

## 1. Gathering, Interpreting and Using Evidence

- a. Define and frame questions about events and the world in which we live, and use evidence to answer these questions.
- b. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral histories, and other primary and secondary sources).
- c. Analyze evidence in terms of content, authorship/creation, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
- d. Describe and analyze arguments of others.
- e. Recognize an argument and identify evidence that supports the argument; examine arguments that are related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.
- f. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.

## 2) Chronological Reasoning and Causation

- g. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
- h. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to interpret the data presented in time lines.

## 3) Comparison and Contextualization

## 4) Geographic Reasoning

## 5) Economics and Economic Systems

## 6) Civic Participation

Skills- Research, process, presentation, critical thinking

*Brainstorm*

*Develop questions and narrow focus*

*Revise, edit*

*Understand/identify cause and effect*

## DRAFT of Criteria:

- Identification (better word) of multiple perspectives
- Understanding of the complexity of various cultural systems
- ... explain patterns of continuity and change in societies, people and nations
- Analyze the causes and consequences of events

- Evaluate the usefulness and degree of reliability of different historical sources?
- Use multiple sources to build interpretations of past events and eras
- Investigate the impact of human activities on the environment (Causes, patterns and effects of human settlement and migration)
- Differences in perspectives- interpretations are influenced by individual experience, sources selected, societal values, and cultural traditions
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### Critical understanding/lenses-

- the **multiple perspectives** that derive from different cultural vantage points.
- They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various **cultural systems**
- The historical experiences of societies, peoples and nations reveal patterns of continuity and change
- **analyze the causes and consequences of events**
- **How can we evaluate the usefulness and degree of reliability of different historical sources?**
- **use multiple sources to build interpretations of past events and eras.**
- **They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.**
- They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions.
- The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there.
- apply skills in analyzing human behavior in relation to its physical and cultural environment
- In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures.
- Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good.
- development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance

- study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.
- Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.
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(Relationship between science, technology and human life)
- The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
- By the middle grades, students expand their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. They are able to see themselves taking civic roles in their communities

Organize into groups- history of people/culture, history of place and history of ??

Questioning- Apply lessons learned.

Presentation skills- Oral presentation (?) covered in habits?

Content •

You communicate a clear message. •

Your information is substantive and accurate. •

You organize your information in a way that moves the presentation forward. •

Any presentation aids (visual, aural, etc.) are substantive, relevant, and used effectively.

•

You effectively employ rhetorical strategies (metaphor, imagery, repetition, etc.). •

You answer questions knowledgeably and accurately.

Performance • You know your audience and engage it in appropriate ways. • You capture your audience's attention from the beginning. • You use appropriate body language and gestures. • You make eye contact with your audience. • You speak clearly and audibly and pronounce words correctly. • You speak at an appropriate pace. • You vary your voice and language for expressive purposes. • You avoid "filler" words ("um," "uh," "like," "you know"). • You take turns with other speakers when appropriate. • You adjust to audience reactions. • You bring your presentation to an effective close.

Process • You are well prepared for the presentation. • You reflect on your process and

your work.

**DRAFT:** Marblehead Community Charter Public School Criteria for Success: Global Studies

## CULTURE

- *Social studies programs should include experiences that provide for the study of culture and cultural diversity.*
- Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. **In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.**
- Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?
- Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. **They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.**
- In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle

grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

## TIME, CONTINUITY, AND CHANGE

- *Social studies programs should include experiences that provide for the study of the past and its legacy.*
- Studying the past makes it possible for us to understand the human story across time. **The historical experiences of societies, peoples and nations reveal patterns of continuity and change** Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.
- Knowledge and understanding of the past enable us to **analyze the causes and consequences of events** and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.
- Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? **How can we evaluate the usefulness and degree of reliability of different historical sources?** What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
- Children in early grades learn to locate themselves in time and space. They gain experience with sequencing to establish a sense of order and time, and begin to understand the historical concepts that give meaning to the events that they study. The use of stories about the past can help children develop their understanding of ethical and moral issues as they learn about important events and developments. Children begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. They learn to offer explanations for why views differ, and thus develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades.

- Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to **use multiple sources to build interpretations of past events and eras**. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.

## PEOPLE, PLACES, AND ENVIRONMENTS.

- The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. **They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.** This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.
- During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.
- Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?
- In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures. Student experiences will encourage increasingly

abstract thought as they use data and **apply skills in analyzing human behavior in relation to its physical and cultural environment**. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment. During the middle grades, students explore people, places, and environments in this country and in different regions of the world. **They learn to evaluate issues such as population growth and its impact, "push and pull" factors related to migration, and the causes and implications of national and global environmental change.** Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.

## INDIVIDUAL DEVELOPMENT AND IDENTITY

- *Social studies programs should include experiences that provide for the study of individual development and identity.*
- Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.
- Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?
- The study of individual development and identity will help students to describe factors important to the development of personal identity. **They will explore the influence of peoples, places, and environments on personal development.** Students will hone personal skills such as demonstrating self-direction when working towards and



accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

- In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways. **In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers, and with others, and studies how individuals develop in different societies and cultures.** At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

## INDIVIDUALS, GROUPS, AND INSTITUTIONS

- *Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.*
- Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?
- Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.
- In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals,



values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

## POWER, AUTHORITY, AND GOVERNANCE

- *Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.*
- The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.
- In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?
- Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem solvers and decision makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

- In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.

## PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- *Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.*
- People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
- In exploring this theme, students confront such questions as: What factors influence decision-making on issues of the production, distribution and consumption of goods? What are the best ways to deal with market failures? How does interdependence brought on by globalization impact local economies and social systems?
- **Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.**
- In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants vs. needs. They explore economic decision-making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond.

In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as trade, resource use, unemployment, and health care.

## SCIENCE, TECHNOLOGY, AND SOCIETY

- *Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.*
- Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.
- There are many questions about the role that science and technology play in our lives and in our cultures. What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How do science and technology affect our sense of self and morality? How are disparate cultures, geographically separated but impacted by global events, brought together by the technology that informs us about events, and offered hope by the science that may alleviate global problems (e.g., the spread of AIDS)? How can gaps in access to benefits of science and technology be bridged?
- This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues as well as the knowledge base for considering responses to the societal issues related to science and technology.
- Young children learn how science and technologies influence beliefs, knowledge, and their daily lives. They study how basic technologies such as telephones, ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment and contribute to changes in global health and economics. From history (their own and others'), they can construct examples of the effects of technologies such as the wheel,

the stirrup, an understanding of DNA, and the Internet. In the middle grades, students begin to explore the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior. Students examine scientific ideas and technological changes that have surprised people and even challenged their beliefs, as in the case of discoveries about our universe and their technological applications, as well as the genetic basis of life, atomic physics, and other subjects. As they move from the middle grades to high school, students continue to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.

## GLOBAL CONNECTIONS

- *Social studies programs should include experiences that provide for the study of global connections and interdependence.*
- Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
- In exploring this theme, students confront questions such as: What are the different types of global connections? What global connections have existed in the past, exist currently, and are likely in the future? How do ideas spread between societies in today's interconnected world? How does this result in change in those societies? What are the other consequences of global connections? What are the benefits from and problems associated with global interdependence? How might people in different parts of the world have different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs? What is needed for life to thrive on an ever changing and increasingly interdependent planet?
- Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues. By interpreting the patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions, students learn to examine

policy alternatives that have both national and global implications.

- This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages. Through exposure to various media and first-hand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns. They develop responsive action plans, such as becoming e-pals with a class in another part of the world. In the middle years, learners can initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.

## CIVIC IDEALS AND PRACTICES

- *Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.*
- An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.
- Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.
- Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to

participate in community service and political activities and how to use democratic processes to influence public policy.

