



Our Students. Their Moment.

The Path to College and Career Readiness

Implementing the Common Core Standards

Update



Supporting the Regents Reform Agenda

Some examples of putting the Race to the Top funding to work to support the four assurance areas of the Reform Agenda:

- Network Team funding for LEAs
- Competitively bid procurements including:
 - Network Team Training RFPs
 - AP STEM Professional Development RFP
 - Curriculum Module RFPs
 - Teacher and Principal Effectiveness Video RFP
 - Systemic Supports RFP
 - High quality Virtual Learning Courses RFP

Common Core Resources on EngageNY

Common Core Video Series

August 1, 2011 | 2 Comments

Education Commissioner John King, David Coleman and Kate Gerson explain every key aspect of the Common Core standards in depth. By viewing this 15-part series, New York educators and administrators will learn step-by-step how to implement the Common Core for ELA/Literacy and Math in their schools and classrooms. You'll also gain a deeper understanding of the rationale behind the Common Core and what it will mean for students across our state.

Produced in partnership with NYS PBS stations WCNYSyracuse and WNET/New York City, the series illuminates the Common Core through conversations between Commissioner King, a former high school social studies teacher and middle school English teacher; Coleman, the author of the Common Core State Standards; and Gerson, a Senior Research Fund and a former high school English teacher.

Network Teams and other professional development activities support their work with schools and districts. Most importantly, the series focuses on the conversation between educators, districts and the state to implement the Common Core. Only through open dialogue can we move forward. Join the conversation by leaving a comment.

"The Common Core is all about making sure our students are equipped for success when they graduate."



Common Core "Shifts"

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in our curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA.

Shifts in ELA/ Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary classrooms are, therefore, places where students access the world – in social studies, the arts and literature – through text. At least 50% of what they read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through disciplinary texts in science and social studies classrooms – rather than reading the text, they are expected to learn from what they read.

Curriculum Exemplars

August 1, 2011 | 6 Comments

ELA

Common Core Exemplar for Elementary School ELA: Feynman's "The Making of a Scientist"

The goal of this three day exemplar, [Common Core Exemplar for Elementary School ELA: Feynman's "The Making of a Scientist"](#), is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to unpack Feynman's memoir of interactions with his father that awaken the scientific spirit within him.

Common Core Exemplar for Elementary School ELA: The Great Fire

The goal of this three day exemplar, [Common Core Exemplar for Elementary School ELA: The Great Fire](#), is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to unpack the memoir of interactions with his father that awaken the scientific spirit within him.

3.75 Million Page Views

810,000 Visits

Professional Development Toolkits

Curricular Exemplars

Templates, Tools, Rubrics, & Articles

Advanced Placement STEM Professional Development

- Offered by the College Board through a RTTT RFP
- Free PD program to build content knowledge and pedagogical skill of secondary (7-12) teachers to teach advance STEM courses in high-needs schools.
- Build the capacity of teachers, so they will be better prepared to teach courses in STEM fields and help students to be ready to take AP and other advanced courses.
- As of mid-July: 1,241 applicants; 1,174 signed letters of agreement to participate in the workshops; and 916 registrants (of 1,500 total seats).
- Face-to-face and blended instruction for 3 years (2012-2014), totaling 70 credit hours:
 - Year 1: Aligning curriculum and building capacity through vertical teams (5-day workshop in 7 locations across the state, 30 hours)/Cohort 2 starts in Fall
 - Year 2: Improving student performance – thinking strategies, data-driven instruction (20 hours)
 - Year 3: Improving instruction (3 days, 20 hours)
 - All 3 Years: Optional additional activities for training as Teacher Leaders

July and August Network Team Institutes

Session	Content
July	Teacher Evaluation Novice, including calibration
	Teacher Evaluation Intermediate for Initially Calibrated
	Leadership Levers with a focus on DDI, Paul Bambrick Santoyo
	Principal Evaluation, Including calibration
	NYS Growth Model
	Differentiation for ELLS and Students w/ Disabilities in a Common Core World
	Common Core Implementation Road Map
	Use of the Statewide Instructional Reporting System
August	K-2 Comprehensive ELA Curriculum
	3-5 ELA Modules
	P-5 Math Modules
	The Heath Brothers' <i>Switch</i>
	Carol Dweck's <i>Mindsets</i>

P-2 ELA/ Literacy: Core Knowledge Foundation

- Since 1986, Core Knowledge has been the leading national voice for content-rich literacy.
- Core Knowledge Founder E.D. Hirsch, Jr. provided the “intellectual DNA” of CCSS.
- Core Knowledge Foundation served as a consultant to the authors of CCSS ELA standards.
- Successful Pilot of K-2 Literacy Program in NYC Schools.

