



Our Students. Their Moment.

# New York State K-12 Social Studies Update

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# Next Steps

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- **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\*
  - 10<sup>th</sup> grade Regents exam (only grade 10 content) in 2018
  - 11<sup>th</sup> 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

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

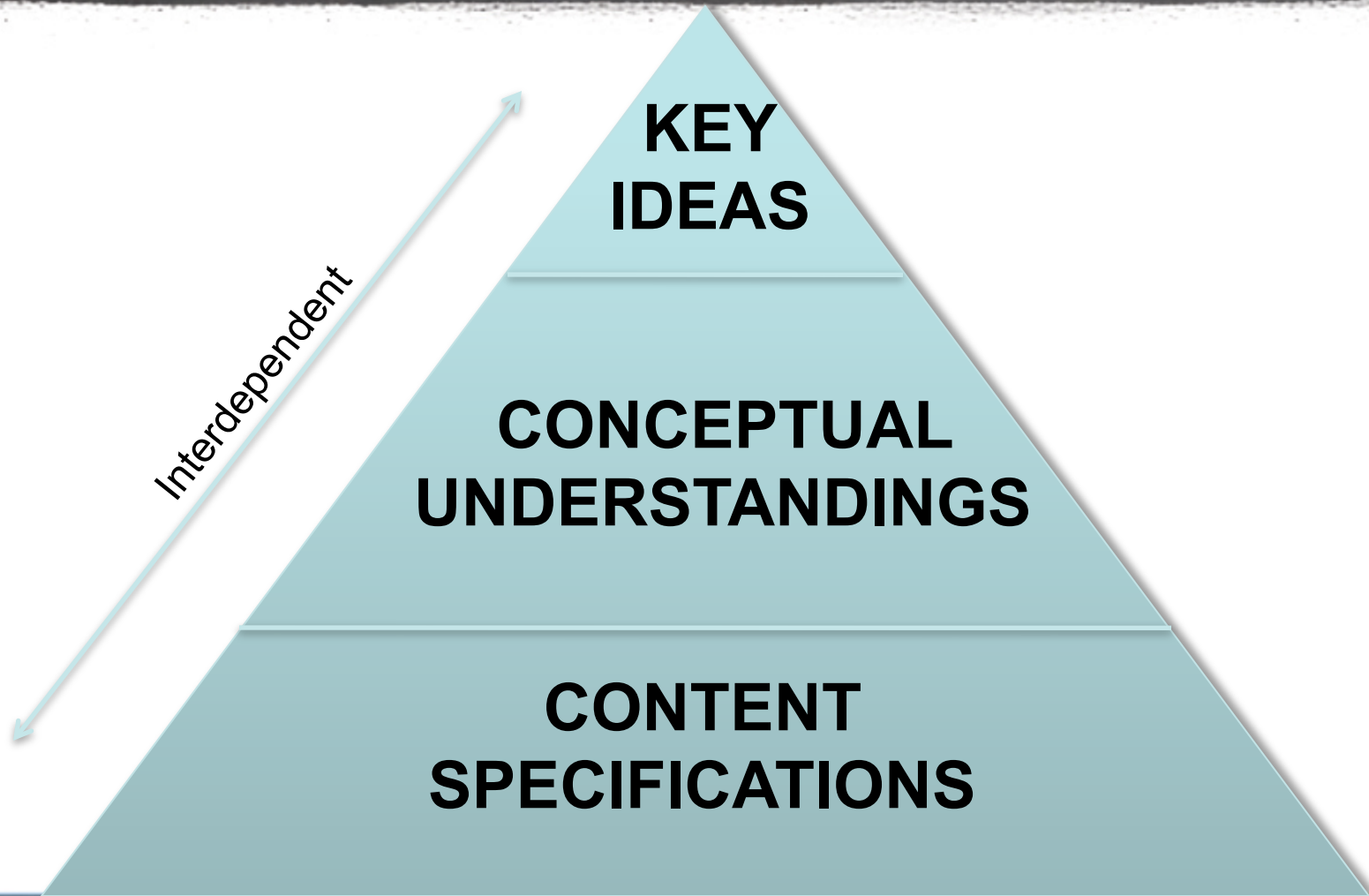
# A Program that Supports Teaching, Learning and Assessment





# The Foundation: Key Ideas, Conceptual Understandings & Content Specifications

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# 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)

