



Revision and Implementation of New Arts, Science, and Social Studies Standards

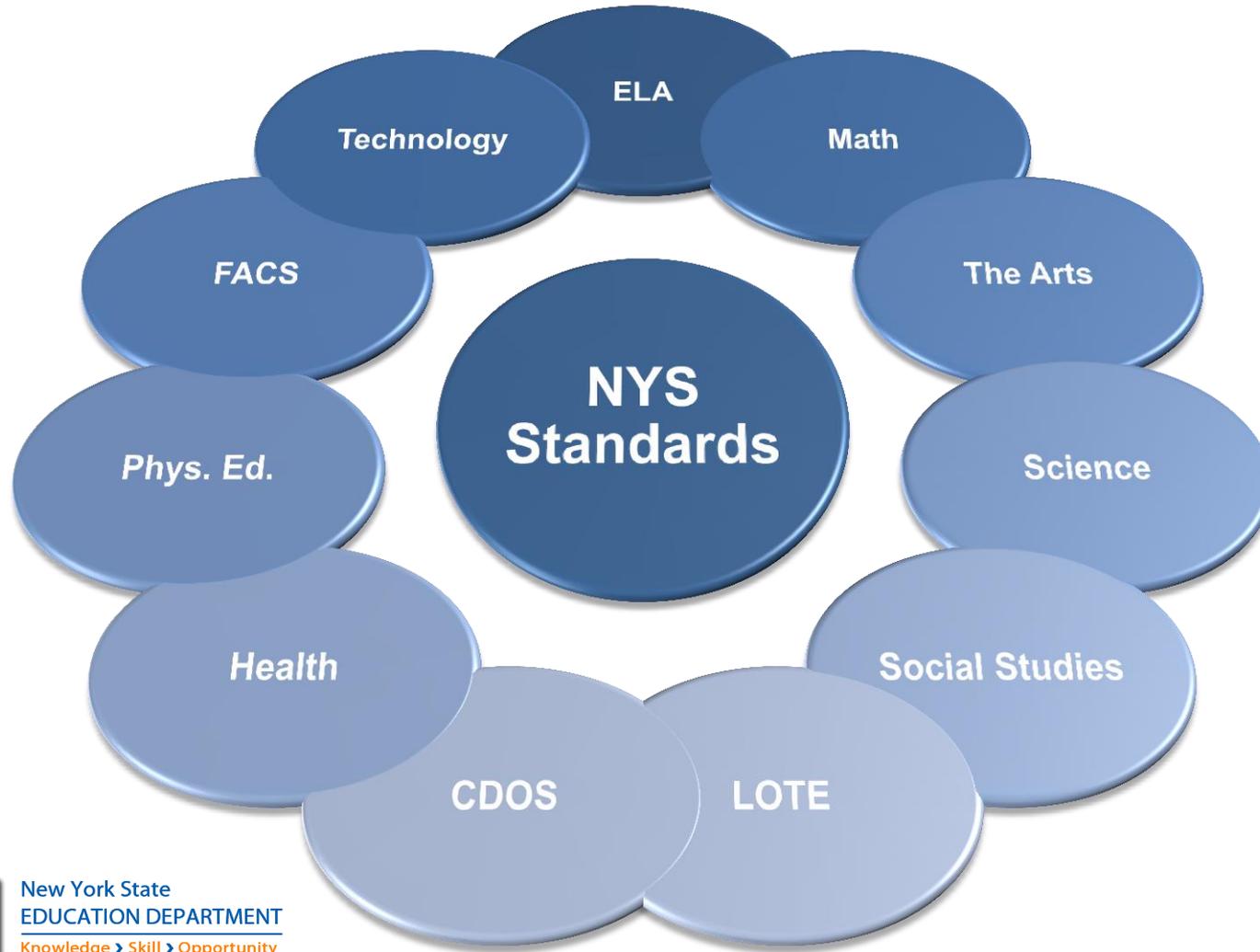
Presentation Before the
Board of Regents

March 2016



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The New York State Standards





When I create art I feel like I go to a world where I can do anything.
-Eli



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THE ARTS



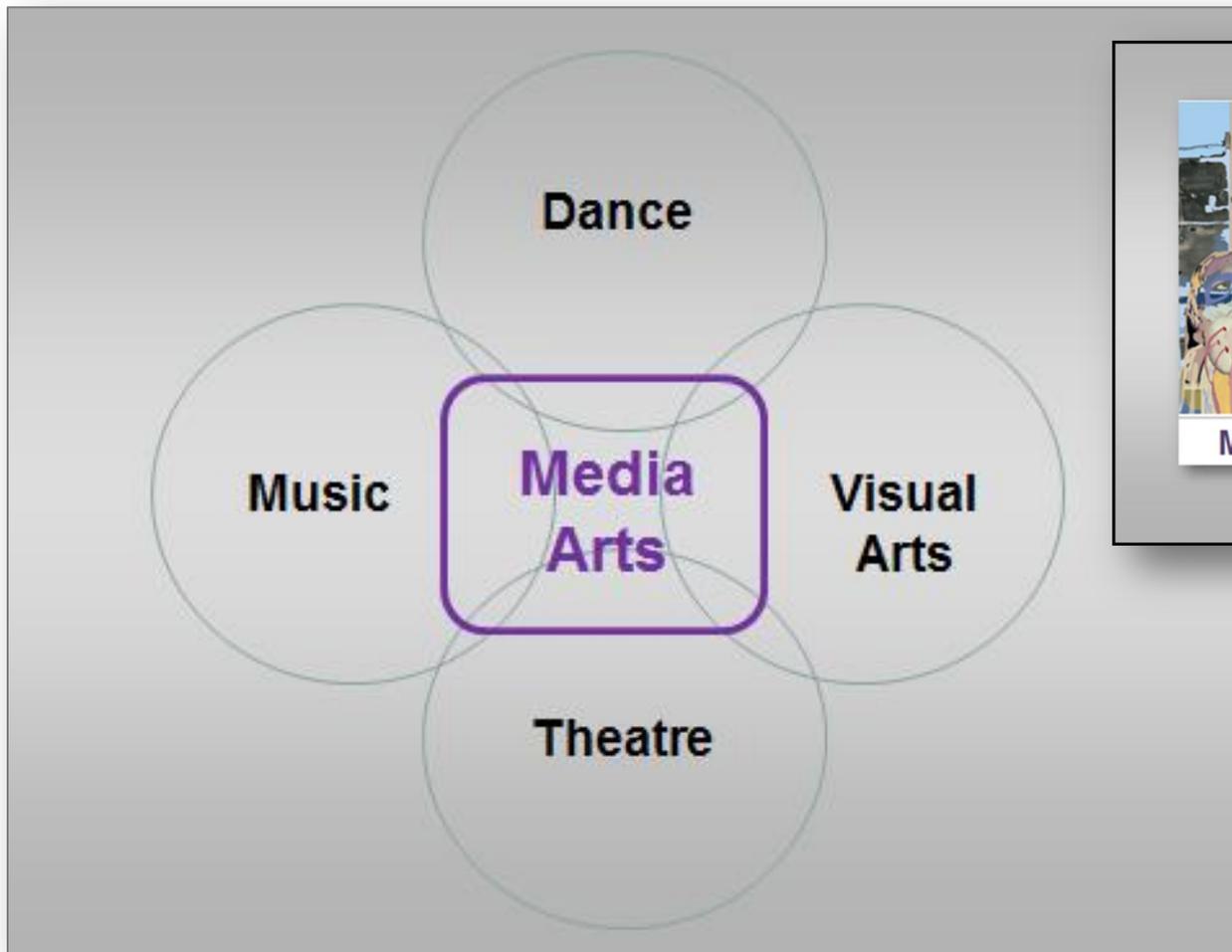
- American Alliance for Theatre and Education (AATE)
- Arts Education Partnership (AEP)
- The College Board
- Educational Theatre Association (EdTA)
- National Association for Music Education (NAfME)
- National Art Education Association (NAEA)
- National Dance Education Organization (NDEO)
- State Education Agency Directors of Arts Education (SEADAE)
- Young Audiences (YA)
- Americans for the Arts

The NCAS is composed of standards in each of the five arts disciplines in each grade level between PK – grade 8, and have arts standards at the Proficient, Accomplished, and Advanced levels in high school.

