National Survey of Course Offerings and Testing in Social Studies
Kindergarten - Grade 12

Council of State Social Studies Specialists
An Associated Group of the National Council for the Social Studies
COUNCIL OF STATE SOCIAL STUDIES SPECIALISTS

The Council of State Social Studies Specialists is an organization founded in 1965, with the primary goal of providing a vehicle for the exchange of ideas among the various states. Its members include the specialists, consultants, and supervisors who have responsibilities for social studies education in the various state departments of education/public instruction. The membership officially meets once a year just prior to the annual convention of the National Council for the Social Studies. Other meetings are planned and held as is feasible and desirable. In these meetings, a program is planned which attempts to familiarize the members with now developments and provides an opportunity for cooperative endeavors and coordination of The members have many common rules, responsibilities, and problems; yet each has a position that is somewhat unique.

State social studies specialists occupy positions that require a variety of roles to strengthen instruction for school students. At times activities involve the specialists with local schools within the state; with the various bureaus, offices, and divisions of the state education department; with institutions of higher education within the state; with programs established by state and federal legislation; with professional organizations, and with public and private agencies outside of the state department of education. The various duties performed are summarized in the following sections relative to the roles and responsibilities of the state social studies specialists.

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2002 -2003

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New Mexico State Department of Education

Ester Dunnegan  President- Elect
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This publication, National Survey of State Requirements, Course Offerings and Assessment in Social Studies, Kindergarten - Grade 12, is an annual revision of a May 1976 survey conducted by Dr. Jeri M. Sutton and staff of the Social Studies Service, Virginia Department of Education. The Council of State Social Studies Specialists (CS4) commissioned an update of the survey which was published in 1986. The council’s purpose was to develop a profile of social studies course offerings and requirements in grades K-12 for the 50 states and the District of Columbia. The committee that compiled the 1986 version included Dr. Thomas A. Elliot, Virginia Department of Education, and Mr. Paul G. Johnson, formerly with the Nebraska Department of Education. In 1988, Dr. Judith S. Wooster, formerly of the New York State Education Department, revised the profiles of course offerings, and included information about testing for each state and the District of Columbia.

From 1989 to 1995, this publication was updated by Dr. Cordell M. Svengalis, Iowa Department of Education. From 1995 to 1997 this edition, it has been edited by Patricia Dye of Massachusetts and Lewis Huffman in Delaware. As you can see it has been a few years since we have updated this information. Since then John LeFeber has drug us kicking and screaming into the world of internet technology. State requirements and course offerings has been gathered electronically for the first time in our organization’s history. It is the hope of CS4 that the information contained in this publication will be of assistance to the many audiences interested in social studies education. If additional information is needed on state social studies programs, please call the state social studies contact directly.

Marcie Taylor-Thoma
President 2001-02
Council of State Social Studies Specialists
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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten—Citizenship: Living in My World
Grade 1—History and Geography: Exploring My World
Grade 2—Interdependence: Making a Difference in Our World
Grade 3—The Land and Its People
Grade 4—Alabama History and Geography
Grade 5—United States Studies to 1900
Grade 6—United States Studies Since 1900
Grade 7—Citizenship, World Geography
Grade 8—World History and Geography to 1500
Grade 9—World History and Geography Since 1500
Grade 10—U.S. History and Geography: Beginnings to 1900
Grade 11—U.S. History and Geography: 1900 to the Present
Grade 12—American Government, Principles of Economics

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

In grades 3-8 the norm-referenced test (SAT-10) will be given (previously SAT-9). This test is purchased. In grades 10-12 the Alabama High School Graduation Exam is developed by the state. (In grade 10 for social studies, the exam is a "pregraduation exam." If the students pass the test in the 10th grade, they do not have to retest in the 11th grade.

In March 2003 a committee will begin a yearlong process to revise the social studies course of study. The completed document will be submitted to the state board of education in February 2004.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Many social studies educators are very concerned about the lack of attention given to social studies in the state. In the 2001-2002 school year, there were no social studies state assessments until grade 10. The message was clear to K-9 educators that social studies was not as important as other disciplines. Many schools have let social studies courses linger behind other courses. In addition, the lack of emphasis on state history within the curriculum has certainly raised concerns among educators with the revision of the course of study approaching.
CURRENT CURRICULUM PROJECTS

A few secondary schools are applying for the Teaching American History grants. Several secondary schools have already received these grants.

A revival of Alabama History Day (National History Day) is beginning to take place. Hopefully this will ignite an interest in social studies at all grade levels.

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Updated: 02/18/2003

No information was available at the time of publication.
Arizona

No information was available at the time of publication.

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http://www.ade.state.az.us/
Arkansas

Updated: 09/25/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Grade Level K-4
History and culture of Arkansas (one unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences), geography, economics, and civic education.

Grade Level 5-8
History and culture of Arkansas (one unit at grades 5 and 6, with an emphasis at grade 5), the nation, and the world (including foreign language experiences), geography, economics, and civic education.

Grade Level 9-12
A minimum of four units of social studies must be offered in every program for grades 9–12. Three units of social studies are required for graduation.

The following courses must be taught in grades 9-12:

- one unit of American history each year with an emphasis on 20\textsuperscript{th}-century America
- one unit of world history
- one-half unit of civics/government
- one-half unit of Arkansas history, if not taught in grades 7 or 8
- any other courses approved by the department of education

Comments:
A social studies curriculum framework was designed in April 1994 by a committee of 21 educators drawn from throughout Arkansas. The framework included six strands.

In 1999 the social studies curriculum framework was revised. This was the first revision made to the document. One major difference in the revised framework is the number of strands. The revised framework contains five strands, instead of six. The five strands include Time, Continuity, and Change; People, Places, and Environments; Production, Distribution, and Consumption; Power, Authority, and Governance; and Social Science Processes and Skill.

Local school districts are required to align their social studies instruction and conduct curriculum alignment workshops that correspond with the revised social studies framework.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Arkansas does not have an end-of-course social studies assessment. The department of education has proposed an end of course social studies assessment in its five-year plan. Funding has not been made available for such an assessment.

The SAT-9 is administered at grades 5, 7, and 10. A section of this test assesses social studies content knowledge.
ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Purchased

The SAT-9 is a national test that is purchased.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

In 1993 the standards for accreditation listed courses that could be taught as social studies electives. The new standards for accreditation (2000) do not list the courses. Therefore any course that is outside American history, world history, Arkansas history, and civics must be preapproved through a course approval process. A committee at the state department of education handles the course approvals.


KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Social studies teachers are aligning their local curriculum with the revised (2000) social studies framework.

The teaching of Arkansas history is being emphasized more than in the past. Act 787 of 1997 requires schools to teach Arkansas history. This legislation also mandates that no person may be certified as a social studies teacher or an elementary school teacher unless such person has successfully completed at least three hours of college coursework in Arkansas history. Since the law was passed, teachers coming out of state colleges have shown a tremendous increase in their own knowledge and teaching skills in the field of Arkansas history.

The use of technology in social studies classrooms is improving. Schools in the state still need to work on incorporating technology into social studies classrooms.

CURRENT CURRICULUM PROJECTS

- The Arkansas history framework was recently revised. The old framework consisted of six strands. The new Arkansas history framework consists of the same five strands used in the revised K–12 social studies framework. The revised Arkansas history framework will be posted on the department of education’s web site in November 2002.

- Social Studies benchmarks have been developed for grades K–8. The revised social studies framework is written in grade clusters (K–4, 5–8, 9–12). Since the framework is written in grade clusters, the wording is written in broad terms. Student learning expectations define what students must demonstrate proficiently by the end of the grade cluster. The benchmarks that have been created are grade-specific. They state what a first grader can and should be able to achieve. The benchmarks include sample activities for each benchmark. The activities are not mandated, but they can offer assistance to teachers and curriculum coordinators. The social studies benchmarks will be added to the
A list of social studies resources and state and national organizations has been added to the department of education’s web site. This list of "links" provides teachers and administrators with immediate access to primary and secondary sources, lesson plans, national standards, and state resources. The list of curriculum links can be found at http://arkedu.state.ar.us/curriculum/helpful_link.

Course descriptions are being developed for the social studies courses that have been approved by the department of education.

Course goals for civics will be developed by a committee of classroom teachers in 2003.

**GENERAL COMMENTS**

The revised K–12 social studies curriculum framework, revised K–12 Arkansas history framework, K–8 social studies benchmarks and sample activities, the African-American resource guide, and future social studies documents and resources can be found at http://arkedu.state.ar.us/curriculum/frameworks.html.

The Arkansas Council for Social Studies (ACSS) List Serve is available to Arkansas teachers, historians, museum curators, education coordinators, and other individuals interested in the advancement of social studies education. The ACSS List Serve can be found at http://list.k12.ar.us/mailman/listinfo/acss.

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California
Updated: 11/07/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten—Learning and Working Now and Long Ago
Grade 1 - Child’s Place in Time and Space
Grade 2 - People Who Make a Difference
Grade 3 - Continuity and Change, Local History and Geography
Grade 4 - California History and Geography
Grade 5 - U.S. History and Geography: Making a New Nation
Grade 6 - World History and Geography: Ancient Civilizations
Grade 7 - World History and Geography: Medieval and Early Modern Times
Grade 8 - U.S. History and Geography: Growth and Conflict
Grade 9 - Elective Year. (Schools choose course(s) to be offered.)
Grade 10 - Modern World History, Culture and Geography
Grade 11 - Twentieth-Century U.S. History and Geography
Grade 12 - Principles of American Democracy (1 semester); Economics (1 semester)

Comments:
All courses are full-year courses except for the 12th grade, as indicated. Each course has grade-level state standards for content and skills adopted by the state board of education.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Grade 8 - 75 item California standards test based on the 6th, 7th, and 8th grade standards. Will be administered for the first time in 2003. (M, D)
Grade 10 - 60 item California standards test based on the 10th-grade standards. (U, M)
Grade 11 - 60 item California standards test based on the 11th-grade standards. (U, M)
Optional Golden State examinations to qualify for an honors diploma are given in 11th and 12th grades in modern U.S. history, government/civics, and economics, based on the state standards for 11th and 12th grades. (U, A)

Comments
All California standards tests are multiple-choice tests based on the standards for the courses outlined above. The Golden State examinations are combined multiple-choice and essay tests, also based on the standards for the courses and/or grades indicated.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Developed by state
Assessments are developed under strict state specifications by outside contractors, with the test products subject to state approval.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Instructional resources, curriculum materials, and assessments are being aligned with the state standards. Test scores are used to calculate the academic performance index that evaluates the schools and makes them eligible for rewards or sanctions.
PUBLICATIONS/DOCUMENTS


Other material may be periodically available from the CDE Press. Check the online catalog at http://ww.cde.ca.gov/cdepress.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

The key issues are adapting school and classroom practice to the requirements of the standards assessment-accountability reforms and focusing on improvements in student achievement. Other issues are finding and acquiring financial resources to provide sufficient assistance so students can meet the state standards in an educational environment characterized by extraordinary cultural and linguistic diversity.

CURRENT CURRICULUM PROJECTS

Online history-social science course models provide standards-aligned lessons in grades K-12 as well as opportunities for teachers to exchange information and share knowledge. Visit http://www.history.ctaponline.org.

GENERAL COMMENTS

Much information about California’s state standards, curricula, assessments, instructional resources, useful links, and other matters is most easily available on the state department’s website at http://www.cde.ca.gov or the history-social science-specific part of the site at http://www.cde.ca.gov/statetests/history.

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Colorado

No information was available at the time of publication.

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Connecticut

Updated: 12/13/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

“In the public schools a program of instruction offered shall include at least the following subject matter…social studies, including but not limited to, citizenship, economics, geography, government and history…and that such program of instruction shall be offered in a planned, ongoing and systematic manner.”

Three years of social studies are required for high school graduation. Most schools require one year of United States history. All schools must provide and students must pass one-half credit in civics in order to graduate from high school.

Comments:
Each school district designs its own social studies curriculum according to the requirements embedded in state statute as described above. The Social Studies Framework is used to assist schools in developing their own curriculum.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

L—Local decision for testing in social studies prevails.
UMS—The Connecticut Academic Performance Test (CAPT) is mandated and given in the spring of each school year.

Comments:
CAPT is not really a social studies test. It is a reading and writing test. Although the test uses a current issue approach, it is scored for reading and writing and not for social studies content. Connecticut participated in the Comprehensive Social Studies Assessment Project. Local districts can use the items to design their own district and/or classroom assessments.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Developed by the state

The Grade 10 Connecticut Academic Performance Test is developed by a testing company under contract. The state has a committee that approves the items to be piloted as well as the anchor papers for scoring purposes.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

A new civics requirement for high school graduation goes into effect for the class of 2004; all students must earn one-half credit in civics/government.

PUBLICATIONS/DOCUMENTS

Social studies publications are available on the education department’s home page. Selected publications can be viewed or downloaded at http://www.state.ct.us/sde/dtl/curriculum/currsoc.htm.
KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Issues facing Connecticut social studies are the continued decline in elementary social studies, the lack of high-stakes social studies assessment and the resultant declining curriculum focus, and the dramatic decline in funding for professional development in social studies.

