



# UNPACKING THE NEW YORK STATE COMMON-CORE ALIGNED SOCIAL STUDIES FRAMEWORK

*Office of Curriculum,  
Instruction, and  
Professional  
Development*

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# Session Goals

- To introduce schools to the structure and content of the new New York State K-12 Social Studies Framework.
- To consider the implications of this new framework for Social Studies instruction.

# Why does the Framework Matter?

- > ***Teaching Literacy Through Content*** - By grappling with complex content, students can accomplish a higher level of literacy.
- > ***Social Studies Literacy*** - Being literate in Social Studies means understanding the conventions by which documents within the Social Studies disciplines are written, including the integration of primary sources, images, maps, data, and artifacts.
- > **Doing Social Studies** - Social Studies helps students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

## Why Does SS Instruction Matter? Social Studies Instructional Time Per Day

	Number of Minutes	
	Grades K-3	Grades 4-6
Reading/Language Arts	89	83
Mathematics	54	61
Science	19	24
Social Studies	16	21

**Source: *Report of 2012 National Survey of Science and Mathematics Education*, [Chapter 4](#), Table 4.2, page 54.**

# 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.

# NYSED “Standards” Documents

- > *Learning Standards for Social Studies* (1996)
  - Contains Learning Standards at three levels (Elementary, Intermediate and Commencement)
  - Five standards
  - Student performance indicators and examples
  
- > *Resource Guide with Core Curriculum* (1999)
  - Articulates courses of study at grade levels
  - Groups content under larger units
  
- > *New York State K-12 Social Studies Framework* (2014)

# 5 NYS Social Studies Learning Standards Remain the Same

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

# 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

# Guiding Questions

- What are the implications of the new K-12 Social Studies Framework for curriculum planning and instruction?
- How can teachers prepare to teach within the Framework?

# Starting Off (5 minutes)

- What does social studies instruction look like in your classroom presently?
- Take three minutes to think about social studies in your classroom. Describe it briefly on the sheet of paper labeled “The Present”

# Shifts as Defined by NYSED

## Focus on Conceptual Understandings

Increased emphasis on patterns, themes and concepts that cut across place and time. Decreased emphasis on rote memorization.

## Evidence-based Argumentation

Students learn to utilize primary and secondary sources by placing them in context, gathering information and evidence in order to formulate a coherent argument.

## Dual Intensity

Students focus on both content and skills as outlined by the Social Studies Practices and Common Core Learning Standards.

