

Jeff Wulfson  
Acting Commissioner

# Massachusetts Department of Elementary and Secondary Education

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75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

## MEMORANDUM

**To:** Members of the Board of Elementary and Secondary Education  
**From:** Jeff Wulfson, Acting Commissioner  
  
**Date:** November 17, 2017  
**Subject:** Review of the *Massachusetts History and Social Science Curriculum Framework*

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This memorandum provides an overview of proposed revisions to the 2003 *Massachusetts History and Social Science Curriculum Framework* and outlines anticipated next steps in the process, for discussion by the Board of Elementary and Secondary Education at the meeting on November 28, 2017. The framework includes learning standards that outline the expectations for what students should know and be able to do, as well as other material such as the vision and guiding principles designed to support effective instruction. Enclosed with this memo is a draft of selected portions of the proposed revisions, including the introductory materials for the framework as well as new standards emphasizing civic education for grade 8. The Department of Elementary and Secondary Education plans to present a full draft of the revised framework to the Board in January 2018, anticipating that the Board will discuss it at the January 23 meeting and vote to invite public comment. The current timeline calls for the Board to discuss and vote to adopt the final revised standards contained in the framework at the June 26, 2018 meeting.

### Framework Review Process and Priorities

The Department launched the review in July 2016 with the goal of completing the process in June 2018, and developing a statewide assessment of the learning standards contained in the framework after the standards are established. The review is now in Phase 2 of the six-phase process, which is outlined in an attachment to this memo.

The Department solicited public input on the 2003 framework through an online survey, inviting respondents to comment on issues including the usefulness of the framework in supporting curriculum and instruction, appropriateness of the number and level of detail of the standards, and the rigor of the standards.

The Department also convened and has been working with a History and Social Science Curriculum Framework Review Panel consisting of K-12 teachers, department heads and curriculum coordinators, K-12 administrators, and higher education faculty. The members bring content knowledge and expertise in teaching various ages and populations of students, including those with disabilities and English learners. Panel members are from various regions of the Commonwealth, types of district (e.g. urban, suburban, rural), types of schools (including charter and vocational-technical schools), and professional organizations (e.g., MA Council for the Social Studies). The panel has met six times since January 2017. A list of panel members is included on page 3 of the *Massachusetts History and Social Science Curriculum Framework – Abbreviated Working Draft* for the Massachusetts Board of Elementary and Secondary Education included in the Board materials.

Based on input from the panel and findings from the survey, the priorities for the revision of the 2003 framework are to:

- Provide greater emphasis on civics
- Challenge students to investigate, analyze, evaluate, and deepen their understanding of history, civics, geography, and economics

The intent is to address these priorities while minimizing disruption to existing curricula. As with the revision of frameworks in other content areas, the revisions are intended to improve the rigor, clarity and coherence of the framework.

### **Focus on Civics Education**

Civics education has been a matter of concern to the Board as well as nationally. On the civics assessment, at grade 8 of the National Assessment of Educational Progress (NAEP), last administered in 2014, only 23 percent of students in the U.S. scored proficient or better. Researchers have noted proficiency gaps among different demographic groups and, more generally, low participation rates among young people in fundamental activities of civic life such as voting and engaging in community projects. While the data specific to Massachusetts are more limited, a survey conducted by the Board’s Working Group on Civic Learning and Engagement in 2015 found that 60 percent of superintendents rated the level of civic learning in their districts as insufficient. In the Legislature, civics education is regularly the subject of at least a dozen bills filed each legislative session.

In response to these concerns, the proposed revisions include the following changes:

1. A new full-year civics course at grade 8 – The course includes study of the roots, founding principles, and institutions of U.S. democracy, how and why the U.S. government has developed over time, the role of individuals in maintaining a healthy democracy, and state and local government.
2. References to civics education in introductory materials and appendices

- Introduction – The introduction to the framework includes a Vision statement and a new section, “A Renewed Mission: Education for Civic Life in a Democracy” as a clear statement of the focus on civics.
- Guiding Principles – A number of the Guiding Principles address skills and content that are central to learning civics, emphasizing the importance of teaching the legacy of democratic government, studying current events, data analysis, and skills relating to media literacy.
- Standards for History and Social Science Practice, Pre-K-12 –These standards are designed in a similar way to those practice standards included in the 2017 *Massachusetts Mathematics Curriculum Framework* and the 2016 *Massachusetts Science, Technology/Engineering Curriculum Framework*. They emphasize aspects of civic learning and describe the research process in history, geography, civics, and economics.

Before the January 2018 Board meeting, the Board will receive the full draft of the proposed revisions, which will feature:

1. Integration of civics content at each grade level – While the content takes different forms at different grades in order to be developmentally appropriate, civics is featured at each grade. For example, topics at a few of the grade levels include:
  - Pre-K-2: citizenship in the classroom
  - grade 3: Massachusetts and local government today and in the colonial period
  - grade 5: the American Revolution, establishing the Constitution, principles of U.S. government, the modern civil rights movement
  - grade 7: World History and Geography: historical roots of democracy in classical Greece and Rome
  - grade 8: full-year civics course
  - High School United States History I and II: developments in national government and international relations, 1840s through the present
  - High School World History II: the growth of the nation state, the impact of social and intellectual movements on civic life
  - High School United States Government and Politics elective: case studies of issues related to the balance of individual rights vs. the common good, the role of government and the role of political parties, interest groups, and media
2. Appendix on Emphasis on Civic Learning 2011-2018 – This Appendix provides a chronology of efforts in Massachusetts to bring a greater focus on civic education.

### **Challenging Students to Deepen their Understanding of the Content**

History and social science disciplines provide many opportunities for students to be analytical readers who discover the relevance of ideas, events, and people from the past to their own lives while gaining new understanding of what factors over time have shaped the contemporary world. As the introduction to the 2003 framework noted, teaching history and civics as “just another...parade of facts” diminishes its larger significance.

In response to public comment on the survey, the draft of the revised framework is designed to help students see the relevance of history and social science and strengthen their conceptual understanding. The revised standards and framework will support greater rigor, clarity, and coherence, as follows:

- a. Rigor: The revised framework includes substantial new material on civics, geography, and the emerging events and ideas of the 21<sup>st</sup> century.
- b. Clarity: The revised framework includes explanatory materials and sample guiding and supporting questions to stimulate conceptual learning as well as a research-based explanation of the role of these questions and other aspects of inquiry.
- c. Coherence across grades: The revised framework includes a new section in the introduction to each grade or course (“Looking Back, Looking Forward”) to make explicit the connections among grades. In addition, it achieves coherence between history/social science and literacy by including standards for literacy in reading, writing, and speaking and listening.

### **Anticipated Next Steps**

At the Board meeting on November 28, 2017, Senior Associate Commissioner Heather Peske and other members of the staff will present an overview of the revised framework and respond to questions from the Board. The Board will receive the full working draft of the revised framework in January for further discussion and a vote at the January 23 meeting to invite public comment. Over the months that follow, the Department will review all the comments, revise the draft as needed, and then present the final version to the Board for further discussion and a vote to adopt the updated framework in June 2018.

The Department remains committed to ensuring that the revised *Massachusetts History and Social Science Curriculum Framework* is clear, academically rigorous, coherent from grade to grade, and provides effective preparation for civic life for all students in the Commonwealth. The Department thanks the members of the History and Social Science Review Panel for their considerable contributions to this effort.