3-5 ELA: Expeditionary Learning

- A network of practitioners with 160 schools and 50,000 students spread across the country, and more than 4,000 teachers.
- We've been working with schools and teachers for 20 years to create classrooms where students are pushed and supported to do more than they think they can.
- The Expeditionary Learning model is designed to work with children of any background in every grade in urban, suburban, and rural schools, both traditional and charter.
- Our high expectations lead to achievement for all students: Schools implementing the Expeditionary Learning model outperform district averages in reading/English language arts and math.
- We have a strong history of working in New York State and have engaged teams of teachers from high-performing classrooms throughout the state to help develop our curriculum modules.

P-12 Mathematics: Common Core Inc

- Common Core is a non-profit organization founded in 2007. CC designs content-rich, CCSS-based curriculum materials and promotes programs, policies, and initiatives that provide students with challenging, and rigorous instruction in the full range of liberal arts and sciences.
- Although Common Core is not the same as the “Common Core” State Standards (CCSS), the organization served as an advisor on the ELA standards.
- In August 2010 Common Core released the first CCSS-based ELA curriculum tool. These ELA Maps are used by hundreds of districts, thousands of schools, and countless teachers across the country, including New York State, as the basis for the implementation of the CCSS. CC began creating Maps in mathematics in Spring 2011.

Tri-State Rubrics – Math & ELA/ Literacy

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p>The lesson/unit aligns with the letter and spirit of the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input type="checkbox"/> Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.** <input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS level exemplars [Appendix A]). <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. 	<p>The lesson/unit addresses key areas of focus in the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Text Complexity: Includes close reading of texts that are more complex than those typically used in the classroom. 	<p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.** <input type="checkbox"/> Focuses on sections of text(s) presented through discussion and/or writing to promote deep thinking. <input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>The lesson/unit regularly assesses whether students are mastering standards-based content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

collaboratively built tools
 informed and approved by the authors of the CCSS,
 facilitated by Achieve
 which evaluate the Common Core alignment of curricular materials

Sample items: Teaching Tools, not Test Samplers



**New York State
Testing Program**

ELA

Common Core Sample Questions

Grade

4



**New York State
Testing Program**

Mathematics

Common Core Sample Questions

Grade

6

Metrics & Stocktake for School Year 12-13

New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

Vision: Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS Implementation	All teachers in grades P-8 are implementing CCSS-aligned instruction	<ul style="list-style-type: none"> Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials¹ or using other materials that align to the tri-state rubric Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Clear description of each component district's needs/wishes for support around CCSS and district's approach to using NYSED CCSS curricular materials² Clear description of each district's current status of CCSS implementation³ Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI District Implementation Readiness Rubric⁴
	All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	<ul style="list-style-type: none"> Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives Plan for follow up with districts to ensure evidence-based observations are occurring consistently 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness
CCSS/APPR Alignment	Evaluators look for the 12 CCSS instructional shifts in their classroom observations	<ul style="list-style-type: none"> Evidence that district observation rubric identifies points of alignment with instructional shifts³ Evidence that principal evaluation system incorporates identification and observation of instructional shifts Percentage of schools that use analysis meetings to analyze the results of student work against the instructional shifts 	<ul style="list-style-type: none"> Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives Plan for follow up with districts to ensure evidence-based observations are occurring consistently 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness

Workbook: Tools and Guidance for Implementation



Our Students. Their Moment.

CCSS, APPR and DDI Workbook for Network Teams/Network Team Equivalents New York State Education Department

Workbook Contents

New York's Vision and Metrics for CCSS, APPR and DDI Implementation for SY2012-13	Pages 2-3
Survey of District Implementation Efforts	Pages 4-6
Superintendent Worksheet for Completing the District Implementation Readiness Rubric	Page 7
District Implementation Readiness Rubric	Page 8
Common Core Ambassador Program Overview	Page 9
District Superintendent Regional Implementation Analysis	Page 10
Sample NT/NTE Turnkey Plan and Template	Pages 11-20
NT/NTE Turnkey Plan Checklist	Page 21
Optional District Plan Template	Pages 22-26
District Plan Checklist	Page 27

Using this Workbook

This workbook is designed to assist NTs/NTEs, District Superintendents and superintendents in their ongoing CCSS, APPR and DDI implementation efforts. The tools in the workbook are aligned to the state's 2012-2013 metrics for CCSS, APPR and DDI implementation. NYSED recommends NTs/NTEs, District Superintendents and superintendents use the workbook materials following these steps:

Step 1: Internalize metrics:

