



Our Students. Their Moment.


New York State Social Studies Update

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New York State K-12 Social Studies Framework

Development began in 2011; Content Advisory Panel and 3 public surveys

Adopted the New York State K-12 Social Studies Framework in April 2014

Presented with regulation change language at the October 2014 meeting

Approved regulation change at January 2015 meeting

Issued Field Memo March 2015

New York State K-12 Social Studies Framework





5 NYS Social Studies Learning Standards (1996)

- **Standard 1: History of the United States and New York**
- **Standard 2: World History**
- **Standard 3: Geography**
- **Standard 4: Economics**
- **Standard 5: Civics, Citizenship, and Government**

Sequence of Courses

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

Social Studies Practices



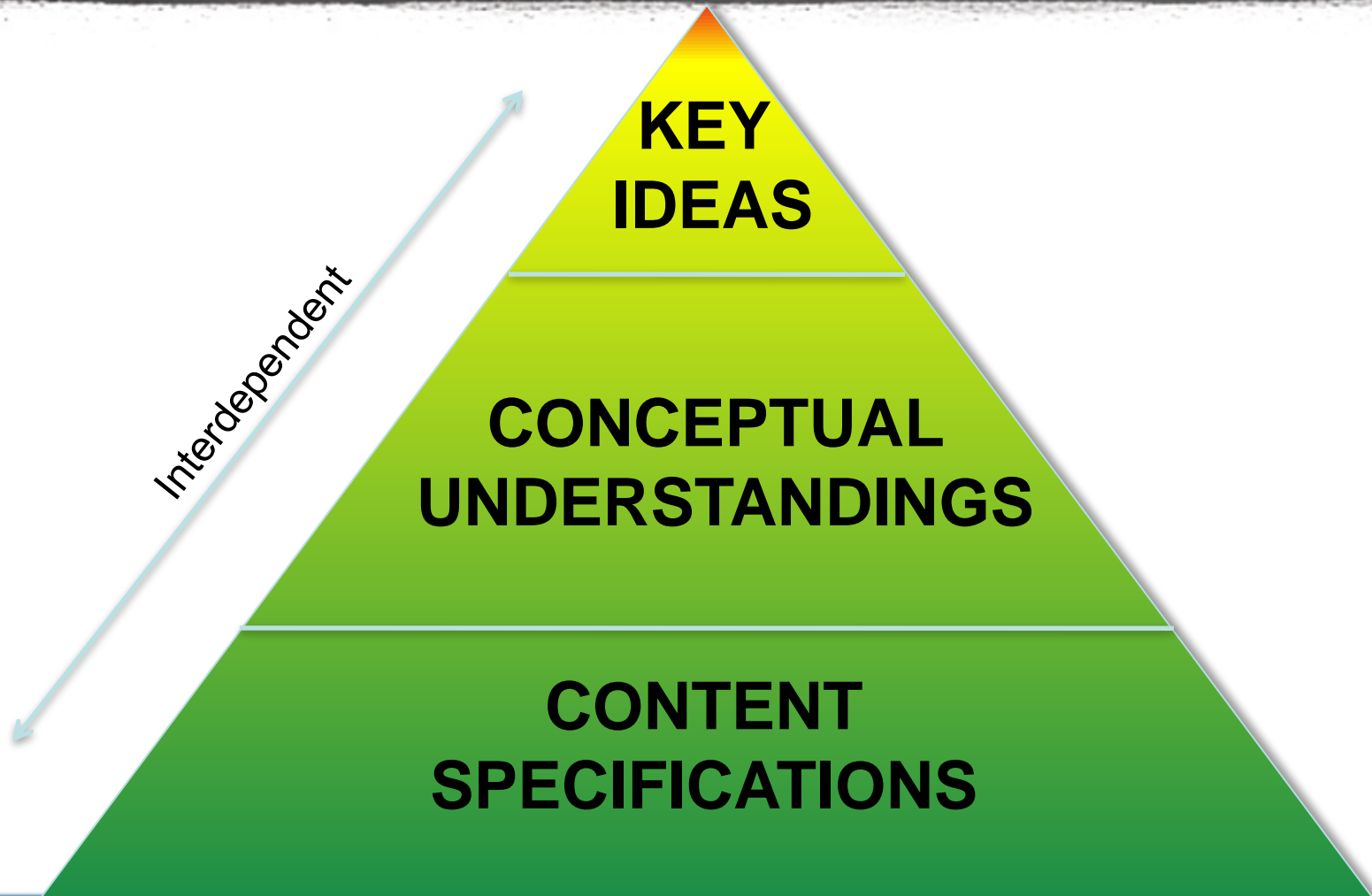
1. **Gathering, Using, and Interpreting Evidence**
2. **Chronological Reasoning and Causation**
3. **Comparison and Contextualization**
4. **Geographic Reasoning**
5. **Economics and Economics Systems**
6. **Civic Participation**

Common Core Literacy Skills



- **Reading**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge & Ideas
 - Range of Reading & Text Complexity
- **Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- **Speaking and Listening**
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas

The Foundation: Key Ideas, Conceptual Understandings & Content Specifications





COLLEGE CAREER & CIVIC LIFE **FRAMEWORK** FOR SOCIAL STUDIES STATE STANDARDS



Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action

Putting the Framework into Practice

- **Field Guide Publication**
 - <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>
- **Regulation Change for Social Studies Instruction**
- **Issue Field Memo**
- **Resource Toolkit Project**

Social Studies Regulation Change

Social Studies:

- 2 units of credit Global History and Geography required for diploma
- **NEW** 10th grade Regents exam (only 10th grade content)
- June 2018 will be first administration of **NEW** exam in Global History & Geography



4 + 1 Assessment Pathway Regulation Change

Students may take four Regents exams (ELA, Math, Science, and Social Studies) and a comparably rigorous assessment for the fifth required examination to graduate.

