

Table of Contents

Executive Summary	3
Foreword	6
Staff Contributions	6
Data	7
Social Studies Program Description	9
Benchmark Comparisons	14
Alignment to New State Standards	17
Developments in Research and Practice	24
Current Challenges	28
Conclusion	31
Next Steps	32
Appendix 1: Vision of the Graduate	34
Appendix 2: GHS Electives Comparison	35
Appendix 3: Elementary Alignment Report	36
Appendix 4: K-5 State and Town Connections	52

Executive Summary

The social studies teachers in the Greenwich Public Schools are a highly valued and well-respected resource. As academic teachers, this group of educators received the highest satisfaction ratings as noted in the 2010 Harris Survey conducted by the Greenwich Public Schools. Since the last curriculum was approved by the Board of Education on March, 29 2002 these teachers have been insightful and creative in finding quality ways to deliver social studies. It is the goal of this review to be able to improve student performance and provide the Board of Education, community and the professional educational staff the opportunity to define what students should know and be able to do in terms of their social studies instruction. This process will continue to highlight the many accomplishments that are not reflected in the current curriculum and allow the revised curriculum to meet the needs of all learners in a challenging and engaging format.

Data

- CAPT testing does not include a specific social studies assessment – but the Greenwich High School Social Studies Program takes pride in its efforts to improve CAPT Writing scores. The Social Studies Department at Greenwich High School has a large commitment and a high degree of accountability for the writing portion of the CAPT test. CAPT Writing scores reflect a five-year trend of increased student performance as reflected in the chart on page 7.

- Local K-8 social studies assessments are no longer required to be reported to central office as per Dr. Freund’s letter on October 30, 2009. The assessments, now optional, did not provide an adequate way to measure progress in social studies. Revised unit assessments will inform teachers and drive instruction once they are created during this review.

Vision of the Graduate Connections

The Greenwich Public Schools Social Studies Program is highly aligned with the goals of the Greenwich Vision of the Graduate. National program recommendations, such as the National Council for Social Studies, align with the capacities that the Vision intends students to develop. Key foundational concepts for a social studies program expressed in research all link directly to the indicators highlighted in the Vision of the Graduate. One such foundational concept is Globalization. This process by which the world’s citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship. Globalization demands that students formulate individual responses to emergent issues related to these changes. Another foundational concept is the importance of 21st Century Learning. 21st Century Learning reflects the desire to have highly engaged students participating in learning which is interdisciplinary, and includes critical thinking and communication skills. Modern advances change the way people communicate, function and interact – and graduates will need to be prepared to operate in this rapidly changing world.

Benchmark Comparisons

To review aspects of comparable programs many DRG A and B schools were reviewed. Mission statements, required course sequences, and electives were all reviewed. Advanced placement course work and programs also were explored. Overall Greenwich compares favorably and the review will use this information, along with new state and national standards to create an impressive social studies program of study.

Standards Alignment

The standards alignment of the current social studies program of the Greenwich Public Schools with the new CT state standards was a major area of focus for the Greenwich Public Schools Social Studies Department for the first stage of this curriculum review. The framework has three standards: Content Knowledge, History/Social Studies Literacy Skills and Application.

K-5 Alignment: Overall, the current Greenwich Public Schools curriculum aligns well with the standards and strands. Higher level thinking skills and a deeper exploration is called for in many content areas. Grade 2 will require a large amount of alignment work because the State wants local towns to be the lens to explore the content at this level. Grade 4 will need major revisions to allow Connecticut to be the context for comparing other national and international areas.

6-8 Alignment: The state has attempted to address repetitive coverage and the current GPS curriculum contains this in some middle school areas. The US History course in Grade 8 is an example. The recommended ending point by the state will remove two units from the current curriculum. Content shifts and a tighter focus will need to be present for the Grade 6 and 7 curricula.

9-12 Alignment: Overall structure of the Connecticut Framework will align and support the current curriculum. The largest changes will require the restructuring of content within current course frameworks. World History/International Studies will need to include a significant amount of 20th/21st century material. American History should emphasize 20th century events with review of earlier events where necessary to provide appropriate background and context. Civics will need to go beyond the organization and structure of government to emphasize applications to local, state, and national issues.

Research and Practice Summary

Many recommended practices have been revised or changed since the last curriculum review in 2002. Research supports developments and changes in instruction that have risen from National, State and local recommendations. Locally, the Greenwich Public School's Teacher Evaluation Plan is an example of something that positively influences social studies instruction and must be incorporated into the review. Reviewing observation data provided for social studies teachers in the district allows the development of appropriate professional learning activities. Specific areas have been

noted for their impact particularly on social studies instruction. The Board of Education approved a new Research Cycle through the Media department. This impacts social studies because of the focus the department has on research and writing. The exploration of wireless buildings and other technology is something else the department must consider to maximize classroom learning. Understanding By Design, and Universal Designs for Learning will serve as a framework for social studies unit creation. The social studies department is excited to work with the Capstone Committee and also to explore how the International Baccalaureate Program can be a framework for the implementation of the new social studies curriculum.

Current Challenges

- Alignment of the Greenwich Public schools Curriculum with the new Connecticut State Social Studies Frameworks.
- A desired outcome is a clear program for elementary social studies that devotes proper and uniform time to the subject. Through quality objectives and units, strong CMT connections, use of social studies non-fiction readings, and a focus on transdisciplinary learning the review will improve elementary social studies education.
- Increase the uniformity and presence of grade-level district assured experiences. Create stronger local/community connections for students through these experiences.

Next Steps

- Review Connecticut grade level expectations and convert to objectives to present to the Board of Education during the 2011-2012 school year.
- Explore professional learning opportunities needed for creation and implementation of new curriculum.
- Identify and strengthen community and program connections as well as assured experiences.
- Continue to explore ways to maximize effectiveness of social studies instructional time at the elementary level.
- Explore ways to offer more High School Electives.
- Expand number of students participating in AP courses.
- Increase participation levels and success on AP examinations.
- Explore online textbook feasibility.
- Define placement of specific content objectives as recommended by the State.
- Review community service program.
- Identify provisions for community input during step two of the curriculum review.

Foreword

This curricular review process highlights the importance and need for the continual improvement and updating of the instructional programs offered by the Greenwich Public Schools through the periodic reexamination of curriculum. The intent of the social studies curriculum review is to ensure that the Greenwich Public Schools social studies curriculum builds students' awareness that they live in an interconnected global society. Students must possess the ability to think critically, solve problems, and make informed decisions. Greenwich students must have a deep knowledge of the content taught in social studies classes and also must develop mastery of high-order thinking skills that have application far beyond the classroom. Social studies should teach students how to reflect on the past to properly analyze and discuss issues within the context of the civil discourse required to maintain a democratic society. The social studies curriculum must be the anchor point for the fulfillment of the GPS Vision of the Graduate. Through careful study, the curriculum review will ensure that the revised curriculum reflects the high academic standards in place in the Greenwich Public Schools. The review will also ensure that the revised curriculum is in alignment with the national and state standards developed for social studies.

Staff Contributions

Greenwich High School staff that contributed to Step I of the social studies review.

Foundational Concepts Subgroup: Margarita David, Jason Foster, Elizabeth Matys-Rahbar, Stephanie, Ryan, Lauren Siket, Carol Sutton, Laura Jean Waters (Media Specialist)

School Comparisons Subgroup: Carole Tierney, Dan Rosen, Sheldon Ayers, Phil Bernstein, Aaron Hill, Erin Hupal, Susan Norris-Oliva, Neal Schopick

Ninth Grade Subgroup: Frank Kovac, Kenneth Alcorn, Lucy Arecco, Megan Roby, Alyssa Stack, Ian Tiedemann, Christina Shaw

Tenth Grade Subgroup: Karen Boyea, Michael Galatioto, Joe Baske, Sean Harriman, Thomas Healy, Morgan Olds, Evan Olmstead, Steve Swidler, Carol Sutton

Civics Curriculum Subgroup: Christina Shaw, Joe Baske, Steve Swidler, Ian Tiedemann

Electives Subgroup: Joe Baske, Margarita David, Thomas Healy, Elizabeth Matys-Rahbar, Alyssa Stack, Ian Tiedemann,

Editorial Assistance: Carol Sutton, Christina Shaw

Middle school staff that contributed to Step 1 of the social studies review:

Katherine Zapsky, Bryan Sample, Daniel Bally, Francis Norris-Oliva, Rachel DeBlasio, Diana Willie, Michael Campbell, Stacey Goodnow, Anthony Duncan, Danielle Gorski, David Roth, Jill Bleemer, Joanna Von Hollen, Heidi Falder, Jillian Harriman, Elizabeth O'Conner, Bridget Suvansri, Kristine Redlien, Cara Zimon - Alswanger

Thanks to the elementary staff at all the schools for their Step 1 contributions.

Data

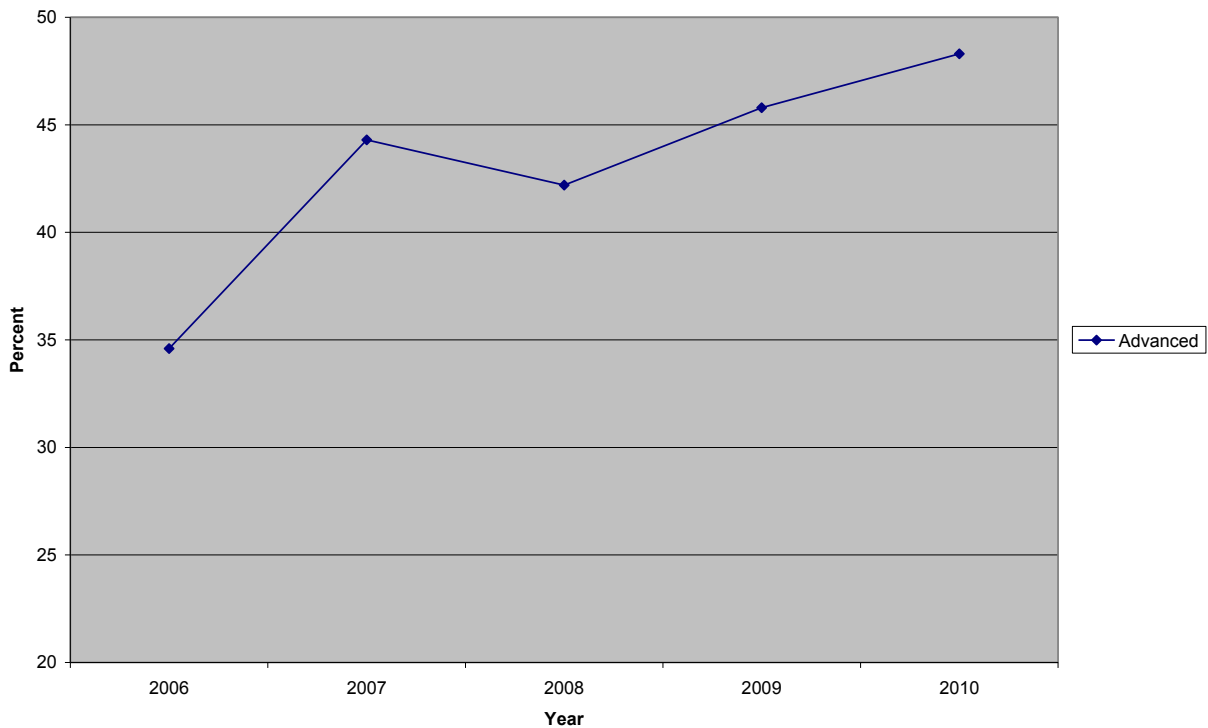
CAPT Writing Across the Disciplines Results

The Social Studies Department at Greenwich High School is proud to have a large commitment and a high degree of accountability for the writing portion of the CAPT test. The following data demonstrates the department's success in preparing students to be high quality writers.

