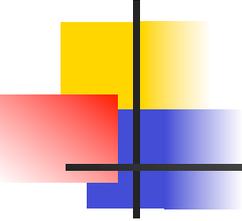


An Introduction

2014 Revised Social Studies Curriculum Framework

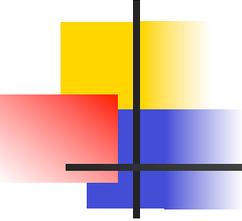


Agenda

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

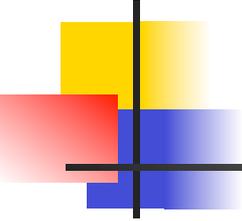
I. The Revision Process





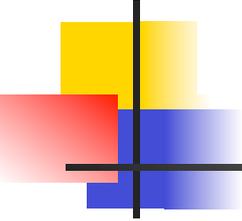
Revision Process

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



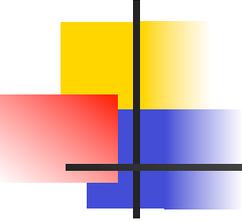
Revision Process

- 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



Revision Process

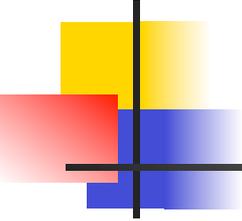
A diverse committee of 55 Arkansas teachers and instructional supervisory educators, assisted by college/university educators, reviewed numerous resources and advised ADE in the revision process.



Revision Process

Review and input was provided by responses from surveys sent to

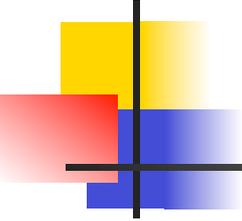
- K-12 teachers and administrators,
 - ✓ 1739 responses
- Higher Education, 15 responses
- Workforce AR employers, 0 responses



Revision Process

External review by experts

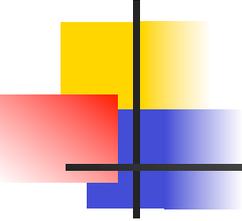
- Dr. Kathy Swan, University of Kentucky
- Dr. John Lee, North Carolina State University



Revision Process

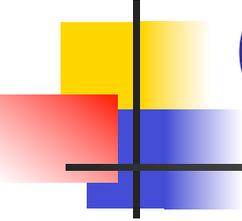
Committee met for 1 week in June, 1 week in July, and a sub-committee met for 1 day in November 2014.

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



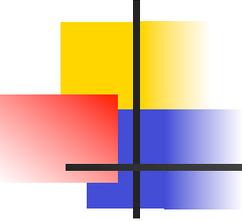
Committee meetings

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





ARKANSAS DEPARTMENT OF EDUCATION

HOW DO I FIND?

enter keyword(s)



[ABOUT ADE](#) [I'M LOOKING FOR...](#) [STATE BOARD](#) [ADE DIVISIONS](#) [ESEA FLEXIBILITY](#) [CONTACT US](#)

MY CHILD/MY STUDENT
STATE BOARD OF EDUCATION MEMBERS SUPPORT CAMPAIGN
COMMUNICATION BETWEEN PARENTS AND TEACHERS

[MY CHILD/MY STUDENT](#) [RESOURCES](#) [SCHOOL YEAR](#) [DYSLEXIA](#)



Tony Wood

[Bio](#)

COMMISSIONER OF EDUCATION

"We stand committed to providing a quality public school education to ensure all Arkansas students are ready for college and careers."



ALPHABETICAL LIST OF TOPICS

A B **C** D E F G H I J K L M N O P Q R S T U V W X Y Z

CALENDAR OF EVENTS

07/01/2014-06/30/2015

TESTING CALENDAR

[2014 - 2015 Testing Calendar](#)

[read more >](#)

01/22/2015

POPULAR LINKS

[ADE Blog](#)
[communications/my-childmy-student](#)

MOST ASKED QUESTIONS

Q. WHERE CAN I FIND THE CODE OF ETHICS TRAINING

[Charter School Report Deadlines](#)

[Charter Schools](#)

[Charter Schools](#)

[Child Nutrition Unit](#)

[CIV Calendar](#)

[Commissioner](#)

[Commissioner's Memos](#)

[Committee of Practitioners \(COP\)](#)

[Common Core State Standards](#)

[Communications](#)

[Community Service Learning](#)

[Constitutionally Protected Prayer](#)

[Coordinated School Health](#)