- In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock elections, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. **By the middle grades, students expand their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. They are able to see themselves taking civic roles in their communities.** High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They become familiar with methods of analyzing important public issues and evaluating different recommendations for dealing with these issues.

\*Based NCSS Themes and Massachusetts Curriculum Frameworks

## Guiding Principle 1

### **An effective history and social science education teaches students about the legacy of democratic government.**

Study of history and social science prepares students to understand their rights and responsibilities as informed residents and citizens of a democratic society and to appreciate the shared values of this country. To become informed citizens, students need to acquire knowledge and experience of

- the principles and philosophy of government in the founding documents of the United States;
- the structure and purposes of democratic government in the United States at the national, state, and local level;
- the structure and purposes of types of government other than democracy;
- how the concepts of liberty, equality, justice, and human and civil rights shape the United States;
- the achievements of democratic government and the challenges to maintaining it;
- ways to act as a citizen to influence government within the democratic system; and
- the importance of respectful public discourse and dissent in a democracy.

## Guiding Principle 2

### **An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by**

## **race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.**

The traditional motto of the United States is “*E pluribus unum*” – out of many, one. A history and social science education that does justice to the remarkable diversity of our country must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussions of race, ethnicity, culture, gender, gender identity, sexual orientation, and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussions about prejudice, racism, and bigotry in the past and present.

### **Guiding Principle 3**

#### **Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.**

Like learning to read, write, or perform well in any other subject, learning history and social science takes time. An effective history and social science education is given adequate time in the school day to

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build knowledge and skills of increasing complexity. In pre-kindergarten students learn about how cooperation builds community in the classroom, and how all kinds of families and individuals contribute to society. The elementary grade Content Standards are designed to introduce students to the drama of the past, its geographical settings, the habits of good citizenship, and everyday economics, a great deal of which can be integrated with English language arts and literacy, the arts, mathematics, and science. Middle school standards deepen students’ capacity to think logically and conduct research. At the high school level, where students should have the opportunity to take at least four courses in United States history, world history, and the social sciences, the standards require interpretation and synthesis of complex ideas about individuals, groups, events, and institutions.

### **Guiding Principle 4**



## **An effective history and social science education teaches students to think historically.**

Taken together, the standards in this Framework present a broad scope of time and place, from human beginnings to the present, with the intent of helping students understand that *their* lives are connected to the long sweep of history. Beginning with the third-grade study of Massachusetts history, students become acquainted with the concepts of chronology, cause-and-effect relationships, and the role chance plays in historical events. In middle and high school, students learn that complex events have both intended and unintended consequences. By examining primary and secondary sources, students develop an appreciation for the importance of historical context and point of view. They learn that participants in historical events can often hold vastly different ideas about how those events unfolded. For example, what the Spanish considered a “conquest” of a new world in the Americas was seen rather differently by those whose lands were being invaded by foreigners. Students also learn that the work of historical investigation is never static because new evidence – a fresh archaeological find, a lost manuscript or photograph found in an archive – can inspire new connections and interpretations. Because historians of different generations can have different perceptions, it is important that readings include a variety of opinions and historical interpretations.

### **Guiding Principle 5**

## **An effective history and social science education integrates knowledge from many fields of study.**

The fields of history, geography, civics, and economics form the core of a history and social science education. Under this broad umbrella are the history of the arts, philosophy and ethics, and religions, and developments in science, technology, and mathematics. Electives at the high school level might include study of regions of the world, anthropology, Constitutional law, criminology, sociology, state or local history and politics, world religions, human rights, or other topics and might include capstone research projects. The Content Standards of this framework are designed to include this breadth of knowledge, not as isolated facts to be simply memorized, but as useable knowledge to be integrated into an understanding of the world.

