

The New Social Studies Framework

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Bios

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How do children learn history?

What does it sound like?

What does it look like?

What does student work mean?

What can it, and should it, look like?



Understanding by Design

- Starting with the End in Mind
 - Moving from “*covering the curriculum*” to “*teaching for understanding*”
 - **Understanding** - an idea that results from reflecting on and analyzing one’s learning
 - **Essential Questions**- helps learner dig deeper and achieve understanding
- ** Start with the Essential questions, build along the way and end with the Essential questions**



Essential Questions

- Are arguable-and important to argue about.
- Are at the heart of the subject.
- Raise more questions-provoking and sustaining engaged inquiry.
- Often raise important conceptual or philosophical issues.
- Can provide purpose for learning.



Understanding By Design- Identify desired results

Key: Focus on Big ideas

- **Enduring Understandings**: What specific insights about big ideas do we want students to leave with?
- What **essential questions** will frame the teaching and learning, pointing toward key issues and ideas, and suggest meaningful and provocative inquiry into content?
- What should students **know and be able to do?**
- What **content standards** are addressed explicitly by the unit?



Determine Acceptable Evidence

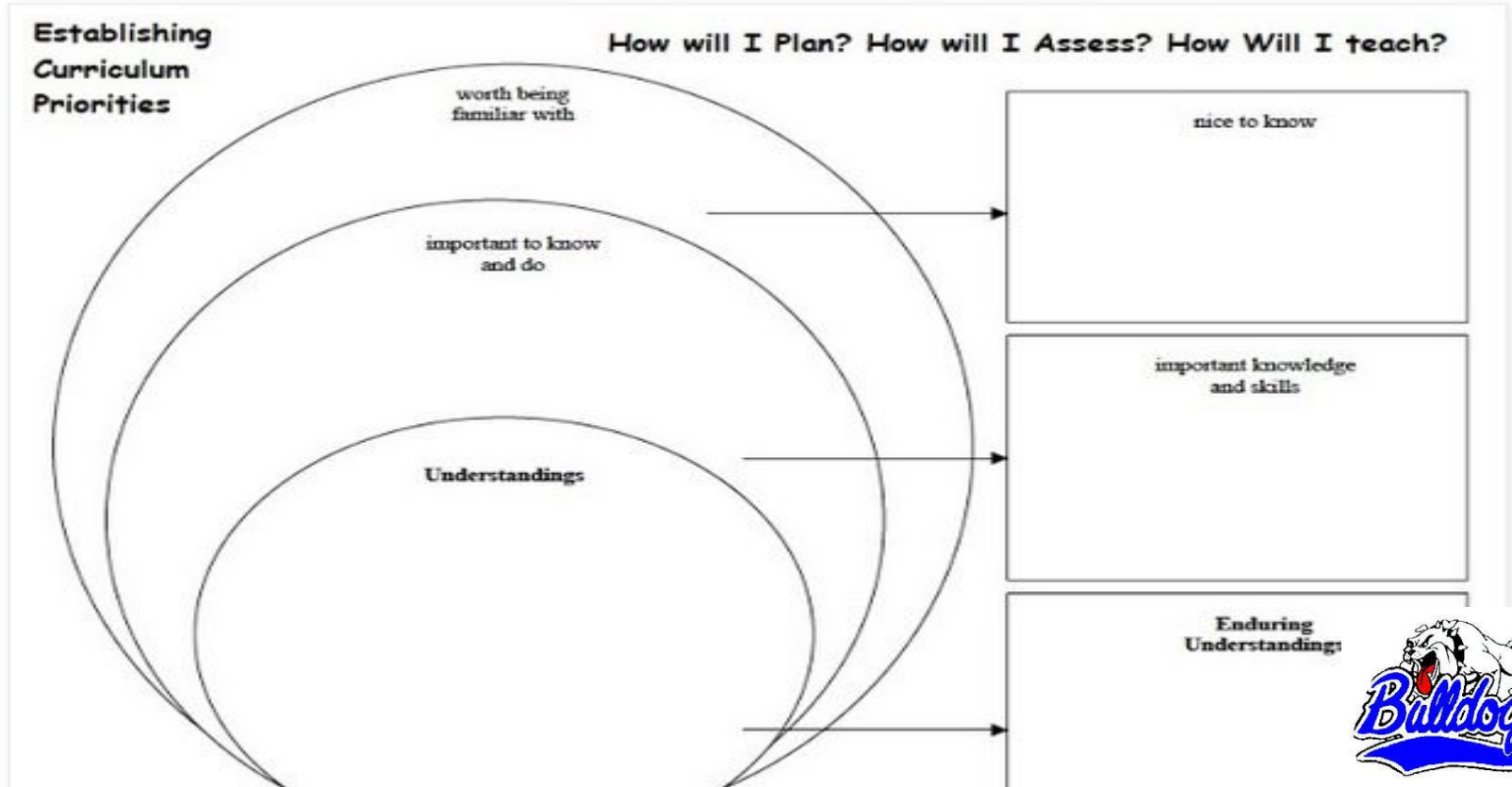
Six Facets of Understanding

- Can explain
- Can interpret
- Can apply
- Has perspective
- Can empathize
- Has self-knowledge

Designing assignments and assessments that evoke possible answers to the Essential Questions



Understanding By Design



The Standards

- The **1996 Social Studies Standards** are still the foundation of the Social Studies curriculum
 - The key ideas have been changed
 - Content specifications were added to each key idea
- The unifying themes and social studies practices are used to implement the **New York State Common Core Learning Standards**
- The Framework focuses on **changing how** we teach **not what** we teach, but there are specific changes to the **what we teach**.



New Social Studies Framework Content Sequence

- **Grades K-3** Interdependence, Citizenship & Civic Life
Government culture based on Community & family life
- **Grades 4-8** U.S. History, Global History & Religion, culture, government and civic life.
- **Grades 9-12** Global History and Geography, U.S. History, Participation in Government, and Economics



9th Grade Global Studies

- 10 units
- Content has been changed
- Begins with Neolithic Revolution
- Ends with Absolutism and Age Exploration



10th Grade Global Studies

- 10 Units
- Content has been changed- More emphasis on current world issues
 - Begins with Asian Empires
- Ends with human rights violations



The 10 Unifying Themes

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

***Serve to unify
ideas and
concepts
across all
grade levels***



