



ACADEMIC SOCIAL PERSONAL

Social Studies Curriculum Alignment

Creating a logical vertical
progression for the district's
students

EXCELLENCE

The Vision

- Develop the necessary skills for students to become active and engaged citizens in their local, national, and global society.
- Offer opportunities for students to develop as they observe and explore, identify and discuss, and construct and interpret ideas
- Work with students towards becoming globally-informed empathetic citizens

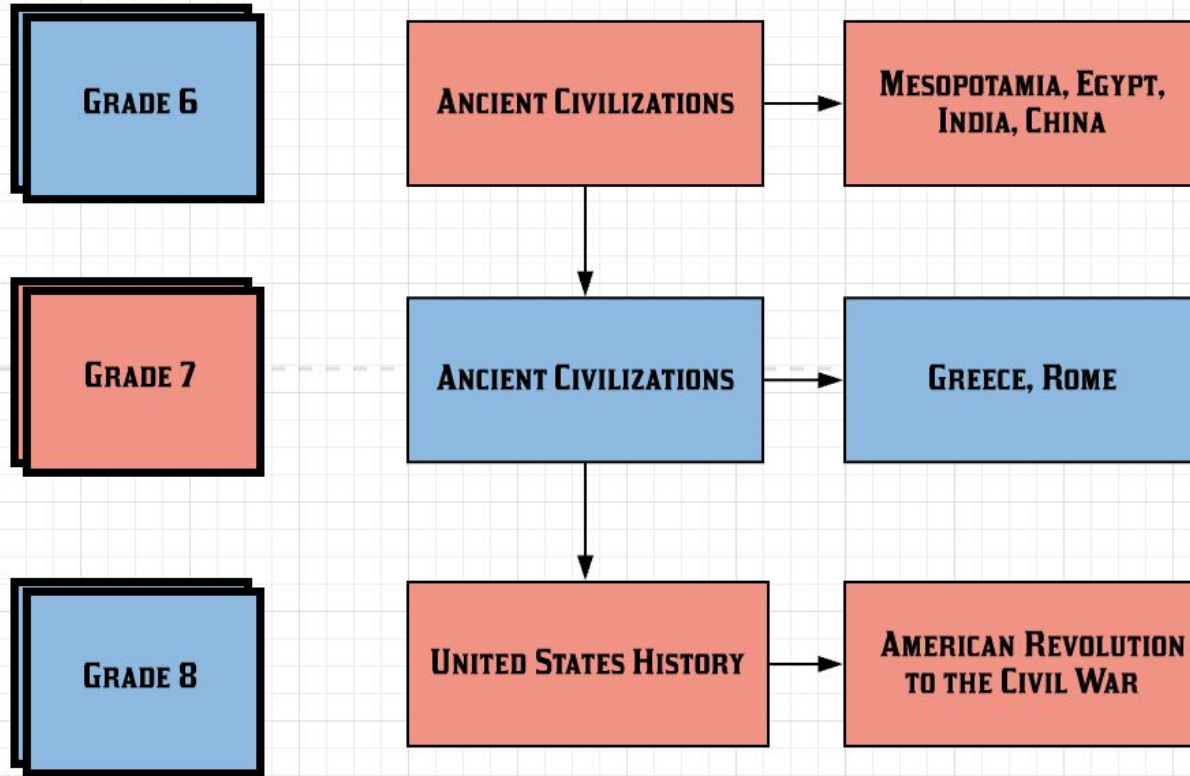
The Vision

- Social studies instruction involves interdisciplinary instruction where content is brought to life as students read, write and speak. Teach students to read and think critically so that they will become informed and engaged citizens
- Read and analyze primary and secondary sources and artifacts while drawing conclusions from them.
- Allow students to write across multiple source documents to form evidence-based arguments.

