



History & Social Science Standards

*Presentation to the School Committee
January 23, 2020*

2018 MA History & Social Science Frameworks

Massachusetts Department of Elementary & Secondary Education

Vision:

All Massachusetts students will be educated in the histories of the Commonwealth, the United States, and the world. They will be prepared to make informed civic choices and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.

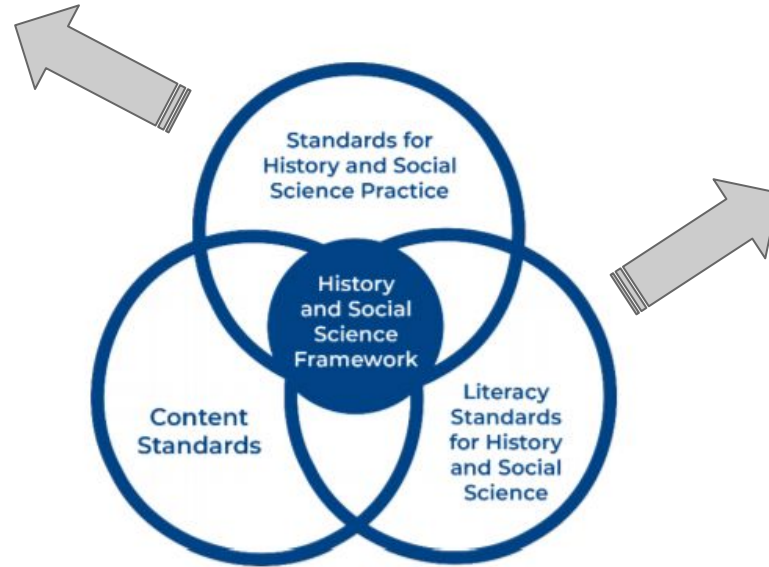


Standards for History and Social Science Practice, Pre-K–12*¹⁶

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

HSS Standards

BIG CHANGES!



Aligned with the 2017 MA
English Language Arts &
Literacy Curriculum
Frameworks

Figure 1: This image represents the three pillars of the History and Social Science Framework. Each pillar is designed for integration with the others.

History & Social Science Frameworks...

What do the changes look like?

What's the plan?

ELEMENTARY

Ipswich Public Schools

Pre-K - 12 Curriculum Review & Successful Habits of Mind Cycle, 2018-2023

Guided by the Habits of Mind & DESE's timeline of new/revised standards, this plan is a view of district-level facilitation of the IPS curriculum review cycle. The Compass Committee will have subcommittees focusing on the areas in the "Review, Unpack and Plan" & "Develop and Implement" parts of the cycle. Come join the conversation!

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------|---|---|---|---|---|
| Habit of Mind Focus: | Critical Thinking & Creativity II | Critical Thinking & Self Management I | Critical Thinking & Self Management II | Critical Thinking & Perseverance I | Critical Thinking & Perseverance II |
| ★ Review, Unpack & Plan | History & Social Sciences World Language | Arts English Language Arts & Literacy | Comprehensive Health | English Language Development | Mathematics Science & Technology Engineering |
| ★ Develop & Implement | Digital Literacy & Computer Science | History & Social Sciences World Language | Arts English Language Arts & Literacy | Comprehensive Health | English Language Development |
| ★ Develop & Implement | Mathematics Science & Technology Engineering | Digital Literacy & Computer Science | History & Social Sciences World Language | Arts English Language Arts & Literacy | Comprehensive Health |
| Develop & Implement | | Mathematics Science & Technology Engineering | Digital Literacy & Computer Science | History & Social Sciences World Language | Arts English Language Arts & Literacy |
| Assess & Revise | | | Mathematics Science & Technology Engineering | Digital Literacy & Computer Science | History & Social Sciences World Language |
| Assess & Revise | | | | Mathematics Science & Technology Engineering | Digital Literacy & Computer Science |

Review, Unpack & Plan: Match up current IPS curriculum with MA standards to identify areas of need.

Develop & Implement: Provide time, resources & PD to cultivate & create needed curriculum. Bring to classrooms; share in Learning Cycles for feedback; gather data.

Assess & Revise: Analyze a variety of data to check in on how curriculum facilitates student learning. Revise as is needed to best support all our learners.