CAPT Writing Summary Data

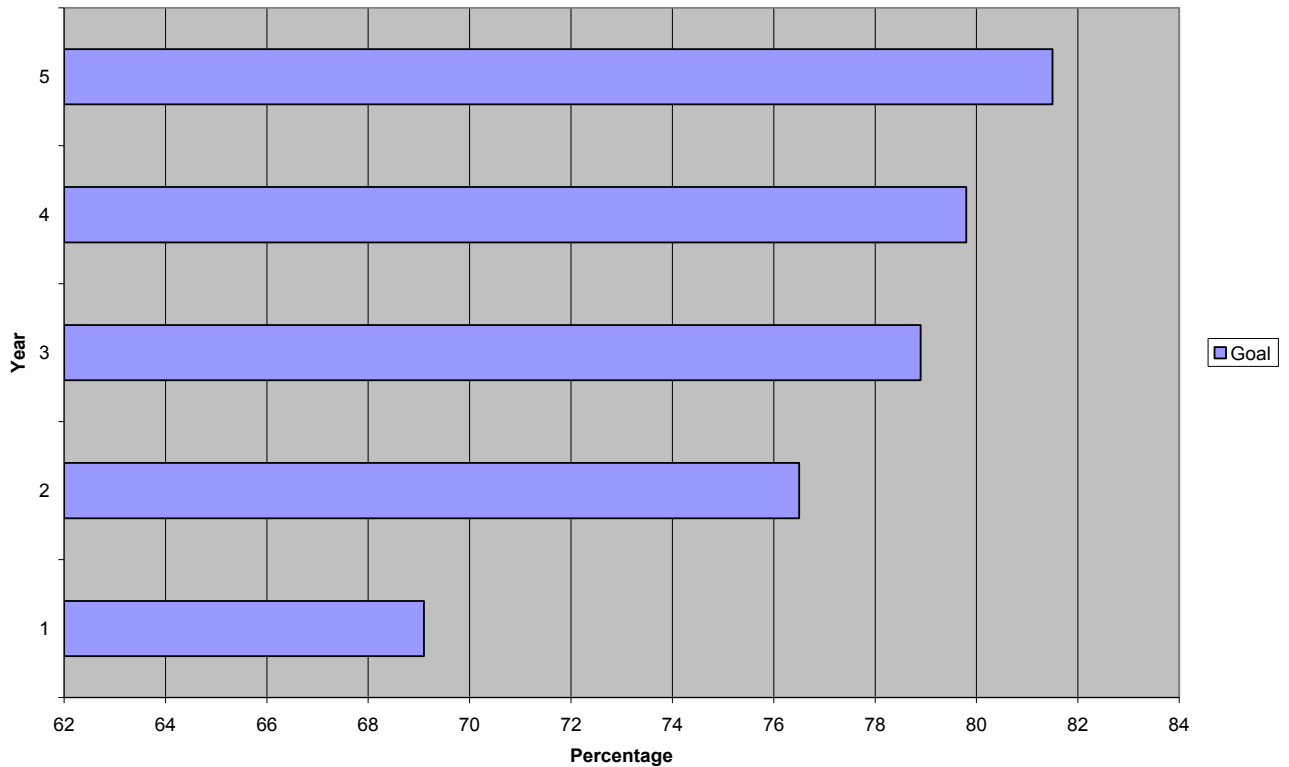
Group of Students	2006	2010	% increase
All Students @ Advanced	34.6	48.3	40
All Students @ Goal and above	69.1	81.5	18
All Students @ Proficient and above	91.6	94.3	3
Hispanic Students @ Advanced	6.5	24.7	280
Hispanic Students @ Goal and above	34.8	64.2	84
Hispanic Students @ Proficient and above	78.3	87.7	12
Special Ed. Students @ Advanced	10.1	9.2	- 8
Special Ed. Students @ Goal and above	17.7	47.1	166
Special Ed. Students @ Proficient and above	58.2	80.5	38
Free/Reduced Lunch Students @ Advanced	2.7	13.6	404
Free/Reduced Lunch Stud. @ Goal or above	24.7	55.9	126
Free/Reduced Lunch Stud. @ Prof. or above	72.6	86.4	19

CAPT Writing: Percentage of Students at Advanced



The chart above shows that the percentage of students at advanced in CAPT writing has increased from 34.6 percent in 2006 to 48.3 percent in 2010.

Percentage of Students at Goal



The chart above shows that the percentage of students at Goal on the CAPT Writing increased from 69.1 percent in 2006 to 81.5 percent in 2010.

Other notable gains in writing on the CAPT test can be seen in targeted subgroups. The last administration of the CAPT test saw the highest numbers of students in the Goal and Advanced categories in the Hispanic subgroup and the free and reduced lunch subgroup. Our Special Education students also reflect enormous gains in writing achievement. In 2006 17.7 percent of SPED students were at Goal – 2010 saw 47.1 percent at Goal. Proficiency also increased during this period from 58.2 percent to 80.5 percent.

Social Studies Program Description

Greenwich public schools social studies program:

The Social Studies Program, through its rich tradition and faculty, takes great pride in its standing within the Greenwich community. As one of the first programs to undergo curriculum review under the newly created state standards, the Program looks to set the standard and model as an exemplary social studies program.

K-8 Description

The status of the Greenwich social studies programs is in relative alignment with many comparable districts. A classroom teacher with elementary certification conducts the lessons that implement the Greenwich curriculum at the K-5 level. End of unit assessments have become optional, and a priority area for the review to address. These local K-8 social studies assessments are no longer required to be reported to central office as per Dr. Freund's letter on October 30, 2009. The assessments did not provide an adequate way to measure progress in social studies. The curriculum review will put in place meaningful unit assessments to help align with the implementation of the standards based elementary report card. In the middle schools, one social studies level is offered per grade. These classes are heterogeneously grouped and need to rely on successful differentiation strategies to implement the curriculum; no "leveling" of middle school social studies is in place. This is the middle school trend observed most commonly in the comparable DRG school systems. Each of the middle years currently covers a specific area of social studies. Grade six has a focus on early peoples, archeology and ancient civilizations. Grade seven moves up to Renaissance, Reformation, Middle Ages, the Crusades, ancient Ghana, Islam, pre-Columbian societies, China and an exploration of culture. Grade eight focuses on American History.

Greenwich High School

The Social Studies Program offers a variety and wide range of high interest history and social science courses open to all students. The graduation requirement for social studies coursework is three years; however, the majority of students, approximately 90%, take more than the minimum requirement. When compared to other disciplines, secondary Social Studies ranks highest in overall student satisfaction according to 2010 Harris Survey data. Currently, ninth grade students are enrolled in World Themes, a case-study approach to four themes: Nation-building, Imperialism, Revolution, and Conflict and Cooperation. Tenth grade students are required to pass United States History and successfully complete the sophomore research paper, as well as prepare for two CAPT tests: *Writing Across the Disciplines* and *Editing and Revising* tests. Juniors take two required semester courses: Civics in Contemporary America and Contemporary America and the World. In Civics, the Program requires a minimum of five hours of community service with an approved agency plus a reflective essay, while Contemporary America students must complete an oral history project.

Electives are offered to juniors and seniors. History electives include China Today, Contemporary Global Issues, and Modern European History. Social science electives include Introduction to Economics, Law in America, Psychology, Sociology, and Social Science Research. In 2011, the Program will offer a new elective, Ethics. The Program also offers a rigorous Honors Option for elective courses. Advanced Placement courses are offered in United States History, United States Government and Politics and Comparative Politics, European History, and Psychology. Persuasive writing, reading for information and research are components of every social studies offering.

In addition to the rich array of courses that the Social Studies Program offers to all students, ninth and tenth graders benefit from the interdisciplinary teaming of Social Studies and English teachers and the Seminar Skills Program. Teaming and Seminar Skills allows teachers to collect data on students, focus attention on specific skill development, prepare for CAPT, and collaborate on interdisciplinary units, especially at the college prep level.

Social Studies teachers and the Program Administrator are deeply committed to fostering active citizenship, community service and global awareness in students. To that end, the Program and its teachers sponsor a number of special events and clubs. These include, but are not limited to: local, state, and national essay contests; collaboration with the Greenwich Historical Society and Greenwich Forum; mock elections; candidate forums in collaboration with the League of Women Voters; guest speakers and presentations; a ninth grade Class Day program; Ethics Day; an annual 9/11 food drive for Neighbor to Neighbor; the Junior Class Forum; etc. Individual teachers also sponsor numerous school activities and clubs. These include, but are not limited to: Names Day; Diversity Week; Student Government; We The People; Model UN; Debate; Habitat for Humanity; Mock Trial; Israel Club; Global Zero; and the Strategy Club.

Vision of the Graduate as supported by Social Studies

The Vision of the Graduate (Appendix 1) is strongly supported by current practice and research based recommended practice by social studies instructors. The research based recommended practice comes from the National Council for Social Studies, 21st Century Learning and other sources. Key foundational concepts such as Globalization and Democratization also connect to the Vision of the Graduate. The Greenwich Public Schools Social Studies Program will continue to strongly support the Vision of the Graduate.

Students functioning effectively in an interdependent global community are supported by a concept at the core of quality social studies education. This concept is globalization. Globalization in the realm of education is the knowledge and appreciation of the interconnectedness of people, states, and systems. Developing “international-mindedness” is essential to promoting students’ active engagement in the world. A global perspective involves viewing the world and its people with understanding and concern. This perspective develops a sense of responsibility for the needs of all people and a commitment to finding just and peaceful solutions to global problems. Understanding

globalization allows the Social Studies Program to allow students to fulfill the Vision of the Graduate. 21st Century Learning emerged as a national response to “No Child Left Behind” and the new challenges of education in an era of increased globalization. These key skills will also be reviewed to ensure that students are adequately prepared as graduates

- Pose and pursue substantive questions:

The NCSS recommendations for a successful Social Studies Program also stress the importance of social inquiry. It is important that students become able to connect knowledge, skills, and values to civic action as they engage in social inquiry. This is in alignment with the 21st Century Learning pedagogy that describes learner centered instruction as being highly inquiry based. Students are encouraged to inquire about the validity of explanations; and to create new explanations and models for grappling with persistent and/or recurring issues across time, space, and cultures.

