

# Yonkers Public Schools Social Studies

*Progress Review and Path Forward*

Downtown Yonkers - 1911 (Detail)

Dawn Bartz, *Director of Social Studies*

**The Social Studies Course of Study in NYS has remained the same,  
even as the standards have shifted**

<b>Grade</b>	<b>Course of Study</b>
<b>Kindergarten</b>	<b>Self and Others</b>
<b>Grade 1</b>	<b>My Family and Other Families, Now and Long Ago</b>
<b>Grade 2</b>	<b>My Community and Other Communities</b>
<b>Grade 3</b>	<b>Communities around the World</b>
<b>Grade 4</b>	<b>Local History and Local Government</b>
<b>Grade 5</b>	<b>The Western Hemisphere</b>
<b>Grade 6</b>	<b>The Eastern Hemisphere</b>
<b>Grade 7</b>	<b>United States and New York History – I</b>
<b>Grade 8</b>	<b>United States and New York History – II</b>
<b>Grade 9</b>	<b>Global History and Geography – I</b>
<b>Grade 10</b>	<b>Global History and Geography – II</b>
<b>Grade 11</b>	<b>United States History and Government</b>
<b>Grade 12</b>	<b>Participation in Government Economics and Economic Decision Making</b>

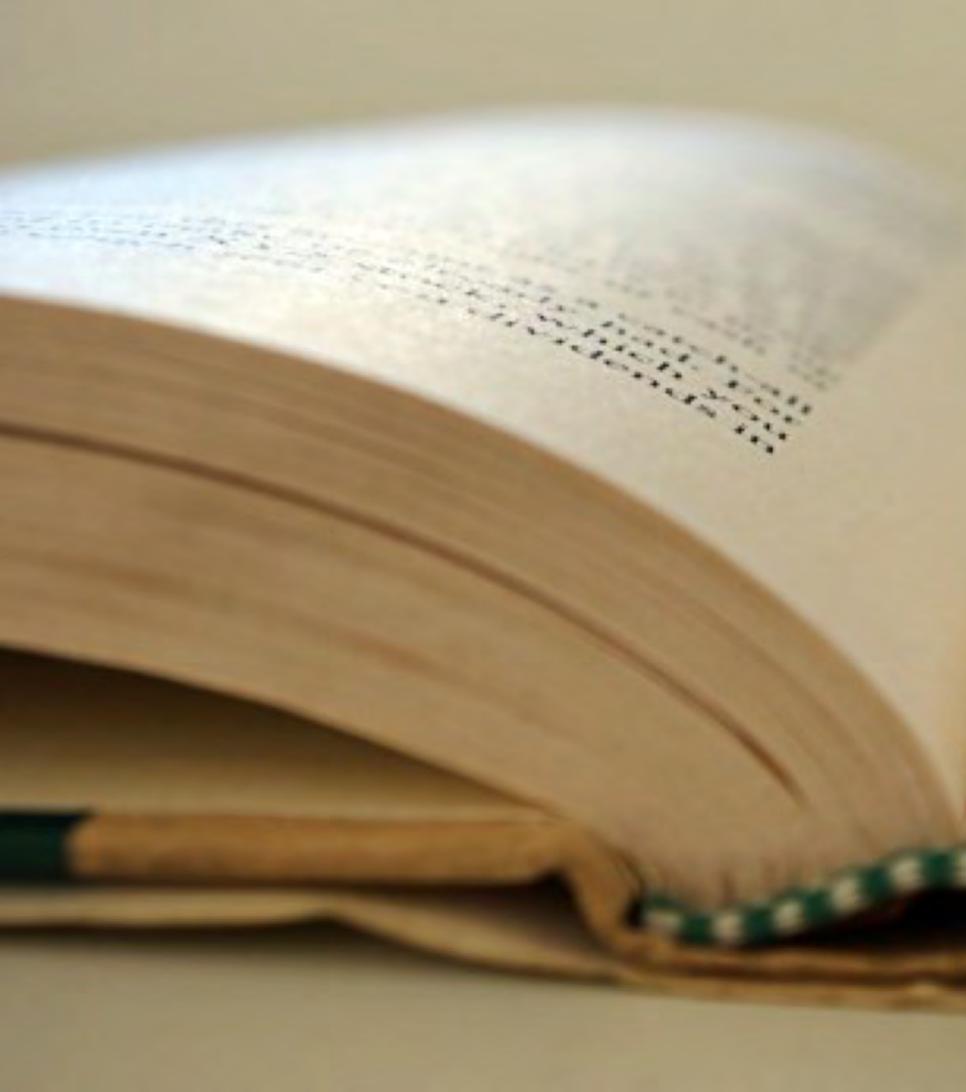
# Social Studies Practices K-12

- 1) **Gathering, integrating and using evidence**
- 2) **Chronological reasoning and causation**
- 3) **Comparison and contextualization**
- 4) **Geographic Reasoning**
- 5) **Economics and Economic systems**
- 6) **Civic Participation**



## **10 Social Studies Themes**

- 1) Individual development and cultural identification**
- 2) Development, movement and interaction of cultures**
- 3) Time, Continuity, and Change**
- 4) Geography, Humans, and the Environment**
- 5) Development and Transformation of Social Structures**
- 6) Power, Authority, and Governance**
- 7) Civic ideals and Practices**
- 8) Creation, Expansion, and Interaction of Economic Systems**
- 9) Science, Technology and innovation**
- 10) Global Connections and Exchange**



Literacy skills are embedded & reinforced

**NYS ELA learning standards are integrated into all levels of Social Studies**

- College and career reading anchors
- Standards for reading
- Text type and purposes
- Range of reading and level of text complexity
- Research to build and present knowledge
- Range of writing
- Speaking and Presentation skills
- Media Literacy

# NYS *Every Student Succeeds Act* (ESSA)

**Social Studies** is one of the *new indicators* for school accountability (along with science and “College, Career and *Civic Readiness*”)

## **The Big Picture**

- To ensure a well-rounded curriculum
- Maximum opportunities (College, Career and Civic Readiness)