Through the above procedures, IPS ensures that individual teachers in the district review educational materials for simplistic & demeaning generalizations on the basis of race, color, sex, gender identity, religion, national origin & sexual orientation. Appropriate activities, discussions &/or supplementary materials are used to provide balance & context for any such stereotypes depicted in materials (DESE, Tiered Focused Monitoring).



Perseverance



Collaboration



Critical Thinking



Creativity



Self-Management



Communication

Where are the History and Social Science Standards on the IPS Curriculum Review Cycle?

***REVISED* Pre-K-Grade 5 Scope & Sequence of HSS Courses**

PRE-K

Building a foundation for living, learning, and working together

Kindergarten

Many roles in living, learning, and working together

Grade 1

Leadership, cooperation, unity and diversity

Grade 2

Global Geography: Places and peoples, cultures and resources

Grade 3

Massachusetts, home to many different people

Grade 4

North American geography and peoples

Grade 5

United States history to the Civil War and the modern Civil Rights Movement

**What do
these
changes
look like?**

2003: Grade 3 Example

**"Massachusetts and Its Cities and Towns:
Geography and History"**

CITIES AND TOWNS OF MASSACHUSETTS

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

2018: Grade 3 Example

**"Massachusetts Cities and Towns Today and
in History"**

Topic 1: Massachusetts cities and towns today and in history

[3.T1] *Supporting Question: How can people get involved in government?*

2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.

Clarification statement: *In grade 2, students were asked to interview adults about why they moved to a city or town.*

**What do
these
changes
look like?**

2003: Grade 5 Example

**"UNITED STATES HISTORY, GEOGRAPHY,
ECONOMICS, AND GOVERNMENT: EARLY
EXPLORATION TO WESTWARD MOVEMENT"**

5.3 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

2018: Grade 5 Example

**"United States History to the Civil War and the
Modern Civil Rights Movement"**

5. Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)³³
6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.
7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.³⁴
 - a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.
 - b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work.
 - c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).
 - d. States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.



New History and Social Science **Elementary Standards**

* 2018-2019: Reviewing, Unpacking and Planning

- » Professional Development for Compass Committee Members
- » Presentation to Faculties
- » Existing Curriculum Inventory
- » End year with a Draft Plan for Next Steps

* 2019-2020: Developing and Implementing, Year 1

- » Professional Development in Target Areas; Summer PD
- » Messaging Presentation to Faculties
- » UbD, Stage 1 & Online Curriculum Drafting
- » Priority Standards & UbD Stages 2-3 Starts

* 2020-2021: Developing and Implementing, Year 2

- » Targeted PD in Needs Areas
 - » Continue UbD Stages 2-3
- 

History & Social Science Frameworks...

What do the changes look like?

What's the plan?

MIDDLE SCHOOL



***NEW* 6-8 Scope & Sequence of Middle School Courses**

| | | | |
|--|--|---|--|
| | | | |
| | | | |
| | Grade 6 Humanities 6 Aligned with World Geography & ELA | Grade 7 Social Studies 7 Aligned with Ancient Civilizations I and II; side-by-side with ELA 7 | Grade 8 Civics 8 United States and Massachusetts government and civic life |



2018: Grade 6 Example

“Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500-1200 BCE”

Supporting Question: What are the best explanations for why writing developed in Mesopotamia?

1. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain what historians have called the region that surrounds these rivers “the Fertile Crescent.”
2. On a map of archaeological sites, identify the time periods of the Sumerians, Babylonians, and Assyrians.
3. Describe how irrigation, domestication of animals, and inventions such as the wheel contributed to the growth of Mesopotamia. Analyze the importance of the following:

For Seven Regions!

- a. a complex society with a system of slavery
- b. a religion based on polytheism
- c. monumental architecture, including large relief sculptures, mosaics, carved stone
- d. cuneiform writing, used for keeping tax records, laws and literature
- e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, “If a man put out the eye of another man, his eye shall be put out.” [An eye for an eye]).

What do these changes look like?