VISUAL ARTS - Creating												
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr1.1.PKa	VA:Cr1.1.Ka	VA:Cr1.1.1a	VA:Cr1.1.2a	VA:Cr1.1.3a	VA:Cr1.1.4a	VA:Cr1.1.5a	VA:Cr1.1.6a	VA:Cr1.1.7a	VA:Cr1.1.8a	VA:Cr1.1.1a	VA:Cr1.1.1a	VA:Cr1.1.1a
Engage in self-directed play with materials.	Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr1.2.PKa	VA:Cr1.2.Ka	VA:Cr1.2.1a	VA:Cr1.2.2a	VA:Cr1.2.3a	VA:Cr1.2.4a	VA:Cr1.2.5a	VA:Cr1.2.6a	VA:Cr1.2.7a	VA:Cr1.2.8a	VA:Cr1.2.1a	VA:Cr1.2.1a	VA:Cr1.2.1a
Engage in self-directed, creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

investigate - plan - make

The new standards incorporate Media Arts in all the art forms



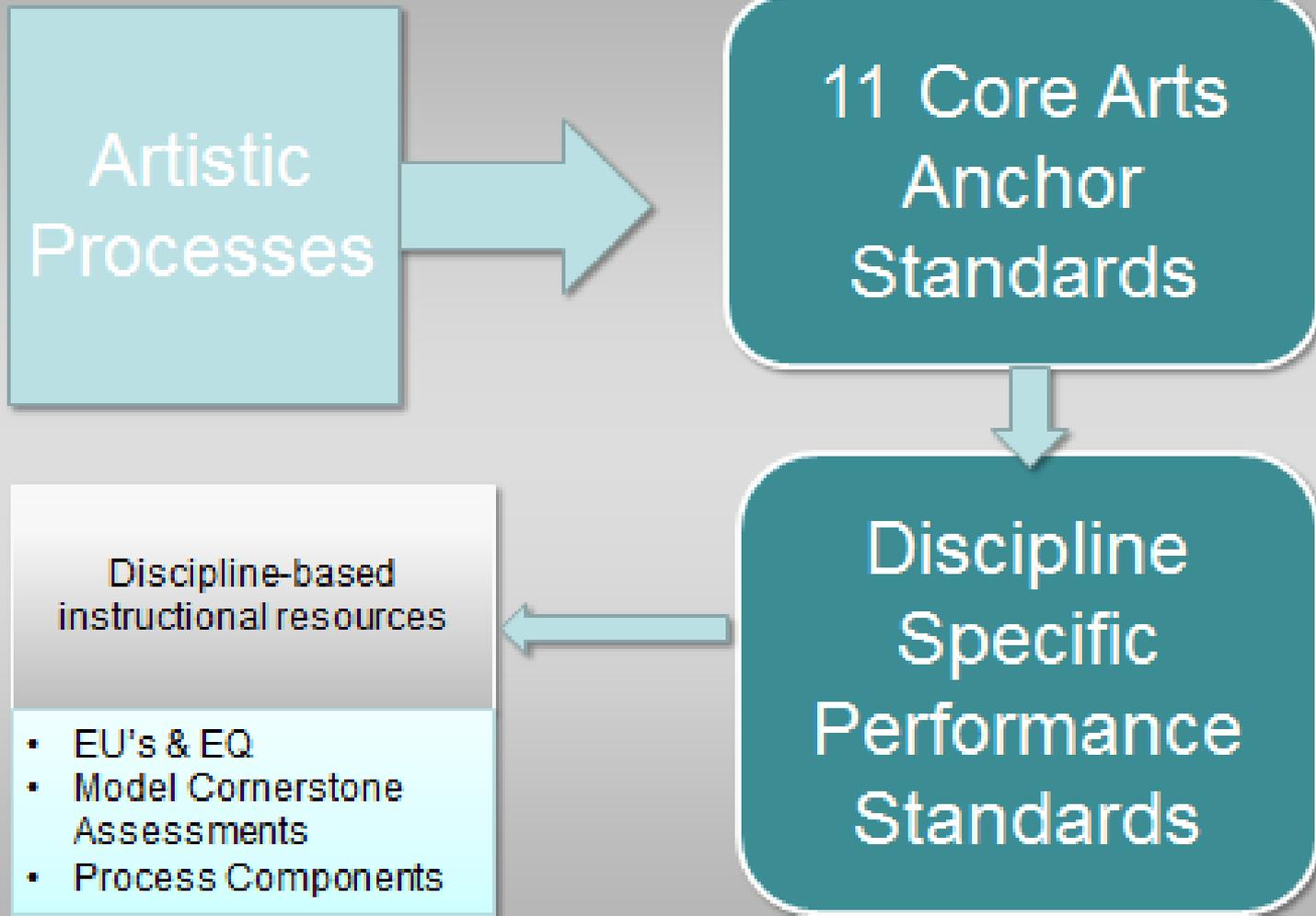


WHAT IS MEDIA ARTS?

- **MOVING IMAGE** – Cinema/Video/Animation – narrative, non-narrative, experimental
- **IMAGING DESIGN** – Photographic arts – digital process-based imagery, code enhanced (e.g. the image has code embedded in it for interactive and adaptive purposes), film based imagery – wet process
- **SOUND DESIGN**– digital process-based aural synthesis and engineering
- **INTERACTIVE DESIGN** – web, game, creative code
- **MULTIMEDIA & INTERMEDIA** – additive and hybridizing mixtures
- **VIRTUAL DESIGN** – 3D, 4D, 5D (spatial, animated, non-linear, interactive) environments, structures and experiences

How are the new standards organized?





Prior Process and Field Engagement Strategy



- **2012-13 school year:**
 - NYS teachers participated in 3 reviews of draft NCAS (PK-8, HS, and final PK-12).
- **June 2014:**
 - After final release of final version of NCAS, preliminary survey released.
 - The majority of responder's comments expressed support for new standards, with recommendations to adopt or adapt to make appropriate for NYS.
- **March 2015:**
 - NYSED staff begins to draft a strategic plan. Subsequently, the plan is amended to incorporate the Arts Blue Ribbon Commission recommendations.
- **March 2016:**
 - NYSED collects nominations for arts committee; members will assist in making final revisions that will result in a proposed set of standards for consideration by the Board.

Next Steps for the Arts



Timeframe	Task
March 2016	NYS Strategic Plan for the Arts Survey opens; Call for nominations of standards writers from NYS arts educators; Standards Writing Teams Selected and BFM's submitted