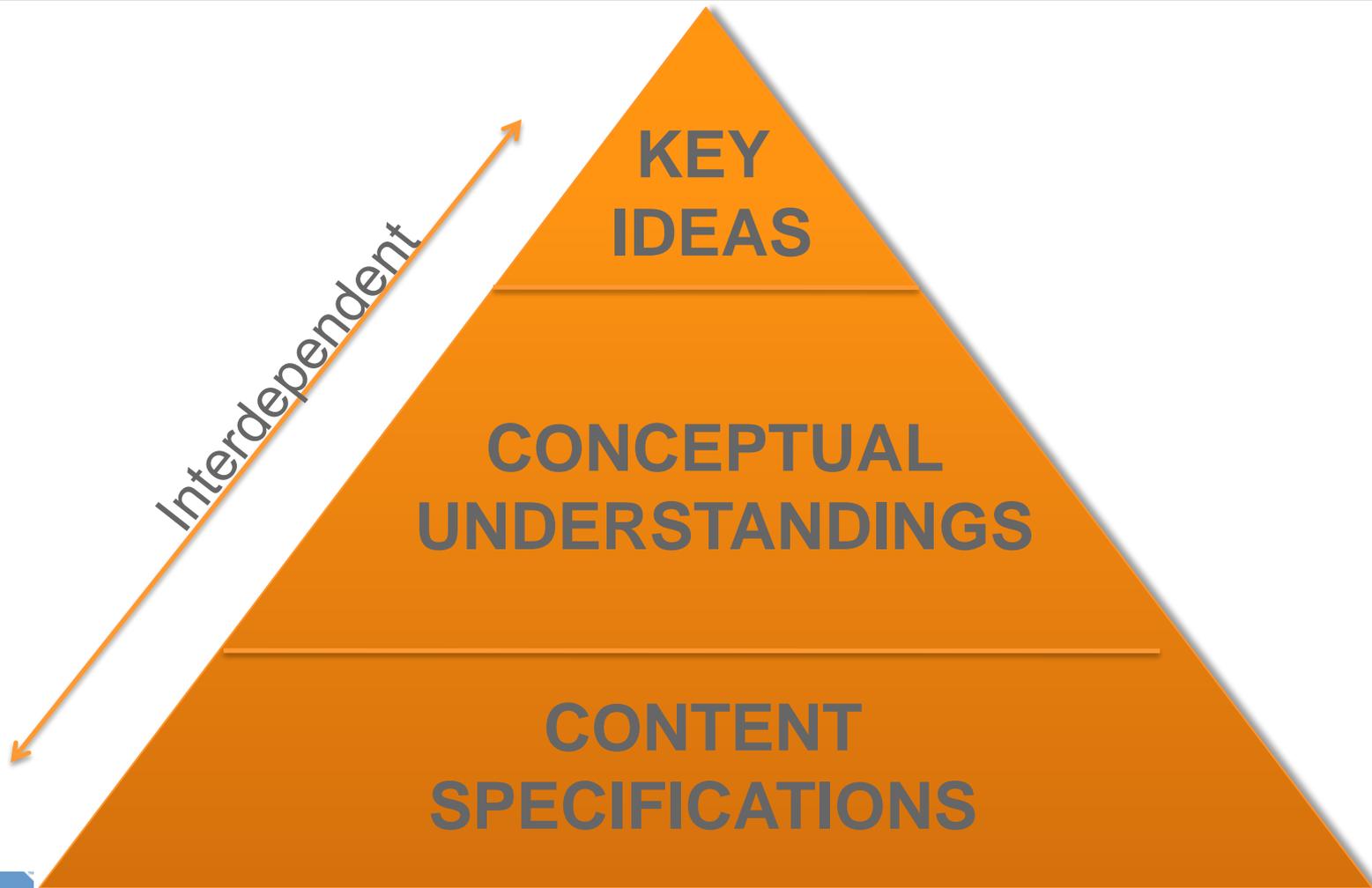
# The Shifts in Your Classroom (5 minutes)

- > Spend five minutes jotting notes on the back side of Graphic Organizer #1 about how you currently teach to these shifts.
- > Turn and talk with a partner:

What are some ways that you might further develop your instruction with these shifts in mind?

# The Foundation: Key Ideas & Conceptual Understandings

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# Key Ideas, Conceptual Understandings, and Content Specifications

## Key Idea

**9.8 AFRICA AND THE AMERICAS PRE-1600:** The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)

## Conceptual Understanding

9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.

## Content Specification

- Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.

# Scanning the Framework (20 minutes)

- > 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?

# Comparison

## Resource Guide with Core Curriculum (1999)

## New York State Common Core K-12 Social Studies Framework (2014)

Grade 3—Content Understandings	Concepts/Themes
<p><b>Cultures and civilizations</b></p> <p>What is a culture? What is a civilization? How and why do cultures change? Where do people settle and live? Why? People in world communities exchange elements of their cultures. People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions. People in world communities celebrate their accomplishments, achievements, and contributions. Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>	<p>Culture</p> <p>Empathy</p>
<p><b>Communities around the world</b></p> <p>People of similar and different cultural groups often live together in world communities. World communities have social, political, economic, and cultural similarities and differences. World communities change over time. Important events and eras of the near and distant past can be displayed on timelines. Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points. All people in world communities need to learn and they learn in different ways. Families in world communities differ from place to place.</p>	<p>Empathy</p> <p>Identity</p> <p>Change</p> <p>Change</p> <p>Culture</p> <p>Identity</p>

### Geography, Humans, and the Environment

#### 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.

- Students will identify the continents and oceans using globes and maps.
- Students will locate the selected world communities in relation to oceans and continents.

3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- Students will identify the differences between a globe and a map.
- Students will examine a variety of maps for at least two of the selected world communities looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).
- Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities

#### 3.2 The location of world communities can be described using geographic tools and vocabulary.

3.2a World communities can be located on globes and maps.