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

Practices that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers



The New Social Studies Framework

Emphasis on:

- Skills build level of complexity
- Vertical Articulation
- Literacy
- Common Core Standards
- Dimensions of what, how & assessment of students



Vertical Articulation and Progression of Social Studies Practices

| Social Studies Practices | Grades K-4 | Grades 5-8 | Grades 9-12 |
|--|--|--|--|
| Gathering, Using, and Interpreting Evidence | Develop questions about the world in which we live that can be answered by gathering, using and interpreting evidence. | Define and frame questions about events and the world in which we live and use evidence to answer these questions. | 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. |
| | Recognize, use, and analyze 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). | 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). | 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). |
| | Identify and explain creation/authorship, purpose, and format for | Analyze evidence in terms of content, authorship/creation, point | Analyze evidence in terms of content, authorship/creation, point |



The Social Studies Framework

Key Ideas- aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade

Conceptual Understandings- more specific statements designed to support each Key Idea.

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.



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 content 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.





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.



Curriculum Writing in Action

- Implemented the Common Core Standards and Social Studies Framework
- Curriculum writing was guided by Understanding by Design principles



Understanding By Design

- Proposes an approach to curriculum designed to engage students in inquiry & “*uncovering*” ideas.



Implementing Understanding By Design

- *Unifying Themes- Enduring Understandings*
- *Key Ideas - Essential Questions*

Global 10 Unit 7

Does nationalism promote unity or conflict?

Does conflict lead to progress?

- *Content Specifications - Lesson Aim questions*

Global 10 Unit 7

How did African Nations achieve independence?

What is Zionism?

Why did the creation of Israel cause conflict?



Reflection and Collaboration

- The use of cloud technology encourages constant collaboration and reflection
- Teachers can share materials, ideas and reflections effortlessly
- The curriculum can be adapted as we learn and implement the new framework
- **Curriculum is a living document**



Our Living Curriculum

[Global History and Geography 9 Curriculum](#)

[Global History and Geography 10 Curriculum](#)



Closing Activity

- **Identify 2 ways you can implement the Social Studies Framework in your school**



Resources

[New York State K-12 Social Studies Framework](#)

[Global History and Geography 9 Curriculum](#)

[Global History and Geography 10 Curriculum](#)