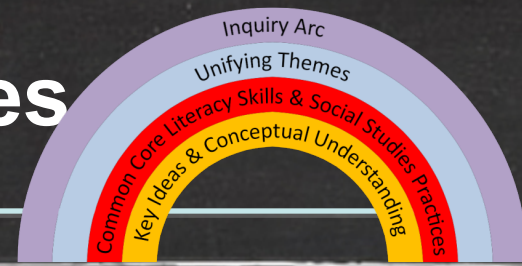
## Conceptual Understanding

**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.

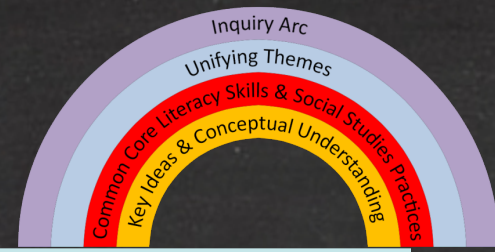
# Social Studies Practices



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

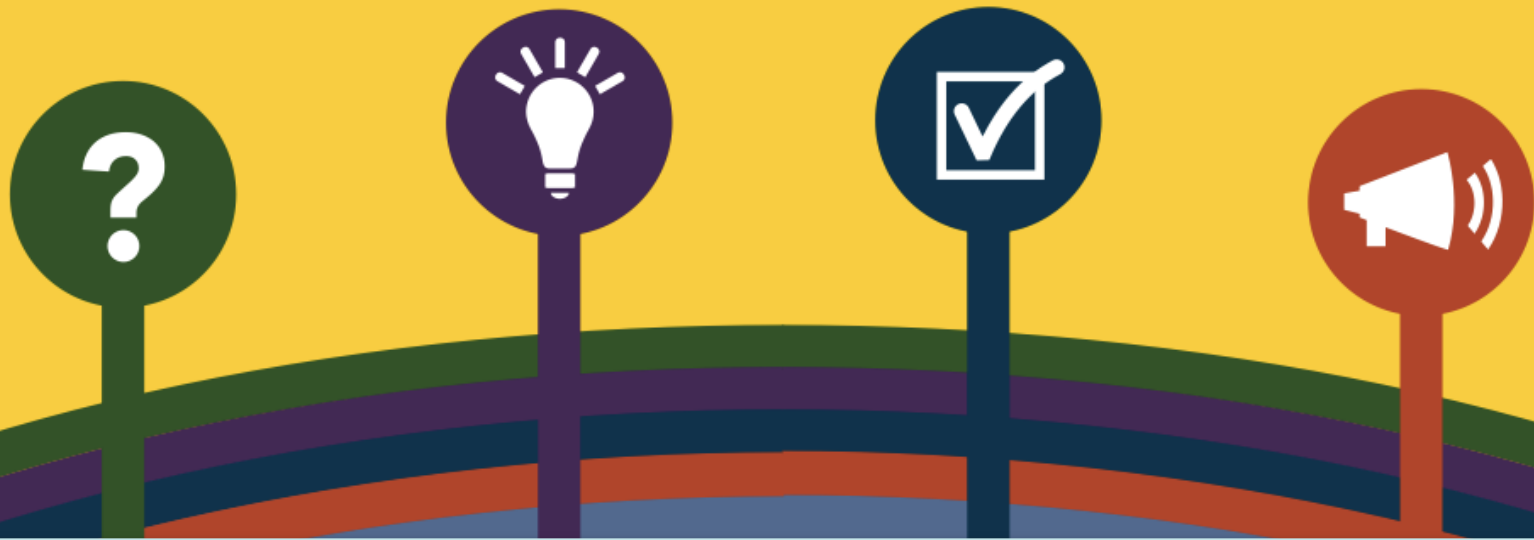


# Common Core Skills



- **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



# Inquiry Arc

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- **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