April 2016	Review & analysis of survey responses; Revision of Strategic Plan by the NYS Arts Coalition representatives
May 2016	Present updated Statewide Strategic Plan for the Arts for adoption by Board of Regents; Draft a discipline specific plan for updating the PK-12 NYS Learning Standards in Dance, Media Arts, Music, Theatre and Visual Arts
July & August 2016	Discipline specific Standards Writing Teams revise NYS Learning Standards for the Arts
Fall 2016	Survey arts stakeholders on draft Revised NYS Arts Standards
Winter 2017	Finalize revised arts standards and rollout strategy; Develop articulated P-12 guidance to support curriculum development, assessment development and implementation



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THE SCIENCES

Draft New York State P-12 Science Learning Standards



- Draft NYS P-12 Science Learning Standards were posted for public preview on November 19, 2015.
- Survey to collect feedback related to the draft NYS P-12 Science Learning Standards opened on December 8, 2015 and closed on February 8, 2016.

Draft New York State P-12 Science Learning Standards



- 2,666 stakeholders started the survey.
- 1,849 valid respondents provided a rating for at least one of the standards evaluation criteria.
- 1,352 respondents submitted responses to the final two questions indicating they completed the survey.

Draft New York State P-12 Science Learning Standards



- **Quantitative survey results from valid respondents show:**
 - 15 of the 21 (71%) criteria were rated by more than two-thirds of the valid respondents as “adequately meet this criterion” or “meet this criterion to a great extent.”
 - Collectively, three out of the four key categories – Organization of the Standards (71%), Coherence (72%), and Content and Rigor (71%) – on average, were rated by approximately three-fourths of the valid respondents as “adequately meet this criterion” or “meet this criterion to a great extent.”
- **Qualitative feedback from valid respondents shows:**
 - General support for considering the adoption of the draft NYS P-12 Science Learning Standards with pertinent guidance and relevant clarifications.
 - A need for clarity pertaining to teacher certification, instructional program implementation, P-12 assessment system development, and associated fiscal resources for science.
 - A call to articulate a timeline to address the critical components of the Statewide Strategic Plan for Science.