### Attachments:

- Plan and Timeline for Review of 2003 Massachusetts History-Social Science Framework
- Highlights of the Revision of the Massachusetts History-Social Science Framework
- *Massachusetts History and Social Science Curriculum Framework* –Abbreviated Working Draft for the Massachusetts Board of Elementary and Secondary Education

## **Plan and Timeline for Review of 2003 Massachusetts History-Social Science Framework**

### **Phase 1** (July 2016-June 2017):

Gather recommendations for the vision and structure of the framework through online survey; convene framework review panel

### **Phase 2** (July-December 2017):

Draft and review proposed revisions

### **Phase 3** (January-June 2018):

Present draft of proposed revisions to the Board for discussion and a vote to invite public comment; conduct public comment period, synthesize comments, make final revisions and present to the Board for discussion and a vote to adopt them

### **Phase 4** (July 2018-June 2020):

Disseminate updated framework to schools and support implementation

### **Phase 5** (TBD):

Develop state History and Social Science assessment and administer first assessment

### **Phase 6** (TBD):

Incorporate History and Social Science assessment into the Competency Determination required for high school graduation

### **This document includes:**

- Main priorities and criteria for the revision of the 2003 MA History and Social Science Curriculum Framework
- Examples of how the priorities have been addressed
- Highlights of the Scope and Sequence

#### **I. Priorities for the revision of the 2003 framework are to minimize disruption to existing curricula while also:**

##### **A. Providing greater emphasis on civics**

- A. Providing greater emphasis on civics
  - B. Challenging students to investigate, analyze, evaluate, and deepen their understanding of history, civics, geography, and economics
- Criteria** – The proposed changes are intended to improve the rigor, clarity, and coherence of the 2003 framework.

##### **A. Providing Greater Emphasis on Civics**

1. Grade 8, a new course dedicated to a thorough study of civics. The course includes study of the roots, founding principles and institutions of U.S. democracy, how and why it has developed over time, the role of individuals in maintaining a healthy democracy, state and local government
2. Integration of civics content at each grade level – e.g., Pre-K-2: citizenship in the classroom; g.5: principles of U.S. government, civil rights; g. 7: historical roots of democracy; World History: the growth of the nation state, the impact of social and intellectual movements on civic life; g. 12: case studies of issues related to the balance of individual rights vs. the common good, the role of political parties, interest groups and media
3. **Introduction** – Includes a new Vision Statement and a new section “A Renewed Mission: Education for Civic Life in a Democracy,” with civics as a central focus
4. Guiding Principles the legacy of democratic government, study of current events, data analysis, media literacy
5. Standards for History and Social Science Practice, Pre-K-12 civic knowledge, skills and dispositions; evaluate sources, media literacy
6. Emphasis on Civic Learning 2011-2018 – Appendix with a chronology of efforts in Massachusetts to bring greater focus on civic education

##### **B. Challenging students to investigate, analyze, evaluate, and deepen their understanding of the content**

1. Grade Level Content Standards have been revised to improve rigor, clarity, and coherence across the grades. The introduction at each grade includes a “Look Back/Look Ahead” feature that provides an overview of standards prior to and following the given grade; clarification statements and instructional examples included with some standards to clarify teaching and learning expectations
2. Standards for History/Social Science Practice, Pre-K-12, like those in other Massachusetts frameworks, are designed to reflect the skills particular to these disciplines, encompass the elements of the research process, and encourage analysis of sources; Guiding Principles, like those in other Massachusetts frameworks; examples include: building the ability to reason well, how the study of history and social studies improves reading comprehension, the use of data in history/social science research
3. Sample guiding questions in the introduction to each grade/course and sample supporting questions under each topic for each grade to support conceptual learning; Appendix A, History and Social Science Inquiry, provides a research-based explanation for these questions
4. Standards for Literacy in History and Social Science, by grade band, Pre-K-K, 1-2, 3-5, 6-8, 9-10, 11-12, hyperlinked to grade or course standards in the introduction to each grade or course

#### **II. Highlights – Scope and Sequence**

- Grades Pre-K-3: Introduces students to the four major fields of social studies, civics, geography, history, and economics and build learning in a continuum from a focus on school and the local region in the early grades, to the state, nation, and the world in the later grades.
- Grade 4: North American Geography and Peoples – Maintains the current focus at this grade for continuity with existing curricula; study of the physical geography of N.America leads to study of the geography and early history of the United States by region, including the study of native peoples and early European exploration of each region.
- Grade 5: U.S. History to the Civil War and the Modern Civil Rights Movement – Maintains continuity with existing curricula with the addition of a new section on the civil rights movement of the mid-20<sup>th</sup> century to connect with civics topics and introduce a segment of history from the 20<sup>th</sup> century.

**Highlights of the Revision of the MA History-Social Science Framework: November 2017**  
**An Overview of the Full Working Draft Anticipated in January 2018**

**Note:** The new full-year civics course at grade 8 necessitates some changes to the content of the 2003 standards in ancient and world history and geography formerly taught in middle school.

- **Grade 6 and Grade 7:** Provides a two-year sequence of world history and geography, including ancient and classical civilizations and selected topics in modern history, incorporating what is currently in Grades 6 and 7, organized by geographical regions: Latin America, the Middle East, North Africa, and Sub-Saharan Africa in Grade 6; Central and South Asia, North and East Asia, Southeast Asia and Oceania, and Europe in Grade 7.
- **Grade 8: Civics:** Presents conceptual topics (e.g., philosophical foundations of the United States political system, government institutions, citizenship rights and responsibilities, the Constitution, and Massachusetts government) and incorporates some standards previously found in US History I, US History II, and the Grade 12 American Government elective.

**Note:** The insertion of a full-year civics course at grade 8 also necessitates some changes to the current course options in high school. All students are expected to take US History I and II and at least one World History course, and preferably both World History I and II. Districts have discretion on the sequence of these courses. The Guiding Principles in the framework recommend that districts require four years of history and social science in high school. **Grades 9 -12:**

Four courses –US History I and II; World History I and II; or equivalent Advanced Placement or International Baccalaureate courses; two electives – United States Government and Politics, and Economics. The Economics course has a new set of standards for personal financial literacy.

**Highlights of the Revision of the MA History-Social Science Framework: November 2017**  
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**Summary of Scope and Sequence--Grades PreK-12**

		Current Draft
	<b>2003 Framework</b>	
Pre-K	Pre-K and K Standards combined	<i>Building a Foundation for Living, Learning, and Working Together</i>
K	Living, Learning, and Working Together (Pre-K and K Standards combined)	<i>Many Roles in Living, Learning, and Working Together</i>
1	True Stories and Folk Tales from America and Around the World	<i>Leadership, Cooperation, Unity, and Diversity</i>
2	E. Pluribus Unum: From Many, One	<i>Global Geography: Places and Peoples, Culture, and Resources</i>
3	Massachusetts and its Cities and Towns: Geography and History	<i>Massachusetts, Home to Many Different People</i>
4	North American Geography with optional standards for One Early Civilization	<i>North American Geography and Peoples</i> – Physical geography of North America including U.S, Canada, Mexico; focus on human geography and history by regions of U.S, to include native peoples, European exploration, colonies, later settlement and development, including the dates when states in the region were admitted to the United States
5	United States History, Geography, Economics, and Government: Early Exploration to Westward Movement	<i>United States History to the Civil War and the Modern Civil Rights Movement</i> – Includes the introduction of a 20 <sup>th</sup> century history topic to connect with civics and build students’ understanding of the historical context for content in the grade 8 civics course
6	World Geography	<i>World Geography and History I: Foundations of Civilization, Latin America, the Middle East and North Africa, Sub-Saharan Africa</i> – Integrated World Geography and History that includes Pre-History-ancient and classical civilizations, selected topics from modern history, studied by region; year 1 of a two-year sequence
7	Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History	<i>World Geography and History II: Central and South Asia, North and East Asia, Southeast Asia and Oceania, Europe</i> – Integrated World Geography and History that includes Pre-History-ancient and classical civilizations, selected topics from modern history, studied by region, ending with Europe, to include study of ancient and classical Greece and Rome as preparation for civics at g. 8; year 2 of a two-year sequence
8	World History I: The World from the Fall of Rome through the Enlightenment OR United States History I: The Revolution through	<i>United States History and Massachusetts Government and Civic Life</i> (1700-2017) – New civics course that explores the roots and founding principles of U.S. democracy, how and why it has developed over time, the role of individuals in maintaining a healthy democracy, state and local government

