

# **PRESTON PUBLIC SCHOOLS**

## **Social Studies Curriculum**

### **Kindergarten through 8<sup>th</sup> 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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