WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER:
 6:30 p.m., Staples High School, Principal's Conference Room 1025C

ANTICIPATED EXECUTIVE SESSION: Pending Litigation

RESUME PUBLIC SESSION

PLEDGE OF ALLEGIANCE: Staples High School, Cafeteria B (Room 301), 7:30 p.m.

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: September 12, 2011

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS   (15 MINUTES)

DISCUSSION:

1. Middle School Social Studies Curricular Revision: 2012-2015 School Years	(Encl)	Mr. D'Amico Ms. Comm
2. School System Goals: July 1, 2011-June 30, 2012	(Encl)	Dr. Landon

DISCUSSION/ACTION:

1. Revised 2011-2012 School Calendar	(Encl)	Dr. Landon

RESUMPTION OF ANTICIPATED EXECUTIVE SESSION: Pending Litigation

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.
The meeting can also be viewed on cable TV on channel 78.
        PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:
        • Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
        • Board will not engage in dialogue on non-agenda items.
        • Public may speak as agenda topics come up for discussion or information.
        • Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
        • Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
        • Speakers must give name and use microphone.
        • Responses to questions may be deferred if answers not immediately available.
        • Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

To: Members of the Board of Education

From: Elliott Landon

Subject: Middle School Social Studies Curricular Revision/2012-15 School Years

Date: September 26, 2011

Major revisions to the Social Studies curriculum in grades 6-8 have been of interest to our administrative and teaching staffs for the past several years. Now, with the implementation of the Board of Education-approved 9th Grade Global Themes course at Staples in the current school year, revisions to the middle school Social Studies program have become more urgent.

Under the direction of James D'Amico, 6-12 Department Chair, Social Studies, a team of middle school teachers worked diligently this past summer to develop a middle school Social Studies curriculum that would link seamlessly to the 9th Grade Global Themes course. The efforts of their work, being presented to you at this meeting, presents content within the context of thematic questions and aligns with the Connecticut Social Studies Curriculum Framework and the National Curriculum Standards for the Social Studies endorsed by the National Council for the Social Studies. The curriculum they developed focuses on having students think critically and creatively. Students will be required to examine the social studies through a global lens in cross-disciplinary fashion with Science, as well as with English/Language Arts, consistent with our Westport Education 2025 objective of preparing all students for success in addressing 21st century challenges.

For our meeting of September 26, Mr. D'Amico and representative teachers from our Bedford Middle School and Coleytown Middle School social studies departments will be present to elaborate on this proposal and respond to questions that may be raised by members of the Board.

This curricular proposal is being presented to the Board at this time only for review and discussion. It will be presented to you for approval at our meeting of October 11.

Executive Summary

This document proposes a revision of the social studies curriculum for grades six though eight. The changes proposed address several factors, including alignment with the Connecticut Social Studies Frameworks, National Council for the Social Studies standards, and the Westport Public Schools' goals.

The proposals for change have their basis in the latest professional standards, literature, and research related to social studies education and 21st Century curriculum design. The curriculum structure proposed would also restructure the middle school social studies curriculum to provide students with the opportunity to think in ways that will help them when they reach Staples High School.

Much like the recently implemented Global Themes course for ninth grade at Staples High School, in this curriculum, the social studies department has attempted to address what internationally recognized curriculum expert Heidi Hayes Jacobs has called the "divisive nature of the traditional social studies model." The proposed curriculum is not a chronological sequence of historical events, but a continuum of courses that explore all of the social sciences. By design, individual content units can be flexible to allow for deeper inquiry, interdisciplinary projects, and the flexibility to spend more time on topics that are engaging to students, or that can be applied to real-world situations.

Studies at each grade level are guided by an essential question for the year, and questions within each unit that ask students to think about content in different ways. The questions and units have also been designed to complement many of the big ideas from the middle school science curricula to foster more teaming among middle school teachers and the creation of interdisciplinary problems and assessments.

The proposed timeline for implementation would be to begin these curriculum changes in 2012-13 for grade 6, 2013-14 for grade 7, and 2014-15 for eighth grade. These curriculum changes will also require coordination with the K-5 Social Studies coordinating Principal to ensure that any core concepts and content required by state frameworks that were previously part of the middle school curriculum will be addressed in the appropriate elementary grade level.

The Social Studies Department believes that these proposed changes to the middle school social studies curriculum represent a necessary shift toward the skills and content that our students need to thrive in the 21st Century, and that move our curriculum toward fulfilling the mission of social studies education to create effective global citizens.

The Global Citizen Curriculum

Middle School Social Studies Curriculum Revision Proposal to the Westport Board of Education

September 26, 2011

Westport Public Schools
Grades 6-8 Social Studies Department

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Global Connections and the "Global Citizen" Curriculum

The middle school social studies curriculum has been redesigned to help students on the important journey to becoming more globally competent and literate citizens. Experts across different areas of study and all levels of education agree that it is imperative that schools prepare students to function in a world where success requires the knowledge and ability to cooperate and compete with people from around the world. This requires knowledge of world regions, cultures, economies, global issues and instills values of respect for other cultures and the disposition to engage responsibly as an individual in a global context.[1]

Much like the recently implemented Global Themes course for ninth grade at Staples High School, in this curriculum, the social studies department has attempted to address what internationally recognized curriculum expert Heidi Hayes Jacobs has called the "divisive nature of the traditional social studies model", in which the disciplines of geography, history, anthropology, sociology, economics, and political science are approached separately, if at all[2]. What has been developed is a curriculum in which teachers can teach critical thinking skills and present content in the context of thematic questions that ask students to examine their world.

It is also important to note that in 6th and 7th grade, we are not presenting a global studies curriculum in the absence of the United States. In fact, many of the experts in the field of social studies education such as Stephen Thornton of Teachers College, Columbia University, support this approach as a way of educating Americans who now live "in a world in which vital civic concerns routinely cross national boundaries."[3]As part of the obligation of a social studies curriculum to teach students about their country's place in the world and their role as citizens of their country and the world, there is a compelling need for young Americans to understand how they affect and are affected by the geography, economics, and history of the world.[4] This coincides with the National Council for the Social Studies' position that "developing [a] global perspective is attentive to the interconnectedness of the human and natural environment and the interrelated nature of events, problems or ideas. An important characteristic of global studies is the analysis of problems, issues, or ideas from a perspective that deals with the nature of change and interdependence."[5]

With that overarching idea of interdependence in mind, we have given each of the three grade level courses of study a title beginning with the phrase "Global Connections" to make it clear that the goal of the social studies program in Westport's middle schools is to enable students to understand that the world they live in is complex, with countless interactions between people, ideas, and resources. This is also why in the overview of themes below we have included correlations to possible connections to the science curriculum frameworks. This new curriculum document will give middle school teams a sense of where interdisciplinary approaches will enhance students' understanding of key concepts in both Social Studies and Science. While teachers of Social Studies and English/Language Arts have long found opportunity to connect their classroom, the connections to science may be particularly fruitful in helping students develop a world view that connects the social sciences with the natural and physical sciences.

21st Century Skills

The middle school social studies curriculum is designed to help lead students to be able to think in ways that help them in their development as citizens of the world, through the lens of the social sciences. The curriculum is also designed to maximize the potential for interdisciplinary connections, helping students see that examination of real-world issues is not a subject area-specific endeavor. The curriculum structure presented here is designed to allow for the infusion of key attributes of Problem Based Learning, including an emphasis on being able to address authentic, realistic, complex, intriguing, ill-defined problems that students will need to become increasingly comfortable addressing.[6]

By design, individual content units can be flexible to allow for deeper inquiry, interdisciplinary projects, and the flexibility to spend more time on topics that are engaging to students, or that can be applied to real-world situations. By focusing on key generalizations, or concepts that can be applied to a variety of topics, situations, and assessment types that become increasingly complex each year, this curriculum is a step toward fostering more sophisticated thinking about the world by our students[7]. This structure is supported by the National Council for the Social Studies' philosophy that the most effective social studies programs and teachers do not diffuse their efforts by trying to "cover" too many topics, and that the best social studies curricula are integrative, combining studies of the different social sciences as well as other subject areas.[8]

This is evident in different aspects of the curriculum:
1. Each year-long course of study is organized according to broad themes
2. Each theme is divided into units where an essential question has been developed to guide lesson planning, assessments, and class activities.
3. In various units throughout the three-year course of study, connections to the Connecticut Science frameworks are highlighted, so that teachers on the grade-level teams can use them to facilitate the creation of co-taught lessons, collaborative projects, and common assessments.
4. The final essential question for each year requires that students examine issues facing the world today, requiring that students use skills and knowledge developed over the course of the year to research issues, craft solutions, and present their ideas.

Successful implementation of the three-year middle school social studies curriculum is tied directly into the use of technology tools for research, creativity, presentation skills, and collaboration within and outside of the classroom and school building. During the curriculum development process, teachers have identified resources that the school district already has, resources that we can obtain for little or no cost, and resources that the social studies department will work with the technology department to obtain, or find ways to perform similar tasks.

Proposed Grade Level Themes

Grade 6: Global Connections: Geography and Culture

Theme 1: Looking at the World through the Social Sciences
- Unit I: Tools and Methods of Social Scientists
- Unit II: Looking at the World Geographically

Theme 2: The Impact of Geography on culture
- Unit I: Characteristics of Culture
- Unit II: The Impact of Geography on a Region's Economy
- Unit III: The Development of a Culture's Government

Theme 3: Geographical Connections to Global Challenges and Possible Solutions

Connections to Science
Ecosystems • Relationship between environmental factors and where humans can thrive • How populations are affected by availability and quality of resources **Energy** • Effect of weather and climate on human populations **Water** • Effect of human development on water supply

Grade 7: Global Connections: Progress in an Interconnected World

Theme 1: The Development of Nations
- Unit I: National Identity and Revolution
- Unit II: Modernization and Progress

Theme 2: The Interaction of Nations
- Unit I: Global Expansion
- Unit II: Global Conflict

Theme 3: National Progress and Competition's Connection to Global Challenges and Possible Solutions

Connections to Science
Energy and Machines • Understanding of basic physics in mechanizing production of goods **Technology** • Agricultural science's role in development of societies • Impact of food preservation methods on human populations

Grade 8: Global Connections: The American Identity

Theme 1: Conflict and Competition
- Unit I: Foundations of American Identity
- Unit II: America and International Conflict
- Unit III: Technological Advancements

Theme 2: Justice and Equality
- Unit I: From Slavery to Modern Day Struggles for Civil Rights
- Unit II: Justice and the Individual
- Unit III: Individuals vs. Society

Connections to Science
Solar System/Inertia • Understanding of physics of inertia lead to the possibility of space exploration **Heredity/Genetics** • Connections between understandings of human genetics and human rights issues • Influence of scientific advancements on society

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Connection to Standards

In each unit of curriculum, there are connections to the Connecticut Social Studies Curriculum Framework and the Curriculum Standards of the National Council for the Social Studies (NCSS).

Concerning the Connecticut Frameworks, these connections are limited for the purposes of the proposal to *Standard 1: Content Knowledge* and *Standard 3: Civic Engagement*. Connections to *Standard 2: History/Social Studies Literacy* will be part of the writing of detailed unit guides and common assessments.

The National Curriculum Standards for Social Studies are organized thematically. They are not content standards per se, but rather a thematic framework for teaching, learning, and assessment[9]. Within the NCSS documentation, there are several questions for exploration, knowledge outcomes, processes and products listed. In our curriculum overview, we have chosen to correlate to the themes if any of those characteristics are addressed. The number used in the curriculum overview refers to those themes. They are:

1: Culture
2: Time, Continuity, and Change
3: People, Places, and Environments
4: Individual Development and Identity
5: Individuals, Groups, and Institutions
6: Power, Authority, and Governance
7: Production, Distribution, and Consumption
8: Science, Technology, and Society
9: Global Connections
10: Civic Ideals and Practices

Implementation Timeframe

Upon approval by the Board of Education, this curriculum would be implemented by grade level, beginning with the 2012-13 school year for sixth grade, 2013-14 school year for seventh grade and the 2014-15 school year for eighth grade. However, as the time for full implementation approaches, teachers will be encouraged to pilot units from the new curriculum into their teaching.

This will allow the middle school teachers to function as a team, and use professional development time to assist their colleagues in developing lessons, assessments, and resources as each grade level approaches full implementation. It will also allow teachers to be trained in their responsibilities as a part of the Response to Intervention (RTI) program before the curriculum is changed for their grade level. Additionally, this implementation schedule will allow the district to spread out the cost of new materials and professional development over a three-year period.

These curriculum changes will also require coordination with the K-5 Social Studies coordinating Principal to ensure that any core concepts and content required by state frameworks that were previously part of the middle school curriculum will be addressed in the appropriate elementary grade level.

Texts and Materials

Many of the materials and resources required for implementing this new curriculum are already available, such as databases purchased through the media centers and subscriptions paid for by the social studies budget at the middle schools and Staples High School. Some texts that are already owned will be able to be used by other grade levels if necessary. For example, the eighth grade teachers will be able to utilize the current sixth grade textbook for parts of their course.

