| **This document includes:**   * Main priorities and criteria for the revision of the 2003 MA History and Social Science Curriculum Framework * Examples of how the priorities have been addressed * Highlights of the Scope and Sequence |
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| 1. **Priorities** for the revision of the 2003 framework are to minimize disruption to existing curricula while also: 2. Providing greater emphasis on civics 3. Challenging students to investigate, analyze, evaluate, and deepen their understanding of history, civics, geography, and economics   **Criteria** *–* The proposed changes are intended to improve the rigor, clarity, and coherence of the 2003 framework.   1. **Providing Greater Emphasis on Civics** 2. Grade 8, a new course dedicated to a thorough study of civics. The course includes study of the roots, 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, state and local government   1. Integration of civics content at each grade level – e.g., Pre-K-2: citizenship in the classroom; g.5: principles of U.S. government, civil rights;   g. 7: historical roots of democracy; World History: the growth of the nation state, the impact of social and intellectual movements on civic life;  g. 12: case studies of issues related to the balance of individual rights vs. the common good, the role of political parties, interest groups and media   1. **Introduction** *–* Includes a new Vision Statement and a new section “A Renewed Mission: Education for Civic Life in a Democracy,” with civics   as a central focus   1. Guiding Principles the legacy of democratic government, study of current events, data analysis, media literacy 2. Standards for History and Social Science Practice, Pre-K-12 civic knowledge, skills and dispositions; evaluate sources, media literacy 3. Emphasis on Civic Learning 2011-2018 *–* Appendix with a chronology of efforts in Massachusetts to bring greater focus on civic education 4. **Challenging students to investigate, analyze, evaluate, and deepen their understanding of the content** 5. Grade Level Content Standards have been revised to improve rigor, clarity, and coherence across the grades. The introduction at each grade includes a “Look Back/Look Ahead” feature that provides an overview of standards prior to and following the given grade; clarification statements and instructional examples included with some standards to clarify teaching and learning expectations 6. Standards for History/Social Science Practice, Pre-K-12, like those in other Massachusetts frameworks, are designed to reflect the skills particular to these disciplines, encompass the elements of the research process, and encourage analysis of sources; Guiding Principles, like those in other Massachusetts frameworks; examples include: building the ability to reason well, how the study of history and social studies improves reading comprehension, the use of data in history/social science research 7. Sample guiding questions in the introduction to each grade/course and sample supporting questions under each topic for each grade to support conceptual learning; Appendix A, History and Social Science Inquiry, provides a research–based explanation for these questions 8. Standards for Literacy in History and Social Science, by grade band, Pre-K-K, 1-2, 3-5, 6-8, 9-10, 11-12, hyperlinked to grade or course standards in the introduction to each grade or course 9. **Highlights – Scope and Sequence**  * Grades Pre-K-3: Introduces students to the four major fields of social studies, civics, geography, history, and economics and build learning in a continuum from a focus on school and the local region in the early grades, to the state, nation, and the world in the later grades. * Grade 4: North American Geography and Peoples – Maintains the current focus at this grade for continuity with existing curricula; study of the physical geography of N.America leads to study of the geography and early history of the United States by region, including the study of native peoples and early European exploration of each region. * Grade 5: U.S. History to the Civil War and the Modern Civil Rights Movement – Maintains continuity with existing curricula with the addition of 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.   **Note**: The new full-year civics course at grade 8 necessitates some changes to the content of the 2003 standards in ancient and world history and geography formerly taught in middle school.   * Grade 6 and Grade 7: Provides a two-year sequence of world history and geography, including ancient and classical civilizations and selected topics in modern history, incorporating what is currently in Grades 6 and 7, organized by geographical regions: Latin America, the Middle East, North Africa, and Sub-Saharan Africa in Grade 6; Central and South Asia, North and East Asia, Southeast Asia and Oceania, and Europe in Grade 7. * Grade 8: Civics: Presents conceptual topics (e.g., philosophical foundations of the United States political system, government institutions, citizenship rights and responsibilities, the Constitution, and Massachusetts government) and incorporates some standards previously found in US History I, US History II, and the Grade 12 American Government elective.   **Note**: The insertion of a full-year civics course at grade 8 also necessitates some changes to the current course options 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 of these courses. The Guiding Principles in the framework recommend that districts require four years of history and social science in high school. Grades 9 -12:  Four courses –US History I and II; World History I and II; or equivalent Advanced Placement or International Baccalaureate courses; two electives –United States Government and Politics, and Economics. The Economics course has a new set of standards for personal financial literacy. |

