

## Middle Country Central School District Social Studies Department

Student learning is aligned with the **NYS K-12 Social Studies Framework**, which emphasizes several Social Studies practices and unifying themes that are intended to strengthen vertical articulation. In addition, these practices and themes are aligned to the key ideas, conceptual understandings, and content specifications for each grade level and the Common Core Standards for Reading, Writing, Speaking, and Listening, further providing for a consistent set of standards for what students should know and be able to do. Moreover, the instructional practices emphasized by the Framework and supporting Field Guide and Lesson Toolkit seek to promote civic engagement and prepare students for college and careers through inquiry-based instruction, including research and opportunities for taking informed action. This will include extensive opportunities for student collaboration, analysis of primary and secondary sources to make informed arguments, writing of varying lengths, and student presentations, which integrate technology.

### Social Studies Practices

	<b>Elementary</b>		<b>Middle School</b>	<b>High School</b>
	<b>K</b>	<b>5</b>	<b>8</b>	<b>12</b>
<p>The following examples from the NYS K-12 Social Studies Framework are intended to provide an illustration of the progression of students' mastery of skills through the K-12 continuum. A comprehensive description of the practices at each level can be found the full version of the framework.</p> <p style="text-align: center;"><i>Students will be able to ...</i></p>				
<b>Gathering, Interpreting and Using Evidence</b>	Ask questions; Identify the author or creator of a book or map.	Recognize arguments on specific social studies topics and identify evidence supporting the argument.	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments or evidence.	Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.
<b>Chronological Reasoning and Causation</b>	Retell a life event in sequential order.	Recognize and identify patterns of continuity and change in history.	Recognize that changing the periodization affects the historical narrative.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
<b>Comparison and Contextualization</b>	Identify similarities and differences between home and school.	Categorize divergent perspectives of an individual historical event.	Identify and compare multiple perspectives on a given historical experience.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
<b>Geographic Reasoning</b>	Identify natural events or physical features, such as land, water, air, and wind.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.	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.	Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
<b>Economics and Economic Systems</b>	Identify examples of scarcity and choices made due to scarcity.	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events	Explain how economic decisions affect the wellbeing 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.
<b>Civic</b>	Participate in	Participate in activities	Participate in activities that focus	Demonstrate respect for the

<b>Participation</b>	activities that focus on a classroom or school issue or problem.	that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.	on a classroom, school, community, state, or national issue or problem.	rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
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### Social Studies Content

Elementary	Middle School	High School
Grade K: Self and Others	Grade 6: The Eastern Hemisphere (prehistory through the 1400's)	Grade 9: Global History and Geography I (prehistory to 1750)
Grade 1: My Family and Other Families, Now and Long Ago		Grade 10: Global History and Geography II (1750 to the present)
Grade 2: My Community and Other Communities	Grade 7: History of the United States and New York State I (pre-Columbian history to the Civil War)	Grade 11: United States History and Government (colonial foundations to the present)
Grade 3: Communities around the World		Grade 12: Participation in Government and Economics
Grade 4: New York State and Local History and Government	Grade 8: History of the United States and New York State II (Reconstruction to the present)	<b>HS Electives:</b> AP European History      AP Government and Politics AP Psychology              AP United States History AP World History          Anthropology Contemporary Issues      Leadership Psychology                  Women's Studies College Introduction to Sociology History through Pop Culture Criminal Theory
Grade 5: The Western Hemisphere (prehistory to modern times)		

## Social Studies Common Core Resources

### **NYS Social Studies Field Guide**

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>

### **New York State K-12 Social Studies Resource Toolkit**

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

### **Reading Like a Historian**

<https://sheg.stanford.edu/rlh>

### **The Gilder Lehrman Institute for American History**

<https://www.gilderlehrman.org/>

### **Bridging World History**

<https://www.learner.org/courses/worldhistory/>

### **Teaching History**

<http://teachinghistory.org/>

### **Library of Congress**

<http://www.loc.gov/teachers/classroommaterials/>

### **The National Archives**

<http://docsteach.org/>

### **TCI**

<http://www.teachtc.com/free-social-studies-lessons.html>

### **Achieve the Core**

<http://achievethecore.org/page/737/history-social-studies-lessons>

### **The Teaching Channel**

[https://www.teachingchannel.org/videos?categories=subjects\\_social-studies](https://www.teachingchannel.org/videos?categories=subjects_social-studies)

### **National Council for the Social Studies**

<http://www.socialstudies.org/teacherslibrary>

### **New York Times Upfront**

<http://upfront.scholastic.com/>

### **Scholastic Magazine**

<http://www.scholastic.com/teachers/>

<http://commoncore.scholastic.com/home>

## **Social Studies Curriculum Resources**

### **NYS K-12 Social Studies Framework**

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

### **AP Curriculum Frameworks**

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html) (Follow the links for the course homepage that includes the course curriculum framework along with other resources, including exam information.)

AP US History

AP World History

AP Government and Politics

AP European History

AP Psychology