**Highlights of the Revision of the MA History-Social Science Framework: November 2017**  
**An Overview of the Full Working Draft Anticipated in January 2018**

	Reconstruction (1763-1877)	
9	<p>United States History I: The Revolution through Reconstruction (1763-1877)</p> <p>OR</p> <p>World History II: The Rise of the Nation State to the Present</p> <p>OR</p> <p>World History I: The World from the Fall of Rome through the Enlightenment (as outlined above)</p>	<p>Grades 9-12:  <b>US History I and II; World History I and II</b>, or equivalent Advanced Placement or International Baccalaureate courses; two electives at grade 11 or 12</p> <ul style="list-style-type: none"> <li>• All students are expected to take US History I and II and at least one world history course;</li> <li>• Districts have discretion on the sequence of these courses;</li> <li>• It is recommended that districts require four years of history and social science in high school;</li> <li>• The title "Modern World History" replaces the title "World History II".</li> </ul> <p><u>Grade 9</u>  US History I (1840-1920, note revised time period, to avoid redundancy with content at grade 5, 1763-1840)  OR  World History I (500-1800) note revised time period</p>
10	<p>United States History II: Reconstruction to the Present (1877 to 2001) OR</p> <p>United States History I: The Revolution through Reconstruction (1763-1877)</p> <p>OR</p> <p>World History II: The Rise of the Nation State to the Present</p>	<p>One of the following:</p> <p>US History I (1840-1920, note revised time period, to avoid redundancy with content at grade 5, 1763-1840)</p> <p>US History II (1920-2017, note revised time period)</p> <p>World History I (500-1800 note revised time period)</p> <p>World History II (1800-Present)</p>
11	<p>United States History II: Reconstruction to the Present (1877 to 2001) OR</p> <p>World History II: The Rise of the Nation State to the Present</p>	<p>See options above</p>
12	<p>Elective: Economics</p> <p>Elective: American Government</p>	<p>See options above</p> <p>Maintain Electives:  <b>Economics</b> – now includes personal financial literacy standards  American Government, now <b>United States Government and Politics</b></p>

# Massachusetts History and Social Science Curriculum Framework

Abbreviated Working Draft  
for the  
Massachusetts Board of Elementary and Secondary Education  
November 17, 2017

## Introduction

Vision and the Origins of this Framework  
A Renewed Mission: Education for Civic Life in a Democracy  
Guiding Principles  
The Scope, Sequence, and Content of the Grades and Courses  
The Organization of the Framework

## Standards

Standards for History and Social Science Practice, Pre-Kindergarten to Grade 12  
Content Standards for Grade 8: United States and Massachusetts Government and Civic Life  
Standards for Literacy in History and Social Science, Grades 6-8

- Text in black indicates text from the 2003 Framework that has not changed
- Text in red indicates rewording of text from 2003
- Text in red highlighted in yellow indicates new content in the Introduction or Standards
- Text in black highlighted in yellow indicates Standards that were shifted from one grade or course to another.

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# Letter from the Commissioner

TBD after public comment

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## Acknowledgements

### Massachusetts Curriculum Framework for History and Social Science

#### Review Panel 2017-2018

**\*Antonio Arvelo**, Humanities Teacher,  
Margarita Muñiz Academy, Boston Public  
Schools

**Kathleen Babini**, Social Studies Curriculum  
Coordinator, Plymouth Public Schools (retired)

**Laura Baker**, Professor of History and History  
Education, Fitchburg State University

**Debra Block**, Consultant, English Language Arts  
and History/Social Studies

**Adrienne Bock**, Social Studies Program  
Coordinator 6-12, Andover Public Schools

**Kelley Brown**, Social Studies Department Head  
and Professional Development Coordinator,  
Easthampton High School

**Richard Cairn**, Emerging America Program  
Director, Collaborative for Educational Services

**Kathleen Conole** (Retired) Director of  
Curriculum and Instruction, Greater Lowell  
Technical High School

**\*Casey Cullen**, History Teacher, Westborough  
High School

**Jack Cutone**, Professor of Economics,  
Quinsigamond Community College

**Roger Desrosiers**, Massachusetts State  
Coordinator, We the People Program of the  
Center for Civic Education

**Vernon Domingo**, Professor of Geography,  
Bridgewater State University

**Louise Dube**, Executive Director, iCivics

**\*Kerry Dunne**, Middle and High School History  
Teacher and Department Head, Weston Public  
Schools

**\*Laura Edouard**, Vice Principal and History  
Teacher, City on a Hill Charter School

**Patricia Fontaine**, Professor of History  
Education, UMass Lowell

**\*Linda Forte**, Teacher, Midland Street  
Elementary School, Worcester Public Schools

**L'Merchie Frazier**, Director of Education and  
Interpretation, Museum of African American  
History, Boston and Nantucket

**Anastasia Gogol**, Associate Director,  
Discovering Justice

**\*William Golen**, Social Studies Curriculum  
Coordinator, Williams Middle School,  
Longmeadow Public Schools

**\*Jason Hilton**, Social Studies Teacher,  
Wachusett Regional High School

**\*Christopher Hoeh**, Second Grade Teacher,  
Cambridge Friends School

**\*Laura Hubert**, Teacher and Coach, Berkowitz  
Elementary School, Chelsea Public Schools

**\*Adam Ingano**, History and Social Science  
Director, Westford Public Schools

**Frances Jones-Sneed**, Professor of History,  
Massachusetts College of Liberal Arts

**Colleen Kelly**, History and Social Science Liaison,  
Worcester Public Schools

**\*Angela Lee**, History Teacher, Weston High  
School

**Gorman Lee**, Director of Social Studies,  
Braintree Public Schools

**Susan Majka**, Director of Social Studies,  
Springfield Public Schools

**Rashaun Martin**, Social Studies and World  
Languages Supervisor, Haverhill Public Schools

**Christopher Martell**, Professor and Social  
Studies Education Program Director, Boston  
University

**\*Anthony Mathieu**, Social Studies Teacher,  
Boston Latin Academy, Boston Public Schools

**Eileen McQuaid**, Associate Principal of  
Curriculum and Instruction, Brockton Public  
Schools

**Michelle Morrissey**, Director of Instruction in  
Humanities and World Languages, Boston  
Collegiate Charter School

**\*Justin Norton**, Eighth Grade Humanities  
Teacher, Boston Latin Academy, Boston Public  
Schools

**\*Matthew Oosting**, History Teacher, North  
Reading Public Schools

**\*Robert Powers**, History and Social Science  
Director, Plymouth Public Schools

**\*Debra Price**, Teacher, Harvard-Kent  
Elementary School, Boston Public Schools

**Jose Reyes**, Supervisor of Humanities 6-12,  
Marlborough Public Schools  
**Siobhan Ryan**, Director of School Improvement  
and Leadership Services, Fall River Public  
Schools

