

The State Education Department

The University of the State of New York

New York State Grades 9-12 Social Studies Framework

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Social Studies Practices Grades 9-12

A. Gathering, Interpreting, and Using 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 between 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 between 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 locations are important, and how their locations are related to the locations 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 between 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 connections between 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 between sellers and between 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 effects on the national and global economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; 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 roles 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 of and/or engaging in the political process.

Grades 11-12

Common Core

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

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 that makes clear the relationships between the key details and ideas.
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 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 Federalist No.10).
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. 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 and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
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 12, read and comprehend history/social studies texts in the Grade 11-12 CCR text complexity band independently and proficiently.

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) 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 and varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to 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 appropriate and varied transitions and syntax 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.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 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).

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.

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, focusing on addressing what is most significant for a specific purpose and audience.
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 and 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 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 over-reliance on any one source and following a standard format for citation.
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) on a range of discipline-specific tasks, purposes, and audiences.

Common Core Standards Speaking and Listening

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue and resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies between the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links between ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 12: Participation in Government and Civics

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

12.G1a Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.

12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.

12.G1c Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.

12.G1d The rule of law is a system in which no one, including government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.

12.G1e The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.

12.G1f The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

12.G2b The Constitution aims to protect, among other freedoms, individual and group rights

to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.

12.G2c An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.

12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12.G2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.

12.G2f Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.

12.G3b The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.

12.G3c Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.

12.G3d Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

12.G4a Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems,

including the electoral college and winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.

12.G4b Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.

12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

12.G4d The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

12.G5a Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.

12.G5b On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

12.G5c Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.

12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.