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| **This document includes:*** Summary and rationale for main changes made to address suggestions by the Board of Elementary and Secondary Education and public comments
* 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 and Comparison of the 2003/2018 Scope and Sequence
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| **May – June 2018 – Summary of changes made to address recommendations by the Board of Elementary and Secondary Education**1. US History II, Standard 37 (p. 112)
* May 15 Draft Framework: *Analyze the significance of the election of Barack Obama as the nation’s first African American president of the United States and its impact on race relations.*
* June 14/Change: Given the discussion of including a broader standard on race relations in US History II at the May 22 Board meeting, this standard now includes new language, as follows: *Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nation’s first African American president, Barack Obama, in 2008 and 2012.*
* Rationale: Board members James Morton and Amanda Fernandez suggested broadening the draft standard along the lines proposed by Chris Martell, one of the speakers during the public comment at the May 22 Board meeting. The revised standard increases the level of academic challenge from the previous version and strikes a balance between the proposed more detailed language and the more narrowly defined standard in the May 15 draft.
1. Acknowledgements: Addressing a request from Hannah Trimarchi, the Acknowledgements section now includes the names of the members of the Massachusetts State Student Advisory Council Civic Education and Engagement Workgroup who provided comments during the public comment period.
2. Grade 8 Civics, Standard 36b (p. 87)

To address the suggestion from Amanda Fernandez at the May 22 Board meeting, standard 36b, on the *Brown vs. Board of Education of Topeka* Supreme Court decision, now includes a footnote referring to the *Mendez v. Westminster School District of Orange County, California* case of 1946. The case set an important precedent and included an approach to litigation later adapted for use in the *Brown* case.  |
| **May – June 2018 - Other changes** * + - 1. US History II, Standard 36 (p. 112)
* May 15 Draft Framework: Standard 36. *Using primary and secondary sources, analyze the causes and course of* ***one*** *of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.* (followed by topics a-e, women’s rights, LGBTQ rights, disability rights, the environmental movement, the migrant farmworkers’ movement)
* June 14 addition: To address concern about limited content related to Native American history at the high school grades, the standard now includes an additional substandard “f” on important events in recent modern history on this topic:
	1. *the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples’ groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history.*

*Footnote: In Massachusetts these groups include the Mashpee Wampanoag, Aquinnah Wampanoag, Massachusett, Nipmuc, and the Muhheconneuk Intertribal group. For information on Native Peoples, see the section on Native Peoples of the Americas in the Resource Supplement to this Framework** Rationale: Recent comments received by the Department and the Board highlight the need to make some improvements to the content on Native American history in the high school grades. The May 15 draft included significant additions to the content from the 2003 standards in the elementary and middle grades, but few additions to the content in the high school grades on Native Americans after the 1920s. The latest mention is the primary source of the Indian Citizenship Act of 1924. The addition to the existing standard will achieve these goals:
1. Students will understand that the quest for civil rights has extended to Native Americans as well as the other groups already noted in the standards
2. Students will be aware of local tribal names in the high school grades, building on the content in the lower grades

 2. Added primary sources and resources, including websites, historic sites and organizations, to the appendices and Resources supplement |
| **Public Comment - Summary of changes made to address public comments*** Overall, Pre-K-12 – Made significant additions to content and primary sources (including visual sources, such as art, artifacts and videos) to address African and African-American history, Native Peoples, women and the perspectives of other groups and world cultures to address deficiencies noted in public comment in both US and World history; grouped together primary sources for a given topic for greater ease of use; clarified the extent and number of references to “research” in many standards; revised guiding and supporting questions.
* Introduction – Drafted a new introduction to address concerns that the previous one was dated and lacked recognition of the diversity of contemporary US society. The new essay situates the framework in the context of Massachusetts Education Reform and the pursuit of equity.
* Guiding Principles­­ - Revised a few Guiding Principles to address recommendations to better address Pre-K (#3), media literacy (#8), use of digital tools (#9) and social-emotional learning (#10).
* Grades Pre-K-2 – Revised wording of a few standards and guiding questions to address better concepts such as fairness and diversity.
* Grade 3 – Expanded the introductory topic on local government to improve conceptual understanding to better support the focus on historical issues related to government during the Revolutionary period; added content on women and Native Peoples to address concerns about the balance of perspectives.
