



Our Students. Their Moment.

# New York State K-12 Social Studies Update

Prepared by the NYSED Office of  
Curriculum & Instruction

August, 2014



# Timeline for Adoption of Framework and New Assessments

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

# 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

e" > > New York State K-12 Social Studies Framework Video



New York State K-12  
Social Studies  
Framework Video



# Course of Study Remains Same

Grade	Course of Study
Kindergarten	Self and Others
Grade 1	My Family and Other Families, Now and Long Ago
Grade 2	My Community and Other Communities
Grade 3	Communities around the World
Grade 4	Local History and Local Government
Grade 5	The Western Hemisphere
Grade 6	The Eastern Hemisphere
Grade 7	United States and New York History – I
Grade 8	United States and New York History – II
Grade 9	Global History and Geography – I
Grade 10	Global History and Geography – II
Grade 11	United States History and Government
Grade 12	Participation in Government Economics and Economic Decision Making

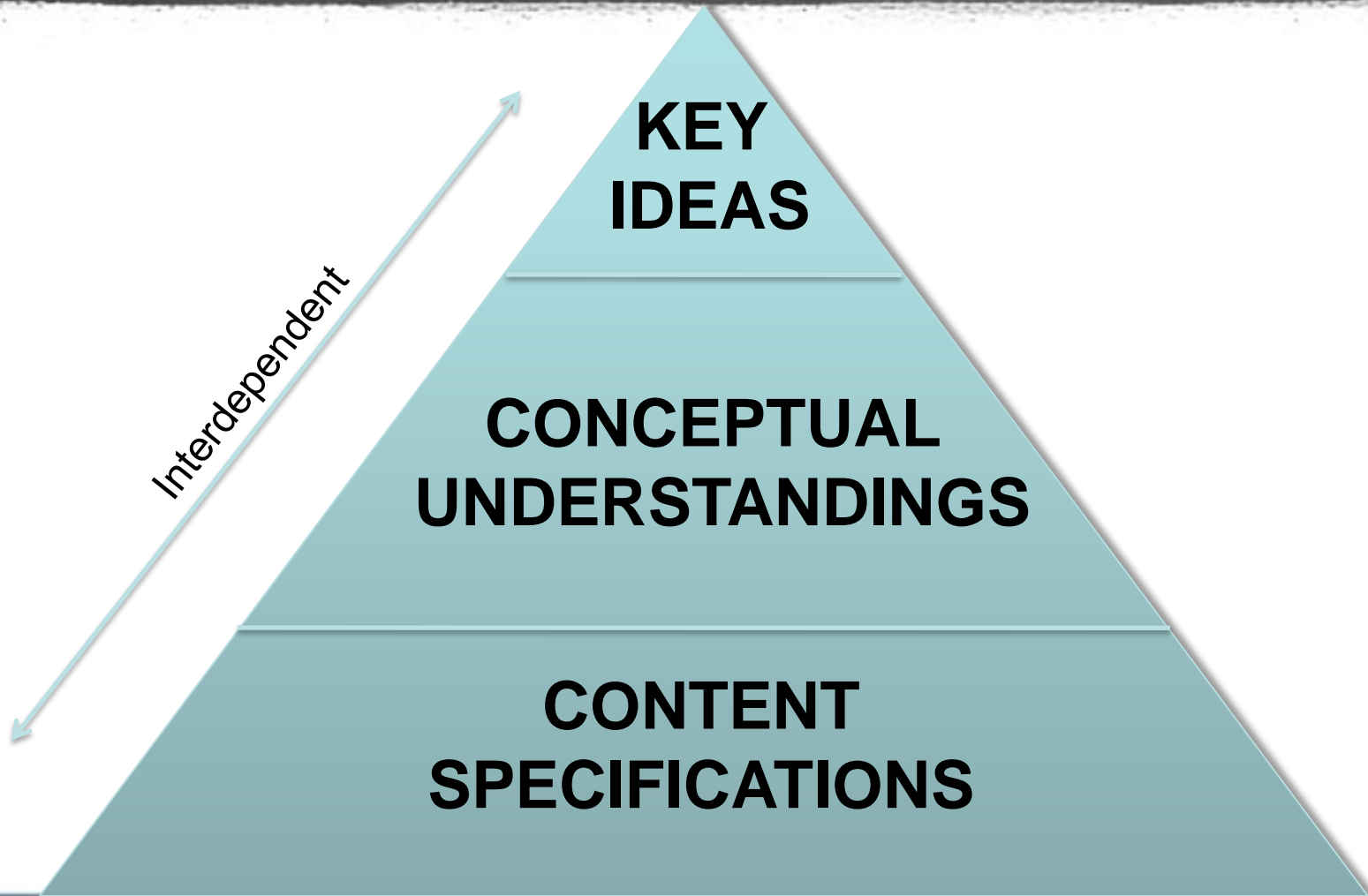
# Same 5 NYS Social Studies Learning Standards