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### **Guiding Principle 6**

## **An effective history and social science education builds students’ capacities for research, reasoning, making logical arguments, and thinking for themselves.**

In an effective history and social science education, students engage in inquiry, reading, research, discussion, writing, and making presentations – these activities are the heart of this Framework’s Standards for History and Social Science Practice and link the history and social science disciplines to English language arts and literacy. In the course of applying these practices, students learn how to evaluate texts for bias intended to influence their opinions, and about the patterns of thought and reasoning of historians, geographers, political scientists, and economists. They learn to raise and refine questions and organize arguments and explanations by using structures such as comparison and contrast, cause and effect, or problem and solution. They learn to apply different forms of

analysis, including contextually rich reading, visual analysis, spatial/geographical analysis, or quantitative reasoning.

## Guiding Principle 7

### **An effective history and social science education improves reading comprehension by increasing students' content knowledge.**

A rich education in history and social science involves extensive reading of challenging grade-level texts, which not only contributes to the development of basic reading skills but also introduces students to concepts and academic language that ultimately improve reading comprehension. Researcher Daniel Willingham contends, "Teaching content is teaching reading."<sup>11</sup> Content knowledge improves reading comprehension because it enables a student to make connections about events and ideas across texts. The Content Standards in this framework are organized to provide a coherent progression of knowledge about history, geography, civics, and economics to support students' capacity to read with understanding in the elementary and middle grades. This foundational knowledge, in turn, prepares students to read texts that address topics of increasing complexity at the high school and college level.

## Guiding Principle 8

### **An effective history and social science education incorporates the study of current events and news/media literacy.**

When teaching history and social science, teachers have a unique responsibility to help students consider events – including current events – in a broad historical, geographical, social, or economic context. The Framework's News/Media Literacy standards for grade 8 and high school are designed to

<sup>11</sup> See Marzano, Robert J. (2004) *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development; Liana Heitin in *Education Week: Cultural Literacy Creator Carries on Campaign*, (October 12, 2016), Daniel Willingham in *American Educator: How Knowledge Helps*, (Spring 2006), and Willingham in the *New York Times*, *How to Get Your Mind to Read* (November 25, 2017). (see also <http://www.ascd.org/publications/books/104017.aspx> and [http://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html?\\_ga=1.171279712.1366275149.1446124290](http://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html?_ga=1.171279712.1366275149.1446124290) and <http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps> and <https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.html?smid=tw-nytopinion&smtyp=cur>)

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help students take a critical stance toward what they read, hear, and view in newspapers and on websites, television, and social media. Applying these standards, students learn to evaluate information, question and verify its source, distinguish fact from inference, and reasoned judgment supported by evidence from varying degrees of bias.<sup>12</sup>

## Guiding Principle 9

### **An effective history and social science education teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.**

History and social science teachers have a long history of teaching students to read, interpret, and create graphs, charts, maps, timelines, and illustrations. New opportunities for answering questions with data are available in the ever-expanding supply of online databases. Particularly at the high school level, teachers can provide opportunities for students to apply their knowledge of quantitative reasoning and statistics, using “big data” to answer historical questions and solve problems. They can also provide opportunities for students to create digital exhibits that combine visual primary sources, video, and computer graphics to convey complex stories and interpretations of the past.<sup>13</sup>

## Guiding Principle 10

### **An effective history and social science education develops social and emotional skills.**

Social and emotional learning has demonstrated an increase in academic achievement and communication skills, improve attitudes and behaviors, and develop empathy. <sup>14</sup> These skills are also practical civic skills that students need to engage effectively with others in the public problem solving of civic and democratic life. Teachers support the development of these skills by:

- helping students understand how their own unique experiences and ideas influence their perceptions of and feelings about history and current situations (self-awareness);
- encouraging students’ own power to take thoughtful action (self-management);
- increasing students’ understanding of others’ fundamental needs and human and civil rights (social awareness);
- increasing students’ capacity to participate in dialogue across differences and to take on the perspectives of others whose experience and position in the world differs from their own (dialogue and perspective-taking);
- encouraging students to collaborate respectfully with diverse peers (relationship skills);

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf>