The State Education Department
The University of the State of New York

New York State K-12 Social Studies Framework

Introduction

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Introduction

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

The Social Studies Framework allows for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices.
- Students to be instructed across the K-12 spectrum by using a cohesive set of themes, key ideas, and concepts.
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding.

Overview

New York State K-12 Social Studies Framework ("NYS Framework") is anchored in the New York State Common Core Standards for Literacy and Writing and New York State Learning Standards for Social Studies. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is prepared to be an active and engaged citizen who is ready to pursue college or a career.

- This document fuses the New York State Learning Standards, Key Ideas, and Conceptual Understandings and content sequence into a single document. The course sequence is similar to that of the previous *Social Studies Resource Guide with Core Curriculum*.
- **Unifying Themes** based primarily on the National Council for the Social Studies themes serve to unify ideas and concepts across all grade levels.
- The **Common Core Literacy Skills** and **Social Studies Practices** include the skills and habits of mind that should be developed and fostered, using the content for each grade.
- **Key Ideas and Conceptual Understandings** for each grade level with supporting **Content Specifications** are incorporated.
- *The College, Career and Civic Life Framework,* notably the **Inquiry Arc,** is referenced as a curriculum development resource.

New York State Learning Standards for Social Studies

The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the NYS Framework. Each Key Idea is derived from and/or aligned to one of these standards as the primary standard. In many cases, a Key Idea represents more than one standard.

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

New York State Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience,
5. Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The C3 Framework and the Inquiry Arc

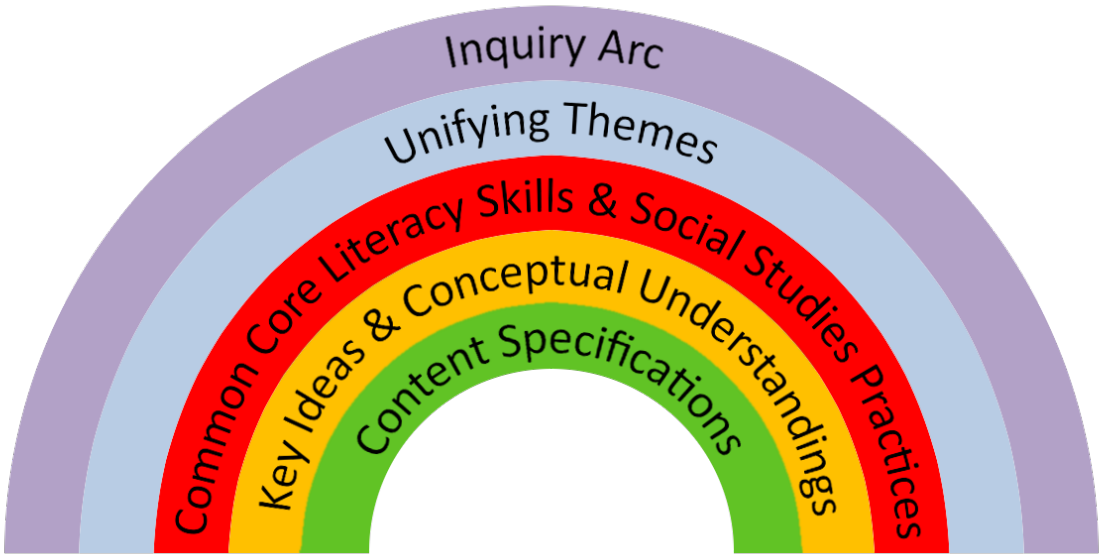
The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies was published by the National Council for the Social Studies in September 2013. The C3 Framework has three foundations: the Inquiry Arc, Disciplinary Literacy, and Civic Life. The C3 Framework and NYS Framework both emphasize the foundation of literacy through an integration of the Common Core Learning Standards and through unique disciplinary literacies of Social Studies in civics, economics, geography, and history. The Civic Life foundation is a cornerstone of the NYS Framework beginning in Kindergarten and culminating in the commencement-level course Participation in Government.

The Inquiry Arc is integrated into the NYS Framework. The C3 is built on the foundation of an inquiry arc, "a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies:

(1) Developing questions and planning inquiries;
(2) Applying disciplinary concepts and tools;
(3) Evaluating sources and using evidence; and
(4) Communicating conclusions and taking informed action" (p17).