- Critically interpret, evaluate, and synthesize information:

Knowledge is constructed by learners as they attempt to fit new information, experiences, feelings, and relationships into their existing or emerging intellectual, aesthetic, and emotional constructs. Disciplinary or specialized knowledge is useful but not always sufficient for developing contextual understanding of the phenomena we seek to comprehend. In these instances, ideas, principles, concepts, and information from a number of fields may be relevant to the topic studied. These statements directly align with the importance of critically interpreting information as called for in the Vision of the Graduate. In the Greenwich Social Studies Program educators must draw widely from a number of disciplines to construct curricular experiences enabling students to actively relate new knowledge to existing understanding.

- Explore, define, and solve complex problems:

Students must possess the ability to think critically, solve problems, and make informed decisions. This 21st Century Learning tenet directly aligns with the Vision of the Graduate. Students graduating from high school today must not only have a deep knowledge of the content taught in social studies classes, but also must develop mastery of high-order thinking skills that have application far beyond the classroom and the high school experience. By a careful study of history and thereby learning ways others have responded to such complex problems, students can begin to understand that choices they or their society face have been confronted by others in different times and places. Social studies should not dictate to students what the solutions should be to such dilemmas, but it should teach them how to analyze and discuss those dilemmas within the context of the civil discourse required to maintain a democratic society.

- Communicate effectively for a given purpose:

In 21st Century Learning, communication is key to successful project based learning. In project based learning, students explore real life applications of content with an emphasis on collaboration. These projects help students learn key academic content and practice 21st Century Skills, a major one being communication. Those who can think critically and communicate effectively can then continue to build on and expand core academic subject knowledge. Again, this is in alignment with the GPS Vision of the Graduate. The NCSS recommendations also stress that students must develop the skills necessary to effectively communicate their ideas to all audiences and learn to share and collaborate with their peers and other members of society.

- Advocate for ideas, causes, and actions:

Students who possess knowledge, skills, and values are prepared to take appropriate civic action as individuals or as members of groups devoted to civic improvement. Individual and group action designed to support both individual dignity and the common good bring our nation's ideals and practices closer together. In this way, civic participation supports and extends civic ideals and practices in a democratic republic. By preparing students to advocate for causes the Vision of the Graduate aligns with NCSS recommendations.

- Generate innovative, creative ideas and products:

To develop this Vision of the Graduate skill category, the social studies program should be designed to increase the student's ability to read, study, search for information, use social science technical vocabulary and methods, and use computers and other electronic media to aide in generating creative products. Data manipulation and information acquisition are skills that the NCSS highlights in its recommendations.

- Collaborate with others to produce a unified work and/or heightened understanding:

Participating in groups is identified as a key skill by the NCSS. To develop this skill category, the social studies program should be designed to increase the student's ability to express and advocate reasoned personal convictions within groups, recognize mutual ethical responsibility in groups, participate in negotiating conflicts and differences or maintain an individual position because of its ethical basis, work individually and in groups, and accept and fulfill responsibilities associated with citizenship in a democratic republic. Successful collaboration also includes the NCSS skill of constructing new knowledge. This aligns with the Vision and calls for collaboration as a way to allow the student to increase his or her understanding of an event, idea, or persons while meeting criteria of valid social studies research. 21st Century Learning skills also stress collaboration as a way emphasize deep understanding rather than shallow knowledge by gaining an array of different perspectives.

- Contribute to community through dialogue, service, and/or leadership:

Supporting the common good is stressed in the NCSS recommendations and is a key social studies foundational concept. As citizens of a democracy, students support one of our republic's most important ideals: the common good, i.e., the general welfare of all individuals and groups within the community. Civic action is discussed in detail by the NCSS and ties directly into the Vision. Discussions and arguments about how to deal with persistent issues and dilemmas go on in families, groups, and the community at large. The NCSS recommends that social studies education should help public discourse to be more enlightened because students possess the knowledge, intellectual skills, and attitudes necessary to confront, discuss, and consider action on such issues.

- Conduct themselves in an ethical and responsible manner:

The NCSS recognizes that individuals must understand that their self-interest is dependent upon the well-being of others in the community. Attention to the common good is the main priority. If educators address the ethical and intellectual habits of students, other priorities will be realized. The Program's responsibility is to teach students to respect and support the dignity of the individual, the health of the community, and the common good of all. By guiding them to clarify the facts connected with value dilemmas and teaching them how to identify pros, cons, and consequences of various positions, educators can also give students tools that will inform their decision-making processes as they face difficult choices in life. With proper reflection in the Greenwich Social Studies Program, students will be prepared to make ethical choices.

- Recognize and respect other cultural contexts and points of view:

As educators we must recognize that students will inherit a world of baffling complexity. This demands that we teach our students to recognize and respect the diversity that exists within the community. Diversity in Greenwich is an asset, and one we want to capitalize on through our social studies instruction. This again is in line with 21 Century Learning and the recommendations of the NCSS.

- Pursue their unique interests, passions and curiosities:

Teaching with an emphasis on globalization requires teachers to provide students with the tools they need to take responsibility for their own learning. By taking this responsibility students can pursue their own unique interests and passions. Greenwich students need to know that learning does not end when formal education is over, but is rather life-long.

To do this, we must give students the skills to pursue knowledge in every aspect of their lives. Central to this is "learning how to learn" and developing in individuals an awareness of the thought processes and learning strategies through which they learn best.

-Respond to failures and successes with reflection and resilience:

Reflection about the past is referenced as essential by numerous research sources. History can teach us how responses to failures and successes were carried out and viewed by future generations. Reviewing history and thereby learning ways others have responded to failures, students can begin to understand that numerous situations have been confronted by others in the past. The NCSS recommends parallels be drawn to current situations from ones in the past so that meaningful reflection can create positive future outcomes.

-Be responsible for their own mental and physical health:

The NCSS encourages credible and comprehensive instruction should apply to physical education and health education. These can be incorporated into many historical studies and should be considered an essential part to a study of history that intends to affect positive change on future generations.

Benchmark Comparisons

Comparing Greenwich to DRG B and selected regional districts:

DRG B Schools selected for comparison:

Avon	Glastonbury	Monroe
Granby	New Fairfield	South Windsor
Cheshire	Guilford	Newtown
Fairfield	Madison	West Hartford
Farmington	Simsbury	Trumbull

In addition, the following DRG A schools were included in our comparison: Darien, New Canaan, Ridgefield, Weston, Westport, and Wilton.

Mission Statements Comparison

A common thread in the Social Studies mission statements in the schools of DRG B is the expectation that students will need to be productive in a global community. While some schools incorporate a discussion of skills in a general way: "...provide students with the knowledge, skills, and attitude necessary to make reasoned decisions..." [Fairfield Schools], "...to teach the skills needed to evaluate data and make decisions" [Wilton High School] and to "Engage in critical thinking, research and evaluation of evidence, effective oral and written communication and the appropriate use of technology." [Conrad High School], the Social Studies Program of the Greenwich Public Schools specifically identifies the skills our students will learn such as "Interpret maps, charts, and graphs related to the social sciences." Another area in which GPS is more specific is in identifying concepts, such as "nationalism, revolution, government and their application to an historical understanding of both western and non-western

societies.” Our Social Studies Program is specific in its expectations and clearly identifies the goal of encouraging students to investigate and participate in the community on local, national and global levels.

Course Comparison – Greenwich High School

Current Required Course Sequence

Greenwich High School currently requires three years of social studies that can be completed through the required course sequence. In ninth grade students are required to take World Themes (offered at two levels), and in the sophomore year students are required to take American History (offered at four levels, including Advanced Placement American History). In the eleventh grade year students take one of two options: Civics and Contemporary America, each semester courses (offered at three levels); or a full-year Advanced Placement course which includes both A.P. U.S. Government and Politics and A.P. Comparative Government and Politics. Students can also opt to take the above Advanced Placement courses, in unison with the “We the People” competitive team.

Current Elective Courses

In addition to its required courses, the Social Studies Program offers a number of elective courses for its eleventh and twelfth grade students. One group of electives includes leveled courses, some offered with an additional option to earn honors weighting. Currently the unleveled electives include: China Today, Contemporary Global Issues, Introduction to Economics, Introduction to Psychology, Law in America, Leadership I and II, Modern European History, Social Science Research and Sociology. Additionally, the Social Studies program will be offering a course in Ethics in 2011-12. The second group of electives is part of the Advanced Placement program. Advanced Placement offerings are Psychology and European History; Advanced Placement Economics will be offered in 2011-2012. As previously stated Advanced Placement classes may be taken during the sophomore and junior year in place of otherwise required courses, and juniors and seniors may take them as electives during the junior and senior year, if not taken in place of a required course. Additionally, three courses, the “We The People” section of A.P. Government (6 credits), the A.P. European History course (3 credits), and the A.P. United States History (3 credits), qualify for University of Connecticut Early College Experience Concurrent Enrollment credit.

Elective Comparison

Compared to neighboring schools, Greenwich High School has a fairly limited number of elective opportunities.(Chart in Appendix 2) Some schools offer electives starting in the sophomore year. For example, at Ridgefield High School students are allowed to take an American Studies course, in place of the required American History course. Trumbull High School offers Global Insights in place of the typical American History program for honors level students, however, these students are still required to take American History during the junior year. During the junior and senior years again we see a wide variety of

electives offered across the DRG. As the state of Connecticut changes its guidelines for Social Studies some of these offerings in the ninth and tenth grade years will be compromised. For example, Farmington High School offers an Anthropology and a World Religion course. Staples High School offers a Women in American History course and an area studies program which includes a study of African, East Asia, the Middle East and Latin America. Trumbull High School offers Art History in War and Peace; Wilton High School has a class Film as the Historical Narrative. Many of these courses, should they remain, will need to become upper grade-level electives. It is apparent that in order for these schools to have diverse course offering with a limited amount of students, they often rely on a two-year rotating elective schedule. This is an idea that the Greenwich high school social studies program will also seriously consider in the future.

