

The Buffalo Academy of Scholars follows the Common Core Social Studies Framework Standards provided by the State Education Department of the University of the State of New York. These standards are aligned with the National Council for the Social Studies (NCSS) and are provided by New York State to structure curriculum. Below are excerpts from the Common Core Standards that illustrate the explicit connection between standards and NCSS guidelines from fifth to twelve grade.

Grade 5: The Western Hemisphere

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires, interaction between societies, and the comparison of the government and economic systems of modern nations. It also incorporates elements of some of the social sciences. The course is divided into eight Key Ideas that cover a time span from prehistory into modern times.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.4 European Exploration and its Effect and 5.7 Economics.

Grade 5: Unifying Themes aligned to Key Ideas

		Key Ideas	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8
	Themes									
1	Individual Development and Cultural Identity (ID)									
2	Development, Movement, and Interaction of Cultures (MOV)			•		•				•
3	Time, Continuity, and Change (TCC)			•	•	•	•		•	
4	Geography, Humans, and the Environment (GEO)		•	•	•	•			•	
5	Development and Transformation of Social Structures (SOC)					•				•
6	Power, Authority, and Governance (GOV)				•		•	•		
7	Civic Ideals and Practices (CIV)						•	•		
8	Creation, Expansion, and Interaction of Economic Systems (ECO)					•			•	
9	Science, Technology, and Innovation (TECH)									
10	Global Connections and Exchange (EXCH)					•			•	

The State Education Department. (2013). New York state common core social studies framework: Grades k-8. *The University of the State of New York*, 64.

Grade 6: The Eastern Hemisphere

Grade 6 Social Studies is based on the history and geography of the Eastern Hemisphere, including the development of cultures, civilizations, and empires, interaction between societies, and the comparison of trends in government and economics. It also incorporates elements of some of the social sciences. The course is divided into eight Key Ideas that cover a time span from pre-history into the 1300s.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere, 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire and the Islamic Caliphates, and 6.8 Interactions across the Eastern Hemisphere.

Grade 6: Unifying Themes aligned to Key Ideas

		Key Ideas	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8
	Themes									
1	Individual Development and Cultural Identity (ID)									
2	Development, Movement, and Interaction of Cultures (MOV)			•				•	•	•
3	Time, Continuity, and Change (TCC)			•	•		•	•	•	•
4	Geography, Humans, and the Environment (GEO)		•	•	•		•		•	•
5	Development and Transformation of Social Structures (SOC)				•	•	•			
6	Power, Authority, and Governance (GOV)						•	•	•	
7	Civic Ideals and Practices (CIV)									
8	Creation, Expansion, and Interaction of Economic Systems (ECO)									
9	Science, Technology, and Innovation (TECH)			•						•
10	Global Connections and Exchange (EXCH)							•		•

The State Education Department. (2013). New York state common core social studies framework: Grades k-8. *The University of the State of New York*, 70.

Grade 7 History of the United States and New York I

Grade 7 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into nine Key Ideas, tracing the human experience in the United States from pre-Columbian times until the official end of Reconstruction in 1877, with a focus on the people, events, and places in New York State as applicable.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.

Grade 7: Unifying Themes aligned to Key Ideas

		Key Ideas	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9
	Themes										
1	Individual Development and Cultural Identity (ID)		•					•			
2	Development, Movement, and Interaction of Cultures (MOV)		•	•				•			•
3	Time, Continuity, and Change (TCC)				•		•	•		•	
4	Geography, Humans, and the Environment (GEO)		•	•				•		•	•
5	Development and Transformation of Social Structures (SOC)								•		•
6	Power, Authority, and Governance (GOV)				•	•	•		•	•	
7	Civic Ideals and Practices (CIV)					•	•		•		
8	Creation, Expansion, and Interaction of Economic Systems (ECO)			•	•					•	•
9	Science, Technology, and Innovation (TECH)										
10	Global Connections and Exchange (EXCH)			•							

The State Education Department. (2013). New York state common core social studies framework: Grades k-8. *The University of the State of New York, 77.*

Grade 8 History of the United States and New York II

Grade 8 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into eight Key Ideas, the first seven of which trace the human experience in the United States from after Reconstruction to up to the end of World War II. The last three Key Ideas parallel each other as they trace different themes in United States and New York history from the post-War period up to the present day.

Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.1 A Changing Society, 8.2 World War I & the Roaring 20s, 8.5 Demographic Change, and 8.7 Foreign Policy.