The teachers are currently researching and examining possible new texts, e-books, and other resources for the new curriculum. All of the primary texts under consideration have extensive online interactive resources, specialized features for students who need help with reading comprehension, and organizational aesthetics that are student and parent-friendly. Upon approval of this curriculum, teachers will work with the reading specialists and other colleagues to determine the best option for their students. Titles currently under consideration for use in sixth grade are:

	Text (w/online resources)		Online Only (6-yr access) *(1-yr access)*	
Exploring Our World (Glencoe)	$ 76.95 w/6-yr online access	$ 36551.25	$ 76.95 *$ 19.26*	$ 36551.25 *$ 9148.50*
myWorld Geography (Pearson)	$ 82.47 w/6-yr online access	$ 39173.25	$ 70.97 *$ 33.97*	$ 33710.75 *$ 16135.75*
World Cultures and Geography (Holt McDougal)	$ 77.15	$ 36646.25	N/A	N/A
World Geography (Holt McDougal)	$ 63.45 $ 69.80 w/ 6y online	$ 30138.75 $ 33155.00	$ 47.60 *$ 18.00*	$ 22610.00 $ 8550.00

The cost of these resources is based on current enrollment in grade 5, and will be part of the 2012-13 budget proposal for the Curriculum Center. Materials for grades seven and eight will be a part of future budget proposals.

Detailed Proposal for Curriculum Change

The following pages contain the detailed proposal for change to the grades 6-8 social studies curriculum for the Westport Public Schools. Each year-long course of study contains the following common elements: Course Title, Essential Question(s) for the year, Themes, organized by Units each with its own essential question(s), and topics that will support in-depth study of the essential questions and ideas of the course of study. Each unit of each theme is correlated to the Connecticut Frameworks as well NCSS standards.

In grades six and seven, the content structure is organized around a series of case studies of various regions, countries, and ideas important to support the curriculum. Eighth grade is structured slightly differently, emphasizing core content, reflecting the Connecticut Frameworks' emphasis on that grade level being a core U.S. History year.

Grade 6
Global Connections: Geography and Culture

Essential Questions for the Year:
- **What are the forces that shape the cultures of the world?**
- **How can geography help us to identify and think critically about global challenges and possible solutions?**

Theme 1: Looking at the World through the Social Sciences

Unit 1: Tools and Methods of Social Scientists
 Essential Questions:
 • What are the social sciences?
 • What tools and methods do social scientists use to gather/interpret information about the world and its peoples?
      o Study of artifacts from different societies
      o Study of ways of life of different peoples
      o Study of current issues to understand the role of social sciences
      o Study of different forms of government around the world
      o Study of different economic systems around the world
	<u>CT</u>
	 6-1.7-16
	 6-1.10-20
	 6-1.11-21
	 6-1.13-24
	
	 <u>NCSS</u>
	 1-10

Unit 2: Looking at the World Geographically Essential Questions: • What is geography? • Why is it important to study geography? • What tools are used to study geography? o Study of careers, uses of geography and geographic information in the world	<u>CT</u> 6-1.4-9, 10, 11 6-1.6-15 <u>NCSS</u> 3, 9

Theme 2: The Impact of Geography on Culture

Unit 1: Characteristics of Culture
 Essential Questions:
 • What are the characteristics of a culture?
 • How do people live and adapt to a place on earth?
 • What are the forces that enable a culture to progress, thrive, and evolve?
 Suggested Case Studies:
      o Mesopotamia, beginnings of culture
      o Native American Cultures
      o New Guinea
      o African Cultures
      o East Asian Cultures
	<u>CT</u>
	 6-1.2-4
	 6-1.3-5, 7, 8
	 6-1.5-13
	 6-1.6-15
	 6-1.13-24, 25, 26
	
	 <u>NCSS</u>
	 1, 2, 4, 9

Unit 2: The Impact of Geography on a Region's Economy
Essential Questions:
• How are economies around the world similar and different?
    o What are the different cultural definitions of economic progress or wealth?
    o What role does technology play in a society's economic growth?
• What are other factors that contribute to the wealth of a region?
• How do regions differ in their use of available natural resources?
Suggested Case Studies:
    o Brazil
    o Middle East
    o China
    o USSR/Russia
	<u>CT</u>
	6-1.3-6
	6-1.5-12, 13
	6-1.6-14
	6-1.10-20
	6-1.12-22, 23
	
	<u>NCSS</u>
	3, 7, 8, 9

Unit 3: The Development of a Culture's Government
Essential Questions:
• What are the forces that influence the development of different types of government?
• How do different cultures resolve the struggle between individual rights and the interests of the state?
Suggested Case Studies:
    o Ancient Greece
    o Medieval Europe
    o United States
	<u>CT</u>
	6-1.1-2, 3
	6-1.3-6
	6-1.8-17, 18
	6-1.9-19
	
	<u>NCSS</u>
	5, 6, 10

Theme 3: Geographical Connections to Global Challenges and Possible Solutions

Unit 1: Contemporary Problem-Based-Learning Experience Essential Questions: • How can 21st Century challenges be understood more effectively by understanding connections to geographical studies? • How do 21st Century challenges and solutions require a base of knowledge in the social sciences and current issues?	<u>CT</u> 6-1.1-1 6-3.1-1, 2 6-3.2-3, 4 6-3.3-5 <u>NCSS</u> 2, 9, 10

Grade 7

Global Connections: Progress in an Interconnected World

Essential Question for the Year:
- How does a nation's search for progress affect its own people as well as people around the world?

Theme 1: Development of Nations

Unit I: National Identity and Revolution
Essential Questions:
 • What is a nation? Native Americans, Germanic tribes as examples of nations before modern nation-states
 • What is revolution? How do revolutions occur?
 • What role does revolution play in forming a national identity?
 	
Case studies:
    o American Revolution as an example of an independence movement
    o French Revolution as an example of a social and economic movement
    o Iranian Revolution as an example of a revolution based on religious unity
    o Arab Spring as an inquiry into the causes of current day revolutions
 	
Essential Question:
 • How does a system of government (constitution) express the identity and goals of a nation?
Case Studies:
    o US Constitution
    o French constitutions since the French Revolution
    o Comparisons: Great Britain, Iran, Mexico
    o Development of constitutions today (Arab nations, South Sudan, Iceland)
	CT
	7-1.1-1, 2, 3
	7-1.3-5, 7, 8
	7-1.4-10, 11
	7-1.8-18, 19
	7-1.9-20
	
	NCSS
	1, 3, 4, 5, 6, 10

Unit II: Modernization and Progress
Essential Questions:
 • What is the impact of modernization on traditional aspects of a society?
 • What are the positive and negative implications of technological advancements?
 	
Case Studies:
    o The Industrial Revolution in the United States and its impact on society
    o India--historically, as a British colony, today
    o Japan--19th century modernization vs. traditional culture, today
Choice of:
    o using technology to form a nation (Middle East, Netherlands, US (railroads))
    o increased population in water-poor regions (Middle East, California)
    o medical technology/increased life span (Science connection?)
    o Examination of modern food production (advancements? in agriculture, use of chemicals)
	CT
	7-1.2-4
	7-1.4-9
	7-1.5-12
	7-1.6-13
	7-1.10-21
	7-1.11-22, 23
	
	NCSS
	2, 8, 9

Theme 2: Interaction of Nations

Unit I: Global Expansion	CT
Essential Questions: • What are the forces that encourage globalization? • How does industrialization lead to increased interaction among nations and regions? Case Studies: o Improvements in transportation and trade: Suez and Panama Canals, telecommunications o Examination of a specific product or industry today to examine interaction of goods, services, people Essential Question: • How does increased global interaction impact individuals? Case Studies: o Impact of effect of global industry on people in non-industrialized regions (Amazonian Brazil, Aboriginal Australia) Essential Questions: • What is imperialism? • Does a stronger nation have the right and/or responsibility to intervene in the affairs of a weaker nation? Case Studies: o European expansion into Africa, Asia, Latin America o U.S. Expansion into the Pacific and Latin America	7-1.5-12 7-1.6-13, 15 7-1.7-16, 17 7-1.8-18 7-1.10-21 7-1.11-22, 23 NCSS 3, 4, 7, 8, 9
Unit II: Global Conflict	CT
Essential Questions: • What is the impact of multi-national conflicts on the countries involved? • What responsibilities do nations involved in conflict have when the fighting is over? Case Studies: o Human and economic consequences of WWI o Impact of the Treaty of Versailles o Causes of WWII o Human and economic consequences of WWII	7-1.3-6, 8 7-1.6-13, 14, 15 7-1.7-16 7-1.8-19 7-1.9-20 NCSS 2, 8, 9, 10

Theme 3: National Progress and Competition's Connection to Global Challenges and Possible Solutions

Unit I: Contemporary Problem-Based-Learning Experience	CT
Essential Questions: • What are the major sources of conflict between nations in the 21st century? • How can we use our knowledge of internal and external issues of nations to avoid and/or resolve these conflicts?	7-1.1-1, 2, 3 7-1.3-8 7-3.1-1, 2 7-3.2-3, 4 7-3.3-5 NCSS 1, 2, 9, 10

Grade 8

Global Connections: The American Identity

Essential Question for the Year:
- **What is America's identity on the world stage?**

Theme One: Conflict and Competition

Unit I: Foundation of America
Essential Questions:
• How do national and world events impact the role and responsibilities of citizens?
• How does the US Constitution shape American identity?
 	
Core Concepts and Content:
 o Development of Democracy
  ▪ Political & Economic System of America
  ▪ Review of Constitutional Powers
  ▪ Separation of powers
  ▪ Three branches
 o Review Bill of Rights
  ▪ Document Based Essay on Bill of Rights
  ▪ Provisions of the 1st Amendment
 o Evolution of presidential power
  ▪ Impact of presidential power
  ▪ Case study: President Truman
   • Using primary sources- the Inaugural or State of the Union addresses to compare presidents
  ▪ Other Case Study Options:
   • President Lincoln and the Emancipation Proclamation & Suspension of Habeas Corpus
   • FDR and Japanese Internment;
   • President Johnson and Vietnam
   • President Bush and Afghanistan/Iraq post-9/11
 o Contemporary Connection: President Obama & Egypt or Libya
  ▪ Reactions from U.S. citizens & the global community
	CT
	8-1.1- 1, 5, 7, 10
	8-1.4- 15
	8-1.7-18
	8-1.8-19
	8-1.9-20
	
	NCSS
	2, 5, 6, 9, 10

Unit II: America and International Conflict Essential Questions: • How do conflict and competition impact America and the relationship with the global community? • Does a stronger nation ever have the right and/or responsibility to intervene in the affairs of other nations around the world? • How does fear and vulnerability impact American decision-making? Core Concepts and Content: o Development of Cold War: Does fear dictate a nation's politics? o Economic systems: Communism vs. capitalism o McCarthyism- treatment of Muslims today o Vietnam War: Foreign & domestic policies ▪ Amendments 24, 26 o 1950s, progress post- WWII, highways, migration to suburbs	CT 8-1.1- 2, 8 8-1.2-11 8-1.3-14 8-1.4- 15 8-1.7- 18 8-1.8-19 8-1.9-22 8-1.11-24 8-1.12- 25, 26 NCSS 2, 3, 7, 8, 9

■ local connections with Bridgeport and Westport o American Identity as shaped by the Cold War	

Unit III Technological Advancements
Essential Questions:
  ● How have technological developments impacted American society and the world?
  ● How has competition for power influenced the course of national and world events?
 	
Core Concepts and Content:
   o The development and use of nuclear technology:
        ■ How has the development of nuclear technology impacted American society and the world?
        ■ Should a country ever use a source of technology simply because it is available?
        ■ Contemporary Connection: Nuclear development in Iran
   o The development of space technology:
        ■ How has the ability to explore space impacted American society and the world?
        ■ How has this development impacted America's identity in the world?
	<u>CT</u>
	8-1.2-11
	8-1.5-16
	8-1.10- 23
	
	<u>NCSS</u>
	6, 8, 9

Theme 2: Justice and Equality

Unit I: From Slavery to Modern Day Struggles for Civil Rights in the U.S.
Essential Questions:
  ● How do Americans interpret justice and equality?
  ● How do conflicts over those interpretations impact society?
  ● How do people use belief systems to justify a behavior or action?
 	
Core Concepts and Content:
   o Slavery and its Legacy in the U.S.
        ■ Review of the institution of slavery
        ■ How the individual influenced the end of slavery
        ■ Civil Rights Amendments: 13, 14, 15
        ■ Plessy v. Ferguson
   o Jim Crow Era
   o Civil Rights Movement of the 1950's and 1960's
        ■ Important figures of the Civil Rights movement
        ■ *Brown v. Board of Education*
        ■ Important events of the Civil Rights movement
	<u>CT</u>
	8-1.1-2, 3, 4, 5
	8-1.3- 12, 13
	8-1.9- 20, 21, 22
	8-1.13-27, 28, 29
	
	<u>NCSS</u>
	1, 2, 4, 5, 6

Unit II: Contemporary Justice & Civil Rights
Essential Questions:
• How do Americans interpret justice and equality?
• How do conflicts over those interpretations impact society?
• How do people use belief systems to justify a behavior or action?
 	
Core Concepts and Content:
   o Overview of U.S. Criminal Justice System
       ▪ Possible Assessment: Mock Trial
          • Rules of Mock Trial
          • *Selection of a Mock Trial Case using forensic evidence as interdisciplinary work with science*
   o Contemporary Civil Rights Case Study Options:
       ▪ African Americans
       ▪ Women
       ▪ Homosexuals/Gay Marriage
       ▪ Teens
       ▪ Immigrants
       ▪ Elderly
       ▪ Disabled
   o How has the U.S. application of (civil) justice shaped the U.S. image abroad?
	CT
	8-1.7-18
	8-1.8-19
	8-1.9-20, 21, 22
	
	NCSS
	1, 4, 9, 10

Unit III: Individuals vs. Society
Essential Questions:
• How do societies interpret justice and equality?
• How do conflicts over those interpretations impact society?
• How do societies use belief systems to justify a behavior or action?
• How do people react to/recover from tragedy?
• What is an individual's moral obligation to intervene when human rights are violated, if any?
• What are nations' and/or the international community's moral obligation to intervene when human rights are violated, if any?
• How can I be a responsible local, national, and global citizen?
 	