2003: Grade 6 example

WESTERN ASIA (THE MIDDLE EAST)

Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)

WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)

2018: Grade 8 Example

**What do these changes
look like?**

2003: Grade 8 example

CIVICS AND GOVERNMENT

12. Define and use correctly the following words and terms: *Magna Carta*, *habeas corpus*, *monarchy*, and *absolutism*. (C)

Topic 1. The philosophical foundations of the United States political system [8.T1]

Supporting Question: *What were the roots of the ideas that influenced the development of the United States political system?*

1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and how the democratic political concepts developed in ancient Greece (e.g., civic participation, voting rights, trial by jury, etc.) influenced the development of the United States.
2. Describe the government of the United States and how the republican principles that are evident in modern American government (e.g., separation of powers, rule of law, representative government, etc.) influenced the development of the United States.
3. Explain the influence of the British government on the American government and how the British government's evolution and framework of government (e.g., Magna Carta, the English Bill of Rights, etc.) influenced the development of the United States.
4. Explain how the British government's concept of habeas corpus, the importance of education, the Magna Carta, the English Bill of Rights, the Albany Plan of Union) influenced the development of the United States.
5. Analyze the evidence for and against the influence of the government of the United States on the development of the United States (e.g., the Iroquois Confederacy).

**For Seven
Civics Topics!**

Key Primary Source for Topic 1 in Appendix D

[Mayflower Compact](#) (1620)

Suggested Primary Sources for Topic 1 in Appendix D

[Magna Carta](#) (1215)

[The Iroquois Confederacy Constitution](#), *The Great Binding Laws* (circa 1451, passed orally, but written down in 1700s)

[Benjamin Franklin on the Iroquois League in a Letter to James Parker](#) (1751)

REQUIRED 8th GRADE & HIGH SCHOOL CIVICS PROJECTS

Chapter 296 of the Acts of 2018: An Act to Promote and Enhance Civic Engagement

- » Student-led
- » Project-based
- » Real-world
- » Rooted in an understanding of systems impact
- » Goal-driven
- » Inquiry-based
- » Non-partisan
- » Process-focus
- » Action-Based



**1. EXAMINE SELF AND
CIVIC IDENTITY**

**2. IDENTIFYING
AN ISSUE**



**3. RESEARCHING AND
INVESTIGATING**

**4. DEVELOPING AN
ACTION PLAN**



5. TAKING ACTION

**6. REFLECTING AND
SHOWCASING**



New History and Social Science **IMS Standards**

* 2018-2019: Reviewing, Unpacking and Planning

- » Unpacking new standards
- » Existing Curriculum Inventory
- » Summer PD

* 2019-2020: Developing and Implementing, Year 1

- » Humanities PLC (grade 6)
- » Humanities School Improvement Team
- » Democratic Knowledge Project (grade 8)
- » Document-Based Questions (DBQ) PD expansion
- » Issues Fair on May 28, 2020

* 2020-2021: Developing and Implementing, Year 2

- » Targeted PD in Needs Areas
- » Cont. DKP & DBQ implementation



The DBQ Project

History & Social Science Frameworks...

What do the changes look like?

What's the plan?


HIGH SCHOOL

Grades 9-12 Scope & Sequence of HSS Courses: Students Cycling In...

Current 10-12th graders are finishing up prior sequence of American Survey (10), Global Studies (11) and American Government (12).

AP Options:
AP US History (APUSH)
AP World History
AP Psychology
AP American Government

Current 9th graders are first class to start the new 9-12 line-up.



NEW Grade 9
World History

NEW Grade 11
America in the Modern World

If a student does not take an AP course, their pathway looks like:

NEW Grade 10
American History
* Will include required Civics Project *

NEW Grade 12
American Government (semester) + an elective (semester)

2018: World History example

“Philosophy, the arts, science and technology c. 1200 to 1700”

- Summarize how the scientific method and new technologies such as the telescope and microscope, led to new theories of the universe; describe the accomplishments of at least two figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Galileo Galilei, René Descartes, Johannes Kepler, Robert Hooke, Antoni von Leeuwenhoek, Isaac Newton, Carolus Linnaeus); explain how advances in shipbuilding contributed to European exploration and conquest.