**ESSA: Supports improvements in teaching & learning to increase educational equity by:**

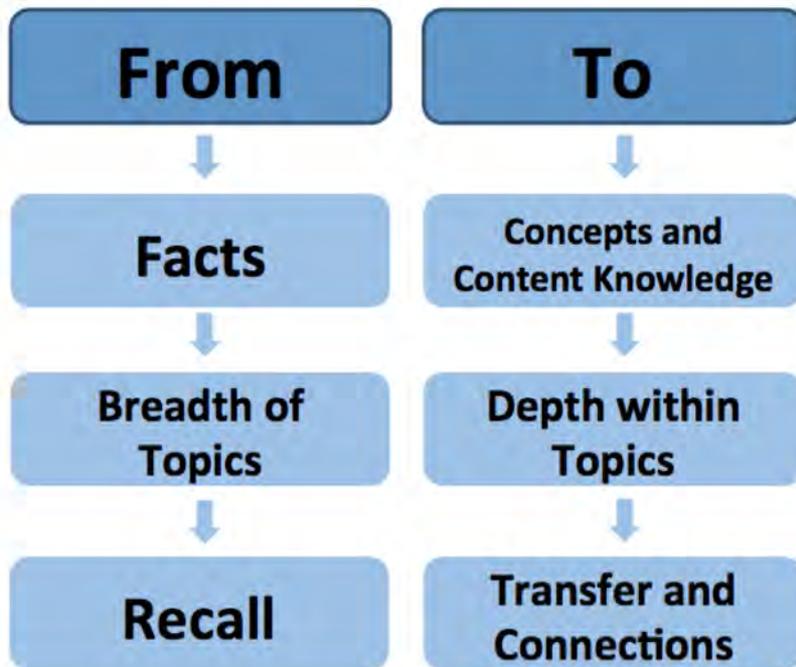
Supporting a *well-rounded* and *culturally responsive* education for all students by *expanding accountability* means beyond a narrow focus...to also include **Social Studies** and **Science**.

Ensuring all students have access to culturally and linguistically responsive curriculum and educational experiences by engaging students in varied courses: *such as* **civics, economics, history, geography**

Discussions about **new pathways to graduation: Social Studies fully integrated into all grade levels with a civics readiness focus beginning in K. Performance assessments/benchmarks at middle and elementary levels. Seal of Civic Readiness for high school.**

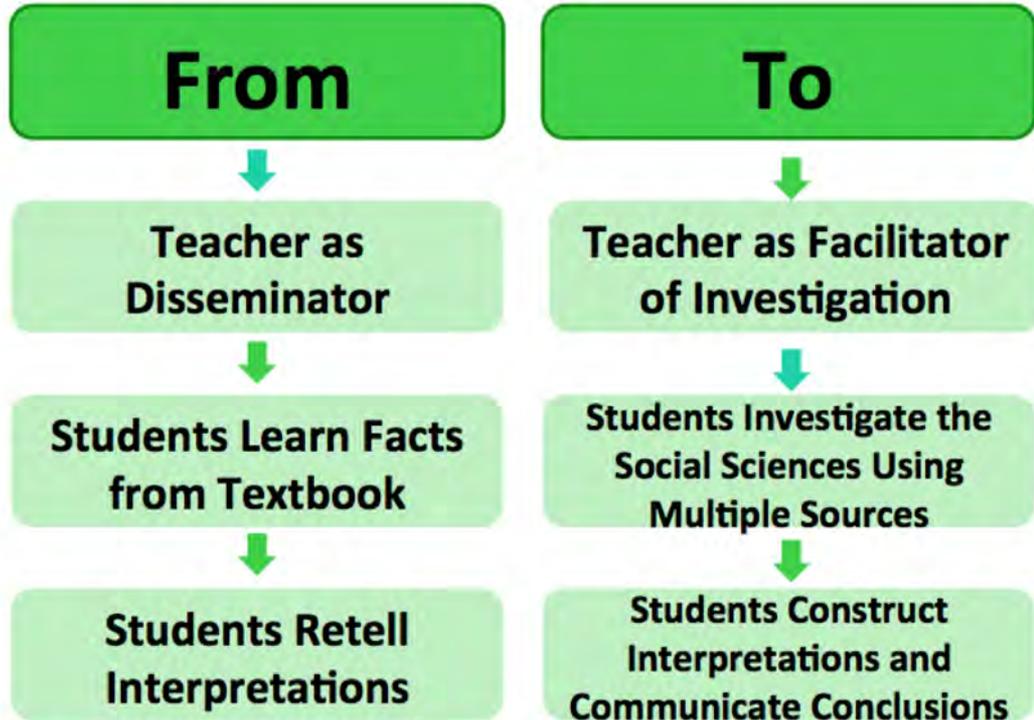
# Shift 1

## Instructional Shift #1: Focus on Conceptual Understanding



# Shift 2

## Instructional Shift #2: Foster Student Inquiry, Collaboration, and Informed Action



## Shift 3

# Instructional Shift #3: Integrate Content and Skills Purposefully

<b>FROM A Social Studies Classroom Where...</b>	<b>TO A Social Studies Classroom Where...</b>
<b>Students experience an additional nonfiction reading class or textbook focused instruction</b>	<b>Students learn to read, discuss, and write like social scientists</b>
<b>Students develop literacy skills and social studies practices separately</b>	<b>Students develop disciplinary literacy skills and social science practices in tandem</b>
<b>Students learn content knowledge</b>	<b>Students integrate and apply concepts, skills, and content knowledge</b>