---

- **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

---



# How to Read the Framework

## Key Idea

**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)

## Conceptual Understanding

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

## Content Specifications

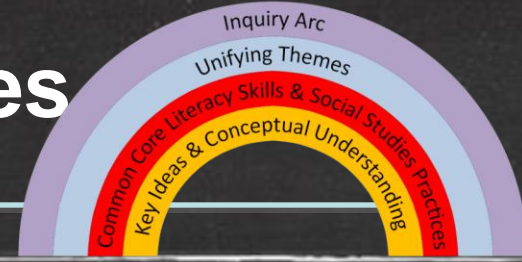
- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.



# A Program that Supports Teaching, Learning and Assessment

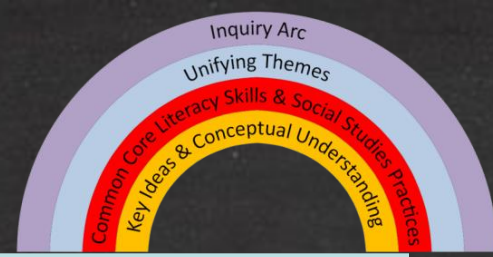


# Social Studies Practices



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**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge & Ideas
  - Range of Reading & Text Complexity
- **Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing
- **Speaking and Listening**
  - Comprehension and Collaboration
  - 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...”