[Course Approvals](#)

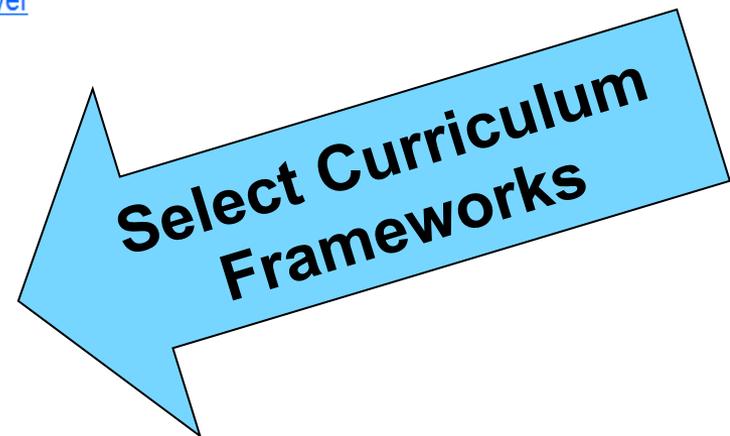
[Curriculum and Instruction](#)

[Curriculum Frameworks](#)

[Cyber Safety Resources](#)

D

[Data Center Training](#)



FRAMEWORK CATEGORIES

[English Language Proficiency](#)

[English Language Arts](#)

[Foreign Language](#)

[Fine Arts \(Expires June 30, 2015\)](#)

[Fine Arts \(New Courses Valid July 1, 2015\)](#)

[Library Media](#)

[Math](#)

[Physical Education and Health](#)

[Science](#)

[Social Studies \(Expires June 30, 2015\)](#)

[Social Studies \(New Courses Valid July 1, 2015\)](#)

[Course Goals](#)

[Arkansas Department of Career Education \(ACE\) Curriculum Frameworks](#)

CURRICULUM FRAMEWORKS

RELATED FILES

[Curriculum Framework Revision Cycle](#)

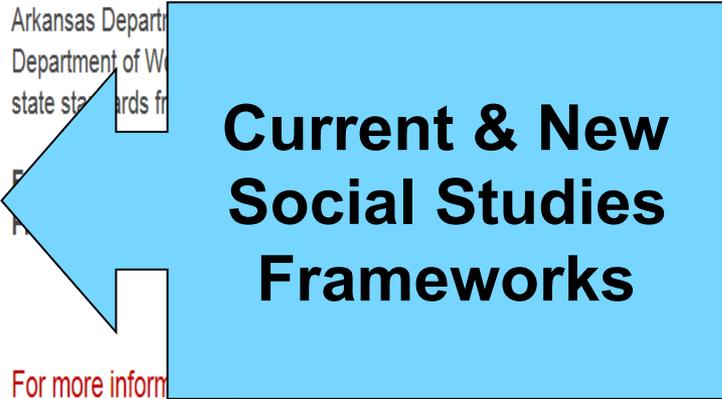
 [Posted 7/15/2014](#)

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
Department of Workforce
state standards for

F
P



Current & New Social Studies Frameworks

For more information,

[Stacy Smith](#), Director of Curriculum and Instruction

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Room 301-B

Little Rock, AR 72201

Phone: 501-682-7442

SOCIAL STUDIES (NEW COURSES VALID JULY 1, 2015)



FRAMEWORK CATEGORIES

English Language Proficiency

English Language Arts

Fine Arts (New Courses Valid July 1, 2015)

Library Media

Math

Physical Education and Health

Science

Social Studies (Expires June 30, 2015)

Social Studies (New Courses Valid July 1, 2015)

Course Goals

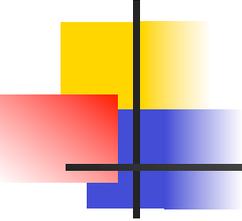
Arkansas Department of Career Education (ACE) Curriculum Frameworks

1 pg. content **outline**;
2 pg. **big shifts**

- [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)