Advanced Placement Program Comparison

To qualify for enrollment in Advanced Placement courses, all schools in the comparison require teacher recommendations. Three of the thirteen schools (23%) require a qualifying grade (usually a B+) in prerequisite courses; and two of the schools (15%) require a qualifying test. New Canaan High School's response to our request for information, "In general we do stick to our stated policy for AP admission and testing. Parents cannot override into courses. Also last year was the first year in which we mandated that for a student to earn honors weighting in an AP course they had to take the test--a way to increase test-taking without the burden of paying for it. We saw tests taken rise significantly without a big dip in grades." Trumbull High School's official policy reads, "Admission to Advanced Placement classes is based upon a set of criteria tied to individual department prerequisites. Students must be evaluated and recommended for enrollment in these challenging courses and they must demonstrate they have both substantial baseline knowledge and the skill sets to succeed."

The social studies program at Greenwich High School has a much more open set of AP entrance requirements as compared to other programs in the DRG. This allows for more students to be able to access this rigorous and challenging curriculum. The GHS Course of Study Guide states the following:

ADVANCED PLACEMENT CRITERIA

All interested students have the opportunity to take advance Placement courses. The following criteria are true of students who have been successful in the classes:

- 1. Ability to learn independently and to manage a demanding workload.*
- 2. Strong deductive and inductive reasoning skills, combined with the ability to organize information and to synthesize and evaluate contrasting points of view.*
- 3. Superior reading and writing skills.*

Placement decisions will be based on the prerequisites listed with each course. In selecting which courses it is appropriate for a student to take, the prerequisites must be considered. An exception to these prerequisites may be appealed through the Program Administrator.

In practice, GHS is an open enrollment institution for AP Social Studies courses, with two exceptions. First, the AP United States History class requires an entrance exam that can be overridden by parent request. Second, because the *We The People* section of AP Government is a rostered team, it requires a qualifying test that creates selective enrollment.

Comparison Summary

In summary, the demographics of Greenwich High School place it in a unique position. Although more diverse in population and socioeconomic background than its Fairfield County neighbors, it is nonetheless compared to such schools as Darien and New Canaan High Schools. We believe strongly, however, that the benefits of our diversity can be capitalized on with a quality program of social studies. Our study also indicates that while we offer quite an array of interesting history and social science courses in our program, these fall short when compared to the elective offerings of similar schools in the DRG. One way to combat this problem may be to create a rotating elective program that will open our complex high school schedule to more offerings. The Social Studies program fairs better when it comes to Advanced Placement offerings. Not only is our selection of such courses competitive, we also have a more inclusive process for student entrance into A.P. level classes.

Alignment to new State standards

The standards alignment of the current social studies program of the Greenwich Public Schools with the new CT state standards was a major area of focus for the Greenwich Public Schools Social Studies department for the first stage of this curriculum review. Staff at the K-12 levels participated in an initial presentation of and review of the new Connecticut State Social Studies Curriculum Framework.

Framework Summary Description: (adapted from the Connecticut State Department of Education documents, website and framework design)

“Connecticut’s students must come to see the connections between past and present and between their social studies curriculum and the everyday world.”

The framework that is designed by the state has more of a focus on integration than the document that it replaces. This document helps teachers in teaching content from the variety of history and social studies disciplines at every grade level. Integration of knowledge application content, literacy skills, and other content area connections are evident in this document.

The framework sets up the path for clear content integration by allowing the creation of units that will be able to incorporate content knowledge, standard one, and the listed grade level expectations. The document also stresses that other subject areas be involved to increase integration of social studies topics, content and skills across the disciplines. To have students appreciate social studies it will be important to recognize these connections where present, and create them where possible.

The framework includes a comprehensive standard that addresses social studies literacy skills. This standard calls for the incorporation of these literacy skills into the social studies curriculum. The strands listed in this objective are in full alignment with the Connecticut State Department of Education's Literacy recommendations from *Beyond the following chart gives a general summary of K-5 alignment. the Blueprint: Literacy in Grades 4-12 and across the Content Areas*. These strands also align with the PreK-8 English Language Arts standards.

The third standard stresses the application of content and skills. The framework stresses that historical and contemporary issues be addressed as students apply the learned content and skills. Empathetic awareness is a large portion of this standard. Empathetic awareness increases from both knowledge and the skills to distinguish the irrelevant from the significant. In order to support and defend one's one view, the student must learn about and explore alternative viewpoints. Empathetic awareness is also evident in the framework as a way to study people across the communities of the US and across the world. The framework stresses the understanding of difference, human rights and dignity. Promoting awareness is also a stress – but this awareness clearly allows for a filter of values. Being aware of an issue that violates human rights does not mean that it should simply be accepted. The framework views the world as a place with problems and opportunities to be explored through the global content listed in the grade level expectations.

Current event integration is also a part of the framework. This also falls under the application standard that is present. The framework leads teachers to provide opportunities for responsible student engagement with real problems in the school, community and world around them. Local connections are also stressed. The framework encourages students to take a more active part in local problems, and be able to provide input on national and international issues.

Framework Organization:

These increase in complexity and number as the grade level gets higher. Suggestions are also listed for clarity purposes for some grade-level expectations – but are not the only illustrative examples one might choose to use.

These three standards are:

Standard 1: Content Knowledge

Standard 2: History/Social Studies Literacy Skills

Standard 3: Application

Standard 1: Content Knowledge – Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world. The section for standard one makes up the bulk of the framework document. The content knowledge lists thirteen strands. Each of these strands has listed grade level expectations as a guideline for what students should be expected to understand once that school year is over.

Standard 2: History/Social Studies Literacy Skills – Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information. In this standard there are five listed strands also with grade level expectations noted.

Standard 3: Application – Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness. In this standard there are three strands listed with grade level expectations given.

Elementary curriculum alignment results summary: (Full alignment chart listed in Appendix 3)

- Overall, the current Greenwich Public Schools curriculum aligns well with the standards and strands; however, sometimes strands may be addressed with alternate content in comparison to the state’s grade-level expectations. (Grade 2 is a prime example)
- The state has attempted to address repetitive coverage and the current GPS curriculum contains this in areas. (Identified in following charts)
- The GLE’s seem to stress higher level thinking skills in certain areas. The content may be present but the GPS states “understand” while the GLE’s state “analyze.”
- Some Greenwich current content is not included in the GLE’s. (Food production in grade 2 is an example.) As is content present in the GLE’s that is not in the GPS curriculum. (Connecticut as a focus in Grade 4 is an example.)
- Specificity is more direct with the new GLE’s than in some of the current GPS curriculum. Some of the current broad language leaves a large amount of room for individual school/teacher interpretation.

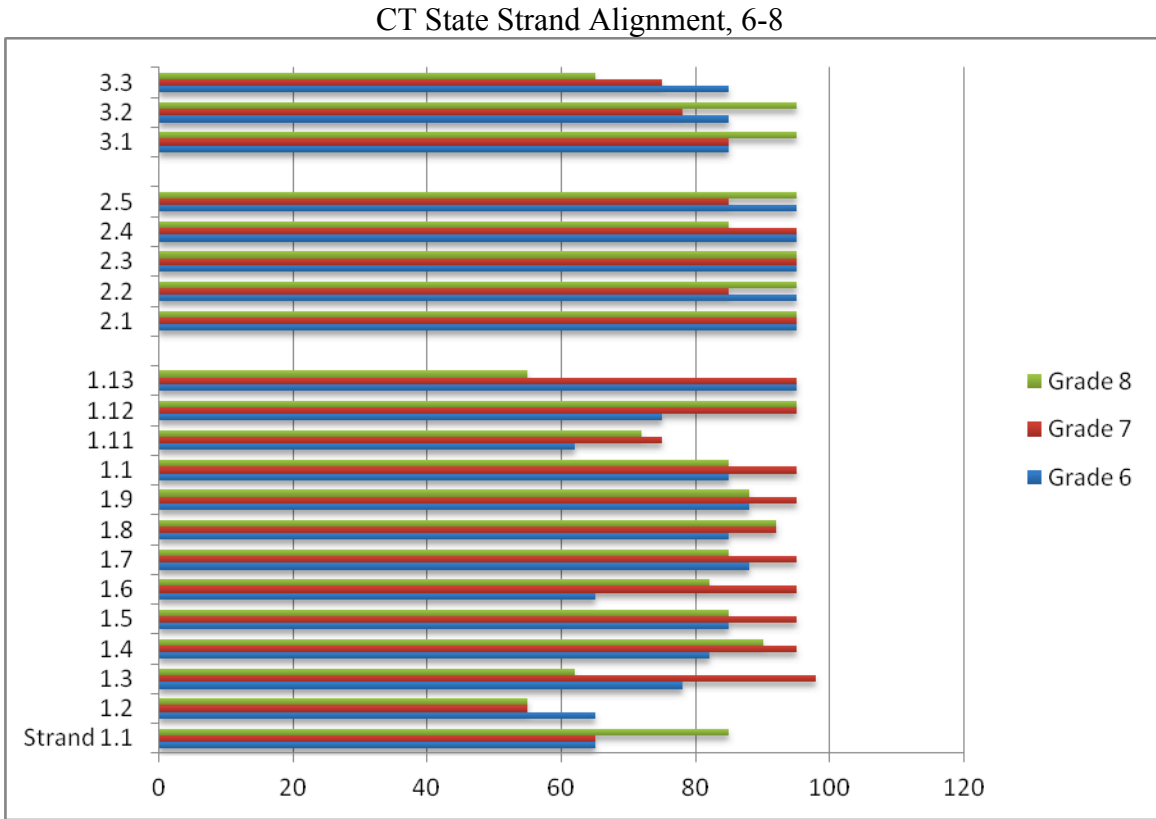
- The new GLE's connect well and are designed to build upon each other year to year. Current GPS content does not provide for this thematic comparison as directly as the state recommends.