Core Concepts and Content:
   o What are Human Rights?
       ▪ UN Declaration of Human Rights
          • Human Rights in the U.S.
          • Global Perspectives of U.S. post-9/11
   o Definition of Genocide
       ▪ Review of Holocaust
       ▪ Other Case Study Options:
          • European Colonization of the Americas
          • Cambodia
          • Bosnia
          • Rwanda
          • Kosovo
          • Sudan
   o Current global Human Rights abuses
   o How has the U.S. application of (humanitarian) justice shaped the U.S. image abroad?
	CT
	8-1.3-14
	8-1.5-16
	8-1.13-29
	
	NCSS
	3, 4, 5, 6, 9, 10

[1] Stewart, Vivien. "A Classroom as Wide as the World." *Curriculum 21: Essential Education for a Changing World.* Ed. Heidi Hayes Jacobs. Alexandria: ASCD, 2010. 97-114.

[2] Jacobs, Heidi Hayes. "Upgrading Content: Provocation, Invigoration, and Replacement." *Curriculum 21: Essential Education for a Changing World.* Alexandria: ASCD, 2010. 30-59.

[3] Thornton, Stephen J. "Incorporating Internationalism into the Social Studies Curriculum." *Educating Citizens for Global Awareness.* Ed. Nel Noddings. New York: Teacher's College Press, 2005. 81-92.

[4] Merryfield, Merry M. "Scaffolding for Global Awareness." Social Education 72.7 (2008): 363-66.

[5] *Preparing Students for a Global Community.* Position Statement. *SocialStudies.org.* National Council for the Social Studies, May 2001. Web. 12 Sep. 2011.

[6] Barell, John. "Problem-Based Learning: The Foundation for 21st Century Skills." *21st Century Skills: Rethinking How Students Learn.* Ed. James Bellanca and Ron Brandt. Bloomington: Solution Tree Press, 2010. 175-199.

[7] Erickson, H. Lynn. *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts.* Thousand Oaks: Corwin Press, 2002. 1-43.

[8] *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.* Position Statement. *SocialStudies.org.* National Council for the Social Studies, May 2008. Web. 12 Sep. 2011.

[9] National Council for the Social Studies. *National Curriculum Standards for Social Studies.* Silver Spring: NCSS, 2010.

The *Connecticut Social Studies Framework Grades PK-12* is a comprehensive document that provides a roadmap for teachers to understand what students should know and be able to do from prekindergarten through high school. The framework assists teachers in teaching content from the variety of history and social studies disciplines at every grade level instead of teaching these disciplines in isolation. Integration is a key tenet of this framework — the integration of the various social studies disciplines; the integration of content, literacy skills and application of knowledge; and the integration of social studies with other content areas, especially in the elementary grades.

Content integration within social studies strands is essential to create meaning from any one strand. Geographers remind us that "history takes place" so for students to better understand history, they must know something about the place as well as the people and their government, their culture and their economic systems. These are all significant elements of history. Thus, teachers are expected to combine *Content Knowledge* (Standard 1) strands and grade-level expectations (GLEs) to develop comprehensive units and lessons. Integration must also extend beyond the scope of this framework to include language arts, science, art and music as these disciplines enrich understandings of culture and history and can provide background for a student's understanding and appreciation of social studies.

Besides the integration of multiple content strands, teachers must also integrate content with *History/Social Studies Literacy Skills* (Standard 2) to reinforce these skills across the curriculum. Standard 2 provides specific ways to incorporate literacy skills into the social studies curriculum in addition to the expectation that teachers provide frequent opportunities to practice and improve reading and writing skills throughout the school year. As students explore and master content, they must improve their ability to locate and interpret information and their ability to share that information through reading, writing, listening, speaking, viewing and presenting. Social studies information comes in a variety of formats, from text to picture to graph, from newspaper to blog to geographic information system. Some of these formats may challenge students, but they need to experience all these media to build the analytical and evaluative skills of effective citizens. The literacy strands and GLEs included in this framework align with the Connecticut State Department of Education's publication *Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas* and the *PreK-8 English Language Arts Curriculum Standards.*

Teachers must engage students in applying content and skills to historical and contemporary issues through the integration of the Civic Engagement (Standard 3) GLEs. Suggested activities in this strand ask students to apply the information and skills they have acquired in Standards 1 and 2 to a deeper awareness and understanding of contemporary issues. The GLEs of this stand encourage students to distinguish the irrelevant form the significant; students must rigorously weigh evidence and examine other points of view. Ultimately, the student should evaluate alternative viewpoints in order to build, refine and support his or her own historical point of view. The Civil Engagement standard also asks students to use social studies skills that have developed to create thoughtful solutions for real world problems of today.

The GLEs of this strand help students develop empathic awareness, which is particularly important when studying peoples of the U.S. and other parts of the world. Teachers should help students to understand differences between individuals and societies and how these differences began and how they might be overcome. When working with this standard students should realize that seeing an issue through another's viewpoint promotes awareness; it does not require acceptance of a different value, culture, or point of view. Global studies experiences can open students' eyes and minds as a first step to understanding the world with all its opportunities and problems.

It is in this context that every social studies curriculum must include attention to and integration of current events as part of the Civic Engagement standard. Every current event has a historical background and geographic, economic, political and cultural components. This framework leads teachers to provide opportunities for responsible student engagement with real problems in the school,

community and world around them. As students mature and gain knowledge, skills and experience, they need to consider taking a more active part in solving local problems and weighing in on national and global issues. Since social studies is ultimately about encouraging informed, active and responsible citizenship, Connecticut's students must come to see the connections between past and present and between their social studies curriculum and the everyday world.

A Comprehensive Approach to Curriculum

As described above, district social studies curriculum must integrate the content and skills in this framework and embed literacy throughout. Beyond this, several other important aspects, including 21st century skills, cultural responsiveness and developmental progression must be considered as districts develop their curriculum and implement with fidelity. For further information and assistance in the development of curriculum, consult the Connecticut Curriculum Development Guide.

Integrating 21st Century Skills

At all grade levels and in all subjects, it is essential to provide students with skills and understandings to best prepare them for today's world. As districts develop curriculum for social studies based on this framework, consider a 21st century learning environment where interactive learning, higher-level thinking skills, and student engagement are pervasive. Curriculums, teaching strategies and learning tools must be continually adapted to incorporate the changing demands of our 21st century societies. To meet the expectations, students are asked to think critically and set up and solve real-world problems; they are challenged to create and innovate; they learn to communicate effectively with a variety of audiences and in a variety of ways; they use technology strategically and effectively to learn and to convey ideas; and they understand their part in our global community. Particularly in social studies, these 21st century skills are *essential skills* and must be integrated into all aspects of the curriculum in meaningful ways.

Culturally Responsive Curriculum

As social studies curriculum translates into classroom practice, it is important to recognize that students' cultures play a significant role in their learning. The curriculum and classroom experiences should reflect and capitalize on the beliefs, values, customs and perspectives of the students. The grade-level expectations in this social studies framework provide the basic material for teachers to promote students' rich cultural experiences and make connections between students' home and school lives. Support for a culturally responsive curriculum also means taking into account the various styles and strategies that students employ for learning, styles influenced by individual personalities, cultural backgrounds and life experiences. Teachers using this framework must employ a variety of teaching and assessment strategies that support and extend the learning styles of the students in the classroom and allow students to be successful. For example, to meet the expectations in this framework, teachers can provide students with opportunities for active and collaborative learning, to choose between making oral or written contributions or for demonstrating a performance as evidence of learning. Being a culturally responsive educator also requires that teachers examine personal biases and take precautions to ensure that these biases do not adversely affect the teaching, learning and assessment process. While this framework is ripe with opportunities to develop students' cultural awareness, it is up to the educators at the school level to deliver a culturally responsive curriculum.

Developmental Progression

Development occurs on a continuum, with children first mastering skills and acquiring knowledge related to themselves and their immediate environment. Their skills and knowledge then broaden to include family, community and the wider world. In social studies, content in the earliest grades must be related to children's personal experiences and the experiences of those around them. The introduction of new information should be related to children and significant people in their lives, including family

members, classmates, etc. Teachers need to find ways to increase children's opportunities to learn about the wider world to help broaden their skills and knowledge. They should draw upon the personal experiences of all students and their families to expand knowledge of the wider community, the nation, and other countries and cultures beginning at the earliest grades. In addition, classroom materials should intentionally expose children to a variety of cultures and diversity.

This framework identifies grade-level expectations; however, it allows districts flexibility to select specific content that must be taught at each grade level. Districts can take different approaches to help students meet the GLEs. The purpose of this framework is to identify specific standards, strands and GLEs that each student should be expected to know and be able to do, while allowing the flexibility for individual districts to determine the organization of the content at each grade level.

Addressing Grade-Level Expectations

The content outline that follows suggests how a district might address the GLEs each year, grounded in present practice, while including suggestions by many who responded to earlier drafts of this framework. To include more international experiences for young children, add comparisons to one's family, town and state in the early grades. For Grades 5, 8 and the high school, avoid repetition and consider more recent events in U.S. history by creating curriculum that emphasizes different periods of time. Similarly, for Grades 6, 7 and the high school, arrange content for world history/international studies to minimize repetition and allow for greater depth of study of the historical periods and geographic areas selected. The following table provides suggestions for content to address the GLEs by grade level.

Suggestions for Content to Address Grade-Level Expectations by Grade	
Prekindergarten	The individual and his/her immediate and familiar environment, including home, school and community. Use opportunities from the lives of children and significant others to explore the wider world.
Kindergarten	The individual and his/her environment; include more opportunities related to the broader community. Continue to use opportunities from the lives of children and significant others to explore the wider world.
Grade 1	Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries.
Grade 2	One's town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.
Grade 3	One's town as a context to expand knowledge of geography, history, human interdependence, 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.
Grade 4	The study of significant events, people, and geographic features of Connecticut in the past and today, with comparisons to other U.S. states and one or more states, provinces, and/or areas in other countries.
Note: By selecting comparisons with families, towns, regions and states from a different part of the United States and a different part of the world for Grades 1-4, students will become more familiar with a range of regions in the U.S. and the world during these four years.	

Grade 5	The study of events, documents, and people addressing the founding of the United States as a nation, with connections to Connecticut and local history, emphasizing how government works today, with the use of primary source materials.
Grade 6	World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.
Grade 7	World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.
Note: By the end of the two-year World Regional Studies program (grades 6 and 7) students should have had exposure to various regions in Africa, Latin America and the Caribbean, Asia, Europe, and Australia and Oceania.	
Grade 8	The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.
High School	American History — This required course should emphasize 20th/21st century events with review of earlier events where necessary to provide appropriate background and context. World History/International Studies—Whether using a chronological or thematic approach, this required course should include a significant amount of 20th/21st century material with review of earlier events where necessary to provide appropriate background and context. Civics — The half-year required course should go beyond the organization and structure of government to emphasize applications to local, state and national issues. Electives — Most districts offer economics, geography, psychology, and other social science courses.

Framework Organization

The *Connecticut Social Studies Curriculum Framework* is organized around the following three interrelated standards:

Standard 1: Content Knowledge
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

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.

Standard 3: Civic Engagement
Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.

Within each standard, strands identify important understandings. Grade-level expectations are a guide for what students should know and be able to do at the end of that grade in preparation for the next level. Many GLEs include suggestions (in parentheses) to clarify what those GLEs mean and show possible approaches to them. These examples are simply that — suggestions — and are not the only illustrative examples one might choose to use.

Correlations
The *Connecticut Social Studies Curriculum Framework* is carefully aligned with key state and national documents:
Blue - 21st Century Skills Social Studies Map
Green – National Council for the Social Studies National Curriculum Standards for Social Studies (2010)
Orange - Common Core State Standards for English Language Arts & Literacy in History/Social Studies
Pink – Connecticut Information and Technology Literacy Framework

World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.

