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| **This document includes:**   * Main priorities and criteria for the revision of the 2003 Massachusetts History and Social Science Curriculum Framework * Examples of how the Framework addresses the priorities * Highlights of the Scope and Sequence |
| **Priorities** for the revision of the 2003 framework are to minimize disruption to existing curricula and:   1. Provide greater emphasis on civics 2. Challenge students to investigate, analyze, evaluate, and deepen their understanding of history, civics, geography, and economics   **Criteria–**The proposed changes improve on the rigor, clarity, and coherence of the 2003 framework.   1. **Provide greater emphasis on civics** 2. **A new full year course at Grade 8 provides a thorough study of civics.**   The course of study for grade 8 includes the philosophical roots of democratic and republican forms of government; the founding principles and institutions of U.S. democracy, how and why it has developed over time, the role of individuals in maintaining a healthy democracy, and the structure and functions of state and local government in Massachusetts.   1. **The standards at each grade level or high school course integrate civics content.**   New Standards for History and Social Science Practice, Pre-K-12, address civic knowledge, skills and dispositions.  Grade-level Content Standards that address civics include:   * **Pre-K-2**: citizenship in the classroom, school, and community * **Grades 3-5**: the development of Massachusetts government, the geography of the United States and the history of the admission of states into the nation, principles of U.S. government, civil rights * **Grades 6-8**: the development of codes of religious and civil law in ancient civilizations; historical roots of democracy in classical Greece and Rome; civics in United States, Massachusetts, and local government * **U. S. History I and II:** the evolution of the Constitution and citizen participation in government * **World History I and II:** the growth of the nation state, the impact of social and intellectual movements on civic life * **United States Government and Politics:** case studies of issues related to the balance of individual rights vs. the common good, the role of political parties, interest groups and media * **Economics:** the role of government and citizens in a market economy, economic decision-making, and regulation  1. **The Introduction emphasizes civics content.**   The Introduction places emphasis on civics in a new Vision Statement, an essay excerpted from the 2003 Framework, and a new section, *A Renewed Mission: Education for Civic Life in a Democracy.* New Guiding Principles 1, 2, 5, 6, 8, and 10 explicitly address civic knowledge and skills such as the legacy of democratic government, civic and historical perspectives, study of current events, data analysis, media literacy.   1. **The Appendices feature civics resources**. Appendix C provides a chronology of Massachusetts policy initiatives to bring greater focus on civic education; Appendices D-G include primary sources and other resources related to civics and government. 2. **Challenge students to investigate, analyze, evaluate, and deepen their understanding of the content** 3. **Revised standards improve rigor, clarity, and coherence across the grades**.  * **Edited Content Standards** reflect current scholarship, require greater depth of analysis and evaluation of concepts, and provide additional context for clarity. * **Standards for History/Social Science Practice, Pre-K-12** encompass the elements of the research process, and encourage analysis, comparison, and evaluation of sources. * **Sample questions at each grade** support conceptual learning and inquiry. * **Instructional examples and references to primary sources** at each grade clarify challenging expectations for teaching and learning. * **Standards for Literacy in History and Social Science**, by grade band, Pre-K-K, 1-2, 3-5, 6-8, 9-10, 11-12, make explicit connections to expectations for reading, writing, speaking, and listening in history and social science. * **Introductory pages within the Standards** provide increased coherence. New sections at the beginning of the elementary, middle, and high school grades provide an overview for teachers of those grades and suggestions for implementing the standards flexibly. At each grade level, a new “Looking Back/Looking Ahead” feature on the grade introductory page provides connections to content studied in previous grades and content to come in later grades.  1. **The new Guiding Principles emphasize rigor, clarity, and coherence.**   Guiding Principles 3, 4, 5, 6, 7, 8, 9, and 10 address the development of the ability to reason well, the importance of historical thinking, the role of history and social science in improving reading comprehension, the use of data analysis in history/social science research, and the connections to social and emotional learning in the history and social science curriculum.   1. **The Appendices support high expectations that all students will explore history and social science in depth.