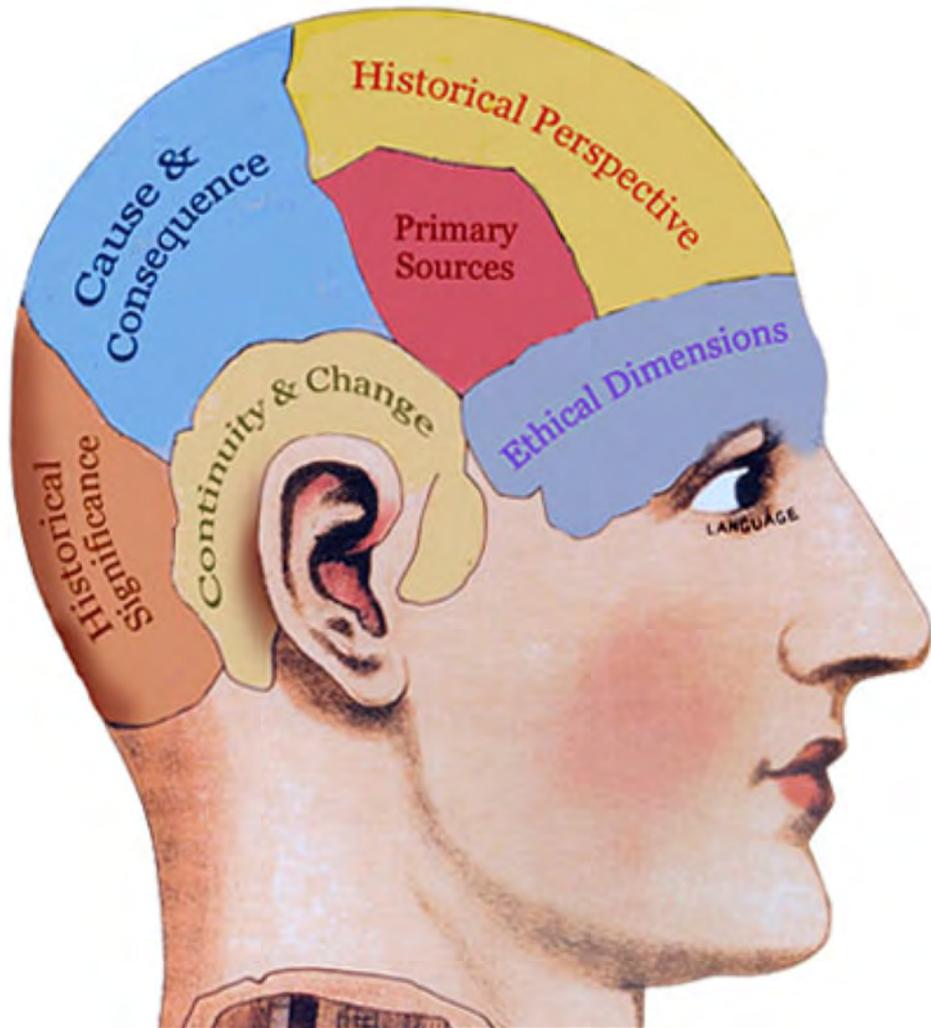
## Instructional Shifts occurring in YPS Social Studies

1. Social Studies is taught in **all** grade levels (K-12).
2. The K-12 NYS Social Studies Framework includes *content, practices, key ideas, and skills*.
3. From teacher-directed *to* **student-centered** instructional practices.
4. Inquiry-based practices at each grade level.
5. Varied professional development, delivered across grade levels and content, school-based, individualized. Opportunities to attend high quality conferences and workshops.
6. Focus on new resources, text and digital.

# YPS Social Studies *Plan of Action*



- **Comprehensive K-12 Social Studies program aligned to state standards**
- **Professional Development** (all levels/ varied formats)
- **Curriculum Design & Development** (revisions and new programs)
- **High quality resources in classrooms** (texts, supplemental materials, digital learning, opportunities to extend learning beyond the classroom walls)
- **Developing Community Partnerships**
- **Seal of Civic Readiness pathway**