Each of these four Dimensions aligns to the priorities of the NYS Framework. The emphasis in Dimensions 2 and 3 mirrors the focus on skills in general and the vertical articulation of Social Studies practices in particular. The C3 framework also can provide guidance related to questioning as a part of the curriculum design. The document notes, "Questioning is key to student learning. The C3 Framework encourages the use of compelling and supporting questions, both teacher- and student-generated, as a central element of the teaching and learning process" (p17).

The following graphic illustrates how the components of the NYS Framework are integrated with the Inquiry Arc.



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.

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.

Social Studies Practices

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings. The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the Disciplinary Tools of Dimension 2 of the C3 Framework, National Council for the Social Studies Standards, and *Habits of the Mind* published by the National Council for History Education.

1) Gathering, Interpreting and Using Evidence

2) Chronological Reasoning and Causation

3) Comparison and Contextualization

4) Geographic Reasoning

5) Economics and Economic Systems

6) Civic Participation

NYS Common Core Literacy Skills

The Common Core Learning Standards (CCLS) outline standards for literacy with individual grade levels to provide specificity. Grades 6-12 have distinct standards for literacy and writing in history/social studies, using the following grade bands: 6-8, 9-10, and 11-12. In order to match the structure of the NYS Framework, the CCLS and Social Studies Practices required a 5-8, 9-10, and 11-12 articulation of skills, so language was synthesized to match these grade bands (i.e., the addition of grade 5* to the 6-8 band). In this case, teachers are asked to use their best judgment about which CCLS should be applied at grade 5 in order to prepare students for the requirements and demands of grade 6.

Unifying Themes

These ten unifying Social Studies themes represent different lenses that can be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the NYS Framework across all grades, K-12.

Themes at a Glance

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**

Themes with Context

1. **Individual Development and Cultural Identity**
   - Role of social, political, and cultural interactions in the development of identity
   - Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences

2. **Development, Movement, and Interaction of Cultures**
   - Role of diversity within and among cultures
   - Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture, such as its institutions or literature, music, and art
   - Cultural diffusion and change over time as facilitating different ideas and beliefs

3. **Time, Continuity, and Change**
   - History as a formal study that applies research methods
   - Reading, reconstructing, and interpreting events
   - Analyzing causes and consequences of events and developments
   - Considering competing interpretations of events

4. **Geography, Humans, and the Environment**
   - Relationship between human populations and the physical world (people, places, and environments)
   - Effect of human activities on the environment
   - Interactions between regions, locations, places, people, and environments
   - Spatial patterns of place and location

5. **Development and Transformation of Social Structures**
   - Role of social class, systems of stratification, social groups, and institutions
   - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
   - Social and political inequalities
   - Expansion and access of rights through concepts of justice and human rights

6. **Power, Authority, and Governance**
   - Purposes, characteristics, and functions of various governance systems as they are practiced
   - Individual rights and responsibilities as protected and challenged within the context of majority rule
   - Fundamental principles and values of constitutional democracy
   - Origins, uses, and abuses of power
   - Conflict, diplomacy, and war

7. **Civic Ideals and Practices**
   - Basic freedoms and rights and responsibilities of citizens in a democratic republic
   - Role of the citizen in the community and nation and as a member of the global community
   - Civic participation and engagement
   - Respect for diversity

- Civic ideals and practices in countries other than our democratic republic
- Struggle for rights, access to citizenship rights, and universal human rights

8. Creation, Expansion, and Interaction of Economic Systems

- Production, distribution, and consumption
- Scarcity of resources and the challenges of meeting wants and needs
- Supply/demand and the coordination of individual choices
- Economic systems
- Trade, interdependence, and globalization
- Role of government in the economy
- Personal finance

9. Science, Technology, and Innovation

- Scientific and intellectual theories, findings, discoveries, and philosophies
- Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization
- Relationship between science, technology, and innovation and social, cultural, and economic change