<http://www.p12.nysed.gov/ciai/multiple-pathways/>

Field Memo

<https://www.engageny.org/content/social-studies-framework-implementation>



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Assistant Commissioner
Office of Assessment, Standards and Curriculum

March 2015

To: BOCES District Superintendents
Superintendents of Public Schools
Principals of Public and Nonpublic Schools
Charter School Leaders

From: Candace H. Shyer

Subject: New York State K-12 Social Studies Framework Implementation, Course Requirements and Assessment Changes

This memorandum provides information on the roadmap for a comprehensive approach to Social Studies, discussed at the September 2014 meeting of the Board of Regents, which followed the Board's approval of the New York State K-12 Social Studies Framework. In January 2015, the Board approved pathways to graduation and various changes to the social studies requirements. For further information see: <http://www.regents.nysed.gov/meetings/2015Meetings/January/RegentsPathways.pdf>

Implementation Schedule

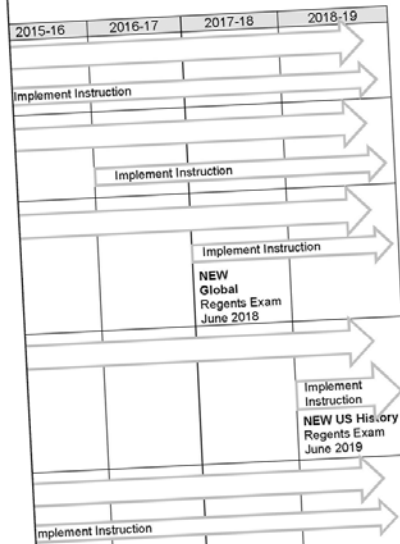
It is important for teachers and administrators to be familiar with the Social Studies standards and practices that are identified in the New York State K-12 Social Studies Framework. We strongly recommend that districts begin now to align existing curriculum in K-12 social studies with the Frameworks and implement instruction in not tested grade levels (K-8 and 12) no later than the start of the 2015-16 school year. The Frameworks can be found at <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

The new Global History and Geography II¹ Regents Exam will be first available in June 2018; the new US History Regents Exam will be first available in June 2019. To prepare students to meet these high school assessment requirements in social studies, students should be instructed in the content and the social studies practices found in the new framework for the Global History and Geography I (grade 9) course beginning in September 2016. Beginning in September 2017, instruction based on the new framework for the Global History and Geography II (grade 10) course, for that cohort should continue to the Global History and Geography in the United States History and Government course (grade 11) should commence in September 2018.

¹ See below for a summary of the differences between Global History and Geography I and II and the social studies Regents Exam test development timeline.

social studies practices in the New York State K-12 Social Studies Framework for grades K-12 for students to be successful on the social studies Regents Exam. Instruction in ELA modules that incorporate social studies, particularly in the development of social studies in all grades should review the social studies common core literacy skills for their courses, and incorporate social studies instruction.

Guide districts and outline the timeline necessary to plan for and the new Framework in order to prepare students for the new Regents Exam will be first available in June 2018.



Diploma Requirements

The Social Studies Framework adopted in April 2014, Global History and Geography I and II, consists of two distinct units of study. Global History and Geography I (Grade 9) begins with a period of Global Interactions from the Middle Ages to the Renaissance. Global History and Geography II (Grade 10) begins with a period of Global Interactions from the Enlightenment and Industrial Revolution, and continues with the American Revolution and the Civil War. The new Regents Exam measuring student knowledge and skills in Global History and Geography II (Grade 10) course is under development.

The first Regents Examination in Global History and Geography II will follow the new Regents Examination in United States History and Government in June 2019. These changes will be implemented in June 2019. Information about the design of the test and the timeline for the Regents Examination in Global History and Geography II for the new Regents Examination in United States History and Government will be available in June 2019.

The Board of Regents, the Board approved regulatory changes, as well as multiple pathways to graduation. Beginning in September 2016, students will be required to earn four units of credit in social studies, including two credits in Global History and Geography, and two credits in United States History and Government, or the equivalent.

Commissioner's Regulation regarding multiple pathways to graduation. Students may earn a high school diploma by passing the ELA Regents Exam, one math Regents Exam, one social studies Regents Exam, and one other assessment to fulfill the diploma requirements. Students may also earn a diploma by passing the ELA Regents Exam, one math Regents Exam, and one other approved pathway assessment. The pathway assessment will be available in June 2015 and beyond, and the Global History and Geography requirement will first apply to students in September 2016 or thereafter.

