New York State Education Department
Social Studies Update
Eastern Suffolk BOCES Curriculum Council

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Social Studies Teacher, NYSED Consultant
May 5, 2016
New York State Social Studies

Framework
(content and practices)

Curriculum
(resources)

Assessment
(formative, summative, Regents)

Resource Toolkit

engage ny
Our Students. Their Moment.
Social Studies:

- 2 units of credit Global History and Geography required for diploma
- **NEW** 10th grade Regents exam (only 10th grade/Global History and Geography II content)
- **June 2018** will be first administration of **NEW** exam in Global History & Geography
**Field Memo**

https://www.engageny.org/content/social-studies-framework-implementation

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### New York State K-12 Social Studies Framework Implementation, Course Requirements and Assessment Changes

This memorandum provides information on the roadmap for a comprehensive approach to Social Studies, discussed at the September 2016 meeting of the Board of Regents, which followed the Board's approval of the New York State K-12 Social Studies Framework. In January 2016, the Board approved pathways to graduation and various changes to the social studies requirements. For further information see: [http://www.emc2.org/ednews/2015Meets/1501RegentsPathways.pdf](http://www.emc2.org/ednews/2015Meets/1501RegentsPathways.pdf)

### Implementation Schedule

It is important for teachers and administrators to be familiar with the Social Studies standards and practices that are identified in the New York State K-12 Social Studies Framework. The Framework is available at [www.engageny.org](http://www.engageny.org). The Framework is based on the New York State Learning Standards for Social Studies and the New York State Learning Standards for History and Geography.

The new Global History and Geography I Regents Exam will be available in June 2017, and the new Social Studies Regents Exam will be available in June 2017. To prepare for these exams, students should be instructed in the content and the social studies practices found in the new Framework for the Global History and Geography I (grade 10) course beginning September 2017. The new Framework for Global History and Geography II (grade 11) course, and subsequent instruction based on the content of the new Framework in the United States History and Government course (grade 12) should begin in September 2018.

### Diploma Requirements

The new Framework for Global History and Geography I (grades 10-12) course is under development.

### Notes

- The Board of Regents, the Board approved regulatory changes, as well as multiple pathways for graduation. Beginning in September 2017, instruction based on the new Framework for Global History and Geography I (grade 10) course, and subsequent instruction based on the content of the new Framework in the United States History and Government course (grade 11) should begin in September 2018.

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<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Exam</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>New Global Regents Exam</td>
<td>June 2016</td>
<td>Available</td>
</tr>
<tr>
<td>2016-17</td>
<td>New Global Regents Exam</td>
<td>June 2016</td>
<td>Available</td>
</tr>
<tr>
<td>2017-18</td>
<td>New US History Regents Exam</td>
<td>June 2016</td>
<td>Available</td>
</tr>
<tr>
<td>2018-19</td>
<td>New US History Regents Exam</td>
<td>June 2016</td>
<td>Available</td>
</tr>
</tbody>
</table>

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1. See below for a summary of the changes between Global History and Geography I and II and the social studies Regents Exam test development timeline.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9 Global I</td>
<td></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10 Global II</td>
<td></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
<td>NEW Global Regents Exam June 2018</td>
<td></td>
</tr>
<tr>
<td>Grade 11 US History &amp; Gov'n</td>
<td></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
<td>NEW US History Regents Exam June 2019</td>
<td></td>
</tr>
<tr>
<td>Grade 12 Economics Participation in Gov't</td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
A Program that Supports Teaching, Learning and Assessment

Inquiry Arc

Unifying Themes

Common Core Literacy Skills & Social Studies Practices

Key Ideas & Conceptual Understandings

Content Specifications

EngageNY.org
New York State Social Studies

Framework
(content and practices)

Curriculum
(resources)

Assessment
(formative, summative, Regents)

Resource Toolkit

SAFETY OK
The Foundation: Key Ideas, Conceptual Understandings & Content Specifications
How to Read the Framework

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)

Key Idea

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

Conceptual Understanding

- 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.