Standard 1: Content Knowledge
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Strand *Demonstrate an understanding of:*	Grade Level Expectations *Students will be able to:*	Correlations
1.1 - Significant events and themes in United States history.	1. Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping) 2. Compare and contrast historical events in other nations with those in U.S. history (e.g. settlement, revolution, U.S. Constitution, effects of natural disasters) 3. Compare and contrast the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 1, "Culture" NCSS 2, "Time, Continuity, and Change"
1.2 – Significant events in local and Connecticut history and their connections to United States history.	4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 2, "Time, Continuity, and Change" NCSS 4, "Individual Development and Identity"
1.3 – Significant events and themes in world history/international studies.	5. Explain how a civilization/ nation's arts, architecture, music and literature reflect its culture and history. 6. Analyze how specific individuals and their ideas and beliefs influenced world history. 7. Compare and contrast cultural contributions of a variety of past and present civilizations. 8. Identify examples where cultural differences have contributed to conflict among civilizations or nations.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 1.3.5 NCSS 1 "Culture" 4 NCSS 4, "Individual Development and Identity" 7 NCSS 1, "Culture" 8 NCSS 5, "Individuals, Groups, and Institutions"
1.4 – Geographical space and place.	9. Locate and describe specific places on a map using latitude and longitude. 10. Examine geographic factors that help explain historical events or contemporary issues. 11. Explain the distribution of physical features	Critical Thinking and Problem Solving Skills Information Literacy Global Literacy Communication

	across the Earth's surface using appropriate maps.	I&TL: 3 9 NCSS 3, "People, Places, and Environments" 10 NCSS 3, "People, Places, and Environments" 11 NCSS 3, "People, Places, and Environments"
1.5 – Interaction of humans and the environment.	12. Describe how civilizations used technology to manipulate the environment (e.g. canals, dams, landfill projects). 13. Analyze and illustrate how the environment affects a nation/civilization's economic and social development.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 12 NCSS 7, "Production, Distribution, and Consumption", 8, "Science, Technology, and Society" 13 NCSS 7, "Production, Distribution, and Consumption
1.6 – Patterns of human movement across time and place.	14. Compare and contrast significant world trade patterns in both the past and present. 15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.	Critical Thinking and Problem Solving Skills I&TL: 1, 2, 3, 5, 6 14 NCSS 3, "People, Places, and Environments" 9, "Global Connections" 15 NCSS 3, "People, Places, and Environments" 7, "Production, Distribution, and Consumption"
1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.	16. Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 6, "Power, Authority, and Governance" 10, "Civic Ideals and Practices"
1.8 – The interactions between citizens and their government in the making and implementation of laws.	17. Compare and contrast the roles of citizens in different forms of governments. 18. Analyze and critique examples where governments in other nations have changed through violent or peaceful means.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 6, "Power, Authority, and Governance", 10, "Civic Ideals and Practices"
1.9 – The rights and responsibilities of citizens.	19. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 10, "Civic Ideals and Practices"
1.10 – How limited resources influence economic decisions.	20. Compare and contrast the availability and distribution of resources across world regions.	Critical Thinking and Problem Solving Skills Financial Literacy

		I&TL: 1, 2, 3, 5, 6 NCSS 7, "Production, Distribution, and Consumption"
1.11 – How different economic systems organize resources.	21. Compare and contrast different economic systems in the world.	Critical Thinking and Problem Solving Skills Global Awareness Financial Literacy I&TL: 1, 2, 3, 5, 6 NCSS 7, "Production, Distribution, and Consumption
1.12 – The interdependence of local, national and global economies.	22. Identify economic resources in the world and analyze their relationship to international trade. 23. Analyze the impact of specialization on production and trade.	Critical Thinking and Problem Solving Skills Global Awareness Financial Literacy I&TL: 1, 2, 3, 5, 6 NCSS 9, "Global Connections" NCSS 7, "Production, Distribution, and Consumption"
1.13 – The characteristics of and interactions among culture, social systems and institutions.	24. Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions). 25. Analyze the relationship among culture, government and social systems in various countries. 26. Describe how social, cultural and economic circumstances influence individual lives.	Critical Thinking and Problem Solving Skills Civic Literacy Communication I&TL: 1, 2, 3, 5, 6 24 NCSS, 3, "People, Places, and Environments" 9, "Global Connections" 25 NCSS 9, "Global Connections" 10, "Civic Ideals and Practices" 26 NCSS 7, "Production, Distribution, and Consumption" , 9, "Global Connections" 10, "Civic Ideals and Practices

Standard 2 – History/Social Studies Literacy
Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Strand	Grade Level Expectations Students will be able to:	Correlations
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps,	1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and maps 2. Cite specific textual evidence to support analysis of primary and secondary sources.	RH- 1, 2, 3, 10 RI6-3 WHST- 7,8 Communication Information Literacy

charts, graphs, images, artifacts, recordings and text).	3. Answer questions about content gathered from print and non-print sources 4. Summarize information about primary and secondary sources 5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary. 6. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered) 7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. 8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	ICT Literacy I&TL: 1, 2, 3, 5, 6
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).	9. Compare information about the same event using a variety of primary sources. 10. Analyze the relationship between a primary and secondary source on the same topic. 11. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity. 12. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias. 13. Distinguish among fact, opinion, and reasoned judgment in a text. 14. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 15. Describe how a text presents information (e.g. sequentially, comparatively, causally). 16. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 17. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 18. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases). 19. Analyze maps and charts to support conclusions about historical events. 20. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Communication Information Literacy ICT Literacy RH-4, 5, 6, 7, 9 RI6- 8, 9 WHST-8 SL6-3 I&TL: 1, 2, 3, 5, 6

2.3 – Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	21. Write arguments using discipline-specific content. 22. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue. 23. Integrate information from multiple print and digital sources while avoiding plagiarism.	RH-1 WHST-1, 2, 6, 8 Communication Information Literacy I&TL: 4, 5, 6, 7
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	24. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly. 25. Respond orally to opposing points of view and cite appropriate evidence. 26. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Communication SL6- 1, 3, 4 I&TL: 1, 2, 3, 5, 6
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).	27. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound) to clarify information. 28. Create maps of areas, regions or nations and provide relevant information. 29. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.	Communication SL6-4, 5 I&TL: 1, 2, 3, 4, 5, 6, 7

Standard 3: Civic Engagement
Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

Strand	Grade Level Expectations *Students will be able to:*	Correlations
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	1. Evaluate the impact of historical background on a specific event or issue. 2. Evaluate the quality of evidence from various sources supporting a point of view.	Information Literacy I&TL: 1, 2, 3, 4, 5, 6, 7
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3. Compare and contrast how two or more groups or nations might view a historical or contemporary issue. 4. Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).	Flexibility and Adaptability I&TL: 1, 2, 3, 4, 5, 6, 7
3.3 - Apply appropriate historical, geographic, political, economic and	5. Identify and evaluate the significance of any one factor influencing a contemporary event.	Critical Thinking and Problem Solving Skills I&TL: 1, 2, 3, 4, 5, 6, 7

cultural concepts and methods in proposing and evaluating solutions to contemporary problems.		

World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.

Standard 1: Content Knowledge1
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Strand *Demonstrate an understanding of:*	Grade Level Expectations: *Students will be able to:*	Correlations
1.1 – Significant events and themes in United States history.	1. Evaluate the impact of interactions between the United States and other countries/areas worldwide. 2. Compare and contrast historical events in other nations with those in American history (e.g. settlement, Revolution, U.S. Constitution). 3. Compare and contrast the influence of leaders in other nations with those in U.S. History.	Critical Thinking and Problem Solving Civic Literacy Global awareness 1 NCSS 9 "Individuals, Groups, and Institutions" 2 NCSS 5, "Individuals, Groups, and Institutions" 3 NCSS 5, "Individuals, Groups, and Institutions"
1.2 – Significant events in local and Connecticut history and their connections to United States history.	4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide.	Critical Thinking and Problem Solving Civic Literacy Global Awareness 4 NCSS 5, "Individuals, Groups, and Institutions"
1.3 – Significant events and themes in world history/international studies.	5. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history. 6. Analyze how specific individuals and their ideas and beliefs influenced world history. 7. Evaluate the cultural contributions of a variety of past and present civilizations. 8. Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.	Critical Thinking and Problem Solving Civic Literacy I&TL: 1, 2, 3, 4, 5, 6, 5. NCSS 1, "Culture" 6. NCSS 3, "People, Places, and Environments" 7. NCSS 2, "Time, Continuity, and Change" 8. NCSS 1, "Culture"8-NCSS 1
1.4 – Geographical space and place.	9. Identify selected countries and determine the advantages and challenges created by their geography. 10. Examine geographic factors that help explain historical events and contemporary issues. 11. Analyze settlement patterns in different world regions using appropriate maps.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Information Literacy Communication 9. NCSS 3 "People, Places, and Environments" 10. NCSS 3 "People,

		Places, and Environments" 11. NCSS 3 "People, Places, and Environments"
1.5 – Interaction of humans and the environment.	12. Compare and contrast the impact of technology on the environment at different times and in different places.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Information Literacy 12. NCSS 8 "Science, Technology, and Society"
1.6 – Patterns of human movement across time and place.	13. Analyze and describe how technology influenced migration patterns in a region/ country. 14. Assess how ideas/religions affected migration in different regions (e.g. Crusades, South African trek, founding of Israel). 15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Information Literacy Global Awareness 13. NCSS 8 "Science, Technology, and Society" 14. NCSS 1 "Culture" 15. NCSS 3 "People, Places, and Environment"
1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.	16. Identify the powers and functions of international governmental bodies. 17. Evaluate the strengths and weaknesses of different forms of government in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Civic Literacy Information Literacy 16-NCSS 6, "Power, Authority, and Governance" 17-NCSS 6 "Power, Authority, and Governance"
1.8 – The interactions between citizens and their government in the making and implementation of laws.	18. Analyze the factors that led to the rise of different types of governments worldwide. 19. Analyze and critique examples where governments in other nations have changed through violent or peaceful means.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Civic Literacy Information Literacy 18-NCSS 6, "Power, Authority, and Governance" 19-NCSS 5, "Individuals, Groups, and Institutions"
1.9 – The rights and responsibilities of citizens.	20. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Civic Literacy Global Awareness Information Literacy 20. NCSS 10, "Civic, Ideals, and Practices"
1.10 – How limited resources influence economic decisions.	21. Analyze how resources or lack of resources influenced a nation/region's development (e.g. diversification vs. one-crop economies).	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Financial Literacy

	Information Literacy 21. NCSS 7, "Production, Distribution, and Consumption"

1.11 – How different economic systems organize resources.	22. Compare and contrast different economic systems in the world. 23. Analyze how different economic systems guide production and distribution	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Global Awareness Financial Literacy Information Literacy 22-NCSS 7, "Production, Distribution, and Consumption" 23-NCSS 7, "Production, Distribution, and Consumption"
1.12 – The interdependence of local, national and global economies.	24. Identify economic resources in the world and analyze their relationship to international trade. 25. Analyze the impact of specialization on production and trade.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Global Awareness Financial Literacy Information Literacy 24- NCSS 7, "Production, Distribution, and Consumption" 25-NCSS 7, "Production, Distribution, and Consumption"
1.13 – The characteristics of and interactions among culture, social systems and institutions.	26. Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions). 27. Analyze the relationship among culture, government and social systems in various countries. 28. Recognize how values, beliefs and attitudes develop in different cultures.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Global Awareness Civic Literacy Information Literacy 26-NCSS 1, "Culture" 27-NCSS 9, NCSS 3 "People, Places, and Environments" 28-NCSS 1, "Culture"

Standard 2: History/Social Studies Literacy
Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

Strand	Grade Level Expectations *Students will be able to:*	Correlations
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps,	1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and thematic maps 2. Cite specific textual evidence to support analysis of primary and secondary sources.	RH- 1, 2, 3, 10 RI7-3 WHST-7, 8 I&TL: 1, 2, 3, 5, 6 Information Literacy

charts, graphs, images, artifacts, recordings and text).	3. Answer questions about content gathered from print and non-print sources 4. Summarize information about primary and secondary sources 5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary. 6. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered) 7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. 8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Media Literacy ICT Literacy
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).	9. Compare information about the same event using a variety of primary sources. 10. Explain why one would use a primary or secondary source in a specific context. 11. Analyze the relationship between a primary and secondary source on the same topic. 12. Assess primary and secondary sources including Internet sources, to determine accuracy and validity. 13. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias. 14. Distinguish among fact, opinion, and reasoned judgment in a text. 15. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 16. Describe how a text presents information (e.g. sequentially, comparatively, causally) 17. Assess an author's purpose and point of view and respond in literal, critical and evaluative ways. 18. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 19. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 20. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases). 21. Analyze and interpret maps and charts to support conclusions about historical events. 22. Integrate visual information (e.g. in charts,	RH-4, 5, 6, 7, 9 RI7- 8, 9 WHST-8 SL7-3 I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Communication Information Literacy Media Literacy ICT Literacy

Strand	Grade Level Expectations	Correlations
	graphs, photographs, videos, or maps) with other information in print and digital texts.	
2.3 - Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	23. Create written work expressing more than one point of view (e.g. perspective from a historical figure's viewpoint or persuasive piece) and properly cite evidence. 24. Write arguments on discipline-specific content. 25. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue. 26. Integrate information from multiple print and digital sources while avoiding plagiarism.	RH-1 WHST-1, 2, 6, 8 I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication
2.4 - Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	27. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly. 28. State and defend points of view using relevant evidence. 29. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL7-1, 3 I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Communication Information Literacy
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).	30. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound) to clarify claims and findings and emphasize salient points. 31. Create maps of areas, regions or nations and provide relevant information. 32. Compare two countries/regions or two historical periods in the same country/ region using visual representations (e.g. charts, maps, graphs). 33. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.	SL7-4, 5 I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication Information Literacy Media Literacy

Standard 3: Civic Engagement
Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

Strand	Grade Level Expectations *Students will be able to:*	Correlations
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	1. Use evidence to describe and/or predict the impact of history on a nation's policies or behavior. 2. Evaluate the quality of evidence from various sources supporting a point of view.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication Information Literacy

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3. Compare, contrast and evaluate two or more views of a contemporary national issue (e.g. immigration, economy, energy, civil liberties). 4. Explain the point of view of people engaged in a historical event (e.g. immigrant experience, wartime experiences) using primary sources.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication Information Literacy
3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	5. Compare, contrast and evaluate the significance of any one factor influencing a contemporary event.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication Information Literacy

The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.