**  * Appendix Ais new to this edition of the framework and addresses the applicability of the standards for English Learners and Students with Disabilities. * Appendix B, also new, provides a research–based explanation of the importance of inquiry for student growth in learning. * Appendices D through F, updated and annotated, present annotated primary sources aligned to the standards for United States and World History, setting the expectation that students will read and view challenging materials and encounter divergent perspectives on historical events. * Appendix G, updated and annotated, provides a list of digital resources, greatly expanded from the list in the 2003 framework and reflecting the richness of open-source digital curriculum materials and primary sources for the humanities that have become available since 2003. * Appendix H provides an updated annotated list of Massachusetts and New England museums, historical societies, and archives to encourage students’ and teachers’ exploration of local cultural resources in person and online. * Appendix I, a new addition, presents brief histories of United States and selected international civic holidays and observances. The list is included as a reminder that the United States commemorates the people and events of history on such occasions.  1. **Highlights – Scope and Sequence**  * **Grades Pre-K-3 standards** introduce students to the four major fields of social studies (civics, geography, history, and economics) and build learning in a continuum, starting with a focus on the students’ immediate social and community experience in pre-K to grade 1, moving to an exploration of concepts of world geography in grade 2, then to an exploration of Massachusetts history in grade 3. * **Grade 4, North American Geography and Peoples,** maintains the content of the 2003 framework for continuity with existing curricula. The study of the physical geography of North America leads to study of the geography and early history of the United States by region, including the study of Native Peoples, early European explorers, and the evolution of statehood as the nation expanded. * **Grade 5, U.S. History to the Civil War and the Modern Civil Rights Movement,** maintains continuity with existing curricula and adds a new section on the Civil Rights Movement of the mid-20th century to connect with civics topics and introduce a segment of history from the 20th century into the elementary grades. * **Grade 6 and Grade 7, World Geography and Cultures,** provides a two-year sequence of world history and geography, including ancient and classical civilizations and selected topics in modern history, incorporating standards currently in Grades 6 and 7. In 2003, the Framework recommended a full year on geography in grade 6 and a full year on ancient civilizations in grade 7. The 2018 draft organizes the standards by geographical regions and includes a study of ancient and classical civilizations within each region. Grade 6 studies the Middle East, North Africa, and Sub-Saharan Africa, Central America, the Caribbean and South America; Grade 7 studies Central and South Asia, North and East Asia, Southeast Asia and Oceania, and Europe. * **Note:** The grade 6-7 standards were re-ordered and expanded in order to include topics about governments and cultures in the past and present to provide context for and a transition to the grade 8 civics standards. * **Grade 8, civics,** presents conceptual topics (e.g., philosophical foundations of the United States political system, government institutions, the rights and responsibilities of citizenship, the Constitution, and Massachusetts government) and incorporates some content previously found in US History I, US History II, and the high school American Government elective. * **Note regarding high school course options**: The insertion of a full-year civics course at grade 8 also necessitates some changes to the current course options in high school. The Guiding Principles in the framework recommend that students take four courses of history and social science in high school. All students are expected to take US History I and II and at least one World History course, and preferably both World History I and II. Districts have discretion on the sequence and design of these courses. While it is important for high school instruction in United States History to address all the Content Standards, districts are not bound to address them exactly as in the two-year sequence in the Framework. * **Grades 9 -12 present standards for** four courses–US History I and II; World History I and II; or equivalent Advanced Placement or International Baccalaureate courses; three electives–United States Government and Politics, Economics, and Personal Financial Literacy or other electives determined and designed at the district level. Districts may offer the personal Financial Literacy standards as a stand-alone elective or integrate them into courses in other content areas. |

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| **Summary of Scope and Sequence–-Grades PreK-12** | | |
