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

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2013 NYS Teacher of the Year
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
Social Studies Regulation Change

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
This memorandum provides information on the roadmap for a comprehensive approach to Social Studies, discussed at the September 2014 meeting of the Board of Regents, which followed the Board’s approval of the New York State K-12 Social Studies Framework in January 2015, the Board approved pathways to graduation and various changes to the social studies requirements. For further information see: http://www.regents.nysed.gov/meetings/2014Meetings/January/JanuaryRegentsPathways.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. We strongly encourage districts to begin work to align existing curriculum in K-12 social studies with the Framework in the fall of the 2015-16 school year. The Framework can be found at https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework.

The new Global History and Geography II Regents Exam will be first available in June 2016, the new US History Regents Exam will be first available in June 2016 to prepare students to meet these new State assessment requirements in social studies, students should begin instruction in the new framework for the Global History and Geography I (grade 8) course beginning in September 2015. Beginning in September 2017, instruction based on the new framework for that cohort should continue to the Global History and Geography II (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 commence in September 2016.

**Diploma Requirements**

Social Studies Framework adopted in April 2014. Global History and Geography I (Era I) and II (Era II) and the Regents Exams for these exams are currently being developed, reviewed, and made available for the 2015-16 school year.

The new set of exams for the Regents Exam in Global History and Geography II (Era II) begins with a new Regents Exam in Global History and Geography I (Era I) and ends in June 2019. Changes will be made in 2016 and field tested in 2017. The first exam in Global History and Geography II (Era II) will follow the new Regents Exam in United States History and will be administered in June 2016. These changes will be made in 2016 and field tested in 2017. The new Regents Exam in Global History and Geography II (Era II) course will be under development.

For more information on the implementation of the new framework, visit: https://www.engageny.org/content/social-studies-framework-implementation

1 See below for a summary of the differences between Global History and Geography I and II and the social studies Regents Exam last development timeline.
<table>
<thead>
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<tbody>
<tr>
<td>K-8</td>
<td></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
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<tr>
<td>Grade 9 Global I</td>
<td></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
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<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>
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<tr>
<td>Grade 11 US History &amp; Government</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></td>
<td>Curriculum Development and Professional Development</td>
<td>Implement Instruction</td>
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</tbody>
</table>
A Program that Supports Teaching, Learning and Assessment

EngageNY.org
New York State Social Studies

Framework
(content and practices)

Curriculum
(resources)

Assessment
(formative, summative, Regents)

Resource Toolkit
The Foundation:
Key Ideas, Conceptual Understandings & Content Specifications

KEY IDEAS

CONCEPTUAL UNDERSTANDINGS

CONTENT SPECIFICATIONS

Interdependent
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.
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
## CORE Area Instructional Practices

### ELA Practices (Proficiencies), from CCSS:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

### Social Studies Practices, from NYSED SS Framework:

- Gather, interpret and use evidence
- Apply chronological reasoning and consider causation
- Compare and contextualize
- Apply geographic reasoning
- Analyze economics and economic systems
- Engage in, and value, civic participation

### Mathematical Practices, from CCSS:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

### Science and Engineering Practices, from NGSS:

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

*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><strong>Gathering, Interpreting and Using Evidence</strong></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>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></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>
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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

EngageNY.org
<table>
<thead>
<tr>
<th>NY SS Practices</th>
<th>Historical Thinking Skills</th>
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</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>
**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 <strong>ELA</strong> program?</th>
</tr>
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<tbody>
<tr>
<td>(Connections to ELA units)</td>
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<table>
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<tr>
<th>Where do we find this Key Idea in our <strong>Math</strong> program?</th>
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<tr>
<th>Where do we find this Key Idea in our <strong>Science</strong> program?</th>
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<tr>
<td>(Connections to Science units)</td>
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**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 → identify 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
New York State Social Studies

Framework
(content and practices)

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(formative, summative, Regents)

Resource Toolkit
Social Studies Process: Interdependence

Content Advisory Panel
- CAP Assessment Subcommittee
- CAP Curriculum Subcommittee

SED Leadership
- Office of State Assessment (OSA)
- Office of Curriculum and Instruction

Framework Surveys
- October 2012 1st Draft K-8
- November 2012 Global Split
- March 2013 1st Draft 9-12
- January 2014 K-12 Revised
Interdependence: Teacher Leadership

State Education Department

- Assistant Commissioner
  - Office of State Assessment (OSA)
    - Global
    - US History
  - Office of Curriculum and Instruction
    - Social Studies

Content Advisory Panel

- CAP Chair
  - CAP Assessment Subcommittee
    - 8 Members
  - CAP Curriculum Subcommittee
    - 15 members

Office of State Assessment (OSA)
Office of Curriculum and Instruction
Social Studies
CAP Chair
CAP Assessment Subcommittee
CAP Curriculum Subcommittee
8 Members
15 Members

Global
US History
Social Studies

Assistant Commissioner
Global Regents Exam Design: PARTNERSHIP of SED and CAP

Evidence-Centered Assessment Design

- Claims
- Evidence
- PLDs
- Task Models
- Prototypes
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
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
<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>
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</tbody>
</table>
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>• 25-30 Stimulus Based Multiple Choice Questions</td>
</tr>
<tr>
<td>• 1 Thematic Essay</td>
<td>• 3 Sets of Short Answer Questions</td>
</tr>
<tr>
<td>• 1 Document Based Essay</td>
<td>• 1 Extended Essay</td>
</tr>
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Resource Toolkit
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>
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<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>