Suggested Primary and Secondary Sources for Topic 4 in Appendix D

Leonardo da Vinci, [*Notebooks*](#) (c. 1508)

Machiavelli, [*The Prince*](#) (1513)

Pieter Bruegel the Elder, [*The Tower of Babel*](#) (1563) video by Beth Harris and Stephen Zucker, 2015

[*“China and the World History of Science, 1450–1770”*](#) by Benjamin Elman, 2007

Rembrandt van Rijn (1632), [*The Anatomy Lesson of Dr. Nicolaes Tulp*](#), video by Bryan Zygmunt, 2015

What do these changes look like?

2003: World History example

SCIENTIFIC REVOLUTION AND THE ENLIGHTENMENT IN EUROPE

WHI.33 Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)

REQUIRED HIGH SCHOOL CIVICS PROJECT

Chapter 296 of the Acts of 2018: *An Act to Promote and Enhance Civic Engagement*

- » Building into American History (grade 10)
- » Introduced after students learn about the Progressive Movement, as connected to Civic Responsibility
- » More critical lens to the context of the issue
- » Greater project independence and depth
- » Deeply evaluate root causes of an issue



**1. EXAMINE SELF AND
CIVIC IDENTITY**

**2. IDENTIFYING
AN ISSUE**



**3. RESEARCHING AND
INVESTIGATING**

**4. DEVELOPING AN
ACTION PLAN**



5. TAKING ACTION

**6. REFLECTING AND
SHOWCASING**





New History and Social Science **IHS Standards**

* 2018-2019: Reviewing, Unpacking and Planning

- » Unpacking new standards
- » Existing Curriculum Inventory
- » Summer PD

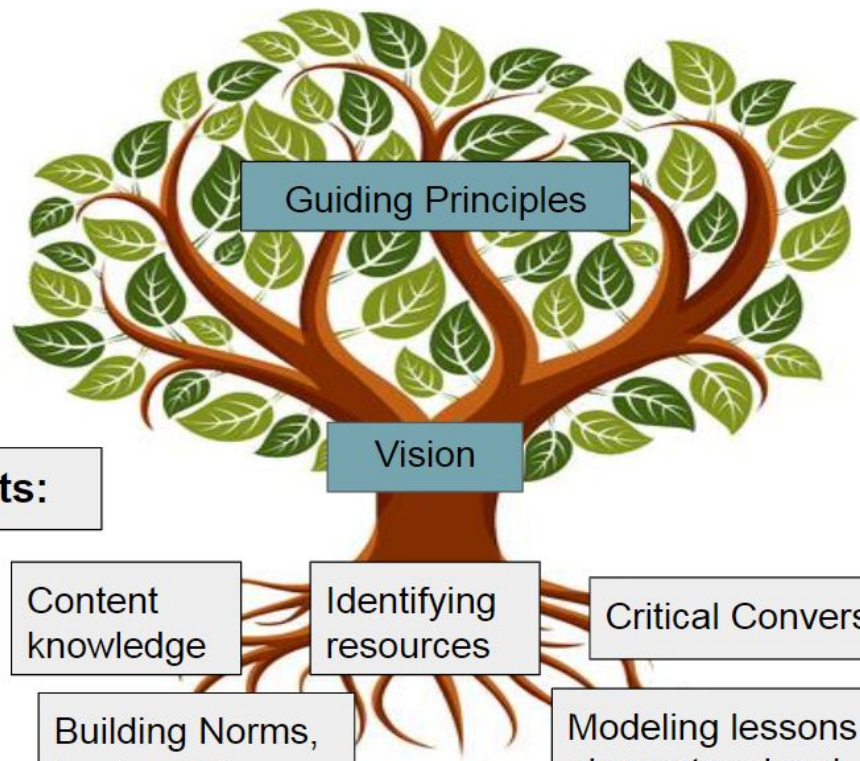
* 2019-2020: Developing and Implementing, Year 1

- » 9th graders begin new course sequences/2018 standards curriculum alignment
- » Document-Based Questions (DBQ) PD
- » Continued curriculum development for new courses/standards
- » Developing 10th grade Civics project

* 2020-2021: Developing and Implementing, Year 2

- » Targeted PD in Needs Areas
 - » 10th grade Civics project pilot
- 

NEXT STEPS...



**Graphic taken from
Elementary
Compass HSS
Slideshow to
Faculties**



QUESTIONS?

Contact Tracy Wagner, IPS Director of Teaching and Learning at twagner@ipsk12.net

**Thank you to everyone involved
in the implementation of these
new standards!**