Standard 1: Content Knowledge
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

Strand *Demonstrate an understanding of:*	Grade Level Expectations *Students will be able to:*	Correlations
1.1 – Significant events and themes in United States history.	1. Create historical timelines and interpret the data presented in the timelines. 2. Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms). 3. Evaluate the influences that contributed to American social reform movements. 4. Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity. 5. Analyze how specific individuals and their ideas and beliefs influenced U.S. history. 6. Compare and contrast the causes and effects of the American Revolution and the Civil War. 7. Examine the significance of Supreme Court precedents established during the Federalist era. 8. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism. 9. Evaluate the impact of America's westward expansion on Native American nations (e.g. Trail of Tears, Dawes Act). 10. Evaluate the impact of the compromises made at the Constitutional Convention.	Critical Thinking and Problem Solving Civic Literacy Communication 2, 3, 4. NCSS 1 "Culture" 4, 5,6,7,8, 9,10 NCSS 2 "Time, Continuity and Change" I&TL: 1, 2, 3, 4, 5, 6, 7
1.2 – Significant events in local and Connecticut history and their connections to United States history.	11. Analyze the connections between and among local, state and national historical events (e.g. immigration, Civil War participation, trade, manufacturing).	Critical Thinking and Problem Solving Civic Literacy Financial literacy 11 NCSS 2 "Time, Continuity and Change" I&TL: 1, 2, 3, 4, 5, 6, 7
1.3 – Significant events and themes in world history/international studies.	12. Assess the slave trade's impact on American social institutions. 13. Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition).	Critical Thinking and Problem Solving Financial Literacy Global awareness Civic Literacy

	14. Evaluate U.S. influence on other cultures and world events (e.g. trade, wars, Monroe Doctrine).	12, 13, 14 NCSS 2 "Time, Continuity and Change" I&TL: 1, 2, 3, 4, 5, 6, 7
1.4 – Geographical space and place.	15. Examine how geography influenced the economic and political development of the United States	Critical Thinking and Problem Solving Communication Information Literacy 15. NCSS 3 "People, Places and Environments" I&TL: 1, 2, 3, 4, 5, 6, 7
1.5 – Interaction of humans and the environment.	16. Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment.	Critical Thinking and Problem Solving 16. NCSS 3 "People, Places and Environments" 16. NCSS 7 "Production, Distribution and Consumption" I&TL: 1, 2, 3, 4, 5, 6, 7
1.6 – Patterns of human movement across time and place.	17. Analyze and draw conclusions about the impact of immigration on the United States at different stages in its history.	Critical Thinking and Problem Solving Information Literacy Communication Civic literacy 17. NCSS 3 "People, Places and Environments" I&TL: 1, 2, 3, 4, 5, 6, 7
1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.	18. Differentiate the functions (including checks and balances) of the United States' three branches of government, using contemporary examples.	Critical Thinking and Problem Solving Civic Literacy 18. NCSS 6 "Power, Authority and Governance" I&TL: 3
1.8 – The interactions between citizens and their government in the making and implementation of laws.	19. Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens (e.g. amendments, court cases).	Critical Thinking and Problem Solving Civic Literacy 19. NCSS 10 "Civic Ideals and Practices" I&TL: 1, 2, 3, 4, 5, 6, 7
1.9 – The rights and responsibilities of citizens.	20. Analyze U.S. citizens' rights and responsibilities under the Constitution. 21. Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights. 22. Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).	Critical Thinking and Problem Solving Civic Literacy Communication Information Literacy 20. NCSS 6 "Power, Authority and Governance" 21, 22. NCSS 10 "Civic Ideals and Practices" I&TL: 1, 2, 3, 4, 5, 6, 7
1.10 – How limited resources	23. Analyze how technology has influenced	Critical Thinking and

	productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, computers).	Problem Solving ITC Literacy 23. NCSS 7 "Production, Distribution, and Consumption" 23. NCSS 8 "Science, Technology, and Society" I&TL: 1, 2, 3, 5, 6
influence economic decisions.		
1.11 – How different economic systems organize resources.	24. Analyze the relationship between supply and demand and the prices of goods and services in a market economy.	Critical Thinking and Problem Solving Financial Literacy 24. NCSS 7 "Production, Distribution and Consumption" I&TL: 1, 2, 3, 5, 6
1.12 – The interdependence of local, national and global economies.	25. Identify and analyze specific factors that promoted growth and economic expansion in the United States. 26. Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, "cotton culture")	Critical Thinking and Problem Solving Financial Literacy 25. NCSS 5 "Individuals, Groups and Institutions" 26. NCSS 7 "Production, Distribution and Consumption" I&TL: 1, 2, 3, 4, 5, 6, 7
1.13 – The characteristics of and interactions among culture, social systems and institutions.	27. Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems. 28. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time. 29. Examine how stereotypes develop and explain their impact on history and contemporary events.	Critical Thinking and Problem Solving Civic Literacy Communication 27. NCSS 1 "Culture" 28. NCSS 2 "Time, Continuity and Change" 29. NCSS 5 "Individuals, Groups, and Institutions" I&TL: 1, 2, 3, 4, 5, 6, 7

Standard 2: History/Social Studies Literacy
Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

Strand	Grade Level Expectations *Students will be able to:*	Correlations
2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)	1. Gather information from multiple print and digital sources. 2. Cite specific textual evidence to support analysis of primary and secondary sources. 3. Determine the central ideas or information of a primary or secondary source and provide an accurate summary. 4. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).	RH-1, 2, 3, 10 RI8-3 WHST- 7, 8 Communication Information Literacy ICT Literacy I&TL: 1, 2, 3, 5, 6

	5. Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events. 6. Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)	7. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 8. Describe how a text presents information (e.g. sequentially, comparatively, causally). 9. Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 10. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 11. Compare information about the same event using a variety of primary sources. 12. Analyze the relationship between a primary and secondary source on the same topic. 13. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity. 14. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias. 15. Distinguish among fact, opinion, and reasoned judgment in a text. 16. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases). 17. Analyze maps and charts to support conclusions about historical events. 18. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH-4, 5, 6, 7, 9 RH- 8, 9 WHST-8 SL8-3 Communication Information Literacy ICT Literacy 1, 2, 3, 5, 6
2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues	19. Write arguments using discipline-specific content. 20. Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence. 21. Write informative/explanatory texts, including the narration of historical events. 22. Organize and cite evidence from primary and secondary sources to support conclusions in an essay. 23. Integrate information from multiple print and digital sources without plagiarism.	RH-1 WHST-1, 2, 6, 8 Communication Information Literacy I&TL: 1, 2, 3, 4, 5, 6, 7

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation	24. Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly. 25. Orally present information on social studies events or issues and support with primary and secondary evidence. 26. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL8- 1, 4 Communication Information Literacy Flexibility and Adaptability
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).	27. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. 28. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.	RI8-7 SL8-5 Communication Information Literacy

Standard 3: Civic Engagement
Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

Strand	Grade Level Expectations *Students will be able to:*	Correlations
3.1 Use evidence to identify, analyze and evaluate historical interpretations	1. In a group or team, work together to reach a decision on an issue and explain the reasons for the decision 2. Compare and contrast two or more interpretations of a historical event. 3. Cite evidence to support and/or critique a historian's interpretation of an event.	Communication Information Literacy I&TL: 1, 2, 3, 4, 5, 6, 7
3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view	4. Analyze the options available to an individual in a historical or contemporary situation. 5. Justify why people might have different points of view on a historical or contemporary issue.	Communication Information Literacy I&TL: 1, 2, 3, 4, 5, 6, 7
3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems	6. Develop a plan of action to provide a solution to a local, state or national issue. 7. Compare and contrast possible solutions to a current issue citing relevant information.	Communication Information Literacy I&TL: 1, 2, 3, 4, 5, 6, 7

Scaffolding Social Studies for Global Awareness

Merry M. Merryfield

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness.[1] More and more, their lives will be shaped by the dynamics of a global economy, technological innovation, environmental change, and changing demographics.[2] At the same time, our students, their families and communities are having a profound effect on people and places across the planet. The immense purchasing power of Americans shapes global demand for raw materials, services, and products from petroleum and high tech metals to seafood and specialty coffees, from inexpensive textiles and clothing to ever-changing electronics. When less than 5 percent of the world's people consume 35 percent of the world's resources, there is a compelling need for young Americans to understand how they both affect and are affected by changes in the world's use of land, water, and other finite resources, the development of new products, transfer of capital, and the daily lives of people across the planet.[3] Today's students need to see the world as one interrelated system in which increased demand for particular goods and services, lack of jobs, or acceleration of local religious and ethnic conflicts often lead to regional and global movement of people, increased urbanization, conflicts (over identity, land, and resources), and other societal and political problems.[4]

Yet how many students sitting in our social studies classes today understand how the world affects them or how they and others in their community and nation are shaping the future of the planet? In the world of 2008, our students need global awareness in order to survive.[5] In this article, I share some ways social studies teachers in the United States have worked to scaffold knowledge, skills, and dispositions that over time create global awareness and worldmindedness—habits of the mind that foster knowledge, interest and engagement in global issues, local/global connections, and diverse cultures.

In my research, I have found that teachers share several assumptions about students becoming globally aware.

First, there is the assumption that closed-mindedness and parochialism must be addressed if students are to understand the world and its people. An open mind is fundamental to acquiring the knowledge that leads to global awareness. Second, teachers expect students to master a multi-disciplinary, global body of knowledge about how the world works (global economic, political, environmental, socio-cultural systems) if they are to understand why the world is changing so quickly, how power is wielded, and how individuals or groups affect change. Final assumptions rest on relevance and authentic work. In teaching students about their connectedness to the larger world, teachers believe they must make use of what is most relevant and mean-

ingful to their students' lives. They select resources, research, and assessments to be authentic in applying the knowledge and skills needed in the real world so that students are continually modeling what globally-minded adults would be expected to do.[6]

Below are three strategies teachers use to scaffold the development of global awareness and engagement: (1) reflection on one's own cultural assumptions and the frameworks in which other people make sense of the world, (2) learning from people and scholarship in other countries, and (3) making connections to engage as citizens of the world. These are synergistic as often activities and assessments bring them together or reinforce previous learning with more complex tasks.

Reflection on Cultural Lenses

When students enter our classrooms, they bring with them cultural beliefs and values that shape their view of events, issues, and people under study. This "cultural baggage" may have ethnic, racial, gendered, historical, religious, geographic, linguistic, political, environmental, or other complex dimensions. If they come from relatively homogeneous backgrounds, students may equate their worldview simply as "American" or "normal" and assume people who see things differently are strange, ignorant, or simply wrong. Teachers concerned with developing global awareness often

begin the first few weeks of school with a series of activities that help students recognize their own cultural norms and how they shape their assumptions about human behavior. These activities grow more complex over the school year as students develop the habit of seeking out and identifying the experiences, knowledge and values that shape the worldviews of people under study in order to understand their decisions or interpretation of events or issues.

In an American high school, a world history teacher began a yearlong process of self-reflection with three photos taken from world newspapers. Students saw these images: (1) a Chinese girl with a red scarf holding a banner, her hand extended, standing in front of a building; (2) a Palestinian teen, with a microphone, standing in front of a curtain talking to other teenagers; and (3) a white American man approaching a group of African American teens on a city street. Working in pairs, the students were asked to write out an explanation as to why they thought these pictures were in a newspaper. In the full-class discussion that followed, the students came to some consensus that the Chinese girl was making some sort of political statement, the Palestinian boy was trying to organize others or talk them into something (possibly something violent, some students said), and the white man was about to "hassle" the African American kids. The students listed their evidence (For example, for the Chinese girl, they thought the red scarf signified the Communist Party, the banner with large script looked like a political message, and her body language indicated she was trying to get her point across).

Then students were given the articles that accompanied the photos. The girl was advertising a new restaurant (the name was on the banner and the restaurant itself was behind her), the Palestinian boy was the lead singer in a new Palestinian rap band, and the white man was a teacher taking the kids on a walking field trip as part of an oral history project. Class discussion explored how students' knowledge, experiences,

and beliefs had led to their assumptions and how assumptions shape interpretations of not only images, but events and issues. Then the teacher asked them to speculate on the implications of the lesson for their study of global issues.

Recognizing the impact of one's own as well as other peoples' cultural lenses cannot be taught in a few lessons. This is a skill that develops over time with practice and purposeful thought. Reflection on one's own worldview often provokes curiosity about the knowledge, beliefs, and experiences of people in other cultures.[7]

Listening to Voices from across the World.

Students cannot understand the 95 percent of the world's peoples beyond North American borders if they only listen to American media or read American authors. Voices from the world are now available on practically every social studies topic imaginable. Often teachers scaffold primary sources (such as editorials, speeches, political documents, or websites) and literature written by people in other countries (autobiographies, children's stories, or historical fiction) to meet both developmental needs (reading levels or topics of interest to a particular age group) and curricular mandates. Authentic sources from diverse world regions create layers of complexity as they enrich concept learning and provide global perspectives on past events or current issues.

Teachers often infuse voices from the world within the study of important ideas and events. Wanting her students to appreciate the universal human drive for self-determination, a high school U.S. history teacher used primary sources from several countries to expand upon her students' understanding of major events and issues at different points in the school year. When studying the American civil rights movement, she infused voices from South Africa into three days of lessons. Students analyzed a variety of primary sources (constitutions, laws, autobiographies, editorials, speeches, and other

documents from national archives) to identify what characterized the ways in which Americans and South Africans have worked to extend political rights to all citizens.[8] Although they found unique historical and cultural contexts, they also discovered many commonalities: the significance of leadership, the intersection of political and economic rights, and the effects of racism.[9] In a Socratic seminar in which they discussed the ideas and experiences of Nelson Mandela, Steve Biko, Martin Luther King Jr., Malcolm X, and Mahatma Gandhi, the students began to suggest ways in which the South African experience should be important to all Americans because of the need for people to work together and care for each other's rights.[10]

Many teachers infuse materials from the country under study into instruction in world geography or world cultures in order for students to develop the habit of seeking out primary rather than secondary sources to understand other cultures (and because it is often motivating and fun). An elementary teacher introduced contemporary Japan to her students through Kids World Japan.[11] Her fourth graders worked in small groups to "visit" an elementary school, compare climates across the country, take a bike ride around Kyoto, learn how Japanese protect their environment, explore Hokkaido and meet the Imperial Family (all links under the Explore Japan section). The teacher read the students stories by Japanese authors and shared Japanese picture books from websites and her local library. Students were also able to see Japan through photos and webcams on many Japanese city websites.[12] When Japanese visitors came to the school later in the year, students were ready to ask informed questions and behaved in ways that put their guests at ease.

