

## Survey Questions 9-12 Draft Social Studies Framework

1. To what extent does the draft New York State Common Core 9-12 Social Studies Framework encompass what students should know and be able to do to be on track for college and career readiness?
2. To what extent does the draft New York State Common Core 9-12 Social Studies Framework reflect rigorous expectations for students?
3. To what extent does the draft New York State Common Core 9-12 Social Studies Framework reflect the ten unifying themes?
  - Individual Development and Cultural Identity
  - Development, Movement, and Interaction of Cultures
  - Time, Continuity, and Change
  - Geography, Humans, and the Environment
  - Development and Transformation of Social Structures
  - Power, Authority, and Governance
  - Civic Ideals and Practices
  - Creation, Expansion, and Interaction of Economic Systems
  - Science, Technology, and Innovation
  - Global Connections and Exchange
4. To what extent do the key ideas and conceptual understandings in the draft New York State Common Core 9-12 Social Studies Framework reflect alignment to the five social studies learning standards?
5. To what extent is the draft New York State Common Core 9-12 Social Studies Framework document understandable and user-friendly for teachers and curriculum developers?
6. Which of the four options discussed by the Board of Regents for dividing Global History and Geography into two units of study do you prefer?
  - a. Thematic approach: In this option, Unit of Study 1 would be a foundational course concentrating on building skills in economics, geography, civics and world history; Unit of Study 2 would be a thematic approach to contemporary world history and geography
  - b. Chronological approach: Unit of Study 1 would address the Neolithic Revolution to the Age of Enlightenment (approximately 8000 BCE to 1600); Unit of Study 2 would address the Age of Enlightenment to the present (approximately 1600 to the present)
  - c. Chronological approach: Unit of Study 1 would address the Neolithic Revolution to the end of the Napoleonic Period (approximately 8000 BCE to 1815); Unit of Study 2 would address 1815 to the present. This option would narrow the scope of study of ancient and classical civilizations in Unit 1 into an introductory foundations unit. This option would allow for a greater focus on the modern (post World War II) and contemporary world.
  - d. Chronological approach: Unit of Study 1 would address the Neolithic Revolution to the beginnings and causes of the Industrial Revolution (approximately 1765) and Unit of Study 2 would address 1750 to the present. This option would allow students to use the causes and beginnings of the Industrial Revolution from Unit 1 of Study to understand the Industrial Revolution itself as the foundation for imperialism and social revolutions in Europe.

Explain rationale for preference:
7. Because a preliminary survey conducted in December indicated no clear preference by the field for Option 2 or 3 as described in survey question #6, the current draft used the 4<sup>th</sup> option as the basis for the split. To what extent does this split between Grade 9 and Grade 10 provide the foundation to understand world history and geography and the opportunity to explore contemporary issues?
8. To what extent does the Global History and Geography course of study in the draft present an inclusive global perspective?

9. What would you add to the draft New York State Common Core 9-12 Social Studies Framework that is not included in this draft? Note: Please mention the grade level or specific skill if applicable.

10. What would you remove from the draft New York State Common Core 9-12 Social Studies Framework? Note: Please mention the grade level or specific skill if applicable.

11. Are there key texts, documents, or multi-media resources that you would like to recommend for use to support the implementation of the 9-12 Framework? Please explain and, if possible, reference the Grade level, Key Idea, and Conceptual Understanding to which they relate.

12. How does your school or district currently organize the two-year Global History and Geography course?

- a. Chronologically
- b. Thematically
- c. A combination of chronological and thematic
- d. Other

13. If your school uses a chronological framework, where do you end the first unit of study?

- a. After the Age of Exploration
- b. After Absolutism
- c. After the Age of Enlightenment
- d. After the French Revolution
- e. Other (please specify)