- NTs/NTEs, District Superintendents and superintendents examine and discuss the 2012-2013 Metrics

Step 2: Assess district and regional status of implementation efforts:

- NTs/NTEs request that their districts' PD/curriculum directors complete the District Implementation Efforts Survey online by August 13, 2012 to better understand district CCSS, APPR and DDI implementation efforts
- District Superintendents request that their superintendents complete the Superintendent Worksheet and District Implementation Readiness Rubric
- Superintendents complete the Superintendent Worksheet and use the Worksheet to complete the District Implementation Readiness Rubric
- Superintendents nominate and support Common Core Ambassadors
- Superintendents share and discuss the Worksheet and Rubric with their District Superintendents.
- District Superintendents use the completed District Implementation Readiness Rubrics to complete the District Superintendent Regional Implementation Analysis

Step 3: Build regional turnkey plans:

- NTs/NTEs, informed by the survey and District Implementation Readiness Rubrics, use the NT/NTE Turnkey Plan Template and the NT/NTE Sample Plan for guidance and examples to develop a turnkey implementation and support plan for their districts
- NTs/NTEs assess the quality of their plans using the NT/NTE Turnkey Plan Checklist

Step 4: Build district plans:

- Superintendents, NTs/NTEs and teacher/principal ambassadors (if relevant) use the District Roadmap to develop an implementation plan for their schools, using the District Plan Template if desired

Step 5: Implement and adjust plans:

- Superintendents and NTs/NTEs use survey data, site visits, educator feedback and actions in plan to review progress and adjust course as necessary

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District Implementation Readiness Rubric

This rubric is designed to be completed by superintendents at the request of their District Superintendents. The rubric helps assess districts' CCSS/APPR/DDI implementation efforts. Superintendents should complete the Superintendent Worksheet accompanying this rubric to assess CCSS depth of knowledge prior to completing this rubric.

Step 1: Select a rating for each category element: 4: Fully Implemented 3: Partially Implemented 2: Planning for Implementation 1: Not Implemented

Step 2: Add the ratings in each category and assign an implementation status color - ■ ■ ■ ■ - based on the category key

Step 3: Total the status ratings in the right column to determine the overall district implementation readiness rating

	DISTRICT:	Rating	Status
Culture	1. DISTRICT LEADERSHIP: effective district leadership team coordinates implementation efforts	___/4	
	2. COMMON LANGUAGE: shifts drive all messaging and programming in the district	___/4	
	3. STREAMLINED SUPPORTS: existing supports analyzed and streamlined, prioritizing district-wide and school-based efforts grounded in effective CCSS/APPR/DDI implementation	___/4	___/24
	4. BRIGHT SPOTS: effective implementation strategies identified/celebrated; resources deployed to replicate	___/4	
	5. MODEL AMBASSADORS: strategies for effective deployment of ambassadors identified and implemented	___/4	■ 17-24 ■ 9-16 ■ 1-8
	6. BUDGET ALIGNMENT: 2013-14 budget aligned with strategies leading to/ensuring effective implementation	___/4	
CCSS	7. CCSS DEPTH OF KNOWLEDGE: the shifts are deeply understood by all (insert summative CCSS rating from the accompanying Superintendent Worksheet)	___/4	
	8. TEACHER PRACTICE: shifts are evident and observable in every P-12 classroom on a daily basis	___/4	
	9. CURRICULAR RESOURCES: state-provided curricular materials adopted or adapted, OR comprehensive curricular design that manifests the shifts in obvious ways developed by district OR alternative curricular materials satisfying publisher's criteria and the tri-state rubric purchased	___/4	
	10. QUALITY OF PD: adequate time is devoted to conversations, collaboration and reflection around the shifts	___/4	
	11. CONTENT PD: high-quality PD is content-rich and CCSS-driven and highlights adult-to-adult conversations and learning around grade-level content	___/4	___/28
	12. INSTRUCTIONAL SHIFTS PD: high-quality PD emphasizes how to implement the instructional shifts with all students using rigorous materials	___/4	■ 20-28 ■ 10-19 ■ 1-9
	13. PROCESS PD: high-quality PD focuses on structures, scopes, sequences necessary to do the work each day	___/4	
CCSS/APPR	14. OBSERVING THE SHIFTS: evidence from observations/artifacts emphasizes strengths and gaps in implementing the shifts	___/4	
	15. QUALITY FEEDBACK: teachers receive high-quality feedback focused on strengths and gaps in implementing the shifts following observations	___/4	___/12
	16. FOCUS ON GROWTH: systems in place ensure evidence-based observation, adoption of the CCSS shifts in curriculum resources and student growth percentiles are discussed by teachers in coherent and comprehensive way	___/4	■ 9-12 ■ 5-8 ■ 1-4
APPR	17. EVIDENCE COLLECTION: all evaluators trained on how to collect objective evidence and align that evidence with the language in the district's observation rubric	___/4	___/20
	18. INTER-RATER RELIABILITY: all evaluators have achieved inter-rater reliability	___/4	
	19. QUALITY OF SLOs: all SLOs are a 2 or a 3 out of 4 on the SLO Quality Rubric	___/4	■ 14-20 ■ 7-13 ■ 1-6
	20. STUDENT GROWTH PERCENTILES (SGP) AWARENESS: all educators trained on SGPs	___/4	
	21. SGP DEPTH OF KNOWLEDGE: SGPs are deeply understood by all educators	___/4	
DDI	22. EFFECTIVE INTRODUCTION: teachers and leaders trained to effectively participate in analysis of real-time student data to inform instruction	___/4	___/16
	23. DATA MEETINGS: meetings embedded in common planning time and teachers participate in meetings effectively	___/4	■ 12-16 ■ 6-11 ■ 1-5
	24. INTERIM ASSESSMENTS: standards-aligned interim assessments used in all courses	___/4	
	25. DDI SYSTEMS: principals held accountable for establishing and monitoring effective DDI systems	___/4	
	TOTAL		___/100 ■ 68-100 ■ 33-67 ■ 1-33