Content alignment summary to address grade-level expectations by grade	
Kindergarten	<p>State content summary: The individual and his/her environment; include more opportunities to the broader community. Continue to use opportunities from the lives of children and significant others to explore the wider world.</p> <p>GPS quotes from current curricular objectives: “Familiarity with environment, understanding for classroom community, match...with examples from local community. Using two historical figures the students will ID at least one similarity and one difference”</p> <p>Must add/increase {opportunities from the lives of children} Overall K is highly aligned.</p>
Grade 1	<p>State content summary: Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries.</p> <p>GPS quotes from current curricular objectives: “The students will compare and contrast family activities in various cultures and how these have changed over time. Demonstrate understanding of rights and responsibilities of family. Identify family roles and responsibilities, how children can help.”</p> <p>Must use stronger family context to act as a lens for the objectives. Overall Grade 1 is aligned.</p>
Grade 2	<p>State content summary: One’s town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city Connecticut.</p> <p>GPS quotes from current curricular objectives: “Compare and contrast their society and a selected other culture. Practices of governments in the US and another country”</p> <p>Similar content in places, but not viewed from town perspective – goes “too big” not included town comparison or use town as a lens. Significant alignment work needed.</p>
Grade 3	<p>State content summary: One’s town as a context to expand knowledge of geography, history, human independence, etc. incorporating international comparisons. This may include comparing the history and geography of the local community with at least one other town in the United States and at least two towns or regions in other parts of the world.</p>

	<p>GPS quotes from current curricular objectives: “People and places (Greenwich) undergo change overtime. Recognize that archaeologists studied the people of Greenwich. Environment/habitat of Greenwich influenced lives of Native Americans – colonial Greenwich.”</p> <p>Lacking town, regional or international comparisons with presented content. Overall content is aligned.</p>
Grade 4	<p>State content summary: Connecticut as the context and include comparisons with another US state and a state, province or area in another country.</p> <p>Connecticut needs to be the context to explore the content present. Current regional comparisons can be used if compared to Connecticut and other states. Significant alignment work needed.</p>
Grade 5	<p>State content summary: Early American History through the American Revolution/Constitution with an emphasis on local history connections and use of primary materials.</p> <p>GPS quotes from current curricular objectives: “What ideals and conditions influenced colonization. Why and how do people seek independence.”</p> <p>Less of a focus can be used with explorers – Western exploration unit not needed. Overall Grade 5 is aligned.</p>

Middle school curriculum alignment results summary:

- Grade 6-8 teachers reviewed each standard and assigned an estimate for the level of current alignment based upon given criteria. The compiled results from all three middle schools are in chart form below.



The percentages of curricular alignment are high overall for the three grades of middle school course work. The areas that will need focus will be the restructuring of the grade 8 curriculum timeline to better align with the state recommendations for content. There will also be content shifts in grade 6 and in grade 7, but the general topics and themes of the grade levels for middle school remains intact.

High school curriculum alignment results summary:

The chart below compares the current high school courses with the new Connecticut state standards, and takes into account comparable districts to determine if the course is in alignment standards/skills wise and if specific content will need to be changed.

Current HS course alignment, revisions comments and elective course alignment information.

Course Name	State Standard Alignment	Content Revision Recommended	Comments
World His./International Studies.	Moderate	Yes	Should include Latin American/Middle East studies. 20 th /21 st century material.
American History	Strong	Yes	Shift to 20 th Century events
Civics	Weak	Yes	Must apply knowledge to local, state national issues – no longer a chorology.
China Today	Moderate	Yes	Post-revolutionary emphasis.
Contemporary Global Issues	Strong	No	Continue to add new issues to stay current.
Ethics	-	-	Curriculum being developed summer of 2011.
Intro to Economics	Weak	Yes	Continue to imbed current issues.
Law in America	Weak	Yes	New standards shift course focus.
Modern European History	Weak	Yes	More thematic approach needed.
Psychology	Strong	No	Application of research stressed.
Sociology and its Applications	Strong	No	Resources and assessments need attention.
Social Science Research	Strong	No	Increase connections to other course work in department.
Student Leadership	Strong	No	Highlight school community project involvement.
AP Economics	Strong	No	Focus on analysis and writing skills
AP European History	Moderate	Yes	Focus on themes to connect content.
UCONN Modern West. Traditions	Strong	No	Highlight independent goal setting as a course skill.
AP Psychology	Strong	No	Review alignment to actual undergraduate college courses.
AP US Gov./ Comparative Gov. and Politics	Strong	No	Connect oral history research components to include local community connections.
AP US History	Strong	No	Focus on historical analysis important.

Developments in Research and Practice

Technology Advances:

Locally and globally there have been many developments in the practice of social studies due to advances in technology. The widespread use of Smartboards has changed the look of the social studies classroom. Currently 100 percent of grades three through five classrooms have Smartboards. Grade six through twelve classrooms are at 76 percent, with the goal of 100 percent during the 2011/2012 school year. The 2012/2013 school year will see kindergarten through grade two classes also at 100 percent. Combining the simplicity of a whiteboard with the power of a computer, the SMART Board interactive whiteboard can help create and present dynamic lessons, write notes in digital ink, and save work. Students can also touch the screen and become instantly part of the lesson. Interactive lessons can be developed and implemented with the use of the Smartboard technology. This advance needs to be taken into account as units are created and materials are developed so that the classroom learning can be maximized. The move towards wireless buildings is also a development that we are looking at closely. The social studies department is in constant communication with the district media coordinator – Fran Kompar – to review progress on this initiative. One pilot was run that involved the use of online material in lieu of textbooks. The short results of this (“History Alive” pilot - Grade 8 classroom at WMS) show that reliable wireless access is needed before moving away from textbooks can be considered. During step three of the curriculum review, when materials/texts are considered, this option will be fully explored.

Greenwich Public Schools Research Process Cycle:

Social studies research practice has been modified since the last review with the development of the Greenwich Public Schools Research Process Cycle.

The explosion of available information through new technologies and media has led to changes in what students need to know and be able to do to use the information. In the midst of this explosion of information, conducting research has evolved from a fact-gathering mission to a thinking process. In order to use the myriad of information available to them, students need to apply a consistent information process model. A properly designed and scaffolded approach leads to a habit of mind which provides students the tools to use information strategies to conduct research, solve problems, think critically and communicate findings in a responsible and effective manner. The social studies department is excited to be using the Media Department’s Research Cycle from the Board of Education approved Media curriculum.

The Research Cycle is now being used across grade-levels and content areas, and is specifically emphasized throughout the social studies classrooms. An important part of this review will be to continue to integrate this process into the unit and curricular structure that the review recommends.

Universal Design for Learning (UDL):

Universal Design for Learning is a curriculum design approach that will have an impact on the way that components of the social studies program, specifically the creation of the units and materials, are designed. This approach is designed to create curricula and curricular components that are flexible and supportive of all students.¹ At this time, the entire focus of the curricular design will not be through the lens of UDL, but a key component that will be used are Graphic Organizers for grades K – 8. “Graphic organizers come in many types and have been widely researched for their effectiveness in improving learning outcomes for students with and without disabilities.”² A graphic organizer is a visual and graphic display that depicts the relationship between facts, terms and or ideas within a learning task. Success in social studies has been well established – with a strong benefit on reading comprehension.³ Many teachers currently use graphic organizers in their lessons. The goal will be to provide a uniform toolkit so that teachers can provide these benefits to all students in the Greenwich Public Schools.

TEPL – Differentiation and Discussion:

A key development in the practice of social studies education since the last curriculum review in 2002 was the development of the Greenwich Public Schools Teacher Evaluation Plan or TEPL. The formal observation data provided for social studies teachers in the district will continue to drive the development of appropriate professional learning activities. Two specific areas have been noted for their impact particularly on social studies instruction. These TEPL indicators are Group Work/Discussion and Differentiation. These indicators have been targeted based on their strong connections to a quality social studies lesson, and the feedback provided by staff data from formal observations.

Due to the large reading and writing components, and heavy content load of social studies, the ability to successfully differentiate content and instructional methods is a goal of social studies teachers. Social studies teachers must also learn these strategies because the classrooms are heterogeneously grouped in social studies up until high school. The recent trainings of the district have provided teachers with the tools to differentiate content, process and product. This development in practice will be supported when units are planned so that the teachers of the department have the support to properly differentiate.

¹ CAST. *Teaching Every Student*. (n.d). Retrieved November 17, 2010, from <http://www.cast.org/teachingeverystudent/>

² National Center on Accessing the General Curriculum. (2004). *Graphic Organizers and Implications for UDL: Curriculum Enhancement Report*.

³ Bulgren, J., Schumaker, J. B. & Deschler, D. D. (1988). Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes. *Learning Disability Quarterly*, 11(1), 3-17.

Discussion, falling under the group work/discussion TEPL indicator, is another priority for professional development of social studies staff members. Dynneson and Gross state, “Discussion should be the most frequently observed activity in social studies classrooms.” This discussion must not be teacher centered however. Numerous classroom observational studies report that “about 80 percent of the time in a classroom someone is speaking and within that, 80 percent of that time it is the teacher.”⁴ This research-based area of concern of “teacher talk” vs. “student talk” has also been reflected in the feedback noted on teachers’ formal observations. To fully implement TEPL, and to insure productive discussion is occurring, there will be a focus on this area in terms of staff development activities. Resources that promote interactive discussion, and understanding by design unit structure will be put in place to assist in bolstering class discussion.

International Baccalaureate Programmes:

The International Baccalaureate Programme will serve as a framework for delivering the Greenwich social studies curriculum. The International Baccalaureate Programme does not provide curricular objectives or content – it offers a way to frame the delivery of the social studies content and objectives. Currently New Lebanon elementary school is a candidate school. The International School at Dundee has over a decade of experience in the Primary Years Programme program. Western Middle School is also a candidate school for the Middle Years Programme. Greenwich High School is in the process an exploration of continuing the Middle Years Programme for grade nine and ten students.

Understanding By Design:⁵

“Understanding by Design” is a conceptual framework for curriculum instructional designers. The “backwards design” instructional design model is being explored to be used to formulate and structure the objectives in the next step of this review process. This model centers on the idea that the design process should start with the identification of the desired results and then have the developers work backwards to develop instruction. The traditional approach of just defining what topics need to be covered does not provide as cohesive of a learning structure.

⁴ Dynneson, T. and Gross, R. (1999). *Designing Effective Instruction for Secondary Social Studies*. Upper Saddle River, New Jersey: Merrill.

⁵ Wiggins, G. and McTighe, J. (nd) *Understanding by Design: A brief introduction*. Center for Technology & School Change at Teachers College, Columbia University. Retrieved 6/7/07.

UBD framework identifies three main stages:

- Stage 1: Identify desired outcomes and results.
- Stage 2: Determine what constitutes acceptable evidence of competency in the outcomes and results (assessment).
- Stage 3: Plan instructional strategies and learning experiences that bring students to these competency levels.

Since the last curriculum review, the curriculum of the Greenwich Public Schools in grades K-8 has been structured around the UBD framework in certain grades. The uniform use of UBD, therefore, should not dramatically impact staff. (Specifically, teachers have been working with UBD framed content in grades 3,4,5,6 and 8.) Professional development will need to be put in place to train new staff. If the review does determine that the high school objectives should be phrased in this way, then high school staff will also have to be given adequate staff development as they are less familiar with implementing UBD units.

CAPSTONE Project:

The Greenwich Public Schools Capstone Committee is currently working within state recommendations to implement a capstone project for the Greenwich Public Schools. The capstone project is a culminating activity for 12th graders that demonstrates the tenets of the Vision of the Graduate and follows the requirements of the new Connecticut guidelines for secondary reform as a graduation requirement. Students in high school prepare for the culminating capstone project through mini-capstone experiences in grades 5 and 8. The project reflects a choice for students based on their personal interests, career path and academic pursuit. The capstone project is a synthesis of classroom study and real world perspective. Students demonstrate critical thinking skills and problem-solving through conducting research, presenting finding, pursuing community service experiences related to their interest and proactively pursuing internship for the application of their learning. As the committee continues to frame the project, the social studies department is excited to work on this endeavor. Members of the review committees are also present on the capstone committee and look forward to supporting this important project.