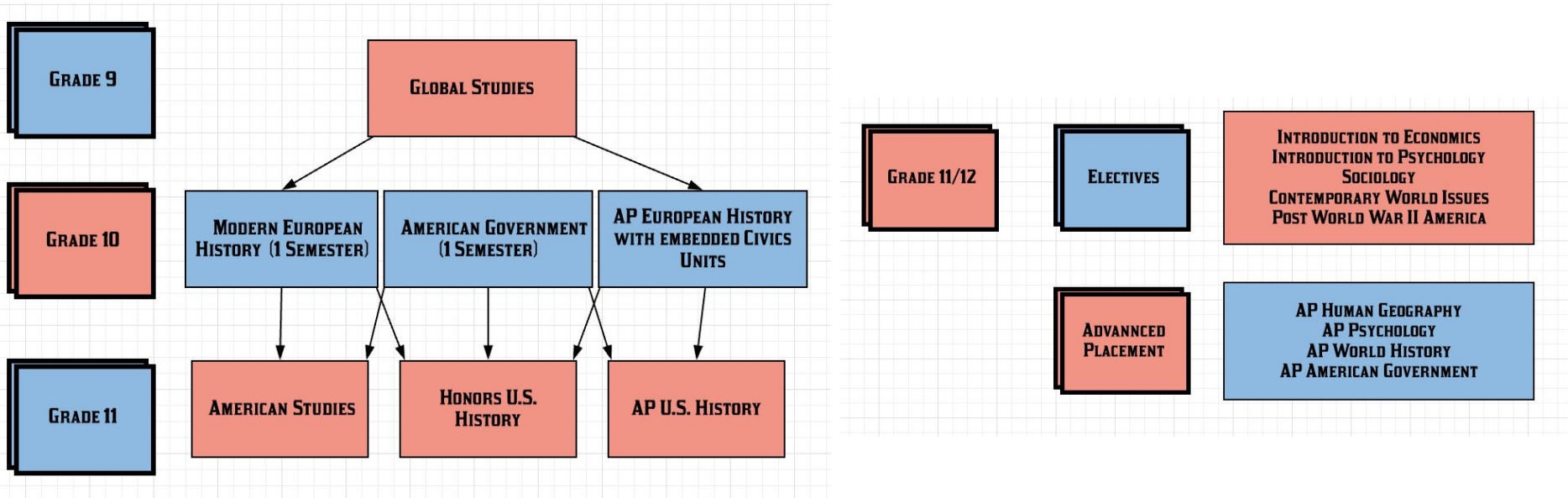
The Reasoning

- Align with the Connecticut Elementary and Secondary Social Studies Framework
- Create logical learning progressions from grades 5-12 where topics are built upon over the course of a student's schooling
- The written and taught curriculum lead students to understand the necessary skills to be global citizens as well as be prepared for AP & college courses.

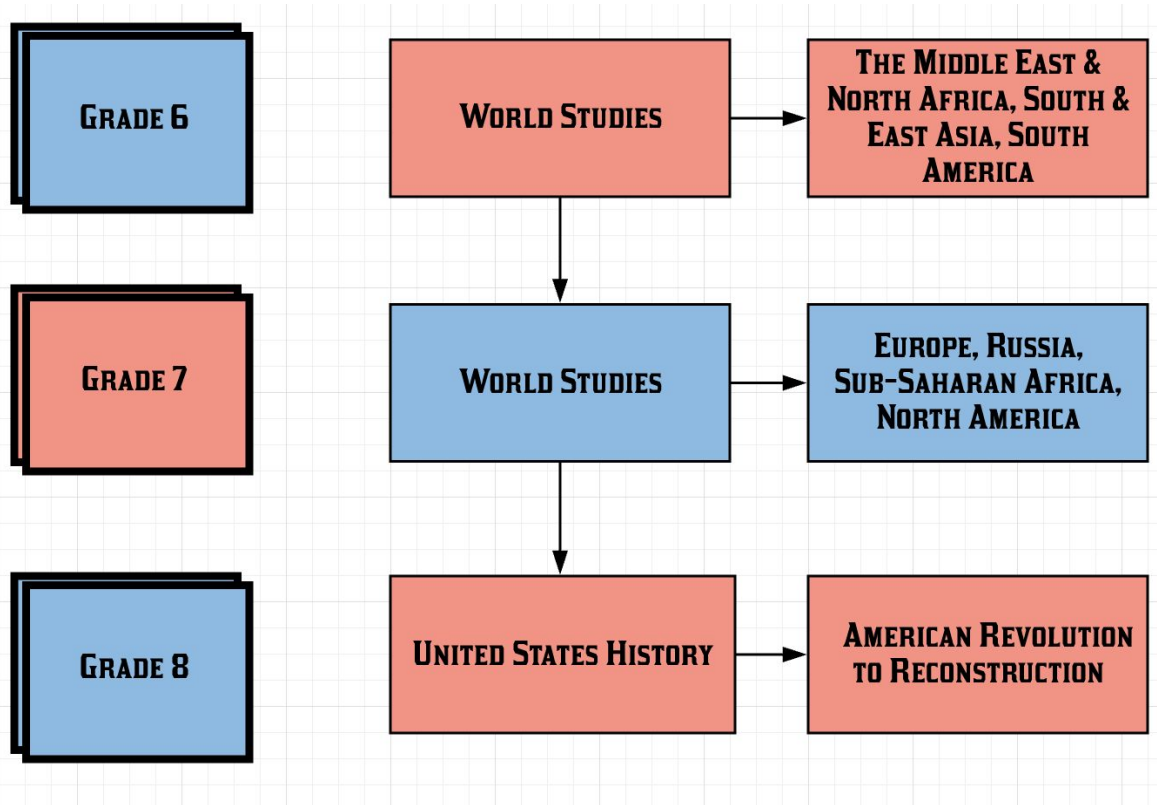
Course Sequence: Class of 2020 and prior