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SOCIAL STUDIES

Social Studies Frameworks and New Regents Exams



- Content Advisory Panel established in 2011; has been integral to all development work
- Social Studies Frameworks approved in April 2014
- Field memo advising timeline for implementation of frameworks beginning in 2015-16 for K-8 and staggered starting in 2016-17 for high school
- Resource Toolkit released in Fall 2015
- Revised Global History and Geography II Regents Exam test framework survey took place in Fall 2015
- First administration of Global History and Geography II Regents Exam scheduled for June 2018

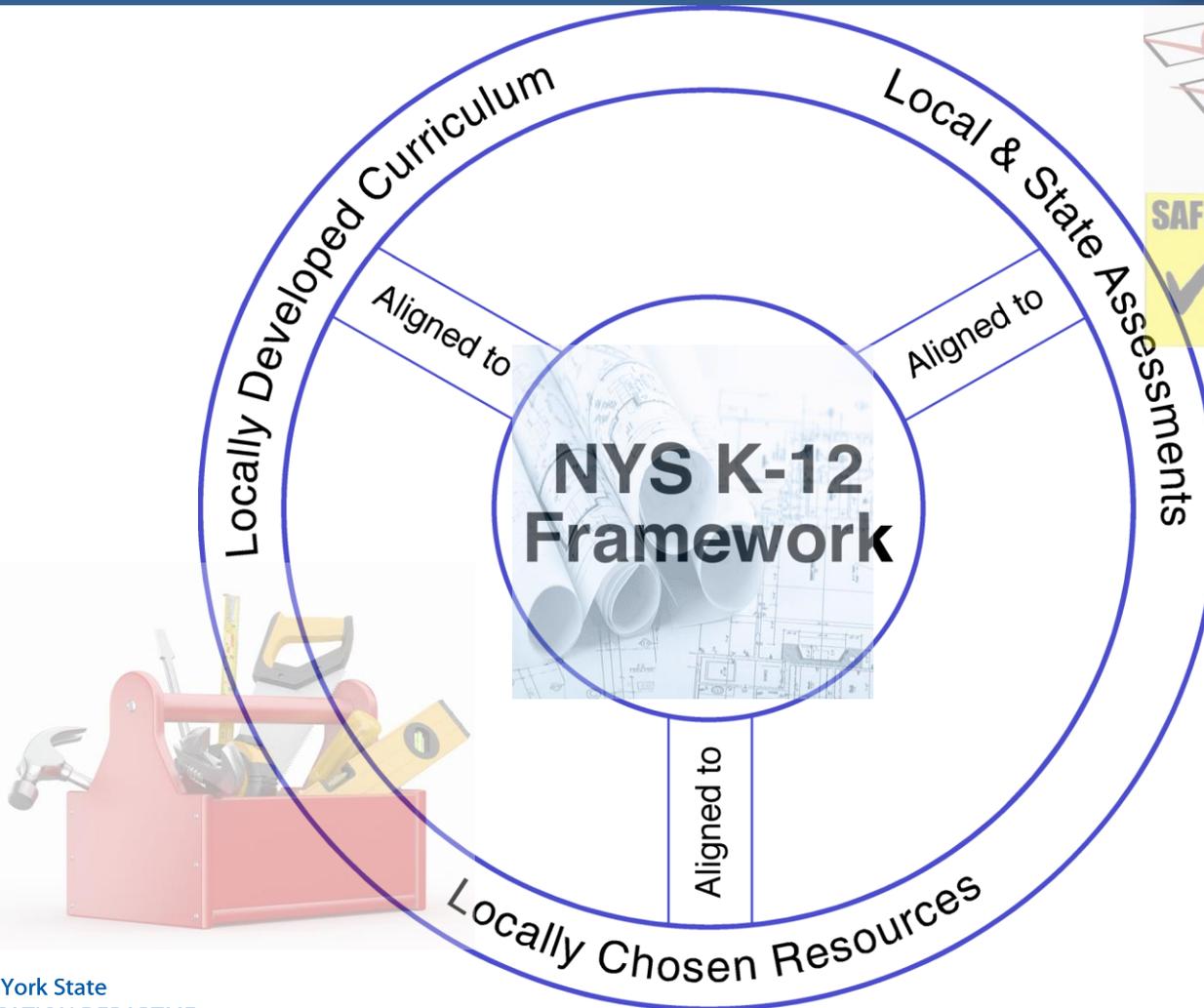
School Year	2014-15	2015-16	2016-17	2017-18	2018-19
K-8	Curriculum Development and Professional Development				
	Implement Instruction				
Grade 9 Global I	Curriculum Development and Professional Development				
	Implement Instruction				
Grade 10 Global II	Curriculum Development and Professional Development				
	Implement Instruction				
Grade 11 US History & Government	Curriculum Development and Professional Development				
	Implement Instruction				
Grade 12 Economics Participation in Gov't	Curriculum Development and Professional Development				
	Implement Instruction				

