

Sara Anderson



New York State Social Studies Framework

New York State Learning Standards for Social Studies

Standard 1: History of the United States and N.Y.

Standard 2: World History

Standard 3: Geography

Standard 4: Economics

Standard 5: Civics, Citizenship, and Government

The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the NYS Framework. Each Key Idea is aligned to and represents one or more standard.

New York State Social Studies Framework

- Key Components:
 - Grade-level Key Ideas, Conceptual Understandings, and Content Specifications
 - K-12 Social Studies Practices
 - K-12 Common Core Literacy Skills
 - K-12 Unifying Themes





Grade Level

Content Sequence K-12

Key Ideas: Represent the essential content understandings

Conceptual Understandings: More specific statements that support the Key Ideas.

Content Specifications: Identify specific social studies content.
“Students will.....”

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
Grade 4	Local History and Local Government
Grade 5	The Western Hemisphere
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	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

Ten Unifying Social Studies Themes: Aligned to Key Ideas

- Individual Development and Cultural Identity (ID)
- Development, Movement, and Interaction of Cultures (MOV)
- Time, Continuity, and Change (TCC)
- Geography, Humans, and the Environment (GEO)
- Development and Transformation of Social Structures (SOC)
- Power, Authority, and Governance (GOV)
- Civic Ideas and Practices (CIV)
- Creation, Expansion, and Interaction of Economic Systems (ECO)
- Science, Technology, and Innovation (TECH)
- Global Connections and Exchange (EXCH)

Reading and Writing Standards for Literacy in History/SS Vertical Articulation 5-8, 9-10, and 11-12

Reading Standards

- Keys Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing Standards

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

Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

These standards should be developed and fostered using the content across all grade levels K-12.

Four Dimensions of the Inquiry Arc



1. Developing questions and planning inquires;
2. Applying disciplinary concepts and tools;
3. Evaluating sources and using evidence; and
4. Communicating conclusions and taking informed action.

- The College, Career, and Civic Life (C3) Framework for State Standard in Social Studies (2013):
- Three :
 - Inquiry Arc (Mutually reinforcing ideas)
 - Disciplinary Literacy (Emphasis on the foundation of literacy through an integration of the CCLS and disciplinary literacies of SS)
 - Civic Life (Cornerstone of the NYS Framework: Kindergarten through Participation in Government)

Vertical Articulation and Progression of Social Studies Practices: K-4, 5-8 and 9-12

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

Social Studies Practice	Grades K-4	Grades 5-8	Grades 9-12
Comparison and Contextualization	Identify multiple perspectives of a historical event.	Identify and compare multiple perspectives of a given historical event.	Identify compare and evaluate multiple perspectives of a given historical experience .

Example- Grade 2: My Community and Other Communities

Five Units: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans and the Environment; Time, Continuity, and Change; and Economic Systems.

- **Unit 1: Individual Development and Cultural Identity**

Key Idea:

- 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of land are some characteristics that define and distinguish types of communities.
 - **Conceptual Understanding:**
 - 2.1a, 2.1b, and 2.1c Focus on urban, suburban, and rural
 - **Content Specifications:**
 - » Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.

Effective dissemination of the changes to all constituent groups requires an understanding of the NYS Framework

Administrators and Faculty

- Overview to Administrators and Faculty
 - Administrators:
 - Administrative Council Meetings and/or Principal's Meetings
 - Faculty:
 - District Professional Development Days
- On-going priority requires:
 - Dedicating Faculty and/or Grade Level Meetings
 - Time for teachers to “unpack” the new framework
 - Study/Focus Groups

Parents and Community

- Overview to Parents and Community
 - Parents/Students/Community
 - Utilize the District's Website
 - Presentation at BOE Meeting
 - Workshop for Parents

Plans to evaluate the current social studies program(s) used in the district

- Create a committee to conduct an initial evaluation of the current social studies program to determine if it is in alignment with the newly adopted NYS Framework:
 - Curriculum Map
 - Scope/Sequence
 - Instructional Time
 - Putnam Westchester BOCES
 - On-line Resources
 - Texts
 - Assessments
 - Gather specific feedback from constituents to inform the evaluation (i.e.: surveys and/or meetings)
 - Diagnosis of needs and/or changes, based on NYS K-12 Social Studies Framework
 - Formulation of Goals/Objectives and Next Steps
 - Preparation of a Timeline/Planning Process

Plans for any necessary changes: Effective implementation requires involvement and on-going support for all stakeholders.

- Based on evaluation's goals and next steps, develop a committee to:
 - Revise and expand current curriculum map to align with NYS Framework
 - Create a monthly pacing calendar replete with teaching points and materials to be used
 - Generate Common Core alignment to Reading, Writing, Listening and Speaking Anchor Standards
 - Provide on-going support
 - Conduct on-going evaluations to assure successful implementation