All Social Studies Frameworks

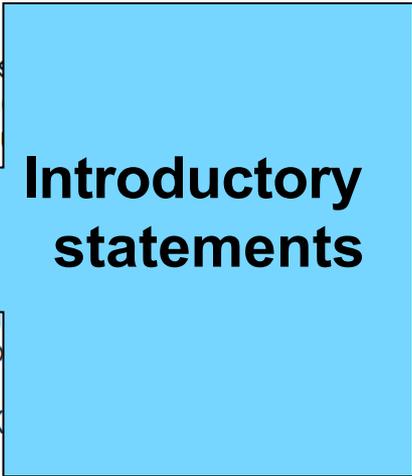
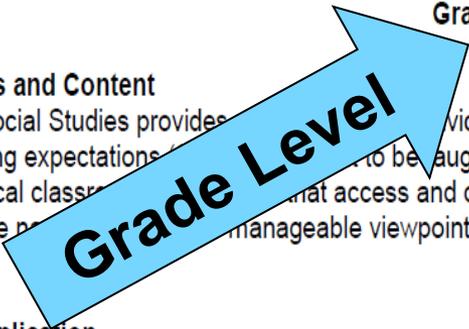
PDF or Word



III. Introducing New Elements of the Framework and the Big Shifts

Course Focus and Content

Grades K-4 Social Studies provides... civics/government, economics, geography, and history. The course... student learning expectations... to be taught in an integrated manner, not in isolation. Basic skills and found... through practical class... that access and develop personal connections to the content. Students learn... focusing on the... manageable viewpoint of self and personal experience, expanding to community... world view.



Skills and Application

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

The acquisition of content knowledge and skills is paramount in a robust 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 1, and the alignment to this dimension is embedded in the SLEs.



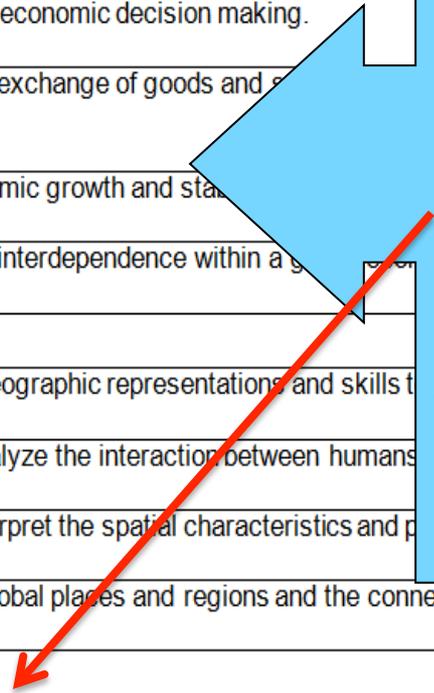
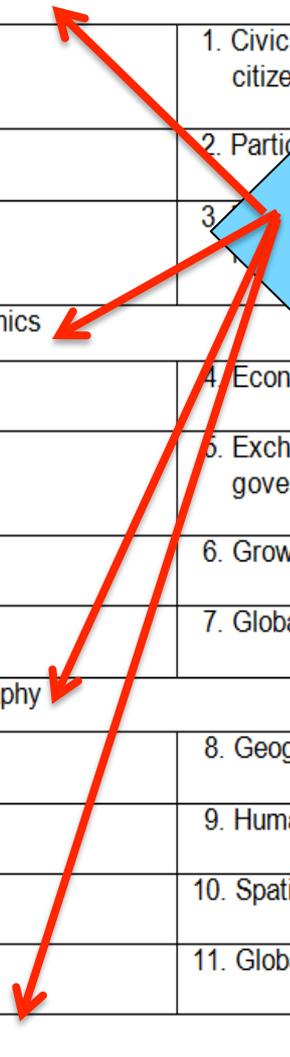
Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		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
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Civics/Government	
	1. Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.
	2. Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
	3. Analyze the sources and functions of laws and the process of amending
Economics	
	4. Economic Decision Making - Students will analyze economic decision making.
	5. Exchange and Markets - Students will analyze the exchange of goods and services and the role of government in the market place.
	6. Growth and Stability - Students will evaluate economic growth and stability.
	7. Global Economy - Students will analyze economic interdependence within a global economy.
Geography	
	8. Geographic Representations - Students will use geographic representations and skills to analyze spatial patterns.
	9. Human-Environment Interaction - Students will analyze the interaction between humans and the environment.
	10. Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human and natural phenomena.
	11. Global Interconnections - Students will compare global places and regions and the connections between them.
History	
	12. Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.
	13. Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

4 strands

13 content standards

History in K-4 emphasizes historical thinking skills



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
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.3-5 = Dimension 2.History. 1st K-12 Pathway. Grades 3-5.
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.

■ This icon indicates State Learning Expectations that focus on topics in Grades K-6, which relate to Arkansas and may be used to fulfill the requirements of the Arkansas History Curriculum Framework for Grades K-6 as defined in Act 787 of 1997. This framework does not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. This icon also indicates the Arkansas History Curriculum Framework written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 that meet the Arkansas History requirement as defined in Act 787 of 1997.