- Students will examine where each selected world community is located.

3.2b World communities can be located in relation to each other and to principle parallels and meridians.

- Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.

# Comparing the Two Documents (20 minutes)

Examine either Grade 3, Grade 7, or Grade 10:  
surfacing major similarities and differences between the  
two documents

- > Similarities: basic content; in each grade level, the overall topic of the year is the same; themes are now more specific
- > Differences: Note the structure of Themes, Key Ideas, Conceptual Understandings, Content Specifications, Social Studies Practices. Emphasis on Using Text for the Argumentative Writing Standard

# The Grade Levels in the Framework

Grade Level	Pages
3 <sup>rd</sup> Grade	38-43
7 <sup>th</sup> Grade	87-95
10 <sup>th</sup> Grade	19-27

# The Grade Levels in 1999 Core Curriculum

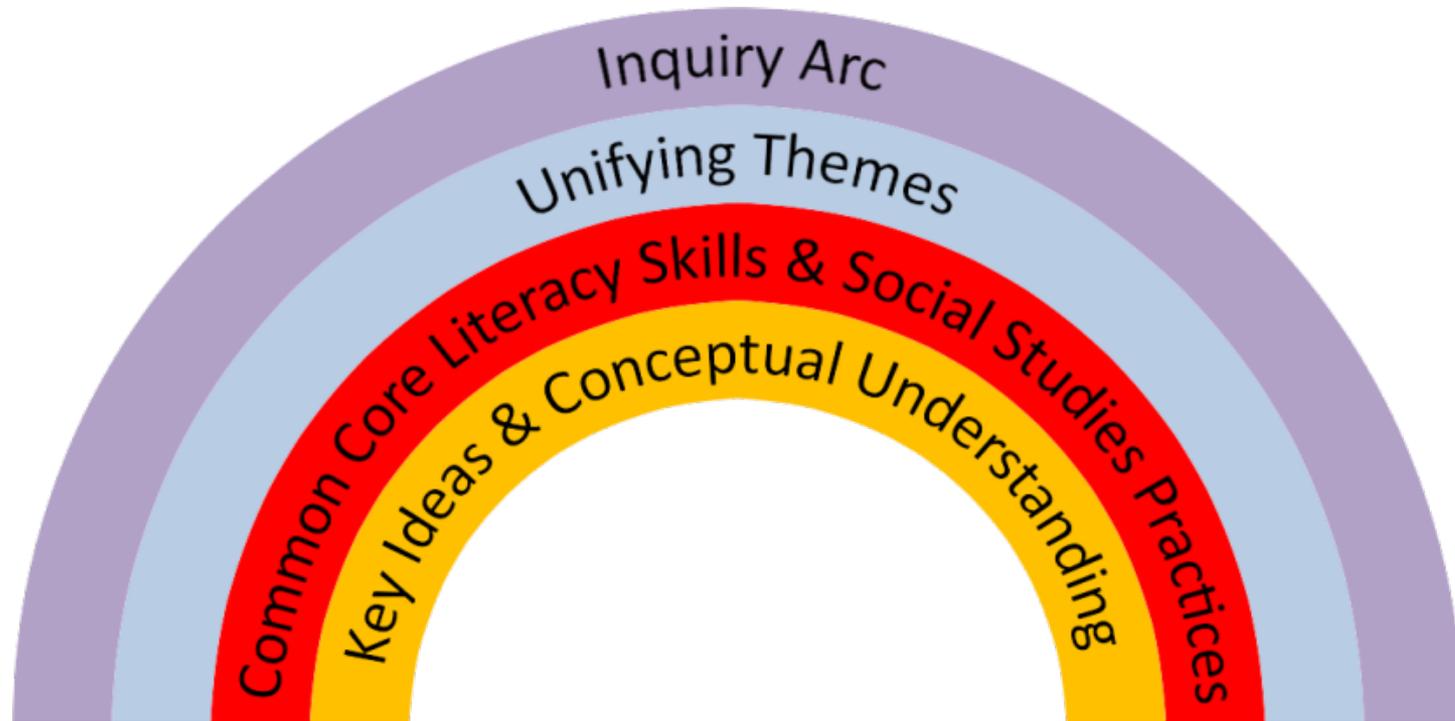
Grade Level	Pages
3 <sup>rd</sup> Grade	25-27
7 <sup>th</sup> Grade	39-50
10 <sup>th</sup> Grade	92-93 and 105-110

# Implications (5 minutes)

- > What are the key similarities?
- > What are the key differences?
- > What are the most significant implications for your instruction?
- > How can the school best develop instruction with these differences in mind?

