**Using the Social Studies Curriculum Framework**

The Curriculum Framework for Social Studies is an organizer to assist Local Education Agencies (LEAs) in writing curriculum. The framework is based upon the Academic Standards of Chapter 4 of PA School Code. The Academic Standards for Social Studies, adopted in 2002, and the Early Learning Standards, adopted in 2016, both went through the regulatory and review process. Updated voluntary Social Studies standards (2009) also cite concepts to be learned. These standards do not specifically cite content to be learned, but concepts to be assessed.

Pennsylvania relies on the locally elected school board to make decisions concerning the content of Social Studies to be taught in the classroom. Social Studies teachers are responsible for teaching “Plato to NATO”. The Academic Standards and the curriculum framework are designed to assist educators in focusing instruction of selected content so that students develop thinking skills to learn the concepts of civics and government, economics, geography, and history. Utilizing the framework will prepare students for adult life and learn the skills to be a responsible, involved citizen as is charged in Chapter 4 of the Pennsylvania School Code:

§ 4.11. Purpose of public education.

(a) This section and § 4.12 (relating to academic standards) describe the purpose of public education and its relationship with the academic standards.

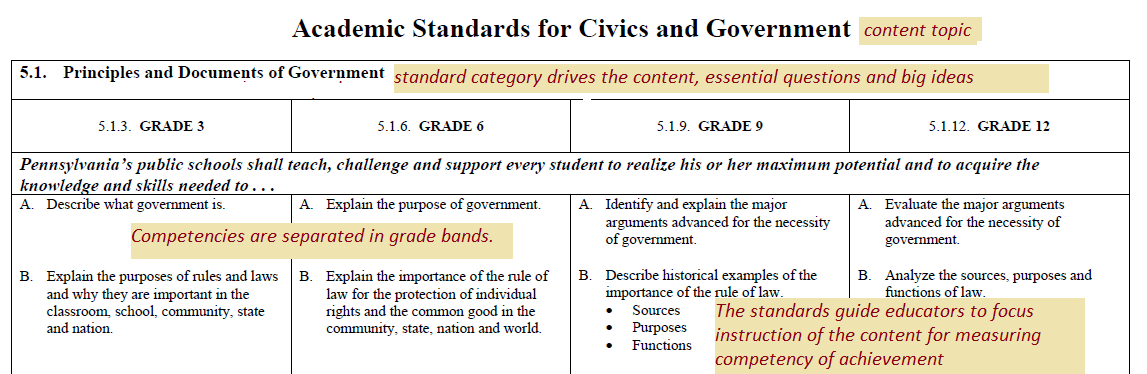
(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

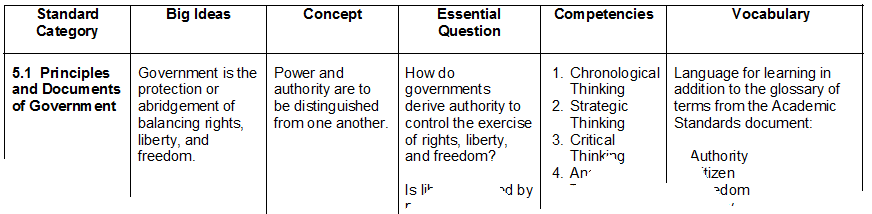
Prior to using the curriculum framework, educators should read the introduction in each Academic Standard document to gain an understanding of the holistic nature of Social Studies.

Assessment should focus on the concepts, using the Essential Questions and Big Ideas to guide assessment practices.

Every student has the right to having voice and choice, informed by knowledge of government, history, economics, and geography. Content as well as instruction should be designed to meet individual student needs.

How to Read the Curriculum Framework and Use the Academic Standards





Framework

**Big Ideas** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

**Concepts**  Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

**Competencies**  Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level. Reference the Academic standard for specific competencies.

