

SOCIAL STUDIES LITERACY AND THE TENNESSEE SOCIAL STUDIES STANDARDS

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Quick Glimpse

- Overview of the revision
- Major features
- A closer look at elementary, middle, and high school standards
- Assessment and resources

Revising the Standards

- 2012-2013 school year
- Team of Tennessee educators served on the committee
- Feedback from hundreds of Tennessee educators
- State and national models

Overview of the Standards Revision

- Improved flow of course sequence and structure
- Simplified structure of each standards document
- Increased the rigor of “leading verbs”
- Increased opportunities for literacy connections and use of complex texts
- Meaningful incorporation of Tennessee history

The “Look” and “Feel” of the Standards

- Not “common core” for social studies
- Content prescriptive
- Equity of experience
- Integrate literacy expectations into the content
- Strong foundation, not a ceiling

Structure of Courses in Kindergarten through Grade 5

- Under old standards, general social studies with lack of distinction in Kindergarten through Grade 3
- In new standards, each grade in K-3 has a more specific thematic area of content
 - Kindergarten: The World Around Us
 - Grade 1: Tennessee's Place in America
 - Grade 2: Life in the United States
 - Grade 3: World Geography and Cultures
- Grades 4 and 5 remain surveys of U.S. History, but with increased rigor and incorporation of primary sources
 - Grade 4: The History of America to 1850
 - Grade 5: The History of America from 1850

Structure of Courses in Grades 6, 7, & 8

Previous Course Sequence

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)

New Course Sequence

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 New Course Requirements for Grades 9-12

Previous Credit Requirements

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

New Credit Requirements

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)

*Elective course offerings are the same with the exception of the removal of Modern History (due to overlap of content covered in required courses) and the addition of World Geography.

*Order of the courses up to the LEA

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 or geography course.
- **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.**

9-12 Course Requirements

- Alternate courses for Graduation Requirements:
- World History and Geography
 - AP Human Geography, AP European History, or AP World History
 - IB History of Europe
- U.S. History and Geography
 - AP United States History
 - IB History of America I and II (also covers credits for Economics and U.S. Government/Civics)
- U.S. Government and Civics
 - AP U.S. Government and Politics or AP Comparative Government
 - American Business Legal Systems of three years of JROTC
- Economics
 - AP Microeconomics or AP Macroeconomics
 - Business Economics, Virtual Enterprise International, Entrepreneurship, Marketing and Management I, Retail Operations, or other out-of school experiences through Junior Achievement
- Official communication will come from the Tennessee Dept. of Education after final approval by the State Board of Education

MAJOR FEATURES OF THE STANDARDS

Format of the Standards

- No more SPIs, TPIs, Levels of Accomplishment, etc.
- Standards in each grade/course have unique coding
- Grade/course precedes decimal, number of standard follows decimal
 - K.1, K.2, K.3, etc.
 - 7.1, 7.2, 7.3, etc.
 - US.1, US.2, US.3, etc.
 - GC.1, GC.2, GC.3, etc.

Sample from Kindergarten

Culture

K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.

K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.

K.3 Compare family traditions and customs among different cultures.

K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

Economics

K.5 Distinguish between wants and needs.

Content Strands

- Old standards were divided by content strands (culture, economics, geography, government and civics, history and individuals, and groups and interactions)
- Revisions to content strands:
 - Culture (C)
 - Economics (E)
 - Geography (G)
 - Politics, government, and civics (P)
 - History (H)
 - Tennessee connections (T)

Organization of Grade Level Standards

- Kindergarten, Grade 1, and Grade 2 are still organized by content strands
- Grade 3 is a “transition” course
 - Has introductory set of geography standards
 - Rest of document is organized by continents (thematic division)
- Grades 4 and 5 are organized chronologically