* Grade 4 – Moved some content on westward expansion from grade 5 to balance the amount of content between the grades and to align with existing content in grade 4; added content to introduce slavery and how it became a hotly contested issue during westward expansion prior to the Civil War in preparation for further study at grade 5; expanded the number of ethnic and cultural groups noted for each region of the US.
* Grade 5 – Added content on the role of women as well as the origins, conditions, and role of slavery in the development of the colonies and the US; added content about slave resistance and legal action to gain freedom; moved some content on westward expansion to grade 4 to align with the focus at that grade and to address concerns about the amount of content at this grade. The shift also allows for an expansion of the final topic on the Civil Rights Movement of the 20th century to include the conditions of the Jim Crow era that prompted the movement as well as the movement’s role as a model for other campaigns for civil rights such as movements for women’s, disability, and LGBTQ rights.
* Grades 6, 7 – Clarified expectations for map reading skills; condensed some standards and removed standards on research of modern day issues in the regions of the world to address concerns about the amount of content at these grades; added standards regarding the interactions among societies; At grade 6, added content on Islam and the history of east Africa to provide a more complete view of this history; At grade 7, added content to the history of India and China, including more on the origins and role of some world religions, to address concerns about the balance of content relative to Europe.
* US History, Government and Economics – Added a statement with additional resources to address comments calling for more guidance for districts wishing to follow a sequence different from that in the framework.
* US History I–Added standards on the role of women and the origins and important role of slavery in the development of the nation. Reduced some content and revised the wording of some standards for clarity.
* US History II–Revised the topic on the period following World War I to include the contributions of women and African-Americans to the cultural life of the nation; Expanded standards on the Civil Rights Movement to encompass the role it played as a model for other campaigns for civil rights; expanded content on the movement for women’s rights; reduced the amount of content overall, omitting some recent history; reorganized some standards in the second half of the course.
* World History for High School - Added a statement to note that world history is an evolving field in which scholars have suggested various approaches for effective study; the statement provides additional resources, such as links to the AP and IB curricula, to address comments calling for more guidance for districts wishing to follow a sequence different from that in the framework.
* World History I - Reorganized the content by topics (e.g., dynamic interactions among regions, development and diffusion of religions and systems of belief) instead of by region to bring a greater conceptual focus to this content; expanded standards and added many new primary sources related to non-European regions in order to address concerns about the balance of content across regions of the world.
* World History II - Added dates and expanded primary sources to address concerns about cultural/regional balance.
* News/Media Literacy–Drafted a new set of standards designed to address concerns about a gap in literacy in this area, its impact on civic life, and a call for supplementary standards in the public comment survey.
* Appendices - Updated primary sources now to include many new additions, especially on topics such as African/African American History, Native Peoples of the Americas, Women’s History, and World History.
* Works Consulted/Selected Bibliography – Added a list of sources consulted in drafting the framework.
* Resources – Removed resources to create a separate supplement to facilitate updating content over time; reorganized and substantially expanded the resources to include new links to websites on a range of topics including African/African American History, Native Peoples of the Americas, Women’s History, and News/Media literacy to address the call for material from a greater diversity of cultural backgrounds and to address other topics of concern.
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| **Highlights of the June 2018 Massachusetts History and Social Science Curriculum Framework**1. **Priorities** for the revision of the 2003 framework are to minimize disruption to existing curricula and:
2. Provide greater emphasis on civics
3. 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 US democracy, how and why it has developed over time, the role of individuals in maintaining a healthy democracy, the structure and functions of state and local government in Massachusetts, and an introduction to freedom of the press and news/media literacy.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. understanding 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
* **News/Media Literacy:** the analysis of the news and other media in order to build skills for responsible and informed participation in civic life.
1. **The Introduction emphasizes civics content.**

The Introduction places emphasis on civics in a new Vision Statement, an essay that situates the curriculum framework in the context of the history of Massachusetts Education Reform, and a new section, *A Renewed Mission: Education for Civic Life in a Democracy.* 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, and study of current events, data analysis, and media literacy. 1. **The Appendices and Supplement feature civics resources**. In the new *Resources* supplement to the framework, Section I provides resources related to civics and government. Section IV provides a chronology of Massachusetts policy initiatives to bring greater focus on civic education; In the framework, Appendices C and D include primary sources 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, include diverse perspectives, 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 alternative ways to implement the standards other than that outlined in the Framework . 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 and Supplement support high expectations that all students will explore history and social science in depth.**
* Appendix Aaddresses the applicability of the standards for English Learners and Students with Disabilities.