Grade 8: Unifying Themes aligned to Key Ideas

		Key Ideas	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8
	Themes									
1	Individual Development and Cultural Identity (ID)							•		
2	Development, Movement, and Interaction of Cultures (MOV)		•							
3	Time, Continuity, and Change (TCC)					•	•		•	•
4	Geography, Humans, and the Environment (GEO)			•				•		•
5	Development and Transformation of Social Structures (SOC)		•		•	•		•	•	
6	Power, Authority, and Governance (GOV)			•	•	•	•	•		
7	Civic Ideals and Practices (CIV)								•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)			•	•	•		•	•	•
9	Science, Technology, and Innovation (TECH)		•		•		•			
10	Global Connections and Exchange (EXCH)		•				•			•

The State Education Department. (2013). New York state common core social studies framework: Grades k-8. *The University of the State of New York*, 85.

Grade 9: Global History and Geography I

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

Teachers should note that some key ideas may require extra instruction time and attention. The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Some key ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions.

While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

Grade 9: Unifying Themes Aligned to Key Ideas

		Key Ideas	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	9.10
	Themes											
1	Individual Development and Cultural Identity (ID)			•			•					
2	Development, Movement, and Interaction of Cultures (MOV)				•		•		•	•	•	•
3	Time, Continuity, and Change (TCC)		•		•			•			•	•
4	Geography, Humans, and the Environment (GEO)		•		•	•		•	•	•		•
5	Development and Transformation of Social Structures (SOC)			•					•			•
6	Power, Authority, and Governance (GOV)				•		•	•	•	•	•	•
7	Civic Ideals and Practices (CIV)											•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•			•		•				•
9	Science, Technology, and Innovation (TECH)		•			•	•				•	•
10	Global Connections and Exchange (EXCH)					•		•		•	•	•

The State Education Department. (2013). New York state common core social studies framework: Grades 9-12. *The University of the State of New York*, 6- 7.

Grade 10 begins with a brief look back while focusing on the early 1700s and provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last four key ideas focus on global issues and a more thematic approach is taken.

Teachers should note that some key ideas may require extra instruction time and attention. For example, 10.1 The World ca. 1750 is a review of some material from Grade 9 and will not require as much time as other Key Ideas.

While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

Grade 10: Unifying Themes Aligned to Key Ideas

	Key Ideas	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10	10.11
	Themes											
1	Individual Development and Cultural Identity (ID)											
2	Development, Movement, and Interaction of Cultures (MOV)		•	•	•							
3	Time, Continuity, and Change (TCC)		•	•	•	•	•	•	•	•	•	•
4	Geography, Humans, and the Environment (GEO)	•	•	•	•	•	•	•	•			•
5	Development and Transformation of Social Structures (SOC)		•	•				•	•		•	
6	Power, Authority, and Governance (GOV)	•	•		•	•	•	•	•	•	•	
7	Civic Ideals and Practices (CIV)		•			•			•		•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)			•			•			•		
9	Science, Technology, and Innovation (TECH)			•		•	•		•	•		•
10	Global Connections and Exchange (EXCH)	•			•	•	•		•	•		•

Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world.

Grade 11: Unifying Themes Aligned to Key Ideas

	Key Ideas	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.9	11.10	11.11
	Themes											
1	Individual Development and Cultural Identity (ID)											
2	Development, Movement, and Interaction of Cultures (MOV)		•									
3	Time, Continuity, and Change (TCC)		•	•	•	•	•	•	•	•	•	•
4	Geography, Humans, and the Environment (GEO)		•	•		•	•					
5	Development and Transformation of Social Structures (SOC)					•	•	•			•	
6	Power, Authority, and Governance (GOV)		•	•	•		•		•	•	•	•
7	Civic Ideals and Practices (CIV)				•	•		•	•		•	•
8	Creation, Expansion, and Interaction of Economic Systems (ECO)		•	•	•		•			•	•	
9	Science, Technology, and Innovation (TECH)			•		•			•			•
10	Global Connections and Exchange (EXCH)		•									•

The State Education Department. (2013). New York state common core social studies framework: Grades 9-12. *The University of the State of New York*, 28- 29.

Grade 12: Participation in Government and Civics

This course examines the foundations of our American democracy, calling attention to the importance of voting and other methods of participation in government and civic life. In order to equip students to navigate in the digital age, the importance of information and the need to be able to access and evaluate information should be integrated throughout the course. All levels of government are encompassed within the course affording the opportunity to utilize local resources. Each unit provides an opportunity for comparison of our governmental system with that of other countries. 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.

The State Education Department. (2013). New York state common core social studies framework: Grades 9-12. *The University of the State of New York*, 41.