Making Connections to Engage as Citizens of the World

How can social studies teachers create learning experiences that allow students to develop and practice the behaviors they will need as engaged citizens in

a global age? Analyzing the effects of cultural lenses and learning from voices around the world provide scaffolding to participate in the larger world. Global awareness becomes meaningful when students begin to act upon their interconnectedness with people across the planet. This stage is often characterized by collaboration across regions on authentic global problems in efforts to work for the common good.

Following the Southeast Asian tsunami, middle school students in a global cultures class were asking all sorts of questions about the countries and cultures affected. Seeing a teachable moment, their teacher developed a project in which students researched environmental, economic, cultural and political connections between their city and Southeast Asia. Initial research identified religious (Buddhist temples), artistic (puppets and paintings in a museum), and economic (Thai and Indonesian restaurants, teak furniture imported, and a local multinational had factories in Indonesia) connections. But it was research in local grocery stores that led to the issue that mobilized the class. Several students discovered that most of the shrimp for sale in local grocery stores came from Thailand. Other students began to check their refrigerators and more than half the class found that their parents were buying seafood from countries affected by the tsunami.

Research by the environmental group found that most shrimp exported to the U.S. came from shrimp farming, a process that destroys mangroves, which protect the coasts from tidal surges. The students realized that American demand for inexpensive shrimp had led to farmers taking advantage of new technologies to farm and export shrimp and other seafood. And because of the destruction of mangroves, the water had run much further inland, which increased loss of life and destruction of buildings. The teacher asked the students what they should do. In working groups, they developed quite different

This photograph of three girls advertising a restaurant (similar to one described on p.364) was taken by Assistant Principal Deborah Cooney during an educators' study trip to China in 2006.

ideas: they should stop eating shrimp so the farmers would stop cutting down mangroves; they should send the people aid to help out regardless of the shrimp issue; they should ask people there what they want; they should develop a flyer for their grocery stores that informs people about what happened with the fish farming, mangroves, and tsunami.

In the end, the students decided they needed to talk to people in Southeast Asia to understand what they wanted.

The owner of a local Thai restaurant connected the students to his nephew's school in Bangkok; and eventually, two students and the teacher communicated with an English teacher there. Through those discussions (and ones with Thais and Indonesians living in their city), the students became much more aware of the interconnectedness of poverty, jobs, and environmental issues. And a meal with shrimp would never be looked at the same way again.

Conclusion

These three instructional strategies provide scaffolding to increase student skills and knowledge over time. However, it should be noted that a few lessons here and there over 12 years of social studies are not enough. In order to develop the habit of thinking globally and in-depth knowledge of global systems, students need consistent application and scaffolding of more complex tasks and knowledge over time.

In working with teachers who are dedicated to fostering global awareness, I have observed some rewards that often follow this work. When students become engaged in the world, its people or issues, they become excited and engrossed—as authentic knowledge and tasks of real-life citizens are intrinsically interesting. Although this engagement in learning may not be evident every day, when students see connections to their lives regularly over a course, the social studies comes alive because it is relevant and meaningful.

Globalization will continue to change life on the planet. Citizenship education will meet these challenges by fostering civic responsibility and engagement without borders. Global perspectives will be infused into education of citizens because we cannot isolate our nation's wellbeing, and that of future generations, from that of others across the planet. 🔲

Notes

1. Kwame Anthony Appiah, *Cosmopolitanism: Ethics in a World of Strangers* (New York: W.W. Norton, 2006); Sytse Strijbos, "Citizenship in Our Globalising World of Technology," in *Global Citizenship*, eds. Nigel Dower and John Williams (New York: Routledge, 2002), 222-230.

2. Vandana Shiva, "The Polarised World of Globalisation (A Response to Friedman's Flat Earth Hypothesis)," Global Policy Forum (May 10, 2005), www.globalpolicy.org/globaliz/define/2005/0510 polar.htm; Joseph E. Stiglitz, *Globalization and Its Discontents* (New York: W.W. Norton and Company, 2002).

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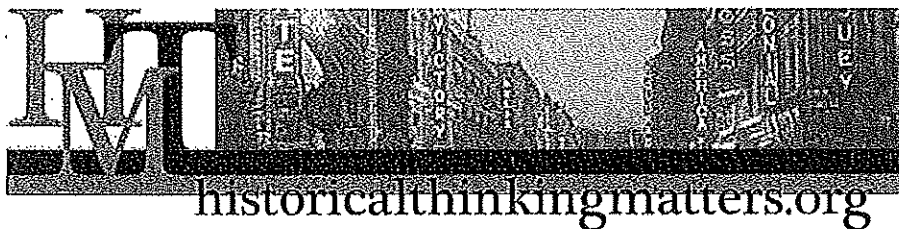
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6

A CLASSROOM
as Wide as the World

Vivien Stewart

The world in which today's students will graduate is fundamentally different from the world in which we grew up. The quickening pace of globalization over the past 20 years—driven by profound technological changes, the rise of China and India, and the accelerating pace of scientific discovery—has produced a whole new world. Companies manufacture goods around the clock and around the world; ideas and events traverse the Internet in seconds; a financial crisis in the United States affects farmers in Africa; and pollution in China influences the air in Los Angeles.

As never before, education in the United States must prepare students for a world where the opportunities for success require the ability to compete and cooperate on a global scale. But we have not emphasized global knowledge and skills in our schools. Indeed, compared to their peers in other countries, U.S. students are woefully ignorant of other world cultures, international issues, and foreign languages. A 2007 report from the National Academy of Sciences warns, "The pervasive lack of knowledge of foreign cultures and languages threatens the security of

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the United States as well its ability to compete in the global marketplace and produce an informed citizenry" (Committee to Review the Title VI and Fulbright-Hays International Education Programs, 2007, p. 1).

Moreover, although the United States led the world in high school and college attendance for much of the 20th century, other countries are now catching up and even surpassing us in high school attendance and graduation rates, and in math and science achievement. So we have a gap in both global knowledge and global achievement.

We can no longer afford to be lagging behind other countries in high school graduation rates and in math and science standards, while producing graduates who lack the world knowledge, skills, and perspectives to be successful in this global era. All of our students will be left behind if we don't transform their education with this new global context in mind.

What are the key global trends that we need to pay attention to? What does a well-educated person in the 21st century need to know and be able to do? How can we get all of our students globally ready? This chapter analyzes major global trends that will affect education, describes what innovative schools are doing to produce students who are college-ready and globally competent, and suggests what steps policymakers need to take to make such education available to all our students.

Global Trends

Five global trends are transforming the context for future generations. These trends are related to economics, science and technology, demographics, security and citizenship, and education.

Economic Trends

The globalization of economies and the rise of Asia are central facts of the early 21st century. The economies of China, India, and Japan, which represented 18 percent of the world's gross domestic product (GDP) in 2004, are expected to represent 50 percent of the world's GDP within 30 years (Wilson, 2005). And other parts of the world, such as Russia and Brazil, are also projected to grow in importance, as part of "the rise of the rest" (Zakaria, 2008). Already, one in five U.S. jobs is tied

to international trade, a proportion that will continue to increase (U.S. Census Bureau, 2004a). Moreover, the majority of future growth for most U.S. companies, whether small, medium, or large, will be in overseas markets, which means that they will increasingly require a workforce with international competence. According to the Committee for Economic Development (2006), a nonprofit organization of more than 200 business leaders and university presidents,

to compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners. (pp. 1–2)

Trends in Science and Technology

In his famous work *The World Is Flat*, Thomas Friedman (2005) describes how the "wiring of the world" and the digitization of production since 1998 are making it possible for people to do increasing amounts of work anywhere and anytime. As a result, more and more things are going to be made in global supply chains. In addition, scientific research, a key driver of innovation, is increasingly being conducted by international teams as other countries increase their scientific capacity. So the ability to collaborate with people in different time zones, across languages and across cultures, at a professional level, becomes ever more important.

Demographic Trends

If there were just 100 people in the world, only 5 would be American. Although this proportion was not consequential when economies were largely national, since 1990, more than 3 billion people in China, India, and the former Soviet Union have moved from closed economies into the global economy. Another effect of globalization is also readily apparent in our own backyards. New immigrants from regions such as Asia and Central and South America are generating a diversity in U.S. communities that mirrors the diversity of the world, and they are transforming the cultures of local communities, workplaces, and even the local

mail. The Hispanic population is 15 percent of the estimated total U.S. population—and will continue to grow. The Asian population is projected to grow 213 percent from 2000 to 2050 compared to a 49 percent increase in the population as a whole over the same period (U.S. Census Bureau, 2004b). Life in the United States increasingly involves interacting and working with individuals from vastly different backgrounds and cultures—a challenge and an opportunity that requires new skills and perspectives.

Trends in Security and Citizenship

The most pressing issues of our time know no boundaries. Challenges facing the United States are both more complex and more global than in the past—from environmental degradation and global warming, to pandemic diseases, to energy and water shortages, to terrorism and weapons proliferation. The effects of poverty, injustice, and lack of education elsewhere spill across borders. What we do affects others, and the actions of others affect us. The only way to solve today's challenges will be through international cooperation among governments and organizations of all kinds. More than ever, our security is intertwined with our understanding of other cultures. And as the line between domestic and international issues increasingly blurs, U.S. citizens will increasingly be called upon to vote and to act on issues—such as alternative energy sources or security measures linked to terrorism—that require greater understanding of the 95 percent of the world's population who live outside our borders.

Trends in Education

In this interconnected world, there is also a growing global talent pool. In the second half of the 20th century, the United States set the world standard of excellence. It was the first country to pursue and achieve mass secondary education and mass higher education. This stock of human capital helped the United States become the dominant economy in the world and take advantage of the globalization and expansion of markets. However, over the past 20 years, other countries have caught up with, and in some cases have passed, the United States. International comparisons from the Organisation for Economic Co-operation and

Development (OECD) show the United States is now 18th in the world in high school graduation rates and 15th in college completion (OECD, 2008). In 2006, U.S. 15-year-olds ranked 25th in math performance and 21st in science (Schleicher & Stewart, 2008). Surveys from the Asia Society and the National Geographic Society have also shown that compared with their peers in other industrialized countries, U.S. high school students lag behind in knowledge of other countries and cultures. And while learning a second language is standard in other industrial countries, only 50 percent of U.S. high school students study a foreign language (Pufahl, Rhodes, & Christian, 2001).

Implications of Global Trends

What are the implications of these global trends for our students? Certainly education as usual won't do. Just as our schools made the transition from teaching skills needed in an agrarian society to those needed in an industrial and scientific society, so too we need to transform our learning systems to equip students with the knowledge and skills they will need to succeed in this new global era.

International knowledge and skills are no longer just a luxury for a few would-be specialists but are a new basic for all students. Preparation for a competitive global job market and for citizenship in the interconnected world of the 21st century is critical for all young people. Our national goal should be that all students must graduate from high school college-ready and globally competent, prepared to *compete, connect, and cooperate* with their peers around the world.

Clearly, many students are at risk of being unprepared for the demands and opportunities of this global age, especially disadvantaged youth for whom U.S. schools have historically fallen short. While agreeing with the need to introduce global content, many educators fear that doing so would divert attention from accountability demands to close the achievement gap in basic skills. Even if that gap is successfully closed, standardized tests of basic skills do not measure the thinking and complex communication skills that spell success in college (Conley, 2005) or the global skills needed for the knowledge-driven global economy. For

low-income and minority students, closing the basic-skills gap is only a first step toward real equality of opportunity (Jackson, 2008). Indeed, the Asia Society's International Studies Schools Network, a national network of design-driven secondary schools in low-income and minority areas, has shown that by providing relevant and engaging global content and connections, schools can both improve scores on required standardized tests and give students the global knowledge, skills, and perspectives that will be important in the 21st century.

Global Learning

Over the past few years, schools and districts across the United States have begun to respond to this new reality and are seeking to redesign education to produce students who are both college-ready and globally competent. What is global competence?

We do not yet have an established nomenclature for the dimensions of the newly emerging field of "global competence" or "global literacy," but it is generally agreed to include these elements:

• Knowledge of other world regions, cultures, economies, and global issues

• Skills to communicate in languages other than English, to work in cross-cultural teams, and to assess information from different sources around the world

• Values of respect for other cultures and the disposition to engage responsibly as an actor in the global context

How can schools produce global competence? Consider these examples.

The Walter Payton College Preparatory High School in Chicago, an inner-city magnet school that is one of Chicago's most ethnically diverse schools, has shown how integrating global content enhances academic excellence. Founded in 2000 and now one of the top schools in Illinois, the school's mission is to prepare students for "leadership in their community, the nation and the world." Every student studies a world language for four years and experiences a home-stay exchange with a sister

school in China, France, North Africa, Japan, Switzerland, Chile, Italy, or South Africa. Use of technology, including videoconferencing, connects Payton classrooms to their sister schools and to subject matter experts around the world. An array of international visitors, students, and seminars further develops the international spirit of the school. The school is also the flagship of Chicago's Chinese language program, the largest Chinese program in the country.