| **Summary of Scope and Sequence–-Grades PreK-12** | | |
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|  | **2003 Framework** | **Current Draft** |
| Pre-K | Pre-K and K Standards combined | ***Building a Foundation for Living, Learning, and Working Together*** |
| K | Living, Learning, and Working Together (Pre-K and K Standards combined) | ***Many Roles in Living, Learning, and Working Together*** |
| 1 | True Stories and Folk Tales from America and Around the World | ***Leadership, Cooperation, Unity, and Diversity*** |
| 2 | E. Pluribus Unum: From Many, One | ***Global Geography: Places and Peoples, Culture, and Resources*** |
| 3 | Massachusetts and its Cities and Towns: Geography and History | ***Massachusetts, Home to Many Different People*** |
| 4 | North American Geography with optional standards for One Early Civilization | ***North American Geography and Peoples*** – Physical geography of North America including U.S, Canada, Mexico; focus on human geography and history by regions of U.S, to include native peoples, European exploration, colonies, later settlement and development, including the dates when states in the region were admitted to the United States |
| 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*** – Includes the introduction of a 20th century history topic to connect with civics and build students’ understanding of the historical context for content in the grade 8 civics course |
| 6 | World Geography | ***World Geography and History I: Foundations of Civilization, Latin America, the Middle East and North Africa, Sub-Saharan Africa*** *–* Integrated World Geography and History that includes Pre-History-ancient and classical civilizations, selected topics from modern history, studied by region; year 1 of a two-year sequence |
| 7 | Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History | ***World Geography and History II: Central and South Asia, North and East Asia, Southeast Asia and Oceania, Europe*** *–* Integrated World Geography and History that includes Pre-History–ancient and classical civilizations, selected topics from modern history, studied by region, ending with Europe, to include study of ancient and classical Greece and Rome as preparation for civics at g. 8; year 2 of a two-year sequence |
| 8 | World History I: The World from the Fall of Rome through the Enlightenment  OR  United States History I: The Revolution through Reconstruction (1763-1877) | ***United States History and Massachusetts Government and Civic Life*** (1700-2017) *–* New civics course that explores the roots and founding principles of U.S. democracy, how and why it has developed over time, the role of individuals in maintaining a healthy democracy, state and local government |
| 9 | United States History I: The Revolution through Reconstruction (1763-1877) OR World History II:The Rise of the Nation State to the Present  OR  World History I: The World from the Fall of Rome through the Enlightenment (as outlined above) | Grades 9*-*12:  ***US History I and II***; ***World History I and II,***  or equivalent Advanced Placement or International Baccalaureate courses; two electives at grade 11 or 12   * All students are expected to take US History I and II and at least one world history course; * Districts have discretion on the sequence of these courses; * It is recommended that districts require four years of history and social science in high school; * The title "Modern World History" replaces the title "World History II".   Grade 9  US History I (1840-1920, note revised time period, to avoid redundancy with content at grade 5, 1763-1840)  OR  World History I (500-1800) note revised time period |
| 10 | United States History II: Reconstruction to the Present (1877 to 2001) OR  United States History I: The Revolution through Reconstruction (1763-1877)  OR  World History II:The Rise of the Nation State to the Present | One of the following:  US History I (1840-1920, note revised time period, to avoid redundancy with content at grade 5, 1763-1840)  US History II (1920-2017, note revised time period)  World History I (500-1800 note revised time period)  World History II (1800-Present) |
| 11 | United States History II: Reconstruction to the Present (1877 to 2001) OR  World History II:The Rise of the Nation State to the Present | See options above |
| 12 | Elective: Economics  Elective: American Government | See options above  Maintain Electives:  ***Economics*** – now includes personal financial literacy standards  American Government, now ***United States Government and Politics*** |