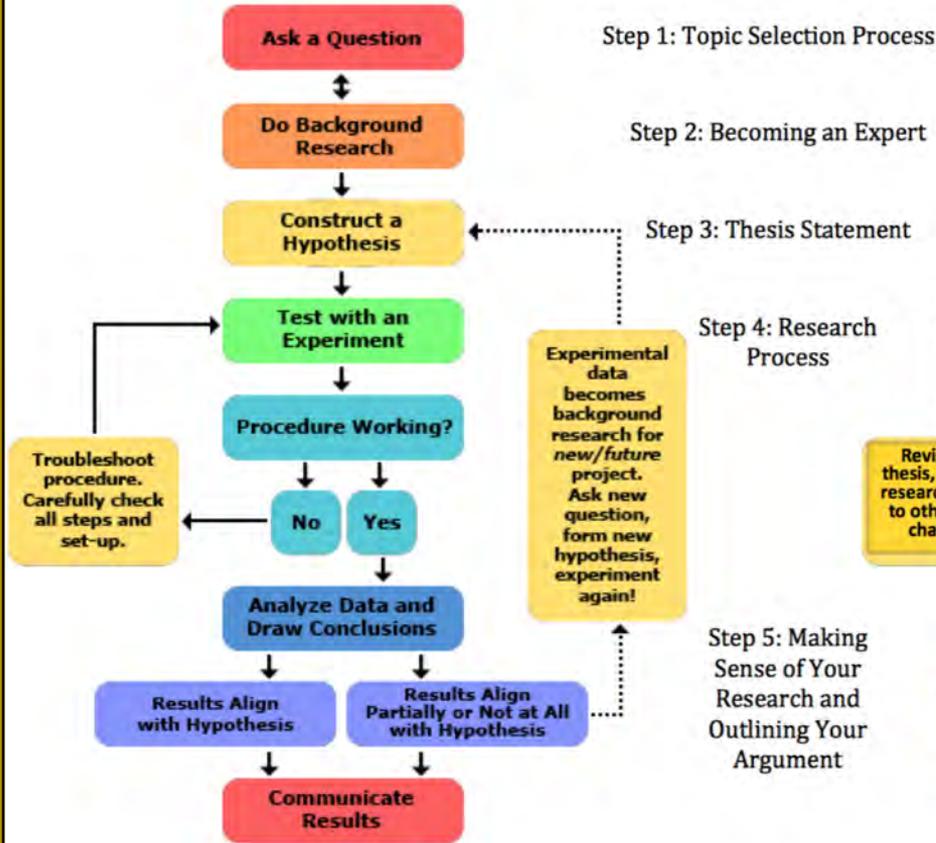


Social Studies develops historical thinking skills and civic readiness

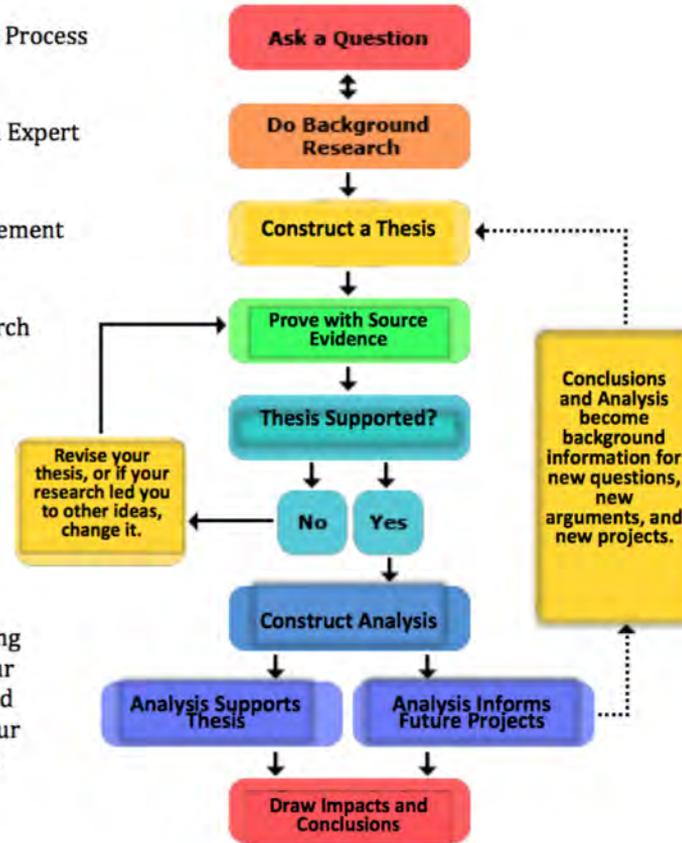
Skills measured in the new state assessments:

- **Comparison**
- **Causation**
- **Historical and Geographic Context**
- **Turning Points in History**
- **Sourcing and Reliability**

## The Scientific Method



## The "Historic" Method



**Historical inquiry** begins with a *driving question*. Students at the *elementary level* are able to do this and many are practicing these skills through the **Yonkers History Project**. Inquiry is also occurring at the middle level through the **National History Day**.

# Global I and Global II Shifts

- The Global History Regent Exam based on 2014 Social Studies Framework (content, skills, practices, key ideas)
- *Transition* from 2 years of content to 1 year (1750-present day)
- **Comparison, Contextualization** (*historical and geographic*), **Causation, Turning Points in History, Sourcing** (*point of view, audience, purpose, place, bias*) are skills in which students must be proficient.
- Outside information to be included in the Enduring Issue Essay for Global and US History.

*YPS Global History will continue with the Transition Exam in 2019. Last transition is Jan. 2020. US History new exam will be available 2020. YPS tentative plan for 2021.*

# Global History Regents Format (*new*)

- **28 Stimulus-Based Questions** (*maps, charts, graphs, reading passages, political cartoons*) 2-3 questions based on each stimulus
- **Constructed Response Question: 2 sets of document, 3 questions each** (2 documents per set, 3 parts, *short answer responses*):
  - *Question 1: Historical or Geographic Context*
  - *Question 2: Sourcing* (*purpose, audience, point of view, bias*)
  - *Question 3: Cause & Effect (one set); Similarity/Difference or Turning Point (other set)*
- **Enduring Issues Essay** (5 documents. Students must use a *majority* to develop an historical theme and support it with evidence – Global, US, current issues, personal experience)

\* *These skills must be taught K-11 for students to be prepared for the 2020 Regents. Department assessments must mirror the new format, content, skills.*



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

**Geographic Context**—refers to where this historical development/event is taking place and why it is taking place there.

1. Explain the geographic context for the historical development shown on this map.

**Framework Reference**

10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

- Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China

CRQ Example, Part I (there are 3 parts to the constructed response questions.

The stimulus is the map in this example *(students must use all information contained in it).*

The question requires students to understand geography to explain historical developments.

All parts of the new Global Regents are directly related to the NYS Social Studies Framework (skills and content).

# US History (new) Regents (based on new Framework)

1. **28 Stimulus-Based Questions** (similar to new Global)

2. **Stimulus-Based Short Essays (2 sets of documents)**

Set 1: Describe the historical context surrounding 2 docs and identify and explain the relationship between the 2 docs (*cause/effect* or *similarity/difference* or *turning point*)

Set 2: Describe the historical context surrounding 2 docs and (for 1 identified doc) explain how *audience, purpose, bias* OR *pt of view* affects the document's use as a reliable source of evidence.

3. **Civic Literacy Document-Based Essay** (extended essay based on 6 documents focused on Constitutional and/or Civic Issues). Students must use a majority of documents, historical content and context and outside information.

# How the shifts are being addressed and implemented

- Ongoing, consistent, and comprehensive professional development for teachers.
- Professional Development to increase capacity of rising teacher leaders/veteran teachers as instructional leaders.
- Curriculum Writing and Revision teams.
- Continuous dialogue.
- Active participation at local, regional, state conferences/task forces.
- Leadership on NYSED Task Force on Civic Readiness/ESSA
- Monthly Big Five communications

## Global History Regents **changes** in content and skills

- Content based primarily on 1750 - present day (10th grade).
- Skills and content are both important (analysis, reasoning, contextualization, comparison, sourcing, causation, identifying turning points).
- Students must be able to reason historically and provide evidence.
- Students must be critical readers, assessing point of view and bias.
- More avenues for correct responses for parts 2 & 3 (CRQ, Enduring Issues Essay)
- The Enduring Issues prompt and skills are consistent for each exam (developing a theme using historical reasoning and using a majority documents provided).

*The new skills require teaching them before the 10th grade year as they build upon one another. Implementation of consistent vocabulary K-12.*