Transdisciplinary Units:

The mission of the current Transdisciplinary Unit Committee of the Greenwich Public Schools reads: “To develop, pilot, and implement Transdisciplinary learning units that will help students reach a deeper understanding and new knowledge of relevant issues and problems through the perspective of multiple disciplines and the exploration of the topic through real life experiences.” These units represent a change in practice – and one that the social studies department is supportive of.

National Council for Social Studies Recommendations:⁶

In formulating a new curriculum for the Town of Greenwich, it is essential that we incorporate the newly revised standards from the National Council of the Social Studies.

States around the country take their lead from this important national organization regarding curriculum and instruction in the social studies. The newly revised national themes represent a way of categorizing knowledge about the human experience, and they constitute the organizing strands that should thread through a Pre-K through 12 curricula. The themes show great relevance as there is natural overlap with international educational standards as well. As referenced above, they also connect directly to the Greenwich Vision of the Graduate.

Instructional Data Teams: The creation of the Instructional Data Teams for the Greenwich Public Schools has an impact on this curriculum review. The data team process is being carried out in all buildings and by all grade levels. This is overseen by the school data teams, and the district data team.

The process will influence the creation of the social studies units and objectives in the latter steps of this review. This is because a key tenet of this process requires common assessments to be in place for accurate and meaningful data analysis. The review will allow for units to be structured in a way that is more conducive to this process. Allowing for time in the unit structure for the use and analysis of pre and post-assessments will allow data to more clearly shape social studies instruction. Suggestions and recommendations will also be made in terms of the use of data teams to improve social studies education in the Greenwich Public Schools.

Current Challenges

Elementary social studies instructional time: A desired outcome is a clear program for elementary social studies that devotes proper and uniform time to the subject. Currently science and social studies rotate instructional time. To insure that these instructional opportunities are in place, the curriculum review will generate a clear curricular framework with relevant and meaningful objectives. Interesting and engaging units with relevant CMT connections will also be put in place to add value to the teaching of social studies. The increased use of non-fiction readings will also be used to deliver social studies instruction. Other ways in which to provide proper time for social studies are discussed below.

⁶ Adapted from the National Council for the Social Studies (2010). *How do we define excellence in Social Studies?*

Potential solutions:

1. Transdisciplinary units:

The Connecticut social studies curriculum framework discusses the need to integrate content and connect social studies to other subjects. Transdisciplinary units will not only accomplish this goal (as referenced above) but will aid in the goal of devoting adequate time to social studies instruction. "Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas."⁷

2. GlobalEd 2 Project:⁸

It is clear that a balance must be obtained between the pressure created by the Science CMT tests and the desire to meet needed social studies objectives. The current sharing and rotating of social studies and science instructional time impacts both programs. Some schools at the elementary level offer science one day and social studies the next, while others may rotate complete units. The GlobalEd 2 project is one approach to solving this issue. By capitalizing on the interdisciplinary nature of social studies, science learning opportunities can be provided, without sacrificing the curricular goals of social studies. This project is being operated by the Neag School of Education at the University of Connecticut, and the Education Department at the University of Illinois.

Utilizing educational technologies currently available in most schools GlobalEd 2 situates students in a virtual, international decision-making environment focused on critical world issues. The students in these groups then interact with their counterparts in other "countries" over a five-week period, through a web-based environment in order to negotiate some mutually agreeable resolution to a world issue like water scarcity or global climate change. The students in the different classrooms are "blinded" from one another. As such, they are known only as "the Iranian human rights council" or the "Uganda economic group". This removes any issues of gender, racial or socio-economic bias from entering into the deliberations.

Students learn a great deal about their countries, the other countries in the simulations, global policy and the art of international negotiation - all traditional standards in the

⁷ National Council for Social Studies (2009). *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*.

⁸ Brown, S., Lawless, K. & Boyer, M. (2009). *The GlobalEd 2 Project: Expanding the Science and Literacy Curricular Space*.

social studies curricula. The students are negotiating content that has a scientific focus, and all of the communications are written. In addition to meeting the social studies standards for the grade, GlobalEd 2 serves as an expanded curricular space for engaging kids in real life science and writing tasks - both of which are important 21st century skills. The use of this project and its resources will continue to be explored for a way to further enhance exposures to content in multiple settings, and meet the needs of both the science and social studies curricula of the Greenwich Public Schools.

Assured experiences:

The current social studies program in the Greenwich Public Schools offers its students a wide variety of educational experiences. Many of these experiences, however, vary in their implementation at the building level. One desired outcome that the department has identified is the increase in and uniformity of assured experiences in the district.

At the elementary level field trips are seen as valuable tools for learning. “the most conventional community interaction for pupils has been the field trip. Rewards in learning relate directly to teacher and student pre-planning and preparation, as well as necessary debriefing and follow-up. For local visits, such as the county court or a large recycling operation, pupils gain an amazing amount of new and extended information.”⁹ When the new objectives have been created and approved, the social studies department will carefully review how to connect to the community and provide cost effective and valuable assured experiences in all of the grade levels. One indication of the need to increase these connections to the community was an activity completed by elementary teachers. (See Appendix 4)

Some experiences should be assured, in that future teachers can draw upon these to connect content in later grades. A piecemeal approach to social studies programming can result in disconnected activities and teaching methods that lack focus and comprehensiveness. A current example is the Journeys program provided to grade three students in all of the elementary schools. This program has traditional songs, stories, games and firsthand experiences that address important social issues as well as covering a large amount of content. Classes see artifacts, explore structures and have a hands-on look into life as a Native American. Teachers can then, no matter the grade or future school, integrate and use this knowledge base.

Middle school teachers worked to review the current offerings in each of the three grades. The review of the Washington DC trip was a first step in this process. It was discovered that the trip, although similar, is carried out differently at each of the three middle schools. A framework has been drafted by these teachers and is being used as a guide to create uniform experiences at each of the middle schools.

⁹Dynneson, T. and Gross, R. (1999). *Designing Effective Instruction for Secondary Social Studies*. Upper Saddle River, New Jersey: Merrill.

Procedure E-040.11:

The social studies curriculum must provide opportunities to examine controversial issues. It is important that Procedure E-040.11 be reviewed to allow for key critical analysis on these issues without staff requiring students to adopt a particular point of view or deny students the opportunity to disagree with a particular point of view. Professional development will be explored to insure that E-040.11 is understood and followed.

Supplemental texts in Social Studies classrooms:

K-8 teachers shared a desire to have supplemental texts built into the curriculum to not only add to the depth of the curriculum, but to be able to challenge and support students at different academic and reading levels. Much of the work to support differentiation occurs in the classrooms, but the additional resources that are used currently are not consistent across buildings and grade levels. A desired outcome is to have a more standard “toolbox” available to increase students’ access to the curriculum.

In addition, a desire is to have more reference sets available in the schools’ media centers to supplement the social studies curriculum. Having up to date resources that allow our students to stay current with social issues is key to allow GPS students to be prepared for success in social studies. Having the current reference sets documented is a goal of the review – to provide teachers with knowledge of the current resources available to supplement lessons. This will also allow a targeted focus to be in place in determining what – if any –additional resources will be needed in the schools’ library collections.

Conclusion

Success in the twenty-first century requires the ability to make decisions both independently and collectively. These abilities must be taught in social studies classes. Greenwich’s Teacher Evaluation Plan will help ensure that this quality instruction is taking place. Quality social studies instruction has drastically changed – appropriately mirroring the changes in our world. No longer is a successful learner one who can recite historical facts. A modern social studies student must be able to master higher order thinking skills to organize and apply social studies content. This will enable the components of the Vision of the Graduate to be fulfilled by our students. Social studies as a program is as basic for success as reading, writing, math, and science. Social studies must be an essential part of the curriculum so our students become effective participants in a democratic society. Our goal is for this review to identify the resources, objectives and unit structures necessary to support an exemplary social studies education.

NEXT STEPS

- Provisions for community input.

Provisions for community input need to be explored. To help shape the next steps of the review surveys are being drafted to gain input from students and parents/community members. The district website is also going to be utilized to present and illustrate the plan for the social studies curricular review. This document will be the first step in making information available about the review. Displaying new objectives, units and creative lessons are steps to follow as the review progresses. Other opportunities are being considered to allow the community to be involved in this process. A committee is being formed to address creative ways to inform the community about the progress of the social studies department, and to illicit input on how to best formulate and implement social studies curricular objectives and units.

- Review Connecticut grade level expectations and convert to objectives to present to the Board of Education during the 2011-2012 school year.

- Explore professional learning opportunities needed for creation and implementation of new curriculum.

- Identify and strengthen community and program connections as well as assured experiences.

One of the most important ways the social studies department is going to look towards the community for input will be for the role of local connections and assured experiences. The wealth of resources, historical information, and services that Greenwich can provide needs to be better utilized by the social studies department. During the next steps in the review process local organizations will be explored by a committee of teachers to determine how the town resources can be used to support the curricular objectives of the social studies program.

- Continue to explore ways to maximize effectiveness of social studies instructional time at the elementary level.

- Explore ways to offer more High School Electives.

A two-year rotating schedule of select elective offerings should be put in place to allow for more variety and flexibility in scheduling. A rotating schedule would create a wider variety of one semester history and social science elective courses that would lessen singleton classes and allow students to fill in content gaps. Some of these additional offerings might include Western Civilization, American Foreign Policy, and World Religions.

- Expand number of students taking and succeeding AP courses/exams and honors courses.

In researching various school's approaches to Advanced Placement and testing, the Program would propose adapting New Canaan's policy, which offers Honors credit for AP courses only if the student takes the exam for the course. This would not add cost for the district and would increase testing numbers.

- Explore online textbook feasibility.

We would like to begin exploring the purchasing of online textbooks, which would require license renewals approximately every five to six years. This would provide a textbook and online access for students, while allowing the Program to remain current with content.

- Define placement of specific content objectives as recommended by the State.

In the ninth grade, should the course begin or end with the study of Latin America? Beginning the school year with Latin America will allow teachers to connect with the Program's largest CAPT Interdisciplinary Writing deficient subgroup. This could create an immediate buy-in with lasting results. Ending the course with Latin America creates a natural segue to the opening unit of American history, the Spanish-American War, and an immediate connection to the themes studied the previous year.

- Review community service program.

Appendix 1: Vision of the Graduate

VISION OF THE GRADUATE

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge*, all students will develop their individual capacities to:

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Generate innovative, creative ideas and products
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience
- Be responsible for their own mental and physical health

*The core body of knowledge is established in local curricular documents which reflect national and state standards as well as workplace expectations.