**Roberta Schaefer**, Founder, Worcester Regional  
Research Bureau; Lecturer/Visiting Assistant  
Professor, Political Science; former member of  
the Board of Elementary and Secondary  
Education

**Natacha Scott**, Director of History and Social  
Studies, Boston Public Schools  
**Cedric Woods**, Director, UMass Boston Institute  
for New England Native American Studies

### **Content Advisers**

**External Partner**  
**Jill Norton**, Abt Associates

**Massachusetts Executive Office of  
Education**  
**Tom Moreau**, Assistant Secretary of Education  
**B Kim**, Policy Analyst

**Massachusetts Department of  
Elementary and Secondary  
Education**  
**Jeffrey Wulfson**, Acting Commissioner  
**Heather Peske**, Senior Associate Commissioner

\*PK-12 Teachers

**Center for Instructional Support**  
**Rachel Bradshaw**  
**Alexia Cribbs**  
**Lisa Keenan**  
**Ronald Noble**

**Office of Literacy and Humanities**  
**David Buchanan**  
**Jennifer Soalt**  
**Susan Wheltle**

**Office of Educator Development**  
**Matthew Holloway**

**Office of Student and Family Support**  
**Rachelle Engler Bennett**  
**Mary Jane Crotty**  
**Kristen McKinnon**  
**Donna Traynham**

**Office of Student Assessment Services**  
**Catherine Bowler**  
**Amy Carithers**  
**Michol Stapel**

**The authors and contributors to the 1997  
and 2003 editions of the *Massachusetts  
History and Social Science Curriculum  
Framework***

## Introduction

### Vision

All students in the Commonwealth of Massachusetts have the right to an education that prepares them to be inquisitive, to understand the past, and to promote the ideals of equality, justice, liberty, and the common good for all peoples in the world.

### The Origins of this Framework

The Massachusetts Education Reform Act of 1993 directed the Commissioner and the Department of Education to create academic standards in a variety of areas, including history and social science. The Act specified that all students should learn about “major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers” and learn to understand and “respect...the contributions made by diverse cultural, ethnic and racial groups to the life of the commonwealth.”

Massachusetts adopted its first set of standards for history and social science in 1997 and revised them in 2003. The 2003 document presented standards for history social and science content for individual elementary and middle school grades and high school courses. The content in that document served as the basis for the content and organization of the current framework. Work on the current framework began in 2016 with the selection of a History and Social Science Curriculum Framework Review Panel, consisting of 43 members drawn from PK-12 schools and districts and higher education institutions. The group met for six working sessions during the course of 2017, consulting research in the field of teaching history and social science as well as frameworks from other states, provinces and nations.<sup>1</sup>

The 2003 Framework began with an essay adapted from *Education for Democracy, A Statement of Principles: Guidelines for Strengthening the Teaching of Democratic Values*. Written to commemorate the 200<sup>th</sup> anniversary of the signing of the United States Constitution in 1787, the full essay was an argument for the humanities as the core of a liberal education. Signed by 100 educators, legislators, scholars, and other distinguished citizens, the essay explained why knowledge of history and government was an indispensable precursor for informed civic engagement. An excerpt from the essay in the 2003 *Massachusetts History and Social Science Curriculum Framework* is included below, as an acknowledgement of the legacy of the Commonwealth’s work in curriculum standards in history and social science.

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<sup>1</sup> Materials consulted in the development of the Framework include publications of the Center for Civic Education, the Advanced Placement Program of the College Board, the International Baccalaureate Program, the Stanford University History Education Group, the Fordham Foundation, the College, Career, and Civic Life Framework of the National Council for the Social Studies, the National Standards for Financial Literacy, Massachusetts Curriculum Frameworks for English Language Arts and Literacy, Mathematics, and Science and Technology/Engineering, curriculum frameworks for history and social science from California, Connecticut, Delaware, Georgia, Hawai’i, Illinois, Indiana, Iowa, Michigan, Mississippi, New York State, New York City, Utah, and Virginia, the social studies, history and geography curriculum of Ontario, Canada, the social studies curriculum of British Columbia, Canada and the National Curriculum Programmes for history, geography, and citizenship of the United Kingdom See Appendix D.

**Education for Democracy**  
**An Excerpt from the Introductory Essay**  
**of the**  
**2003 Massachusetts History and Social Science Curriculum Framework<sup>2</sup>**

Our cultural heritage as Americans is as diverse as we are, with multiple sources of vitality and pride. But our political heritage is one – the vision of a common life in liberty, justice, and equality as expressed in the Declaration of Independence and the Constitution (more than) two centuries ago.

To protect that vision, Thomas Jefferson prescribed a general education not just for the few, but for all citizens, “to enable every man to judge for himself what will secure or endanger his freedom.” A generation later, Alexis de Tocqueville reminded us that our first duty was to “educate democracy.” He believed that all politics were but the playing out of the “notions and sentiments dominant in a people.” These, he said, are the “real causes of all the rest.” Ideas, good and bad, have their consequences in every sphere of a nation’s life.

Our call for schools to purposely impart to their students the learning necessary for an informed, reasoned allegiance to the ideals of a free society rests on three convictions:

First, that democracy is the worthiest form of human governance ever conceived.

Second, that we cannot take democracy’s survival or its spread or its perfection in practice for granted. ...

Third, we are convinced that democracy’s survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us as Americans. ...

Liberal and humane values are neither revealed truths nor natural habits. There is no evidence that we are born with them. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint and self-respect – all these must be taught and learned and practiced. They cannot be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy. ...

The kind of critical thinking we wish to encourage must rest on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good and ill, are not at all obsolete. Instead, the quicker the pace of change, the more critical it will be for us to remember them and understand them well. We insist that without this knowledge, citizens remain helpless to make the wise judgments hoped for by Jefferson.

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<sup>2</sup> Excerpted and adapted from *Education for Democracy: A Statement of Principles. Guidelines for Strengthening the Teaching of Democratic Values*, primary author Paul A. Gagnon. Publication of the Education for Democracy Project, a joint project of the American Federation of Teachers, the Education Excellence Network, and Freedom House (Washington, D.C. American Federation of Teachers, 1987). The publication is available from [files.eric.ed.gov](http://files.eric.ed.gov), publication ED313271.

First, citizens must know the fundamental ideas central to the vision of the 18<sup>th</sup> century founders, the vision that holds us together as one people of many diverse origins and cultures. ...

Second, citizens must know how democratic ideas have been turned into institutions and practices, the history of the origins and growth and adventures of democratic societies on earth, past and present. ...

Third, citizens in our society need to understand the current condition of the world and how it got that way, and be prepared to act upon the challenges to democracy in our own day. ...

This is no small order. It requires systematic study of American government and society, of comparative ideologies and political, economic, and social systems; of the religious beliefs that have shaped our values and those that have shaped others; and of physical and human geography. How can we avoid making all of this into nothing more than just another, and perhaps longer, parade of facts, smothering the desire to learn?

We believe that the answer is to focus upon the fateful drama of the historical struggle for democracy. The fate of real men and women, here and abroad, who have worked to bring democratic ideas to life deserves our whole attention and that of our students. It is a suspenseful, often tragic, drama that continues today, often amid poverty and social turmoil. Advocates of democracy remain, as before, prey to extremists of Left and Right, who are well-armed with force and simple answers. The ongoing, worldwide struggle for a free center of “broad, sunlit uplands,” in Churchill’s phrase, is the best hope of the earth, and we would make it the heart of a reordered curriculum for history and social science.

