



Our Students. Their Moment.

NYS P-12 Common Core Social Studies Framework

Board of Regents
Monday, January 14th



Current State of Social Studies

Current State in New York	
Current Courses	<ul style="list-style-type: none">• K-8 incorporates the 5 NY State Learning Standards and follows the <i>Core Curriculum Resource Guide</i>• Grade 9: Global 1; Grade 10: Global 2; Grade 11: US History; Grade 12: Economics and Civic Participation
Required Assessments	<ul style="list-style-type: none">• Global History and Geography Regents (Grade 10)<ul style="list-style-type: none">• Part I: MC Questions (50)• Part II: Thematic Essay (1)• Part III: DBQ (1)• US History and Government Regents (Grade 11)<ul style="list-style-type: none">• Part I: MC Questions (50)• Part II: Thematic Essay (1)• Part III: DBQ (1)
Department Approved Equivalent	AP World History, AP US History, SAT II US History (requires additional research project)

Integrating the Common Core into the Social Studies Framework

Current NY State Social Studies Focus

- Emphasis on content
- Understanding of concepts within a time period
- Use of primary and secondary source documents for Thematic Essay and DBQ on Regents

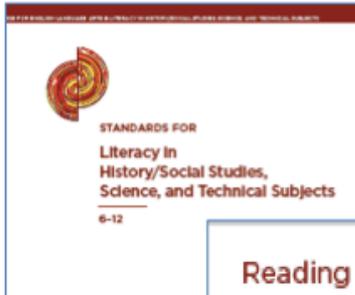
NY State Social Studies Focus with the Common Core (CCLS)

- Emphasis on content *in the context of key ideas and coherent themes*
- Understanding of concepts *within and across* time periods (recognizing themes and patterns)
- Use of primary and secondary source documents *to learn concepts* (case study analysis) *to promote informational reading, critical thinking and writing through instruction and on Regents*

Course of Study Remains Same

Grade	Content Focus
Kindergarten	Self and Others
Grade 1	My Family and Other Families, Now and Long Ago
Grade 2	My Community and Other United States Communities
Grade 3	Communities around the World – Learning about People and Places
Grade 4	Local History and Local Government
Grade 5	The United States, Canada, and Latin America
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	History of the United States and New York – 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, the Enterprise System, & Finance