CURRENT CURRICULUM PROJECTS

Social studies curriculum frameworks are being revised. The new frameworks will be available in 2003.

An ongoing resource website for social studies assessment has sample activity descriptions and rubrics with student work. It can be visited at ctcurriculum.org.

Recent legislation encouraging international study and exchange has spawned increased interest in developing social studies programs with international components. The department has received one Fulbright-Ha Group Projects Abroad grant, and there are plans to do more. Information on the Fulbright is posted on the department’s website at http://www.state.ct.us/sde/dtl/curriculum/currsocs.htm.

GENERAL COMMENTS

Curriculum decisions are made at the local level in Connecticut. Connecticut does not have a state-mandated curriculum. For subject areas where there is a high-stakes assessment, there is a movement toward consistency in content and instruction. Social studies is not tested so it is difficult to make assumptions about Connecticut’s social studies program of instruction.

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http://www.state.ct.us/sde/
Social studies instructional programs and course offerings in the public schools in Delaware must be aligned with the social studies curriculum framework. Local school districts and charter schools must provide instructional programs in social studies for grades K-12. All public school students in grades K-8 must be enrolled in a social studies program, and high school students in grades 9-12 must complete three credits in social studies to graduate from high school. All social studies programs and courses are based on the following standards.

**CIVICS**
Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. Standard Two: Students will understand the principles and ideals underlying the American political system. Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens. Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.

**GEOGRAPHY**
Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geographics. Standard Two: Students will develop knowledge of the ways that humans modify and respond to the natural environment. Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places. Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.

**ECONOMICS**
Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy. Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. Standard Three: Students will understand different types of economic systems and how they change. Standard Four: Students will examine the patterns and results of international trade.

**HISTORY**
Standard One: Students will employ chronological concepts in analyzing historical phenomena. Standard Two: Students will gather, examine, and analyze historical data. Standard Three: Students will interpret historical data. Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

**Comments:**
The curriculum framework rests on the foundation of four core disciplines of the social studies: civics, economics, geography, and history. Each discipline offers a distinct strategy for examining the world and provides students with specific intellectual and conceptual tools for analyzing causes and consequences. The state believes that these disciplines are the essential focus for citizenship education and that their importance should not be diminished. (Adapted from the introduction to the Social Studies Content Standards)
DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Testing the four core areas of social studies (civics, economics, geography, and history) began in 2000. The four core areas are tested in grades 8 and 11 in May of each year. The four core areas are tested in grades 4 and 6 in October of each year. (These tests measure the standards for grades K−3 and 4−5.)

The tests are mandated and are secure. The test scores of all four grades are part of school accountability for 2003. The Grade 11 test score will be part of an index that determines the type of diploma the student receives beginning with the test of 2005 for the graduating class of 2006. In 2006 the social studies score will be weighted equally with the other four disciplines: reading, writing, math, and science.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Developed by the state

A test development committee of Delaware educators writes the items for Delaware. These items go through review and editing processes in Delaware and the testing company the state uses.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Several models of scope and sequence have been developed for grades 9−11 to help teachers incorporate the four social studies disciplines into the high school curriculum.

Summer institutes help K−5 teachers learn how to integrate social studies with other subject areas.

No changes have occurred in the assessment.

PUBLICATIONS/DOCUMENTS

- Social Studies Curriculum Framework, Vol. I—Content Standards
- Social Studies Standards, End of Cluster Benchmarks, and Performance Indicators—Grades K-5
- Social Studies Standards, End of Cluster Benchmarks, and Performance Indicators—Grades 6-8
- Social Studies Standards, End of Cluster Benchmarks, and Performance Indicators—Grades 9-12
- Two released items documents are online:
  - Grades 8 and 11  2002
  - Grades 4 and 6  2002
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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Florida Department of Education
Course Descriptions for Basic Education Social Studies

Middle/Junior High Grades 6 to 8
http://www.firn.edu/doe/curriculum/crscode/basic612/sost68.htm

Senior High and Adult Grades 9 to 12
http://www.firn.edu/doe/curriculum/crscode/basic612/sost912.htm

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES
Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

At this time Florida does not have state social studies assessments.
Georgia

Updated: 12/11/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten: Myself, My Family, My World
The focus of the kindergarten program is on the student and the student’s interaction with family, peer group, school, and community. The study includes the importance of rules, existence of needs and wants, and introduction of national symbols and holidays. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness with which content should be introduced and taught for effective student understanding and mastery at this level. Social studies skills were developed at this level that should be integrated with the content to strengthen the instructional program.

Grade 1 - Families and Cultures of North America
The focus of the first-grade program is the study of North American families with a special emphasis on the United States. Other themes include wants and needs, transportation and communication, rules, citizenship responsibilities, and national symbols. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness with which content should be introduced and taught for effective student understanding and mastery at this level. Social studies skills were developed at this level that should be integrated with the content to strengthen the instructional program.

Grade 2 - Cultures and Customs Now and Then
This course is designed to examine the interaction of people with their geographic environments. Themes include the impact of climate and natural resources on how people meet their basic needs and wants. The following groups are studied: Plains and Eastern Woodlands American Indians, Early American Settlers, and Modern Day Residents of Australia and Japan. Other topics include flag etiquette and beginning economic concepts such as producers and consumers. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness with which content should be introduced and taught for effective student understanding and mastery at this level. Social studies skills were developed at this level that should be integrated with content to strengthen the instructional program.

Grade 3 - Communities
Third graders study communities—rural, urban, suburban, mountain, desert, and coastal. The origin and development of the local community is a major component of this study. Organizing themes include geography, economic development, technological changes, and the rights and responsibilities of citizenship. Pertinent objectives about Georgia have been integrated as appropriate. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness with which content should be introduced and taught for effective student understanding and mastery at this level. Social studies skills were developed at this level that should be integrated with the content to strengthen the instructional program.
content to strengthen the instructional program.

**Grade 4 - The Early Development of the United States**

This course begins with an overview of comparative regions of the United States. The major focus then shifts to an investigation of the geographic, historical, economic, civic, and cultural development of the early United States. A historical chronology of the growth of America serves as the organizing theme of this study. Rights and responsibilities of citizens are emphasized. Georgia history is integrated within the units during appropriate sequencing of events. The unit Civil War and Reconstruction may be included in this study but is not required. Local districts have been given the flexibility to teach Civil War and Reconstruction standards in fourth or fifth grades. The content standards listed at this level were developed sequentially for a school year. The numbers located at the right of each content standard represent sequence. This arrangement addresses the developmental appropriateness with which content should be introduced and taught for effective student understanding and mastery at this level. Social studies skills were developed at this level that should be integrated with the content to strengthen the instructional program.

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**Quality Core Curriculum 6—8**

In the revised 6—8 social studies curriculum, emphasis in the sixth and seventh grades is placed on the cultural and geographic study of selected regions. In the eighth grade students will study the geography and history and state and local governments.

Regions of study for sixth-grade study are the Americas, Europe (including Russia), and Oceania. Regions of study for seventh-grade study are Asia, Africa, and the Middle East.

**45.01 SOCIAL SCIENCE, SECONDARY, GENERAL (grades 9—12)**

45.01100 Comparative Religions
45.01200 Current Issues
45.01300 Technology and Society
45.01310 International Baccalaureate Information Technology in a Global Society
45.01400 The Humanities/Social Studies
45.01500 Psychology
45.01600 Advanced Placement Psychology
45.01700 International Baccalaureate Psychology

**45.02 ANTHROPOLOGY (Grades 9—12)**

CP T/CP21
45.02100 Anthropology
45.03 **SOCIOMETRY** *(Grades 9—12)*  
45.03100 Sociology  
45.03200 Ethnic Studies  
45.05 **POLITICAL SCIENCE AND GOVERNMENT** *(Grades 9—12)*  
45.05110 Civics/Citizenship  
45.05200 Advanced Placement Government/Politics: United States  
45.05300 Advanced Placement Government/Politics: Comparative  
45.05500 Constitutional Theory  
45.05600 The Individual and the Law  
45.05700 American Government  
*Students may take 45.05110 or 45.05700 for the required course; 45.05110 is designed for ninth and tenth grades; 45.05700 for eleventh and twelfth grades.*  
45.05800 Ethics and the Law  
45.05900 Peer Leadership I  
45.06 **ECONOMICS** *(Grades 9—12)*  
45.06100 Economics/Business/Free Enterprise  
45.06200 Advanced Placement Macroeconomics  
45.06300 Advanced Placement Microeconomics  
45.06400 Comparative Political/Economic Systems  
45.06500 International Baccalaureate Economics  
45.07 **GEOGRAPHY** *(Grades 9—12)*  
45.07110 World Geography  
45.07200 Asian Studies  
45.07300 Latin American Studies  
45.07400 Middle Eastern Studies  
45.07500 Sub-Saharan Studies  
45.07600 Local Area Studies/Geography  
45.07700 Advanced Placement Human Geography  
45.07800 International Baccalaureate Geography I  
45.08 **HISTORY** *(Grades 9—12)*  
45.08100 United States History  
45.08120 U.S. History in Film  
45.08200 Advanced Placement United States History  
45.08300 World History  
45.08110 Advanced Placement World History  
45.08400 Advanced Placement European History  
45.08500 Georgia History  
45.08600 Local Area Studies/History  
45.08700 International Baccalaureate History of the CP T/CP 22 Americas  
45.08800 International Baccalaureate Twentieth-Century History  
45.08900 Modern U.S. Military History, 1918—present  
45.09 **INTERNATIONAL RELATIONS** *(Grades 9—12)*  
45.09100 United States and World Affairs  
45.09200 World Area Studies  
45.09300 International Baccalaureate Internship  
45.09400 International Baccalaureate Theory of Knowledge  

**Comments:**  
Requirements for graduation for college prep include: one unit of world history, one unit of U.S. history, one-half unit of economics, and one-half unit of government/civics.  
Requirements for graduation for career technology include: one unit of world studies or world history, one unit of U.S. history, one-half unit of economics, and one-half unit of government/civics.

**DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES**  
Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

*Grades 3—8 CRCT tests in social studies*  
*Grade 9—12:*  
*Georgia high school graduation test*  
*End-of-course tests in economics, U.S. history*
ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Purchased

The RET division contracts out the development of the test so the test is specific and aligned with the quality core curriculum objectives for Georgia.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Georgia is revising the quality core curriculum for all content areas. Social studies is undergoing an in-depth revision to be ready for textbook adoption.

Georgia’s Content Standards
Georgia educators are developing broad-based content standards that will guide what students should know and be able to do from pre-kindergarten through the second year of postsecondary studies in language arts, mathematics, science, and social studies. Subsequent to the development of the broad-based content standards, Georgia’s quality core curriculum (QCC) standards in language arts, mathematics, science, and social studies will be revised. The following paragraphs explain the history of the QCC, the factors that have precipitated its revision, and the plan and timeline for its revision.

Development and Previous Revisions
In 1985 the passage of the Quality Basic Education Act (QBE) in Georgia mandated the creation of a state curriculum guide, the quality core curriculum, as well as the establishment of 76 student competencies. In 1995 the establishment of a state school improvement panel brought about a wholesale revision of the QCC, which was completed in 1997 and implemented in 1998. The decision was made at that point to align future revisions of the QCC to precede the textbook adoption process for each specific content area. A six-year cycle was established to accomplish this rotation. Since 1997 both mathematics and science QCC standards have been revised. Mathematics QCC standards were revised during summer 1999, January 2000, and July 2000. The state board approved these changes in December 2000. Science QCC standards were revised during summer 1999 and summer 2000. However, the revisions to the science QCC standards have not been presented to the state board of education for approval.

Recent Factors Impacting the QCC
Three important factors provided the impetus for revising Georgia’s quality core curriculum.

- In September 2000 the state board of education called for an independent audit of the QCC. That audit was conducted in September 2001 by a team from Phi Delta Kappa. The audit report, received by the state board in December 2001, indicated several areas in which the QCC could be made stronger and become more effective in guiding instruction for teachers in Georgia. Among other findings, the audit cited the lack of rigor and clarity in QCC standards. Further it reported gaps and redundancies in the standards in some content areas. The curriculum division of the state department of education developed a plan for the revision of the QCC based on two phases of development. The first phase involved research and data analysis; the second phase involved revision of grade-level and course curriculum standards. This plan was presented to the state board in March 2002.
• In February 2002 the education coordinating council cited the need to improve student performance in the area of mathematics. The board of regents agreed to lead such an initiative and began work on a National Science Foundation grant application (PRISM) focusing on both mathematics and science instruction that included revision of the QCC in these content areas. The PRISM grant called for two phases of standards revision. The first phase involved the development of broad-based content standards at intermittent grade levels; the second phase focused on the revision of specific grade-level and course curriculum standards.

• In January 2001 the No Child Left Behind Act was passed. This legislation called for challenging academic content standards that would be applied to all children in the state. These standards were to:
  • specify what children are expected to know and be able to do;
  • contain coherent and rigorous content; and
  • encourage the teaching of advanced skills.