# Instructional Shifts in the Social Studies

## Shift 1. <sup>Focus on</sup> Conceptual Understanding

From

Facts



Breadth of topics



Recall

To

Concepts and Content Knowledge



Depth within Topics



Transfer and Connections

## Shift 2. Foster Student Inquiry, Collaboration, and Informed Action

From

Teacher as Disseminator

To

Teacher as Facilitator of Investigation

... to the

# Social Studies Breakout

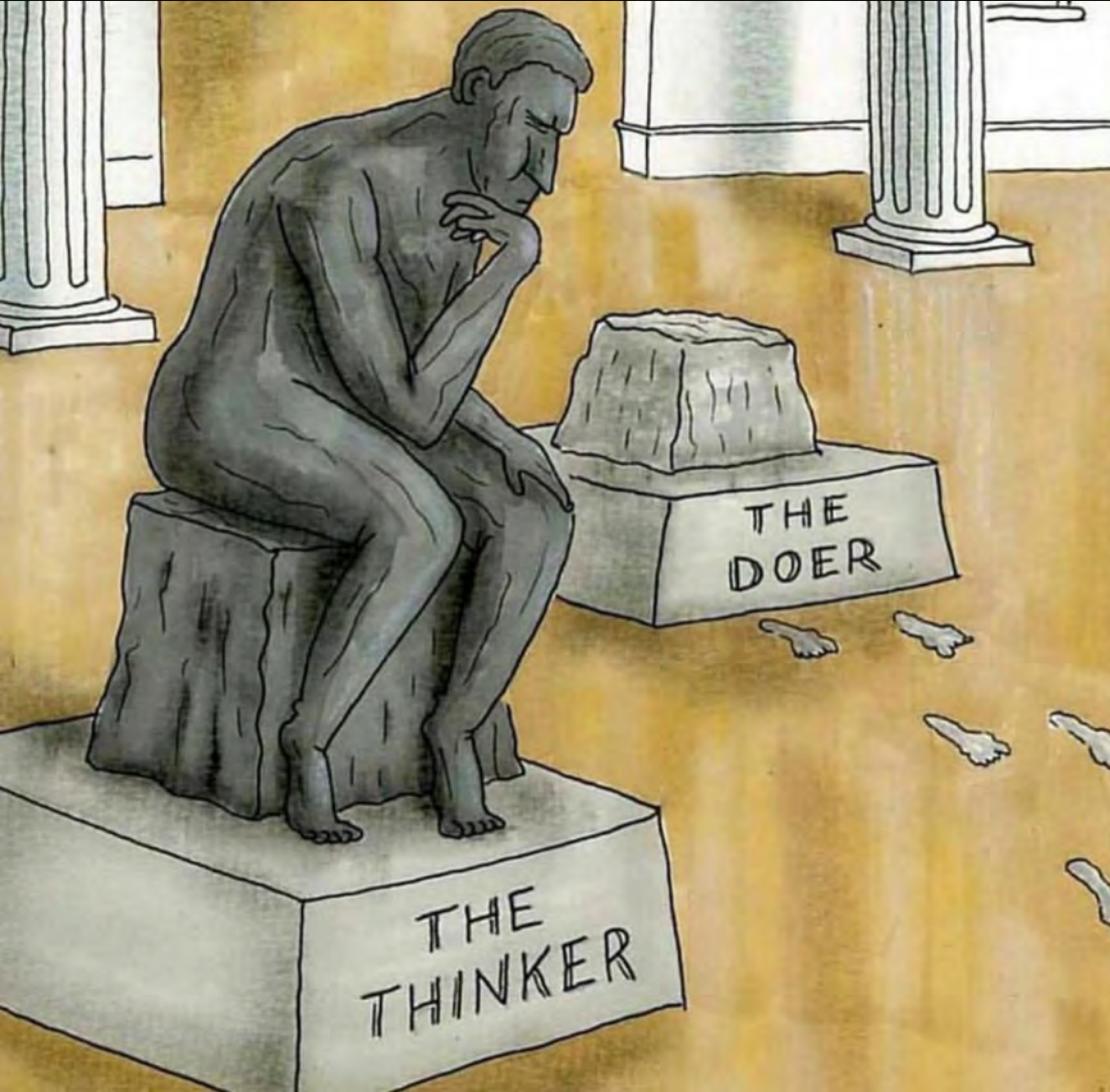
# Global History Regents - Changes Format

## New (June 2020)

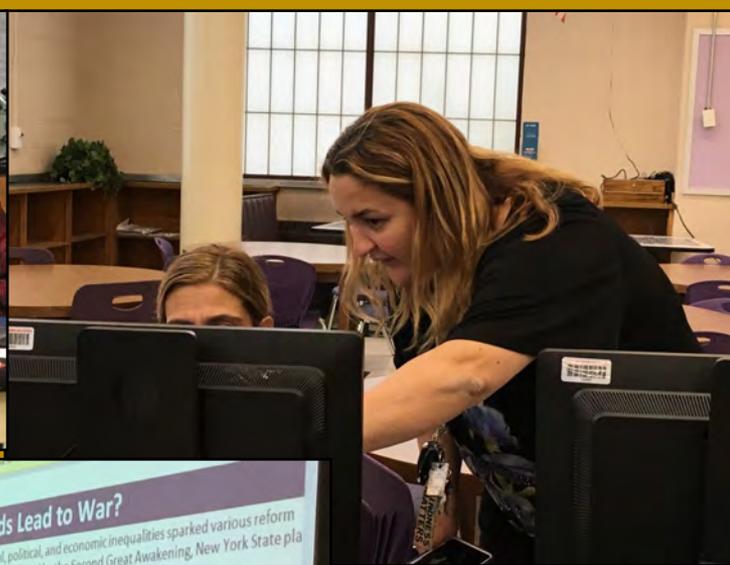
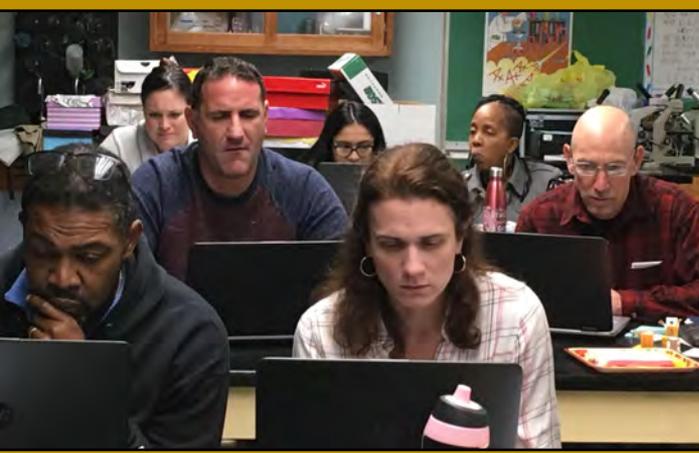
- **28 stimulus-based questions** (inclusion of more maps, charts, graphs, political cartoons and multiple questions based on 1 stimulus)
- **Constructed Response Questions (CRQs)** testing students ability for contextualizing (geographic and historical), sourcing (identifying bias, point of view, audience, purpose), explaining relationships using evidence (cause/effect, turning point, similarity/difference)
- **Enduring Issues Essay** (developing a theme using documents and providing context in Global History/US/Current Issues/Personal Experience)

## Former and Transition (through June 2019)

- 50 multiple choice/30 multiple choice
- DBQ (explaining documents and writing in paragraph format/students can use the language in the documents to explain the meaning. *Limited correct responses*)
- Thematic Essay (writing an essay based on the prompt. *Limited correct responses*)



*Moving Forward*



WESTCHESTER COMMUNITY COLLEGE

## Can Words Lead to War?

1.3 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.

