

The State Education Department
The University of the State of New York

New York State K-12 Social Studies Framework

Introduction

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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 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.

Overview

New York State K-12 Social Studies Framework (“NYS Framework”) is anchored in the New York State Common Core Standards for Literacy and Writing and New York State Learning Standards for Social Studies. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is prepared to be an active and engaged citizen who is ready to pursue college or a career.

- This document fuses the New York State Learning Standards, Key Ideas, and Conceptual Understandings and content sequence into a single document. The course sequence is similar to that of the previous *Social Studies Resource Guide with Core Curriculum*.
- **Unifying Themes** based primarily on the National Council for the Social Studies themes serve to unify ideas and concepts across all grade levels.
- The **Common Core Literacy Skills** and **Social Studies Practices** include the skills and habits of mind that should be developed and fostered, using the content for each grade.
- **Key Ideas and Conceptual Understandings** for each grade level with supporting **Content Specifications** are incorporated.
- *The College, Career and Civic Life Framework*, notably the **Inquiry Arc**, is referenced as a curriculum development resource.

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.

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

College and Career Readiness 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.

College and Career Readiness 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.

College and Career Readiness 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

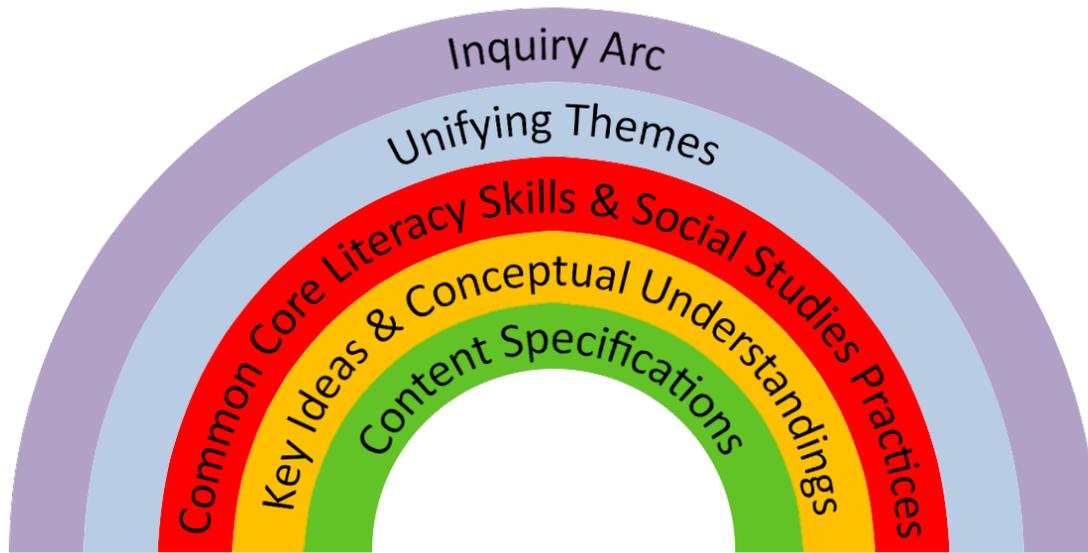
The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies was published by the National Council for the Social Studies in September 2013. The C3 Framework has three foundations: the Inquiry Arc, Disciplinary Literacy, and Civic Life. The C3 Framework and NYS Framework both emphasize the foundation of literacy through an integration of the Common Core Learning Standards and through unique disciplinary literacies of Social Studies in civics, economics, geography, and history. 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).

Each of these four Dimensions aligns to the priorities of the NYS Framework. The emphasis in Dimensions 2 and 3 mirrors the focus on skills in general and the vertical articulation of Social Studies practices in particular. The C3 framework also can provide guidance related to questioning as a part of the curriculum design. The document notes, “Questioning is key to student learning. The C3 Framework encourages the use of compelling and supporting questions, both teacher- and student-generated, as a central element of the teaching and learning process” (p17).

The following graphic illustrates how the components of the NYS Framework are integrated with the Inquiry Arc.



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 in tandem with Conceptual Understandings in support of the larger Key Ideas.