This P–14 standards development and curriculum revision process involves the department of education, board of regents, department of technical and adult education, office of school readiness, and professional standards commission. In June 2002 the state board contracted with the professional standards commission for the services of Dr. Pam Adamson to coordinate the efforts of these state agencies to revise Georgia’s QCC. Dr. Judy Monsaas from the board of regents is working with Dr. Adamson to make this a seamless P–14 process.

The Revision Process
A curriculum revision leadership team, composed of representatives of the state board of education, the department of education, the board of regents, the department of technical and adult education, the office of school readiness, the Georgia Public Policy Foundation, the Southern Regional Education Board, the Georgia Association of Curriculum and Instructional Supervision, the office of planning and budget, and local school systems, guides the revision process.

Phase I of the curriculum revision process, which will occur during fall 2002, will focus on three tasks:

• The development of broad-based content standards for levels K, 3, 5, 8, 12, and 14. These content standards will provide the framework for specific grade-level and course content standards development. This is the “Who Do We Want to Be?” step in the process.

• The analysis of data regarding the strengths and weaknesses of the QCC (K–12). The data will include, but are not limited to, student performance data, including criterion-referenced competency tests, Georgia high school graduation tests, end-of-course tests (pilot data), National Assessment of Educational Progress, Scholastic Assessment Test, etc.; national reports on state curricula such as those of the Fordham Foundation, the American Federation of Teachers, Education Week, etc.; curriculum standards from other states that have demonstrated high performance or have been recognized for strong standards; national content standards; and the curriculum audit. This is the “Who Are We?” step in the process.
• The development of a blueprint for the revision of specific content standards for each grade level and course in language arts, mathematics, science, and social studies (P—12). This is the "How Do We Get There?" step in the process. This step will include a discussion of high school course offerings in each of the content areas.

More than 70 curriculum experts from Georgia school districts, regional educational service agencies, University System of Georgia schools, department of technical and adult education schools, and the office of school readiness will work on the first phase of curriculum revision. They will represent 30 school districts, three technical colleges, eight University System of Georgia schools, and five regional education service agencies.

Phase II of the curriculum revision process, which will occur during summer 2003, will focus on revising specific content standards for all grades and all courses from pre-kindergarten through the twelfth grade. Phase II work will be accomplished through the combined efforts of Georgia teachers and curriculum experts. The standards will be written to incorporate the following:

- clear and understandable language that will be teacher-friendly and effectively guide instruction;
- advanced skills and higher-level thinking;
- horizontal alignment to maximize learning opportunities, and
- vertical alignment to eliminate gaps and redundancies.

Throughout the process the progress of the committees will be shared across Georgia. Regular updates on the curriculum revision process will be available online. Input will be sought from all of Georgia’s educators and community members. When the state board has approved the revised QCC, additional teaching resources will be developed, and state-mandated student assessments will be adjusted to reflect the changes. Fall 2004 is the projected date for implementation of the revisions.

Timeline

- Phase I
  - Fall 2002
- Phase II
  - Summer 2003
- Professional Development
  - 2003-2004 School Year
  - 2004-2005 School Year
- Resource Development
  - Fall 2003
- Implementation
  - 2004-2005 School Year

PUBLICATIONS/DOCUMENTS

The objectives for social studies K—12 can be accessed at http://www.qlc.k12.ga.us/qcc/homepg.asp.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are strengthening the curriculum, writing objectives so they are clear and teachers understand what needs to be done, eliminating redundancy, creating pacing charts that guide teachers, developing curriculum guides for teachers, making the content relevant to students of the twenty-first century, addressing the need for social studies in the elementary grades, and integrating the social studies with reading and writing objectives that are clear and measurable.
CURRENT CURRICULUM PROJECTS

- Revision of the Quality Core Curriculum
- Possible survey of social studies teachers
- Creation of a website to link social studies teachers to agencies and organizations that provide services for them.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Themes

Kindergarten (Year)
- Our World: Democracy in Our Classroom
- Our World: Ourselves and Others
- Our World: Our Places

Grade 1 (Year)
- Our Community of Learners: Democracy in Action
- Our Environment: Democracy in Action

Grade 2 (Year)
- Our Democratic Community of Learners
- Community Study Project
- Doing History

Grade 3 (Year)
- Living in a Multicultural Democracy
- Explore the Unknown

Topics

Grade 4 (Year)
- Our Pacific Islands
- Life in Pre contact Hawaii Ahupuaa
- Early Monarchy
- Hawaii Then and Now

Grade 5 (Year)
- Three Cultures
- Colonies
- Declaration of Independence
- Revolutionary War
- Our Government
- Trail of Tears
- Native American and Contemporary

Courses

Grade 6 (Year)
- World Culture and History

Grade 7 (Year)
- History of Hawaiian Kingdom and Pacific Islands Studies (Semesters)

Grade 8 (Year)
- U.S. History

Grade 9 (Year)
- Modern Hawaiian History and Participation in a Democracy
*Elective now but may be a requirement for graduation.

Grade 10 (Semesters)
- U.S. History

Grade 11 (Semesters)
- World History

Electives

American Problems, Economics, Hawaiian Studies, Asian Studies, Psychology, Cultural Anthropology, Sociology, World Geography, European Studies, Ethnic studies, Political Processes

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

There is no state testing in social studies.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

All course descriptions were rewritten to reflect state standards. The state is recommending that grade 9 “Participation in a Democracy” become a one-half credit course required for graduation. The impact on teachers is great; many will have to revisit their methods and course content and reconstruct them to make them standards-based. The impact on students should be favorable if teachers use best practices, student-centered in-depth teaching, etc.
Key issues are teachers being assigned to teach out of their line or newcomers from the mainland being assigned to teach Hawaiian history, the lack of content knowledge at the elementary school level, professional development for teachers in best practices in teaching social studies, and large class loads and multi-course teaching assignments.

CURRENT CURRICULUM PROJECTS

- Standards-based instructional guide by grade and course
- Scope and sequence
- Social studies framework
- Professional development modules
- Teaching American History grant 2002—2005
- Foundations of Democracy/We the People
- History Day

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Idaho's suggested scope and sequence according to the implementation of the state achievement standards: (all courses are full year except for economics) K=Self; 1=Family; 2=Neighborhood; 3=Community; 4=Idaho History; 5=Introduction to American History; 6=Geography and Cultures: Western Hemisphere; 7=Geography and Cultures: Eastern Hemisphere; 8=Socia Science Exploratory: A Case Study of Idaho; 9=World History; 10=U.S. History 1; 11=U.S. History 2; 12=American Government; 12=Economics (one semester)

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

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All social studies courses are assessed at end of course. Models of knowledge tests and performance assessments are being developed by the department of education, but districts have the option of developing their own social studies assessments.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Developed by the state and/or local districts

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

All social studies courses are being aligned with the state achievement standards.

PUBLICATIONS/DOCUMENTS

Copies of completed courses of study are available online through the Idaho Department of Education.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

The key issue is standards alignment.

CURRENT CURRICULUM PROJECTS

Courses and assessments

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**Illinois**

**COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION**

Statute requires one course in U.S. history and one other elective for secondary students. A nine-week course in consumer education is also required.

**Grade-Level Title/Description Semesters**

**Kindergarten—Grade 6** No description provided.

**Grade 7 or 8** 2 semesters

U.S. History, which shall include a study of the Role and Contributions of American Negroes and other ethnic groups.

**Grade 7 or 8** 1 hour per week in grades 7—8

Patriotism and Principles of Representative Government, Proper Use of the Flag, Method of Voting, and U.S. and Illinois Constitutions. Students must pass an examination on this content to graduate.

**High School**

1 hour per week in all high school grades

Patriotism and Principles of Representative Government, Proper Use of the Flag, Method of Voting, and U.S. and Illinois Constitutions. Students must pass an examination on this content to graduate.

**High School Social Science (elective)**

1 Carnegie unit

**High School Consumer Education** 9 weeks

Comments:

There are numerous content requirements, not course requirements.

**DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES**

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High-stakes tests in social science are legislatively mandated at grades 4, 7, and 11.

**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES**

Developed by the state

**PUBLICATIONS/DOCUMENTS**

Sample assessment items are available in paper and electronic formats.

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

No Child Left Behind does not consider social science a core or basic area. Schools are starting to commit all resources to areas assessed to meet annual yearly progress goals.

**CURRENT CURRICULUM PROJECTS**

Standards aligned Classroom Financial Literacy
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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

The goal of social studies education is the development of informed, responsible citizens who can participate effectively in the nation's democracy. Academic standards for social studies address this goal by integrating a strong knowledge base with the skills for inquiry, thinking, and participation. The standards are organized around five content areas: history, civics and government, geography, economics, and individuals, society and cultures (psychology, sociology and anthropology).

Grade—Level - Title/Description

**Kindergarten** - Living and Learning Together: Students focus on their immediate environment, and emphasis is placed on social and civic learning experiences, including interaction with peers and respect for others.

**Grade 1** - Home, School and Nearby Environments: Students examine changes in their own communities over time, explore the way people live and work together around the world, and learn about the rights and responsibilities of citizens as they interact in home, school and local environments.

**Grade 2** - The Local and Regional Community: Students describe their basic rights and responsibilities in a democratic society as they examine local and regional communities in the present and past and how these communities meet people's needs.

**Grade 3** - The Local Community and Communities around the World: Students study development and change in the local community and in communities in other states and regions of the world, including how people have developed and used technology, as well as human and natural resources, in shaping communities and interacting with their environment. They also study how citizens participate in the government and civic life of the community.

**Grade 4** - Indiana in the Nation and the World: Students study Indiana and its relationships to regional, national and world communities. They consider the influence of physical and cultural environments on the state's growth and development and the principles and practices of citizenship and government in Indiana.

**Grade 5** - The United States—The Founding of the Republic: Students study the history of the United States to 1800, focusing on the influence of political, geographic, economic and cultural factors on early development. Emphasis is placed on the study of American Indian cultures, exploration, colonization, settlement and the founding period that produced the United States Constitution and Bill of Rights.

**Grade 6** - Peoples, Places and Cultures in Europe and the Americas: Students study the regions and countries of Europe and the Americas, including geographic, historical, economic, political and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.

**Grade 7** - Peoples, Places and Cultures in Africa, Asia, and the Southwest Pacific: Students study the regions and countries of Africa, Asia and the Southwest Pacific, including geographic, historical, economic, political and cultural relationships. The areas emphasized are Africa, Southwest and...
Central Asia, South Asia, Southeast Asia, East Asia and the Southwest Pacific.

**Grade 8 - United States History—Growth and Development:** Students briefly review the early history of the nation and then focus on national and state development through the Civil War and Reconstruction periods. Emphasis is placed on principles of the United States and Indiana Constitutions and the influence of political, geographic, economic and cultural factors on the development of Indiana and the United States.

**Grade 9—12 - United States History:** This course builds on concepts in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After review of fundamental ideas in the early development of the nation, students study key events, people, groups and movements in the late nineteenth, twentieth, and early twenty-first centuries as they relate to life in Indiana and the United States. (2 semesters required for graduation)

**United States Government:** This course provides a framework for understanding the purposes, principles and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state and national government. (1 semester required)

**Social Studies Electives:** 1 semester required Anthropology, applied economics, Asian studies, citizenship/civics, consumer economics, current issues/events, economics, ethnic studies, Indiana studies, international relations, introduction to social science, Latin American studies, law education, modern world civilization, political science, psychology, sociology, state and local government, topics in history, United States government, United States history, urban affairs, world geography, world history/civilization.

**Recommendations:** The Indiana State Board of Education and the Indiana Commission on Higher Education recommend 40 semester hours of core courses for all students who plan to pursue any type of postsecondary education. Titled "Core 40," this program includes the following expectations for social studies: 2 semesters of U.S. history, 1 semester of U.S. government, 1 semester of economics, 1 semester of world geography or world history, and 1 semester of an additional social studies course.

**DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Grade five</td>
<td>social studies assessment</td>
</tr>
<tr>
<td>D, M</td>
<td>Grade seven</td>
<td>social studies assessment</td>
</tr>
<tr>
<td>D, M</td>
<td>Grade nine</td>
<td>social studies assessment</td>
</tr>
<tr>
<td>D, M</td>
<td>End-of-course assessments for all Core 40 high school courses</td>
<td>D, M and L beginning 2005</td>
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**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES**

<table>
<thead>
<tr>
<th>Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ISTEP+ grades 5, 7 and 9 assessments are being developed with a testing company.</td>
</tr>
<tr>
<td>The Core 40 end-of-course assessments are being developed by the state with a local university.</td>
</tr>
</tbody>
</table>
Mandatory assessment in social studies for grade 5 begins in 2004. Assessment items are derived from the 2000 academic standards in social studies.

