

NYS Social Studies Framework

Adapted from Monroe 2-Orleans BOCES



NYS SS FRAMEWORK OVERVIEW

- ◉ The NYS Social Studies Framework was adopted April 29, 2014
- ◉ The same 5 Social Studies Standards from 1996 have been retained:
 - History of the US and NY
 - World History
 - Geography
 - Economics
 - Civics, Citizenship and Government

Let's watch!



NYS COMMON CORE SS FRAMEWORK

- The revised NYS CCLS K-12 Social Studies Framework integrates existing NYS learning Standards and NYS Core Curriculum for Social Studies.
- The revised framework is now a single 3-part document:
 - Unifying Themes
 - Common Core Literacy Skills
 - Social Studies Practices
- Key Ideas, Conceptual Understandings, and Content Specifications are provided for each grade band, K-12.



NYS COMMON CORE SS FRAMEWORK

- ◉ The K-12 Framework for Social Studies allows for:
 - Students to be instructed in a way that integrates social studies content with Common Core Literacy Standards (CCLS) and Social Studies Practices.
 - Students to develop conceptual understanding through inquiry into case studies, utilizing a variety of source materials.
 - Students to be instructed across the K-12 spectrum using a cohesive set up themes, key ideas, concepts, and illustrative content.



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



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



A PROGRAM THAT SUPPORTS TEACHING, LEARNING AND ASSESSMENT



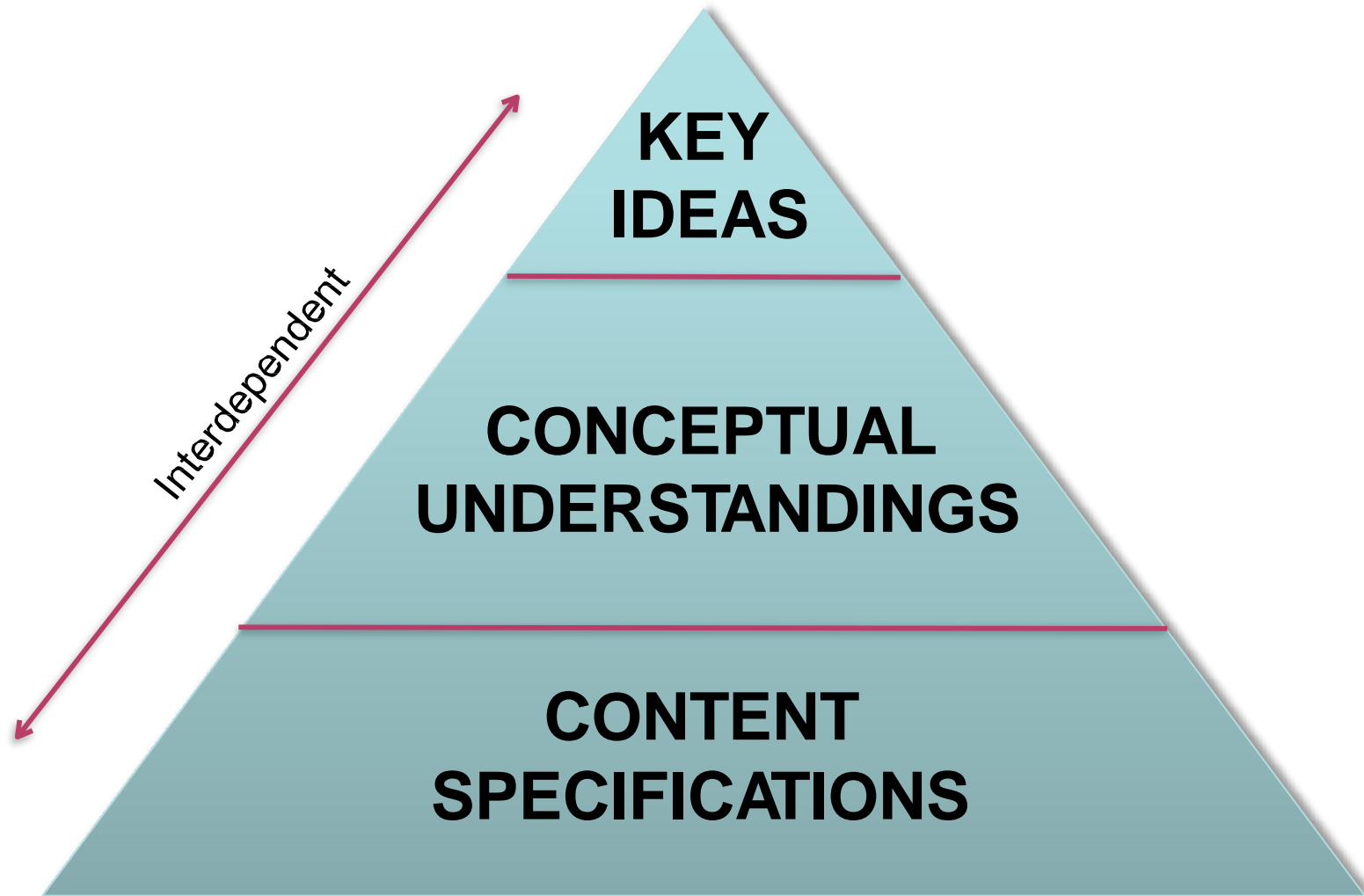
NYS COMMON CORE SOCIAL STUDIES FRAMEWORK: OVERVIEW

- NYS Common Core Social Studies Framework is:
 - Anchored in the NYS CCLS for literacy and writing and the NYS Learning Standards for Social Studies.
 - NYS Learning Standards for Social Studies (1996) continue to provide foundation for the Framework.
 - Each Key Idea is derived from and/or aligned to one (or more) of these standards.