Information about the multiple pathways will be forthcoming. For more information, see: <http://www.regents.nysed.gov/meetings/2015Meetings/January/RegentsPathways.pdf>

The Social Studies Field Guide provides an explanation of the instructional shifts supporting the implementation of the Framework. It should make use of this information in developing or revising social studies instruction.

The Social Studies Resource Toolkit Project is a collaborative effort between New York State teachers, and State and national organizations. It is based upon the ideas contained in the Field Guide, the purpose of which is to provide more specific guidance to districts and schools, and classroom-based assessments. Instructional materials, are currently being developed, reviewed, and revised. These instructional resources and templates for every course in the Framework and incorporate elements of the C3 Framework, and will be made available beginning in March 2015 and the

Professional development support in partnership with the State Education Department (SED) and the New York State Council for the Social Studies will also provide professional development to various stakeholders, including local Social Studies councils.

For more information, contact the Office of State Assessment by email at amscurric@nysed.gov or by phone at 518-474-5900 for questions concerning the new Framework.

From the Field Memo

“The content, skills, and social studies practices in the New York State K-12 Social Studies Framework must be built across grades K-12 for students to be successful on the social studies assessments required for a diploma.

Instruction in ELA modules that incorporate social studies topics does not replace instruction in social studies, particularly in the development of social studies practices.

All teachers of social studies in all grades should review the social studies practices, as well as the common core literacy skills for their courses, and incorporate them, along with content, into their instruction.”

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	
				NEW Global Regents Exam June 2018	
Grade 11 US History & Government	Curriculum Development and Professional Development				
					Implement Instruction
					NEW US History Regents Exam June 2019
Grade 12 Economics Participation in Gov't	Curriculum Development and Professional Development				
		Implement Instruction			

Evidence-Centered Assessment Design

Evidence-Centered Assessment

Design in Practice

Kristen Huff

The College Board

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Regents Development

Evidence-Centered Design for SS Regents:

Identify the important concepts and skills for the exam

Identifies what is in and out of scope for the exam

The Social Studies Framework is our starting point

Write **claims**: explicate what students should know and be able to do at the end of the course that will be measured on the exam.

Write **evidence**: identify what a student needs to do/say/produce to support acquisition of the claim

Write **proficiency level descriptions**: what does it mean to get a 1, 2, 3, 4, or 5 on the exam?

Write **task models**: identify the structures or shells for collecting evidence for the claims

Resource Toolkit Update

The NY Toolkit Project

Part I: Conceptual Foundations of the Inquiry Design Model (IDM)

1. Inquiry begins with a question.
2. Inquiry topics and outcomes should be grounded in standards.
3. Content knowledge *and* disciplinary skills are integrated within an investigation.
4. Students are active learners within an inquiry.
5. The purpose of assessment is for learning.
6. Disciplinary sources are the building blocks of inquiry.
7. Students need opportunities to practice citizenship.
8. Social Studies shares in the responsibility for literacy.
9. Inquiries cannot be all inclusive.
10. Inquiries are best mediated by skilled teachers.

Part II: Grade-Level Inquiries

14 Annotated Inquiries

70 Abridged Inquiries

IDM Inquiry Templates

Part III: Professional Learning Resources

Description of the IDM Blueprint

Power Points Presentations on IDM

IDM Workshop Handouts

IDM in Practice: Video Vignettes

5th Grade Sample Inquiry Part I

5th Grade - Banana Trade	
Compelling Question	What is the <i>real</i> cost of bananas?
New York State Social Studies Framework Key Idea(s) & Practices	5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. <i>Gathering, Using, and Interpreting Evidence; Geographic Reasoning; Comparison and Contextualization</i>
Staging the Compelling Question	Brainstorm a list of food and other products found in their homes that are typically imported from other countries.

Sample Inquiry

Part II

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where do bananas come from?	Who are the big winners and losers in the banana industry?	What are Fair Trade bananas?	Should children be allowed to work in the banana industry?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a map, identifying the countries in Latin America from which the United States imports bananas.	Write a paragraph in answer to the supporting question using textual evidence from the sources.	Create a chart detailing the pros and cons of Fair Trade bananas.	Discuss the issue of child labor in the banana industry using evidence from sources to support their ideas.

Sample Inquiry

Part III

Featured Source	Featured Source	Featured Source	Featured Source
Source A: Information about the banana industry from the United Nations Conference on Trade and Development	Source A: Chiquita Corporation Information	Source A: Fair Trade International Information Source B: El Guabo Information	Source A: Cornell University ILR School, "Child Labour in Latin America" Source B: Time Magazine Article, "In Latin America, Looking at the Positive Side of Child Labor"

Inquiry

Part IV

Summative Performance Task	What is the <i>real</i> cost of bananas? Construct an argument (e.g. detailed outline, poster, essay) that discusses the real cost of bananas using specific claims and relevant evidence from historical sources while acknowledging competing views.
Taking Informed Action	<p>Understand: Survey existence of fair trade products and business people's feelings about them in local area.</p> <p>Assess: Compile the results of the survey to determine the perspectives of people in the area.</p> <p>Act: Make a presentation of the findings to the local Chamber of Commerce, Rotary Club, or other service organization.</p>

Was the French Revolution Successful?