|  | **2003 Framework** | **Current Draft** |
| Pre-K | Living, Learning, and Working Together (Combined Pre-K/K) | ***Building a Foundation for Living, Learning, and Working Together***  Students are introduced to four major fields of social studies: civics (respecting one another, cooperating, and obeying rules); geography (understanding the connections between places and people); history (recalling personal experiences);  a and economics (understanding working, earning money, and buying things). |
|  |  | Content adapted from the PreK-K standards in the 2003 Framework and the *MA Standards for Preschool and Kindergarten Social and Emotional Learning* |
| K | Living, Learning, and Working Together (Combined Pre-K/K) | ***Many Roles in Living, Learning, and Working Together***  Students learn about classroom democracy, local geography, the histories of United States and community traditions,  and economics in the context of work and money. |
|  |  | Content adapted from the PreK-K standards in the 2003 Framework and the *MA Standards for Preschool and Kindergarten Social and Emotional Learning* |
| 1 | True Stories and Folk Tales from America and Around the World | ***Leadership, Cooperation, Unity, and Diversity***  Students learn about leadership on many levels, the meaning of citizenship, reading and making a range of map types.  They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. |
|  |  | Content adapted from the Grade 1 standards in the 2003 Framework; added standards for financial literacy |
| 2 | E. Pluribus Unum: From Many, One | ***Global Geography: Places and Peoples, Culture, and Resources***  Students learn about global geography, looking at reasons why people settle in particular places, why they migrate, how they bring culture with them, and how they earn a living, exchange goods and services, and save for the future. |
|  |  | Content adapted from the Grade 2 standards in the 2003 Framework; added standards for financial literacy |
| 3 | Massachusetts and its Cities and Towns: Geography and History | ***Massachusetts, Home to Many Different People***  Students study Massachusetts and New England, beginning with their own city or town. They explore interactions of  Native Peoples and European explorers and settlers and the Massachusetts people who led the American Revolution. The standards introduce students to primary sources such as the founding documents of Massachusetts and United States to inform discussion about ideas on self-government. |
|  |  | Content adapted from the Grade 3 standards in the 2003 Framework; added standards regarding Native Peoples; standards on many European explorers included from Grade 5 in the 2003 Framework. |
| 4 | North American Geography with optional standards for One Early Civilization | ***North American Geography and Peoples***  Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective. They learn about ancient civilizations on the continent, early European exploration and expand map reading and mapmaking skills and approaches to geographic reasoning introduced in grades 2 and 3, applying concepts of how geography affects human settlement and resource use, and how the United States grew from its original 13 colonies to a nation of 50 states and 16 territories. |
|  |  | Content adapted from the Grade 4 standards in the 2003 Framework; added content regarding Native Peoples; standards on European explorers included from Grade 5 in the 2003 Framework. |
| 5 | United States History, Geography, Economics, and Government: Early Exploration to Westward Movement | ***United States History to the Civil War and the Modern Civil Rights Movement*** (c.1650-1865 and the Civil Rights Movement of the mid-20th century) Building on their knowledge of North American geography and peoples,  students learn about the history of the colonies, the Revolution, the development of the Constitution and early Republic,  the expansion of the United States, sectional conflicts over slavery that led to the Civil War, and the Civil Rights  Movement of the 20th century. |
|  |  | Content adapted from the Grade 5 standards in the 2003 Framework; added a new set of standards regarding the central role of slavery, the legacy of the Civil War, and the Civil Rights Movement of the mid-20th century; added content on the history of Native Peoples; added suggested primary source documents. |
| 6 | World Geography | ***World Geography and Cultures I: Foundations of Civilization, the Middle East and North Africa, Sub-Saharan Africa, Central America, the Caribbean, South America***  As the first part of a two-year sequence, students examine how the perspectives of political science, economics, geography, history, and archaeology apply to the study of regions and countries. They study the development of prehistoric societies and then focus on area studies of the Middle East/North Africa, Sub-Saharan Africa, and Central America, the Caribbean, and South America. |