Content Specifications
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

EngageNY.org
### CORE Area Instructional Practices

<table>
<thead>
<tr>
<th>ELA Practices (Proficiencies), from CCSS:</th>
<th>Social Studies Practices, from NYSED SS Framework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate independence</td>
<td>Gather, interpret and use evidence</td>
</tr>
<tr>
<td>Build strong content knowledge</td>
<td>Apply chronological reasoning and consider causation</td>
</tr>
<tr>
<td>Respond to the varying demands of audience, task, purpose, and discipline</td>
<td>Compare and contextualize</td>
</tr>
<tr>
<td>Comprehend as well as critique</td>
<td>Apply geographic reasoning</td>
</tr>
<tr>
<td>Value evidence</td>
<td>Analyze economics and economic systems</td>
</tr>
<tr>
<td>Use technology and digital media strategically and capably</td>
<td>Engage in, and value, civic participation</td>
</tr>
<tr>
<td>Come to understand other perspectives and cultures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematical Practices, from CCSS:</th>
<th>Science and Engineering Practices, from NGSS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td>Ask questions and define problems</td>
</tr>
<tr>
<td>Reason abstractly and quantitatively</td>
<td>Develop and use models</td>
</tr>
<tr>
<td>Construct viable arguments and critique the reasoning of others</td>
<td>Plan and carry out investigations</td>
</tr>
<tr>
<td>Model with mathematics</td>
<td>Analyze and interpret data</td>
</tr>
<tr>
<td>Use appropriate tools strategically</td>
<td>Use mathematics and computational thinking</td>
</tr>
<tr>
<td>Attend to precision</td>
<td>Construct explanations and design solutions</td>
</tr>
<tr>
<td>Look for and make use of structure</td>
<td>Engage in argument from evidence</td>
</tr>
<tr>
<td>Look for and express regularity in repeated reasoning</td>
<td>Obtain, evaluate, and communicate information</td>
</tr>
</tbody>
</table>

*Some statements have been modified in order to fit the purpose of the district project.*
## Vertical Articulation of Social Studies Practices

<table>
<thead>
<tr>
<th>Social Studies Practices</th>
<th>Grades K-4</th>
<th>Grades 5-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering, Interpreting and Using Evidence</td>
<td>Develop questions about the world in which we live that can be answered by gathering, interpreting and using evidence.</td>
<td>Define and frame questions about events and the world in which we live, and use evidence to answer these questions.</td>
<td>Develop and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</td>
</tr>
<tr>
<td></td>
<td>Recognize, analyze and use different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</td>
<td>Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral histories, and other primary and secondary sources).</td>
<td>Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral histories, and other primary and secondary sources).</td>
</tr>
</tbody>
</table>
Breaking Down the SS Practices

1. Gathering, Using Evidence
2. Interpreting Evidence or Sourcing (audience, purpose, tone, point view)
3. Change and Continuity
4. Cause and Effect
5. Compare and Contrast
6. Contextualization (context of time/place)
7. Geographic Reasoning
8. Economics and Economics Systems
9. Civic Participation

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## NY SS Practices vs. AP Historical Thinking Skills

<table>
<thead>
<tr>
<th>NY SS Practices</th>
<th>Historical Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gathering, Using Evidence</td>
<td>1. Use of Relevant Historical Evidence</td>
</tr>
<tr>
<td>2. Interpreting Evidence or</td>
<td>2. Interpretation</td>
</tr>
<tr>
<td>3. Change and Continuity</td>
<td>3. Continuity and Change</td>
</tr>
<tr>
<td>4. Cause and Effect</td>
<td>4. Historical causation</td>
</tr>
<tr>
<td>5. Compare and Contrast</td>
<td>5. Comparison</td>
</tr>
<tr>
<td>6. Contextualization</td>
<td>6. Contextualization</td>
</tr>
<tr>
<td>7. Geographic Reasoning</td>
<td>7. Periodization</td>
</tr>
</tbody>
</table>

*NYED engage*
**Theme:**

*Economic Systems*

**Key Idea:**

2.8 Communities face different challenges in meeting their needs and wants.
2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.
2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.
2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.
2.8d Taxes are collected to provide communities with goods and services.

<table>
<thead>
<tr>
<th>Where do we find this Key Idea in our ELA program?</th>
<th>Where do we find this Key Idea in our Math program?</th>
<th>Where do we find this Key Idea in our Science program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Connections to ELA units)</td>
<td>(Connections to Math units)</td>
<td>(Connections to Science units)</td>
</tr>
</tbody>
</table>

**Social Studies Practices:** How do we use the practices to develop this Key Idea?
Teacher Work:
Key Idea 2.8 Communities face different challenges in meeting their needs and wants.

Key Idea:
2.8 Communities face different challenges in meeting their needs and wants.
2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.
2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.
2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.
2.8d Taxes are collected to provide communities with goods and services.

Where do we find this Key Idea in our ELA program?
(Connections to ELA units)
- Little Red Hen Unit (basic needs - based on community where they live)
- Personal Narrative (experiences based on community involvement)

Where do we find this Key Idea in our Math program?
(Connections to Math units)
- Focal Point #3: Money unit

Where do we find this Key Idea in our Science program?
(Connections to Science units)

Social Studies Practices: How do we use the practices to develop this Key Idea?