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.

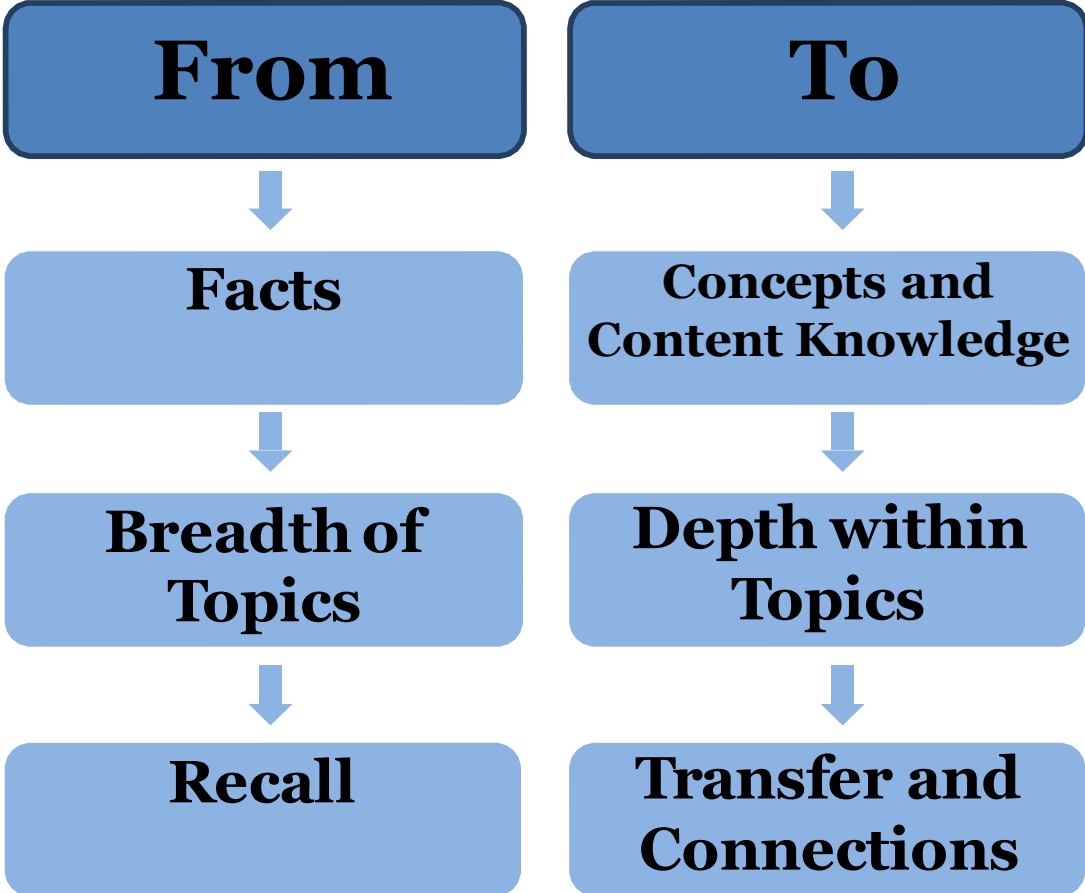


NY SOCIAL STUDIES FRAMEWORK 3 INSTRUCTIONAL SHIFTS

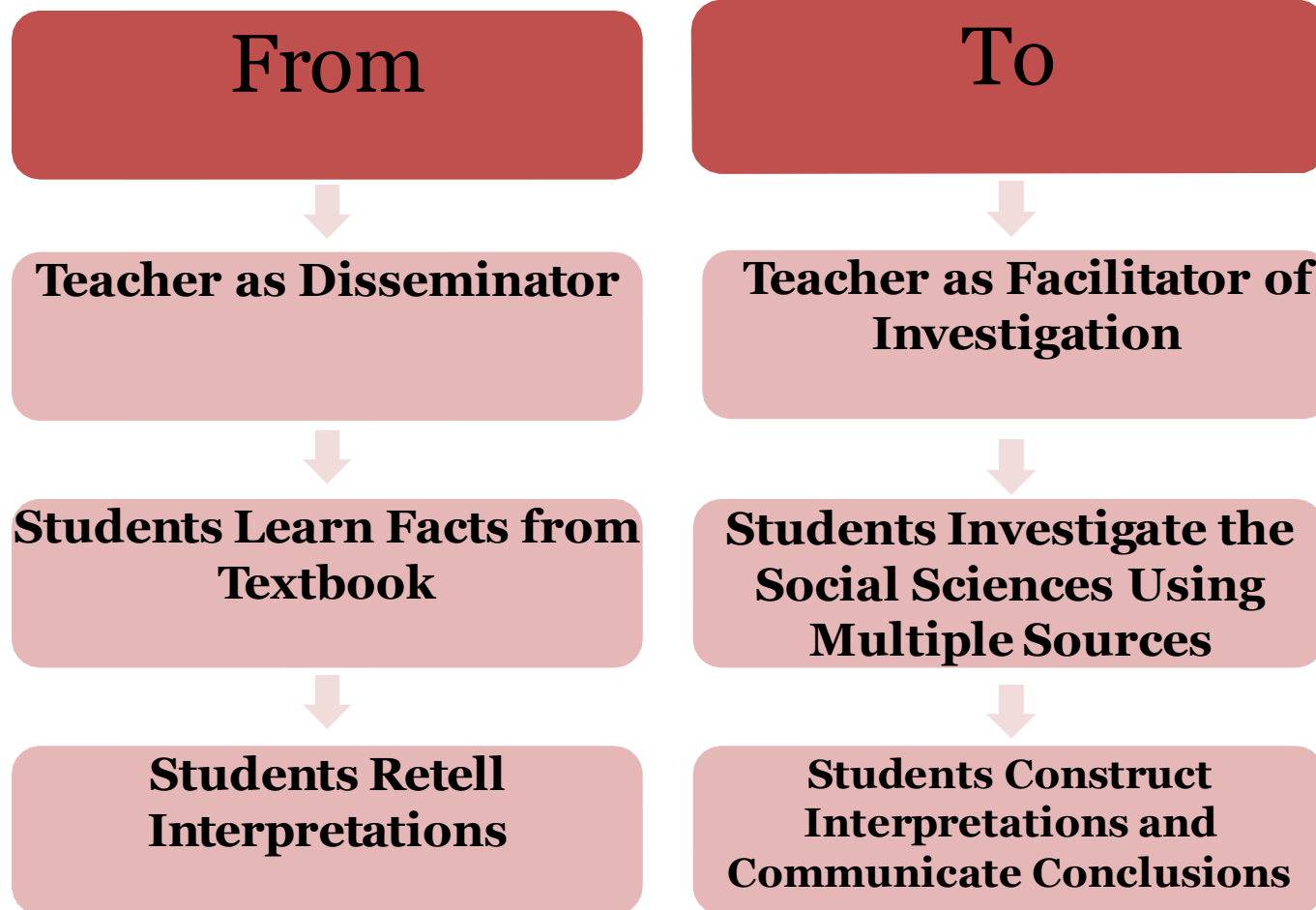
- ◎ Focus on Conceptual Understanding.
- ◎ Foster Student Inquiry, Collaboration, and Informed Action.
- ◎ Integrate Content and Skills Purposefully.



Instructional Shift #1: Focus on Conceptual Understanding



Instructional Shift #2: Foster Student Inquiry, collaboration, and Informed Action



TAKING INFORMED ACTION

- ⦿ Understand the problem: Research issue relevant to Inquiry
- ⦿ Assess options for action: Identifying the problem(s) and possible civic action(s)
- ⦿ Apply and take action Civic Activism



Instructional Shift #3: Integrate Content and Skills Purposefully

FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook focused instruction	Students learn to read, discuss, and write like social scientists
Students develop literacy skills and social studies practices separately	Students develop disciplinary literacy skills and social science practices in tandem
Students learn content knowledge	Students integrate and apply concepts, skills, and content knowledge

NYS K-12 SOCIAL STUDIES RESOURCE TOOLKIT

- ◉ Collaborative project with SUNY Binghamton
- ◉ Resource Toolkit to equip teachers and districts to design curriculum and instruction
