

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PACING GUIDE

The New York State K-8 Social Studies Framework includes Key Ideas and Concepts, Social Studies Practices, and Common Core Learning Standards for Literacy in the Content Areas. The curriculum for each grade level is divided into distinct units of Key Ideas and Concepts.

KEY IDEAS AND CONCEPTS

GRADES KINDERGARTEN-3: The Key Ideas and Concepts may be presented in any order.

GRADES 4-8: The Key Ideas and Concepts should be presented chronologically. Key Ideas and Concepts that may require extra time are noted with an asterisk (*).

GRADE LEVEL	KEY IDEAS AND CONCEPTS										
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	
KINDERGARTEN: Self and Others	K.1-K.3 Individual Development and Cultural Identity			K.4-K.5 Civic Ideals and Practices		K.6-K.7 Geography, Humans, and the Environment		K.8 Time, Continuity, and Change		K.9 Economic Systems	
GRADE 1: My Family and Other Families, Now and Long Ago	1.1-1.2 Individual Development and Cultural Identity		1.3-1.4 Civic Ideals and Practices		1.5-1.6 Geography, Humans, and the Environment		1.7-1.8 Time, Continuity, and Change		1.9-1.10 Economic Systems		
GRADE 2: My Community and Other Communities	2.1-2.2 Individual Development and Cultural Identity			2.3-2.4 Civic Ideals and Practices		2.5 Geography, Humans, and the Environment		2.6-2.7 Time, Continuity, and Change		2.8-2.9 Economic Systems	
GRADE 3: Communities around the World	3.1-3.3 Geography, Humans, and the Environment			3.4 Time, Continuity, and Change	3.5-3.6 Development, Movement, and Interaction of Cultures		3.7-3.8 Civic Ideals and Practices			3.9-3.10 Creation, Expansion, and Interaction of Economic Systems	
GRADE 4: New York State and Local History and Government	4.1 Geography of New York State	4.2 Native American Groups and the Environment	4.3 Colonial and Revolutionary Period in New York		4.4* Government		4.5 In Search of Freedom and a Call for Change		4.6* Westward Movement and Industrialization		4.7 Immigration and Migration from the Early 1800s to Present

New State Social Studies Pacing Calendar



**Theresa J. Gurl, Limarys
Caraballo, Leslee Grey, John H.
Gunn, David Gerwin, Héfer Bembenutty**

New State Social Studies Pacing Calendar:

The Ultimate Student Teaching Guide Kisha N. Daniels, Gerrelyn C. Patterson, Yolanda L. Dunston, 2013-12-26 Concise and focused on practical strategies this engaging lighthearted guide provides teacher candidates a road map for negotiating the complex and diverse terrain of pre K through 12 schools while providing opportunities to develop the skills of reflection that are crucial to becoming a successful practitioner The Second Edition provides practical research based field tested strategies that student teachers can immediately apply as they encounter school concerns solve classroom challenges negotiate social conflicts and new to this edition navigate the job search and interview process Concluding chapters challenge readers to view student teaching as a process and to use reflection as a tool for professional growth Thoroughly updated throughout the Second Edition includes expanded coverage of workplace professionalism an introduction to accreditation and the Common Core standards and more

Policy, Professionalization, Privatization, and Performance Assessment Theresa J. Gurl, Limarys Caraballo, Leslee Grey, John H. Gunn, David Gerwin, Héfer Bembenuity, 2016-02-19 This volume reviews the background of mandated teacher performance assessment with an emphasis on policy privatization and professionalization The authors discuss the potential impact of mandated teacher performance assessments on teacher education in the content areas of mathematics English and social studies The perspectives and empirical research examined in this conceptual analysis illustrate the various ways in which the Stanford Center for Assessment Learning and Equity SCALE Teacher Performance Assessment edTPA promises to restructure teacher education in the United States The authors consider both the affordances and the constraints that teacher performance assessments offer for teacher preparation programs and conclude by discussing the implications of the intersections among policy privatization professionalization and performance assessments of teachers as well as the relationship between performance assessments and teacher education The impact of the edTPA on the development of signature pedagogies in teacher education is also discussed