|  |  | Content adapted from the Grade 6 and 7 standards in the 2003 Framework; added standards regarding archaeology and the civilizations of the Americas; included standards on pre-Columbian civilizations from Grade 5 and standards on the geography of Central and South America and the Caribbean from Grade 4 in the 2003 Framework; added suggested primary source documents. |
| 7 | Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire | ***World Geography and Cultures II: Central and South Asia, North and East Asia, Southeast Asia and Oceania, Europe***  Grade 7 continues the sequence from grade 6, focusing on the ancient civilizations and physical and political geography of Asia, Oceania and Europe. Grade 7 concludes with a study of government in classical Greece and Rome, which serves as a prelude to the study of civics in grade 8. |
|  |  | Content adapted from the Grade 6 and 7 standards in the 2003 Framework; included standards on Ancient China from the Grade 4 standards in the 2003 Framework; added suggested primary source documents. |
| 8 | World History I (c.500-1800 CE)  OR  United States History I: (1763-1877) | ***United States History and Massachusetts Government and Civic Life*** (c.1700-2017)  Students study the roots and foundations of democratic government through primary documents such as the United States and Massachusetts Constitutions, how and why government institutions developed, how government evolves through legislation and court decisions, and how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth. |
|  |  | Content for this new course stems from Grade 7 (Ancient Greece and Rome), US History I and II, and American Government standards in the 2003 Framework. |
| 9-12 | United States History I: The Revolution through Reconstruction (1763-1877)  United States History II: Reconstruction to the Present (1877 to 2001) | ***United States History I*** (c.1700-1920) Note revised time period, building on content at grade 5 (c.1650-1865), encouraging sufficient attention to the Civil War and Reconstruction.  ***United States History II*** (c.1920-2017) Note revised time period.  Students begin their study of United States history in high school with a review of the Revolution, constitutional principles and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, America’s entry into World War I and its impact on the United States, and the early 20th century quest for social justice for all citizens. In United States History II, they learn about the fundamentals of economics, the Great Depression, New Deal, World War II, the Cold War, social, cultural, and technological change, concluding with an examination of domestic and global policies and politics of the United States in the first two decades of the 21st century. |
|  |  | ***United States History I****–*Content from US History I and II in the 2003 Framework revised and updated  ***United States History II****–*Content from US History II and Economics in the 2003 Framework revised and updated |
| 9-12 | World History I: The World from the Fall of Rome through the Enlightenment  World History II:The Rise of the Nation State to the Present | ***World History I*** (c.500-1800)  ***World History II*** (c.1800-2017)  Building on their understanding of world geography and civilizations from middle school, students in World History I  study cultural, religious, political, and economic developments in Africa, Asia, and Europe from approximately  500 to c.1800.World History II examineshow modern world history, beginning with the 19th century, has been shaped by the past, how nations and empires are born, rise, interact, and sometimes fall. The standards introduce students to concepts such as colonialism, imperialism, genocide, human rights, and globalization, and the importance of ethical, political, economic, and scientific ideas in shaping nations. |
|  |  | ***World History I****–*Content from World History I in the 2003 Framework revised and updated; added suggested primary source documents  ***World History II****–*Content from World History II in the 2003 Framework revised and updated; added suggested primary source documents |
| 12 | Elective: Economics  Elective: American Government | Maintain Electives: ***United States Government and Politics, Economics;*** Add ***Personal Financial Literacy***  The United States Government and Politics elective, a full-year course, builds on the grade 8 Civics and United States History I and II courses to deepen understanding of political science. The Economics elective, also a full year course, examines the economic concepts of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. The standards for financial literacy address practical applications of economics, and districts may offer them for one-quarter to one-half  of the school year. Districts may address them as a standalone elective or integrated into courses for mathematics, family and consumer science, business, or college and career readiness, or history and social science. Districts may design and implement other electives at their discretion. |
|  |  | ***United States Government and Politics****–*Content adapted from American Government in the 2003 Framework  ***Economics****–*Content adapted from Economics in the 2003 Framework  ***Personal Financial Literacy***–New content |