New York State
K-12 Social Studies Update

Prepared by the NYSED Office of Curriculum & Instruction
## Timeline for Adoption of Framework and New Assessments

<table>
<thead>
<tr>
<th>April 28, 2014</th>
<th>Early Fall 2014</th>
<th>June 2018</th>
<th>June 2019</th>
<th>June 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework adopted by the NYS Board of Regents</td>
<td>NYSED to release a Field Guide with guidance on how to integrate social studies content, practices, and CCLS in the context of rigorous, inquiry-driven instruction</td>
<td>The first administration for Regents examinations aligned to the Framework in Global History and Geography (Assessing Concepts and Skills from 10th grade Global).</td>
<td>The first administration for Regents examinations aligned to the Framework in US History and Government</td>
<td>Date for graduation of first class required to pass <strong>both</strong> Global and USHG aligned to the new Framework.</td>
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Current Status

• Adopted by the Board of Regents at April 29, 2014 meeting

• Documents are located at http://www.engageny.org/resource/new-york-state-k-12-social-studies-framework

• The “Introduction to the Framework” document applies to both K-8 and 9-12.
New York State K-12 Social Studies Framework Video
Course of Study Remains Same

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course of Study</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Self and Others</td>
</tr>
<tr>
<td>Grade 1</td>
<td>My Family and Other Families, Now and Long Ago</td>
</tr>
<tr>
<td>Grade 2</td>
<td>My Community and Other Communities</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Communities around the World</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Local History and Local Government</td>
</tr>
<tr>
<td>Grade 5</td>
<td>The Western Hemisphere</td>
</tr>
<tr>
<td>Grade 6</td>
<td>The Eastern Hemisphere</td>
</tr>
<tr>
<td>Grade 7</td>
<td>United States and New York History – I</td>
</tr>
<tr>
<td>Grade 8</td>
<td>United States and New York History – II</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Global History and Geography – I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Global History and Geography – II</td>
</tr>
<tr>
<td>Grade 11</td>
<td>United States History and Government</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Participation in Government</td>
</tr>
<tr>
<td></td>
<td>Economics and Economic Decision Making</td>
</tr>
</tbody>
</table>
Same 5 NYS Social Studies Learning Standards

- Standard 1: History of the United States and New York
- Standard 2: World History
- Standard 3: Geography
- Standard 4: Economics
- Standard 5: Civics, Citizenship, and Government
The Foundation:
Key Ideas, Conceptual Understandings & Content Specifications
4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.
A Program that Supports Teaching, Learning and Assessment
Social Studies Practices

1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation
Common Core Skills

• Reading
  o Key Ideas and Details
  o Craft and Structure
  o Integration of Knowledge & Ideas
  o Range of Reading & Text Complexity

• Writing
  o Text Types and Purposes
  o Production and Distribution of Writing
  o Research to Build and Present Knowledge
  o Range of Writing

• Speaking and Listening
  o Comprehension and Collaboration
  o Presentation of Knowledge and Ideas
Introduction to the Framework

- Scanning the Framework

- Each table will read the introduction to the Framework

- Take notes based on the “Four ‘A’s Protocol”

- Using the 4 “A”s for guidance, what is one take away that your table can agree on?

- Frame the take away employing one of the “A”s

- Ex: “Our table agrees with...”
The Four “A”s

The group reads the text silently, highlighting it and writing notes in the margin on post-it notes answering the following four questions:

• What Assumptions do the authors of the Framework hold?
• What do you Agree with in the text?
• What do you want to Argue with in the text?
• What Actions will you take after reading the text?
COLLEGE CAREER & CIVIC LIFE FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS
C3 Foundations

INQUIRY ARC

DISCIPLINARY LITERACY

CIVIC LIFE
Inquiry Arc

- **Dimension 1**: Developing Questions and Planning Inquiries
- **Dimension 2**: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3**: Evaluating Sources and Using Evidence
- **Dimension 4**: Communicating Conclusions and Taking Informed Action
NYS K-12 Social Studies Resource Toolkit

- Resource Toolkit to equip teachers and districts to design curriculum and instruction
- Each grade level: 1 exemplary unit
- Each grade level: 5 “blueprints”
  (summary of 5 more compelling question units)
- Coming this Fall
Instructional Shifts

Focus on Conceptual Understanding

From

Facts

Breadth of Topics

Recall

To

Concepts and Content Knowledge

Depth within Topics

Transfer and Connections
Instructional Shifts

Foster Student Inquiry, Collaboration and Informed Action

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Teacher as Disseminator</td>
<td>Teacher as Facilitator of Investigation</td>
</tr>
<tr>
<td>Students Learn Facts from Textbook</td>
<td>Students Investigate the Social Science using Multiple Sources</td>
</tr>
<tr>
<td>Students Retell Interpretations</td>
<td>Students Construct Interpretations and Communicate Conclusions</td>
</tr>
</tbody>
</table>
Instructional Shifts
Integrate Content and Skills Purposefully

FROM A Social Studies Classroom Where...

- Students experience an additional nonfiction reading class or textbook-focused instruction
- Students develop literacy skills and social studies practices
- Students learn content knowledge

TO A Social Studies Classroom Where...

- Students learn to read, discuss, and write like social scientists
- Students develop disciplinary literacy skills and social science practices in tandem
- Students integrate and apply concepts, skills, and content knowledge
Overview of the SS/ELA Curriculum

• All lessons are integrated with technology-Smartboard and Discovery Education
• Each unit has a close reading lesson
• Each unit has a vocabulary task (Frayer model), discussion task
• May substitute books on the materials list-as long it is related to the topic it is fine.
• Check for IE compatibility-broken bar at top
Continued…

- CCLLS modules emphasize reading skills-not connections in history
- SS/ELA follows a thread of history
- Unifying Themes have been adopted by all 50 states-grades 4-8
- Text is not just black ink on white paper-everything is text