## **A Renewed Mission: Education for Civic Life in a Democracy**

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to be thoughtful and active participants in a democratic society. Throughout their pre-kindergarten to high school years, students must become aware that “government of the people, by the people, for the people” is not just a historical phrase from Lincoln’s Gettysburg Address, but an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students’ development of the knowledge, skills, and dispositions of citizens who embrace democracy’s potential and its challenges.

People who are prepared to continue the legacy of democracy in the United States:

- Know the fundamental ideas central to the vision of the 18<sup>th</sup> century founders, the vision that holds us together as one people of many diverse origins and cultures.
- Know how democratic ideas have been turned into institutions and practices, and the history of the origins and growth and adventures of democratic societies on earth, past and present.
- Understand what economic, social, cultural, religious, and military conditions have helped to shape democratic practices.
- Understand the purposes, principles, and practices of the United States government as established by the Constitution, which includes their rights and responsibilities, and how to exercise them in local, state, and national government; understand that, in the United States, the Constitution has evolved in part because of the action of state courts and governments.
- Understand how individuals, groups, organizations, the United States government, and state and local governments have worked to address the fair and equitable realization of the ideals set forth in the Constitution, even in the face of opposition and challenges.
- Are knowledgeable about local, state, and national politics and policies, understand the current condition of the world and how it got that way. They are prepared to discuss, and when called upon, to act on the challenges to democracy in our own day.

## Guiding Principles for Effective History and Social Science Curriculum

### Guiding Principle 1

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

Study of history and social science prepares students to understand their rights and responsibilities as informed citizens of a democratic society and the shared values of this country. To become informed citizens, students need to acquire knowledge 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 freedom, equality, and human and civil rights have shaped the United States,
- the achievements of democratic government and the challenges to maintaining it,
- ways to act as a citizen and influence government within the democratic system.

### Guiding Principle 2

#### **Every student deserves to study an effective history and social science curriculum every year, from pre-kindergarten through 12<sup>th</sup> grade.**

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 curriculum is given adequate time in the school day to build knowledge and skills of increasing complexity. 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. Middle school Standards are written to deepen students' capacity to think logically and conduct research. At the high school level, where students should take at least four courses in United States and world history, the Standards require interpretation and synthesis of complex ideas about the nature and behavior of individuals, groups and institutions.

### Guiding Principle 3

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

The fields of history, geography, civics, and economics form the core of a history and social science curriculum. Under this broad umbrella are the history of the arts, philosophy and ethics, and religions, and developments in science, technology, and mathematics. The Content Standards of this framework are designed to include this breadth of knowledge, not as isolated facts to be memorized but as useable knowledge to be integrated in logical ways.

### **Guiding Principle 4**

**An effective history and social science curriculum builds students' abilities to reason, analyze data, make logical arguments, support claims with valid evidence, and think for themselves.**

In an effective history and social science curriculum, 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/social science disciplines to English language arts and literacy. In the course of applying these practices, students learn 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 recognize the importance of point of view, particularly as they try to understand events as people in the past saw them. They learn to apply different forms of analysis, using such approaches as close reading of texts, visual analysis, spatial/geographical analysis, or quantitative reasoning applied to data.

### **Guiding Principle 5**

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

A rich curriculum in history and social science introduces students to concepts and academic language that ultimately improve reading comprehension. Researcher Daniel Willingham contends that “teaching content is teaching reading.”<sup>3</sup> Content knowledge improves reading comprehension because it enables a child 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 them to read texts that address topics of increasing complexity in the social sciences at the high school and college level.

### **Guiding Principle 6**

**An effective history and social science curriculum incorporates the study of current events and media literacy**

When teaching history and social science, teachers have a unique responsibility to help students consider current events in a broader historical, geographical, or economic context. Using the grade or course Content Standards as a guide, students and teachers can choose relevant news stories that are significant to them and to society. Reading about and discussing events as they unfold, when outcomes are still uncertain, can sharpen students' sense of curiosity and inquiry. Incorporating current events also builds the habit of following local, national, and global journalism in order to be a well-informed and engaged citizen. Students also learn to take a critical stance toward what they read, hear, and view in news stories and editorials, and on websites, television, and social media, distinguishing fact from

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<sup>3</sup> See Liana Heitin in *Education Week* ([Cultural Literacy Creator Carries on Campaign](#), October 12, 2016) and Daniel Willingham in *American Educator* ([How Knowledge Helps](#), Spring 2006).

opinion, reasoned judgment supported by evidence from bias, and reliable sources of information from unreliable ones.

### **Guiding Principle 7**

#### **An effective history and social science curriculum teaches students about using data analysis as a social science research technique.**

History and social science teachers have a long history of teaching students to read, interpret, and create graphs, charts, maps, and other visual displays of data. New opportunities for answering questions with data are available in the ever-expanding supply of online databases. Teachers can play a powerful role is helping students find and use reliable sources of data to support inquiry. Effective history and social science programs, particularly at the high school level, provide opportunities for students to apply their mathematical knowledge of quantitative reasoning and statistics to inquiries on topics in history and social science. Teachers also make students aware of how social scientists use computing and “big data” to answer questions, solve problems, and create effective visual displays to communicate complex relationships among variables.

### **Guiding Principle 8**

#### **In an effective history and social science curriculum, students develop social and emotional skills.**

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Examples of how teachers can use history and social science to develop students’ social and emotional learning include:

- helping students understand how their own unique experiences, imagination, and ideas influence their perceptions of and feelings about history and current situations (self-awareness);
- encouraging and further developing students’ own power to take thoughtful action (self-management);
- increasing students’ understanding of others’ human needs and civil rights (social awareness);
- encouraging students to collaborate respectfully with diverse peers (relationship skills); and
- providing opportunities for students to make informed choices when participating in democratic practices (responsible decision making).

## Scope, Sequence, and Content of the Grades and Courses

### **Pre-Kindergarten: Building a Foundation for Living, Learning, and Working Together**

Students are introduced to four major fields of social studies: civics (respecting one another, cooperating, and obeying rules); geography (understanding the connections between places and people); history (recalling personal experiences); and economics (understanding working, earning money, and buying things).

### **Kindergarten: Many Roles in Living, Learning, and Working Together**

Students learn about classroom democracy, local geography, the histories of United States and community traditions, and economics in the context of work and money.

### **Grade 1: Leadership, Cooperation, Unity and Diversity**

Students learn about leadership on many levels, the meaning of citizenship, reading and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services.

### **Grade 2: Global Geography: Places and Peoples, Culture, and Resources**

Students learn about global geography, looking at reasons why people settle in particular places, why they migrate, how they bring culture with them, and how they earn a living, exchange goods and services, and save for the future.

### **Grade 3: Massachusetts, Home to Many Different People**

Students study Massachusetts and New England, beginning with their own city or town. They explore interactions of Native Peoples and European explorers and settlers; ideas about self-government; and the Massachusetts people who led the American Revolution.

### **Grade 4 North American Geography and Peoples**

Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective. They learn about ancient civilizations on the continent, early European exploration and expand map reading and mapmaking skills and approaches to geographic reasoning introduced in grades 2 and 3, applying concepts of how geography affects human settlement and resource use, and how the United States grew from the original 13 states to the 50-state nation of today.

### **Grade 5: United States History to the Civil War and the Modern Civil Rights Movement**

Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the Revolution, the development of the Constitution and early Republic, the expansion of the United States, sectional conflicts that led to the Civil War, and the Civil Rights Movement of the 20<sup>th</sup> century.

### **Grade 6: World Geography and History I: Foundations of Civilization: Latin America, the Middle East and North Africa, and Sub-Saharan Africa**

As the first part of a two-year sequence on this content, students study the development of civilizations and then focus on physical geography and history of Latin America, the Middle East/North Africa, and Sub-Saharan Africa.