Aligned to the CCLS for Social Studies and Technical Subjects



Reading Standards for Literacy in History/Social Studies 6-12

RH

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

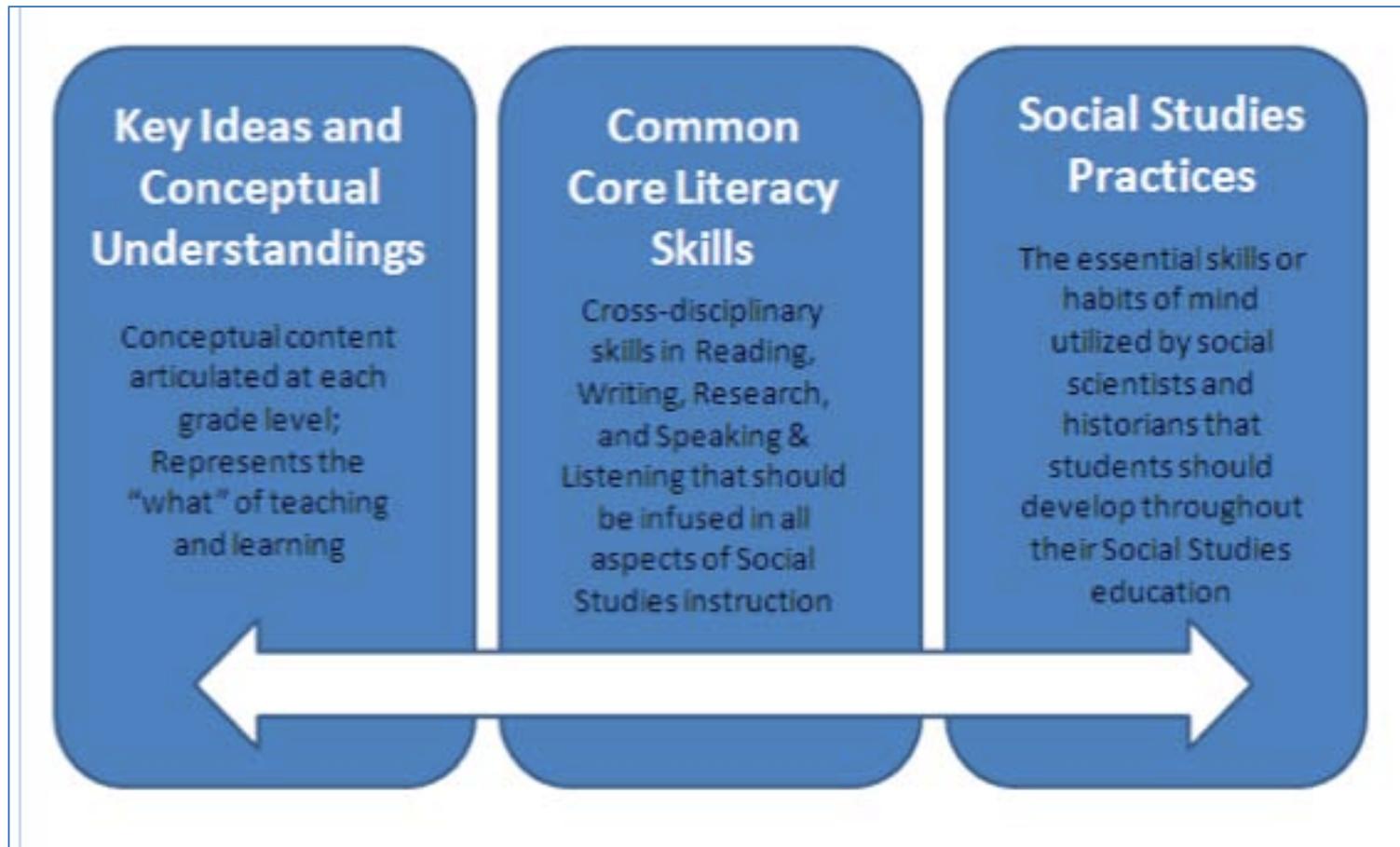
Rigor and Skills of the CCLS

New York Common Core Social Studies *DRAFT* Framework

The K-12 Framework for Social Studies allows for:

- Students to develop an understanding of concepts and key ideas, driven by case studies, analysis of primary and secondary source documents, and an examination of patterns of events in history.
- Students to be assessed on their understanding of key ideas, as well as conceptual understandings.
- Students to be instructed across the K-12 spectrum using a coherent set of themes, key ideas, and concepts.
- Districts and teachers to have increased decision making power about how to teach and illustrate conceptual understandings and key ideas to promote student understanding. There will be multiple pathways to lead students to conceptual understandings

A Framework that Supports Teaching, Learning and Assessment



Consistent Themes P-12

Unifying Themes

These ten unifying Social Studies themes represent different lenses that can be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the 2012 Social Studies framework across all grades, K-12.

Themes at a Glance

- 1. Individual Development and Cultural Identity**
- 2. Development, Movement, and Interaction of Cultures**
- 3. Time, Continuity, and Change**
- 4. Geography, Humans, and the Environment**
- 5. Development and Transformation of Social Structures**
- 6. Power, Authority, and Governance**
- 7. Civic Ideals and Practices**
- 8. Creation, Expansion, and Interaction of Economic Systems**
- 9. Science, Technology, and Innovation**
- 10. Global Connections and Exchange**

Vertical Articulation of Social Studies Practices Across K-12

Social Studies Practices

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies Conceptual Understandings. The Practices were created within the new Advanced Placement World History Course Framework, the National Geography Learning Standards, the National Geography Social Studies Standards, and the Habits of the Mind in Social Studies Education.

Progression of Social Studies Practices			
Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Chronological Reasoning and Causation	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
	Recognize that periodization	Recognize that changing the	Recognize that choice of specific

K-8 Framework Update

- **Feedback on the K-8 Framework was received from across the State, including teachers, supervisors, higher education representatives and professional organizations.**
- **Overall feedback showed that the draft framework was rigorous and contained high-level expectations for students in Social Studies. Respondents indicated that the Framework encompassed what students should know and be able to do in Social Studies. There was general agreement that the conceptual understandings within the Framework would support the implementation of the New York State CCLS for Literacy in Social Studies/History.**
- **Additional feedback indicated the Framework did not contain sufficient New York State history and should be revised to incorporate local-level historical studies. Further, respondents requested additional specificity in content expectations that will guide the development of local curriculum materials and assessments. Professionals indicated that content understandings in specific grade levels should be reviewed to ensure they were developmentally appropriate. This will be addressed with the Field Guide.**

K-8 Framework Next Steps

Members of the Content Advisory Panel reviewed the public input during their October 19, 2012 meeting. The Content Advisory Panel's feedback was in line with feedback received from the field. The revised K-8 Framework will be presented to the Board at its April 2013 meeting.