Appendix 2: Elective Course Comparison Chart

Comparison of Elective Course Offerings - DRG B

	Nbr. Schools Offering	Greenwich	Darien	Fairfield Warde	Farmington	Ridgefield	Simsbury	Staples	Trumbull	Wilton	South Windsor
AP European History	9	✓	✓	✓	✓	✓		✓	✓	✓	✓
AP US Government	9	✓	✓	✓		✓	✓	✓	✓	✓	✓
Economics	9	✓	✓	✓	✓	✓		✓	✓	✓	✓
Psychology	9	✓	✓	✓	✓	✓	✓	✓	✓		✓
Law in America	8	✓	✓	✓	✓		✓		✓	✓	✓
AP Economics	6		✓		✓	✓	✓	✓	✓		
Sociology	6	✓			✓		✓		✓	✓	✓
Contemporary Global Issues	5	✓	✓	✓				✓	✓		
AP Psychology	4	✓				✓	✓		✓		
Anthropology	3				✓			✓	✓		
Humanities	3		✓	✓	✓						
World Religions	3		✓		✓				✓		
African Studies	2							✓		✓	
Asian Studies	2							✓		✓	
Latin American Studies	2							✓		✓	
Middle Eastern Studies	2							✓		✓	
Modern European History	2	✓		✓							
American Studies	1								✓		
America Since 1945	1		✓								
Ancient World History	1										✓
Archeology	1								✓		
Art History in War & Peace	1								✓		
China Today	1	✓									
Environmental Studies	1							✓			
Film as Historical Narrative I	1									✓	
Globalization	1						✓				
Global Insight	1								✓		
Great Thinkers	1								✓		
International Relations	1					✓					
Philosophy	1		✓								
Politics	1								✓		
Russian Studies	1									✓	
Social Science Research	1	✓									
Women in American History	1							✓			
Total Number of Electives		11	11	8	9	7	7	13	17	11	7

1/5/2011

Appendix 3: Elementary Alignment Report

Standard 1 – Content Knowledge		
Strand	State GLE - Kindergarten	Grade level in GPS current curriculum
1.1 Demonstrate an understanding of significant events and themes in U.S. History.	Identify national heroes.	K
1.2 Describe the importance of significant events in local and Connecticut history and their connections to U.S. history.	Identify examples that illustrate differences between past and present.	1
1.3 Demonstrate an understanding of significant events and themes in world history.	NA	NA
1.4 Demonstrate an understanding of geographical space and place.	Use terms to describe location, direction and distance	K
1.5 Describe the interaction of humans and the environment.	Determine how climate and weather determine the clothes people wear.	None
1.6 Describe patterns of human movement across time and place.	Describe different means of transportation experienced.	1
1.7 Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	Name the symbols that represent the US.	K
	Identify holidays and traditions that represent important ideas and events in America.	K
	Explain why rules are needed to establish school safety.	K
1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	Explain the importance of teacher-generated rules and their consequences.	K
1.9 Understand the rights and responsibilities of citizens.	Explain that members of a community have both needs and responsibilities.	K

	Recognize that there are immediate consequences to one's actions.	K
1.10 Explain how limited resources influence economic decisions.	Identify wants and needs.	K
1.11 Know how different economic systems organize resources.	Identify different kinds of jobs.	K
1.12 Understand the interdependence of local, national and global economies.	NA	NA
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	Identify cultural characteristics of self.	K
Standard 2 – History/Social Studies Literacy		
Strand	State GLE - Kindergarten	Grade level in current GPS curriculum
2.1 Access and gather information from a variety of primary and secondary sources.	Understand that information comes from a variety of sources.	None
2.2 Interpret information from a variety of primary and secondary sources.	Identify water/land information, information from photographs.	K
2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.	Draw a picture to create a historical scene.	None
2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.	Participate in classroom discussions.	K-5
2.5 Create relevant social studies materials such as maps, charts or displays.	Create and share in-class artwork on a social studies topic.	K
Standard 3 – Application		
Strand	State GLE – Kindergarten	Grade level in current
3.1 Use evidence to identify, analyze and evaluate historical interpretations.	Show awareness that there are different sides/points of view of one event.	K

3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	Show awareness that people have feelings.	K
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	Identify a class or school issue and explain one's responsibility for resolving it.	K-5
Standard 1 – Content Knowledge		
Strand	State GLE – Grade 1	Grade level in GPS current curriculum
1.1 Demonstrate an understanding of significant events and themes in U.S. History.	Identify history-related holidays.	1
1.2 Describe the importance of significant events in local and Connecticut history and their connections to U.S. history.	Identify characteristics of family and ancestry.	1 + 2
	Compare and contrast differences in the lives and experiences of people in different generations.	1 + 2
1.3 Demonstrate an understanding of significant events and themes in world history.	NA	NA
1.4 Demonstrate an understanding of geographical space and place.	Recall the phone number, address and location of one's home and street.	K
	Identify and explain the significance of important locations in one's neighborhood.	
1.5 Describe the interaction of humans and the environment.	Explain the difference between man-made and natural geographic features.	None
	Identify the man-made changes in one's town or neighborhood.	1
1.6 Describe patterns of human movement across time and place.	Explain how one travels to and from school and other places in the community.	K

	Describe where members of one's extended family live.	2
1.7 Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	Explain how rules and laws help to establish order and ensure safety.	1
1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	Help create and justify classroom rules.	1
1.9 Understand the rights and responsibilities of citizens.	Give examples of an individual's responsibilities as a citizen in the school.	1
	Describe examples of models of good citizenship.	1
	Analyze how one's actions affect others.	1
1.10 Explain how limited resources influence economic decisions.	Give examples of and describe differences between wants and needs.	*
1.11 Know how different economic systems organize resources.	Compare and contrast differences between producers and consumers.	1
1.12 Understand the interdependence of local, national and global economies.	Identify ways that one needs others to provide for one's well-being.	*
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	Identify cultural characteristics of self and family.	1
	Describe how to interact in a social group.	1
	Describe how family, school and religious places of worship contribute to a community.	None
	Analyze the need for interpersonal relationships.	K
Standard 2 – History/Social Studies Literacy		
Strand	State GLE – Grade 1	Grade level in current GPS curriculum

2.1 Access and gather information from a variety of primary and secondary sources.	Access information from non-print materials with assistance.	K + 1
	Gather information from listening to and reading nonfiction text.	K + 1
2.2 Interpret information from a variety of primary and secondary sources.	Interpret information from pictures, graphs and charts.	K - 5
2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.		*
2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.	Participate in classroom discussions.	K - 5
2.5 Create relevant social studies materials such as maps, charts or displays.	Create and share in-class artwork on a social studies topic.	K
Standard 3 – Application		
Strand	State GLE – Grade 1	Grade level in current
3.1 Use evidence to identify, analyze and evaluate historical interpretations.	Describe two different sides/points of view of one event.	*
3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	Show awareness that people’s feelings and views can change over time.	*
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	Identify contemporary issues and analyze one’s responsibility for resolving them.	*
Standard 1 – Content Knowledge		
Strand	State GLE – Grade 2	Grade level in GPS current curriculum
1.1 Demonstrate an understanding of significant events and themes in U.S. History.	Explain the importance of history-related holidays.	1 *

1.2 Describe the importance of significant events in local and Connecticut history and their connections to U.S. history.	Explain the significance of events and people on the history of one's town.	3 *
	Identify and explain the significance of local history sites.	3
1.3 Demonstrate an understanding of significant events and themes in world history.	Trace the national origins of prominent individuals – past and present – in one's own town.	3 *
1.4 Demonstrate an understanding of geographical space and place.	Compare and contrast man-made and physical characteristics in their town.	2
	Identify and explain the importance of sites one's family frequents.	none
1.5 Describe the interaction of humans and the environment.	Explain effects of man-made changes in town.	3
1.6 Describe patterns of human movement across time and place.	Compare and contrast the differences between rural, suburban and urban areas.	3
1.7 Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	Hypothesize a society without laws to one with laws.	3*
1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	Explain the need for laws and services (police, fire) in one's town.	K,3*
	Recognize that services are usually financed through taxes.	3 + 4
	Explain the ballot and voting procedure for student officers.	none
1.9 Understand the rights and responsibilities of citizens.	Analyze when a student's rights in school must be limited to ensure safety.	3*
1.10 Explain how limited resources influence economic decisions.	Identify the resources needed to fulfill wants and needs.	none
	Compare resources that are made, learned, built or grown.	2
1.11 Know how different	Explain how buyers and	2

economic systems organize resources.	sellers exchange goods and services.	
1.12 Understand the interdependence of local, national and global economies.	Explain where one's personal belongings were produced.	*
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	Identify different cultural/ethnic groups within one's community.	2
	Identify social institutions in the community.	3
	Analyze importance of family and family connections.	1, 2
Standard 2 – History/Social Studies Literacy		
Strand	State GLE – Grade 2	Grade level in current GPS curriculum
2.1 Access and gather information from a variety of primary and secondary sources.	Access information from print materials with assistance.	1 + 2
2.2 Interpret information from a variety of primary and secondary sources.	Identify and explain symbols on a map.	2 + 3
2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.	Write one to two sentence descriptions of historical events, people and/or places.	2
2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.	Ask relevant questions on social studies topics.	K-5
2.5 Create relevant social studies materials such as maps, charts or displays.	Prepare maps and/or drawings of one's bedroom, house or neighborhood.	1
Standard 3 – Application		
Strand	State GLE – Grade 2	Grade level in current
3.1 Use evidence to identify, analyze and evaluate historical interpretations.	Explain why there are different sides/points of view of one event.	
3.2 Analyze and evaluate human action in historical and/or contemporary	Predict how another person might feel in a specific situation.	*

contexts from alternative points of view.	Analyze how a situation affects the way a person will feel.	*
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	Identify a local contemporary issue and propose a class or school wide plan for resolving it.	3*
Standard 1 – Content Knowledge		
Strand	State GLE – Grade 3	Grade level in GPS current curriculum
1.1 Demonstrate an understanding of significant events and themes in U.S. History.	Explain the significance of events surrounding historical figures.	2
1.2 Describe the importance of significant events in local and Connecticut history and their connections to U.S. history.	Describe historical events, sites and people in the local region.	3
	Identify connections between events in local and regional history.	3
	Analyze how changes made in the past affect a state or region today.	3
1.3 Demonstrate an understanding of significant events and themes in world history.	N/A	
1.4 Demonstrate an understanding of geographical space and place.	Use map symbols to locate critical features of one's town.	1,2,3
	Identify and locate the Earth's continents and oceans.	1,3,4
1.5 Describe the interaction of humans and the environment.	Explain how physical systems affect people and their lives.	3,4
1.6 Describe patterns of human movement across time and place.	Analyze how and why people settled in various areas in their community.	3*
1.7 Explain the purpose, structures and functions of government and law at the local, state, national and	Explain how the structure of local government provides basic services.	3

international levels.		
1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	Explain how citizens assist in the creation of town ordinances.	3 *
1.9 Understand the rights and responsibilities of citizens.	Explain one's rights and responsibilities as a citizen	3 + 4
	Predict the impact on a state or nation if people did not meet their responsibilities.	3
1.10 Explain how limited resources influence economic decisions.	Give examples of goods and services.	3 + 4
	Explain how people use resources to make goods and services.	3 + 4
1.11 Know how different economic systems organize resources.	Explain and give examples for the three basic economic questions.	4 *
1.12 Understand the interdependence of local, national and global economies.	Explain how different occupations contribute to a market place.	3 + 4 *
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	Explain characteristics that help define an ethnic group	3 + 4
	Compare and contrast individual identity with that of both peer group and other ethnic groups.	2 + 3
Standard 2 – History/Social Studies Literacy		
Strand	State GLE – Grade 3	Grade level in current GPS curriculum
2.1 Access and gather information from a variety of primary and secondary sources.	Explain content area vocabulary.	3,4
	Answer questions about grade-level content.	3,4
	Use maps, charts and Internet sources to gather information.	3-5
2.2 Interpret information from a variety of primary and secondary sources.	Explain different points of view expressed in texts.	3-5
	Compare and summarize information from political and physical maps by using map symbols.	3,4