Painting by Jacques-Louis David of the Tennis Court Oath.
David later became a deputy in the National Convention in 1792.

10TH GRADE FRENCH REVOLUTION INQUIRY

SUPPORTING QUESTIONS

- 1 What were the social, economic, and political problems in pre-revolutionary France?
- 2 How did the relationship between the French people and the King change in the early stages of the Revolution?
- 3 How did Robespierre justify the Reign of Terror?
- 4 How did Napoleon change the course of the Revolution?

WAS THE FRENCH REVOLUTION SUCCESSFUL?

New York State
Social Studies
Framework Key
Idea(s) & Practices

10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

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

Staging the
Question

Discuss the concept of *revolution* through a series of photographs that depict the recent Egyptian uprising (2011-2013).

Supporting Question 1

What were the social, economic, and political problems in pre-revolutionary France?

Formative Performance Task

Create a 3-column chart identifying social, economic, and political problems in pre-revolutionary France.

Featured Sources

- ✓ Political cartoon of the Three Estates, 1788
- ✓ Graph of the Three Estates: Population, Land Ownership and Taxation
- ✓ *Cahiers of 1789: The Third Estate of Carcassonne*

Supporting Question 2

How did the relationship between the French people and the King change in the early stages of the Revolution?

Formative Performance Task

Write 1-2 paragraphs explaining how the relationship between the French people and the King changed between 1789-1793.

Featured Sources

- ✓ *Declaration of the Rights of Man and Citizen* (1789)
- ✓ *Declaration of the Rights of Woman and Citizen* (1791)
- ✓ *The Decree Abolishing the Feudal System* (1789)

Supporting Question 3

How did Robespierre justify the Reign of Terror?

Formative Performance Task

Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.

Featured Sources

- ✓ Engraving of Robespierre and the guillotine (1793)
- ✓ Speech by Maximilien Robespierre (1794)

Supporting Question 4

How did Napoleon change the course of the Revolution?

Formative Performance Task

Develop a claim supported by evidence about how Napoleon changed the course of the French Revolution.

Featured Sources

- ✓ Painting, *Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine* (1804)
- ✓ Napoleon's Account of the Internal Situation of France in 1804

Summative Performance Task

Was the French Revolution successful? Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

Extension: Express these arguments in a perspective-taking exercise using the medium Twitter.

Taking Informed Action

- » **Understand:** Investigate a current "unfinished revolution" focusing on a group of people who are currently trying to revolutionize some aspect of society. These could be additional political revolutions, but could also be economic, social, or even technological.
- » **Assess:** Examine the extent to which the current attempt at revolution is successful and state one's personal stance on the justification for the revolution or whether it is in fact a revolution.
- » **Act:** Write a school or local newspaper editorial on a current "unfinished revolution." Within the editorial, students could discuss their positions on the efforts of those trying to revolutionize and the extent to which those efforts are currently successful.

New York State Council for the Social Studies Summer Institute

The NYS Social Studies Resource Toolkit

Monday, July 20 – Wednesday, July 22, 2015

Empire State Plaza

Albany, NY

Registration is open NOW

<http://nyscss.org/institute/register/>

SED Priority: Social Studies at Elementary Grades



Focus on Social Studies Practices in ALL grades

- 1) Gathering, Interpreting and Using Evidence**
- 2) Chronological Reasoning and Causation**
- 3) Comparison and Contextualization**
- 4) Geographic Reasoning**
- 5) Economics and Economic Systems**
- 6) Civic Participation**



Geographic Reasoning

Have students create their own maps

- Classroom, school playground, neighborhood
- Compare and contrast maps

What perspective was used to construct the map: pictorial (frontal view) or panoramic (elevated view) or aerial (bird's eye view)

What symbols are used on the map

What is included and what is omitted



During informal sharing time or morning meetings

- Students can identify where their families have lived or traveled
- Draw the route the class is taking on a field trip
- Discuss physical and human characteristics of places where local, national & world events are occurring

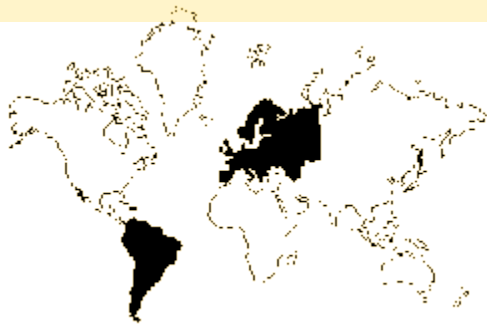
During literacy instruction, use maps to

- Have students identify settings of stories
- Trace characters travel routes
- Identify physical and human environment of story settings on maps