Lessons for the Social Studies Classroom M. Lazarus, S. Cohen, K. Lambert, R. E, 2013-03-12 The idea for this book came while I was observing a student teacher and a master teacher I realized that most student teachers while in training do not have the opportunity to think creatively about their lessons I also noticed that teachers new to the field of teaching suffer the same fate they are too busy trying to survive the day and are not sure how to plan and organize their teaching Lesson plans are one of the most important tools for a teacher and more important for the novice teacher I believe that during student teaching or during their undergraduate years if students were equipped with this book their first year teaching will not look so first year Imagine an undergraduate class filled with soon to be Social Studies teachers discussing these selected lesson plans improving upon them and making them their own Most first year teachers over teach or under teach and both types still miss the marks on the standardized test These lesson plans will give the new teacher a place to begin

From Rigorous Standards to Student Achievement Laura Mc Cullough, Michael D.

Rettig, Karen Santos, 2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners *Reinventing Urban Education* Francisco L. Rivera-Batiz, 1994 The papers in this collection describe how education is being reinvented in urban school systems in the United States Selections discuss the urban landscape the social context of schooling and the theory and practice of multiculturalism Papers include 1 Introduction Reinventing Urban Education Francisco L Rivera Batiz 2 The Multicultural Population of New York City A Socioeconomic Profile of the Mosaic Francisco L Rivera Batiz 3 Strategic Environmental Factors Constraining Fiscal Resources in Urban Schools The Case of New York City Craig E Richards Donna Merritt and Tian Ming Sheu 4 Social Capital Community Collaboration and the Restructuring of Schools Calvin Stone and Gary Wehlage 5 The Community Based Organization in an Urban Education Setting Implications for Urban Policy Development Bruce Anthony Jones 6 School Choice A Critical Review of the Literature Cecilia A Conrad and Janet Alperstein 7 Addressing the Continuities and Discontinuities between Family and School for Ethnic Minority Children Sharon Nelson Le Gall 8 New Curriculum Developments An Investigative Survey of New York City s Community School Districts Response to the Chancellor s Plan for Multicultural Education Pamela M Crowley and Maria L Garcia 9 Towards a Consciously Multicultural Mathematics Curriculum Walter G Secada 10 Spanish as a Second School Language Adding Language to the Discourse of Multicultural Education Josue M Gonzalez 11 Professional Development for an Education That Is Multicultural The Cross Cultural Interdisciplinary Cooperative Learning CICL Model Marietta Saravia Shore and 12 African American and Hispanic Women in Higher Education Myths and Reality Dawn R Person References follow each chapter Contains 1 figure and 42 tables SLD **Resources in Education** , 1990-04 **Secrets to Success for Social Studies Teachers** Ellen Kottler, Nancy P. Gallavan, 2007-08-23 Kottler and Gallavan provide a wealth of valuable material practical ideas and wonderful hints for beginning social studies teachers to get started get involved and continue their own learning Stephen Armstrong Board of Directors National Council for the Social Studies A very nice contribution to the social studies field with a wide reach among both K 12 and preservice teachers The authors do an excellent job in areas that are often overlooked focusing on meaningful instruction powerful teaching and learning and NCSS standards John K Lee Associate Professor North Carolina State University Practical guidelines for successful social studies instruction Using their proven formula for guiding novice preservice and experienced teachers the authors synthesize real world insights and the most practical elements of pedagogy to provide a ready to use resource of best classroom practices Based on the authors experience as teacher educators and skilled social studies teachers this text helps practitioners Make instruction meaningful Develop literacy to build social studies skills Incorporate district expectations and state standards Create a community of learners Collaborate with colleagues The authors provide easy to follow lists tips and sample forms and letters to help teachers organize their daily work and reduce stress From Standards to Success Mark R. O'Shea, 2005 Education professor Mark