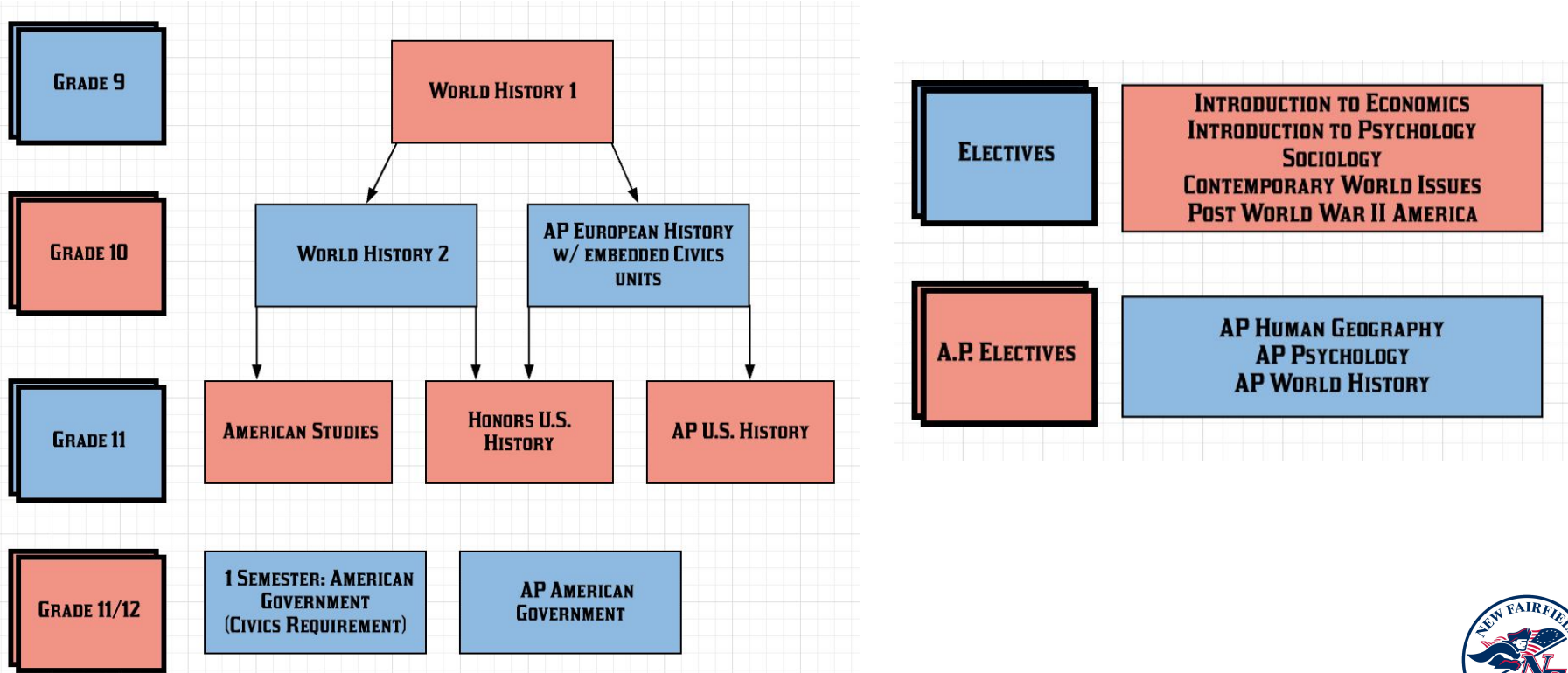
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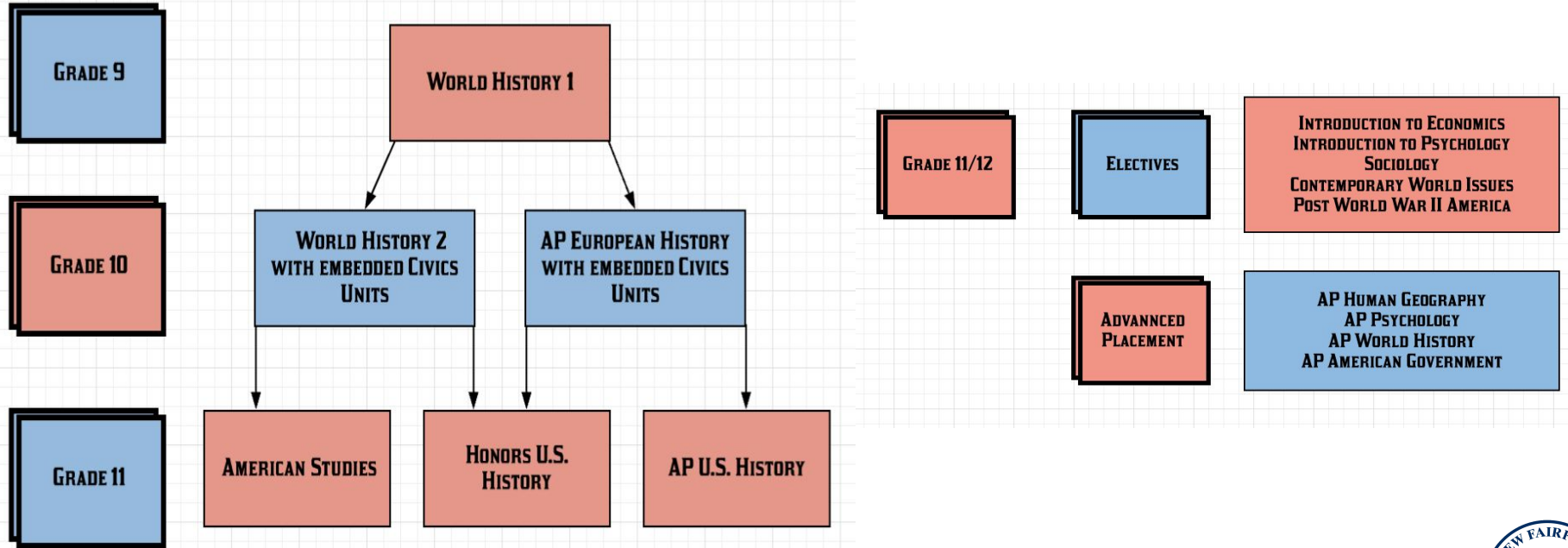
Course Sequence Grades 6-8: Class of 2021



Proposed Course Sequence: Class of 2022+



Transition Course Sequence: Class of 2021



Curriculum Status

- High School Curriculum Writing
 - A collaborative model organized with checkpoints over the course of the year
 - Strong departmental buy-in
 - [High School Curriculum Writing & Evaluation Plan](#)

- Middle School Units of Study
 - Scope and Sequence of units completed
 - Units piloted across grades 6-8
 - Reflection & Revision of units in progress