The John Stanford International School (JSIS) in Seattle is a public elementary immersion school that was started after a survey of the needs of families and the business community. Students spend half the day studying math, science, and literature in either Japanese or Spanish. They spend the other half of the day learning reading, writing, and social studies in English. The school also offers ESL classes for parents. The school is connected to an impoverished school in Mexico, for which the JSIS students raise funds for school supplies. Videoconferencing with students in Japan takes place in an after-school program. The program bridges the time difference because the participants in Seattle can stay late in their after-school program and the Japanese participants can come in early. As a result of the school's success in developing students' fluency in second languages combined with high academic standards in English, Seattle is planning to open several more internationally oriented schools.

These schools, winners of the Goldman Sachs Prizes for Excellence in Education, are clearly outstanding schools. But data collected on hundreds of schools that have applied for the prize—from more than 40 states and from rural and inner-city areas, as well as suburban and private schools—show that many schools are embarking on similar journeys. Our research on these schools and on the Asia Society's own network of internationally themed secondary schools serving low-income and minority communities around the United States shows that schools typically start in a small way, with one or two courses or a single international element such as an exchange, and gradually broaden their approaches. Over time, globally oriented schools develop key common elements (Asia Society, 2008). Typically, they do the following:

• Create a global vision and culture by revising their mission statements and graduate profiles and creating a school culture that supports internationally focused teaching and learning. Although many schools start by creating a single international element or perhaps an international strand, bringing together a school-community group to develop an internationally focused vision and mission statement, such as that of Walter Payton's, can serve as the foundation for creating an inclusive, globally focused school culture. Schools often begin the development of their international culture and focus with external symbols such as maps and flags. But day-to-day practices that go beyond this, such as regular assemblies at which speakers present different perspectives on important world issues, help to develop a school climate that is an intellectually rigorous and emotionally safe place to engage students in serious discussions from multiple vantage points.

A powerful way to gain clarity about an international vision for a school is to develop a profile of the graduate who will emerge from it. A good example of this is the Asia Society's International Studies Schools Network Graduate Profile, which describes the knowledge, skills, and dispositions that define a student's global competency as well as college readiness. Once created, the graduate profile becomes the compass for all school work. Curricular alignment, development of courses of study, and enrichment experiences enable students to meet the learning outcomes that the profile defines. The profile can also provide the yardstick of achievement for student portfolios that demonstrate the dual goals of college readiness and global competence.

• Develop an internationally oriented faculty by recruiting teachers with international interests and encouraging teachers to take advantage of the many professional development and study/travel opportunities offered through universities and international organizations. Although shockingly few teacher preparation institutions as yet prepare teachers to teach about the world (Longview Foundation, 2008), schools can actively recruit teachers who have the dispositions that are essential to effective teaching and have acquired deep international knowledge and

interests through study abroad, service in the Peace Corps, or their own linguistic or cultural heritage.

However, recognizing that many teachers have not had exposure to the world outside the United States in their own training, successful schools put in place an array of opportunities for adult learning. Most universities and colleges in the United States have increasing international expertise on their faculties, and developing partnerships with local universities can be a great source of professional development for teachers, enabling them to deepen their own knowledge of world regions and issues. Many travel and study opportunities are available through Fulbright, Rotary, and other programs that can energize and inform teaching through authentic exposure to other cultures. Schools can also create a global learning culture within the school; international book clubs and collaborative curriculum development can encourage thoughtful reflection and extend practice. In a nutshell, successful schools expand opportunities for teachers to increase their own international knowledge and to kindle their excitement about other cultures so that they can foster the same curiosity in their students.

• Integrate international content into all curriculum areas, bringing a global dimension to science and language arts, as well as social studies and languages. Although many people associate international content solely with social studies and world languages, in the 21st century, every discipline can be given a global perspective. Thus, international education is not a separate subject but an analytical framework that can transform curriculum and instruction in every discipline and provide rich content for interdisciplinary work.

Teaching and learning about the world can take place in many ways. Consider these examples:

— Social Studies—Schools can offer world geography, international economics, world history, and world religions, as well as teach U.S. history in a global context.

— English/Language Arts—Classes can be given an international dimension by expanding the traditional canon to include novels and

poetry in translation from around the world and by using literary analysis to illuminate both universal themes and differences across cultures. Students can write articles for their peers in other countries, getting real-world practice in cross-cultural communication.

— Science—Schools can use the methods of scientific inquiry to engage with world problems, and students can work collaboratively with students abroad as real scientists do.

— Mathematics—Using the world to understand mathematics and using mathematics to understand the world are key components of global competence.

— Arts—Creativity transcends borders, and the arts are a great way to connect to other cultures. Schools can use international films, cultural performances, and art exhibits, many of which are available free on the Web.

— Career and Technical Education—Courses can offer numerous opportunities to learn about the world as careers and professions of all kinds become global.

Schools use many approaches to "going global." Some use the courses and professional development of the Advanced Placement and International Baccalaureate programs as a framework. Others develop their own approach, building on the universities, businesses, and cultural organizations in their community and the vast international resources available on the Web to create programs that link to state and local standards and circumstances. Whatever approach is taken to improving student learning, this broadened curriculum must be married to the best practices in instruction. These include motivating students through engaging relevant content; combining a focus on deep content knowledge with reasoning skills and analysis of multiple perspectives; using purposeful interdisciplinary inquiry and simulations to answer large questions; using primary sources from around the world; and emphasizing interaction with people in other parts of the world as part and parcel of the learning process.

• Emphasize the learning of world languages, including less commonly taught languages such as Chinese and Arabic. In a globally oriented school, the study of world languages and cultures has to have a prominent place. In fact, opinion polls suggest that the public increasingly understands the importance of languages. A 2007 Phi Delta Kappa/Gallup poll showed that 85 percent of respondents believe that learning world languages is important, and 70 percent believe it should begin in elementary school (Rose & Gallup, 2007). But language instruction in most schools has simply been too little, too late.

Instead, successful schools are creating new models of effective language learning. Building on the large research base on effective language learning, they start earlier; focus on proficiency rather than seat time; and engage students by giving them meaningful, motivating tasks that allow them to use world language as a tool for communicating with others. Many schools are developing content-based learning, delivering lessons in another subject in a second language, as in the example of the John Stanford International School. And from podcasts to Skype to movies to online language courses, technology is allowing students to immerse themselves in language as never before. Although most world language offerings in schools have remained essentially unchanged for 50 years, a College Board survey reports a more than 200 percent increase from 2005 to 2008 in the number of schools teaching Chinese—a sure sign that parents, students, and schools think language can open doors (Asia Society & College Board, 2008).

Global Connections

Thanks to technology and to the Internet, all children now are children of the globe, not just children of the neighborhood where they live. Today's tech-savvy kids already have the tools for global learning at their fingertips. Gone is the day when education was synonymous with a building housing a teacher and a blackboard. Today, the opportunities for learning beyond the school walls and beyond the school day abound, enabling students to connect the local to the global and back again. Globally oriented schools can do the following:

• Harness technology to tap global information sources, create international collaborations, and offer international courses and languages online, especially to underserved communities. Information and communication technology is our greatest asset in internationalizing education. It allows students to access information from every corner of the world, to overcome geographic barriers, to communicate and collaborate with their peers in other countries, to publish findings, and to share words, images, and videos with a worldwide audience—even to talk to one another in real time.

Lack of timely educational resources about other parts of the world was once a major constraint on teaching about the world. Today's students can tap into free, relevant information and networks from around the world; but at the same time they need to learn critical-thinking skills to assess the wealth of global information that can be found online. Online courses can allow students access to languages or other internationally focused courses that are not available in their local school district. And Internet-based, classroom-to-classroom projects, which allow students to learn *with*, not just *about*, their peers in other countries, are a forerunner of what one day will become truly global classrooms. These learning opportunities made possible through technology are powerful for all students but are especially valuable in rural areas, where global connections or local diversity may be limited.

• Expand learning time to give students more time and support to achieve global skills. Although we live in an interconnected world, many of America's disadvantaged young people are disconnected. Studies show that many young people from low-income communities never travel more than a few miles outside their neighborhood. We now realize that some young people need more learning time and support to reach the goals of schooling and that we need to look at the school day and school year very differently.

According to the Afterschool Alliance (www.afterschoolalliance.org), informal learning programs, such as after-school, before-school, and summer programs that take place in a wide range of settings—including

schools, community-based and faith-based organizations, cultural institutions, and museums—now serve more than 6.5 million children. The after-school environment offers many ways to promote global skills. Its traditions of project-based learning can engage young people in learning about world issues; field trips can turn local communities into living museums of local-global connections; and involving families can expose young people to the diverse cultures in their communities and around the world through exploring identity, heritage, and universal cultural pursuits. For older students, programs can provide a voice and an opportunity to develop leadership skills by allowing them to take action on issues of local or global relevance or learn about international options for college or future careers.

Most important, after-school and summer programs can help to extend global literacy opportunities to young people who might be unable to access them otherwise. They can expand horizons—from the neighborhood to the world (Asia Society, 2009a).

• Expand student experiences through internationally oriented travel, service learning, internships, and partnerships and exchanges with schools in other countries. Whether the experience consists of a week of living in a home and attending school classes, or a summer, semester-, or year-long foreign exchange program, living abroad can be life altering, bringing new perspectives, increased intercultural awareness, tolerance, and confidence in dealing with other people (AFS Intercultural Programs, 2008). School partnerships or exchanges, in which a school develops a long-term relationship with a school or schools in another part of the world, are increasing in number and bring added benefits as they enable both U.S. and international students and teachers to participate in regular exchanges, real or virtual, and deepen understanding on both sides.

Many schools value the academic and social benefits of service learning. When it is integrated into courses in a globally oriented school, service learning can also help students see the connections between their local actions and global issues. Finally, internships in local companies

or nonprofit organizations can both allow students to apply academic skills to the workplace context and give students insight into growing global interconnectedness.

Going Global: Preparing Our Students for an Interconnected World, a report of the Asia Society (2008), provides further concepts and examples for each of these elements, drawn from more than 70 schools in places as different as Vermont, West Virginia, North Carolina, Texas, Florida, Kansas, Wisconsin, and Oklahoma. The ways in which individual schools harness community resources to link the local to the global demonstrate that teaching and learning about the world is within reach of every type of school. Other approaches and best practices are being collected and shared through the Partnership for Global Learning, a national network of educators dedicated to ensuring that our students are prepared for work and citizenship in an interconnected world (see www.asiasociety.org).

Going to Scale: The Role of States

Across the United States, hundreds of innovative efforts are under way in schools and local districts to add global content and connections. But as encouraging as these efforts are, they are islands of excellence. How can we get all of our students globally ready? For this we will need state and national action to take these approaches to scale.

States are critical to creating internationally oriented school systems. State governments increasingly understand the need for an internationally competitive workforce, recognizing that they are no longer competing with the state next door but with countries around the world. More than 25 states have participated in the States Network on International Education in the Schools, in partnership with the Asia Society and the Longview Foundation. They are beginning to put in place a series of steps to raise awareness about the importance of global knowledge and skills; build leadership among education, business, and political leaders; and create policies and programs that will introduce these new skills. A report by the Council of Chief State School Officers (2008), *Putting the World into World-Class Education,* reviews these developments and proposes a set of recommendations to give *all* students access to a

world-class, globally oriented education. The report recommends that each state take stock of its existing efforts and create a framework for systemic change beginning in the elementary grades and extending through high school. The framework should include the following elements:

• Redefining high school graduation requirements to include global knowledge and skills. Every state should include global competence in its overall recasting and modernizing of high school graduation requirements. Requirements should include world languages and assessment of international knowledge and skills across the curriculum. As they redesign middle and high schools to ensure that all students graduate with the skills needed for success in the 21st century, states should consider creating internationally themed schools to act as models and professional development centers.

• International benchmarking of state standards. Across the globe, countries are increasing their high school and college graduation rates, increasing their achievement in math and science, and expanding students' global knowledge and skills. States need to learn about education practices in other high-performing and rapidly improving countries and use the best of what has been observed to help us continue to grow and improve. States should review their curriculum standards and statewide assessments to ensure that they include global knowledge as well as the analytical, higher-order thinking, and cross-cultural communication skills that students will need to face the challenges of a changing world.

• Making world languages a core part of the curriculum from grades 3 through 12. States need to create a long-term plan to expand their capacity in world languages and build on effective approaches to language learning, including starting early and creating longer sequences of study; using more immersion-like experiences; focusing on proficiency rather than seat time; and harnessing technology (such as online language courses). High-quality alternative certification routes should be created to speed up the production of language teachers from heritage communities and enable the development of programs in less commonly taught languages, such as Chinese and Arabic.

• Increasing the capacity of educators to teach the world. Teachers who are being prepared for the learning environments of tomorrow need greater knowledge of the world. States need to work through their teacher certification mechanisms and, with their institutions of higher education (which are themselves becoming more global), to internationalize teacher preparation programs (Longview Foundation, 2008). States should reexamine professional development for teachers in light of the new global context and encourage international experiences for both prospective and practicing educators.

• Using technology to expand global opportunities. The 21st century is both global and digital, and technology is perhaps our biggest asset in internationalizing education. State technology offices should encourage the use of information sources from around the world, help teachers engage in classroom-to-classroom collaborations to connect students with international peers, expand opportunities for students to take internationally oriented courses and world languages online, and promote student-created international projects on the Web.

