




**Curriculum shifts in the 2014 Social Studies Framework Revision/ Implications/ Instructional Materials**

<b>2006</b>	<b>2014</b>	
<p><b>Grade 5</b> Social Studies – history strand focus is on United States - Beginning through Civil War</p> <ul style="list-style-type: none"> <li>• <b>Stays essentially the same but the timeframe is shorter and goes to 1820s instead of 1865</b></li> </ul>	<p><b>Grade 5</b> Social Studies – history strand focus is on United States Beginnings through 1820s</p> <p><b>Implications / Instructional materials</b></p> <ul style="list-style-type: none"> <li>• Content timeframe is shorter –laying the foundations and beginnings of the new nation to the early 1820s</li> <li>• May use current text/instructional materials, may need to supplement for added rigor and depth of content</li> </ul>	
<p><b>Grade 6</b> Social Studies – history strand focus is on United States History – Reconstruction to present (1865-2014+)</p> <ul style="list-style-type: none"> <li>• <b>US history moves to Grade 8 and timeframe shifts (1800-1900)</b></li> </ul>	<p><b>Grade 6</b> Social Studies – history strand focus is on world history beginnings of civilization through 1500 C.E.</p> <p><b>Implications / Instructional materials</b></p> <ul style="list-style-type: none"> <li>• Grade 7 world moves here</li> <li>• May use current text/instructional materials, may need to supplement for added rigor and depth of content</li> </ul>	
<p><b>Grade 7</b> Social Studies – history strand focus is on World History Beginnings to post-Renaissance (roughly ending 1450 C.E.)</p> <ul style="list-style-type: none"> <li>• <b>World history content moves to Grade 6 and the timeframe shifts to Beginning of Civilization to 1500 C.E.</b></li> </ul>	<p><b>Grade 7</b> Social Studies focus is on world geography</p> <p><b>Implications / Instructional materials</b></p> <ul style="list-style-type: none"> <li>• New course emphasis, not currently being taught</li> <li>• May need <u>new resources</u> - text/instructional materials, supplements</li> <li>• May need professional development</li> </ul>	
<p><b>Grade 8</b> Social Studies – history strand focus is on World History Reformation to present (roughly beginning 1450 C.E.)</p> <ul style="list-style-type: none"> <li>• <b>World history content moves to Grade 10</b></li> </ul>	<p><b>Grade 8</b> Social Studies focus is on United States History (1800-1900)</p> <p><b>Implications / Instructional materials</b></p> <ul style="list-style-type: none"> <li>• This content currently taught in Grade 6; shifting timeframe to 1800-1900 from 1865-present</li> <li>• May use some Grade 6 instructional materials in beginning (older materials’ text complexity will be lower than CCSS suggested level for Grade 8) will need to supplement for added rigor and depth of content</li> </ul>	
<p><b>Arkansas History K-6</b></p> <ul style="list-style-type: none"> <li>• Embedded throughout the social studies strands (civics, economics, geography, and history) where appropriate (2006, 2014)</li> <li>• AR history student learning expectation is denoted with the icon  (2006, 2014)</li> </ul>	<p><b>Arkansas History 7/8 changes</b></p> <ul style="list-style-type: none"> <li>• Content is organized around the social studies content areas (civics, economics, geography, and history)</li> <li>• Content is Grade 7-8 appropriate and similar in format to K-6 social studies format</li> </ul>	<p><b>Arkansas History 9-12 changes</b></p> <ul style="list-style-type: none"> <li>• Content is organized by eras – used the Encyclopedia of Arkansas eras</li> <li>• Content is Grade 9-12 appropriate and similar in format to the other high school history courses</li> </ul>

2006	2014
<p><b>9-12 courses required for graduation</b></p> <ul style="list-style-type: none"> <li>• United States History survey course beginnings to present</li> <li>• World History survey course beginnings to present</li> <li>• Civics .5</li> <li>• Economics .5</li> </ul> <p>9-12 career focus courses</p> <ul style="list-style-type: none"> <li>• World Geography .5</li> <li>• US Government .5</li> <li>• Psychology .5</li> <li>• Sociology .5</li> </ul>	<p><b>9-12 courses required for graduation</b></p> <ul style="list-style-type: none"> <li>• United States History since 1890</li> <li>• World History since 1450</li> <li>• Civics .5</li> <li>• Economics .5</li> </ul> <p><b>Implications / Instructional materials</b></p> <ul style="list-style-type: none"> <li>• Can use current text/instructional materials, will need to supplement for added rigor/depth in Grades 9-12 courses</li> <li>• Shorter time frames leads to added depth of content and emphasis on skills</li> </ul> <p>9-12 career focus courses</p> <ul style="list-style-type: none"> <li>• World Geography .5</li> <li>• US Government .5</li> <li>• Psychology .5</li> <li>• Sociology .5</li> <li>• African American History .5 – new course, may need new instructional materials</li> </ul>
<p><b>K-4</b></p> <ul style="list-style-type: none"> <li>• Emphasis is placed on student acquisition of disciplinary skills in social studies at Grades K-4</li> <li>• Acquisition of knowledge begins with the narrower viewpoint in Grade K and expands from self and personal experience to a broader view of community, state, nation, and world.</li> </ul>	
<p><b>Anticipated Professional Development and Curricular Needs</b></p> <ul style="list-style-type: none"> <li>• Additional staff development on <b>disciplinary literacy</b> and professional development on <b>C3 Framework</b></li> <li>• <b>Creating new units of study</b> with more depth, rigor, and more emphasis on student inquiry; create model lessons to provide samples for districts/classrooms</li> <li>• Development of <b>district curriculum K-12</b> and <b>vertical and horizontal alignment</b> at district level</li> <li>• Development of concise (3-4 week) <b>review unit of early world history</b> to be taught at the beginning of the Grades 9-12 World History course. This would address the current Grade 6 students missing ancient world history due to the shift to geography focus at Grade 7; it would also be a valuable review for the following year (2016-17). This unit would be a suggested unit, not a required or mandated unit, and ideally would be created by ADE with a small committee of teachers including some of whom served on the revision committee.</li> <li>• Development of concise (3-4 week) <b>review unit of early United States history</b> to be taught at the beginning of the Grades 9-12 United States History since 1890 course. This would be a valuable review and address concerns that social studies is marginalized in Grades K-6. This unit would be a suggested unit, not a required or mandated unit, and ideally would be created by ADE with a small committee of teachers including some of whom served on the revision committee.</li> <li>• Development of concise (3-4 week) <b>review unit of early colonial United States History</b> to be taught at the beginning of the Grade 8 Social Studies (United States History 1800-1900). This would be a valuable review and address concerns that social studies is marginalized in Grades K-6. This unit would be a suggested unit, not a required or mandated unit, and ideally would be created by ADE with a small committee of teachers including some of whom served on the revision committee.</li> <li>• <b>Professional development for geography</b> – both content and skills focusing on human geography and trends in instruction. The Arkansas Geographic Alliance could be a valuable partner in developing this professional development along with several teachers from the revision committee and former geography teachers in the development of these trainings</li> <li>• Further or additional training on unit/module/lesson development (ADE Professional Development unit currently has training on LDC, UbD, and ADE created a social studies-specific disciplinary literacy training last summer that is archived) and how to incorporate the C3 Dimensions into units/modules/lessons. Dr. Kathy Swan (Univ. KY) and Dr. John Lee (NC State) will provide 2 days of professional development in AR on the C3 Framework, June 2015.</li> </ul>	