### **Grade 7: World Geography and History II: Central and South Asia, North and East Asia, Southeast Asia and Oceania, Europe**

Grade 7 continues the sequence from grade 6, focusing on the ancient civilizations and physical and political geography of Asia, Oceania and Europe. Grade 7 concludes with a study of government in classical Greece and Rome, which serves as a prelude to the study of Civics in grade 8.

### **Grade 8: United States and Massachusetts Government and Civic Life**

Students study the roots and foundations of United States and Massachusetts democratic government, how and why government institutions have developed over time, and the role of individuals in maintaining a healthy democracy in the nation and the Commonwealth of Massachusetts.

### **High School: United States History I and II, late 18<sup>th</sup> Century to the Present**

Students begin their study of United States history in high school with a review of constitutional principles and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, America's entry into World War I and its impact on the United States, and the early 20<sup>th</sup> century quest for social justice for all citizens. In United States History II, they learn about the Great Depression, New Deal, World War II, the Cold War, social, cultural, and technological change, concluding with an examination of domestic and global policies and politics of the United States in the first two decades of the 21<sup>st</sup> century.

### **High School: World History I and II, 6<sup>th</sup> Century to the Present**

Building on their understanding of world geography and civilizations from middle school, students in World History I study cultural, political, and economic developments in Africa, Asia, and Europe from approximately 500 to c. 1800. World History II examines how modern world history, beginning with the 19<sup>th</sup> century, has been shaped by the past, how nations and empires are born, rise, interact, and sometimes fall. In studying the modern period, students consider the importance of ethical, political, economic, and scientific ideas in shaping nations and globalization.

### **High School Elective: United States Government and Politics**

This elective builds on the grade 8 Civics and United States History I and II courses to deepen understanding of United States government and to examine current United States politics. Students learn about their rights and responsibilities and how to exercise these in local, state, and national government.

### **High School Elective: Economics**

This elective examines the economic concepts of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. A unit on personal financial literacy shows the practical application of financial concepts to students' lives as consumers, producers, savers, investors, workers, and voters.

## The Organization of the Standards for History and Social Science

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

The seven history and social science practices are designed to encompass civic knowledge, dispositions, and skills and the elements of the inquiry and research process that are integral to a robust and rich social science experience and curriculum.

### **Grade Level Content Standards for Pre-K -8; Course Standards for High School**

From pre-kindergarten through grade 8, each grade has its own set of Content Standards that focus on the specific history and social science content and that are written so that the standards for each grade build on the knowledge and skills that students acquired in previous grades. At the high school level there are standards for six full-year courses: United States History I and II, World History I and Modern World History, United States Government and Politics, and Economics. High School course requirements are set by schools and districts, but Guiding Principle 7 of this Framework recommends that all students to take four years of history and social science at the high school grades in order to be prepared for college, careers, and civic participation.

### **Guiding and supporting questions for each grade or course**

Guiding questions that can initiate inquiry are placed in the introduction to each grade or course, with sample supporting questions under each of the main topics of the Content Standards. These two types of questions are included not as prescriptive guidelines but as generative examples to help teachers develop their own questions, suited to the grade-level appropriate texts their students use for reference.

### **Standards for Literacy in History and Social Science, Pre-K-K, 1-2, 3-5, 6-8, 9-10, 11-12**

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains standards for reading, writing, and speaking and listening in history and social science. These standards are drawn from the *Massachusetts English Language Arts and Literacy Curriculum Framework (2017)*.

# **Standards**

## **Standards for History and Social Science Practice, Pre-kindergarten to Grade 12**

### **Content Standards for Grade 8**

### **Standards for Literacy in History and Social Science, Grades 6-8**

## Standards for History and Social Science Practice, Pre-Kindergarten to Grade 12

The following Standards for History and Social Science Practice can be applied from Pre-K-12 and across all of the social science disciplines. The seven practices are designed to reflect the work of political scientists, economists, geographers, historians, and ordinary citizens. The history and social science practices were intentionally designed to be integrated with the Content Standards and Standards for Literacy in the Content Areas. They encompass all of the elements of the research process, and are integral to a robust and rich social science curriculum.

### 1. Demonstrate civic knowledge, skills, and dispositions.<sup>4</sup>

- **Civic knowledge** includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.
- **Civic intellectual skills** encompass knowing how to identify, assess, interpret, describe, analyze and explain matters of concern in civic life.
- **Civic participatory skills** encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.
- **Civic dispositions** encompass values, virtues and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity to communicate in ways accessible to others.

### 2. Develop focused questions or problem statements and conduct inquiries. The ability to develop focused research questions in history/social science or define the dimensions of a particular policy problem is central to learning in these disciplines. They learn that each field in the social sciences has its own ways of defining questions. For example, in studying the Great Depression,

- **A political scientist** might ask *How did the major political parties, government institutions and the private sector respond?*
- **An economist** might ask *What were the economic causes of the Depression?*
- **A geographer** might ask *How did the Depression affect areas of the United States differently?*
- **A historian** might ask *What related economic, political and social events preceded the Depression?*

This Standard corresponds to Writing Standard 7 for Literacy in the Content Areas.

### 3. Organize information and data from multiple primary and secondary sources. Student researchers gather and organize information from a variety of online, print and other sources. In the history and social science fields, they pay close attention to whether the source is primary or secondary. Primary sources were created during the period under

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<sup>4</sup> This definition of civic knowledge, skills, and dispositions is taken from the definition of college and career readiness and preparation for civic life adopted by the Massachusetts Board of Elementary and Secondary Education in 2013 and amended in 2016.

study (e.g., census data, a map, an interview, a speech, or an artifact such as a building, painting, or tool). Secondary sources are later interpretations or commentaries that build upon the primary sources. Often students will use primary and secondary sources together to compose an argument, because each source provides a different type of information. This Standard corresponds to Reading Standards 1-3 for Literacy in the Content Areas.

**4. Analyze the purpose and point of view of each source; distinguish opinion from fact.**

Students exercise their reading skills such as identifying the purpose of a document and the point of view or motives of its author. As students search for answers to questions such as *What really happened in Lexington and Concord on April 19, 1775?*, the key distinction between verifiable fact and various forms of opinion becomes very important to them. This Standard corresponds to Reading Standard 6 for Literacy in the Content Areas.

**5. Evaluate the credibility, accuracy, and relevance of each source.**

Students investigating a question using online sources often find all too much material, some of it conflicting. The ability to be discerning and skeptical consumers of information is a crucial college, career, and civic skill. Beginning in elementary school, students should learn how and why to assess, verify, and cite sources. This Standard corresponds to Reading Standard 8 for Literacy in the Content Areas.

**6. Argue or explain conclusions, using valid reasoning and evidence.**

The strength of an argument or explanation lies in its logical development of ideas, acknowledgement of counterclaims, and use of reliable supporting evidence. Effective arguments and explanations often go beyond text alone to include well-chosen and relevant visual elements such as photographs, maps, and displays of quantitative data. Students' ability to adapt a presentation to the task, purpose, and audience and their ability to respond to questions are important skills for civic participation. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in the Content Areas.

**7. Determine next steps and take informed action, as appropriate.**

One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include

- Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research;
- Engaging in discourse beyond the classroom in the form of letters to the editor, presentations in public settings on matters of policy, or providing information to others in community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in the Content Areas.

## Grade 8 United States and Massachusetts Government and Civic Life

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions included are not meant to be prescriptive but rather to suggest possible avenues for discussion and research.