**PUBLICATIONS/DOCUMENTS**

- New K—8 social studies frameworks will be ready for distribution soon. They may be downloaded at [http://www.indianastandardsresource.org/](http://www.indianastandardsresource.org/).
- Economic education material K—12 at [http://www.mgmt.purdue.edu/centers/icee/IDOE/](http://www.mgmt.purdue.edu/centers/icee/IDOE/).
- Citizenship resource guide at [http://doe.state.in.us/publications/citizenshipguide.html](http://doe.state.in.us/publications/citizenshipguide.html).

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

A major concern is continued funding to support social studies education. With the new federal legislation, the state is working hard to keep social studies from becoming marginalized.

There is also a strong move to internationalize the curriculum.

**CURRENT CURRICULUM PROJECTS**

A guide that will help teachers integrate a variety of content areas using Chinese and American folktales.

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No information was available at the time of publication.

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Updated: 02/18/2003

No information was available at the time of publication.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Primary:

Grade 4 - Kentucky: Its Relations to the United States and to the World
Grade 5 - The United States and the Western Hemisphere
Grade 6 - World Geography
Grade 7 - World Civilizations of the Past
Grade 8 - United States History and Citizenship

Secondary:

Social studies; three credits (to incorporate U.S. history, economics, government, world geography, and world civilization) U.S. history (required) world civilization (required for college bound)

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Mandated - grades 5, 8 and 11

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Developed by the state

Kentucky teachers write test questions (open-response and multiple-choice). Questions are then submitted to a contractor who edits the questions. The contractor builds six different forms of the test. The multiple forms enable full coverage of the core content. Each form has one experimental question that the student answers, but the form is labeled A or B, which enables testing of two experimental questions. The live questions remain the same on both forms.

PUBLICATIONS/DOCUMENTS

• Kentucky Core Content for Assessment
• Kentucky Program of Studies
• Student Performance-Level Descriptions
• Academic Expectations
• Transformation: Kentucky’s Curriculum Framework

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Updated: 10/03/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

These descriptions and requirements come directly from the newly revised Chapter 127—INSTRUCTIONAL PROGRAM, ASSESSMENT AND DIPLOMA REQUIREMENTS from Maine state law.

"Each school board operating an elementary, middle or secondary school shall adopt a curriculum aligned with the content standards of the Maine Learning Results system."

Until 2007, when school districts must adopt a standards-based diploma that certifies a student's achievement of the learning results in social studies, American history and government and one other social studies course are the only programs required in Maine.

The content standards in Maine's learning results are clustered in civics/government; geography; economics; and history.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

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Maine's comprehensive assessment system for the social studies includes three levels: state, district, and classroom.

Statewide Assessment Program: "Each school administrative unit and each student enrolled in a school shall participate in the Maine Education Assessment (MEA) in grades 4, 8, and 11.

Social Studies will also be assessed at the district level based on the requirements of the local comprehensive assessment system rules in Chapter 127. These assessments will be in alignment with the performance indicators and content standards found in the learning results.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Developed by the state

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

The advent of the new content standards and the need for alignment has affected school districts. Many changes are being made to ensure students have fair opportunities to meet the standards and receive multiple ways to be assessed.

PUBLICATIONS/DOCUMENTS

Information regarding the Maine Learning Results, Chapter 127, the MEA, and the comprehensive system can be found on the website for the Maine Department of Education at:
http://www.state.me.us/education

CURRENT CURRICULUM PROJECTS

- Current curriculum and assessment project for social studies
- Designing for Understanding: Creating Units of Learning and Performance Tasks Based on Maine's Learning Results
- Maine assessment portfolio project
- Comprehensive social studies assessment project
- Local assessment development program
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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten—In the context of home students will study the social studies disciplines of geography, economics, political science, peoples of the nation and the world.

Grade 1 - In the context of school students will study the social studies disciplines of geography, economics, political science, peoples of the nation and the world.

Grade 2 - In the context of the school and local community students will study the social studies disciplines of geography, economics, political science and peoples of the nation and the world.

Grade 3 - In the context of local and world communities students will study the social studies disciplines of geography, economics, political science, and peoples of the nation and the world.

Grade 4 - In the context of Maryland up to contemporary times, students will study the social studies disciplines of geography, economics, political science and the peoples of the nation and the world.

Grade 5 - In the context of U.S. history through 1790, students will study the social studies disciplines of geography, economics, political science and the peoples of the nation and the world.

Grade 6 - In the context of world history up to and including the Middle Ages, students will study the social studies disciplines of geography, economics, political science and peoples of the nation and the world.

Grade 7 - In the context of contemporary world geography/culture, students will study the social studies disciplines of geography, economics, political science, peoples of the nation and the world and history.

Grade 8 - In the context of U.S. history through 1877, students will study the social studies disciplines of geography, economics, political science, peoples of the nation and the world.

Grade 9 - Government/civics or U.S. history

Grade 10 - Government/civics or U.S. history or world history

Grade 11 - Government/civics or U.S. history or world history

Grade 12 - Public policy and issues

Comments:

Mandated high school courses are government/civics, U.S. history and world history. Many electives and advanced placement courses are also offered.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

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Government/civics—in use—will be required as an end-of-the-course requirement in 2003.

U.S. History—in development.

ASSessment IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

State assessments are developed and scored in collaboration with Maryland educators and a measurement company.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Maryland recently lost its statewide assessment of social studies, K—8. It is now developing a voluntary state curriculum for pre-K—8. This document will be available in May 2003.
PUBLICATIONS/DOCUMENTS

- Government/Civics Core Learning Goals
- U.S. History Core Learning Goals

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

- ESEA has created state-mandated and federally mandated testing in reading and math alone, which creates problems for curriculum and instruction and relevancy at the district level.
- Teaching American History grants cut the state department of education out of the loop and pit counties and museums against one another.

CURRENT CURRICULUM PROJECTS

- Developing formative and summative models, 3-8.
- Developing research-based models of instruction, such as historical investigations, 4-8.

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Council of State Social Studies (CS4) Consultants
National Survey of State Requirements, Course Offerings and Assessment in Social Studies

**Minnesota**
Updated: 07/16/2003

**COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION**

Legislation passed in 2003 requires Minnesota students entering 9th grade in the 2004-2005 school year to graduate with at least a year of US history, a year of geography, half a year of civics and government, half a year of world history, and half a year of economics or demonstrated “mastery of the applicable subject matter, as determined by the local school district.”

Standards and benchmarks being developed will influence the development of social studies courses K-8.

**DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES**

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

There is no state testing in social studies.

**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES**

Standardized tests in math, reading, and writing were developed by the state. Because of federal legislation, science will be the next state-developed assessment.

**CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED**

The 2003 legislation requires the development of new K-12 standards and benchmarks in the social studies. The draft standards will be presented to the Legislature in February, 2004.

Numerous social studies resources—aligned with the previous standards, but still useful—have been developed over the past four years. Teachers and districts use the K-12 social studies framework to develop curriculum and encourage best practice instructional strategies. A supplement to this framework, published in 2002, focuses on sociology, anthropology, psychology and service learning.

The economic systems framework was developed in cooperation with the Minnesota Council on Economic Education.

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

The key issues in social studies in Minnesota are these critical questions:

- How will districts align and implement the new standards being developed?
- How will districts maintain good social studies programs when federal legislation is focusing attention and resources on math, reading and science testing?
- How will districts maintain social studies electives—especially in sociology, anthropology and psychology—in light of federal and state legislation and tight local budgets?
- How can we continue to value classroom-level performance assessment with so much emphasis on state-level standardized tests?
- How can we train teachers to use student work to inform curriculum, instruction and assessment?
CURRENT CURRICULUM PROJECTS

The current standards and benchmarks being developed will strongly influence future curriculum projects.

Previous curriculum and instruction projects that we hope to continue include training teachers to use protocols to look at student work to inform standards-based curriculum, instruction, and assessment. The social studies best practice members also have been trained in Fred Newmann’s research on authentic pedagogy and will be looking at student work using Newmann’s standards. This professional development is based on a model used in Minneapolis and St. Paul public schools that came out of a best practice grant from the state and a Teaching American History grant from the federal government. Local districts and professional organizations have used best practice grants in many areas, including social studies, to develop curriculum, improve instruction, support professional development, and integrate technology.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

**Kindergarten**: to provide socialization experiences that help children bridge their home life with the group life of school.

**Grade 1** - to help children understand family life and structure as well as the roles of family members in a global setting.

**Grade 2** - learning the importance of living in social groups in a global setting.

**Grade 3** - focuses on the community in a global setting.

**Grade 4** - focuses on Mississippi as an area of the earth and a political region.

**Grade 5** - focuses on the collective heritage of the people of the United States and the foundation of the American democratic society.

**Grade 6** - focuses on the cultural and historical developments in the Western Hemisphere with an emphasis on the neighbors of the United States.

**Grade 7** - focuses on the cultural and historical developments in the Eastern Hemisphere with an emphasis on Asia, Africa, Europe, Australia, and the Islands of the Pacific.

**Grade 8** - focuses on the historical development of the United States from pre-Columbian time to Reconstruction.

**Mississippi Studies**: designed to foster appreciation for the state and its culture,

1 semester **World History**: 1750 to the Present: based on prior knowledge of ancient history to the Industrial Revolution,

1 year **United States History**: 1877 to the Present: based on interwoven social, political, economic, and geographic changes in the United States from 1877 to the Present,

1 year **United States Government**: provides students with an understanding of civic life, politics, and the constitutional process,

1 semester **Economics**: focuses on the development of an awareness of the relationship of world economic systems,

1 semester **Introduction to World Geography**: designed to provide students with basic geographic content and skills,

1 semester **Advanced World Geography**: designed to provide students with the skills to ask geographic questions, acquire geographic information, arrange geographic information, analyze geographic information, and answer geographic questions,

1 year **Psychology**: focuses on the history, advances in technology, and both internal and external influences that affect human mental development,

1 semester **Sociology**: engages in the study of people and their life in groups,

1 semester **Biblical History of the Ancient Middle East 2000 B.C.-100 A.D.**: designed to investigate the history, culture, geography, economics, and political systems of the ancient Middle East,

1 year **Local Resource Studies**: designed to investigate how natural resources in Mississippi have been affected by history, economics, politics, and culture,

1 semester **Law-Related Education**: designed to study the importance of the law in students lives,

1 semester **Problems in American Democracy**: creates student awareness of the problems facing the United States today,

1 semester **Global Studies**: designed to study issues that challenge and concern citizens today, affect the lives of persons in other parts of the world, and cannot be adequately understood in a local or national context,

1 semester **Minority Studies**: designed to study ethnic and cultural diversity and the desirability of maintaining ethnic diversity within the common United States culture,
1 semester Humanities I: traces the formation and development of ancient and classical civilizations selected by the teachers and students. Humanities II: traces the formation and development of selected contemporary societies and cultures and how they were influenced by ancient and classical civilizations. Introduction to the Social Studies: designed to familiarize students with the seven primary social studies disciplines of study, which are history, geography, political science, anthropology, economics, sociology, and psychology.

1 semester Local Culture: investigates the cultural diversity of a local area through a study of its history, economics, politics, and geography.

1 year Future Studies: develops techniques in identifying, interpreting, and predicting trends across the various strata of the global society.

Field Experiences: may be added to any 7-12 social studies course and is used for laboratory, field-based instruction (1 semester)

ASSessment is developed by the state or purchased from testing companies or other sources

A committee of U.S. History from 1877 to the Present teachers, along with the Mississippi Department of Education social studies specialist and the Office of Student Assessment, gathered data from all 152 school districts for input as to what should be on the test.

Changes in Social Studies Course Offerings, Assessments, or Resources That Have Been Implemented or Are Planned

The state is revising the 1998 social studies framework. It will be sent for state board approval in 2004.

Publications/Documents

For a copy of the social studies framework, please visit http://ww.mde.k12.ms.us.

Key Issues Impacting Social Studies Education

Key issues are the lack of instruction in the primary and lower middle grades and the lack of training that preservice teachers acquire in certain social studies disciplines (e.g., economics).

Description of State Testing in Social Studies

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Subject-area testing for U.S. history from 1877 to the Present is a high-stakes test. This test includes 5 strands: International Relations, Domestic Affairs, Geography, Economics, and Civics. It is usually taken at the conclusion of the 11th grade course.

Failure of the test may result in taking the test over in 12th grade.

Comments

For more information on the U.S. history test, please visit the Office of Student Assessment’s website at http://ww.mde.k12.ms.us/acad/osg.
CURRENT CURRICULUM PROJECTS

Revision of 1998 Framework, process to be completed in 2004 Middle School Institute: eventually requirement of upcoming of those who seek certification in middle grades in social studies. Over a 2-year period, 80 CEUs will be required through a prescribed institute that will focus on middle school instruction, state curriculum content and process strands.

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No information was available at the time of publication.
Montana

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No information was available at the time of publication.

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Nebraska School Laws: American citizenship committee; created duties; required instruction; patriotic exercises; duties of officers.