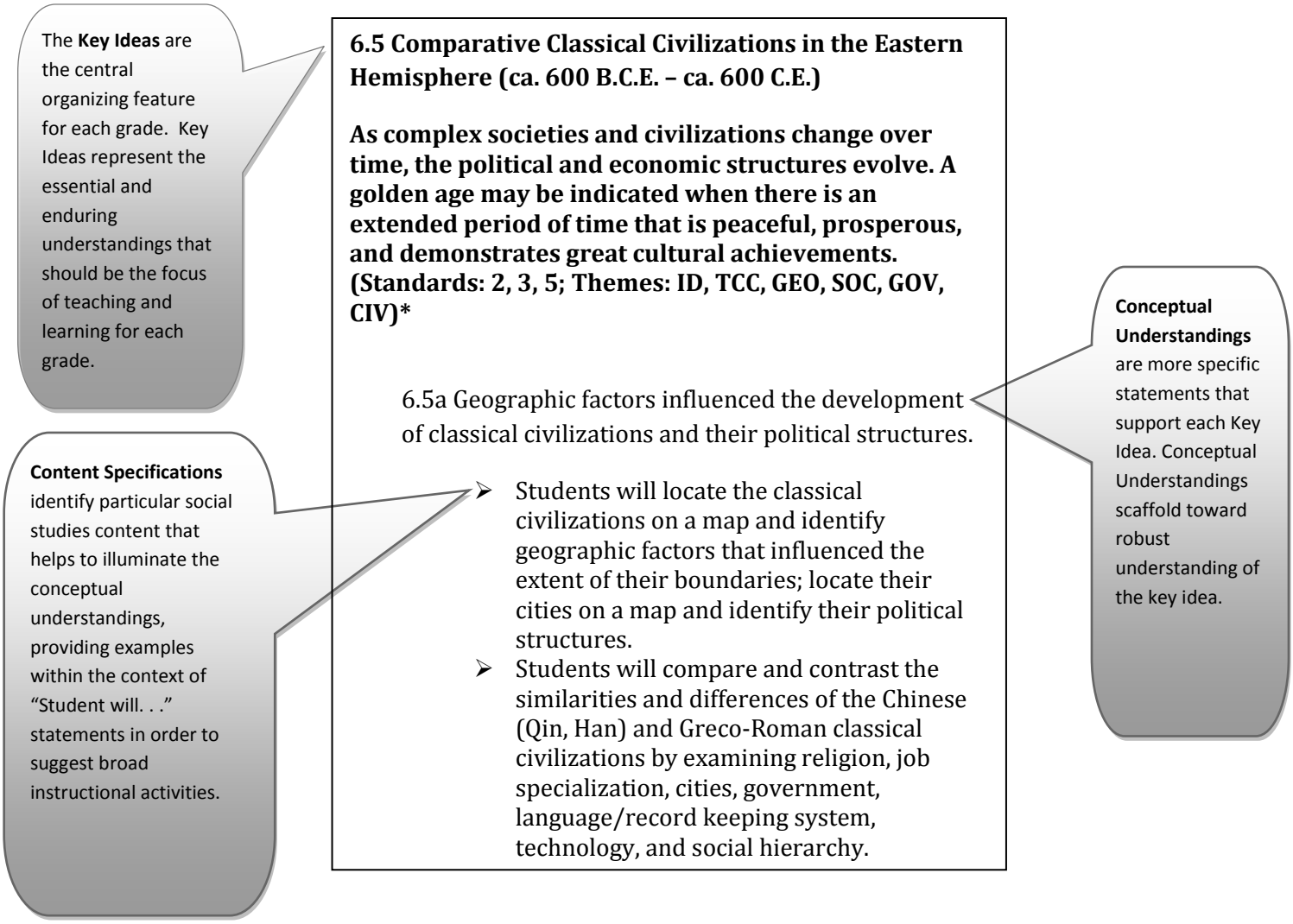
10. Global Connections and Exchange

- Past, current, and likely future global connections and interactions
- Cultural diffusion; the spread of ideas, beliefs, technology, and goods
- Role of technology
- Benefits/consequences of global interdependence (social, political, economic)
- Causes and patterns of migration
- Tension between national interests and global priorities

Content Sequence

Grade	Content Focus
Kindergarten	Self and Others
Grade 1	My Family and Other Families, Now and Long Ago
Grade 2	My Community and Other United States Communities
Grade 3	Communities around the World
Grade 4	Local History and Local Government
Grade 5	The Western Hemisphere
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	History of the United States and New York – II
Grade 9	Global History and Geography – I
Grade 10	Global History and Geography – II
Grade 11	United States History and Government
Grade 12	Participation in Government Economics, the Enterprise System, and Finance

How to Read the Social Studies Framework



*After each key idea, the corresponding Social Studies Standard(s) and the Unifying Theme(s) appear.