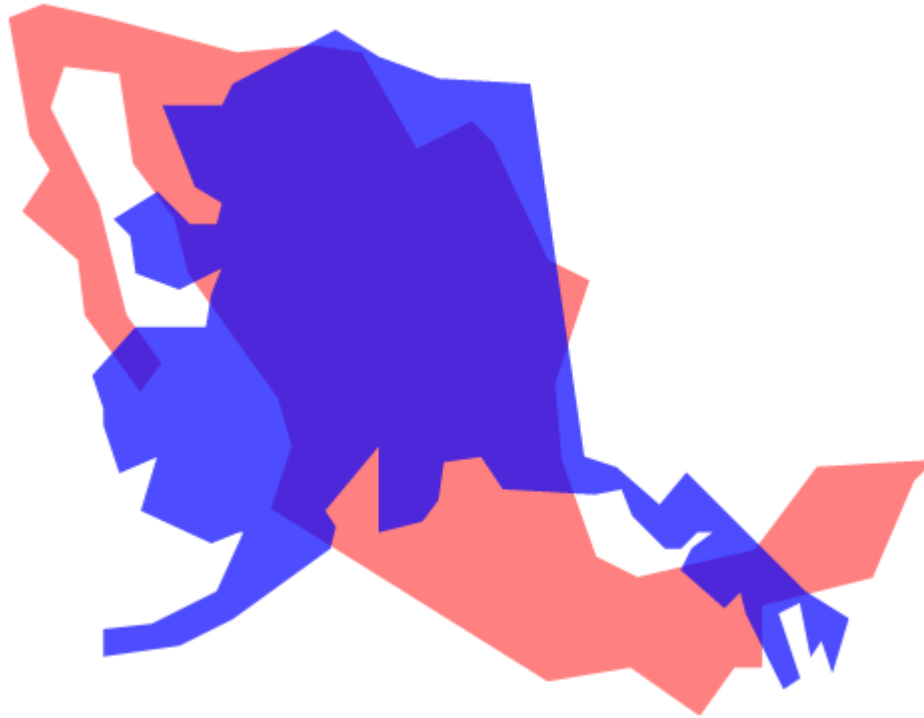
- Which has more square miles, Europe or South America?
- Does Alaska or Mexico have a larger landmass?
- Which has a larger landmass, the Scandinavian countries of Norway, Sweden, and Finland or India?

Europe compared to South America



- Europe is 3.8 million square miles.
- South America is 6.9 million square miles.

Mexico (1,964,375 km²) is **1.14** times as big as **Alaska**
(1,717,854 km²)




WORLD MAP

<https://thecornersoftheworld.files.wordpress.com/2013/03/adfsfa3.jp>

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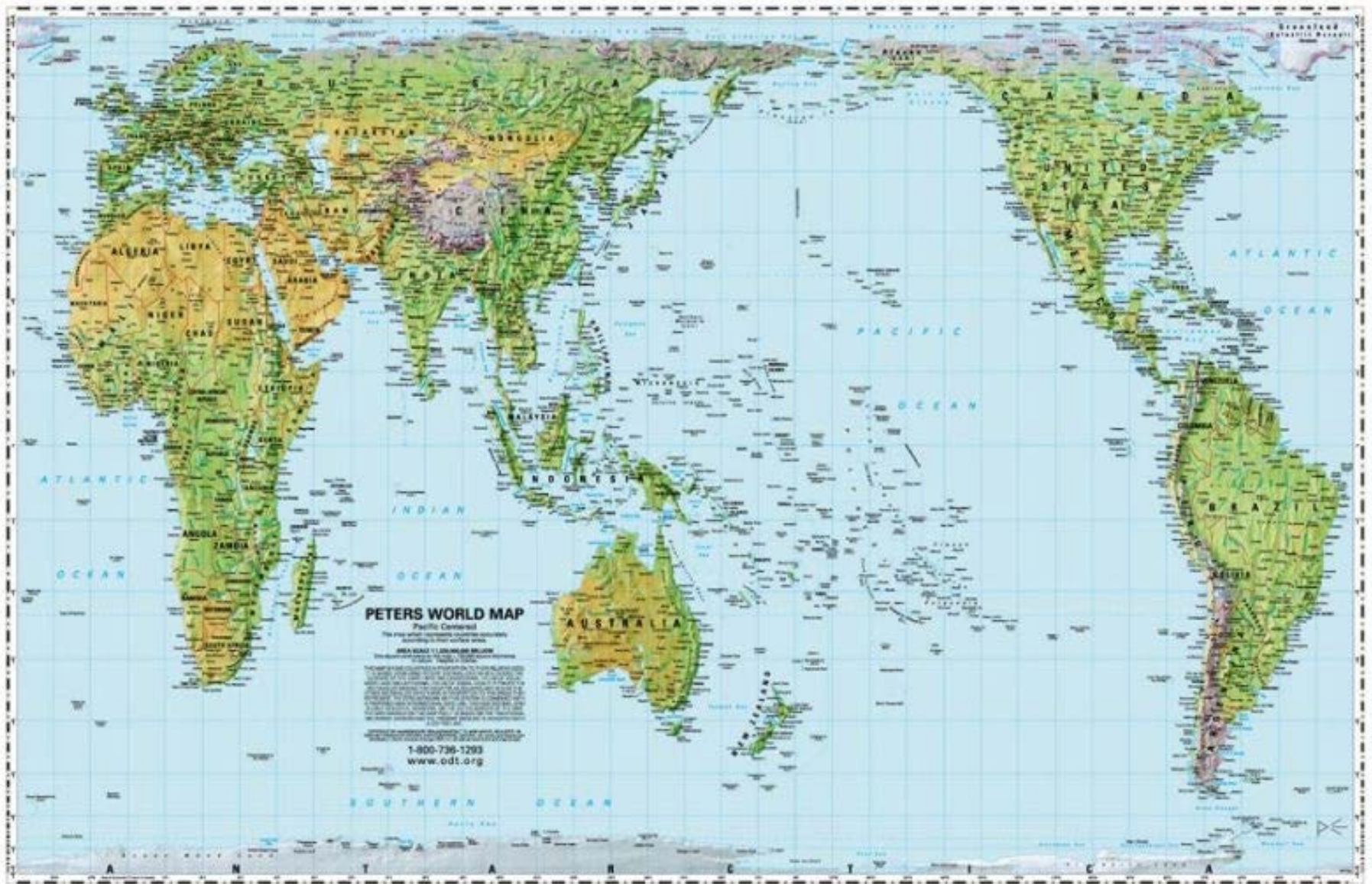