79-724 “An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men throughout their lives, it is one of the first duties of our educational system to so conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the heart and mind of the youth of the state. (1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism, whose duties shall be: (a) To carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates; (b) Assure themselves as to the character of all American forms of government; and (c) Take all such other steps as will assure the carrying out of the provisions of this section. (2) Beginning with the school term in 1971, all American history courses approved for grade levels as provided by this section, shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) the war services in all wars of this nation. (3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose: (a) The recital of stories having to do with American history, or the deeds and exploits of American heroes; (b) The singing of patriotic songs and the insistence that every pupil shall memorize the Star Spangled Banner and America; and (c) The development of reverence for the flag and instruction as to proper conduct in its presentation. (4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive, and to develop a love of country. (5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters: (a) The constitution of the United States and the State of Nebraska; (b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and (c) The duties of citizenship. (6) Appropriate patriotic exercises suitable to the occasion
shall be held under the direction of the school superintendent in every public, private, denominational, and parochial school on Lincoln’s birthday, Washington’s birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session. (7) Every school board, the State Board of Education, each county superintendent of schools, and the superintendent of each individual school in the state shall be held directly responsible, in the order named, for carrying out the provisions of this section, and the neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Comments:
Elementary (K–6)
Elementary curriculum, K–6, normally includes at least one semester of Nebraska studies at the fourth-grade level. At the K–3 levels, the curriculum usually focuses on the child himself/herself, the family, and the community. At the fifth-grade level, United States history and geography are the key topics. Many schools teach American Neighbors (Canada, Latin America) at the sixth-grade level, though an increasing number of elementary schools are focusing on world geography in the sixth grade. In addition to Nebraska studies at the fourth-grade level, a growing number of fourth grades are receiving some type of introduction to geography, which usually involves the study of selected geographical areas around the world and the cultures that inhabit those areas.

Junior High School (7–8)
In most schools, Nebraska studies is also a topic for at least one quarter of seventh or eighth grade; many schools devote a whole semester to the study of Nebraska at this level, and some still study Nebraska for an entire year. In many schools, the basic textbook has become *Nebraska Studies*, originally published by the Nebraska Department of Education in 1983, and revised and reprinted within the last year. Some type of world regional geography is included in most junior high curriculums, and many schools offer American history, at least through the Civil War, at the junior high level. The middle school concept is gaining in popularity in Nebraska, and an increasing number of schools are reorganizing to place grades 6, 7, and 8—or even 5, 6, 7 and 8—in administrative units separate from the elementary school unit.

High School (9–12 or 10–12)
American history is taught in all high schools in Nebraska, either as a one-year course, or in two separate years, with American History to 1865 or 1877 comprising one year and American History 1865 (or 1877) to the present making up the second year. American government is also a requirement in all Nebraska high schools, not by state mandate, but by local choice; in most schools, American government and modern problems make up the two semesters of the senior year. In a few schools, however, American government is taught at the eleventh-grade level. World history is becoming a required course in a growing number of high schools, as is world geography. Where world history and world geography are not required, they are elective courses taken by the majority of the high school’s students. Economics, sociology, and psychology are other popular electives; some type of global studies/international education is also becoming a popular elective choice.

**DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES**

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

There are no mandated, high-stakes tests for social studies in Nebraska. Assessment
material will be created by teachers at their local educational service units (ESU). These assessment items will be secure in the ESU areas. Reporting on the assessments will occur at the 4th, 8th and 11th grades. However, assessment will be at the point of instruction.

**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES**

All assessment items will be written by the local teachers. Local assessment writers will have the option of using some of the assessment items from the comprehensive social studies assessment project.

**PUBLICATIONS/DOCUMENTS**

- Social studies frameworks
- *Teaching Strategies for Students with Diverse Learning Needs*
- Walk Through Nebraska (Volumes I, II, III)
- Character education guidelines

These materials can be found at the Nebraska studies resource homepage at [http://www.nde.state.ne.us/SS/](http://www.nde.state.ne.us/SS/).

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

The key issue is that the present White House is ignoring social studies education.

**CURRENT CURRICULUM PROJECTS**

There are no state curriculum projects. Some of the larger schools have taken it upon themselves to write new economics and geography curriculums.

We are presently working with a Character education grant and thus the integration of character education into the curriculums of the four pilot schools.

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No information was available at the time of publication.

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New Hampshire
Updated: 9/20/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Ed 306.37 Social Studies

(a) Pursuant to Ed 306.21, each elementary school shall develop and offer a social studies program. This program shall include the understanding of democratic beliefs; the study of geography, including lands and peoples; the development of the skills of decision making, data gathering and critical thinking; pursuant to RSA 186:13, opportunities to practice citizenship in the school and community; and pursuant to RSA 189.11, instruction in history and government and the Constitutions of the United States and New Hampshire. Social studies education shall develop the knowledge, skills and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.22, each middle/junior high school shall develop and offer a social studies program. This program shall provide students with opportunities to acquire knowledge of the history and culture of our nation, understanding of the democratic principles upon which good citizenship is founded, and the ability to apply this knowledge and understanding when making personal and public decisions. Pursuant to RSA 186:13, it shall include opportunities to practice citizenship in the school and community. Pursuant to RSA 189.11, it shall include instruction in history and government and the Constitutions of the United States and New Hampshire. Content shall be drawn from the chronology of our nation’s heritage; the powerful ideas and experiences found in the history of the world; the disciplined perspectives of the geographer, economist, historian, social scientist, and humanist; and the perplexities of contemporary life.

(1) The middle/junior high school social studies program shall be designed to enable students to:

   a. acquire and use information to clarify issues and seek solutions to societal problems;
   b. value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
   c. participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation and world;
   d. acquire an understanding of and appreciation for the heritage of our nation, its ideals, principles, institutions, and experiences;
   e. become familiar with careers in history, the humanities, and the social sciences;
   f. study the relationships among or between the past, present and future, the beliefs and practices of others and themselves, the geography, economics, politics and history of unique places and the world at large, and the creation of new technology and the dynamics of society; and
   g. apply knowledge, skills and understandings to contemporary problems and issues.

(c) Pursuant to Ed 306.23(b) and (c), each high school shall develop and offer a social studies program. This program shall provide for the study of related knowledge and modes of inquiry selected from history, the humanities, and social science, including economics, political science, sociology,
anthropology, psychology, geography and philosophy. It helps students acquire the knowledge, skills and attitudes necessary for effective participation in the life of the community, the state, the nation and the world. Pursuant to RSA 186:13, it shall include opportunities to practice citizenship in the school and community.

(1) Each high school shall provide 5 units of credit in social studies comprised of offerings in each of the following areas:
   a. 1 unit shall be in national and state history and government pursuant to RSA 189:11;
   b. 1/2 unit shall be in basic business and economic education, which shall include the study of the development, goals, and essentials of the American free-enterprise system; the role of the entrepreneur, labor, government and those forces that influence the production, distribution, and consumption of goods and services; the decision-making processes in business; and the importance of human relations skills;
   c. 2 1/2 units shall be selected from the areas of geography, economics, and world history or global studies; and
   d. 1 unit shall be selected from the areas of sociology, psychology, anthropology political science and philosophy.

(2) The high school social studies program shall be designed to enable students to:

acquire the skills of critical thinking, effective decision making, and human relations; read or examine historical narratives, documents, and other evidences of the past; examine cause and effect, review chronologies, consider ideas, and analyze trends in order to better understand the past and the present and to anticipate the future; increase awareness and concern for the ways that the world’s people, resources, and environments are interrelated and interdependent; know the geography of the United States and the world and its impact on political, economic and social development; understand and evaluate the goals, structure, and operation of our government and other governments; understand basic economic principles in order to examine our free-enterprise system and its contributions to the economic, political and social development of our nation and the world; understand and accept the responsibilities of citizenship and share in the rights and benefits granted to citizens as expressed in the Declaration of Independence and the Constitutions of the United States and New Hampshire; and apply the concepts and skills of history and the field of social science to real societal issues.

New Hampshire Education Laws

189:11 Instruction in National and State History and Government. In all public and private schools in the state there shall be given regular courses of instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government and of the federal government. Such instruction shall begin not later than the opening of the eighth grade and shall continue in high school as an identifiable component of a year’s course in the history and government of the United States and New Hampshire.

Comments:
For high school graduation, New Hampshire requires one full year of U.S. history and government, one semester of economics, and one additional year of social studies.
DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

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The New Hampshire Educational Improvement and Assessment Program (NHEIAP) assesses social studies on the basis of the K–6 and 7–10 frameworks. The frameworks establish standards that emphasize history, civics, economics, and geography equally. The end-of-grade 6 and end-of-grade 10 assessments are required of all public school students and are used for the purpose of evaluating the effectiveness of school programs. They are not used to impose any sanctions on individual teachers or students.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

NHEIAP is developed by the New Hampshire Department of Education with the assistance of ten test item development committees, made up primarily of K–12 public school teachers, in conjunction with the contractor, Measured Progress.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

The state is planning to revise its social studies framework to reflect grade-level expectations and to be in line with changes in math, science and English language arts.

PUBLICATIONS/DOCUMENTS

- The New Hampshire Social Studies Framework
- Addendum to the Framework, K-6
- Addendum to the Framework, 7-10

These documents are available at http://www.ed.state.nh.us.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are these:
- Should social studies assessment continue on a statewide basis given its omission from No Child Left Behind?
- Should the current state-developed assessment be replaced by an off-the-shelf test?
- Will open-response (constructed-response) questions continue to be part of the state-level social studies assessment?
- Should civics be an identifiable, mandatory course in secondary education?

CURRENT CURRICULUM PROJECTS

International education

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New Jersey

Updated: 10/31/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

State law requires courses at the elementary level in New Jersey civics and government and two years of United States and New Jersey history in the high schools; this includes the history of African-Americans and women. Most elementary schools still teach state history in the fourth grade. The new standards, however, specify the teaching of state history in both elementary and secondary grades. They also specify geography, civics and economics for three grade clusters from K-4 to 9-12. There is also a new standard in New Jersey history that covers the same grade clusters.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

The Social Studies state assessments for grades 4, 8 and 11 have been cancelled.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

The test plans and model items were developed by teacher committees under state direction. The testing contractor used its extensive item file to develop the test based on the state plan.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

The state specifies through the standards; the schools do the implementing. The state has been urging more coursework in world history as well as separate courses in civics and geography.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are global education, because we have 150 languages represented in our schools; a need for more world and New Jersey history taught in the secondary grades; a need for more teaching of basic economics at all levels; and insularity as a result of separate professional associations for civics, history, geography, economics and social studies.

CURRENT CURRICULUM PROJECTS

Work on the newly revised social studies standards is our current curriculum project. This will be followed by the writing of a new social studies framework for 2003-2004 to replace/supplement the one we did in 1998. In addition, we are working on a curriculum guide/resource book for the Italian-American Heritage Commission, which by statute is part of the New Jersey Department of Education (DOE). Also, we will begin a curriculum guide/resource book for the New Jersey Amistad Commission, which is also a legal entity within DOE. Finally, we are working with the American Revolution 225th Commemorative Committee to develop a resource guide that will link the considerable New Jersey historical community to the schools.
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<th>GENERAL COMMENTS</th>
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| We are working to coordinate the resources of our state to enhance social studies education. For example, we are working with the National History Day group to expand the annual student competition that is focused on state history. We are also working with the African Studies Group at Rutgers University to bring quality in-service programs to all schools, including those in urban areas such as Newark and Jersey City. | John Dougherty  
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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

The New Mexico State Board of Education adopted K–12 social studies content standards, benchmarks, and performance standards in June 2001. In addition, our state statute requires that all 4th, 5th, and 6th grade classes must provide instruction in social studies, including geography. Seventh-grade classes must provide instruction in New Mexico history and geography; eighth-grade classes must provide instruction in United States history. At the high school level, three units of social science are required for high school graduation: United States history and geography, world history and geography, and government and economics.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

New Mexico is changing the assessment requirements for students. There is in place a norm-referenced test (NRT) for students in grades 3–9 and the results of this assessment are counted within the state’s accountability report. The areas tested under the NRT include reading, English language arts, mathematics, science, and social science (U, M, S). At the present time (December 2002), a criterion-referenced test (CRT) is being developed, beginning with reading, English language arts, and mathematics, at grades 4 and 8 (D, M, S). For the school year 2002–03, students in grades 4 and 8 will take both the NRT and CRT assessments. Other content assessments will be developed at a future date. The New Mexico High School Competency Exam (NMHSCE) is a high-stakes test that is given to students in the second semester of their sophomore year of high school. Public school code requires that no student may receive a high school diploma who has not passed a state graduation examination in the subject areas of reading, English, math, writing, science, and social science (U, M, S). Beginning with the 1996–97 school year, the state graduation examinations on social science include a section on the constitution of the United States and the constitution of No Child Left Behind. The high school assessment is also under revision in 2002-03 and it will become the New Mexico high school standards assessment when completed. Again, English language arts, reading, and mathematics will be the first sections of the new assessment to be developed (D, S).