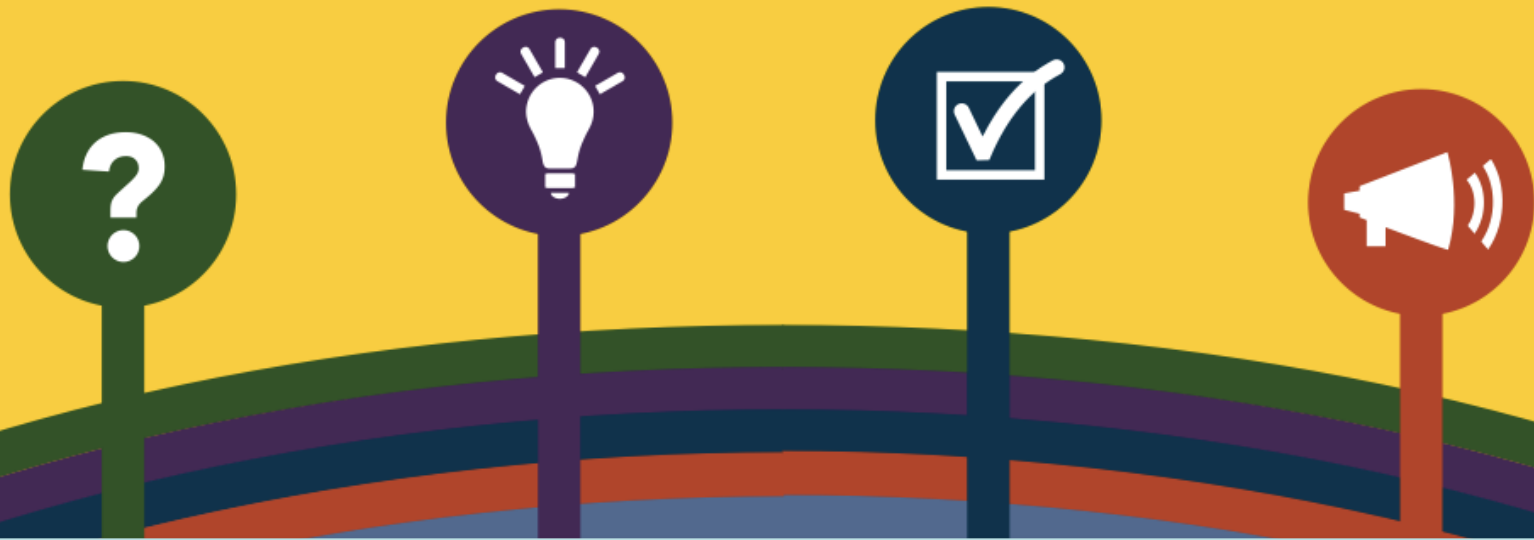
## The Four “A”s


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



Three stylized, light gray classical columns are arranged horizontally. Each column has a fluted shaft and a simple capital. The columns are positioned behind the text labels. The background is white, and the top of the image has a dark gray horizontal band.