Refer to the Academic Standards for guidance in creating the competencies. The competencies of social studies are to develop the thinking skills to have students reach the big ideas and concepts of the Academic Standards. The Academic Standards for Social Studies are written to guide the educator to what the student has to know and be able to do in the standard category. Please reference the specific grade bands for the competencies for students to demonstrate the following:

1. Analytic Thinking – parts, break down complexity to useable information
2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving
3. Strategic Thinking – planning, what to do with the information
4. Chronological Thinking – Thinking across time and space (temporal)

**Essential Questions** Questions connected to the SAS framework specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

**Vocabulary** The vocabulary *for* learning is the concept vocabulary and not content vocabulary. Please add the concept vocabulary to the terms in the glossary of each Academic Standard for students to have a working vernacular to demonstrate their understanding.

|  |  |
| --- | --- |
| **Civics and Government**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning to:*  Support the ideals of civic rights and responsibilities as set forth in the Preamble of the United States Constitution in regard to their local, state, nation and international relationships with actions and deeds.  “The essence of Government is power; and power, lodged as it must be in human hands, will ever be liable to abuse.” - **James Madison** | |
| **Big Ideas** | **Essential Questions** |
| Government is the protection or abridgement of balancing rights, liberty, and freedom. | How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty? |
| People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity. | How does the exercise of rights and responsibilities differ in various forms of governments? |
| The workings of government vary dependent on how the government has the authority to govern. | How do the workings of government vary based on authority? |
| Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government. | How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments? |

Civics and Government

| **Civics and Government Curriculum Framework** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Civics and Government**  **Standard Category** | **Big Ideas** | **Concepts** | **Essential Questions** | **Competencies** | **Vocabulary** |
| **5.1 Principles and Documents of Government** | Government is the protection or abridgement of balancing rights, liberty, and freedom. | Power and authority are to be distinguished from one another. | How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty? | Refer to the grade band in the Academic Standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms for learning in addition to the glossary of terms from the Academic Standards document:  Authority  Citizen  Freedom  Liberty  Principle  Rights |
| **5.2 Rights and Responsibilities of Citizenship** | People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity | There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities. | How does the exercise of rights and responsibilities differ in various forms of governments? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms for learning in addition to the glossary of terms from the Academic Standards document:  Citizen  Freedom  Liberty  Responsibility  Rights |
| **5.3 How Government Works** | The workings of government vary dependent on how the government has the authority to govern. | Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security. | How do the workings of government vary based on authority? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Authority  Due Process of Law  Freedom  Government  Liberty  Security  Sovereignty  Welfare |
| **5.4 How International Relationships Function** | Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government. | There are benefits and consequences of relationships between various forms of government. | How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Freedom  Nation-state  Liberty  Policy  Relationship  Rights |

|  |  |
| --- | --- |
| **Economics**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning to make economic choices which impact self and others in personal, local, state, national and international governments. These choices impact how students:*   1. Form a more perfect union 2. Establish justice 3. Insure domestic tranquility 4. Provide for the common defense 5. Promote the general welfare 6. Secure the blessings of liberty for future generations   “History records that the money changers have used every form of abuse, intrigue, deceit, and violent means possible to maintain their control over governments by controlling money and it's issuance.” ― [**James Madison**](https://www.goodreads.com/author/show/63859.James_Madison) | |
| **Big Ideas** | **Essential Questions** |
| A government’s influence in economic performance impacts the balance of freedom and liberty. | How do governments use economic tools to control freedom and liberty? |
| The tools of economic markets and the functions of government control the full exercise of freedom and liberty**.** | How does a government’s influence on economic performance impact the balance of freedom and liberty? |
| Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty. | How does unlimited wants with limited resources impact government? |
| The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty. | How does interdependence among nations affect the balance of freedom and liberty in its citizens? |
| The work and earnings in various markets impact the balance of freedom and liberty. | How does the distribution of wealth reflect the control of freedom and liberty? |

Economics

| **Economics Curriculum Framework** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Economics**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **6.1 Economic systems** | A government’s influence in economic performance impacts the balance of freedom and liberty. | Governments organize to protect or determine what goods and services should be produced, exchanged and consumed. | How do governments use economic tools to control freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Economics  Freedom  Goods  Liberty  Services |
| **6.2 Markets and Functions of Governments** | The tools of economic markets and the functions of government control the full exercise of freedom and liberty**.** | The fluctuations of supply and demand influence the liberty and freedom of individuals and governments. | How does a government’s influence on economic performance impact the balance of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Demand  Economic institutions  Flow of goods  Freedom  Liberty  Market  Price  Supply  Transaction |
| **6.3 Scarcity and Choice** | Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty. | Scarcity and choice affect the allocation of resources. | How does unlimited wants with limited resources impact government? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Choice  Costs  Distribution  Opportunity cost  Scarcity |
| **6.4 Economic Interdependence** | The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty. | Trading Ideas, goods, and services affect decisions and events in many areas. | How does interdependence among nations affect the balance of freedom and liberty in its citizens? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Capital  Distribution resources  Interdependence  Labor |
| **6.5 Work and Earnings** | The work and earnings in various markets impact the balance of freedom and liberty. | There are costs and benefits from all choices in society. | How does the distribution of wealth reflect the control of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Benefits  Costs  Goods  Productivity  Services  Wealth |