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

New Mexico has both types of assessments (developed and purchased). The current NRT was purchased from CTB/McGraw-Hill for grades 3–9. New CRTs are also being developed (New Mexico educators, department staff, and CTB staff) through CTB/McGraw-Hill for grades 4 and 8; these will be the initial grades tested by CRTs. The current New Mexico High School Competency Exam was developed through CTB/McGraw-Hill with items being developed by New Mexico educators, department staff, and CTB staff. A new standards assessment is being developed by NCS Pearson and Riverside Publishing consultants, New Mexico teachers, and state department staff. The new high school standards assessment under development will include only language arts and mathematics in its first administration. Current state statute requires that science and social science be included within the high school graduation examination.
State assessments are changing to align with state standards, and this will be the case for the revised social studies content standards and benchmarks. In addition, the curriculum, instruction, and learning technologies unit of the state department of education is developing a Web page to support standards-based learning, at http://sde.state.nm.us/cilt, with models of lessons to support teachers as they implement standards-based classrooms.

Information is available on the curriculum, instruction, and learning technologies page of the New Mexico State Department of Education web site at http://sde.state.nm.us/cilt.

Moving to a standards-based system that is aligned with instructional materials and assessments is a key issue for New Mexico. As content standards have been revised, the alignment with instructional materials and assessment revisions has not occurred to the extent we would like it to occur.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Grade K-6: Social studies syllabi for each grade level
Grades 7 and 8: United States History and New York State History
Grades 9 and 10: Global History and Geography
Grade 11: United States History and Government
Grade 12: Participation in Government (one semester)
Grade 12: Economics, The Enterprise System and Finance (one semester)

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Grade 5: Elementary social studies assessment, (U,M,A) administered in November of grade 5 assesses K-4 with emphasis on grades 3 and 4
Grades 7 and 8: United States and New York State History (U,M,A)
Grade 9 and 10: Global History and Geography (U,M,A)
Grade 11: United States History and Government (U,M,A)

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

All test items (multiple-choice, constructed-response, and thematic and document-based essays) are developed by New York State classroom teachers and reviewed by teacher committees.

PUBLICATIONS/DOCUMENTS

Contact the Publications Sales Desk at the New York State Education Department at 518-474-3806 for a catalogue of available social studies publications. Many publications and sample state examinations are available on our website at http://www.emsc.nysed.gov/ciai/social.html.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are concerns about the number of state assessments, depth versus breadth of content, and component retesting.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

- Kindergarten—Self and Family/Families Around the World
- First—Neighborhoods and Communities Around the World
- Second—Regions: Local, State, United States, and World
- Third—Citizenship: People Making a Difference
- Fourth—North Carolina; Geography and History
- Fifth—United States, Canada, Mexico, and Central America
- Sixth—South America and Europe
- Seventh—Africa, Asia, and Australia
- Eighth—North Carolina; Creation and Development of the State
- Ninth—World History
- Tenth—Civics and Economics
- Eleventh—United States History
- Twelfth—Electives

Comments:
There is a wide variety of electives from which to choose. The most frequently offered in the revised social studies standard course of study include African American Studies, American Government, American Indian Studies, Contemporary Issues in North Carolina History, Contemporary Law and Justice, Economics, Geography in Action, Latino American Studies, Psychology, and Sociology.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

The end-of-grade reading test in middle school includes social studies items. At the high school level, civics, economics, and U.S. history are currently the tested subjects.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Because of the revised social studies standard course of study, as of December 6, 2001, course offerings, assessments, and resources have changed. The revised course of study is available at http://www.ncpublicschools.org.

PUBLICATIONS/DOCUMENTS

Social studies resources may be purchased through the publications division of the North Carolina Department of Public Instruction. Visit http://www.ncpublicschools.org/publications for more information.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are civics, active citizenship, global studies, teaching about religions, geography awareness, North Carolina history, and funding.
CURRENT CURRICULUM PROJECTS

Support documents for the new K-12 social studies standards, benchmarks, pacing guides, workshops, in-services, transitioning from the current curriculum to the new curriculum, and merging the written curriculum with the taught and tested curriculum.

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<table>
<thead>
<tr>
<th>North Dakota</th>
<th>Social Science Consultant</th>
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<tr>
<td>Updated: 02/18/2003</td>
<td>North Dakota Department of Public Instruction</td>
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<tr>
<td>No information was available at the time of publication.</td>
<td>600 East Boulevard Avenue, Department 201</td>
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<td>Bismarck, ND 58505-0440</td>
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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten—A Child's Place in Time and Space

Grade 1 - Families Now and Long Ago, Near and Far
Grade 2 - People Working Together
Grade 3 - Communities: Past and Present, Near and Far
Grade 4 - Ohio: Its Past, Its Location, Its Government
Grade 5 - Regions and People of North America
Grade 6 - Regions and People of the World
Grade 7 - World Studies from 1000 BC to 1750: Ancient Civilizations through the First Global Age
Grade 8 - United States Studies from 1607 to 1877: Colonization through Reconstruction
Grade 9 - World Studies from 1750 to the Present: Age of Revolution through the 20th Century
Grade 10 - United States Studies from 1877 to the Present: Post-Reconstruction through the 20th Century
Grade 11 - Political and Economic Decisions
Grade 12 - Preparing for Citizenship

Comments:
The course offerings listed above are not state requirements. The sequence of courses was used to help organize the writing of state standards for social studies. The standards are scheduled for adoption by the state board of education in December 2002. The draft standards contain grade-level indicators that reflect the construct for the given years as indicated by the course titles above.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Grade 3 - Diagnostic (to be developed, scheduled for implementation in 2005-06, M)
Grade 4 - Proficiency (U, M, S, final administration in 2005)
Grade 4 - Diagnostic (to be developed, scheduled for implementation in 2005-06, M)
Grade 5 - Achievement (to be developed, scheduled for implementation in 2005-06, M)
Grade 6 - Proficiency (U, M, S, final administration in 2006)
Grade 6 - Diagnostic (to be developed, scheduled for implementation in 2006-07, M)
Grade 7 - Diagnostic (to be developed, scheduled for implementation in 2005-06, M)
Grade 8 - Achievement (to be developed, scheduled for implementation in 2006-07, M)
Grade 9 - Proficiency (U, M, S, final administration in 2003, make-ups for failing students through 2006)
Grade 10 - Ohio graduation test (to be developed, scheduled for implementation in 2004-05, M)

Comments:
Ohio's current proficiency testing program is being phased out. A new assessment program, consisting of diagnostic, achievement, and graduation assessments, is being planned. The new assessments will be based on the state standards for social studies scheduled
for adoption in December 2002. The diagnostic assessments are to assist school districts in identifying students who need help in learning the expected content. The achievement and graduation tests are to measure student progress to date, and the results are to be incorporated as data reported on school and district report cards.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Ohio’s assessments are developed by testing contractors working in conjunction with the Ohio Department of Education and review committees of teachers, school administrators, and community members.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Ohio is scheduled to adopt social studies standards in December 2002. These standards will form the basis for a new assessment program to be used throughout the state. The standards will be supported by a model curriculum document that will address resources, best practices, and sample teaching vignettes.

PUBLICATIONS/DOCUMENTS

Publications related to the new social studies standards and state assessments are not yet available. As publications become available, they will be announced on the Ohio Department of Education’s Web site at http://www.ode.state.oh.us.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

The key issue facing Ohio’s social studies educators is the adoption of new state standards for social studies. Although local districts are not obligated to write curricula based on the standards, the statewide assessment program will be based on the standards. Whatever local programs are instituted, attention will need to be given to what will be assessed on the state assessments. These assessments not only will serve as indicators of what students know and can do, but also the results of the assessments will inform the conclusions about schools and districts shared through local report cards.

CURRENT CURRICULUM PROJECTS

A major curriculum project is scheduled to begin with the adoption of state social studies standards. The model curriculum for social studies must be finished by June 2004. This document is meant to complement the standards by providing local districts with ideas for teaching resources, best practices, and possible teaching scenarios.
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Updated: 09/20/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

The Oklahoma State Department of Education has identified social studies competencies that are centered on the attainment of skills and knowledge rather than constrained by traditional course structures or descriptions. The competencies are organized by grade level for grades 1-5, by grade level and subject title in grades 6-8, and by subject area for grades 9-12 to facilitate their use by educators.

The elementary competencies in grades 1-5 follow the expanding horizons curriculum pattern. In grades 6-8 specific competencies are defined for each grade (i.e., World Studies at grade 6, World Geography at grade 7, and United States History: 1760-1877 at grade 8). The school administrators and/or faculty may organize the secondary competencies in grades 9-12 in any way they want—in traditional and nontraditional ways. For example, a high school may offer Social Studies I, II, and III, with each level offering an integrated approach to content, or a school may offer separate social studies courses, such as United States History, Government, and Geography.

While the Carnegie Unit is still utilized, especially in grades 9–12, provisions are made by schools at different times during the school term to accommodate those students who are able to demonstrate mastery of the sets of competencies in less than the time (expressed in Carnegie Units) expected to be needed by most students for the completion of the sets of competencies.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Students in grades 5 and 8 take criterion-referenced tests in "United States History, Constitution, and Government" and "Geography". Students in high school take a criterion-referenced test (CRT) in "United States History" at the end of instruction: students will take this CRT in grade 9, 10, 11, or 12, depending upon when the district in which they are enrolled traditionally offers a course set of competencies called "United States History: 1850 - Present." The tests are mandatory, but are not high stakes at the present time (2002).

ASSESSMENT IS DEVELOPMENT BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES.

Oklahoma’s assessments are developed under contracts with testing companies with significant involvement of classroom teachers at every stage of development.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Beginning with the high school graduating class of 2003, students must have successfully completed three units or sets of competencies in social studies. These units or sets of competencies must include one unit of U.S. history; one-half unit to one unit of U.S. government; one-half unit of Oklahoma history; and another one-half unit to one unit, which may include but is not limited to the following courses: world history, geography, economics, anthropology, or other social studies courses with content and/or rigor.
equal to or above U.S. history, U.S. government, and Oklahoma history.

**PUBLICATIONS/DOCUMENTS**

The newly-revised (August 22, 2002) Priority Academic Student Skills (PASS) is available via the Oklahoma State Department of Education Web site at the following URL: http://sde.state.ok.us/publ/pass.html

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

Legislative discussions are alternating between increasing and decreasing the number of social studies criterion-referenced tests for student assessment, especially at the elementary school level, in the wake of the passage of the No Child Left Behind federal legislation.

**CURRENT CURRICULUM PROJECTS**

Working with testing companies on the creation and revision of non-secure item and test specifications for the five (5) CRTs in social studies is underway at present.

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K–12 instructional program must include instruction in Social Science (including history, geography, economics and civics).

**Grades 9–12** - In grades 9–12, the following is required for a diploma: Social Sciences -3 units— including history, civics, geography, and economics (including personal finance).

Elective Courses (9–12) Most Frequently Offered:
No data systematically collected.

**DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES**
Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

State knowledge and skills testing of the Social Science academic content standards is expected to begin in the spring of 2004. Students will have to meet an established standard of proficiency on the statewide assessment in order to have the opportunity to earn a Certificate of Initial Mastery. Students must meet Certificate of Initial Mastery standards in Social Science on either the knowledge and skills test or on the work sample to have the opportunity to earn a Certificate of Advanced Mastery.

Test items are written by Oregon teacher panels.

**PUBLICATIONS/DOCUMENTS**
A copy of the Oregon Standards newspaper is available free on request. Oregon Social Science standards and other curriculum materials are available on the Oregon Department Web Site at http://www.ode.state.or.us/cifs/socialsciences.

**CURRENT CURRICULUM PROJECTS**
Oregon has developed state academic content standards in civics, economics, geography, history, and social science analysis. In addition, the state is developing performance standards and scoring guide(s) to assess classroom work samples. Nearing completion is the Social Science Optional Curriculum that will provide one model of a year-by-year instructional plan for the Oregon Social Science standards.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Primary Education

Planned instruction in social studies (civics and government, economics, geography and history) to every student every year in the primary program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity. Planned instruction should correlate to the Academic Standards for Civics and Government, the Academic Standards for Economics, the Academic Standards for Geography, and the Academic Standards for History in grades 1 through 3.

Intermediate Level Education

Planned instruction in social studies (civics and government, economics, geography and history) to every student every year in the intermediate level program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity. Planned instruction should correlate to the Academic Standards for Civics and Government, the Academic Standards for Economics, the Academic Standards for Geography, and the Academic Standards for History in grades 4 through 6.

Middle Level Education

Planned instruction in social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the World) to every student every year in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity. Planned instruction should correlate to the Academic Standards for Civics and Government, the Academic Standards for Economics, the Academic Standards for Geography, and the Academic Standards for History in grades 7 through 9.

High School Education

Planned instruction in social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the World) to every student every year in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within another course or other interdisciplinary instructional activity. Planned instruction should correlate to the Academic Standards for Civics and Government, the Academic Standards for Economics, the Academic Standards for Geography, and the Academic Standards for History in grades 10 through 12.