R O Shea introduces a comprehensive protocol for meeting state standards and offers strategies for standards based curriculum design assessment supervision and professional development *Research in Education* ,1974 **Moving from Teacher Isolation to Collaboration** Sharon Conley,Bruce S. Cooper,2013-08-29 Teaching embodies many roles in the classroom through teacher student interactions and beyond the classroom through teacher adult interactions This book explains and demonstrates how collaboration and teamwork can help enhance professionalism and school quality by overcoming teachers isolation in the classroom in the school and in their work The contributing authors address historic patterns of isolation why collaboration is crucial for vibrant and sustained professionalism principles of successful team collaboration in schools and other sectors school districts structure and support for collaborative teams forces that motivate or restrain teachers ability to collaborate how teachers in grade level teams perceive the quality of their training and support team members perceptions of their work in departments teachers use of evidence of student learning to improve teacher and organizational learning and teacher principal collaboration from the perspectives of exemplary teachers These chapters provide insight into the complexity of teachers roles and indicate the necessity to build collaboration within the school and beyond *An Educator's Guide to STEAM* Cassie F. Quigley,Danielle Herro, This updated and expanded edition is essential reading for K 8 teachers who want to keep pace with fast moving technological advancements and honor their students interests and cultures The authors provide updated problem solving scenarios to assist with STEAM curriculum design additional information on AI powered tools with guidance for effective implementation attention to current topics in science such as climate change cybersecurity and the ethical implications of AI and lesson plans and activities to enhance the guide s practical application in today s classrooms Readers will find easy to understand examples of what STEAM education looks like in a variety of classrooms and will hear from teachers instructional coaches principals and administrators about what it takes to ensure that STEAM is a schoolwide success Each chapter of this popular text incorporates elements of connected learning a type of learning that draws on students interests that teachers can capitalize on when using STEAM to address real world problems Book Features A practical teaching guide that uses classroom scenarios relevant to today s students A conceptual model with specific strategies such as problem based learning student choice technology integration and teacher facilitation Updated with an increased focus on emerging technologies culturally relevant strategies and lessons from classrooms Materials to support authentic assessment such as rubrics STEAM units and formative assessment examples

Teaching and Learning the Difficult Past Magdalena H. Gross,Luke Terra,2018-12-07 Building upon the theoretical foundations for the teaching and learning of difficult histories in social studies classrooms this edited collection offers diverse perspectives on school practices curriculum development and experiences of teaching about traumatic events Considering the relationship between memory history and education this volume advances the discussion of classroom based practices for teaching and learning difficult histories and investigates the role that history education plays in creating and sustaining

national and collective identities **Lesson Study Research and Practice in Mathematics Education** Lynn C. Hart, Alice S. Alston, Aki Murata, 2011-01-11 Lesson study is a professional development process that teachers engage in to systematically examine their practice with the goal of becoming more effective Originating in Japan lesson study has gained significant momentum in the mathematics education community in recent years As a process for professional development lesson study became highly visible when it was proposed as a means of supporting the common practice of promoting better teaching by disseminating documents like standards benchmarks and nationally validated curricula While the body of knowledge about lesson study is growing it remains somewhat elusive and composed of discrete research endeavors As a new research area there is no coherent knowledge base yet This book will contribute to the field bringing the work of researchers and practitioners together to create a resource for extant work This book describes several aspects of Lesson Study amongst others it gives an historical overview of the concept it addresses issues related to learning and teaching mathematics it looks at the role of the teacher in the process The last two sections of the book look at how lesson Study can be used with preservice mathematics teachers and at university mathematics methods teaching Sent to the Assistant Principal's Office Edward Wyman Goldberg, 2010-02-20 As an assistant principal and former teacher in a large diverse K 8 public school I deal daily with a multitude of issues that directly affect the scope and sequence of your child s education Therefore I have written a book entitled *Sent to the Assistant Principal s Office the Door Is Always Open* From the arrival of the first bus to the last bell I cover the key issues problems and challenges that confront parents daily and offer them advice on how to deal with the many complexities and intricacies of public school My advice is based on my experiences and interactions with parents teachers students and staff I describe a typical sample scenario and I offer solutions based on experience with an anecdote or two tossed in for flavor context and texture This book is intended to reach a large audience Parents grandparents guardians or anyone else who advocates for public school aged children K 12 will find this book a useful tool by which to navigate their child s journey through public school and it is presented in simple clear and plain terms Although comprehensive it is concise enough for adults who do not have the time to read a lengthy complicated research based study or surf the Internet for confusing an ambiguous Web sites This book cuts to the core of what to look for say ask and do as the parent or custodian of a public school child Think of it as a one stop shopping for your child s public school experience *Look, Listen, Learn, LEAD* Jeffery Smith, Kate Wolfe Maxlow, John Caggianno, Karen L. Sanzo, 2020-10-01 Look Listen Learn LEAD A District Wide Systems Approach to Teaching and Learning in PreK 12 lays out the transformational journey of Hampton City Schools HCS an urban school division of 30 schools in southeastern Virginia Our school district faces numerous challenges such as 62% of students receiving free and reduced price lunch and 14% of students holding an IEP and in 2015 2016 Hampton City Schools state accreditation rate was approximately half the statewide rate and on a downward trend In only three years that was turned around and HCS exceeded the statewide accreditation rate a more than