1. Individual Development and Cultural Identity (ID)
2. Development, Movement, and Interaction of Cultures (MOV)
3. Time, Continuity, and Change (TCC)
4. Geography, Humans, and the Environment (GEO)
5. Development and Transformation of Social Structures (SOC)
6. Power, Authority, and Governance (GOV)
7. Civic Ideals and Practices (CIV)
8. Creation, Expansion, and Interaction of Economic Systems (ECO)
9. Science, Technology, and Innovation (TECH)
10. Global Connections and Exchange (EXCH)

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Gathering, Interpreting and Using Evidence	Develop questions about the world in which we live that can be answered by gathering, interpreting and using 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, 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).	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 evidence. Where appropriate, identify point of view and bias.	Analyze evidence in terms of content, authorship/creation, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.	Analyze evidence in terms of content, authorship/creation, point of view, bias, purpose, format, and audience.
	Identify arguments or opinions of others with support.	Describe and analyze arguments of others.	Describe, analyze, and evaluate arguments of others.
	Identify where the author has stated fact versus provided an opportunity to draw inference; understand the role of drawing inference from a text to support an opinion.		

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Gathering, Interpreting, and Using Evidence	Recognize arguments and identify evidence.	Recognize an argument and identify evidence that supports the argument; examine arguments that are related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.	Deconstruct and construct plausible and persuasive arguments using evidence.
	Create understanding of the past by using and analyzing primary and secondary sources.	Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.	Create meaningful and persuasive understandings of the past by synthesizing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.
Chronological Reasoning and Causation	Explain how events are related chronologically to one another in time.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
	Employ mathematical skills to measure time in years and centuries. Understand the difference between BCE and CE. Identify the chronological significance of data presented in time lines with teacher support.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to interpret the data presented in time lines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to interpret the data presented in time lines.

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Chronological Reasoning and Causation	Identify causes and effects, using examples from his/her life and from a current event or history.	Identify causes and effects, using examples from current events, grade-level content, and historical events.	Identify causes and effects, using examples from different time periods and courses of study across several grade levels.
	Identify the relationship between multiple causes and multiple effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.	Identify, analyze, and evaluate the relationship between multiple causes and effects.
	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and multiple effects of an event from current events or history.
	Recognize dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
	Use periods of time such as decades and centuries to put events into chronological order; organize historical events on a timeline.	Recognize that changing the periodization affects the historical narrative.	Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
	Recognize and identify patterns of continuity and change.	Relate patterns of continuity and change to larger historical processes and themes.	Relate patterns of continuity and change to larger historical processes and themes.
		Identify and describe models of historical periodization that historians use to categorize events.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Comparison and Contextualization	Identify a region by describing a feature that characterizes it, and then compare it other regions.	Identify a region by describing multiple characteristics common to places within it, and then identify other similar regions.	Identify a region by describing a characteristic common to places within it. Identify similar and different geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
	Identify multiple perspectives of a historical event.	Identify and compare multiple perspectives of a given historical experience.	Identify, compare, and evaluate multiple perspectives of a given historical experience.
	Describe and compare historical developments.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
	Recognize the relationship between geography, economics, and history in social studies.	Describe the relationship between geography, economics, and history as a context for events and movements.	Describe the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
	Describe historical developments with specific circumstances, including time and place.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes, and draw connections to the present where appropriate.

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Comparison and Contextualization			Analyze case studies in United States history in a comparative framework, while attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.
Geographic Reasoning	Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, and to describe connections between places; evaluate the benefits of particular places for purposeful activities.	Use maps, photographs, satellite images, and other representations to explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics.
	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.	Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans); describe and evaluate the relationship between human activities and the environment.
	Identify how environments affect human activities and how human activities affect physical environments.	Identify and analyze how environments affect human activities and how human activities affect physical environments.	Identify, analyze, and evaluate how environments affect human activities and how human activities affect physical environments.