**NEW
Global
Regents Exam
June 2018**

**NEW US History
Regents Exam
June 2019**

Social Studies K-12

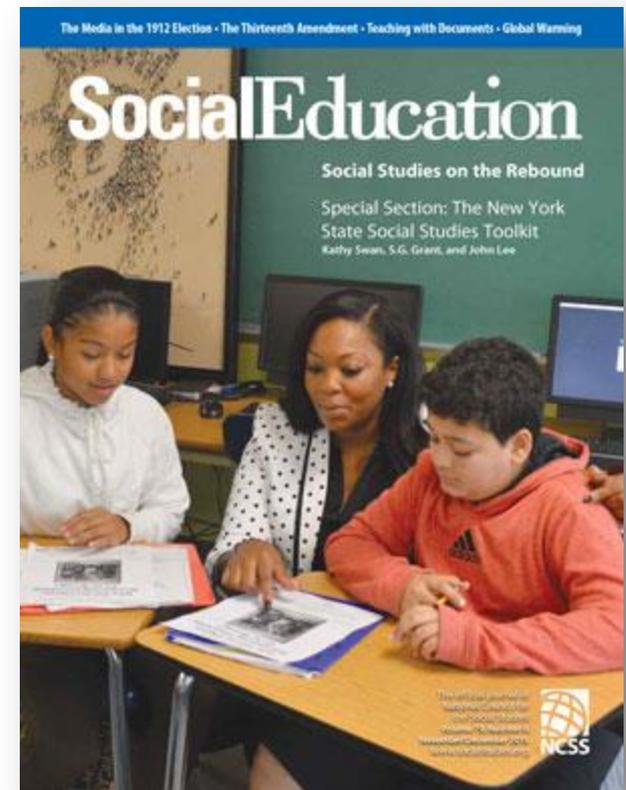
Local Control



NYS K-12 Social Studies Resource Toolkit



- Collaborative project with Binghamton University.
- These optional inquiries are made by teachers, for teachers.
- An Inquiry is...
 - larger than a lesson
 - smaller than unit
 - open-source
 - in Word version



Can Words Lead to War?



Eliza comes to tell Uncle Tom that he is sold and that she is running away to save her child. Page 62.

Hammett Billings, full-page illustration from Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1st ed. Boston: John P. Jewett and Company, 1852. Public Domain. <http://utc.iath.virginia.edu/uncletom/illustra/52illf.htm>

Supporting Questions

1. How did Harriet Beecher Stowe describe slavery in *Uncle Tom's Cabin*?
2. What led Harriet Beecher Stowe to write *Uncle Tom's Cabin*?
3. How did Northerners and Southerners react to *Uncle Tom's Cabin*?
4. How did *Uncle Tom's Cabin* affect abolitionism?