- Individual Development & Cultural Identity
- Comparing similarities and differences
- Economic Systems (2.8c)
- Scarcity
- Necessitates decision making
- Civic Ideals & Practices (2.8b)
- Civic Participation
- Participate in negotiating and compromising in the resolution of differences and conflict
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(formative, summative, Regents)

Resource Toolkit

SAFETY OK

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Our Students. Their Moment.
Social Studies Process: Interdependence

Content Advisory Panel

CAP Assessment Subcommittee

CAP Curriculum Subcommittee

Office of State Assessment (OSA)

Office of Curriculum and Instruction

SED Leadership

Framework Surveys
October 2012 1st Draft K-8
November 2012 Global Split
March 2013 1st Draft 9-12
January 2014 K-12 Revised
Global Regents Exam Design: PARTNERSHIP of SED and CAP

Evidence-Centered Assessment Design

- Claims
  - CLAIM
- Evidence
  - Evidence
  - Evidence
- PLDs
  - PLD
  - PLD
- Task Models
  - Task Model
  - Task Model
- Prototypes
  - Prototype
  - Prototype
Claim 1

Students can analyze sources and use evidence to create and analyze disciplinary-based claims, e.g., geographic, economic, political and/or historical.
Evidence for Claim 1

- Analysis of sources includes two components:
  i. Recognition or Acknowledgement of:
    i. Format
    ii. Authorship
    iii. Time/Place
    iv. Audience
    v. Content
    vi. Purpose
    vii. Bias/Point of View

Draft April 2016
Evidence for Claim 1 (continued)

ii. Corroboration
   i. Relationship between sources
   ii. Relationship between sources and disciplinary-based claims, e.g., geographic, economic, political and/or historical
   iii. Reliability of the source(s) in light of analysis
## Grade-Level Performance Level Descriptors

<table>
<thead>
<tr>
<th>NYS Level 2 Descriptor (DRAFT)</th>
<th>NYS Level 3 Descriptor (DRAFT)</th>
<th>NYS Level 4 Descriptor (DRAFT)</th>
<th>NYS Level 5 Descriptor (DRAFT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Student identifies origin and intent of sources and inaccurately describes how these factors influence the reliability of the sources.</td>
<td>1.1 Student identifies authorship, point of view, purpose, content, bias, format of source, location of source in time and/or place, and/or intended audience of sources, and describes with minor inaccuracies how some of these factors influence the reliability of sources.</td>
<td>1.1 Student identifies the authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/uses) of sources.</td>
<td>1.1 Student identifies the authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources and analyzes how some of these factors influence the reliability (strengths/weaknesses/uses) of sources.</td>
</tr>
</tbody>
</table>

Draft April 2016
4 Claims for the Draft Global Regents

- CLAIM 1: Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.
- CLAIM 2: Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.
- CLAIM 3: Students can analyze how the context of time and place affect disciplinary based issues and historical events, and also compare issues and events across time and place.
- CLAIM 4: Students can analyze disciplinary based (e.g., geographic, economic, political and/or historical) issues and demonstrate an informed course of action.
# DRAFT Global Regents Exam

<table>
<thead>
<tr>
<th>Current Global Design</th>
<th>DRAFT Revised Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 50 Multiple Choice Questions</td>
<td></td>
</tr>
<tr>
<td>• 1 Thematic Essay</td>
<td></td>
</tr>
<tr>
<td>• 1 Document Based Essay</td>
<td>• 25-30 Stimulus Based Multiple Choice Questions</td>
</tr>
<tr>
<td></td>
<td>• 3 Sets of Short Answer Questions</td>
</tr>
<tr>
<td></td>
<td>• 1 Extended Essay</td>
</tr>
</tbody>
</table>

[engage ny]
New York C3 Hub

WHERE TO FIND THE TOOLKIT:
http://www.c3teachers.org/new-york-hub/
Instructional Shift #1: Focus on Conceptual Understanding

From
- Facts
  - Breadth of Topics
  - Recall

To
- Concepts and Content Knowledge
  - Depth within Topics
  - Transfer and Connections
Instructional Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

**From**

- Teacher as Disseminator
  - Students Learn Facts from Textbook
  - Students Retell Interpretations

**To**

- Teacher as Facilitator of Investigation
  - Students Investigate the Social Sciences Using Multiple Sources
  - Students Construct Interpretations and Communicate Conclusions
**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>Students learn to read, discuss, and write like social scientists</td>
</tr>
<tr>
<td>Students develop literacy skills and social studies practices separately</td>
<td>Students develop disciplinary literacy skills and social science practices in tandem</td>
</tr>
<tr>
<td>Students learn content knowledge</td>
<td>Students integrate and apply concepts, skills, and content knowledge</td>
</tr>
</tbody>
</table>