|  |  |
| --- | --- |
| **Geography Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning of geography to make decisions at personal, local, state, national, and international levels which will impact freedoms and liberties of self and others. These decisions will use geography to impact*   1. Government 2. Justice 3. Domestic tranquility 4. Common defense 5. The general welfare 6. Future generations   “Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.” ― [**James Madison**](https://www.goodreads.com/author/show/63859.James_Madison) | |
| **Big Ideas** | **Essential Questions** |
| Geographic tools are constructs of man to represent time, space and place. | How are the tools of geography used to represent time, space and place? |
| The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty. | How do physical features, natural resources and locations (geography) influence freedom and liberty? |
| Geographic features influence human activities in exercising freedom and liberty. | How do human actions to control freedom and liberty reflect in geography around the world? |
| People will use physical features, natural resources, and locations to influence their freedom and liberty. | How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth? |

Geography

| **Geography Curriculum Framework** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Geography**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **7.1 Basic Geographic Literacy** | Geographic tools are constructs of man to represent time, space and place. | Geographic tools were created to study earth’s phenomena. | How are the tools of geography used to represent time, space and place? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Cartography  Freedom  GIS - Geographic  Information Systems  Globes  Liberty  Location  Maps and their  Elements |
| **7.2 The Physical Characteristics of Places and Regions** | The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty. | The earth’s physical features, resources, and places influence movement and use of the land for liberty and freedom. | How do physical features, natural resources and locations (geography) influence freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Freedom  Liberty  Physical features  Resources |
| **7.3 The Human Characteristics of Places and Regions** | Geographic features influence human activities in exercising freedom and liberty. | People are dependent on physical features, resources and places for exercising their liberty and freedom. | How do human actions to control freedom and liberty reflect in geography around the world? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Demographic  Ethnicity  Mobility  Region  Spatial distribution |
| **7.4 The Interactions Between People and Places** | People will use physical features, natural resources, and locations to influence their freedom and liberty. | To exercise freedom and liberty people will adapt or alter geographic resources, features and places. | How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Dependent  Interaction  Physical environment  Spatial patterns |

|  |  |
| --- | --- |
| **History**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| Students will be able to independently use their learning to study the past struggle of balancing liberty and freedom to influence decisions that will impact their future at personal, local, state, national and international levels.  “The advancement and diffusion of knowledge is the only guardian of true liberty.” - **James Madison** | |
| **Big Ideas** | **Essential Questions** |
| The study of the past gives information for today to make choices for liberty and freedom. | How are the tools of history used to examine the struggle to balance freedom and liberty? |
| How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? |
| How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? |
| How does world history reflect the struggle to balance the control of freedom and liberty? |

History

| **History Curriculum Framework** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **History**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **8.1 Historical Analysis and**  **Skills Development** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom. | How are the tools of history used to examine the struggle to balance freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Chronologic  Freedom  Historical perspective  Liberty  Primary source  Secondary source |
| **8.2 Pennsylvania History** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history is the story of the struggle to balance freedom and liberty. | How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts  Change  Conflict  Continuity  Contribution  Control  Freedom  Liberty |
| **8.3 United States History** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history is the story of the struggle to balance freedom and liberty. | How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Chronological Thinking 2. Strategic Thinking 3. Critical Thinking 4. Analytic Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts  Change  Conflict  Continuity  Contribution  Control  Freedom  Liberty |
| **8.4 World History** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history is the story of the struggle to balance freedom and liberty. | How does world history reflect the struggle to balance the control of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts  Change  Conflict  Continuity  Contribution  Control  Freedom  Liberty |