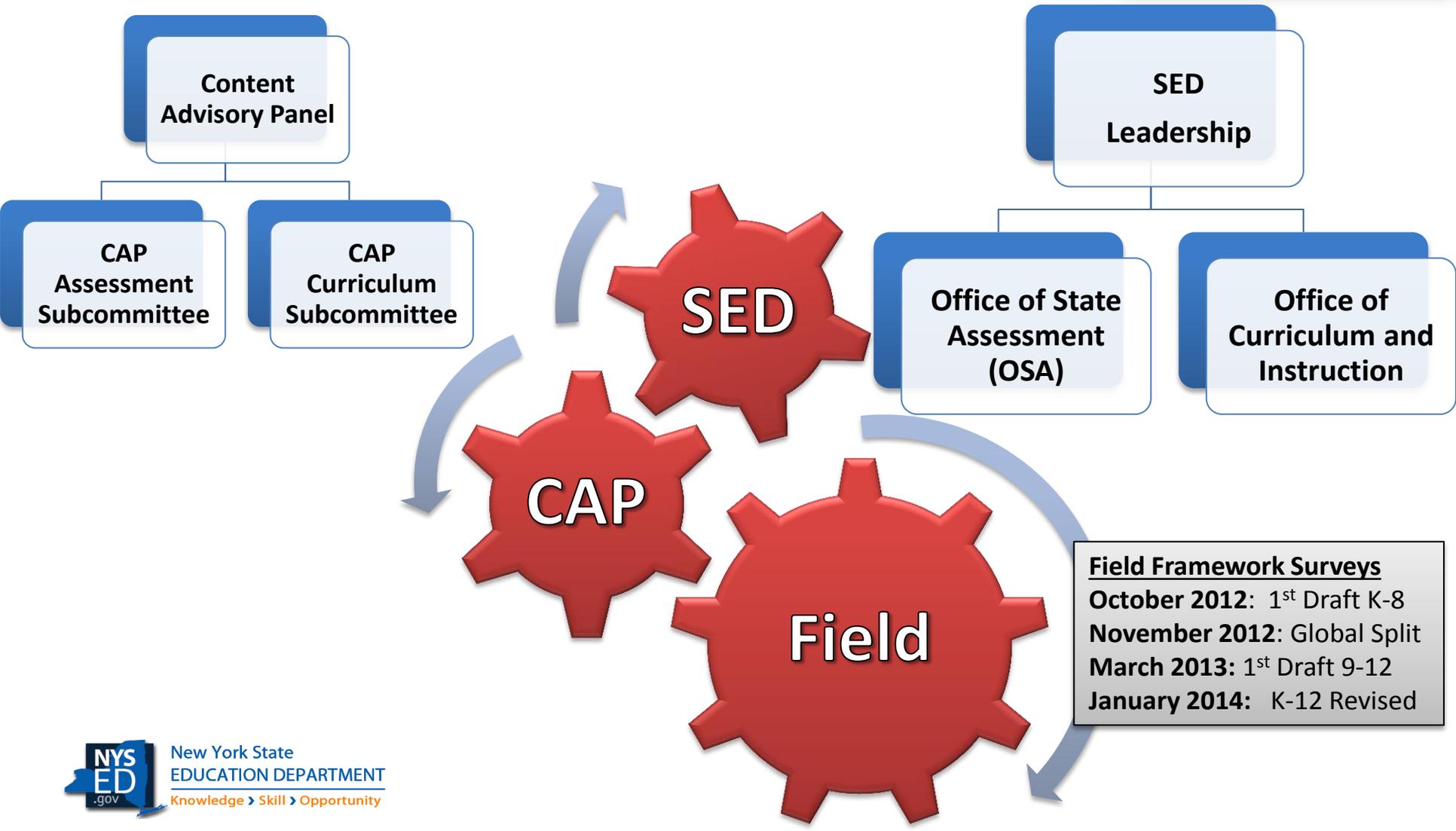
Can Words Lead to War?

New York State Social Studies Framework Key Ideas & Practices	7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.
	<ul style="list-style-type: none"> ✓ Gathering, Using, and Interpreting Evidence ✓ Chronological Reasoning and Causation ✓ Comparison and Contextualization
Staging the Question	Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ?	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?	How did people in the North and South react to <i>Uncle Tom's Cabin</i> ?	How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a summary of the plot of <i>Uncle Tom's Cabin</i> that includes main ideas and supporting details from Stowe's description of slavery in the book.	List four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	Make a T-chart comparing viewpoints expressed in newspaper reviews of <i>Uncle Tom's Cabin</i> and make a claim about the differences.	Participate in a structured discussion regarding the impact <i>Uncle Tom's Cabin</i> had on abolitionism.
Featured Source	Featured Source	Featured Source	Featured Source
<p>Source A: Summary of <i>Uncle Tom's Cabin</i></p> <p>Source B: Excerpts from <i>Uncle Tom's Cabin</i></p> <p>Source C: Illustrations from <i>Uncle Tom's Cabin</i></p>	<p>Source A: Harriet Beecher Stowe's concluding remarks to <i>Uncle Tom's Cabin</i>.</p> <p>Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman</p>	<p>Source A: Review of <i>Uncle Tom's Cabin</i> published in the <i>Boston Morning Post</i></p> <p>Source B: Review of <i>Uncle Tom's Cabin</i> published in the <i>Southern Press Review</i></p>	<p>Source A: Excerpt from Charles Sumner's Senate speech</p> <p>Source B: Article by John Ball Jr. published in <i>The Liberator</i></p> <p>Source C: Sales of <i>Uncle Tom's Cabin</i>, 1851–1853</p>

