit
from thoughtful
implementation**

Diego Rivera Murals



RULES FOR PRODUCING QUESTIONS

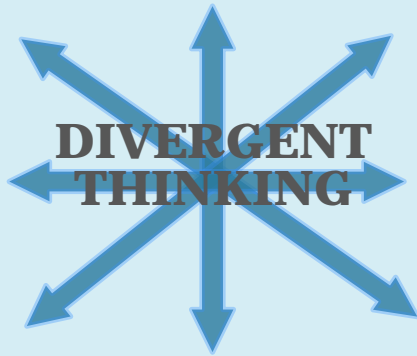


- Ask as many questions as you can
- Do not stop to discuss, judge or answer the questions
- Write down every question exactly as it is stated
- Change any statement into a question

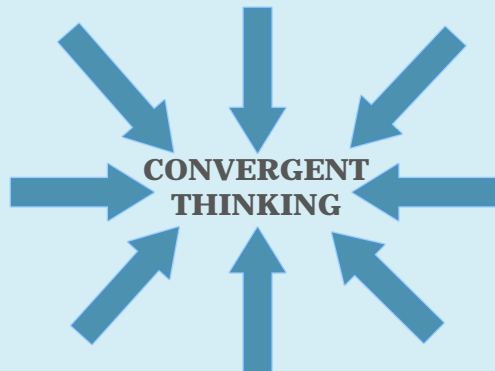
What might be difficult about following these rules?

Benefits of the Question Formulation Technique

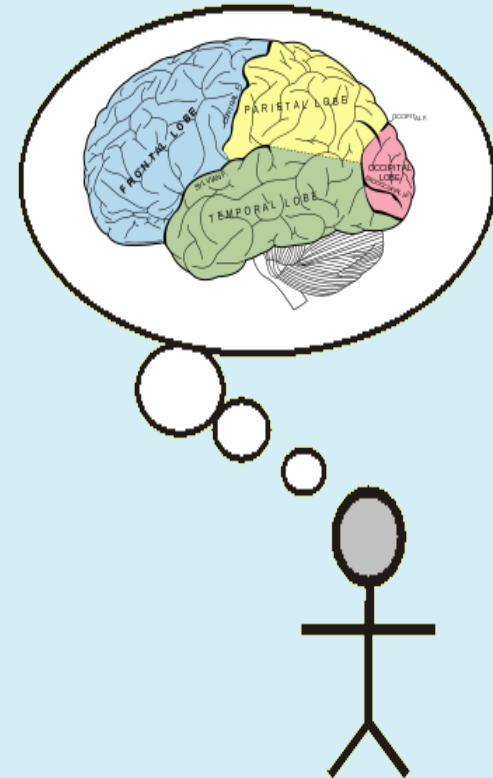
CREATE THE QUESTIONS



PRIORITIZE THE QUESTIONS



REFLECTION



**METACOGNITIVE
THINKING**

Ongoing Work



- **Develop curriculum using Atlas Rubicon**
- **Develop more integrated lessons with reading and writing units of study**
- **Continue to assess the needs for targeted professional learning**
- **Develop and refine common assessments**
- **Purchase additional resources as funds become available**

Questions?