**Watch for AR
history icon in
K-6**

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL RELEVANT SKILLS AND KNOWLEDGE FROM PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Chronology	<p>H.12.K.1 Discuss changes over time using chronological terms (e.g., first, next, last, after, past, now, long ago)</p> <p>D2.His.1.K-2</p>	<p>H.12.1.1 (e.g., yesterday/past, today/present, tomorrow/future) D2.His.1.K-2</p> <p>H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago) D2.His.1.K-2</p>	<p>H.12.2.1 Historical events in the community or region (e.g., founding of the town, construction of an important building) D2.His.1.3-5</p> <p>H.12.2.2 Create timelines to understand the development of the local community (e.g., founding, growth) D2.His.1.K-2</p>	<p>H.12.3.1 Create narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, <u>Arkansas Traveler</u>, important person) D2.His.1.3-5</p> <p>H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood) D2.His.1.3-5</p>	<p>H.12.4.1 Create historical narratives using chronological sequences of related events in Arkansas and the United States (e.g., exploration) D2.His.1.3-5</p> <p>H.12.4.2 Interpret timelines that show relationships among people, events, and places D2.His.1.3-5</p>	<p>CCRA.R.1, 2, 3, 5, 7, 9, 10 CCRA.W.2, 3, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4</p> <p>CCRA.R.1, 2, 3, 5, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5</p>

Strand & Content Standard

Grade level

Conceptual Organizer

CC Alignment

Student Learning Expectations

C3 Framework Alignment

Footer & Key

Outline of Social Studies Content by Grade and Subject Area

Grade	Civics	Economics	Geography	History (Due to the nature of K-4 the history strand has a focus on building disciplinary skills; the headings here were guides the committee used when thinking about what was age-appropriate for Grades K-4)
K	Yes	Yes	Yes	Self and others
1	Yes	Yes	Yes	Now and Long Ago
2	Yes	Yes	Yes	My Community and Other Communities
3	Yes	Yes	Yes	Communities Around the World
4	Yes	Yes	Yes	My Nation
5	Yes	Yes	Yes	My Region/Other U.S. Regions
6	Yes	Yes	Yes	United States – Beginnings to 1820s
7	embedded	embedded	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	World – Beginnings of Human Civilization to 1500 C.E.
8	embedded	embedded	embedded	Some aspects of a region’s history may be addressed as students learn about the physical geography and cultures that have developed over time
8	embedded	embedded	embedded	United States 1820s – 1900

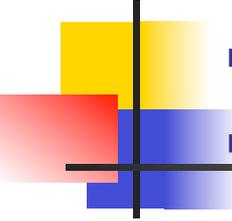
Thematic titles to guide revision

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

<p>1 semester courses required for graduation</p> <ul style="list-style-type: none"> • Civics • Economics – can also be taught by 	<p>2 semester courses required for graduation</p> <ul style="list-style-type: none"> • United States History since 1890 • World 	<p>Elective or career focus courses</p> <ul style="list-style-type: none"> • Psychology • Sociology • U. S. Government • World Geography • African American History 	
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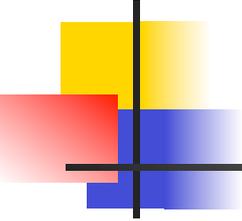
Curriculum shifts in the 2014 Social Studies Framework Revision/ Implications/ Instructional Materials

2006	2014
<p>Grade 5 Social Studies – history strand focus is on United States - Beginning through Civil War</p> <ul style="list-style-type: none"> Stays essentially the same but the timeframe is shorter and goes to 1820s instead of 1865 	<p>Grade 5 Social Studies – history strand focus is on United States Beginnings through 1820s</p> <p>Implications / Instructional materials</p> <ul style="list-style-type: none"> Content timeframe is shorter –laying the foundations and beginnings of the new nation to the early 1820s May use current text/instructional materials, may need to supplement for added rigor and depth of content
<p>Grade 6 Social Studies – history strand focus is on United States History – Reconstruction to present (1865-2014+)</p> <ul style="list-style-type: none"> US history moves to Grade 8 and timeframe shifts (1800-1900) 	<p>Grade 6 Social Studies – history strand focus is on world history beginnings of civilization through 1500 C.E.</p> <p>Implications / Instructional materials</p> <ul style="list-style-type: none"> Grade 7 world moves here May use current text/instructional materials, may need to supplement for added rigor and depth of content
<p>Grade 7 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"> World history content moves to Grade 6 and the timeframe shifts to Beginning of Civilization to 1500 C.E. 	<p>Grade 7 Social Studies focus is on world geography</p> <p>Implications / Instructional materials</p> <ul style="list-style-type: none"> New course emphasis, not currently being taught May need <u>new resources</u> - text/instructional materials, supplements May need professional development
<p>Grade 8 Social Studies – history strand focus is on World History Reformation to present (roughly beginning 1450 C.E.)</p> <ul style="list-style-type: none"> World history content moves to Grade 10 	<p>Grade 8 Social Studies focus is on United States History (1800-1900)</p> <p>Implications / Instructional materials</p> <ul style="list-style-type: none"> This content currently taught in Grade 6; shifting timeframe to 1800-1900 from 1865-present 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