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. 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**

NYS Common Core Literacy Skills

The Common Core Learning Standards (CCLS) outline standards for literacy with individual grade levels to provide specificity. Grades 6-12 have distinct standards for literacy and writing in history/social studies, using the following grade bands: 6-8, 9-10, and 11-12. In order to match the structure of the NYS Framework, the CCLS and Social Studies Practices required a 5-8, 9-10, and 11-12 articulation of skills, so language was synthesized to match these grade bands (i.e., the addition of grade 5* to the 6-8 band). In this case, teachers are asked to use their best judgment about which CCLS should be applied at grade 5 in order to prepare students for the requirements and demands of grade 6.

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**

Themes with Context

1. Individual Development and Cultural Identity

- Role of social, political, and cultural interactions in the development of identity
- Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences

2. Development, Movement, and Interaction of Cultures

- Role of diversity within and among cultures
- Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture, such as its institutions or literature, music, and art
- Cultural diffusion and change over time as facilitating different ideas and beliefs

3. Time, Continuity, and Change

- History as a formal study that applies research methods
- Reading, reconstructing, and interpreting events
- Analyzing causes and consequences of events and developments
- Considering competing interpretations of events

4. Geography, Humans, and the Environment

- Relationship between human populations and the physical world (people, places, and environments)
- Effect of human activities on the environment
- Interactions between regions, locations, places, people, and environments
- Spatial patterns of place and location

5. Development and Transformation of Social Structures

- Role of social class, systems of stratification, social groups, and institutions
- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
- Social and political inequalities
- Expansion and access of rights through concepts of justice and human rights

6. Power, Authority, and Governance

- Purposes, characteristics, and functions of various governance systems as they are practiced
- Individual rights and responsibilities as protected and challenged within the context of majority rule
- Fundamental principles and values of constitutional democracy
- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

7. Civic Ideals and Practices

- Basic freedoms and rights and responsibilities of citizens in a democratic republic
- Role of the citizen in the community and nation and as a member of the global community
- Civic participation and engagement
- Respect for diversity

- Civic ideals and practices in countries other than our democratic republic
- Struggle for rights, access to citizenship rights, and universal human rights

8. Creation, Expansion, and Interaction of Economic Systems

- Production, distribution, and consumption
- Scarcity of resources and the challenges of meeting wants and needs
- Supply/demand and the coordination of individual choices
- Economic systems
- Trade, interdependence, and globalization
- Role of government in the economy
- Personal finance

9. Science, Technology, and Innovation

- Scientific and intellectual theories, findings, discoveries, and philosophies
- Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization
- Relationship between science, technology, and innovation and social, cultural, and economic change

10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion; the spread of ideas, beliefs, technology, and goods
- Role of technology
- Benefits/consequences of global interdependence (social, political, economic)
- Causes and patterns of migration
- Tension between national interests and global priorities

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

How to Read the Social Studies Framework

The **Key Ideas** are the central organizing feature for each grade. Key Ideas represent the essential and enduring understandings that should be the focus of teaching and learning for each grade.

Content Specifications identify particular social studies content that helps to illuminate the conceptual understandings, providing examples within the context of “Student will. . .” statements in order to suggest broad instructional activities.

6.5 Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E. – ca. 600 C.E.)

As complex societies and civilizations change over time, the political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)*

6.5a Geographic factors influenced the development of classical civilizations and their political structures.

- Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries; locate their cities on a map and identify their political structures.
- Students will compare and contrast the similarities and differences of the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

Conceptual Understandings are more specific statements that support each Key Idea. Conceptual Understandings scaffold toward robust understanding of the key idea.

*After each key idea, the corresponding Social Studies Standard(s) and the Unifying Theme(s) appear.

1. Individual Development and Cultural Identity (ID)
2. Development, Movement, and Interaction of Cultures (MOV)
3. Time, Continuity, and Change (TCC)
4. Geography, Humans, and the Environment (GEO)
5. Development and Transformation of Social Structures (SOC)
6. Power, Authority, and Governance (GOV)
7. Civic Ideals and Practices (CIV)
8. Creation, Expansion, and Interaction of Economic Systems (ECO)
9. Science, Technology, and Innovation (TECH)
10. Global Connections and Exchange (EXCH)