

---

# Connecticut's Social Studies Frameworks: *Darien's Instructional Shifts, K-12*

Dr. Susie Da Silva, *Assistant Superintendent of Schools*  
Cory Gillette, *Elementary Program Director, ELA and Social Studies*  
Lucy Sandor, *Social Studies Curriculum Monitor, 6-8*  
Keith Keeler, *Social Studies Curriculum Coordinator, 9-12*



# Board of Education Goals

---

Provide professional development for teachers in the new Social Studies Frameworks

Create new curriculum maps (long-range) plan for the implementation of new units of study/revisions of courses to reflect new standards

# Access to Information has Changed

---

As a result, the approach to teaching social studies has shifted to a more engaging model, emphasizing:

- Critical thinking and application skills
- Real-life skills
- Students as active and engaged participants in their learning rather than receptacles for knowledge



# What Do These Shifts in Teaching Look Like?

---

- Inquiry
  - Questioning
  - Studying Content
  - Evaluating Information and Sources
  - Communicating Conclusions and Taking Action



# Our Work So Far and Moving Forward....

---

- Familiarize ourselves and Darien Curriculum Teams with the CT Frameworks
- Cross-walk current curriculum across all levels and CT Frameworks
  - Consider the themes in CT Frameworks (Civics, Economics, Geography and History) to frame our curriculum K-12
  - Embed the Dimensions of Inquiry into current curriculum
  - Develop a long-range plan for alignment/revision of curriculum, lessons and assessments (Spring/Fall 2017-2018)
- Continue/Begin to revise units with opportunities for teacher feedback and K-12 collaboration
- Continue to build the capacity of K-12 teachers

## What does this look like K-12?

---

*Opportunities for students to learn the skills of a historian. This includes supporting students as they learn how to study maps, primary sources, and historical accounts in order to draw conclusions, understand perspectives and participate in debate. Content is accessible and engaging.*

## What does this look like K-12?

---

*Opportunities to formulate questions, prioritize those questions and use research to find answers collaboratively, making deeper connections with the content and drawing their own conclusions. Students take ownership of their learning, pushing it forward as they work to discover, followed by taking and defending a position based on their research.*

## What does this look like K-12?

---

*The responsibility of thinking is transferred to students as they develop thought provoking questions and answer those of their teachers in order to make meaning of content. Students closely read primary and secondary sources, researching, evaluating, and analyzing. Students synthesize information from a variety of sources and communicate their findings in a clear and effective manner to others.*



# An Example of the Work.....

---

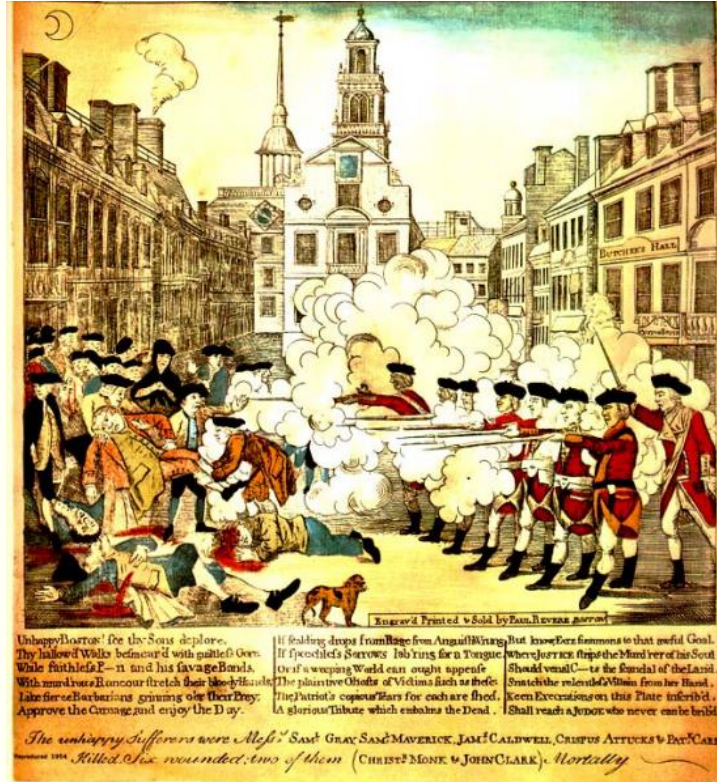
## The Road to the Revolution



# A Closer Look at a Lesson Aligned to the Frameworks:

---

## The Boston Massacre



## Try it Like a 5th Grader

---

Up to this point in the unit, students have been collecting the perspectives of the Loyalists and the Patriots. In this part of the lesson, students are listening to a fictional debate taking place at the first Continental Congress, as written by Lin Manuel, the creator and writer of “Hamilton The Musical”. Students are listening for the two perspectives and evidence to support them.

Farmer Refuted from “Hamilton”

Close Reading of a Song depicting the Continental Congress of 1775

**As you listen to the songs, think about what Seabury is saying. Does he support declaring independence from Great Britain? What phrases did he use to make you think that?**

# Questions?

---

*“All of the knowledge that we currently have is a result of asking questions. It is the most significant intellectual tool that a person can have.”*

*“Good questions shine a light on where you need to go.”*

-Dan Rothstein, Right Question Institute