



Revisions to Social Studies Standards

July 25, 2013

Overview

- Course Sequence and Certification
- Changes from First Drafts
- Feedback from First Reading
- Acknowledgements in Standards

Goals for Revision

- Address weaknesses in content and sequence
- Improve poorly organized standards documents
- Include more primary documents and more opportunities for higher cognitive demand
- Meaningfully include Tennessee History and Civics

Previous and Proposed Course Sequence (K-8)

Previous Course Sequence

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|---------------|--|
| Kindergarten | General social studies |
| First Grade | General social studies |
| Second Grade | General social studies |
| Third Grade | General social studies |
| Fourth Grade | U.S. History (Ancient civilizations of the Americas to 1861) |
| Fifth Grade | U.S. History (1861 to 1990s) |
| Sixth Grade | World History (Ancient civilizations to 1500 A.D.) |
| Seventh Grade | World Geography |
| Eighth Grade | U.S. History (Ancient civilizations of the Americas to 1877) |

Proposed Course Sequence

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|---------------|---|
| Kindergarten | The World Around Us |
| First Grade | Tennessee's Place in America |
| Second Grade | Life in the United States |
| Third Grade | World Geography and Cultures |
| Fourth Grade | History of America (to 1850) |
| Fifth Grade | History of America (from 1850) |
| Sixth Grade | World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.) |
| Seventh Grade | World History and Geography: The Middle Ages to the Exploration of the Americas |
| Eighth grade | United States History and Geography: Colonization of North America to Reconstruction and the American West |

Previous and Proposed Course Sequence (9-12)

Previous Credit Requirements

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|---------------------------------------|
| World History -or- World Geography |
| United States History |
| United States Government (1/2 credit) |
| Economics (1/2 credit) |

Proposed Credit Requirements

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|--|
| World History and Geography: The Industrial Revolution to the Contemporary World |
| United States History and Geography: Post-Reconstruction to the Present |
| United States Government and Civics (1/2 credit) |
| Economics (1/2 credit) |

For students with a particular interest in Geography, AP Human Geography will satisfy the World History and Geography credit requirement, and World Geography is still available as an elective course.

Elective Courses: Only change would be removal of Modern History, as the content will be covered in high school World History and Geography.

Certification and “Highly Qualified” Status

- The department considers the subject content knowledge in history or geography as sufficient to meet the federal “highly qualified” reporting status for a combined history and geography course
- The state’s “Highly Qualified” and Course Code mapping table between the reported “highly qualified” status and the Course Codes reported by the local school system will be updated to reflect the subject content area of history 9-12 “highly qualified” and Geography 9-12 “highly qualified” status linked to both the U.S. History and Geography and World History and Geography courses.
- Teachers with a History 7-12 endorsement or a Geography 7-12 endorsement will be qualified to teach both the U.S. History and Geography and World History and Geography courses starting in 2014-2015.

Changes from First Drafts

- K, 1st, and 2nd: a few minor edits based on feedback, no major changes
- 3rd, 4th, & 5th: number of standards focused by 20-30%
- 6th and 7th: incorporated more literacy connections
- 8th: number of standards focused by 20%, incorporated more literacy connections
- World History and Geography: incorporated more literacy connections and geography-related standards
- United States History and Geography: number of standards focused by 20%, incorporated more literacy connections and geography-related standards
- Remaining high school courses: minor edits based on feedback, no major changes

Feedback from First Reading

- Geography standards in “modern” sections of high school courses
- Review of Standards
- Professional Development and Resources

Feedback from First Reading: Geography

- Revisit contemporary sections of World History and Geography and United States History and Geography to insure appropriate amount of geography standards

Outcomes:

- Worked with a recommended geography to incorporate more geography-related concepts into the high school courses
- Reviewed the C3 (College, Career, and Civic Life) Framework developed by CCSSO
 - Specifically states that it is not meant to function as content standards
 - Serves more as process/thinking skills
 - Followed up with recommended consultant at American Institutes for Research, reaffirmed use as process/thinking skills
 - Considerations for professional development phase

Additions/Edits to World History and Geography

- W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)
- W.61 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)
- W.89 Evaluate the geographic impact and growing innovations of technical geographical tools, including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)
- W.91 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)
- W.99 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)

Additions/Edits to United States History and Geography

- US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)
- US.51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)
- US.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)
- US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)
- US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)

Feedback from First Reading: Geography

- 7th grade has not been “moved” to 3rd grade
 - 3rd grade course in World Geography and Cultures is an appropriate introduction to world regions for elementary grades
 - Moves the first concentration of geography content to 3rd grade instead of waiting until 7th grade
 - 6th, 7th, and 8th grades build on this by beginning exploration of civilizations in a chronological timeline
- Students still have the option to substitute AP Human Geography for the World History and Geography Course in high school
 - World Geography is still available as an elective
 - Based on conversation at first reading and feedback, CTE Division is currently developing a course on geospatial technologies
- Instead of being concentrated into 7th grade and an optional high school course, geography-related content is now integrated throughout the courses

Feedback from First Reading: Review of Standards

- Tennessee State Library
 - Issued a letter stating they were “fully in support of the increased use of primary sources and non-fiction texts” in the revised standards
- Tennessee History for Kids
 - Provided significant feedback on the standards and already developing resources for teachers
 - Stated enthusiasm for increase in Tennessee History and Civics
 - Clearer and more detailed
- Southern Poverty Law Center
 - Review state standards for essential civil rights education content
 - Tennessee received a “C” (39%) in 2011 review
 - Revised standards received an “A” (77%)
 - Based on 2011 review of other states, Tennessee now ranks highest in the country based on the revised standards

Feedback from First Reading: Professional Development

- Professional Development for Teachers
 - Series of recorded webinars that will guide teachers through the revisions in each grade/course
 - In-person training offered at regional offices for teachers in courses with most significant revisions
 - Resources provided through Tennessee State Library and Tennessee History for Kids, including documents referenced in the standards

Acknowledgements for Standards

- Alabama State Department of Education
- California Department of Education
- Connecticut State Department of Education
- District of Columbia Public Schools
- Georgia Department of Education
- Indiana Department of Education
- Massachusetts Department of Education
- New Jersey Department of Education
- North Carolina Department of Public Instruction
- Oklahoma State Department of Education
- South Carolina Department of Education
- Texas Education Agency
- Virginia Department of Education
- National Geographic Society
- Tennessee History for Kids
- National Council for the Social Studies
- Australian Government: Geoscience Australia and Australian Indigenous cultural heritage website
- *Tennessee, A Short History* by Robert Ewing Corlew, Stanley John Folmsbee, and Enoch L. Mitchell, University of Tennessee Press
- *Tennessee through Time* by Carole Stanford Bucy, Gibbs Smith Publishers
- Library of Congress
- Cengage Learning World Civilizations Resource Center
- Common Core State Standards
- Tennessee Encyclopedia of History and Culture, Tennessee Historical Society the University of Tennessee Press
- Jewish Federation of Nashville and Middle Tennessee
- Southern Poverty Law Center
- Southern Regional Education Board