

Bedford Central School District Elementary Social Studies

The Assistant Superintendent of Curriculum and Instruction, along with principals and other curriculum-focused personnel, will be responsible to the Superintendent for developing and implementing District-wide curriculum and instruction plans. The District shall maintain an up-to-date 5-year Curriculum Renewal Cycle.

Curriculum documents for each course and/or grade shall be prepared for parental and community access on the District website. Such documents shall be created and published on the website as curricula are revised according to the Curriculum Renewal Cycle. The following format shall be utilized for each curriculum document.

BCSD Core Values, Mission and Vision

Core Values

As educators in the Bedford Central School District, we believe:

An excellent education...

- ✓ Should be well rounded, rigorous, challenging, and provide students with the foundational and critical thinking skills required for continued learning.
- ✓ Should connect students with teachers who are supportive, foster curiosity, and are inspirational to all students.
- ✓ Should foster self-confidence, self-awareness, and general social and emotional growth and well-being.
- ✓ Should prepare students for their future as respectful and productive citizens and members of our society.
- ✓ Should foster the love of learning.

Students learn best when...

- ✓ They feel personally actively engaged and challenged.
- ✓ They have positive and productive relationships with their teachers grounded in mutual respect.
- ✓ They have a safe, comfortable, supportive environment where they are respected as individuals, and feel membership in a diverse community of learners.
- ✓ They have and can access a wide network of varied support systems, and systems exist to identify and address student needs.
- ✓ They are encouraged to be creative and curious learners.

The role of teachers and parents/guardians in the educational process is...

- ✓ To encourage, motivate, and support students.
- ✓ To foster growth, independence, and self-advocacy for students.
- ✓ To collaborate with and advocate for students.



- ✓ To be in a productive two-way relationships, and to foster and model for students mutual respect.
- ✓ To be informed about and engaged in the educational system and process.

The role of technology in education is...

- ✓ As a tool to foster digital citizenship through responsible, respectful, effective, and appropriate use.
- ✓ To facilitate communication, collaboration, critical thinking, and deep learning.
- ✓ To create endless opportunities for deep exploration, analysis, and synthesis of information.
- ✓ Not to replace learning, but rather to be an essential tool to aid in the education process by allowing students to access higher levels of thought about the content and processes of the curriculum.

The role of fiscal and operational practices is...

- ✓ To place students first in all decisions, actions, and procedures.
- ✓ To be responsible for meeting present needs, as well as planning for the future.
- ✓ To respect all school-community stakeholders.
- ✓ To be transparent, clear, balanced, prudent, and as simple as possible.

Mission Statement

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Vision

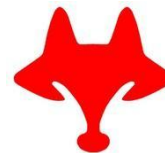
Inspiring and Challenging Our Students

Social Studies

Our elementary social studies curriculum is based on the Putnam/Northern Westchester BOCES Integrated Social Studies/ELA Curriculum. Updated annually, the curriculum is based on the [New York State Social Studies Framework](#) and integrates the New York State Common Core Learning Standards for English Language Arts and Literacy.

As outlined by the New York State Social Studies Framework, students explore the following themes through the key concepts of ***history, geography, economics, civics, citizenship and government.***

Kindergarten: Self and Others



Students study themselves in the context of their immediate surroundings. They learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

Grade 1: My Family and Other Families, Now and Long Ago

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. Students increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

Grade 2: My Community and Other Communities

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students examine the availability of resources and the interdependence within and across communities.

Grade 3: Communities Around the World

Students learn about communities around the globe and about global citizenship. Students make comparisons across time and space, examining different communities and their cultures.

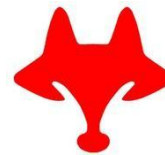
Grade 4: Local History and Local Government

Students study New York State and local communities, their change over time, and explore New York State's history from before the European colonial era to the modern period.

Grade 5: The Western Hemisphere

Students research the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations.

Throughout the social studies curriculum there is a focus on conceptual understanding, student inquiry, collaboration and informed action. Students research, analyze, evaluate and synthesize information, and engage in problem-solving and decision-making. They use a variety of resources including fiction, non-fiction, websites, and primary resources such as interviews, maps, documents, video recordings, photographs, and artifacts.



In order to enrich the social studies curriculum and student learning experiences, teachers collaborate with the library media specialist, computer aide, and other specialists to integrate social studies with other disciplines.