Summative Performance Task	ARGUMENT Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of <i>Uncle Tom's Cabin</i> using specific claims and relevant evidence from historical sources, while acknowledging competing views.
	EXTENSION Create an educational video of the argument that responds to the compelling question "Can words lead to war?"
Taking Informed Action	UNDERSTAND Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).
	ASSESS Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.
	ACT Choose one of the options and implement it as an individual, small group, or class project.

Social Studies Process: Interdependence



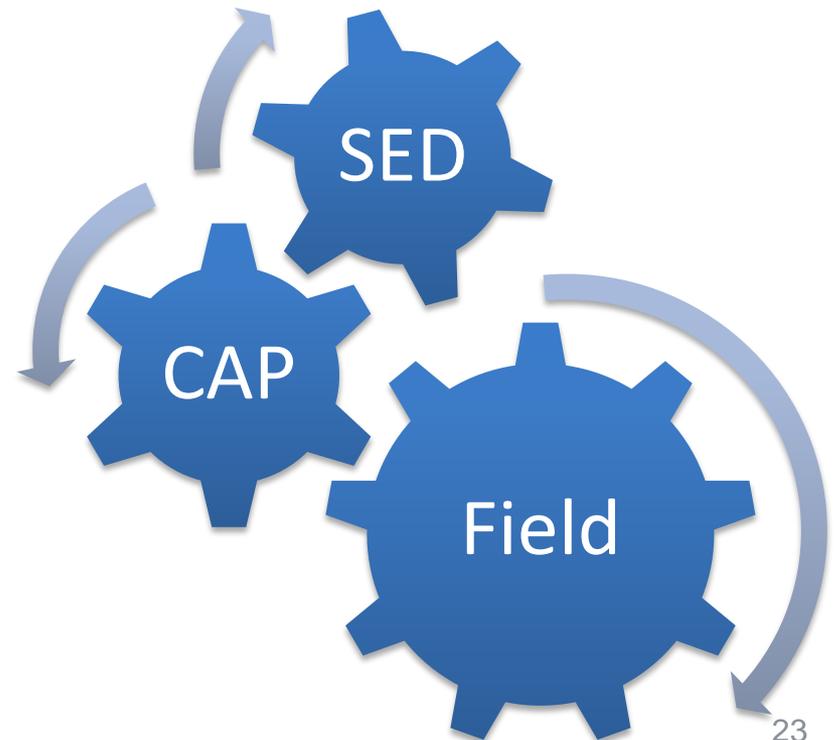
Global Regents Survey

October 30 through December 1



INPUT FROM THE FIELD

- Purpose: gather feedback from educators across the state to inform development.
- 2,198 responses received.
- All comments reviewed by NYSED and CAP.



DRAFT Global Regents Exam



Current Global Design

- 50 Multiple Choice Questions.
- 1 Thematic Essay.
- 1 Document-Based Essay.

DRAFT Revised Design

- 25-30 Stimulus Based Multiple Choice Questions.
- 3 Sets of Short Answer Questions.
- 1 Extended Essay.

Next Steps for Social Studies



Timeframe	Task
April 2016	Prototype test questions released to educators across the state; public comment period begins.
2016-17 School Year	Extensive detailed information about the new Global History Regents Exam II released to the State throughout the year.
Spring 2017	New Global History Regents Exam II questions field tested across the State.
June 2018	Rollout of new Global History Regents Exam II.



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THANK YOU

Questions or comments?

Please email emscurric@nysed.gov