An Introduction

2014 Revised Social Studies Curriculum Framework
Agenda

I. Review the revision process
II. Locate and Introduce the revised documents
III. Review the format and curriculum changes
IV. Next steps/Resources
I. The Revision Process
Revision Process

- Comply with legislative and regulatory requirements
- Obtain input from AR Educators, appropriate experts, and stakeholders
- Ensure appropriate scaffolding and increased rigor
Revision Process

Ensure the AR Social Studies Framework reflects:

- Current research and trends in the field
- International, national, and state standards
- Common Core State Standards
- College, Career, & Civic Life C3 Framework for Social Studies State Standards
A diverse committee of 55 Arkansas teachers and instructional supervisory educators, assisted by college/university educators, reviewed numerous resources and advised ADE in the revision process.
Revision Process

Review and input was provided by responses from surveys sent to

- K-12 teachers and administrators, 1739 responses
- Higher Education, 15 responses
- Workforce AR employers, 0 responses
Revision Process

External review by experts

- Dr. Kathy Swan, University of Kentucky
- Dr. John Lee, North Carolina State University
Revision Process

Committee met for 1 week in June, 1 week in July, and a sub-committee met for 1 day in November 2014.

The State Board of Education approved the curriculum framework documents on January 8, 2015.
Directives for Committee

- Determine clear, specific, challenging academic content standards which define what students should know and be able to do
- Ensure AR social studies content standards equip students to compete in the global workforce
Committee meetings

Week 1
- Review other standards
- Expert reviews
- CCSS implications
- C3 Standards – dig-in
- Decisions and consensus

Week 2
- Continue writing/revising in subgroups (K-4, 5-6, 7-8, and 9-12 by courses)
- Vertical & horizontal progression
- Glossaries
- Introductions
II. Locating the Documents
CURRICULUM FRAMEWORKS

Revision of each of the Arkansas Curriculum Frameworks every six years is required by the state education reform initiatives mandated by the State Board of Education. All curriculum framework documents result from the work of a committee of Arkansas educators representing every facet of Arkansas education, including geographic region, grade, school size and fiscal status, gender, ethnicity, and education experience.

State Board rules for framework revision specify that committees rely on a variety of resources to inform their work. These include an expert reviewers’ evaluation of the current framework, input from the Arkansas Department of Education, state standards from other states, and feedback from educators.

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Little Rock, AR 72201
Phone: 501-682-7442
SOCIAL STUDIES (NEW COURSES VALID JULY 1, 2015)

- Outline of Social Studies Content by Grade and Subject (2015 Revision) (PDF)
- Curriculum Shifts (2015 Revision) (PDF)
- Social Studies Grades K-4 (PDF)
- Social Studies Grades K-4 (DOCX)
- Social Studies Grades 5-6 (PDF)
- Social Studies Grades 5-6 (DOCX)
- Social Studies Grade 7 (PDF)
- Social Studies Grade 7 (DOCX)
- Social Studies Grade 8 (PDF)
- Social Studies Grade 8 (DOCX)
- Arkansas History Grades 7-8 (PDF)
- Arkansas History Grades 7-8 (DOCX)
- Arkansas History Grades 9-12 (PDF)
- Arkansas History Grades 9-12 (DOCX)
- African American History (PDF)
- African American History (DOCX)
- Civics (PDF)
- Civics (DOCX)
- Economics (PDF)
- Economics (DOCX)

1 pg. content outline; 2 pg. big shifts
III. Introducing New Elements of the Framework and the Big Shifts
Grades K-4 Social Studies Curriculum Framework

Course Focus and Content
Grades K-4 Social Studies provides an introduction to the social sciences/government, economics, geography, and history. The course is designed to foster student learning expectations that certain topics are to be taught in an integrated manner, not in isolation. Basic skills and foundations should be taught through practical classroom experiences that access and develop personal connections to the content. Students learn to develop critical thinking skills that include managing a manageable viewpoint of self and personal experience, expanding to community, and the world view.

Skills and Application
Throughout Grades K-4, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. They will develop compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Kindergarten to Grade Four Standards for Accreditation.

The acquisition of content knowledge and skills is paramount in a robust social studies curriculum. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 5 – Engage in disciplinary thinking across the social sciences in Grades K-12.

