New York State
K-12 Social Studies Update

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State Education Department, Social Studies
2013 NYS Teacher of the Year
Next Steps

- **Framework:** Adopted by the Board of Regents at April 29, 2014 meeting

- **Resources:**
  1. Field Guide released last month
  2. NYS K-12 Social Studies Resource Toolkit
     - Created by NYS Teachers for NYS Teachers
     - Aligned to NCSS C3 Framework

- **Assessments:**
  - 2 year mandated Global History and Geography*
  - 10th grade Regents exam (only grade 10 content) in 2018
  - 11th grade Regents exam in 2019
Test Development Timeline

• Spring 2015
  – Training of item writers
• Spring 2016
  – Piloting of new items
• Spring 2017
  – Full-scale field testing of items
• June 2018
  – Global History & Geography (10) first administration
• June 2019
  – US History & Government first administration

Note: the above timeline was presented to the Board of Regents for approval on September 15
Course of Study Remains Same

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Self and Others</td>
</tr>
<tr>
<td>Grade 1</td>
<td>My Family and Other Families, Now and Long Ago</td>
</tr>
<tr>
<td>Grade 2</td>
<td>My Community and Other Communities</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Communities around the World</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Local History and Local Government</td>
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<tr>
<td>Grade 5</td>
<td>The Western Hemisphere</td>
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<tr>
<td>Grade 6</td>
<td>The Eastern Hemisphere</td>
</tr>
<tr>
<td>Grade 7</td>
<td>United States and New York History – I</td>
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<tr>
<td>Grade 8</td>
<td>United States and New York History – II</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Global History and Geography – I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Global History and Geography – II</td>
</tr>
<tr>
<td>Grade 11</td>
<td>United States History and Government</td>
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<tr>
<td>Grade 12</td>
<td>Participation in Government</td>
</tr>
<tr>
<td></td>
<td>Economics and Economic Decision Making</td>
</tr>
</tbody>
</table>
A Program that Supports Teaching, Learning and Assessment
The Foundation: Key Ideas, Conceptual Understandings & Content Specifications
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)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- 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.
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
Common Core Skills

• **Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge & Ideas
  - Range of Reading & Text Complexity

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

• **Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
COLLEGE CAREER & CIVIC LIFE FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS
What is the C3 Framework?

Inquiry Arc

- **Dimension 1**: Developing Questions and Planning Inquiries
- **Dimension 2**: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3**: Evaluating Sources and Using Evidence
- **Dimension 4**: Communicating Conclusions and Taking Informed Action
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

From

Facts
Breadth of Topics
Recall

To

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

From

Teacher as Disseminator

Students Learn Facts from Textbook

Students Retell Interpretations

To

????

????

????
Compelling questions

1. Intellectually meaty
   • Reflects an enduring issue, concern, or debate in the field
   • Demands the use of multiple disciplinary lenses and perspectives

2. Kid friendly
   • Reflects a quality or condition that we know children care about
   • Honors and respects children’s intellectual efforts
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

<table>
<thead>
<tr>
<th>FROM A Social Studies Classroom Where...</th>
<th>TO A Social Studies Classroom Where...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students experience an additional nonfiction reading class or textbook focused instruction</td>
<td>????</td>
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<tr>
<td>Students develop literacy skills and social studies practices separately</td>
<td>????</td>
</tr>
<tr>
<td>Students learn content knowledge</td>
<td>????</td>
</tr>
</tbody>
</table>
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
A Program that Supports Teaching, Learning and Assessment
### 6th Grade Agriculture and Human Civilization Inquiry

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Was the development of agriculture good for humans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Social Studies Framework Key Idea &amp; Practices</td>
<td>6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation</td>
</tr>
<tr>
<td>Staging the Question</td>
<td>Make a list of the greatest innovations and write a statement for why particular innovations appear on the list.</td>
</tr>
<tr>
<td>Supporting Question 1</td>
<td>How did environmental changes and new technologies impact agriculture?</td>
</tr>
<tr>
<td>Supporting Question 2</td>
<td>How did agriculture lead to writing?</td>
</tr>
<tr>
<td>Supporting Question 3</td>
<td>What were the consequences of agriculture for humans?</td>
</tr>
<tr>
<td>Formative Performance Task 1</td>
<td>Describe how climate change and improved tools contributed to the development of agriculture.</td>
</tr>
<tr>
<td>Formative Performance Task 2</td>
<td>Explain how writing emerged from agriculture and describe the implications of that development.</td>
</tr>
<tr>
<td>Formative Performance Task 3</td>
<td>Develop a claim supported by evidence that agriculture had a range of consequences for human culture.</td>
</tr>
<tr>
<td>Featured Sources 1</td>
<td>• Timeline of the Neolithic Revolution • Historic Temperature Data • Images of Neolithic farming tools</td>
</tr>
<tr>
<td>Featured Sources 2</td>
<td>• Sumerian Tokens • Sumerian Numeric System • Table of Sumerian Tokens and Cuneiform Symbols</td>
</tr>
<tr>
<td>Featured Sources 3</td>
<td>• Graph of population changes in the Neolithic period • Images of the rise of private property • Graph of changes in rates of disease</td>
</tr>
<tr>
<td>Summative Performance Task</td>
<td>Was the development of agriculture good for humans? Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <strong>Extension:</strong> Conduct a Socratic seminar addressing the compelling question.</td>
</tr>
<tr>
<td>Taking Informed Action</td>
<td><strong>Understand:</strong> Find an example of a modern innovation that has resulted in a variety of consequences for humans. An example might include the effects of diet soft drinks. <strong>Assess:</strong> Determine a procedure that students can use to address the unintended consequence identified. <strong>Act:</strong> Implement a plan for redressing the consequences of the innovation.</td>
</tr>
</tbody>
</table>