Comments:

Academic Standards for Civics and Government, Academic Standards for Economics, Academic Standards for Geography and Academic Standards for History can be found at:
http://www.pde.state.pa.us

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

Pennsylvania does not test social studies education at the state level. The Rules and Regulations on Academic Standards and
Assessment require each school district to design an assessment system to:
(1) determine the degree to which students are achieving academic standards;
(2) use assessment results to improve curriculum and instructional practices, to guide instructional strategies and to develop future strategic plans;
(3) provide information requested by the Department regarding the achievement of academic standards; and
(4) provide summary information, including results of student assessments, to the general public.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

Since 1993 Pennsylvania has not placed time constraints on student learning. Carnegie units or clock hours have been eliminated within the regulations. The state does not require specific courses for graduation. Graduation is determined by proficiency on meeting the academic standards.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Social studies education in Pennsylvania is driven by the academic standards for civics and government, the academic standards for economics, the academic standards for geography and the academic standards for history. Pennsylvania will no longer offer a comprehensive social studies certificate. It will be replaced by a citizenship certificate, permitting teachers to offer instruction in civics and government, economics, geography and history, and a social science certificate, permitting teachers to offer instruction in anthropology, philosophy, psychology and sociology.

CURRENT CURRICULUM PROJECTS

The integration of standards into planned instruction.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Under 16-22-2 and 16-22-10, General Laws of Rhode Island, the Generic Standards in Social Studies Curriculum, as outlined in RI’s Basic Education Program (BEP), revised in March, 1989, states: "There shall be a social studies program, K - 12, which shall provide coursework in: principles of popular and representative government; Rhode Island History and Government; US History and Government; and operation of voting machines (grade 12). Rhode Island’s General Curriculum, Basic Education Program: “All students must complete at least 16 units in Grades 9 - 12 inclusive, to graduate from high school. Among the 16 units shall be: 4 units in English; 2 units in social studies (to include a unit in U.S. History and Government); 2 units in mathematics; 2 units in science; and 6 units elective.”

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

State Testing in Social Studies in Rhode Island is L (local decision only). Although some Rhode Island school districts (e.g., the Providence School Department) administer the Stanford 9 or other standardized instruments that contain a social studies component, few of these districts, if any, currently administer the socials studies component of such testing instruments.

There is no plan to include social studies in Rhode Island’s State Assessment program in the foreseeable future.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are a lack of resources for professional development in standards-based instruction and curriculum revision in social studies; reading in the content areas; and making the link among social studies, literacy and numeracy.

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South Carolina

Updated: 09/27/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

The United States and the Constitution 1 unit
Economics 1/2 unit
American Government 1/2 unit

One additional unit required from this list:
Global Studies/World History
Global Studies/World Geography
Law-Related Education
Psychology
Sociology
Civics

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

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Palmetto Challenge Achievement Tests (PACT)

Grades 3 - 8 tested in the 4 core areas
(English/Language Arts, Math, Science, and Social Studies)

S, V (this spring for social studies), M

The test for social studies will be in place this year. It is a high-stakes test. Students not scoring “basic” must have a student-assisted learning plan completed and remediation provided for the next year in all 4 core subject areas.

High School:
Palmetto Achievement Challenge Test - Exit Exam
D, S, M
No additional information available at this time.

Palmetto Achievement Challenge Test - end of course - U.S. History D, S, M. No additional information available at this time. To be implemented Fall 2006.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES.

PACT is developed by the state with questions purchased from other sources and the use of the Comprehensive Social Studies Assessment Project (CSSAP) materials.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

We will revise our standards starting in summer 2003.

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

As with every other state, money, time, and federal mandates have the largest impacts on social studies education. The omission of social studies as a part of the No Child Left Behind legislation will have a big impact. However, because social studies is included in our state's Education Accountability Act, it is still a part of the core subject area.

CURRENT CURRICULUM PROJECTS

Planning for the standards rewrite.
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http://www.state.sc.us/sde/
No information was available at the time of publication.
According to Rules, Regulations, and Minimum Standards set by the Tennessee State Board of Education, the K-12 social studies program shall consist of "a combination of knowledge, attitudes, and skills designed to help students participate as effective citizens in society." The content is derived from culture, economics, geography, governance/civics, history and individuals, groups, and interactions. Additionally, the social studies contain communication, historical research, historical reasoning, and problem solving process standards which are applicable K-12.

**Grade Content Emphasis:**

**Kindergarten** - Self, home, school,

**Grade 1** - Community

**Grade 2** - State

**Grade 4** - Early American and Tennessee History to the Civil War

**Grade 5** - American and Tennessee History from the Civil War

**Grade 6** - Early World History

**Grade 7** - Tennessee and World Geography

**Grade 8** - American and Tennessee History to Reconstruction

**Grades 9 - 12:**

"The social studies program in grades 9-12 must include one unit in United States history from Reconstruction, including a study of the United States Constitution and the Tennessee Constitution offered in the junior or senior year. Also required for graduation is a semester of Economics and a semester of United States Government, a full year of either World Geography or World History.

**Elective Courses (9-12):**


**Comments:**

View the curriculum and assessment pages at [http://www.state.tn.us/education/ci/cistandards.htm](http://www.state.tn.us/education/ci/cistandards.htm).

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Grades 2 - 8 (U, M,) McGraw-Hill CTB, which includes social studies sub-test.

(M) end-of-course High School American History 2003 (but not high stakes) until 2003.

Grades 2 - 8 (D, M) Social Studies test with both norm- and criterion-referenced portions. Testing company not yet selected.

**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES.**

As of 2004, the state social studies assessment will include 40 items per year. Of these 40 items, 20 will be criterion-referenced questions as written and reviewed by Tennesseans. In addition to our curriculum available online, we added a comprehensive assessment portion to be used with testing and ongoing classroom activities.

**CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED**
We are moving from a norm-referenced test matched to a grade cluster to a grade-by-grade curriculum with both norm- and criterion-referenced items.

**PUBLICATIONS/DOCUMENTS**

Visit [http://www.state.tn.us/education/ci/cistandards.htm](http://www.state.tn.us/education/ci/cistandards.htm)

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

The recent non-funding of testing in the area of social studies by the U.S. Department of Education's No Child Left Behind presents a financial burden to Tennessee to test every year as does testing in science, mathematics, and language arts. Currently, social studies teachers must fight for instructional time.

In addition, Tennessee state government is chronically under funded. This results in many programs, including those in the social studies, being discontinued.

**CURRENT CURRICULUM PROJECTS**

The department is currently writing additional curriculum frameworks for African American History, Tennessee History, Contemporary Issues, Early American History, Modern History, Contemporary Issues, and Anthropology.

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[http://www.state.tn.us/education/ci/cistandards2001/ss/cisocialstudies.htm](http://www.state.tn.us/education/ci/cistandards2001/ss/cisocialstudies.htm)
**COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION**

**Mandatory:**
- Kindergarten: Basic social studies concepts
- Grade 1: Home, school, and community
- Grade 2: Community, state, and nation
- Grade 3: Impact of the individual
- Grade 4: Texas in the Western Hemisphere
- Grade 5: United States Studies
- Grade 6: Contemporary World Societies
- Grade 7: Texas Studies
- Grade 8: U.S. Studies through Reconstruction

**Mandatory with no specific grade level:**
(9 - 12):
- World Geography or World History (usually grades 9 and 10)
- U.S. History since Reconstruction (usually grade 11)
- Economics/ Government (1 semester each usually in 12th grade)

**Electives:**
- Sociology
- Psychology

Electives, with topics/content largely determined by Local Education Agencies (LEAs):
- Special Topics Research Methods
- Advanced Studies

**Comments:**
Although the state does not require four years of Social Studies for graduation, most districts do have that requirement.

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**M:** Grades 8, 10, 11. Passing Grade 11 test will be a diploma requirement beginning in 2004

**Comments:**
First year for these tests will be 2003

**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES.**

Texas has a contract with a test development firm, but also has an assessment division that works closely with the test developers.

**CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED**

Curriculum revision is not yet scheduled, and it may not occur for another three to eight years.

**PUBLICATIONS/DOCUMENTS**

Full documentation can be found [http://www.socialstudies.tea.state.tx.us](http://www.socialstudies.tea.state.tx.us).

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

Key issues are No Child Left Behind, funding and a lack of assessment at the elementary school level.
CURRENT CURRICULUM PROJECTS

Ongoing Curriculum/Assessment correlations-curriculum study/implementation projects are taking place in Texas.

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Utah

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten  Self, Family, and School
Grade 1  The Neighborhood
Grade 2  Our Community
Grade 3  Environment and Indigenous Communities
Grade 4  Utah Studies, Prehistory to Statehood
Grade 5  U.S. History and Government, and Overview
Grade 6  Ancient World Civilizations and European Influence
Grade 7  Utah Studies, Statehood to Today, .5 credits, Utah Studies .5 credits Gifted Utah Studies 1.0 credits
Grade 8  United States History I, Prehistory to 1877, 1.0 credit, United States History I, 1.0 credit, Gifted United States History, 1.0 credit
Grade 9  Geography for Life, .5 credit, Geography for Life, .5 credit, Gifted Geography for Life, 1.0 credit

Grades 10 through 12

World Civilizations, .5 credit
World Civilizations X, .5 credit
United States History II, 1877 to the Present, 1.0 credit
Government and Citizenship, .5 credit
AP Government and Politics: Comp .5 credit
AP Government and Politics: US .5 credit
AP U.S. History 1.0 credit
AP World History 1.0 credit

Elective Grades 8 through 12

Civics .5
School government .5
Macro Economics .5
Micro Economics .5
Sociology .5
Psychology .5
Political Science .5
Anthropology .5
AP Macro Economics .5
AP Micro Economics .5
AP European History 1.0
AP Human Geography 1.0
AP Psychology 1.0

Comments:
Elective classes are designed for students to learn more content. Gifted classes are designed for deeper content using differentiated teaching strategies.

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Utah will not be testing Social Studies in the near future. It will be reviewing procedures.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

May 2002 saw Utah with new core curriculum in elementary and secondary social studies classes. In 2002-2003 professional development will be given to teachers statewide on teaching the core curriculum through seminars, classes and district in-service.

PUBLICATIONS/DOCUMENTS

State Core Curriculum can be found at http://www.usoe.k12.ut.us or http://www.uen.org.
KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are writing core guidelines for elective social studies course offerings and providing professional development on the new core curriculum.

Money problems, which are delaying assessment of the core curriculum, means that many teachers feel that social studies is not important.

CURRENT CURRICULUM PROJECTS

- Professional Development of the core curriculum.
- Writing guidelines for elective social studies coursework offerings.
- Professional Development funds from the Department of Education for the development of a Teacher Academy for in-depth, cross-curricular teacher training in social studies and language arts, using a variety of teacher strategies.

GENERAL COMMENTS

Social studies in the state received a $3 - million grant from the United States Department of Education. Social studies education has changed because of the professional development that this grant has provided.

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

There are no mandatory course offerings. Schools are expected to provide students with learning experiences that will lead to all students mastering the "Fields of Knowledge" Standards in the Vermont Framework, including those listed as History/Social Sciences standards.

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There is no state testing in Social Studies at this time.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

The Vermont Framework of Standards and Learning Opportunities was last revised, Fall 2000. That revision incorporated the most recent changes to the History/Social Sciences section, changes adopted by State Board of Education action in 1999.

PUBLICATIONS/DOCUMENTS

The Vermont Framework of Standards and Learning Opportunities is available on-line through the Vermont Department of Education's website at http://www.state.vt.us.edu/

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

No Child Left Behind’s focus on reading and mathematics assessment (and science, somewhat later) at all grade spans statewide is impacting Vermont’s efforts to improve social studies curriculum, instruction and assessment practice. No Child Left Behind Act compliance is drawing state and local educators’ attention and resources.

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Virginia

Updated: 11/04/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

- Kindergarten through Grade 3 - Introduction to History and Social Science
- Virginia Studies
- United States History to 1877
- United States History: 1877 to the Present
- Civics and Economics
- World History and Geography to 1500 A.D.
- World History and Geography: 1500 A.D. to the Present
- World Geography
- Virginia and United States History
- Virginia and United States Government

Comments:
All courses contain components on history, geography, civics, and economics, except Civics and Economics and Virginia and United States Government, which do not have geography components. Virginia public school divisions have the flexibility to design their curriculum and may organize the above courses to meet the needs of their school division, with the exception of kindergarten through grade 3, which is prescribed. A cumulative exam is offered in grade 3 and at the completion of each of the above courses, with the exception of Virginia and United States Government.

Required for graduation
World History and Geography to 1500 A.D., World History and Geography: 1500 A.D. to the Present, and World Geography are elective courses. A student pursuing a standard diploma must take and pass three history social science courses. Students pursuing an advanced studies diploma take and pass four history and social science courses.

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Standards of Learning assessments are required at grade 3, upon the completion of Virginia Studies, grade 8 (includes United States History to 1877, United States History: 1877 to the Present, and Civics and Economics), and upon completion of each World History to 1500 A.D., World History: 1500 A.D. to the Present, World Geography, and Virginia and United States History. Beginning in school year 2003 - 2004, the cumulative grade 8 test will be separated into end-of-course exams. Students are required to earn a specified number of verified credits (earned by passing the course and the accompanying Standards of Learning test) for graduation.