**INQUIRY  
ARC**

**DISCIPLINARY  
LITERACY**

**CIVIC  
LIFE**

## **C3 Foundations**

# 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

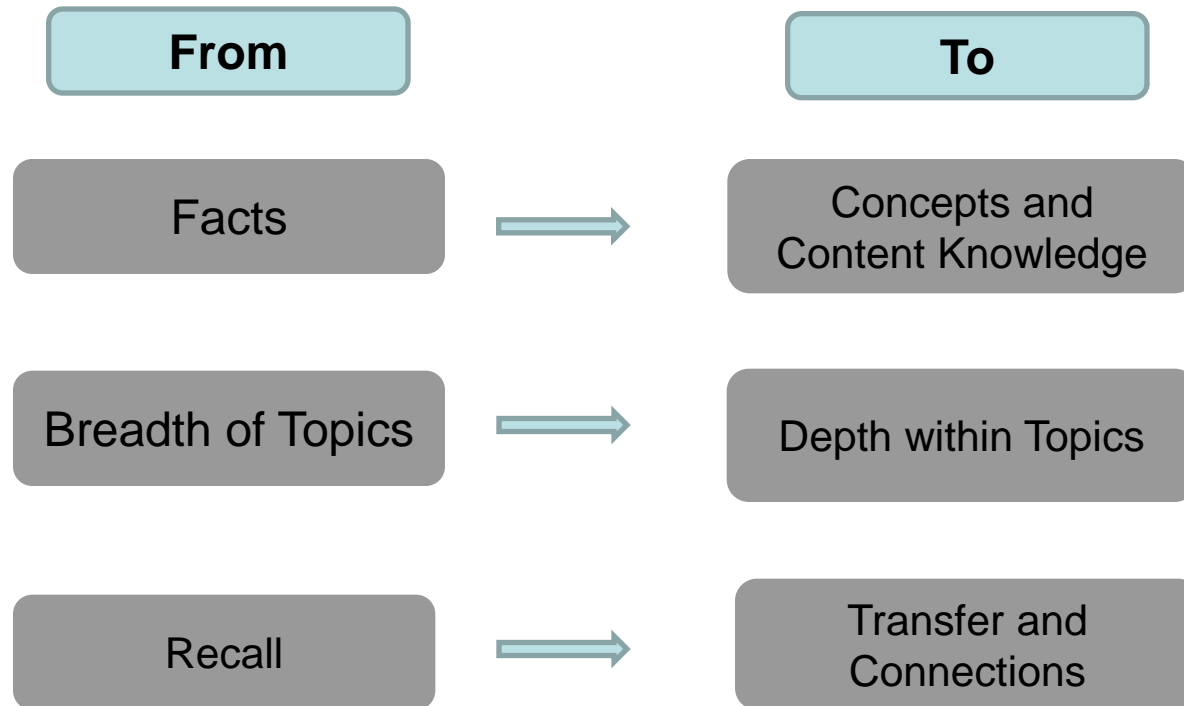


# NYS K-12 Social Studies Resource Toolkit

- 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

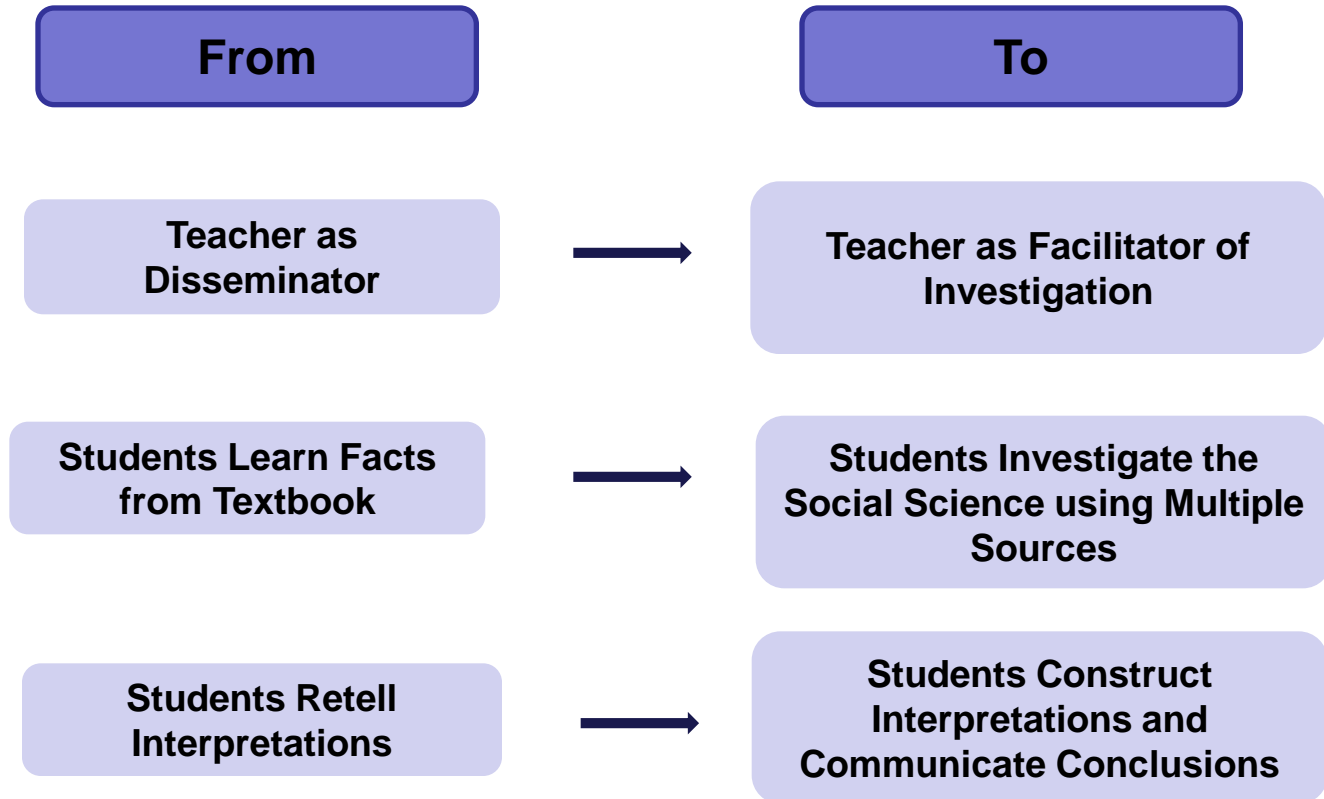
Focus on Conceptual Understanding





# Instructional Shifts

Foster Student Inquiry, Collaboration and Informed Action



# 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...

- CCLS 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