
Social Studies

November 15, 2016

New York State's Defined Purpose of Social Studies

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

The New York State Framework

The New York State K-12 Social Studies Framework is designed to prepare students for college, careers, and civic life with courses that are rigorous and aligned to New York State Learning Standards. This Framework integrates existing New York State Learning Standards and the New York State Core Curriculum for Social Studies into a single, three-part document. It is intended to serve as a guide for local districts in developing their Social Studies curricula. Social Studies practices are identified, as well as the key ideas, conceptual understandings, and content specifications.

The Social Studies Framework allows for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices.
- Students to be instructed across the K-12 spectrum by using a cohesive set of themes, key ideas, and concepts.
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding.

New York State Learning Standards for Social Studies

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 derived from and/or aligned to one of these standards as the primary standard. In many cases, a Key Idea represents more than one standard.

New York State Learning Standards for Social Studies

Standard 1: History of the United States and New York -Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History -Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography -Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Standard 4: Economics - Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government - Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

New York State Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience,
5. Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The C3 Framework and the Inquiry Arc

The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies was published by the National Council for the Social Studies in September 2013.

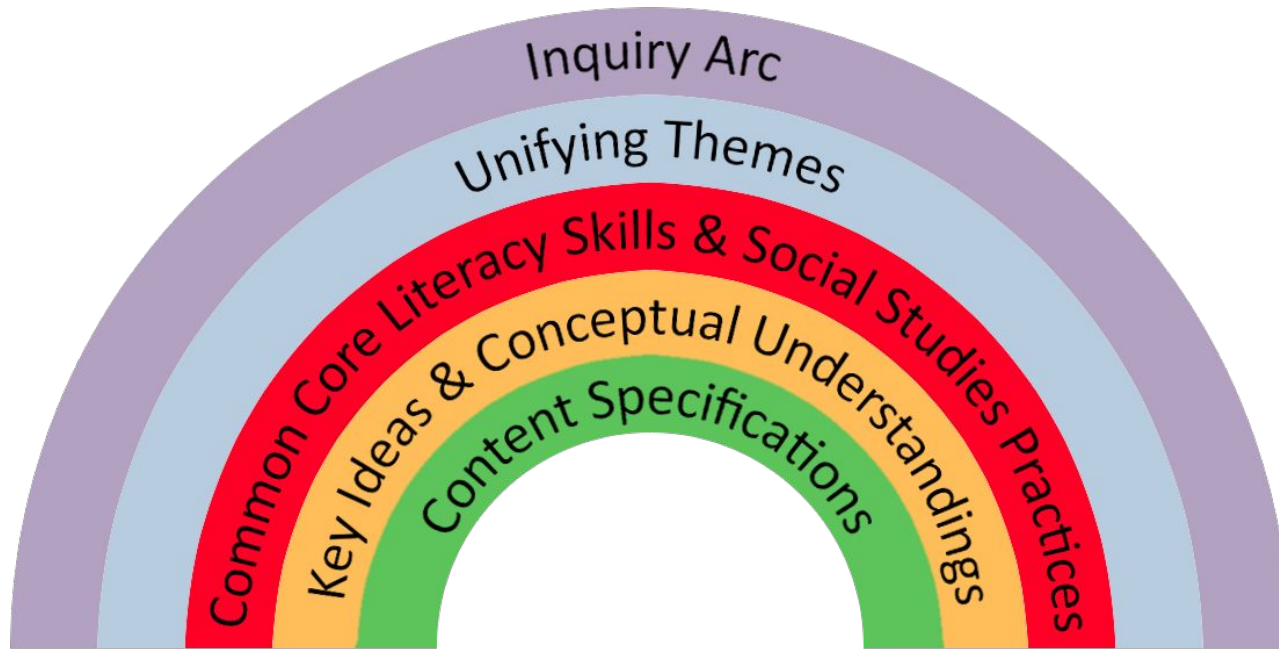
The C3 Framework has three foundations:

- Inquiry Arc,
- Disciplinary Literacy
- Civic Life

The Civic Life foundation is a cornerstone of the NYS Framework beginning in Kindergarten and culminating in the commencement-level course Participation in Government.

The Inquiry Arc is integrated into the NYS Framework. The C3 is built on the foundation of an inquiry arc, “a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence; and
- (4) Communicating conclusions and taking informed action” (p17).



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

Inquiry Arc

These components work interdependently in both instruction and assessment. Through an inquiry-based approach, students develop thematic and conceptual understanding while applying disciplinary practices and literacy skills in the context of content.



Key Ideas

Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key Ideas are designed to address larger social studies perspectives, trends, and issues. Each grade level consists of eight to twelve Key Ideas, so these statements are intentionally rich and substantial.

Conceptual Understandings

Conceptual Understandings are more specific statements that are designed to support each Key Idea. Each Key Idea consists of approximately two to seven Conceptual Understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

Content Specifications

Content Specifications, crafted as “Students will...” statements, add further clarity and depth to the Conceptual Understanding by articulating specific content that can be taught to illuminate the Conceptual Understanding. Ultimately, Content Specifications work

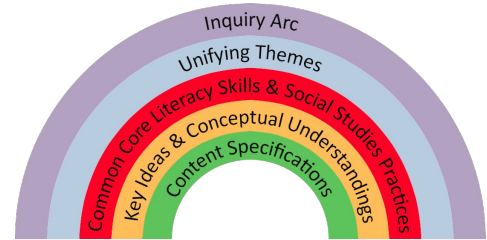
Social Studies Practices

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 content contained within the Key Ideas and Conceptual Understandings.

