
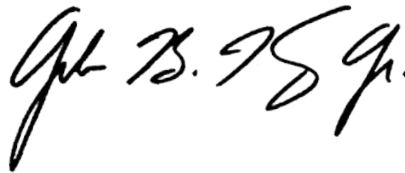




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: K-12 Social Studies Update
DATE: January 7, 2013

AUTHORIZATION(S):



Item for Discussion

This item provides the Board of Regents with a summary of the feedback received from the K-8 Common Core Social Studies Framework public survey and the Social Studies Content Advisory Panel, and the revisions that will be made to the Framework as a result of that feedback. Additionally, this item provides information about the draft 9-12 Common Core Social Studies Framework in light of the Board's discussion of requiring two distinct units of study in Global History and Geography in grades 9 and 10.

Background Information

The Board of Regents adopted the Common Core State Standards (CCSS) for English Language Arts & Literacy and Mathematics at its July 2010 meeting and incorporated New York-specific additions, creating the Common Core Learning Standards (CCLS), at its January 2011 meeting. Since that time, the Department has articulated the 12 instructional shifts that are demanded by the new standards to ensure that students graduate from high school ready for college and careers. To determine if these and other key skills were reflected in the current Social Studies Core Curriculum and required courses, a Social Studies Content Advisory Panel was created at the May 2011 joint meeting of the Board's P-12 Education Committee and College and Career Readiness Working Group (see Appendix A). One of the panel's charges was to advise on revisions to the New York State Resource Guide with Core Curriculum to ensure alignment to New York State CCLS and the shifts.

The Content Advisory Panel has met since fall 2011 and advised on the draft New York State Grades K-8 Common Core Social Studies Framework. This Framework, aligned to the New York State CCLS, was developed over a 10-month period and integrates the existing New York State Learning Standards for Social Studies and the Resource Guide with Core Curriculum. The Framework is based upon

the current five Social Studies Learning Standards and contains practices, themes and concepts important to effective Social Studies instruction. The inclusion of the CCLS for Literacy in Social Studies/History denotes the increased rigor in grade level progression.

Upon direction from the P-12 Committee at the September 2012 Board meeting, a draft of the K-8 Framework was posted on EngageNY.org from September 12 to October 11, 2012 utilizing a survey and open-ended response questions.

Feedback on the K-8 Framework was received from across the State, including teachers, supervisors, higher education representatives and professional organizations. Overall feedback indicated the draft Framework was rigorous and contained high-level expectations for students in Social Studies. Respondents indicated that the Framework encompassed what students should know and be able to do in Social Studies. Finally, there was general agreement that the conceptual understandings within the Framework would support the implementation of the New York State CCLS for Literacy in Social Studies/History.

Additional feedback indicated the Framework did not contain sufficient New York State history and should be revised to incorporate local-level historical studies. Further, respondents requested additional specificity in content expectations that will guide the development of local curriculum materials and assessments. Professionals indicated that content understandings in specific grade levels should be reviewed to ensure they were developmentally appropriate.

Members of the Content Advisory Panel reviewed the public input during their October 19, 2012 meeting. The Content Advisory Panel's feedback was in line with feedback received from the field. The revised K-8 Framework will be presented to the Board at its April 2013 meeting.

The Panel specifically requested that the Department address these concerns through its development of a Field Guide. This Field Guide will contain examples of resources, materials, and best practices in Social Studies, which teachers will be able to utilize in their classrooms.

Field Guide

Revisions of the Framework have maintained most of the topical coverage in the current Social Studies Resource Guide with Core Curriculum. Within the Framework, the curricula will be reorganized and conceptualized to progress across grade levels and to focus on broad Key Ideas at each grade level (vs. grade bands with the existing standards) and Conceptual Understandings. In addition, the Field Guide will provide common elements across all grades that serve to unify the Framework, strengthen the progression of skills across the K-8 continuum, and establish a consistent design approach. These new features will replace the concepts and themes for Social Studies and the Social Studies skills listed in the existing Social Studies Resource Guide with Core Curriculum. The Field Guide will include sample outcomes (performance tasks aligned to the Key Ideas and Conceptual Understandings) that illustrate the integration of content, Common Core Literacy Skills, and Social Studies Practices. Finally, the Field Guide will also include recommended primary and secondary sources and Social

Studies texts at all grade level, with specific inclusion of local history and resources from the State Museum and NYS Archives.

9-12 Common Core Social Studies Framework Update

In October 2012, the Content Advisory Panel met with Department staff and advised that the Global History and Geography course of study should be divided into two separate, distinct units of study to be required for graduation. The Panel further recommended that the Regents examination required for graduation focus only on Unit of Study 2.

At the November 2012 meeting, the Board directed staff to seek public input on these proposed changes. In addition, Gregory Alhquist, 2013 New York State Teacher of the Year and a Social Studies teacher in the Webster Central School District, has joined the Content Advisory Panel.

Survey

In early December, staff, in conjunction with the Content Advisory Panel and local professional organizations, sought initial field input through a limited survey of practitioners and stakeholders throughout the State. The survey presented three options for dividing the Global History and Geography course of study into two units of study:

1. 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; or
2. 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 present (approximately 1600 to present).
3. 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 the study of the classical civilizations in Unit 1.

Over 400 Social Studies professionals responded to this limited survey, representing all regions of the State. Although the overwhelming number of respondents preferred a chronological approach, respondents were evenly split on which specific chronological approach should be utilized.

For the purpose of posting of the draft 9-12 Common Core Social Studies Framework for wide public input later this month, the Framework will be structured in a chronological approach such that 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 1765 to the present, enabling students to use the causes and beginnings of the Industrial Revolution from Unit of Study 1 to understand the Industrial Revolution itself as the foundations for imperialism and social

revolutions in Europe. The split at 1750 was also based on multiple research sources that indicate 1750 is a logical transition point between courses of study.

Although the field will have ample opportunity to comment on this approach, benefits would include more concentrated content in Unit of Study 2, allowing for a greater depth of focus to help students understand today's global world. The overlapping time periods would enable students to have some historical continuity between Unit of Study 1 and Unit of Study 2 for instruction and assessment purposes (a brief review of the late 18th century can build a strong foundation for later historical events).

Recommendation

It is recommended the Board of Regents direct staff to:

- Seek broad public comment on the Draft 9-12 Common Core Social Studies Framework through a process similar to what was utilized for the K-8 Framework (late-January until March 2013).
- Return to the Board at the April meeting with revised P-8 and 9-12 Frameworks that reflect the CCLS and widespread public input for approval.
- Upon approval of the Frameworks by the Board, develop, in continued collaboration with the Content Advisory Panel, a unified K-12 social studies Field Guide to provide teachers with resources for classroom implementation.

Appendix A

Social Studies Content Advisory Panel: Participants List

Greg Ahlquist
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NYS Teacher of the Year 2013

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Juan Morel Campus Secondary School, Brooklyn
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Steven Goldberg
7-12 Social Studies/Department Chair, New Rochelle High School
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7-12 Social Studies Teacher (ESL), Albany High School
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James Harrison
Professor of History
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Frank Juzwiak
High School Social Studies Teacher, Patchogue-Medford High School
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Joseph D. Karb
Springville Middle School
National Council for the Social Studies 2013 Middle School Teacher of the Year

Jeffrey Kinkley
Professor of History
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Stephen LaMorte
Lead Teacher, Secondary Social Studies for Rochester CSD
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Elaine Lawrence
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Kim O'Neil
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