**Formative Performance Key**

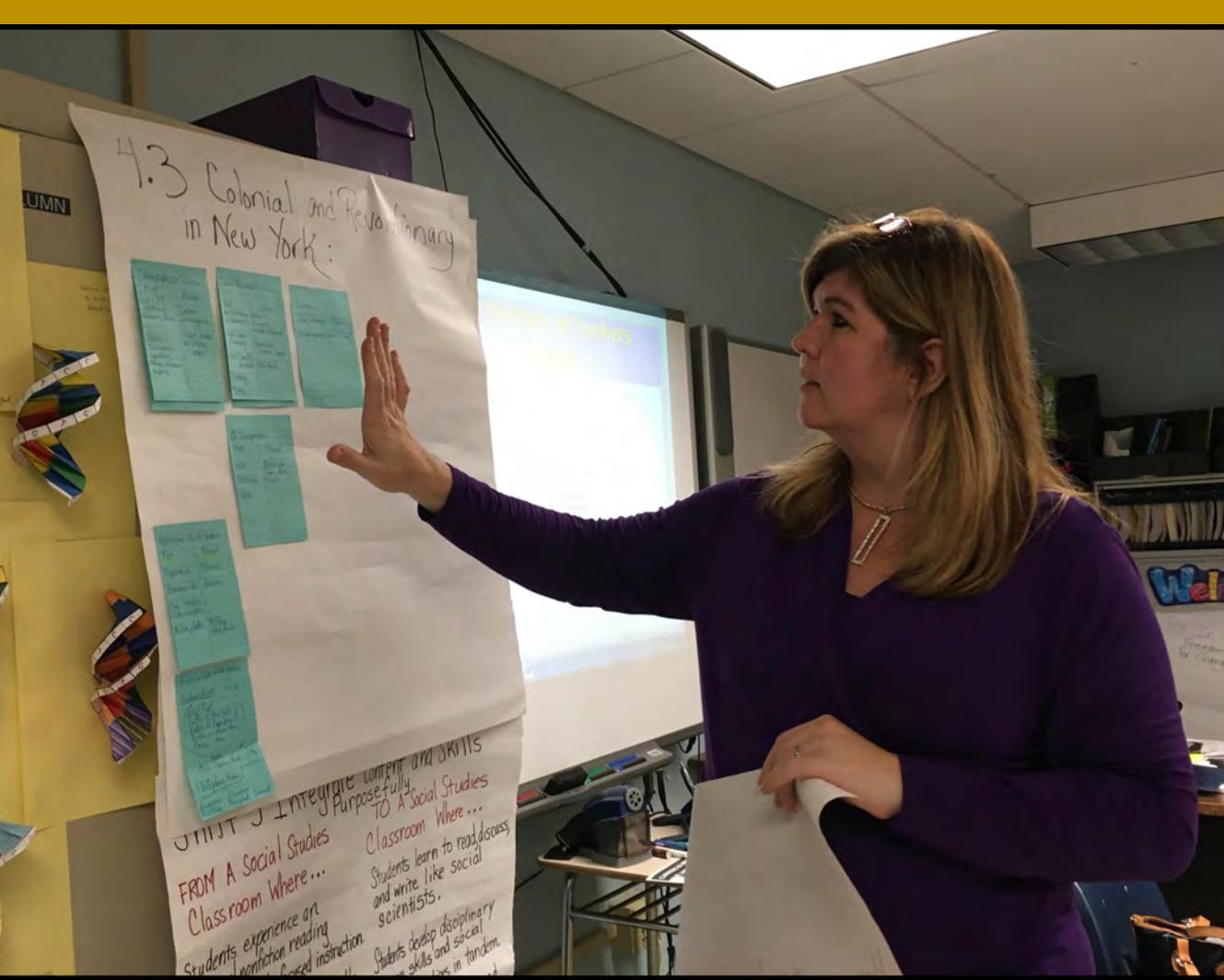
- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization

**Staging the Question**

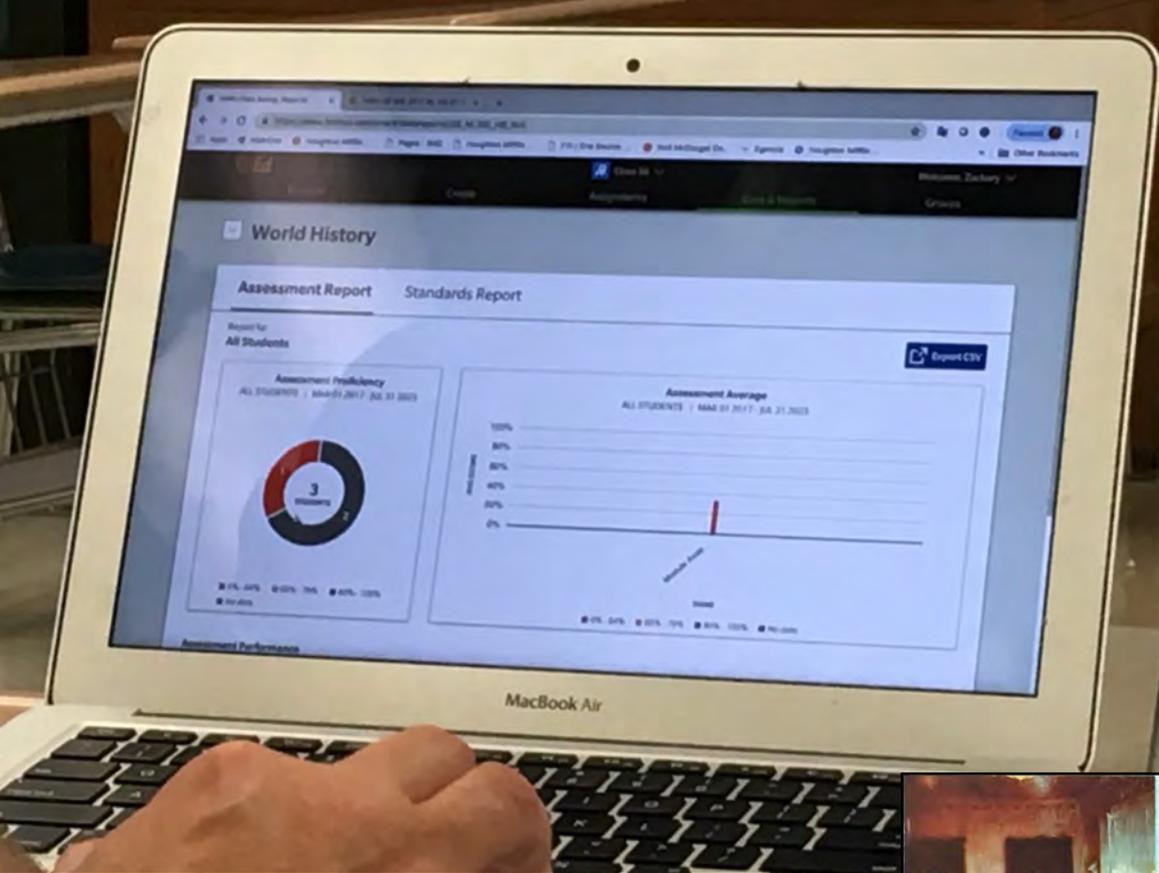
Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Public Orator Beecher Stowe describes slavery in Uncle Tom's Cabin?	What led Harriet Beecher Stowe to write Uncle Tom's Cabin?	How did people in the North and South react to Uncle Tom's Cabin?	How did Uncle Tom's Cabin affect abolition?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Write a summary of the plot of Uncle Tom's Cabin that includes main events 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 Uncle Tom's Cabin and make a claim about the differences.	Participate in a structured discussion regarding the impact Uncle Tom's Cabin had on abolitionism.





- District readiness for new Regents beginning in 2020 (Global) and 2021 US History
- Ongoing school-based, content level PD on integration of new skills with content (2017-2021)
- District-wide, grade level and cross-grade level PD (2017-2021)
- Fourth grade focus on inquiry learning through the *Yonkers History Project* (Sept. 2018 start and culminating event May 2019)
- District History Day/NHD projects (culminating event May 2019)
- Curriculum writing with assured experiences for Global I, II, US History (7, 8, 11)
- YPS pilot of NYSED Seal of Civic Readiness (experiential/social action)
- New resources for SS K-12 (2020) (K-8 curriculum 2018; textbooks and digital access for 7, 8, US History; Global History pilot text and digital resources; Discovery Education)



Using engaging texts with students

Being able to assess and personalize student learning is key to increasing engagement and achievement

<p><b>Module 1</b> Prologue: The Rise of Democratic Ideas</p>	<p><b>Module 2</b> The Muslim World</p>	<p><b>Module 3</b> Empires in East Asia</p>	<p><b>Module 4</b> The Early Middle Ages</p>
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# Constructed Response Questions through the curriculum

The elementary examples are from the district-adopted PNW BOCES Social Studies Curriculum (K-8)

### Document 1

Painting of a fish woman, a member of the third estate. She represents a common woman and would've looked like the women who participated in the Women's March on Versailles.

*Jacques Louis David 1789*



**Document 2**

Gautier-D'Agoty renders Queen Marie Antoinette of France as a strong ruler in this 1775 portrait of her done in oil on canvas.

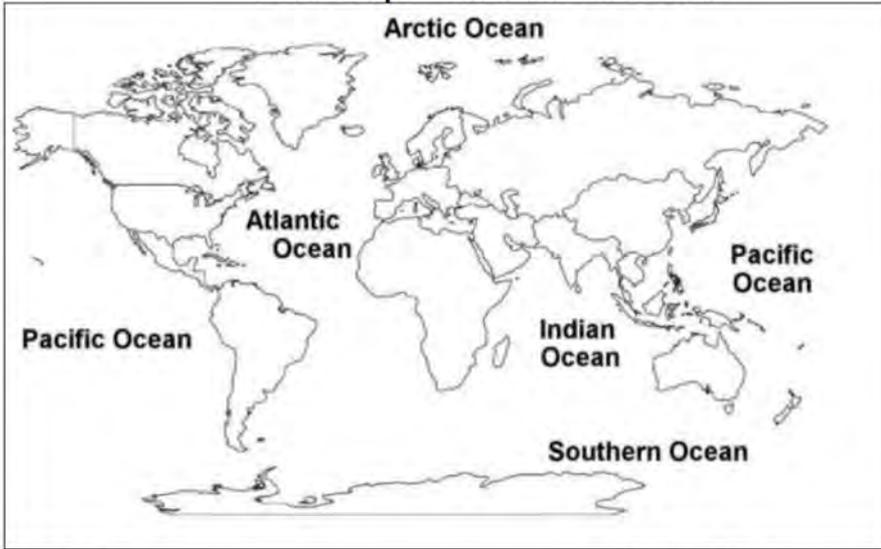
Marie Antoinette" Painted by Jacques Gautier d'Agoty in the year 1775



**Kindergarten** example: Simple word map and graphic organizer.

- **Geographic skills**
- **Economics (needs and wants)**
- **Reading and Writing**

**World Map: Continents and Oceans**



Land - Green

Water - Blue

Name: \_\_\_\_\_

Needs	Wants



Name: \_\_\_\_\_

### Adults Working to Meet Their Needs

Adults go to work to make money.



They make money at work.



They use the money to buy things.