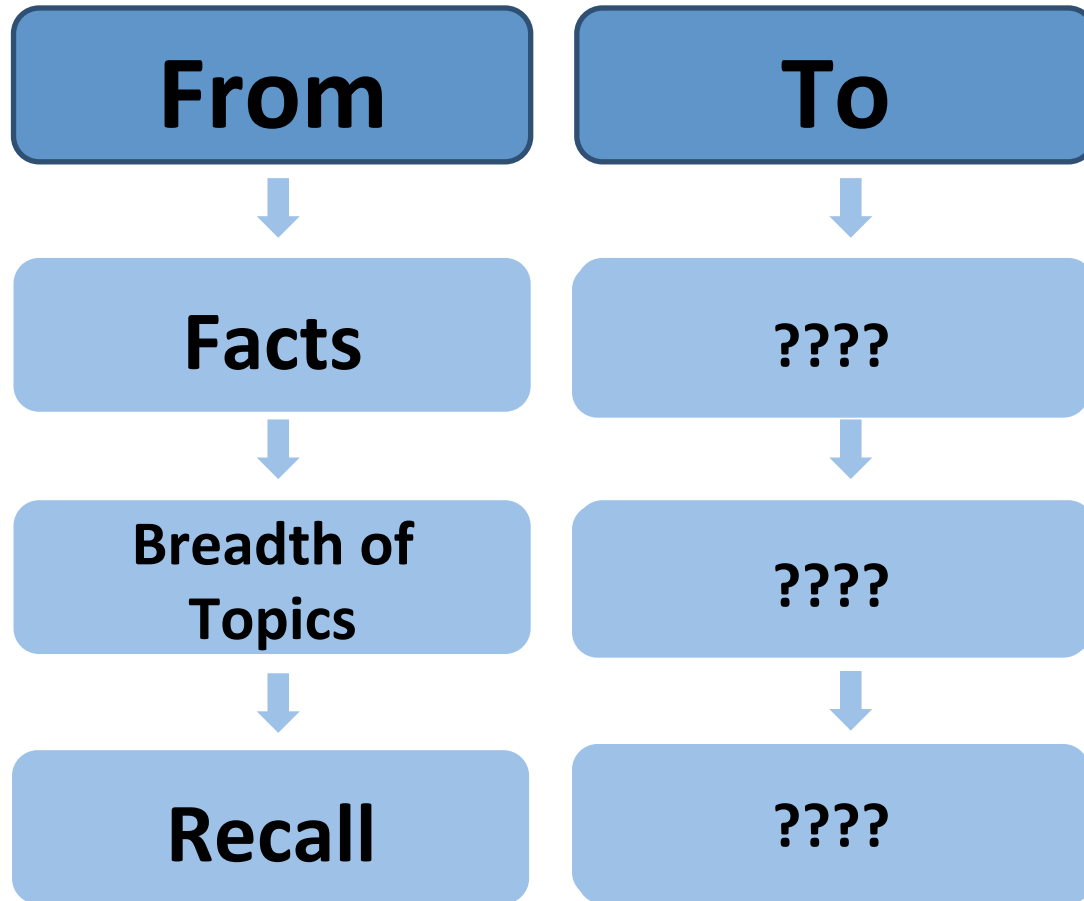


# **NY Social Studies Framework**

## **3 Instructional Shifts**

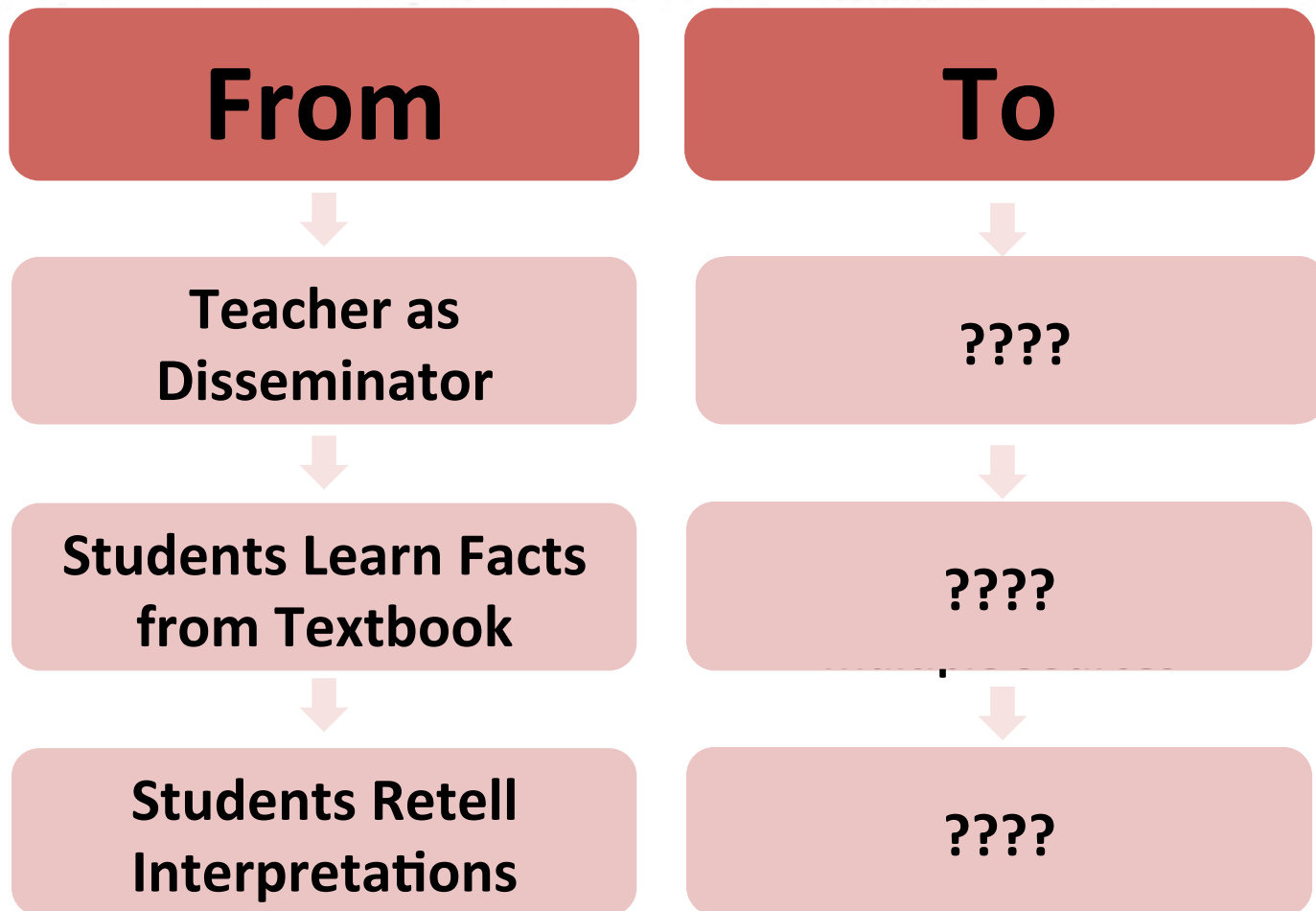
- **Focus on Conceptual Understanding.**
- **Foster Student Inquiry, Collaboration, and Informed Action.**
- **Integrate Content and Skills Purposefully.**

