




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 	
<p>Arkansas History K-6</p> <ul style="list-style-type: none"> • Embedded throughout the social studies strands (civics, economics, geography, and history) where appropriate (2006, 2014) • AR history student learning expectation is denoted with the icon  (2006, 2014) 	<p>Arkansas History 7/8 changes</p> <ul style="list-style-type: none"> • Content is organized around the social studies content areas (civics, economics, geography, and history) • Content is Grade 7-8 appropriate and similar in format to K-6 social studies format 	<p>Arkansas History 9-12 changes</p> <ul style="list-style-type: none"> • Content is organized by eras – used the Encyclopedia of Arkansas eras • Content is Grade 9-12 appropriate and similar in format to the other high school history courses

2006	2014
<p>9-12 courses required for graduation</p> <ul style="list-style-type: none"> • United States History survey course beginnings to present • World History survey course beginnings to present • Civics .5 • Economics .5 <p>9-12 career focus courses</p> <ul style="list-style-type: none"> • World Geography .5 • US Government .5 • Psychology .5 • Sociology .5 	<p>9-12 courses required for graduation</p> <ul style="list-style-type: none"> • United States History since 1890 • World History since 1450 • Civics .5 • Economics .5 <p>Implications / Instructional materials</p> <ul style="list-style-type: none"> • Can use current text/instructional materials, will need to supplement for added rigor/depth in Grades 9-12 courses • Shorter time frames leads to added depth of content and emphasis on skills <p>9-12 career focus courses</p> <ul style="list-style-type: none"> • World Geography .5 • US Government .5 • Psychology .5 • Sociology .5 • African American History .5 – new course, may need new instructional materials
<p>K-4</p> <ul style="list-style-type: none"> • Emphasis is placed on student acquisition of disciplinary skills in social studies at Grades K-4 • 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. 	
<p>Anticipated Professional Development and Curricular Needs</p> <ul style="list-style-type: none"> • Additional staff development on disciplinary literacy and professional development on C3 Framework • Creating new units of study with more depth, rigor, and more emphasis on student inquiry; create model lessons to provide samples for districts/classrooms • Development of district curriculum K-12 and vertical and horizontal alignment at district level • Development of concise (3-4 week) review unit of early world history 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. • Development of concise (3-4 week) review unit of early United States history 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. • Development of concise (3-4 week) review unit of early colonial United States History 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. • Professional development for geography – 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 • 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. 	