<table>
<thead>
<tr>
<th>Dimension 1 – Questions</th>
<th>Dimension 3 – Sources and Evidence</th>
<th>Dimension 4 – Communicating Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construct compelling questions that promote inquiry around key ideas and issues</td>
<td>4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</td>
<td>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</td>
</tr>
<tr>
<td>2. Develop supporting questions that contribute to inquiry; identifying facts, concepts, and interpretations</td>
<td>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations</td>
<td>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</td>
</tr>
<tr>
<td>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</td>
<td></td>
<td>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes</td>
</tr>
</tbody>
</table>

Engage in disciplinary thinking across the social sciences in Grades K-12
### K-4 Social Studies Curriculum Framework

<table>
<thead>
<tr>
<th>Strand</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics/Government</td>
<td>1. Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.</td>
</tr>
<tr>
<td></td>
<td>2. Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities of citizens, and influence government.</td>
</tr>
<tr>
<td></td>
<td>3. Law and Governance - Students will analyze the sources and functions of laws and influence the process of amending laws.</td>
</tr>
<tr>
<td></td>
<td>4. Economic Decision Making - Students will analyze economic decision making.</td>
</tr>
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<td></td>
<td>5. Exchange and Markets - Students will analyze the exchange of goods and services and the role of government in the marketplace.</td>
</tr>
<tr>
<td></td>
<td>7. Global Economy - Students will analyze economic interdependence within a global context.</td>
</tr>
<tr>
<td></td>
<td>8. Geographic Representations - Students will use geographic representations and skills to understand global places and their interactions with others.</td>
</tr>
<tr>
<td></td>
<td>9. Human-Environment Interaction - Students will analyze the interaction between humans and the environments in which they live.</td>
</tr>
<tr>
<td></td>
<td>10. Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of places and regions.</td>
</tr>
<tr>
<td></td>
<td>11. Global Interconnections - Students will compare global places and regions and the connections between them.</td>
</tr>
<tr>
<td></td>
<td>12. <strong>Chronology, Change Over Time, and Contextualization</strong> - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.</td>
</tr>
<tr>
<td></td>
<td>13. <strong>Perspective, Historical Evidence, and Causation</strong> - Students will analyze ways people gather, view, construct, and interpret historical evidence.</td>
</tr>
</tbody>
</table>

**4 strands**

**13 content standards**

**History in K-4 emphasizes historical thinking skills**
Watch for AR history icon in K-6

Notes:
1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Common Core State Standards (CCSS ELA-Literacy alignment) key, CCRA.R.1 = College and Career Ready Anchor Standard. Reading. 1
5. Each grade level continues to address earlier SLEs as needed and as they apply to more difficult text.
6. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner, not in isolation.
7. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Civics</th>
<th>Economics</th>
<th>Geography</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Self and others</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Now and Long Ago</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>My Community and Other Communities</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Communities Around the World</td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>My Region/Other U.S. Regions</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>United States – Beginnings to 1820s</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>World – Beginnings of Human Civilization to 1500 C.E.</td>
</tr>
<tr>
<td>7</td>
<td>embedded</td>
<td>embedded</td>
<td>The content focus of Grade 7 is physical and human geography, there is also an emphasis on culture as students study the hemispheres/regions/continents of the world</td>
<td>Some aspects of a region’s history may be addressed as students learn about the physical geography and cultures that have developed over time</td>
</tr>
<tr>
<td>8</td>
<td>embedded</td>
<td>embedded</td>
<td>embedded</td>
<td>United States 1820s – 1900</td>
</tr>
</tbody>
</table>

Grades 9-12 Courses – ADE does not stipulate at which grade the courses required for graduation will be taught