¹ The state-developed curricular materials in ELA and math are expected to be finalized based on the following schedule: Summer 2012: P-8 Scope & Sequence and 1/6 P-8 module; 9-12 Scope & Sequence; Fall 2012: 3/6 P-8 module; 2/6 9-12 module; Spring 2013: 4/6 P-8 and 9-12 module; Summer 2013: 6/6 P-8 and 9-12 module

**New York State
Social Studies
DRAFT
*Frameworks***

New York State Learning Standards

The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the Social Studies 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, but only the primary standard will be linked to each content based statement.

Learning Standards for Social Studies at Three Levels

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 the 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 system 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.

Current State of Social Studies

	Current State in New York State
Current Courses	<ul style="list-style-type: none">•K-8 follows the <i>Core Curriculum Resource Guide</i>•Grade 9: Global I; Grade 10: Global 2; Grade 11: US History; Grade 12: Economics and Civic Participation
Required Assessments	<ul style="list-style-type: none">•Global History and Geography Regents (grade 10)•US History Regents (Grade 11)
Department Approved Equivalents	AP World History AP US History SAT II US History (requires an additional research project)

What will it take for us to get there?

New York Common Core Social Studies *DRAFT* Framework

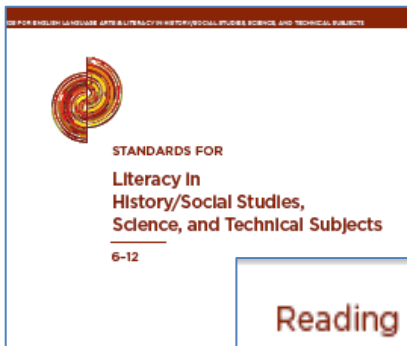
The K-12 Framework for Social Studies allows for:

- Students to develop an understanding of concepts and key ideas, driven by case studies, analysis of primary and secondary source documents, and an examination of patterns of events in history.
- Students to be assessed on their understanding of key ideas, as well as conceptual understandings.
- Students to be instructed across the K-12 spectrum using a coherent set of themes, key ideas, and concepts.
- Districts and teachers to have increased decision making power about how to teach and illustrate conceptual understandings and key ideas to promote student understanding. There will be multiple pathways to lead students to conceptual understandings

P-12 Social Studies Unifying Themes

1. Individual Development and 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

Aligned to the CCLS Skills



Reading Standards for Literacy in History/Social Studies 6-12

RH

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 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 among 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 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 meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning 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 meaning 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 <i>Federalist No. 10</i>).
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.