- ◉ Each grade level: 1 annotated inquiry
- ◉ Each grade level: 5 abridged inquiries
(summary of 5 more compelling question inquiries)



WHY INQUIRIES RATHER THAN UNITS...

- Inquiries are *not* fully-developed content units or modules
- Inquiries enable pedagogical coherence
- An inquiry need not necessarily cover an entire key idea
- A Key Idea (e.g., Native Americans in New York) may necessitate several inquiries
- Teacher expertise and agency is key



COMPELLING QUESTIONS

- ◉ Intellectually meaty
- ◉ Kid friendly



INTELLECTUALLY MEATY

- ◉ Reflects an enduring issue, concern, or debate in the field
- ◉ Demands the use of multiple disciplinary lenses and perspectives



KID FRIENDLY

- ◉ Reflects a quality or condition that we know children care about
- ◉ Honors and respects children's intellectual efforts



COMPELLING...OR NOT SO COMPELLING?

- ◉ Where are we?
- ◉ What were the causes of the Industrial Revolution?
- ◉ Why is Albany the capital of New York?
- ◉ Can Canada and the US be friends forever?
- ◉ Who won the Cold War?
- ◉ Who are our community helpers?
- ◉ What's the deal with hair?



SUPPORTING QUESTIONS

- Support and extend the Compelling Question
- Represent the disciplinary knowledge desired
- Reflect the sources selected
- Inspire formative assessments