	Compare and summarize information from charts and graphs.	3-5
2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.	Write one-to two-paragraph descriptions of historical events, people and place by using relevant social studies vocabulary.	3,4
2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.	Orally present something on a social studies topic or group.	3-5
2.5 Create relevant social studies materials such as maps, charts or displays.	Prepare maps of one's own town depicting relevant information.	*
Standard 3 – Application		
Strand	State GLE – Grade 3	Grade level in current
3.1 Use evidence to identify, analyze and evaluate historical interpretations.	Evaluate the accuracy of different sides/points of view of one event.	5
3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	Predict various points of view people might have on contemporary issue.	3
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	Identify a local contemporary issue and propose a community wide plan for resolving it.	3
Standard 1 – Content Knowledge		
Strand	State GLE – Grade 4	Grade level in GPS current curriculum
1.1 Demonstrate an understanding of significant events and themes in U.S. History.	Compare and contrast the cultures and traditions of American Indians	4
	Compare and contrast the impact of exploration and colonization.	3
1.2 Describe the importance of significant events in local and Connecticut history and	Identify events, people and historical sites important in Connecticut history	*

their connections to U.S. history.	Analyze the impact of individuals on the history of Connecticut	*
1.3 Demonstrate an understanding of significant events and themes in world history.	Explain the influences that contributed to European exploration and colonization	3,5
	Trace the national origins of prominent individuals in Connecticut	none
1.4 Demonstrate an understanding of geographical space and place.	Locate man-made and physical characteristics of Connecticut	3,4
	Compare and contrast map types	3,4
1.5 Describe the interaction of humans and the environment.	Describe how physical systems have affected the lives of people in Connecticut	4
	Explain the relationship between environment and the way of life of American Indians.	3,4
1.6 Describe patterns of human movement across time and place.	Trace and explain immigration patterns of settlement in Connecticut over time.	3
1.7 Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	Explain how the structures of state government provides basic services.	
	Analyze how a constitution provides structure for a government.	
1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	Explain the process for making and implementing laws in Connecticut.	*
	Evaluate the impact of specific Connecticut laws on its citizens.	*
1.9 Understand the rights and responsibilities of citizens.	Identify significant characteristics of an effective and responsible citizen.	3,4
1.10 Explain how limited resources influence economic decisions.	Explain opportunity cost, local exchange systems and how personal resources	none

	allow buying saving and investing.	
1.11 Know how different economic systems organize resources.	Compare and contrast barter and cash exchanges.	3
1.12 Understand the interdependence of local, national and global economies.	Analyze how trade among colonists and with American Indians affected each group.	4,5
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	Compare and contrast contributions of different ethnic groups to the community.	4

Standard 2 – History/Social Studies Literacy

Strand	State GLE – Grade 4	Grade level in current GPS curriculum
2.1 Access and gather information from a variety of primary and secondary sources.	Identify the difference between a primary and secondary source.	5
	Summarize information from primary and secondary sources.	4
2.2 Interpret information from a variety of primary and secondary sources.	Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.	4
	Distinguish between useful and irrelevant information.	4
2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.	Write a three or more paragraph essay using evidence.	4,5
2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.	Respond appropriately in a discussion with relevant information and questions.	3-5
	Orally present information and answer questions about a social studies topic.	3-5

2.5 Create relevant social studies materials such as maps, charts or displays.	Prepare an accurate chart or graph depicting relevant social studies information	*
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Standard 3 - Application

Strand	State GLE – Grade 4	Grade level in current
3.1 Use evidence to	Evaluate the accuracy of	5*

identify, analyze and evaluate historical interpretations.	different sides/points of view of one event.	
3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	Cite evidence to explain the various feelings/points of view of people in a historical situation.	5*
	Predict various points of view people might have on a national contemporary issue.	none
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	Analyze articles from appropriate sources that propose solutions to contemporary issues.	4
Standard 1 – Content Knowledge		
Strand	State GLE – Grade 5	Grade level in GPS current curriculum
1.1 Demonstrate an understanding of significant events and themes in U.S. History.	Explain how specific individuals and their beliefs influenced American History.	5
	Compare and contrast the economic, political, and or religious differences that contributed to conflicts.	5
	Analyze how some conflicts have been resolved through compromise	none
	Rate the influence of individual events that contributed to the American Revolution.	5
	Evaluate the results achieved at the Constitutional Convention.	5
1.2 Describe the importance of significant events in local and Connecticut history and their connections to U.S. history.	Explain the connections between local, state and national events	5
1.3 Demonstrate an understanding of significant	Trace the evolving relationship between	4,5

events and themes in world history.	England and its American colonies.	
	Compare and contrast the “push” and “pull” factors leading to colonial settlement.	5
1.4 Demonstrate an understanding of geographical space and place.	Compare and contrast the value of using local/regional/thematic maps to identify early settlements in America.	none
	Analyze the geographical significance of the location of early American Colonial settlements.	5
1.5 Describe the interaction of humans and the environment.	Explain connections between environment and European exploration and early European settlement in America.	4,5
1.6 Describe patterns of human movement across time and place.	Compare and contrast patterns of settlement in specific areas of the 13 American colonies.	5
	Analyze the “push” and “pull” factors that contributed to European migration.	5
1.7 Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	Describe the purpose, structure and functions of our national government.	4
	Analyze how power in the US is shared among local, state and national governments.	3,5
1.8 Describe the interactions between citizens and their government in the making and implementation of laws.	Explain the process through which citizens can influence the making of laws in the US.	4
1.9 Understand the rights and responsibilities of citizens.	Analyze one’s rights and responsibilities as a citizen	4
1.10 Explain how limited resources influence economic decisions.	Explain that when resources vary, so does wealth and poverty.	5

	Analyze how businesses use limited resources to create goods and services.	4
	Weigh the purposes and impact of spending and saving money.	None
1.11 Know how different economic systems organize resources.	Explain how the government needs taxes to provide goods and services.	4
	Analyze examples of disagreement between government taxation and citizen resentment and resistance.	5
1.12 Understand the interdependence of local, national and global economies.	Analyze how trade has linked different parts of the world.	4
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	Analyze how European and African cultures influenced the culture and systems that emerged in the American Colonies.	5
	Evaluate contributions of different ethnic/cultural groups to the settlement and growth of the US.	5
Standard 2 – History/Social Studies Literacy		
Strand	State GLE – Grade 5	Grade level in current GPS curriculum
2.1 Access and gather information from a variety of primary and secondary sources.	Independently locate primary and secondary sources.	5
	Identify map symbols and map types.	4
2.2 Interpret information from a variety of primary and secondary sources.	Use relevant information to describe author’s point of view.	5
	Compare and contrast information provided by both primary and secondary sources.	5
	Use map symbols to interpret information from various map types	4,5
2.3 Create various forms of	Create an expository piece	4,5

written work to demonstrate an understanding of history and social studies issues.	using evidence to describe a historical event or issue.	
2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.	Describe conflicting points of view on a historical issue or event by using evidence.	5
	Give an oral presentation on a social studies event or issue and use evidence from more than one source.	5
2.5 Create relevant social studies materials such as maps, charts or displays.	Create maps of the US.	4,5
	Create a timeline of significant events of a historical period.	5
Standard 3 - Application		
Strand	State GLE – Grade 5	Grade level in current
3.1 Use evidence to identify, analyze and evaluate historical interpretations.	Identify and explain different points of view about a historical event.	5
	Make and support judgments about the quality of information in text material.	5
3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	Analyze why people might have different points of view on a national contemporary issue.	5
	Use personal experience and/or outside readings to describe views and feelings of people in the past.	4,5
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	Predict how a current issue or event might affect one's life.	4,5
	Assess the value of proposed solutions to contemporary issues.	4,5

* indicates current GPS curriculum covers the strand – but not with recommended GLE content.

Appendix 4: State and town connections activity results

Looking at the revised Connecticut State Social Studies Framework grade level expectations showed that a high importance will be placed on local connections. Teachers in grades 3-5 participated in a state/town connections activity that generated the following feedback and recommendations. It is a desired outcome to ensure students are connected to Greenwich with their social studies curriculum. Also, as reflected below, each building to some degree has in place different activities and community connections.

Grade 3: Selections from state framework: “One’s town as a context to expand knowledge of geography, history, human interdependence etc. Comparing local community with at least one other town.”

Colonial Greenwich is studied up until the revolutionary time period, with comparisons made to today. Early settlement, economics, culture/customs, governmental structure and the relationship to the Siwanoy. A variety of non-fiction and historical fiction titles were cited by the elementary schools. The Bus tour, the Bush-Holley house and the Journey’s into Native Indian territories were all referenced. “A Child’s History of Greenwich” a video about Elizabeth Winthrop Feaks and a desire to go to Putnam Cottage was expressed.

Grade 4: Selections from state framework: “Connecticut as the context...includes comparisons with other states...”

Regional comparisons referencing CT from the textbook, states project. Suggested visit to capitol in Hartford by some buildings – certain visits are conducted(North Mianus), research based brochure project. Suggestions to remove region and add CT specific unit.

Grade 5: Selections from state framework: “Early American History...with an emphasis on local history connections...”

Limited current local connections. Creative projects such as Christopher Columbus trial, most successful colony performance assessment, Loyalist/ Patriot debates referenced – but no specific local focus in the project designs. Suggestions included CT connections as a focus for the Revolution. Site visits to Fairfield Historical Societies “Life in Colonial America.” Learn about early settlement structures and nearby towns to review the time period.