

## Ledyard Public Schools

### Statement of Philosophy: Social Studies K-12 Curricula

“With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions.”—**C3 Frameworks for College, Career, and Civic readiness.**

No discipline prepares the nation’s young people for success in college, career, and civic participation, more than social studies. Social studies education involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities. Specifically, “meaningful and relevant social studies education integrates the study of civics, economics, geography, history, and the other social sciences through an inquiry-based instructional approach that is grounded in rich state, local, national, and global historical content.” (Social Studies Position Statement SDE, 2008).

Social studies is composed of deep and enduring understandings, concepts and skills from various disciplines. Given this vast array of content and skills, inquiry based instruction will be used as an organizing principle around which students may access the diverse content of social studies and begin to make sense of it for themselves. Inquiry should guide the teaching of social studies at all levels. Inquiry-based instruction and skill development are the emphasis of this revised social studies curricula and work in the service of helping students to discover rich social studies content. Furthermore, social studies as a discipline, naturally integrates key reading, writing, analysis, speaking and listening skills that are outlined in the Connecticut Core Standards. These standards are integrated into the K-12 social studies curriculum and identified at each grade level.