* Appendix B provides a research–based explanation of the importance of inquiry for student growth in learning.
* Appendix C provides guidance on the selection and use of primary sources.
* Appendices D and E, updated and annotated, present annotated primary sources aligned to the standards for United States (Appendix D) and World History (Appendix E), setting the expectation that students will read and view challenging materials, critically review sources, and assess divergent perspectives on historical events.
* Resources for History and Social Science, Section I, 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 for the humanities that have become available since 2003.
* Resources for History and Social Science, Section II, 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.
* Resources for History and Social Science, Section III, 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 the concept of diversity and concepts of world geography in grade 2, then to an exploration of local government and 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, westward expansion, 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 and how it served as a model for other movements for civil rights. This section builds student understanding of the context for content in the civics course at grade 8 and introduces a segment of history from the 20th century into the elementary grades.
* **Grade 6 and Grade 7, World Geography and Ancient Civilizations I, II,** provides a two-year sequence of world history and geography, including ancient and classical civilizations 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 framework organizes the standards by geographical regions and focuses on a study of ancient and classical civilizations within each region. Grade 6 studies Western Asia, the Middle East, North Africa, and Sub-Saharan Africa, Central America, the Caribbean Islands and South America; Grade 7 studies Central and South Asia, 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 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, Massachusetts government, and freedom of the press and news/media literacy) 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, 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 to address all the Content Standards, districts are not bound to address them exactly as outlined 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; four electives–United States Government and Politics, Economics, Personal Financial Literacy, and News/Media Literacy or other electives determined and designed at the district level. Districts may offer the Personal Financial Literacy standards and News/Media Literacy standards as stand-alone electives or integrate them into courses in other content areas.
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| **Summary Comparison of Scope and Sequence–-Grades Pre-K-12** |
|  | **2003 Framework** | **2018 Framework** |
| 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).  |
|  |  | **2003/2018 Content Comparison -** Content adapted from the Pre-K-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 continue their introduction to the four major fields of social studies: civics(classroom democracy), geography(local geography), history (the histories of United States and community traditions), and economics (working, earning money, and buying things). |
|  |  | **2003/2018 Content Comparison -** 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.  |
|  |  | **2003/2018 Content Comparison -** 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.  |
|  |  | **2003/2018 Content Comparison -** 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 current day local government as a basis for understanding the historical content that follows later in the year. They also study 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 toinform discussion about ideas on self-government. |
|  |  | **2003/2018 Content Comparison -** 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. |
|  |  | **2003/2018 Content Comparison -** Content adapted from the Grade 4 standards in the 2003 Framework; added content regarding Native Peoples; standards on European explorers and westward expansion 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, the Civil Rights Movement of the 20th century and how it served as a model for other movements for civil rights. |
|  |  | **2003/2018 Content Comparison -** Content adapted from the Grade 5 standards in the 2003 Framework; added a new set of standards regarding the important role of slavery, the legacy of the Civil War, and the Civil Rights Movement and other movements for civil rights of the mid-20th century; added content on the history of women and Native Peoples; added suggested primary source documents. |
| 6 | World Geography | ***World Geography and Civilizations I: Studying Complex Societies, Human Origins, Western Asia, the Middle East and North Africa, Sub-Saharan Africa, Central America, the Caribbean Islands, 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.  |
|  |  | **2003/2018 Content Comparison -** 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 Civilizations II: Central and South Asia, 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. |
|  |  | **2003/2018 Content Comparison -** 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)ORUnited 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, how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth and news/media literacy.  |
|  |  | **2003/2018 Content Comparison -** 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 to encourage 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 Pre-Revolutionary and Revolutionary periods, 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 withan examination of more recent domestic and global policies and politics of the United.  |
|  |  | **2003/2018 Content Comparison**  ***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 the past, beginning with the 19th century, has shaped modern world history, 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. |
|  |  | **2003/2018 Content Comparison** ***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: EconomicsElective: American Government | Maintain Electives: ***United States Government and Politics, Economics;*** Add ***Personal Financial Literacy, News/Media 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 stand-alone elective or integrated into courses for mathematics, family and consumer science, business, or college and career readiness, or history and social science. The standards for news/media literacy address the analysis of the news and other media and the reporting of information using digital media. Districts may address them as a stand-alone elective or integrated into courses for history and social science, English, journalism, business, or college and career readiness. Districts may design and implement other electives at their discretion. |
|  |  | **2003/2018 Content Comparison*****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, News/Media Literacy*** –New content |