K-12 Social Studies *DRAFT* Framework Follows the Outline of the Existing Core Curriculum

Grade	Content Focus
Kindergarten	Self and Others
Grade 1	My Family and Other Families, Now and Long Ago
Grade 2	My Community and Other Communities
Grade 3	Communities around the World – Learning about People and Places
Grade 4	Local History and Local Government
Grade 5	The United States, Canada, and Latin America
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- I
Grade 9	Global History and Geography - I
Grade 10	Global History and Geography - II
Grade 11	History and Government
Grade 12	Participation in Government; Economics, the System, & Finance

Teaching, Learning and Assessment

A Framework that Supports Teaching, Learning, and Assessment

Key Ideas and Conceptual Understandings

Conceptual content articulated at each grade level;
Represents the “what” of teaching and learning

Common Core Literacy Skills

Cross-disciplinary skills in Reading, Writing, Research, and Speaking & Listening that should be infused in all aspects of Social Studies instruction

Social Studies Practices

The essential skills or habits of mind utilized by social scientists and historians that students should develop throughout their Social Studies education



New York Social Studies *DRAFT* Content Framework Components

Unifying themes and practices (skills) that establish a clear progression and should be infused in teaching and learning across the grades

K-12 Social Studies Themes and Practices

Grade band articulation of the general social studies practice: what the practice/skill should look like at that level (similar to CCLS Math Practices)

Grade-by-grade articulation of **Key Ideas** (big picture ideas; essential and enduring understandings) and **Conceptual Understandings** (more specific content statements in support of Key Ideas) Each Key Idea and Conceptual Understanding is aligned to 1 or more themes and to the appropriate NY standards

Suggested components of a field guide to further inform development of teacher facing resources and assessment frameworks

Grades K-4 Practices

Pre-K Key Ideas and Conceptual Understandings

Grade K Key Ideas and Conceptual Understandings

Grade 1 Key Ideas and Conceptual Understandings

Grade 2 Key Ideas and Conceptual Understandings

Grade 3 Key Ideas and Conceptual Understandings

Grades 5-8 Practices

Grade 4 Key Ideas and Conceptual Understandings

Grade 5 Key Ideas and Conceptual Understandings

Grade 6 Key Ideas and Conceptual Understandings

Grade 7 Key Ideas and Conceptual Understandings

Grade 8 Key Ideas and Conceptual Understandings

Grades 9-12 Practices

Grade 9 Key Ideas and Conceptual Understandings

Grade 10 Key Ideas and Conceptual Understandings

Grade 11 Key Ideas and Conceptual Understandings

Grade 12 Govt -Key Ideas and Conceptual Understandings

Grade 12 Econ-Key Ideas and Conceptual Understandings

Supplemental Field Guide: Aligned Common Core Literacy Skills, Social Studies Practices and Sample Outcomes

Organization of the *DRAFT* Framework

Key Ideas	Conceptual Understandings	Theme(s)	Standard
<i>Time, Continuity, and Change in the Western Hemisphere</i>			
<p>5.4 Major social, political, economic, and cultural shifts in Europe resulted in an Age of Exploration and Encounter in the 15th Century that brought explorers, European settlers, and Africans to North and South America and changed people's understanding of the world.</p>	<p>5.4.a European migration and settlement reflected and altered people's view and understanding of the world.</p> <p>5.4.b Competition for natural resources, led to settlement patterns for Europeans and interactions with Native American peoples.</p> <p>5.4.c European settlement impacted the physical and human environments of an area, with both positive and negative effects.</p> <p>5.4.d Cultural diffusion had positive and negative impacts on European and Native Americans in the Americas.</p> <p>5.4.e Differing belief systems of Native Americans and Europeans created social and political inequalities in the Americas.</p>	<p>Development, Movement, and Interaction of Cultures</p> <p>Time, Continuity, and Change</p> <p>Global Connections and Exchange</p>	1, 2

Each grade level is structured into broad categories.

The Key Ideas are the central organizing feature for each grade. Key Ideas represent the essential and enduring understandings that should be the focus of teaching and learning for each grade. The Key Ideas are designed to address larger Social Studies perspectives, movements, and issues. Each grade is comprised of 10-20 Key Ideas, so these statements are intentionally rich and substantial, and will require greater detail and case study through instruction.

For each Key Idea, there are supporting Conceptual Understandings, more specific statements that support deeper articulation for each 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. By design, the Conceptual Understandings make limited references to specific dates, places, people, and terms, in order to allow for multiple pathways to teaching the conceptual content.

Each Key Idea is derived from and/or aligned to one or more of the five New York Learning Standards for Social Studies.

There are ten Unifying Themes across the entire K – 12 Social Studies Framework. Each Key Idea is connected to multiple themes. The primary themes, most strongly pronounced within the Key Idea and Conceptual Understandings, are listed here. The themes can serve as signals for areas of teaching emphasis and for building connections across ideas, units, and grade levels.

Next Steps

- Seek comments from the field on *DRAFT* Frameworks
- Field guide for implementation winter during academic year 2012-2013, with updates to the Board
- Curriculum modules to be developed during academic year 2013-2014, with updates to the Board
- Common Core aligned assessments to be ready for administration for academic year 2014-2015, with updates to the Board