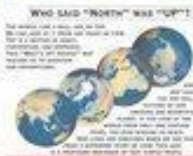


Map suggests Scandinavian countries are larger than India, whereas in reality India is three times the size

- Norway covers an area of 323,802 sq km
 - Sweden covers an area of 450,295 sq km
 - Finland covers a total land area of 338,145 sq km
- Total: 1,112,242

- India is the 7th largest country in the world by area with 3,287,263 square kilometers.





The True Size of Africa

A small contribution in the fight against rampant *Immappancy*, by Kai Krause

Graphic layout for visualization only (some countries are cut and rotated)
But the conclusions are very accurate: refer to table below for exact data

COUNTRY	AREA x 1000 km ²
China	9.597
USA	9.629
India	3.287
Mexico	1.964
Peru	1.285
France	633
Spain	506
Papua New Guinea	462
Sweden	441
Japan	378
Germany	357
Norway	324
Italy	301
New Zealand	270
United Kingdom	243
Nepal	147
Bangladesh	144
Greece	132
TOTAL	30.102
AFRICA	30.221



Top 100 Countries

Area in square kilometers, Percentage of World Total
Sources: Britannica, Wikipedia, Almanac 2010

		AREA km ²	%
1	Russia	17.098.242	11,50
2	Canada	9.984.670	6,70
3	China	9.596.961	6,40
4	United States	9.629.091	6,40
5	Brazil	8.514.877	5,70
6	Australia	7.692.024	5,20
7	India	3.287.263	2,30
8	Argentina	2.780.400	2,00
9	Kazakhstan	2.724.900	1,80
10	Sudan	2.505.813	1,70
11	Algeria	2.381.741	1,60
12	Congo	2.344.858	1,60
13	Greenland	2.166.086	1,50
14	Saudi Arabia	2.149.690	1,40
15	Mexico	1.964.375	1,30
16	Indonesia	1.960.360	1,30
17	Libya	1.759.540	1,20
18	Iran	1.628.750	1,10
19	Mongolia	1.564.100	1,10
20	Peru	1.285.216	0,86
21	Chad	1.284.000	0,86
22	Niger	1.267.000	0,85
23	Angola	1.246.700	0,85
24	Malawi	1.240.192	0,83
25	South Africa	1.221.037	0,82
26	Colombia	1.141.748	0,76
27	Ethiopia	1.104.300	0,74
28	Bolivia	1.098.581	0,74
29	Mauritania	1.025.520	0,69
30	Egypt	1.002.000	0,67
31	Tanzania	945.087	0,63
32	Nigeria	923.768	0,62
33	Venezuela	912.050	0,61
34	Namibia	824.116	0,55
35	Mozambique	801.590	0,54
36	Pakistan	796.095	0,53
37	Turkey	783.562	0,53
38	Chile	756.102	0,51
39	Zambia	752.612	0,51
40	Myanmar	676.578	0,45
41	Afghanistan	652.090	0,44
42	Somalia	637.657	0,43
43	France	632.834	0,43
44	C. African Rep	622.964	0,42
45	Ukraine	603.500	0,41
46	Madagascar	587.041	0,39
47	Botswana	582.000	0,39
48	Kenya	580.367	0,39
49	Yemen	527.968	0,35
50	Thailand	513.120	0,34
51	Spain	505.992	0,34
52	Turkmenistan	488.100	0,33
53	Cameroon	475.442	0,32
54	Papua New Guinea	462.840	0,31
55	Uzbekistan	447.400	0,30
56	Morocco	446.550	0,30
57	Sweden	441.370	0,30
58	Iraq	438.317	0,29
59	Paraguay	406.752	0,27
60	Zimbabwe	390.757	0,26
61	Japan	377.930	0,25
62	Germany	357.114	0,24
63	Rep. of Congo	342.000	0,23
64	Finland	338.419	0,23
65	Vietnam	331.212	0,22
66	Malaysia	330.823	0,22
67	Norway	323.802	0,22
68	Côte d'Ivoire	322.463	0,22
69	Poland	312.685	0,21
70	Oman	309.500	0,21
71	Italy	301.338	0,20
72	Philippines	300.000	0,20
73	Burkina Faso	274.222	0,18
74	New Zealand	270.467	0,18
75	Gabon	267.668	0,18
76	Western Sahara	266.000	0,18
77	Ecuador	256.369	0,20
78	Guinea	245.857	0,17
79	United Kingdom	242.900	0,16
80	Uganda	241.038	0,16
81	Ghana	238.539	0,16
82	Romania	238.391	0,16
83	Laos	236.800	0,16
84	Guyana	214.969	0,14
85	Belarus	207.600	0,14
86	Kyrgyzstan	199.951	0,13
87	Senegal	196.722	0,13
88	Syria	185.180	0,12
89	Cambodia	181.035	0,12
90	Uruguay	176.215	0,12
91	Suriname	163.820	0,11
92	Tunisia	163.610	0,11
93	Nepal	147.181	0,10
94	Bangladesh	147.570	0,10
95	Tajikistan	143.100	0,10
96	Greece	131.957	0,09
97	Nicaragua	130.373	0,09
98	North Korea	120.536	0,08
99	Malawi	118.484	0,08
100	Eritrea	117.600	0,08

