



Department of
Education

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New York City

9-12

Social Studies Scope & Sequence

2014-2015



NYC Department of Education

9-12 Social Studies Scope and Sequence

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Grades 9-12 Social Studies Scope & Sequence 2014-15

The study of history, geography, economics, government and civics is the study of humanity, of people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community. While knowledge of content is very important, it is equally important to engage our students in historical thinking. Students engaged and challenged to think like historians, raise questions, think critically, consider many perspectives and gather evidence in support of their interpretations as they draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These are the skills that will serve them well as participating citizens of a democracy.

The New York City 9-12 Scope and Sequence is a comprehensive resource that integrates national standards, the New York State Social Studies Core Curriculum (content, concepts, key ideas, understandings and performance indicators), the Common Core Learning Standards (CCLS) and the New York State Grades 9-12 Social Studies Framework. The following Framework elements are highlighted:

- Key ideas – the central organizing feature for each grade – represent the essential and enduring content understandings that should be the focus of teaching and learning for each grade.
- Corresponding references to Conceptual Understandings (in the form of decimal notations).
- The six social studies practices of gathering, using and interpreting evidence, chronological reasoning and causation, comparison and contextualization, applying geographic reasoning, understanding economics and economic systems, and engaging in civic participation.

Each yearly course of study is organized around a suggested time frame for core content (units of study) guided by essential questions. Teachers can use the document to focus on planning coherent instruction that considers relevant skills, practices and knowledge objectives for deep historical understanding.

For students in grades 9-12, the social studies content should be integrated with the relevant CCLS by utilizing the standards for Literacy in History and Social Studies.

Note to Teachers:

The volume of social studies content included in each year's course of study presents some challenges. Teachers are faced with large amounts of content to be "covered" and yet want to provide their students with opportunities for in-depth inquiry and exposure. This issue of "depth versus breadth" is not a new construct but it requires teachers to accept that not all content is created equal. It is also important to understand that it is not possible to "cover" everything as the amount of content covered rarely correlates to the amount of content that is learned.

The real question is how to address enough content and still make time for in-depth exploration of the most essential topics? How do we decide on which topics to linger over versus those topics that merit only familiarity? Which topics will provide students with opportunities to interact with the real complexities of historical inquiry and thinking? Which topics will support student development of necessary critical and analytical thinking skills? Which topics will help us focus attention on significant and essential issues and lead students to understand the "Big Ideas" behind history?

The dilemma of depth versus breadth is not easy to address. It is also not something that can be decided for us. It requires all teachers to make the best decisions given our knowledge of the content, assessments, instructional goals, and most importantly our understanding of student learning (students' needs, interest, and readiness).

Anna Commitante
Senior Executive Director
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The Ten 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 across all grades, K-12.

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)
- Impact 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

College Readiness Skills

It should be the goal of the teacher to foster the development of Social Studies thinking and process skills. The application of these skills allows students to understand and investigate important issues in the world around them. Inquiry-based units of study will include many or most of the following skills. These skills should be incorporated into students' instruction as developmentally appropriate.

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- Historical Thinking Skills**
- getting information from a variety of primary and secondary sources
 - interpreting information
 - analyzing and evaluating information
 - handling diversity of viewpoints and interpretations
 - distinguishing fact vs. opinion
 - synthesizing information from historical sources
 - understanding chronology
 - contextualizing information
 - recognizing historical trends and categorizing information
 - building and defending a theory
 - analyzing and interpreting maps, graphs and tables related to history and geography
 - understanding and making appropriate interdisciplinary connection

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- Historical Writing Skills**
- taking notes
 - synthesizing and applying information
 - communicating and defending a position clearly
 - developing and supporting a thesis with detailed paragraphs and conclusion
 - citing sources
 - engaging the reader
 - producing and presenting research projects and papers

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- Media Literacy Skills**
- accessing and utilizing vast array of online resources
 - evaluating online resources
 - utilizing appropriate software in research and presentations

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- Communication Skills**
- identifying assumptions and values
 - recognizing and avoiding stereotypes
 - participating in group and individual discussions and projects
 - cooperating to accomplish goals
 - assuming responsibility to carry out tasks
 - communicating a position clearly
 - actively listening to a variety of positions

Learning Experiences to Develop College Readiness and High Level Thinking

In order to improve college readiness for all students through social studies, it is important to introduce instructional strategies that develop students' higher level analytical and communication skills.

The most effective social studies curriculum involves a continuum of learning between classes and across grade levels from year to year. The New York City 9-12 Scope and Sequence is an extension of the K-8 Scope and Sequence as it builds on knowledge and skills previously introduced. It offers students challenging content which will require them to complete sophisticated assignments and be exposed to college readiness skills. Following are some important strategies for college readiness:

- Engage students in a **rigorous** social studies curriculum. Create a path of inclusion rather than exclusion. Rigorous classes that are intellectually challenging should be the goal for all students.
- Provide increased opportunities and exposure to **analytical thinking and communication** necessary for academic success in social studies. Strategies can focus on the interpretation and analysis of primary and secondary sources.
- Develop in students a **sense of chronology** and deep understanding of **chronological thinking**.
- Ensure students analyze and **interpret historical sources** from a variety of perspectives and from multiple points of view, utilizing maps, graphs, charts, and tables. Strategies such as concept categorization, evaluation, and generalization are also important.
- **Provide multiple exposures to writing** in social studies through the implementation of skills focusing on thesis development and other qualities of good persuasive writing as well as essays that focus on both **free response and document-based questions**.
- Provide students with rigorous learning in both **individual and collaborative/cooperative** settings in the social studies classroom.

Contributed by: College Board

Social Studies Practices Grades 9-12

A Gathering, Using, and Interpreting Evidence

1. Define 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.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments using evidence.
7. 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

1. 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.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects.
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C Comparison and Contextualization

1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. 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).

D Geographic Reasoning

1. Ask geographic questions about where places are located, why their location is important, and how their locations are related to the location of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships among patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing interconnections among places and regions.

E Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the impact on the national and global economy.

F Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.