# Instructional Shift #1: Focus on Conceptual Understanding





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



# 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

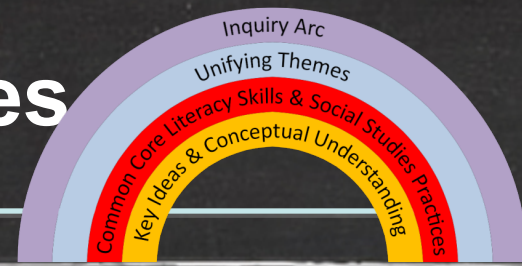
# Taking Informed Action

- 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

<b>FROM A Social Studies Classroom Where...</b>	<b>TO A Social Studies Classroom Where...</b>
<b>Students experience an additional nonfiction reading class or textbook focused instruction</b>	????
<b>Students develop literacy skills and social studies practices separately</b>	????
<b>Students learn content knowledge</b>	???? ~

# 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



	Title		
Compelling Question			
New York State Social Studies Framework Key Idea			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Featured Sources	Featured Sources	Featured Sources	
Summative Performance Task			
Taking Informed Action	Understand: Assess: Act:		

## 6<sup>th</sup> Grade Agriculture and Human Civilization Inquiry

Compelling Question	Was the development of agriculture good for humans?		
New York State Social Studies Framework Key Idea & Practices	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		
Staging the Question	Make a list of the greatest innovations and write a statement for why particular innovations appear on the list.		
Supporting Question 1		Supporting Question 2	Supporting Question 3
How did environmental changes and new technologies impact agriculture?		How did agriculture lead to writing?	What were the consequences of agriculture for humans?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Describe how climate change and improved tools contributed to the development of agriculture.		Explain how writing emerged from agriculture and describe the implications of that development.	Develop a claim supported by evidence that agriculture had a range of consequences for human culture.
Featured Sources		Featured Sources	Featured Sources
<ul style="list-style-type: none"><li>Timeline of the Neolithic Revolution</li><li>Historic Temperature Data</li><li>Images of Neolithic farming tools</li></ul>		<ul style="list-style-type: none"><li>Sumerian Tokens</li><li>Sumerian Numeric System</li><li>Table of Sumerian Tokens and Cuneiform Symbols</li></ul>	<ul style="list-style-type: none"><li>Graph of population changes in the Neolithic period</li><li>Images of the rise of private property</li><li>Graph of changes in rates of disease</li></ul>
Summative Performance Task	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. <b>Extension:</b> Conduct a Socratic seminar addressing the compelling question.		
Taking Informed Action	<b>Understand:</b> 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. <b>Assess:</b> Determine a procedure that students can use to address the unintended consequence identified. <b>Act:</b> Implement a plan for redressing the consequences of the innovation.		