In addition to the well known social issues of *illiteracy* and *immaturity*, there also should be such a concept as "*immappancy*", meaning *insufficient geographical knowledge*.

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather unsettling, the majority chose "*1-2 billion*" and "*largest in the world*", respectively.

Even with Asian and European college students, geographical estimates were often off by factors of 2-3. This is partly due to the highly distorted nature of the predominantly used mapping projections (such as *Mercator*).

A particularly extreme example is the worldwide misjudgement of the true size of *Africa*. This single image tries to embody the massive scale, which is larger than the *U.S., China, India, Japan* and *all of Europe*..... combined!

4/26/2015



Economics and Economic Systems

How Do Children Understand the Economic World?

Several studies have focused on the child's understanding of various aspects of the economy. According to these studies, young children often think that:

- Buying things in shops is a ritual, not an exchange involving profit.
- Work and income are not connected.
- The price tag or size determines price.
- The value of money comes from its color, pictures, size, or serial number.
- Banks are safe places to store money.
- Property is owned by those who are near it.

<http://socialstudies.org/system/files/publications/yl/1102/110202.html>

James D. Laney and Mark C. Schug

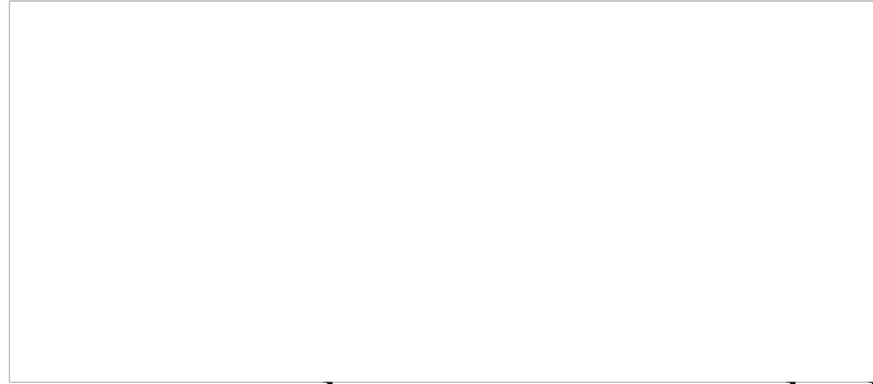
It's Never Too Early: Why Economics Education in the Elementary Classroom

Bonnie T. Meszaros and Stella Evans

Most egregious is the inclusion of incorrect economic information in some books aimed at students or their teachers. Definitions and examples are wrong. For example, “capital” has been defined as money, and “people” are identified as natural resources. “Demand” may be defined as how much consumers want of something, and “supply” as the amount of goods for sale. These are not economically correct definitions.



