

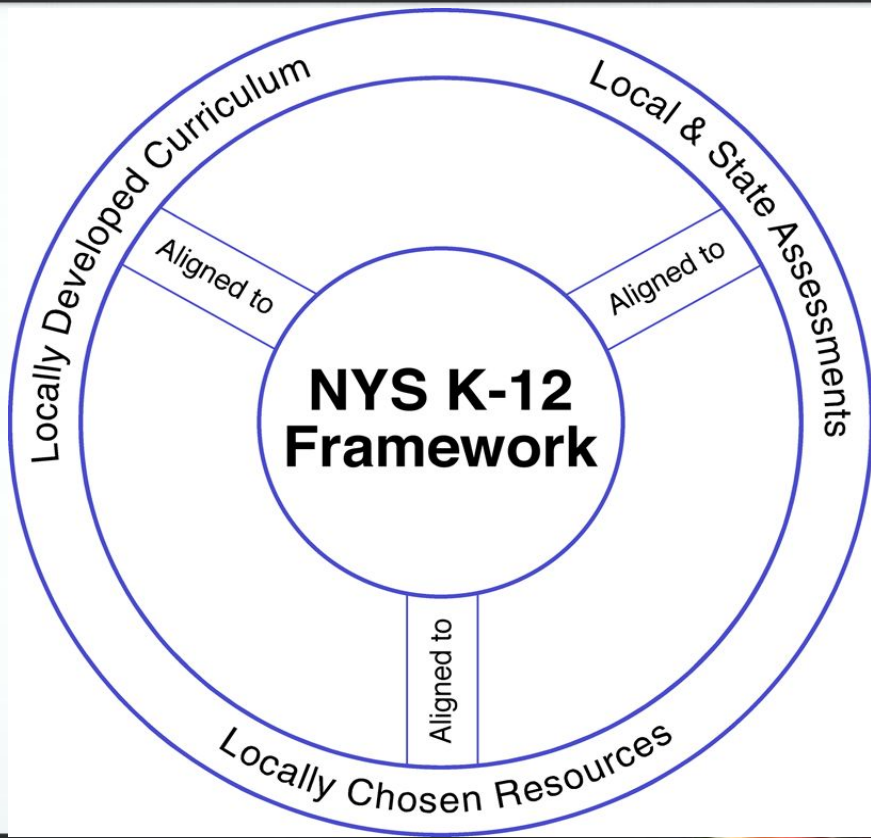
THIS IS NYS SOCIAL STUDIES FRAMEWORK IN A NUTSHELL



THE NYS SS FRAMEWORK CAN BE FOUND AT:

[NYS K-8 Social Studies Framework - March 2016 \(Editable\)](#)

[NYS 9-12 Social Studies Framework - February 2017 \(Editable\)](#)



NYS Framework is the center of all social studies teaching



SOCIAL STUDIES PRACTICES

1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economic Systems
6. Civic Participation

SS Practices represent the historical thinking skills that students should develop in their K-12 education to be prepared for civic participation, college, and careers.

HOW DO I READ AND USE THE FRAMEWORK?

Key Idea

Conceptual Understanding

Content Spec.

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.

9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.

(Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)

9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.

- Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.

9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.

- Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

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.

HOW TO WRITE NYS SS FRAMEWORK STANDARDS:



7.6a-b

7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

(Standards: 1, 3; Themes: ID, MOV, TCC, GEO)

7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.

7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

- Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

YOUR TURN....

An Eighth grade teacher is creating a chart focusing on the Great Depression and the economic decision making which led to the crash.

What is the NYS SS Framework Standard that best addresses this classroom activity?

8.5a

8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.

- Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.

The background of the slide is a solid blue rectangle with a black border. To the left of the blue area, there are three books of different heights and colors (red, white, and blue). In front of the bottom left corner of the blue area is a gold-colored geometric object. At the bottom of the slide, on a light brown wooden surface, are two pencils (one orange, one black) and a clear glass jar containing blue liquid and a wooden pencil.

Your Turn...

11th grade students analyze various historic maps, looking at geographic features and the impact it had on colonial settlements specifically economic and social .

Name the NYS SS Framework
Standard?

11.1 b

11.1 b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region. Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems.



EXCELLENT JOB...

You have mastered the NYS SS
Framework