1. Why do adults go to work?

\_\_\_\_\_

2. When adults work, what do they earn?

\_\_\_\_\_

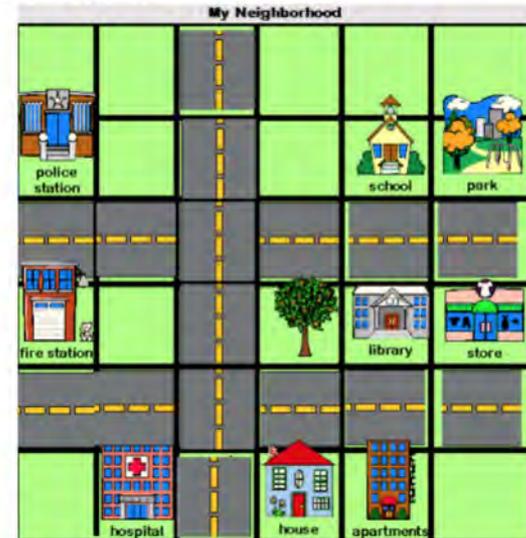
3. What things might they buy with the money they earn?

\_\_\_\_\_

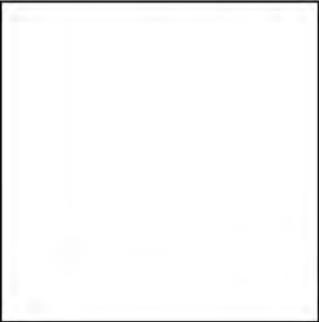
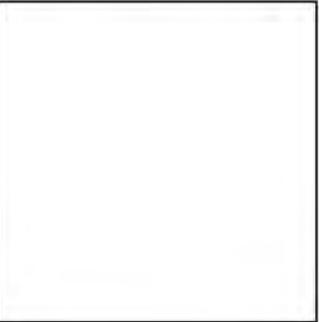
### Grade 1 Constructed Response Questions (left and below)

- Who, What, Where, When, Why, How (sourcing)
- Economic skills
- Geographic reasoning skills
- Reading and Writing

Base your answers to questions one through three on the map below and your knowledge of social studies.



Name \_\_\_\_\_ Date \_\_\_\_\_

Then	Now
	
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## Grade 2 Showing Change Over Time

- Using organizers to show change over time
- Using timelines to show progression
- Using pictures to compare and contrast
- Reading and Writing

Grade 2: My Community and Other United States Communities  
Unit 4: Change and Interdependence in Communities

Name: \_\_\_\_\_

Directions: Write the year you were born in the left side of the timeline. Write this year on the right side. With your parent/guardian, choose three events from the list below and add them to your personal timeline. You may write or draw the events and label them with the year the event took place. Events you might add to your timeline:

- First steps
- First words
- First day of school
- Special family event (a vacation, a wedding, the birth of a brother or sister)

### Events in My Life



(Year You Were Born) \_\_\_\_\_ (Current Year)

## Constructed Response Question Economic Activity in China



Look at the map of industry in China to answer these questions.

1. Name three agricultural products that are grown in China?

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2. Name three sources of energy produced in China?

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## Grade 3: CRQ (more complex)

- Analyzing maps/learning map skills
- Using documents
- Economic skills
- Geographic reasoning
- Reading and Writing

### Document Based Question: Analyzing Maps

#### Document 1 Compass Rose

The maps of the early explorers were beautiful works of art. Their maps would often have pictures of ships, angels, or fire-breathing dragons and sea monsters warning of dangers where they were traveling.



3. Looking at the map of China, why do you think most of the industries and economic activity are located in the east?

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## Grade 4 Industrialization

- **Causation**
- **Determining Point of View (tone, mood)**
- **Comparison and Contextualization:** How does industrialization create opportunities and problems?
- **Reading and Writing**

During the late 1800s and early 1900s, some children in the United States worked in mills, mines, and factories. Others worked on the streets selling newspapers, candy, flowers, or polishing shoes. Many children died while working because there were no laws to protect them.

**Answer these two questions next to each of the seven photographs:**

1. How would you describe what the children in the picture are doing?
2. How would you describe their mood?



*Yonkers, New York*

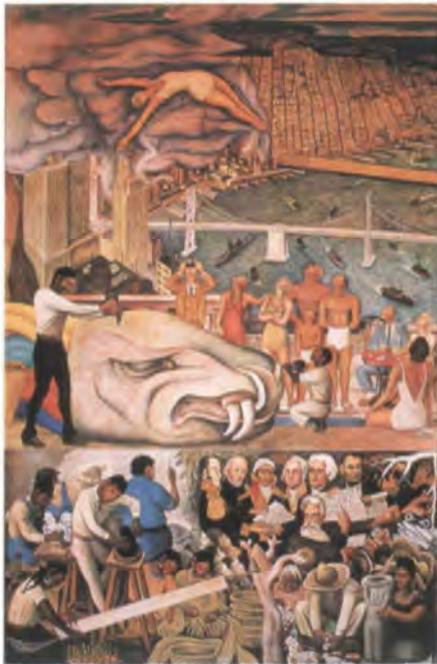


# *Pilot: 4th Grade Yonkers History Project Curriculum*

- Original curriculum using an inquiry approach.
- All 4th grade teachers trained on the curriculum.
- Teacher leaders in School 32, MLK, 5, Boyce Thompson are doing pioneering work.
- Resources include: grant funded field trips , district personnel, Philipse Manor Hall, Hudson River Museum, Old Croton Aqueduct, Sarah Lawrence College, Mercy College, Riverfront Library, Veterans Affairs, City Hall
- Celebration and events with First Lady Mary Calvi
- National Geographic Grant application for funding equipment for students to create documentaries.



## CRQ Pan American Unity Mural



This painting was created by Diego Rivera, (1886-1957) Mexico's famous muralist painter. He titled the mural, *Pan American Unity*. The mural was painted to be displayed in the San Francisco Bay area of California in 1940 and is a blend of the art, religion, history, politics and technology of all the countries in the Americas.

This picture above depicts (shows) only a small portion of the huge, ten panel mural.

## Grade 5 Constructed Response Question

- **Interdisciplinary** (art and history in this example)
- **Expansion of writing skills**
- **Themes and Ideas**
- **Viewpoint and Explanation**

1. Look closely at the activity or scenery in the panel and state one detail.

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2. What themes or ideas did Diego Rivera choose to communicate about the land or the people of the Americas in this panel?

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3. Do you think "Pan American- Unity" is a good title for this mural? Explain.

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## Materials distributed and reviewed at Social Studies meeting

- CRQ practice sets (PNW BOCES and NYSCSS)
- Stanford University Historical Thinking Chart (English/Spanish) – Accountable Talk
- Stanford University Sourcing Chart (English/Spanish)
- CRQ Template