Social Studies Practices

The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the Disciplinary Tools of Dimension 2 of the C3 Framework, National Council for the Social Studies Standards, and *Habits of the Mind* published by the National Council for History Education.

- 1) **Gathering, Interpreting and Using Evidence**
- 2) **Chronological Reasoning and Causation**
- 3) **Comparison and Contextualization**
- 4) **Geographic Reasoning**
- 5) **Economics and Economic Systems**
- 6) **Civic Participation**



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 NYS Framework across all grades, K-12.

Themes at a Glance

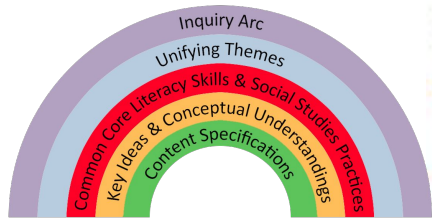
1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation,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



Content by Grade

Content Sequence

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	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, and Finance



Vertical Articulation of the SS Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Chronological Reasoning and Causation	Identify causes and effects, using examples from his/her life and from a current event or history.	Identify causes and effects, using examples from current events, grade-level content, and historical events.	Identify causes and effects, using examples from different time periods and courses of study across several grade levels.
	Identify the relationship between multiple causes and multiple effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.
	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and multiple effects of an event from current events or history.
	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.

Reading Standards for Literacy in History/Social Studies 5-12

Key Ideas and Details

Grades 5-8 Students

1. Cite specific text **and Details** textual evidence to support analysis of primary and secondary sources.
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.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Grades 9-10 Students

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.
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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grades 11-12 students

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 that makes clear the relationships between the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Writing Standards for Literacy in History/Social Studies

Research to Build and Present Knowledge

Grades 5-8 Students

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grades 9-10 Students

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Grades 11-12 students

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Topics and Key Ideas of Toolkit Inquiries

Kindergarten-Grade 4 Inquiry Topics and Key Ideas

Grade	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4	Inquiry 5	Inquiry 6
K	Identity ☞ K.1	Holidays ☞ K.2, K.3, K.8	Civic Ideals ☞ K.4	Rules ☞ K.5	Maps and Globes ☞ K.6	Wants & Needs ☞* Key Idea K.9
1	Family Diversity ☞ 1.1	Global Citizenship ☞* 1.3	The President ☞ 1.4	Maps and Geography ☞ 1.5	Family Stories ☞ 1.7 and 1.8	Economic Choices ☞ 1.10
2	Urban, Suburban, and Rural ☞ 2.1	Symbols ☞ 2.3	Civic Ideals and Practices ☞* 2.3 and 2.4	Geography, Humans, and Environment ☞ 2.5	Community History ☞ 2.6 and 2.7	Economic Interdependence ☞ 2.8 and 2.9
3	Geography ☞ 3.1, 3.2, 3.3	Globalization ☞ 3.2, 3.6, 3.10	Cultural Diversity ☞ 3.4 and 3.5	Leadership and Government ☞ 3.7	Children's Rights ☞* 3.8	Global Trade ☞ 3.10
4	New York Geography ☞* 4.1 and 4.2	Manhattan Purchase ☞ 4.3	Government and Citizens ☞ 4.4	Call for Change ☞ 4.4 and 4.5	Industrialization ☞ 4.6	Immigration ☞ 4.7

Inquiry Units

AP History

I. Historical Thinking Skills

The AP history courses seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning historical content. Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.

This section presents the historical thinking skills that students should develop in all AP history courses. The nine historical thinking skills are grouped into four categories: Analyzing Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. The first table describes how each skill demonstrates historical thinking from the perspective of a history practitioner. The second table lists the proficiency expectations for each of the nine historical thinking skills. **Every AP Exam question will assess one or more of the skill-based proficiency expectations as well as one or more of the thematic learning objectives.**



Historical Thinking Skills Categories

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			
Historical Thinking Skill Descriptions				
<p>Analyzing Evidence: Content and Sourcing</p> <p>Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.</p> <p>A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.</p>	<p>Interpretation</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.</p>	<p>Comparison</p> <p>Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.</p> <p>It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.</p> <p>Contextualization</p> <p>Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p>Synthesis</p> <p>Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p>	<p>Causation</p> <p>Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.</p> <p>Patterns of Continuity and Change over Time</p> <p>Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p>Periodization</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods.</p>	<p>Argumentation</p> <p>Historical thinking involves the ability to create an argument and support it using relevant historical evidence.</p> <p>Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).</p> <p>Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.</p>

Historical Thinking Skill Proficiency Expectations

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			

Proficient students should be able to.....

Analyzing Evidence: Content and Sourcing

A1—Explain the relevance of the author’s point of view, author’s purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

A2—Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

Interpretation

B1—Analyze a historian’s argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument’s effectiveness.

B2—Analyze diverse historical interpretations.

Comparison

C1—Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2—Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Contextualization

C3—Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis

C4—Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present

Causation

D1—Explain long and /or short-term causes and/or effects of an historical event, development, or process.

D2—Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

Patterns of Continuity and Change Over Time

D3—Identify patterns of continuity and change over time and explain the significance of such patterns.

D4—Explain how patterns of continuity and change over time relate to larger historical processes or themes.

Periodization

D5—Explain ways historical events and processes can be organized into discrete, different, and definable historical periods

D6—Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods.

Argumentation

E1—Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

E2—Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (*e.g., comparison, causation, patterns of continuity and change over time, or periodization*).

E3—Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

E4—Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

Tri-State Review - Essential Questions

To what extent do we use social studies content to support a curriculum that develops students' historical thinking skills?

To what extent does our program result in student writing that demonstrates effective communication of thinking?

To what extent does our program result in a defined progression of knowledge and skill for all students 6-12?

Q & A