Organization of Grade Level and Course Standards

- Grades 6, 7, and 8 are organized chronologically
- World History and Geography (HS), U.S. History and Geography (HS), Ancient History (HS), and African American History (HS) are organized chronologically
- Economics (HS), U.S. Government and Civics (HS), Psychology (HS), Sociology (HS), Contemporary Issues (HS), and World Geography (HS) are organized thematically

Role of Primary Sources

- Primary sources are essential inclusions
 - Primary Documents and Supporting Texts to Read (Grades 4-12)
 - Primary Documents and Supporting Texts to Consider (Grades 4-12)
- Kindergarten through Grade 3
 - Significant teacher autonomy in selection of texts to use
 - Emphasis on skills
- Grades 4 through High School
 - Specific documents and texts listed
- Resources in development through Tennessee Electronic Library, Tennessee State Library, and Tennessee History for Kids

2.24 With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.

2.25 Create a graphic organizer to explain the three branches of government and the basic role of each.

US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.; “The Ballot or the Bullet” speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez

Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment; excerpts from “The Great Silent Majority” speech, Richard Nixon

A CLOSER LOOK AT THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL STANDARDS

Scaffolding of Skills in the Early Grades

Development of a concept over 3 years

K.5 Distinguish between wants and needs.

K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.

1.8 Give examples of products (goods) that people buy and use.

1.9 Give examples of services (producers) that people provide.

1.14 Examine and analyze economic concepts such as basic needs vs. wants and the factors that could influence a person to use money or save money.

2.8 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in texts that explain major products produced in the United States.

2.13 Describe the purpose of a budget and create a simple budget using money to buy goods and services.

Social Studies and Literacy in the Early Grades

- 1.39 Use informational text to help describe the importance of celebrating these national holidays:
 - Martin Luther King, Jr. Day
 - Presidents' Day
 - Memorial Day
 - Independence Day
 - Columbus Day
 - Veterans' Day
 - Thanksgiving Day
- CCSS.ELA-LITERACY.RI.1.1
 - Ask and answer questions about key details in a text.

Literacy Example in Grade 3

- 3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, and current events.
- CCSS.ELA-LITERACY.RI.3.3
 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Literacy Examples in Grades 4 & 5

- 4.27 Compare and contrast first and second-hand accounts of Paul Revere's "midnight ride." (H)
- CCSS.ELA-LITERACY.RI.4.6
 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 5.33 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group. (C, G, H)
- CCSS.ELA-LITERACY.W.5.2.B
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

With your shoulder partner...

1. How does this compare to your experience in social studies?
2. What implications does this hold for the way we approach social studies instruction?

When the screen goes black, it's time for us to come back together...

Adjusted Alignment in Grades 6, 7, & 8

Previous Course Sequence	
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Revised Course Sequence	
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Literacy Examples in Grades 6 & 7

- 6.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (C, E, H, P)
- CCSS.ELA-LITERACY.WHST.6-8.2
 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)
- CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.

Literacy Example in Grade 8

- 8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, *The Autobiography of Benjamin Franklin*, the Albany Plan of Union and the Join or Die cartoon. (C, H, P)
- CCSS.ELA-LITERACY.RH.6-8.6
 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Teaching with Primary Sources in High School

- Essential to map out curriculum and build in the referenced sources
- Instead of using texts as a supplemental or “enrichment” activities, use them as cornerstones of instruction
 - How can I teach the Civil Rights Movement through documents, rather than through a series of lectures or PowerPoints?
- Lecture becomes a way to connect the dots between authentic texts, images, and other sources examined by students

Assessment Plans for 2014-2015

- Pilot assessment based on the revised standards
- Still in development, but...
 - Literacy inclusions will be a point of emphasis
 - Rigor of questions will match the rigor of the standards

Resources

- Tennessee History for Kids
 - Visit website (www.tnhistoryforkids.org)
 - Sign up for newsletter
 - Booklets available for purchase (specific to grades/courses)
- Tennessee State Library and Archives
 - Newsletter emphasizing primary sources
- Tennessee Electronic Library

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