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Geographic Reasoning	Recognize that characteristics (cultural, economic, and physical-environmental) of regions affect the history of communities, civilizations, and nations.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of communities, civilizations, and nations.	Analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of communities, civilizations, and nations.
	Describe how human activities alter places and regions.	Characterize and analyze changing interconnections between places and regions.	Characterize and analyze changing interconnections between places and regions.
	Recognize that spatial organizations of place, such as boundaries, are historically constructed.	Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definitions of location are historically constructed.	
Economics and Economic Systems	Explain how scarcity necessitates decision making; compare costs and benefits of individual and economic decisions.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.	Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.	Explain the roles of buyers and sellers in product, labor, and financial markets.	Analyze the ways in which incentives influence what is produced and distributed in a market system.

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Economics and Economic Systems	Explain why individuals and businesses specialize and trade.	Describe the role of competition in the determination of prices and wages in a market economy.	Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
	Explain the role of money in making exchange easier; examine the role of banks in an economy.	Examine the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	Describe concepts of property rights and rule of law as they apply to a market economy.
	Explain the meaning of unemployment.	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	Use economic indicators to analyze the current and future state of the economy.
	Explain the ways the government pays for the goods and services it provides, including tax revenue.	Explain how government policies affect the economy.	Analyze government economic policies and their effects on the national and global economy.
Civic Participation	Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counterargument.
	Participate in activities that focus on a classroom, school, or community issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Vertical Articulation and Progression of Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Civic Participation	Identify differing philosophies of social and political participation.	Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.	Explain differing philosophies of social and political participation and the role of the individual leading to group- driven philosophies.
	Identify the role of the individual in opportunities for social and political participation in the class, school, or local community.	Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.	Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.
	Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.	Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.	Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
	Identify situations in which social actions are required.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.
	Identify those in positions of power and how they can influence people's rights and freedom.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
	Identify social and political responsibilities at the classroom, school, and community levels.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

Reading Standards for Literacy in History/Social Studies 5-12

(See note on page 10 regarding inclusion of Grade 5*)

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 students
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *The Federalist* No.10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as verbally) in order to address a question or solve a problem.
8. Distinguish between fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and a secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 CCR text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 CCR text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 Students
Text Types and Purposes		
1. Write arguments focused on discipline-specific content. a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on discipline-specific content. a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships between the claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes. a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to	2. Write informative/explanatory texts, including the narration of historical events or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g.,	2. Write informative/explanatory texts, including the narration of historical events or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified

achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	figures, tables), and multimedia when useful in aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written. f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note: not applicable as a separate requirement)	3. (See note: not applicable as a separate requirement)	3. (See note: not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

Grades 5-8 Students	Grades 9-10 Students	Grades 11-12 Students
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Research to Build and Present Knowledge (continued)		
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reference Documents

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy (2011)
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf

New York State Learning Standards for Social Studies (1996)
Resource Guide with Core Curriculum (1999)
Economics, the Enterprise System, and Finance (2002)
Participation in Government (2002)
http://www.p12.nysed.gov/ciai/socst/ssrg.html

College, Career, and Civic Life (C3) Framework for State Standards in Social Studies, National Council for the Social Studies (2013) http://www.socialstudies.org/c3

National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment, National Council for the Social Studies (2010)

Voluntary National Content Standards in Economics, 2nd Edition, Council for Economic Education, (2010)
http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf

History Standards, National Center for History in the Schools UCLA (1996)
http://www.nchs.ucla.edu/Standards/

U.S. History Framework for the 2010 National Assessment of Educational Progress, National Assessment Governing Board, U.S. Department of Education (2003)
http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf

AP World History Course and Exam Description, College Board (2011)
http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf

AP Human Geography Course Description, College Board (2011) http://apcentral.collegeboard.com/apc/public/repository/ap-human-geography-course-description.pdf

Habits of the Mind, National Council for History Education http://www.nche.net/document.doc?id=43

History-Social Science Content Standards for California Public Schools (1998)
http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

Indiana Department of Education Standards
http://www.doe.in.gov/achievement/standards

Massachusetts History and Social Science Curriculum Framework (2003) http://www.doe.mass.edu/frameworks/hss/final.pdf

New Jersey Core Curriculum Content Standards for Social Studies (2009)
http://www.state.nj.us/education/cccs/standards/6/index.html

Virginia Standards of Learning and Testing, History and Social Science (2008)
http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

World History for Us All, San Diego State University (2003)
http://worldhistoryforusall.sdsu.edu/