# A Program that Supports Teaching, Learning and Assessment

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# Social Studies Practices

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- 1) Chronological Reasoning and Causation
- 2) Comparison and Contextualization
- 3) Geographic Reasoning (people, places, regions, environment, interactions)
- 4) Gathering, Using, and Interpreting Evidence
- 5) Economics and Economics Systems
- 6) Civic Participation



# K-12 Vertical Articulation of Social Studies Practices

## *Vertical Articulation and Progressions of Social Studies Practices*

<b>Progression of Social Studies Practices</b>			
<b>Social Studies Practices</b>	<b>Grades K-4</b>	<b>Grades 5-8</b>	<b>Grades 9-12</b>
<b>Chronological Reasoning and Causation</b>	Explain how events are related chronologically to one another in time	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events
	Identify causes and effects using examples from a student's life or from Social Studies	Identify causes and effects using examples from current grade level content and historical ideas and events	Identify causes and effects using examples from different time periods and courses of study across several grade-levels
	Identify the relationship between cause and effect	Identify, analyze, and evaluate relationship between multiple causes and effects	Identify, analyze, and evaluate relationship between multiple causes and effects
	Distinguish between long-term and immediate causes and effects (time, continuity, and change)	Distinguish between long-term and immediate causes and effects (time, continuity, and change)	Distinguish between long-term and immediate causes and multiple effects (time, continuity and change)
	Recognize dynamics of historical continuity and change over periods of time	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time

# Examine the Social Studies Practices (15 minutes)

- > At your tables please examine the Social Studies Practice Articulation K-4, 5-8 or 9-12
- > Spend ten minutes annotating the document
- > Briefly discuss how these practices might impact your instruction? Speak to specific aspects of the Social Studies Practices.

## “The Future” (15 minutes)

- > Fill out the graphic organizer titled “The Future”
- > Share your examples and observations of what instruction supporting the Framework might look like in your classroom

# “The Future”

- > Please consider the following scenario to imagine instruction aligned to the Framework in your school.
- > What would instruction look like supporting these three key elements:
  - A Grade Level Key Idea: 10.2
  - Social Studies Practice: *Comparison and Contextualization*
  - CCLS RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

# 3rd Grade

**A Grade Level Key Idea: 3.4** Each community or culture has a unique history, including heroic figures, traditions, and holidays.

**Social Studies Practice:** *Gathering, Using, and Interpreting Evidence (p. 38)*

## **CCLS [ELA-Literacy.RL.3.2](#)**

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

# 7th Grade

**A Grade Level Key Idea: 7.5 THE CONSTITUTION IN PRACTICE:** The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York Constitution also has been changed over time.

**Social Studies Practice:** *Gathering, Using, and Interpreting Evidence (p. 87)*

**CCLS RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

# 10th Grade

## A Grade Level Key Idea: 10.2

10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

**Social Studies Practice:** *Comparison and Contextualization (p. 2)*

**CCLS RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

# Next Steps

- > Following your table discussion flip the graphic organizer titled “The Future” over. On the back is space to jot down next steps.
- > The steps are divided into two categories:
  - What can you do in your classroom?
  - What support do you need?
- > Take five minutes to take some notes to help you plan out next steps

# Final Discussion (10 minutes)

- What are the implications of the new Social Studies Framework for curriculum planning and instruction?
- How can the administration best support teachers as we learn to teach within the Framework?
- What next steps will you take within your school?

# Exit Slip

- > There is a chart paper by the door labeled “Next Steps: Support”
- > Fill out one post it with a priority need for supports to help implement instruction supporting the NYS K-12 Social Studies Framework in your classroom

# FOR MORE INFORMATION

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