100% improvement with 100% of our schools accredited without conditions We attribute this in large part to our dedicated educators and their implementation of district wide systems for curriculum instruction checking for student understanding climate and culture The goal of this book is to break down the process of what it takes to bring about large scale educational change that is sustainable We describe a process for developing a strong mission and vision to undergird the work around a variety of district wide systems This book provides insights into how to improve climate and culture create a guaranteed and viable written curriculum establish a process for evaluating its implementation and create a balanced assessment framework to measure student success Complete with example templates action plans and lessons learned this book is a true example of theory into practice to bring about sustained improvement for all learners Vibrant Learning Debra K. Wellman,Cathy Y. Kim,Lynn Columba,Alden J. Moe,2018-07-27 Grounded in research Vibrant Learning focuses on language rich literacy based collaborative classrooms as the foundation for transforming content area learning The authors emphasize three areas 1 strategies to support student understanding of concepts 2 ideas to encourage student engagement and 3 creating a lively and respectful classroom environment to foster an integrative approach to learning Knowledgeable teachers with a repertoire of effective instructional strategies make genuine learning possible With that in mind this book presents a solid theoretical background and a set of practical tools in each of its chapters ranging from assessment compression vocabulary motivation to integration for the content area teacher **The School Leader's Guide to Formative Assessment** Todd Stanley,Jana Alig,2013-08-15 This user friendly guide shows school leaders how to use formative assessment to improve both student and teacher achievement With step by step information and practical examples this book will help you develop better assessments that will transform your school You will learn The advantages of formative assessment When and why to use formative assessment How to develop valid and reliable assessments How to mimic the state assessment schedule How to organize and use data effectively How to use data to develop teacher leaders The appendix features more than ten pages of handy reproducibles that will help you implement formative assessments immediately also available as free downloads www.routledge.com 9781596672468 A curriculum pacing guide A presentation template to explain formative assessment to your staff A non mastery report A class item analysis graph A class profile graph A student questionnaire and more *Schooling Corporate Citizens* Ronald W. Evans,2014-11-27 *Schooling Corporate Citizens* examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years Based in extensive archival research it traces the origins and development of accountability reform as marked by key government and business led reports from *A Nation at Risk* to *No Child Left Behind* and *Race to the Top* By using the lens of social studies and civic education as a means to understand the concrete impacts of accountability reforms on schools Evans shows how reformers have applied principles of business management to schools in extreme ways damaging civic education and undermining democratic learning The first full length narrative account of accountability reform and its impact on social

studies and civic education Schooling Corporate Citizens offers crucial insights to the ongoing process of American school reform shedding light on its dilemmas and possibilities and allowing for thoughtful consideration of future reform efforts

Brainless Sameness Bob Sornson, 2018-08-16 This book offers a careful look at how we came to have our traditional education system and how it met the needs of a different time By looking back at the past we can take on the task of change without casting blame but with understanding We will consider the systems design of the curriculum driven one size fits all educational model why it no longer meets our needs and how to devise a system which can deliver a better future for our children and for ourselves as educators **Report on Education Research** ,1994 The independent bi weekly newsletter on research in education and learning

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