### Grade 8 History and Social Science Topics The philosophical foundations of the United States political system

#### The development of the United States government

#### The institutions of the United States government

#### Rights and responsibilities of citizens

#### The Constitution, Amendments, and Supreme Court decisions

#### The structure of Massachusetts state and local government

### Literacy in History and Social Science

In studying these topics, students apply grades 6-8 [reading, writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 5, 6, 7 and High School

*Fifth graders* studied the U.S from the Revolution to the Civil War and were introduced to the 20<sup>th</sup> century Civil Rights Movement. *Sixth and seventh graders* learned world geography and history, including the origins of democratic government in ancient Greece and Rome. High school students will study both United States History and World History to the present.

### Standards for History and Social Science Practice, Pre-K-12\*

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.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the beginning of the Standards section.

## Grade 8 Content Standards

Building on knowledge from previous years, students should be able to:

### Topic 1: The philosophical foundations of the United States political system

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

1. Explain why the government of ancient Athens is considered the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., *civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law*). **(Derived from Grade 7)**
2. Describe the government of the Roman Republic and its contribution to the development of republican principles evident in the modern world, (e.g., *separation of powers, rule of law, representative government, and the notion of civic duty/common good*). **(Derived from Grade 7)**
3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., Locke, Montesquieu). **(Derived from U.S. History I)**
4. Explain how British ideas and practices about government influenced American colonists and the political institutions that developed in colonial America (e.g., *the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education/literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union*). **(Derived from High School U. S. Government elective, with additions)**
5. Describe similarities between the principles of the system of government in the United States and governing structures of Native Peoples (e.g. the Iroquois Confederacy).

### Topic 2: The development of the United States government **(Derived from U.S. History I)**

Supporting Question: *How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?*

6. Identify the experiences and events that led the colonists to declare independence and explain the key ideas about equality, representative government, limited government, rule of law, natural rights, common good, and the purpose of government as contained in the Declaration of Independence.
7. Identify and analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events (e.g., Shays's Rebellion) leading to the Constitutional Convention.
8. Identify the various leaders of the Constitutional Convention and describe the major issues (e.g., *distribution of political power, rights of individuals, representation and rights of states, slavery*) they debated and how the issues were resolved.
9. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., *federalism, factions, checks and balances, independent judiciary, republicanism, limited government*).

Note: Important topics of individual Federalist Papers: Federalist 10-factions;  
Federalist 9-strong union; Federalist 39-republican government; Federalist 51-three

branches of government independent of each other will ensure liberty; Federalist 78-  
importance of an independent judicial branch and judicial review.

10. Identify the Bill of Rights and why the rights enumerated in it are called amendments.

Explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

11. Explain the constitutional principles of limited government (e.g., *federalism, separation of powers, checks and balances, rule of law*), popular sovereignty, natural rights and republican government. **(Derived from U.S. History I)**

### **Topic 3: The institutions of United States government** (Derived from High School U. S. Government elective, with additions)

**Supporting Question: *How do the institutions of the U.S. political system work?***

12. Distinguish the three branches of government (separation of powers):

- Congress as the legislative branch,
- the Presidency and the executive agencies as the executive branch, and
- the Supreme Court and other federal inferior courts as the judicial branch.

13. Examine the interrelationship of the three branches (the checks and balance system).

- **Congress:** enumerated powers, general powers, limits on power, checks on other two branches; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, minority leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures
- **the Presidency:** roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Education, Health and Human Services, Homeland Security; executive departments and agencies, such as the intelligence and regulatory agencies and the branches of the military
- **the Supreme Court:** role and powers, checks on other two branches, lower courts

14. Describe the respective roles of each of the branches of government

15. Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.

- **Elections:** running for legislative office (U.S. Representative – unlimited two-year terms, U.S. Senator – unlimited six-year terms), or executive office (President – two four-year terms and Vice President –unlimited four-year terms) and the function of the Electoral College in Presidential elections
- **Nomination by the President and confirmation by Congress:** Supreme Court Justices and Secretaries/agency heads in the executive branch]

16. Describe the structure and role of political parties at the state and national levels.

### **Topic 4: Rights and responsibilities of citizens** (Derived from High School U. S. Government elective, with additions)

**Supporting Question: *What is the role of the individual in maintaining a healthy democracy?***

17. Explain the different ways one becomes a citizen of the United States.

18. Describe the roles and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office).

19. Distinguish among civic, political, and private life.

20. Define and provide examples of fundamental principles and values of American political and civic life (e.g., *liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy*).
21. Examine how citizens need to be informed about freedoms and rights while maintaining social responsibility to others (e.g., media/news literacy, common good).
22. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
23. Examine and evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).
24. Identify opportunities for political leadership at school, in the community, and at the state and national levels.
25. Explain the importance of individuals working cooperatively with their elected leaders.
26. Explain the importance of public service, and identify career and other opportunities in public service locally as well as at the state and national levels.
27. Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
28. Examine the actions of citizens or political leaders who have demonstrated political courage for the greater good or those whose actions have failed to live up to the ideals of the Constitution.
29. Examine the actions of whistleblowers and political protesters to determine whether their actions are motivated to uphold the common good.
30. Examine the role of a free press in a democracy.
31. Examine the influence of public and private interest groups in a democracy.
  - a. Describe how lobbyists both shape and reflect regulatory, military, political and social interests.
  - b. Explain how new technologies broaden the influence of the media and public interest groups.
  - c. Explain the role of policy research organizations (e.g. Brookings Institute, Heritage Foundation) in shaping news, debate, and public policy.

### **Topic 5: The Constitution, Amendments, and Supreme Court decisions<sup>5</sup>**

Supporting Question: *How has the Constitution evolved over time?*

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<sup>5</sup> Useful resources for this section include [Landmark Cases of the Supreme Court](#) (Street Law, Inc., and the Supreme Court Historical Society), the [Official Website of the Supreme Court](#), [The Supreme Court for Educators](#) (Public Broadcasting System/WNET), the [Bill of Rights Institute](#), and the [National Constitution Center](#).

32. Explain why the “necessary and proper” clause<sup>6</sup> was added to the Constitution and describe the process created by the Framers that enables the Constitution to change over time through Acts of Congress.

33. Explain the historical context and significance of changes in the Constitution, including key amendments.

Examples of amendments include the:

a. Fourteenth Amendment (1868): citizenship rights, equal protection of laws

b. Nineteenth Amendment (1920):the right for women to vote in federal and state elections

c. Twenty-Sixth Amendment (1971): lowering the voting age from 21 to 18 in federal elections

34. Analyze the underlying Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and civil rights for individuals.

35. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection of individuals over time (race, gender, disability).

Examples of laws relating to civil rights:

a. Civil Rights Act (1964)

b. Voting Rights Act (1965)

c. Americans with Disabilities Act (1990)

d. Individuals with Disabilities Education Act (1990) **(Derived from U.S. History I, with additions)**

36. Explain the principle of judicial review and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.

37. Research, analyze, and report orally or in writing on **one** area (*a, b, or c*, below) in which Supreme Court decisions have made significant changes over time in citizens’ lives.

a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example,

*Tinker v. Des Moines Independent Community School District* (1969)

The Court held, 7-2, that students’ right to protest is protected in schools.

*Bethel School District v. Fraser* (1986)

The Court held, 7-2, that students’ right to use vulgar language is not protected in schools.

*Hazelwood School District v. Kuhlmeier* (1988)

The Court ruled, 5-3, that students’ right to school-sponsored student speech in a school newspaper may be restricted with educational justification.

