
New York State Social Studies Frameworks

Site-Based Team Meeting

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What was social studies class like for you as a student?

Think back to your days in a social studies class - what made it good or bad?

Share with your table and identify what themes emerge.

Be ready to share with the larger group.

New Framework

- Focuses on Conceptual Understanding
 - Application of knowledge
 - Integration of Skills (Social Studies Practices and Common Core) and Content
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Social Studies Practices/Historical Thinking Skills

Social Studies Practices (NYS)	Four Historical Thinking Skills (AP)
<p><u>Chronological Reasoning and Causation</u> Cause and effect, Continuity and change over time, Periodization</p>	<p><u>Chronological Reasoning</u> <i>Historical Causation, Patterns of Continuity and Change Over Time, Periodization</i></p>
<p><u>Comparison and Contextualization</u> Comparisons, Evaluate Multiple perspectives Contextualization</p>	<p><u>Comparison and Contextualization</u> <i>Comparison Contextualization</i></p>
<p><u>Geographic Reasoning (people, places, regions, environment, interactions)</u></p>	
<p><u>Gathering, Using, and Interpreting Evidence</u> Historical argumentation, Appropriate Use of evidence Evaluate bias/pov, Analyze arguments of others Deconstruct and construct arguments using evidence</p>	<p><u>Crafting Historical Arguments from Historical Evidence</u> <i>Historical Argumentation, Appropriate Use of Relevant Historical Evidence</i> <u>Historical Interpretation and Synthesis</u> <i>Interpretation, Synthesis</i></p>
<p><u>The Role of the Individual in Social and Political Participation</u></p>	

Timeline of Changes

- 1st “revised” Regents exam will be the Global Regents (10th grade content only) in June of 2018. Our current 7th graders.
 - The “revised” US History Regents will be given in June of 2019.
 - AP courses are making the similar shifts
 - AP United States History- 2015
 - AP European History - 2016
 - AP World History - 2017
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Instructional Shift # 1 - Focus on Conceptual Understanding

FROM: Facts

TO: Concepts and Content Knowledge

FROM: Breadth of Topics

TO: Depth of Topics

FROM: Recall

TO: Transfer & Connection

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

FROM: Teacher as Disseminator

TO: Teacher as Facilitator of Investigation

FROM: Students Learn Facts from Textbook

TO: Students investigate the social sciences using multiple sources

FROM: Students retell Interpretations

TO: Students construct interpretations & communicate conclusions

Instructional Shift #3: Integrate Content and Skills Purposefully

FROM: Students experience an additional nonfiction reading or textbook focused instruction

TO: Students learn to read, discuss & write like social scientists

FROM: Students develop literacy skills & social studies practices seperately

TO: Students develop disciplinary literacy skills & social studies practices in tandem

FROM: Student learn content knowledge

TO: Student integrate & apply concepts, skills & content knowlege

What does the change look like in curriculum standards?

Old State Standards	New Frameworks
<p><u>UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914)</u></p> <p><i>B. The Enlightenment in Europe</i></p> <ol style="list-style-type: none">1. The writings of Locke, Voltaire, Rousseau, and Montesquieu2. The impact of the Enlightenment on nationalism and democracy3. The enlightened despots—Maria Theresa and Catherine the Great	<p><u>1750–1914: An Age of Revolutions, Industrialization, and Empires</u></p> <p><u>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</u> The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.</p> <p>10.2a Enlightenment thinkers developed political philosophies based on natural laws which included the concepts of social contract, consent of the governed, and the rights of citizens.</p> <ul style="list-style-type: none">- Students will examine at least three Enlightenment thinkers including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau and key ideas from their written works. <p>10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements such as women’s rights and abolition; some leaders may be considered enlightened despots.</p> <ul style="list-style-type: none">- Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.- Students will examine enlightened despots including Catherine the Great.

What does the change look like in classroom instruction and assessment?

Old	New
<p>Students match quotes to the Enlightenment thinker that wrote it and explain why each represent an Enlightenment idea.</p>	<p>Students will choose from a selection of current events articles and respond to the event in the voice of an Enlightenment thinker in a blog post. They also comment on the blog post of other students to demonstrate if their thinker would agree or disagree. Lasty, they propose an action they could take inspired by their Enlightenment thinker.</p>

What will the new state assessments look like?

- will focus more on the **conceptual understanding** and not specific factual information
- will measure how well students can **apply** that knowledge through the **social studies practices**/historical thinking skills

State has said the new Regents assessment will be similar in form to the new AP exams.

Sample Questions

Review the samples questions on your handout.

- What skills do each of the questions require students to use?
 - What should instruction in the classroom look like to prepare students for these assessment?
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How is the department preparing for the changes?

- Carefully reviewing the framework and making curricular adjustments to unit and lesson design and pacing.
 - Revising assessments to focus more on application and skill and less on recall.
 - Infusing more performance based activities and assessments into our classrooms.
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