Sample 9-12 Framework

Grade 11: United States History and Government

In this course, students examine the historical and intellectual origins of the United States beginning in the colonial era all the way up through to the present day. They learn about the important political and economic factors that contributed to the outbreak of the Revolutionary War and have continued to influence the country to this day. Students also study the central ideas and concepts of American democracy, and the basic framework of America's westward expansion, the establishment and evolution of traditions, and economic and social changes. Students also examine the impact of the Civil War. Additionally, students analyze the causes of the American Revolution, America's emergence as a world power, and the two world wars. Students explore the expansion of the federal government, evolving American political culture, the Cold War and its aftermath. Finally, students study recent events in American history and its place in an increasingly globalized and interconnected world.

Key Ideas	Conceptual Understandings
<i>The Constitutional Foundations of American Society (1607-1800)</i>	
11.1 The history and development of the United States during the colonial era provides the foundation for understanding enduring American political, economic, and social principles and struggles.	11.1.a Early settlers came to America for economic, religious, and political reasons. 11.1.b British political traditions and Enlightenment ideals left an indelible mark on the development of colonial political systems and eventually shape the United States Constitution and American government. 11.1.c The governance structures of the colonies and the concepts of civic participation and individual rights influenced the development of the United States government.

Key Ideas	Conceptual Understandings	Theme(s)	Standard
	population, and experienced cultural devastation as a result of European settlement.		
11.2 The American Revolution was motivated by growing political, economic and social aspirations of Americans to be free of British rule; this laid the foundation for the establishment of a new nation.	11.2.a Conflicts between colonists and the British over political and economic matters ultimately led to the start of a revolution and resulted in independence. 11.2.b British traditions and enlightenment ideals of natural rights and self-governance inspired the colonists to declare and fight for independence. 11.2.c Colonial leaders motivated and organized the population to challenge long-standing loyalties and cultural ties to Britain. 11.2.d The colonists were victorious despite a difficult war against an empire with superior military power and resources.	Power, Authority, and Governance	1, 5
11.3 The success of the Revolution challenged Americans to establish a system of government that would provide for stability, while beginning to fulfill the promise of the ideals outlined in the Declaration of Independence.	11.3.a Upon achieving independence, the Articles of Confederation failed to meet the challenges the individual states faced in creating a unified nation. 11.3.b Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new republic, and these debates had a lasting influence on the development of American politics.	Power, Authority, and Governance Civic Ideals and Practices	1, 5

Sample 9-12 Social Studies Practices

Progression of Social Studies Practices			
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Global Split Survey

- **Survey:** The survey presented three options for dividing the **Global History and Geography** course of study into two units of study:
 - **Thematic approach:** In this option, Unit of study 1 would be a foundational course concentrating on building skills in economics, geography, civics and world history. Unit of study 2 would be a thematic approach to contemporary world history and geography; or
 - **Chronological approach:** Unit of Study 1 would address the Neolithic Revolution to the Age of Enlightenment (approximately 8000 BCE to 1600). Unit of Study 2 would address the Age of Enlightenment to present (approximately 1600 to present).
 - **Chronological approach:** Unit of Study 1 would address the Neolithic Revolution to the end of the Napoleonic Period (approximately 8000 BCE to 1815). Unit of Study 2 would address 1815 to the present. This option would narrow the scope of the study of the classical civilizations in Unit 1.

Global Split Proposal in the 9-12 Framework

PROPOSAL

- Unit of Study 1 would address the Neolithic Revolution to the beginnings and causes of the Industrial Revolution (approximately 1765)
- Unit of Study 2 would address 1750 to the present

RATIONALE

- The split at 1750 was based on multiple research sources that indicate 1750 is the transition between the pre-modern world and the post-modern world.
- Enable students to use the causes and beginnings of the Industrial Revolution from Unit of Study 1 to understand the Industrial Revolution itself as the foundations for imperialism and social revolutions in Europe.
- Benefits also include more concentrated content in Unit of Study 2, allowing for a greater depth of focus to help students understand today's global world. The overlapping time periods would enable students to have some historical continuity between Unit of Study 1 and Unit of Study 2 for instruction and assessment purposes (a brief review of the late 18th century can build a strong foundation for later historical events).

Recommended Next Steps

- Seek broad public comment on the Draft 9-12 Common Core Social Studies Framework through a process similar to what was utilized for the K-8 Framework (late-January until March 2013).
- Return to the Board at the April meeting with revised P-8 and 9-12 Frameworks that reflect the CCLS and widespread public input for approval.
- Upon approval of the Frameworks by the Board, develop, in continued collaboration with the Content Advisory Panel, a unified K-12 social studies Field Guide to provide teachers with resources for classroom implementation.