The National Challenge

The speed of change around the world creates urgency for action at every level. Graduating the next generation of students prepared for the challenges of a diverse, globally interconnected world is a national imperative, not just a state or local one. For 50 years, the federal government has played an important role in fostering foreign language and area studies expertise at the postsecondary level; however, in the 21st century, knowledge of the world is no longer a luxury for a small group of experts but a requirement for any educated person. As the Obama administration and Congress consider the reauthorization of federal funding for elementary and secondary education, a new federal-state-local partnership could make access to an internationally competitive, world-class education and graduating globally competent citizens a national priority. Five areas of investment should help to create 21st century learning environments (Asia Society, 2009b):

• Providing states with incentives to benchmark their educational systems and standards against other countries so that school leaders can understand the changing global skill set and share best practices from around the world.

• Supporting initiatives to redesign middle and high schools to raise high school graduation rates and transform secondary schools for the 21st century in order to create college-ready and globally competent graduates.

• Investing in our education leaders' and teachers' knowledge of the international dimensions of their subjects to modernize our education workforce.

• Building national capacity in world languages from kindergarten through college by offering incentives to begin learning languages in elementary school, promote online language learning, and recruit and train language teachers from our diverse linguistic communities.

• Expanding federal programs that support the engagement of U.S. students with the rest of the world in order to better prepare our students and strengthen America's image abroad.

Concluding Thoughts

What would a truly modern 21st century learning system look like? What would I hope for my grandchildren? I would like to see a day when our students' education is not bound by the four walls of a school but can be as wide as the world:

• When learning languages and cultures begins in the elementary years and can continue anywhere, anytime, through online learning.

• When all our secondary students have access to courses on global issues, whether in science, economics, or the arts.

• When every school in the United States has ongoing partnerships with schools in other parts of the world, enabling students to learn through real or virtual exchanges with their international peers.

• When prospective teachers have the opportunity to study abroad—to ke   .e their own excitement about other cultures so that they can foster the same curiosity in their students.

• When school leaders, like business leaders, share best practices from around the world, continuously benchmarking their own schools against international standards.

In short, every school would open every student's eyes to the complexity, opportunity, and challenges of a globalized world and equip students with the competence to succeed and to lead in this new era.

Given political will and some focused resources, I believe that educators can rise to these challenges. Doing so not only will make us more successful and innovative in the global economy, but also will lay an important foundation for peace and a shared global future.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools
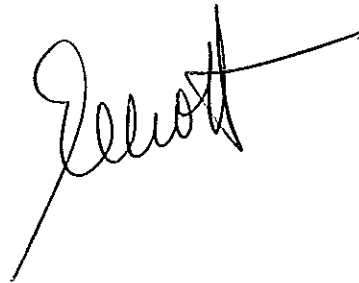
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To: Members of the Board of Education

From: Elliott Landon

Subject: School System Priorities and Goals, July 1, 2011-June 30, 2012

Date: September 26, 2011

Please find appended to this memorandum the latest draft documents of "School System Priorities: July 1, 2011-June 30, 2012," and the related Goals, Objectives and Action Plans that are consistent with the "Priorities" listed.

The Goals, Objectives and Action Plans reflect the discussions in which the Board was engaged with regard to this matter at our meetings of August 15 and September 12.

We will have the opportunity to discuss all of these documents at our meeting of September 26. Pending agreement with the content, the Board will be able to vote to finalize these draft documents at our meeting of October 11.

SCHOOL SYSTEM PRIORITIES: July 1, 2011-June 30, 2012

GOAL I. Continuous Improvement in Curriculum, Instruction and Assessment

> **I.1.** Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.

> **I.2.** Evaluate the effectiveness of the elementary and middle school programs for gifted students.

GOAL II. Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion

> **II.1.** Develop a plan for the creation and design of prioritized capital projects that anticipates a five year need.

GOAL III. Manage the schools in an efficient and cost effective manner while maintaining and improving the quality of educational programs.

> **III.1.** Seek long-term and permanent restructuring of all services and functions, wherever possible, including but not limited to instructional and support services, to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of services more efficiently.

> **III.2.** Assess, both anecdotally and with data points, the cumulative effect of budget modifications that may have impacted instructional programs.

> **III.3.** Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.

GOAL IV. Maintain appropriate Board policies aligned with educational goals and sound educational practices.

> **IV.1.** Develop a visionary strategic plan that will enable all students to meet the challenges of the 21st century.

> **IV.2.** Ensure that Board of Education goals and related action plans are producing desired effects.

GOAL V. Staff the school system with the highest quality of staff in all employment categories.

I.   **STUDENT ACHIEVEMENT: GOAL: Continuous Improvement in Curriculum, Instruction and Assessment**

Objective 1. Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.

Action Plans

- Review the Social Studies Curriculum, 6-8, and design backwards, where appropriate, to reflect and complement the new 9th grade Global Themes course.

- Evaluate the Singapore Math Program, K-grade 2, as a precursor to recommending next steps for implementation in grades 3-5 and re-structuring of the 6th grade mathematics program.

- Continue the re-alignment of all science courses with the Connecticut State Frameworks, with a special emphasis on science inquiry, K-grade 8.

- Continue to explore Science Research Opportunities in grades 6-8.

- Explore expansion of the efforts in differentiated writing challenges in English at all middle school grade levels.

- Implement and evaluate the success of Fundations in Kindergarten – Grade 3.

- Evaluate the K-5 Social Studies curriculum in terms of the Connecticut State Frameworks, proposed modifications to the 6-8 Social Studies curriculum, and the implementation of the 9th Grade Global Themes course.

- Continue to evaluate the World Language program, grades 7-12.

- Explore modifications to the English and science programs at the middle school level to develop initiatives to provide greater challenges to students who may demonstrate extraordinary talents in these areas of study.

- Review the numbers of credits required for graduation from Staples High School in the areas of science and mathematics and prepare recommendations for increasing them, if deemed appropriate.

- Develop a five year strategic technology plan for curriculum and instruction to include potential modifications to infrastructure, integration of student personal technology into district programs, estimated purchasing requirements and re-allocation of resources.

- Report bi-monthly to the Board of Education on the progress being made with Westport Education 2025: Meeting the Global Challenge, including recommendations for modifying curriculum, programs and assessments consistent with the goals of the project.

Objective 2. Evaluate the effectiveness of the elementary and middle school programs for gifted students.

Action Plans

- Prepare an interim report as follow-up to the May 2011 recommendations concerning improvements to the Program for the Gifted (August 29, 2011)

- Workshop Curriculum Committee to meet from September-November to develop recommendations to improve and enhance the Program for the Gifted

- Building administrators to be trained in the processes of identifying gifted students.

- Professional development activities for teachers of the gifted and regular classroom teachers to be prepared to enhance their skills in working with children identified as gifted

- Singapore Math Curriculum to be examined for its impact on the grades 3-5 Program for the Gifted

- The Program for the Gifted to be reviewed in the context of the goals of the *Westport Education 2025* initiative.

- Present a final report to the Board of Education, with budgetary recommendations if necessary, to enhance and improve the existing Program for the Gifted (December 5, 2011)

II.   **FACILITIES: GOAL: Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion**

Objective 1. Develop a plan for the creation and design of prioritized capital projects that anticipates a five year need.

Action Plans

- Include in the December 2011 preliminary budget meeting with the Board of Finance to discuss major budget assumptions, projected plans related to multi-year anticipated capital projects.

- Designate a specific Board of Education budgetary workshop in January 2012 to discuss capital projects and strategies for implementation, including establishing and re-establishing priorities, methods of presentation, and positioning of the projects.

- Expand budget discussions at joint January 2012 meeting of Board of Education/Board of Finance to include prioritized multi-year projected essential capital projects as determined by the Board of Education.

III.   **FISCAL MANAGEMENT: GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs**

Objective 1. Seek long-term and permanent restructuring of all services and functions, wherever possible, including but not limited to instructional and support services to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of services more efficiently.

Action Plans

- Review and make recommendations, where appropriate, for long-term restructuring to establish permanent budgetary savings without diminishing services or adversely impacting programs.

Objective 2. Assess, both anecdotally and with data points, the cumulative effect of budget modifications that may have impacted instructional programs.

Action Plans

- Provide Board of Education with interim reports, as needed.

- Re-evaluate the impact of reductions in transportation costs upon bus scheduling at the elementary level as it relates to school start times and develop recommendations to the Board of Education for modifications, if necessary, no later than December 2011.

Objective 3. Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.

Action Plans

- Continue to work collaboratively with agents of the Town of Westport to locate areas of potential consolidation of services that will result in greater efficiencies and cost savings for the taxpaying residents of the Town of Westport and report to the Board of Education upon progress as part of each quarterly financial statement.

- Work collaboratively with elected representatives at the local and state levels to locate in-Town governmental or other appropriately zoned properties on which to permanently house and maintain school buses for transporting Westport students.

IV. BOARD OF EDUCATION EFFECTIVENESS: GOAL: Maintain appropriate Board policies aligned with educational goals and sound educational practices.

Objective 1. <u>Develop a visionary strategic plan that will enable all students to meet the challenges of the 21st century.</u>

Action Plans

- Incorporate the vision of the Board into all PDEP goals by aligning PDEP goals with the incorporation of 21st century skills into instructional practice

- Review existing curriculum to ensure the incorporation of 21st century skills for all students

- Structure the professional development program for teachers and administrators so that it encompasses the incorporation of 21st century skills into classroom practice

- Ensure that professional development programs for administrators related to supervision and evaluation reflect an emphasis on the incorporation of 21st century skills for students into classroom practice.

Objective 2. <u>Ensure that Board of Education goals and related action plans are producing desired effects.</u>

Action Plans

- Align Board of Education goals and related action plans to the BOE/Superintendent's jointly-developed Superintendent's performance objectives

- Provide opportunities for the Board of Education to engage in self-evaluation

- Develop schedules of formal visitations by Board of Education members to each of the school system's schools.

- Establish an orientation program for all newly-elected members of the Board of Education for December 2011 or January 2012.

- Create an executive summary template to guide informational presentations to the Board of Education.

V. HUMAN RESOURCES: GOAL: Staff the school system with highest quality teachers, administrators and staff.

Objective 1. <u>Maintain the highest quality of staff in all employment categories.</u>

Action Plans

- Evaluate the PDEP process to determine that the evaluative procedures, performance indicators, and standards and procedures for setting teacher goals are producing the desired results of the retention of the highest quality staff and ensuring that all students are equipped with globally competitive learning skills.

- Expand recruitment and selection efforts with colleges and universities, employment job fairs, and other sources of employee availability.

- Perform exit interviews with all departing employees to improve and enhance the working environment to attract and retain the highest quality employee.

WESTPORT PUBLIC SCHOOLS

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To: Members of the Board of Education

From: Elliott Landon

Subject: Revised 2011-2012 School Calendar

Date: September 26, 2011

Appended to this memorandum is a revised school calendar for the current 2011-12 school year. This revision has been necessitated by the delay to the opening day of school for students resulting from the effects of Hurricane Irene at the start of the current school year.

The original starting date for students had been Tuesday, August 30. Because of Hurricane Irene and its effect upon local road conditions, the student attendance days of Tuesday, August 30 and Wednesday, August 31 were canceled. Therefore, the first day of school for students did not occur until Thursday, September 1. Although the start of the student year was affected, satisfactory conditions in our schools permitted us to continue to offer a third professional development day for teachers and administrators, as scheduled, prior to the start of the year for students. Thus, in modifying the current year's school calendar, we only have to consider restoring the two school days that were cancelled for students.

In accordance with our discussions at our meeting of September 12, I am recommending that the Board extend the school year for students and teachers by two additional days. Should we need to use our three built-in emergency days during the school year, the last day of school will be Friday, June 22, 2012, rather than Wednesday, June 20.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a revision to the 2011-12 school calendar that extends the school year from Wednesday, June 20 to Friday, June 22, said revised calendar to be included with the Minutes of the Board of Education meeting of September 26, 2011.

WESTPORT PUBLIC SCHOOLS
SCHOOL CALENDAR 2011 - 2012
REVISED -- SEPTEMBER 26, 2011

JULY 2011 (0)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Independence Day

AUGUST 2011 (0)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	*25	*26	27
28	29	*30	31			

*25, 26, 30 Staff Development Days

SEPTEMBER 2011 (20)

S	M	T	W	T	F	S
				(1)	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

(1) First Day Students
5 Labor Day
29 Rosh Hashanah

OCTOBER 2011 (19)

S	M	T	W	T	F	S
						1
2	3	4	5	6	*7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

*7 Staff Development Day
No School Students
10 Columbus Day

NOVEMBER 2011 (19)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	*8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

*8 Election Day/*Staff Development Day
No School Students
23 Shortened Day
24-25 Thanksgiving Recess

DECEMBER 2011 (17)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 Shortened Day
26-30 Holiday Recess

JANUARY 2012 (20)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 New Year's Day
2 New Year's Day Holiday
16 Martin Luther King Day

FEBRUARY 2012 (15)

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	*27	28	29			

20 President's Day
20-24 Winter Recess
*27 Staff Development Day
No School Students

MARCH 2012 (22)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2012 (15)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Good Friday
16-20 Spring Recess

MAY 2012 (22)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

28 Memorial Day

JUNE 2012 (13)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

22 Students' /Teachers' Last Day
Shortened Day for Students Only

Students - 182 Days   *Teachers - 188 Days
Staff Development Days: August 25, 26, 29, October 7, November 8, February 27
Students'/Teachers' Last Day will be June 22. If there are no snow days, Students'/Teachers' Last day will be June 19.