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<sup>6</sup> Under Article I, Section 8, Congress has the power “to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers vested by this Constitution in the Government of the United States, or any Department or Officer thereof.”

*Citizens United vs. Federal Election Commission (2010)*

The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech.

b. Interpretations of the due process clause and the equal protection clause of the Fourteenth Amendment, for example

*Dred Scott v. Sandford (1857)*

The Court dismissed the case brought by Dred Scott, an African-American, to obtain his freedom from slavery, 7-2, on the grounds that African-Americans were not citizens, that the Congress could not ban slavery in federal territories, and the due process clause prohibits the government from freeing slaves brought into territories.

*Plessy v. Ferguson (1896)*

The Court upheld, 7-1, the ruling that racial segregation was constitutional under the the “separate but equal” doctrine.

*Brown v. Board of Education of Topeka (1954)*

The Court unanimously overturned the “separate but equal” doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional.

*Mapp v. Ohio (1961)*

The Court, redefined, 6-3, implementation of the exclusionary rule (evidence collected in violation of an individual’s Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states.

*Loving v. Virginia (1967)*

The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional.

*Obergefell v. Hodges (2015)*

The Court held, 5-4, that same sex marriage is protected under the Fourteenth Amendment.

c. Interpretations in cases where individual rights versus the common good were in conflict, for example,

*The United States Flag and the Pledge of Allegiance*

*Minersville School District v. Gobitis (1940)*

The Court held, 8-1, that the state’s interest in national unity allowed school boards to require students to salute the flag.

*West Virginia State Board of Education v. Barnette (1943)*

Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment.

*Texas v. Johnson* (1989)

The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause.

**School Prayer**

*Engel v. Vitale* (1962)

The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause.

**National Security**

*Korematsu v. United States* (1944)

The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional.

*Clapper v. Amnesty International* (2012)

The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts.

**Gun Control**

*District of Columbia v. Heller* (2008)

The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.

**Topic 6: The structure of Massachusetts state and local government?** (Derived from High School U. S. Government elective, with additions)

Supporting Question: *What is the role of state and local government in the U.S. political system?*

38. Compare and contrast the functions of state government and national government.
39. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.
40. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
41. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
42. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify what powers are granted to states by the Tenth Amendment.
43. Identify the limits of state government outlined by the Tenth Amendment.
44. Identify additional protections provided by the Massachusetts Constitution that are not

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<sup>7</sup> Useful websites include [Commonwealth of Massachusetts: Your Government](#) and the [Massachusetts Municipal Association](#)

- provided by the U.S. Constitution.
45. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).
  46. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch
    - a. The executive branch (governor and agencies)
    - b. The legislative branch (state representatives and state senators)
    - c. Courts of law (Supreme Judicial Court, lower court system)
  47. Give examples of tax-supported facilities and services provided by the Massachusetts state government.
  48. Explain the major components of local government in Massachusetts, including
    - a. For cities, the roles and functions of mayors, city councils, school committees, commissions
    - b. For towns, the roles and functions of city managers, boards of selectpersons, representative and open town meetings, school committees, commissions
    - c. For counties: courts and sheriff's departments
  49. Give examples of tax-supported facilities and services provided by local governments, such as public schools, parks, recreational facilities, police and fire departments, and libraries. **(Derived from Grade 3)**

## Standards for Literacy in History and Social Science, Grades 6-8

Note that these are from *the Massachusetts English Language Arts and Literacy Curriculum Framework, 2017* and to be used in conjunction with the Content Standards and the Standards for History and Social Science Practice.

### Reading Standards for Literacy in the Content Areas: History/Social Science, Grades 6-8

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
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).

#### Integration of Knowledge and Ideas

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

#### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

### Writing Standards for Literacy in the Content Areas, Grades 6-8

#### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.
  - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Narrative Writing (See note; not applicable as a separate requirement.)<sup>8</sup>

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

#### Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening Standards for Literacy in the Content Areas, Grades 6-8

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly.

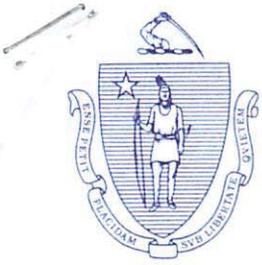
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<sup>8</sup> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
  3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

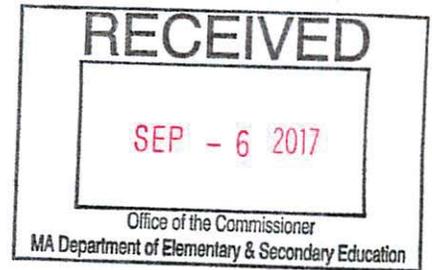
#### Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



THE GENERAL COURT OF MASSACHUSETTS  
STATE HOUSE, BOSTON 02133-1053

J. Leitz  
J. Wulfson ✓  
copy



August 31, 2017

Acting Commissioner Jeff Wulfson  
Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906

Dear Commissioner Wulfson:

We write today in support of the process to create a new social studies framework curriculum. Like many of our colleagues in the legislature we are passionate about improving social studies and civic education and have filed legislation towards this goal. We have put together a working group of legislators to coordinate our efforts and wish to continue an open and collaborative process with DESE to ensure that our work is supportive and conducive to the creation of a new framework curriculum emphasizing civics.

To continue this collaboration we request a meeting at a mutually agreeable time, ideally in the next month, to share what has been put forth by legislators and to explore ways in which we can work together this legislative session. For many reasons, we believe now is the right time to ensure all children receive a robust civics education and leave our schools not just ready for the workplace, but ready to exercise their rights and fulfill their duties as citizens.

As elected leaders with broad geographic constituencies, we remain in constant contact with our constituents, educators and local leaders. The message that they have sent is that revitalization of civic education is critical to reverse current trends among young adults of declining civic engagement and the troubling loss of prominence of history and civics education in our schools. In addition to learning the basic facts necessary to understand the rules of engagement, so many educators have told us that a hands-on/experiential approach is a necessary component to our efforts and is especially important to children from lower income school districts.

We share a conviction that experiential learning is critical for effective civics education, and are imagining several age-appropriate projects, ideally student led, in the mix as a requirement for graduation. Our conversations include a focus on a set of ideal civics competencies, including media/news literacy, and on appropriate recognition of excellence in civics for both students and teachers.

We are eager to get your thoughts on what legislative action we might take to advance these ideas and to explore how they might complement and enhance your work on the new social studies curriculum framework. We look forward to collaborating with you and the team and hope to discuss this in person soon.

Sincerely,



Harriette L. Chandler  
State Senator  
1<sup>st</sup> Worcester District



Jay R. Kaufman  
State Representative  
15<sup>th</sup> Middlesex District



Eileen M. Donoghue  
State Senator  
1<sup>st</sup> Middlesex District



Linda Dean Campbell  
State Representative  
15<sup>th</sup> Essex District



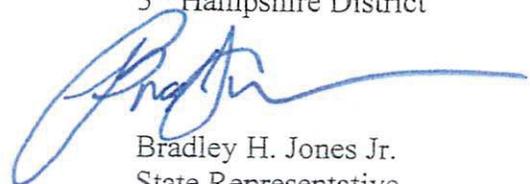
Eric P. Lesser  
State Senator  
1<sup>st</sup> Hamden and Hampshire District



Solomon Goldstein-Rose  
State Representative  
3<sup>rd</sup> Hampshire District



Bruce E. Tarr  
State Senator  
1<sup>st</sup> Essex and Middlesex District



Bradley H. Jones Jr.  
State Representative  
20<sup>th</sup> Middlesex District