<table>
<thead>
<tr>
<th>1 semester courses required for graduation</th>
<th>2 semester courses required for graduation</th>
<th>Elective or career focus courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>United States History since 1890</td>
<td>Psychology</td>
</tr>
<tr>
<td>Economics – can also be taught by</td>
<td>World</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U. S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>African American History</td>
</tr>
<tr>
<td>Grade 5 Social Studies – history strand focus is on United States - Beginning through Civil War</td>
<td>Grade 5 Social Studies — history strand focus is on United States Beginnings through 1820s</td>
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<tr>
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</tr>
<tr>
<td>• Stays essentially the same but the timeframe is shorter and goes to 1820s instead of 1865</td>
<td>Implications / Instructional materials</td>
<td></td>
</tr>
<tr>
<td>Grade 6 Social Studies – history strand focus is on United States History – Reconstruction to present (1865-2014+)</td>
<td>Grade 6 Social Studies — history strand focus is on world history beginnings of civilization through 1500 C.E.</td>
<td></td>
</tr>
<tr>
<td>• US history moves to Grade 8 and timeframe shifts (1800-1900)</td>
<td>Implications / Instructional materials</td>
<td></td>
</tr>
<tr>
<td>Grade 7 Social Studies – history strand focus is on World History Beginnings to post-Renaissance (roughly ending 1450 C.E.)</td>
<td>Grade 7 Social Studies focus is on world geography</td>
<td></td>
</tr>
<tr>
<td>• World history content moves to Grade 6 and the timeframe shifts to Beginning of Civilization to 1500 C.E.</td>
<td>Implications / Instructional materials</td>
<td></td>
</tr>
<tr>
<td>Grade 8 Social Studies – history strand focus is on World History Reformation to present (roughly beginning 1450 C.E.)</td>
<td>Grade 8 Social Studies focus is on United States History (1800-1900)</td>
<td></td>
</tr>
<tr>
<td>• World history content moves to Grade 10</td>
<td>Implications / Instructional materials</td>
<td></td>
</tr>
<tr>
<td>Grade 8 Social Studies focus is on United States History (1800-1900)</td>
<td>• This content currently taught in Grade 6; shifting timeframe to 1800-1900 from 1865-present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
Curricular and Instructional Needs

- Disciplinary literacy, C3 Framework & Inquiry arc
- Instructional materials
- Review units
- Geography

- Development of K-12 district curriculum
- Development of units of study based on new framework and district curriculum
Changes in the 2015 Framework

- Grades 5-6
- Grade 7
- Grade 8
Arkansas History Clarification

To comply with Act 787 of 1997

- Arkansas History must be taught in each grade, K-6;

- the small AR map embedded in the K-6 framework denotes an Arkansas History SLE.
Arkansas History Clarification

Grades 7-12

- **One semester** of Arkansas History must be taught in grades 7, 8, 9, 10, 11, OR 12.
- It is a **district** decision where to place that one-semester course.
- Two one-semester Arkansas History courses have been developed for use in either Grades 7-8 **OR** Grades 9-12.
High School Courses

2015 Revision
Required Courses for Graduation

- 1 year World History
- 1 year United States History
- 1 semester Civics
- 1 semester Economics

**AP Courses** – World & US History, ADE enhanced US Government & Politics will meet the graduation requirements for Smart Core

Concurrent credit
Economics (.5) is required for graduation;

- Licensure code of the teacher determines the
  - course code **and**
  - area of credit (social studies or career focus)
High School Elective Courses

The following one-semester social studies courses do not need ADE course approval, and must be taught as written.

- African American History
- United States Government
- Psychology
- Sociology
- World Geography
ADE Course Approvals

A course approval will be necessary if

- a district chooses to expand one of the ADE one-semester courses into a two-semester course, or
- a district chooses to create a new course.
ADE Course Approvals

- All social studies course approvals aligned to the 2006 framework documents expire June 30, 2015.
- New course approval requests must be aligned to the new framework documents.
- All course approval requests must be submitted by May 1, 2015, to be considered for the 2015-16 school year.
IV. Next Steps / Resources
Upcoming PD

- **June 16-17, C3 Framework**
- Three workshops that will be presented in one-day are being developed. The morning will be an overview of the C3 literacy and inquiry arc as it pertains to the classroom by examining exemplar units for Grades K-12. The afternoon will consist of breakout sessions for Grades K-6, Grades 8-12, and Grade 7 where participants develop a unit of study for their grade.
Resources

- C3teachers.org
- EngageNY
- National Geographic education
- Library of Congress
- AR HUB/Butler Center for AR studies
- Economics AR, AR Geographic Alliance
- Social Studies wiki
  adesocialstudiesplacepbworks.com
Instructional Materials

There will be

- Instructional materials for social studies that align to our frameworks
- A textbook caravan

arcurriculumservices.com for more information on caravan – under Events tab when dates/locations are available
Contact Information

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