Yonkers Public Schools
Social Studies

Progress Review and Path Forward

Dawn Bartz, Director of Social Studies
The Social Studies Course of Study in NYS has remained the same, even as the standards have shifted.

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<th>Course of Study</th>
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<td></td>
<td>Economics and Economic Decision Making</td>
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</tbody>
</table>
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
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
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.
Instructional Shift #1:
Focus on Conceptual Understanding

From

Facts
Breadth of Topics
Recall

To

Concepts and Content Knowledge
Depth within Topics
Transfer and Connections
Instructional Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

From

- Teacher as Disseminator
- Students Learn Facts from Textbook
- Students Retell Interpretations

To

- Teacher as Facilitator of Investigation
- Students Investigate the Social Sciences Using Multiple Sources
- Students Construct Interpretations and Communicate Conclusions
### Instructional Shift #3: Integrate Content and Skills Purposefully

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

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.*
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).

CRQ Example, Part I (there are 3 parts to the constructed response questions.)
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. Conceptual Understanding
- From Facts
- From Breadth of topics
- From Recall
To Concepts and Content Knowledge
To Depth within Topics
To Transfer and Connections

Shift 2. Foster Student Inquiry, Collaboration, and Informed Action
- From Teacher as Disseminator
- From Control
To Teacher as Facilitator of Investigation
To Understand, Inquire, 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
4.3 Colonial and Revolutionary in New York:

Unit 5: Inventing Cities and Towns
FROM A Social Studies Classroom Where...
Students experience an interactive reading and writing activity to learn about the history of New York City.

Students learn to navigate and write like social scientists.

INTEGRATE
FROM A Social Studies Classroom Where...
Students engage in a hands-on activity to explore the historical context of New York City.

Students develop skills in research and critical thinking.

INTEGRATE
- 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.
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
Gautier-D’Agoty renders Queen Marie Antoinette of France as a strong ruler in this 1775 portrait of her done in oil on canvas.
Kindergarten example: Simple word map and graphic organizer.
- Geographic skills
- Economics (needs and wants)
- Reading and Writing
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)
- Economic skills
- Geographic reasoning skills
- Reading and Writing
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 3: CRQ
(more complex)

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

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

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

2. Name three sources of energy produced in China?

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

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

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

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