ECONOMICS for Kids



Kids Econ Posters and other Resources

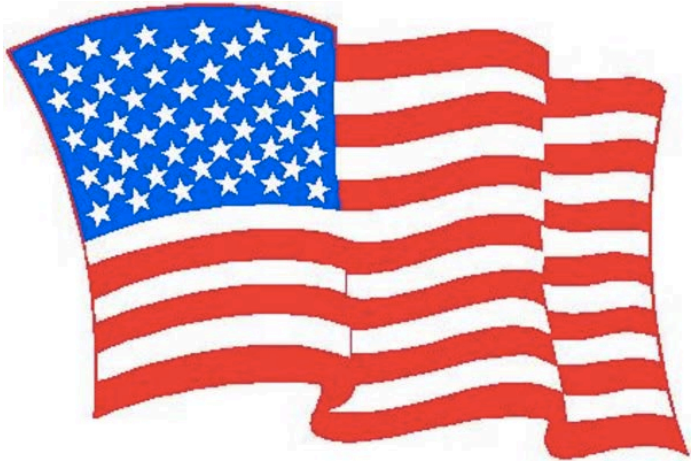
<http://www.kidseconposters.com>

Council for Economic Education

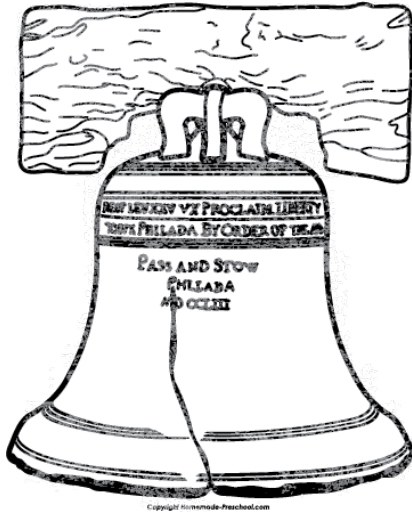
<http://www.econedlink.org/>

Children's Literature for Understanding Economics

<http://classroomclues.com/>



Civic Participation



<http://bensguide.gpo.gov/k-2/index.html>





<http://kids.usa.gov/>

Kids.gov is the U.S. government's official web portal for kids



CIVICS RENEWAL NETWORK

A Republic, If We Can Teach It

www.civicsrenewalnetwork.org

A consortium of nonpartisan, nonprofit organizations committed to strengthening civic life by providing high-quality, no-cost learning materials.



Center for Civic Education

<http://www.civiced.org/>

ENGAGE

60 second civics quiz

CURRICULUM

Lesson Plans

CCLS FOR LITERACY IN THE CONTENT AREAS

What it does NOT mean

- content teachers are reading teachers
- content teachers are ELA teachers
- ELA teachers are reading teachers
- ELA teachers are content (social studies, science, etc.) teachers

What it means

- ALL teachers are responsible for ensuring that their students (inclusive of ELLs and SWDs) have *equitable* access to the content in their discipline.

How can we insure that students acquire literacy in the content areas at all grade levels?



SCAFFOLDS FOR READING COMPLEX TEXT

ADDITIONAL TEACHER OPTIONS

- Chunking
- Reading and rereading
- Read aloud
- Strategic think aloud
- Scaffolding questions
- Heterogeneous small groups
- Recording
- Pre-prepping struggling readers to support confidence and participation
- Annotation strategies
- Cornell notes
- Paraphrasing and journaling



WHEN STUDENTS CAN'T READ THE TEXT IN CONTENT AREAS



Educators say:

- My student/s can't read
- I have no time to slow down [dumb down]
- I'm not an ELA/AIS/SWD teacher/social worker/parent
- I don't have the resources
- I'm not a reading teacher

Possible Solutions:

- Recognize fair is not equal
- Look beyond the textbook
- Adjust curriculum (administrative collaboration/support)
- Online/Administrators
- Guided reading, group reading, pair reading, accountable independent reading





Literacy is not about P-12. It is about succeeding beyond Common Core.

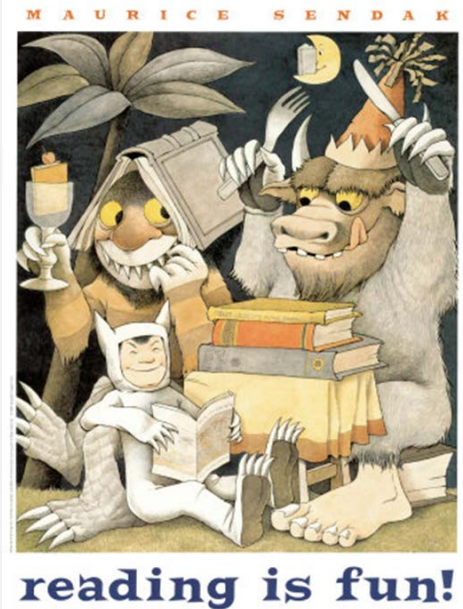
It's also about **EMPOWERMENT**- creating a culture where all teachers are empowered to embrace the Common Core and work together for student achievement.



FREE TEXT COMPLEXITY RESOURCES

Quantitative Measures

- *ATOS Analyzer from Renaissance Learning:*
<http://www.renlearn.com/ar/overview/atos/>
 - *Degrees of Reading Power from Questar:*
<http://www.questarai.com>
 - *The Lexile Framework from Metamatrix:*
<http://www.lexile.com/analyzer>
 - *Coh-Metrix Easability Tool from University of Memphis:*
<http://141.225.42.101/cohmetrixgates/Home>
 - *Reading Maturity from Pearson Knowledge Technologies:*
<http://www.readingmaturity.com> (Beta site)
 - *SourceRater from Educators Testing Service:*
<http://naeptba.ets.org/SourceRater3/> (Beta site)
 - *Readability-Score.com*
<https://readability-score.com/>
 - *Flesch-Kincaid (part of your Microsoft Word)*
- <https://www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources>



Text Complexity Tools:

<http://achievethecore.org/page/642/text-complexity-collectionqualitative-measures>

RESOURCES

Literacy Design Collaborative:

<https://ldc.org/how-ldc-works/overview>

Teaching Channel.org- videos on cross-discipline work and a series of inquiry-based teaching:

<https://www.teachingchannel.org/videos/inquiry-based-teaching-discussing-non-fiction>

Text Complexity, NTI 12/2014:

<https://www.engageny.org/resource/december-2014-nti-understanding-text-complexity-grades-3-8>

<https://www.engageny.org/resource/december-2014-nti-understanding-text-complexity-grades-9-12>

Explicit Instruction (Vocabulary):

<http://explicitinstruction.org/>