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

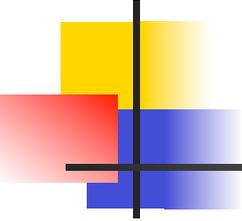


Changes in the 2015 Framework

➤ **Grades 5-6**

➤ **Grade 7**

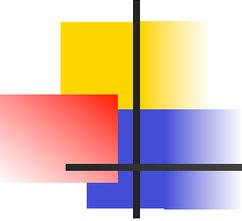
➤ **Grade 8**



Arkansas History Clarification

To comply with Act 787 of 1997

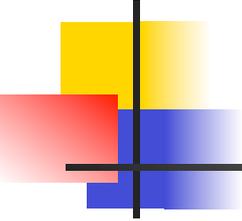
- Arkansas History must be taught in each grade, K-6;
- the small AR map embedded in the K-6 framework denotes an Arkansas History SLE.



Arkansas History Clarification

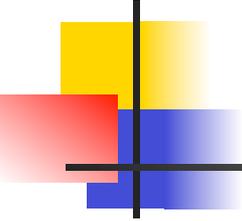
Grades 7-12

- **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

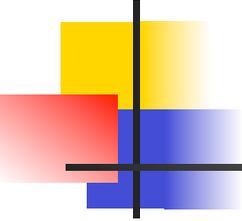


Required Courses for Graduation

- 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

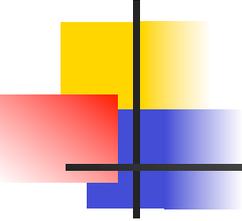
Concurrent credit



Economics Clarification

Economics (.5) is required for graduation;

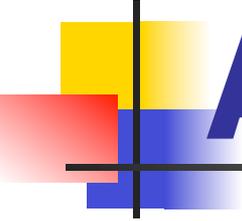
- Licensure code of the teacher determines the
 - ✓ course code **and**
 - ✓ area of credit (social studies or career focus)



High School Elective Courses

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

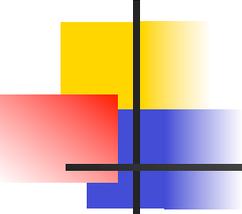
- African American History
- United States Government
- Psychology
- Sociology
- World Geography



ADE Course Approvals

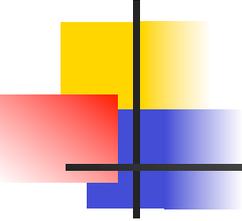
A course approval will be necessary if

- 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.

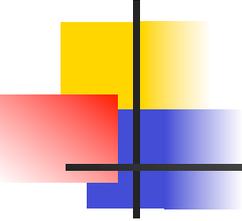


ADE Course Approvals

- 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.

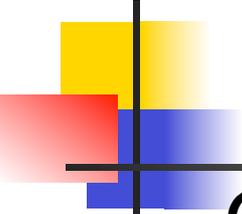


IV. Next Steps / Resources



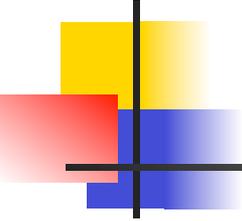
Upcoming PD

- **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

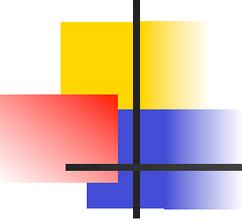
- C3teachers.org
- EngageNY
- National Geographic education
- Library of Congress
- AR HUB/Butler Center for AR studies
- Economics AR, AR Geographic Alliance
- Social Studies wiki
adesocialstudiesplacepbworks.com



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



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