That number is determined by the type of diploma the student pursues. For example, to earn a standard diploma a student graduating in 2004 will be required to earn 1 history and social science verified credit. A student earning an advanced studies diploma would be required to earn 2 verified credits.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Virginia contracts with a testing service to develop its tests. Test questions and test format must be approved by the Virginia Department of Education prior to administration.
Virginia has a seven-year revision cycle for its standards. Social studies was last revised in 2001.

**PUBLICATIONS/DOCUMENTS**


**CONTACT INFORMATION**

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Districts are controlled locally as to their curriculum. The minimum state requirements for high school graduation include one credit for U.S. History and its constitution, one half credits for Washington State History and its constitution, and one credit for Contemporary World Problems. Otherwise it is up to the district to direct additional credits in the social studies.

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D for benchmark one, two and three level test in social studies. We hope to have a decision in early 2003 as to mandated tests and/or locally controlled classroom based assessment. At the state level, we are developing both. State tests are mandatory in school year 2007 - 2008

**ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES**

Through the state assessment leadership team, we are in developing a social studies assessment system that includes classroom-based assessments as well as state tests.

**KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION**

Key issues are fiscal problems and the lack of a state curriculum. The state legislature is $2 billion in the hole, and legislators are strongly thinking about curtailing education reform in the state. Social studies is one of three subjects that are now being developed and that may get cut.

**CONTACT INFORMATION**

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http://www.k12.wa.us/curriculuminstruct/SocStudies
Social Studies—Pre-K to Grade 3, U.S. Geography—Grade 4, American History—Grade 5, Eastern Hemisphere Geography—Grade 6, Western Hemisphere Geography—Grade 7, D.C. History and World Geography—Grade 9, World History—Grade 10, American History—Grade 11, American Government—Grade 12.

(required courses — 3 1/2 credits are needed for graduation — grades 9—12)


Grade 1 - Our Neighborhood and Beyond -- Communities, Now and Long Ago. Stories, myths, and fables, plus the study of famous lives and holidays as a way to get more sense of chronology.

Grade 2 - Our Expanding Community: Communities and Cities, Now and Long Ago. Kinds of communities, hunting and gathering, agricultural, and commercial -- and cities - ancient, medieval (walls and castles) and modern times.

Grade 3 - Washington, D.C. and Other Large Cities: Our City - People and Events Shaping It, including the site for a capital, its plan, leaders, the monumental and the residential city. Likenesses and differences to other large cities.

Grade 4 - United States Geography: The Human and Physical Geography of North America, including states, cities and regions of the United States, Ice Age migrations and Native American life prior to European arrivals.

Grade 5 - United States History: The United States History to 1800, from the earliest European explorations to colonization, The American Revolution, U.S. Constitution, and parties and politics (coordinated with American Literature, art, and architecture where possible).

Grade 6 — Eastern Hemisphere Geography
World Cultures: World Cultures, Geographic and Historical development. Emphasis on the Eastern Hemisphere (Africa, Asia, Europe) from human origins through early and classical ancient civilizations.

Grade 7 - Western Hemisphere Geography: Geography with a focus on the Western Hemisphere, including cultures of pre and post Colombian, Central and South America.

Grade 8 - United States History: United States History and Geography from 1800 to 1900, starting with a review of the U.S. Constitution (coordinated with American literature, art, music and architecture where possible).

Grade 9 - District of Columbia History and Government — District of Columbia: Its History, Geography, People and Society, Economy, Politics and Government, Special Role and Culture as the Capital City (includes global influences).

Grade 9 - World Geography: World Geography with a close look at how geography impacts world cultures

Grade 10 - World History

Grade 11 - United States History: United States History and Geography from 1900 to the Present (coordinated with American literature, art and architecture where possible).

Grade 12 - American Government: United States and Comparative World Governments.

ELECTIVES

Grades 9—12 - Ancient and Medieval History, Constitutional Law

Grades 10—12 - Comparative Religions

Grades 10—12 - Latin American Studies

Grades 10—12 - African Studies, Asian Studies, Middle Eastern Studies
Grade 11 - Advanced Placement United States History
Grades 11-12 - Advanced Placement Comparative Government and Politics, Law, Street Law, Economics, African-American History, Psychology, Sociology
Grade 12 - Advanced Placement Government and Politics, World Problems/Contemporary Issues

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State testing has not been instituted in Washington, D.C.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

We are reviewing course offerings. Decisions have not been made regarding changes in course offerings.

PUBLICATIONS/DOCUMENTS

Standards documents are on the District of Columbia Public Schools website. Revised documents will be ready for distribution after the first of the year (2003).

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Key issues are teacher preparation, teacher content knowledge and teaching strategies. Other issues are insufficient time to teach social studies in elementary school, teachers teaching the correct course of study and the use of standards.

CURRENT CURRICULUM PROJECTS

Updating and revisions of standards. Pacing charts, performance descriptors, sample unit and lesson plans are being added to the curriculum document. Preparation and institution of end-of-the course examinations. Professional development for social studies teachers (content and pedagogy).

GENERAL COMMENTS

Washington DC Public Schools is a 2002 recipient of a United States Department of Education American History grant ($997,900) over three years. The grant was developed with American University. Training of 135 teachers, grades 5, 8, and 11 will begin this school year and continue throughout the extent of the grant. Different teachers will be trained each year until the total has been achieved. Teachers will earn 6 graduate credits and receive stipends. Training includes history content and pedagogy. The U.S. Capitol Historical Society and the Washington Historical Society will also partner in the training of these teachers.

CONTACT INFORMATION

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Updated: 10/01/2002

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten Social Studies
Grade One Social Studies
Grade Two Social Studies
Grade Three Social Studies
Grade Four United States History
Grade Five United States History
Grade Six Selected Regions of the World
Grade Seven World Geography
Grade Eight West Virginia Studies
Grade Nine United States Studies to 1900 (1 credit graduation requirement)
Grade Ten World Studies to 1900 (1 credit graduation requirement)
Grade Eleven Twentieth, Twenty-First Centuries Studies (1 credit graduation requirement)
Grade Twelve Civics (1 credit graduation requirement beginning with freshman class of 2004)

Comments:
This is a recent policy change. Electives required to be offered: Geography, Civics/Government, and Economics

New content standards and objectives effective July 2003

Grade Twelve, Civics (1 credit graduation requirement beginning with freshman class 2004). This is a recent policy change.

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D=Grade Three, Social Studies
D=Grade Four, United States History
D=Grade Five, United States History
D=Grade Six, Selected Regions of the World
D=Grade Seven, World Geography
D=Grade Eight, West Virginia Studies
D=Grade Nine, United States Studies to 1900 (1 credit graduation requirement)
D=Grade Ten, World Studies to 1900 (1 credit graduation requirement)
D=Grade Eleven, Twentieth/Twenty-First Centuries Studies (1 credit graduation requirement)

Comments:
This is the last year of the norm-referenced SAT 9 test.

In 2004 a new criterion-referenced test will be given in grades 3–8. End-of-course tests are in the development stage for high school courses.

ASSESSMENT IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

The state is working with CTB/McGraw Hill to develop a criterion referenced state test that aligns with the new content standards and objectives.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

West Virginia is in a change mode of new content standards and objectives and new tests. This will require intense staff development. No Child Left Behind will drive the state in the months ahead.
All information is on the West Virginia Department of Education Website. The web address is http://wvde.state.wv.us.

Social studies is the child left behind. The No Child Left Behind Act does not mention social studies, and this will likely have a major impact on curriculum, teacher training and money.

I am happy that Social Studies has been included in the development of the New Standards and Objectives and the new test.

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The requirements are that:

1. grades kindergarten through eight include instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in the state in at least 2 grade levels and in at least one grade level in grades 9—12.

2. three credits of social studies that incorporate instruction in state and local government for high school graduation.

The following course offerings are NOT required.

Pre-K to Grade 3
The scope and sequence for these grades starts with the study of people (including self) and places related to the family and community and concepts that children can understand. Television and the Internet have greatly expanded children’s knowledge of the world, so the curriculum should address the five strands geography, history, political science and citizenship, economics and the behavioral sciences of the standards in relation to the world children experience directly by making connections to their community and the larger world children experience through travel or technology.

Grades 4—5
The study of Wisconsin and the United States are usually taught in these grades. The study includes the five strands geography, history, political science and citizenship, economics and the behavioral sciences of social studies and may combine the study of the state and nation during both years in a chronological or thematic curriculum.

Grades 6—8
The scope and sequence of the curriculum in these grades varies. The five strands geography, history, political science and citizenship, economics and the behavioral sciences are often studied with a focus on cultural perspectives, global connections, Eastern and Western hemispheres and ancient and medieval history and the United States and citizenship.

Grades 9—12
The scope and sequence of the curriculum in these grades varies greatly among school districts. The five strands geography, history, political science and citizenship, economics and the behavioral sciences of social studies may be met in varied course content and sequences. Often one strand is selected as the main focus with the other strands integrated where they best fit. It is up to the local district curriculum committee and teachers to identify where and when each of the standards is included. The High School Graduation standards require the study of local and state government. It is important that all students have the opportunity to study all of the Wisconsin Model Academic Standards for Social Studies.

Advanced studies outside the scope of the standards can be offered and include philosophy, world religions, current events, service-learning, and advanced placement courses.

Comments:
The purpose of standards-led curriculum, assessment, instruction and assessment is to help students reach higher levels of achievement crucial to the healthy development of the child, the community, and the nation. The early introduction and
continuous study of social studies concepts is important. Social studies knowledge, skills and attributes must be developed starting at the elementary level. The foundation must be structured throughout the K–12 school years. It is impossible to move on to higher levels of intellectual thought and application if basic knowledge and skills have not been introduced in the earlier grades. The selection of curriculum content, concepts, and skills and the use of curriculum integration must be carefully designed at the elementary level. It is important that all teachers in each school district have knowledge of the full spectrum of social studies programming, curriculum content, and concept development. One of the greatest benefits of moving to standards-led education continues to be the increased communication and collegiality among educators and between the educators and members of the community. Articulation between grade levels about content, concepts, and courses is critical to raising the overall level of achievement in social studies programs.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

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Grades 4, 8, and 10 are required to take the Wisconsin Knowledge and Concepts Examinations. Currently the Terra Nova Tests from CTB/McGraw Hill are being used. The results of these tests determine adequate yearly progress and help identify schools in need of improvement.

ASSessment is developed by the state or purchased from testing companies or other sources

The Terra Nova Tests have been customized to assess Wisconsin Model Academic Standards in Social Studies.

PUBLICATIONS/DOCUMENTS

2. Learning About Wisconsin: Activities, Historical Documents, and Resources Related to the Wisconsin Model Academic Standards in Grades 4-12 © 1999
3. Lessons in Labor History © 2001
4. Teaching Character Education Using Children’s Literature © 2001

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

A key issue is the lack of financial resources for professional development. Another key issue is teaching and learning structured around national assessments, college assessments and other assessments that do not stress active, lifelong participatory knowledge and skills.

CURRENT CURRICULUM PROJECTS

1. Financial Education — Using Governor’s Task Force recommendations
2. Democracy Education — Using Civics Action Task Force recommendations

CONTACT INFORMATION

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COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Three units of credit in social studies are required to graduate from high school in Wyoming.

Comments:
There are 48 school districts that are governed by their school boards; they determine social studies offerings.

DESCRIPTION OF STATE TESTING IN SOCIAL STUDIES

Code: (U = in use; D = in development; M = mandated; L = local decision; A = available; S = secure)

There is no mandatory social studies testing.

ASSessment IS DEVELOPED BY THE STATE OR PURCHASED FROM TESTING COMPANIES OR OTHER SOURCES

Assessments are developed by the local school districts from purchases made or in-house curriculum teams.

CHANGES IN SOCIAL STUDIES COURSE OFFERINGS, ASSESSMENTS, OR RESOURCES THAT HAVE BEEN IMPLEMENTED OR ARE PLANNED

By 2004 there will be a geography requirement to graduate from a Wyoming high school.

PUBLICATIONS/DOCUMENTS

In July 2002, the Wyoming Social Studies Content and Performance Standards were evaluated and a new draft was made. These standards can be found on the Wyoming State Department of Education’s website http://www.k12.wy.us/

KEY ISSUES IMPACTING SOCIAL STUDIES EDUCATION

Local control by school districts impacts social studies. The low unit requirement for high school graduation (three units) is an issue. There is a wide range of courses that are categorized as social studies (e.g., foreign languages are considered social studies).

CURRENT CURRICULUM PROJECTS

"Journey Through Wyoming" is an interactive electronic class that was piloted in the spring of 2002 for 4th graders. More than 350 students in 15 pilot sites were involved. The State Department of Education has funded a second year with plans to involve not only 4th-grade classrooms but 8th-grade classrooms and in e-classes about history, geography, economic, culture, problem-solving, and other areas.

GENERAL COMMENTS

Because there are 48 local school districts, it is difficult to assess course offerings. Both of the current statewide assessment tools only address literacy and math achievement.

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