

Social Studies Leadership Network

February 2, 2017



INSTRUCTIONAL SUPPORT

Welcome to the Social Studies Leadership Network!

- Please sign in.
- Pick up the agenda and the handouts on the sign-in table.

Welcome

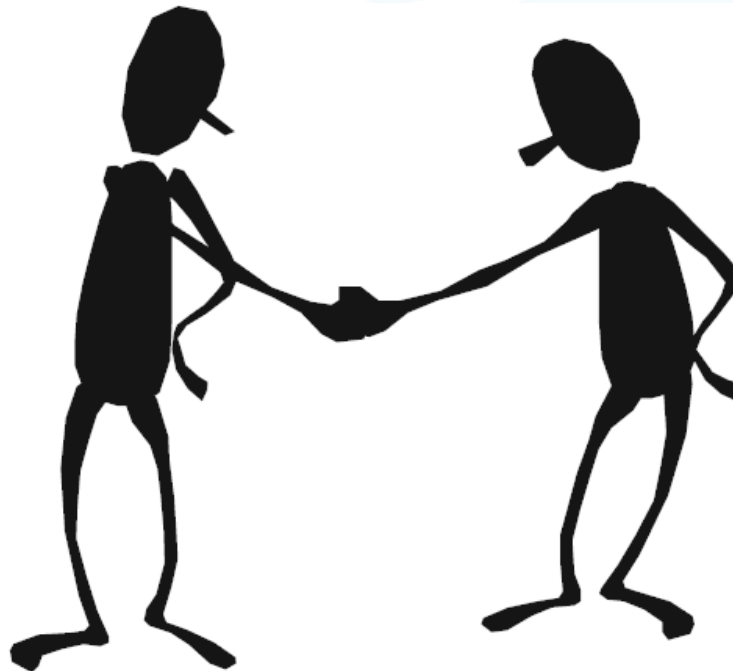
Agenda

- Introductions
- Upcoming Events
- Updates and Information
- SS Statewide PD Network
- SLS Resources



Welcome!

- Who is here?
- Please share your district, school and role.



Upcoming Events!!



INSTRUCTIONAL SUPPORT

Social Studies PD Opportunities

Social Studies
Collaborative
2/15, 4/26, 5/31

Media Literacy: The
21st Century Survival
Skill (SLS)
3/24

QFT Workshop: The
Right Questions Make
all the Difference (SLS)
4/4

Social Studies
Leadership Network
6/1

Teaching with Primary
Sources with John Lee
and David Hicks (SLS)
8/8 and 8/9

NYSCSS Conference

MARCH 23-25, 2017

Albany Capital Center

**Ages and Pages: With Literacy and Justice
for All**



The banner features a dark background with a globe on the left and a globe on the right. In the bottom left corner, there is an image of an open book and a small globe. The text is centered and includes the NYSCSS logo, the conference title, the NYS4A logo, and the website address.

 **NYSCSS**
New York State
Council for the Social Studies

79th Annual Conference

NYS4A 
New York State
Social Studies Supervisory Association

Ages & Pages
With Literacy and Justice For All

www.nyscss.org

Social Studies @ OCM BOCES

- [Web page](#) – contain general resources, as well as materials from summer sessions and the SS Leadership Network
- [Newsletter](#) – monthly
- [Blog](#) - bimonthly
- Contact Jenny Fanelli-jfanelli@ocmboces.org



Updates and Information


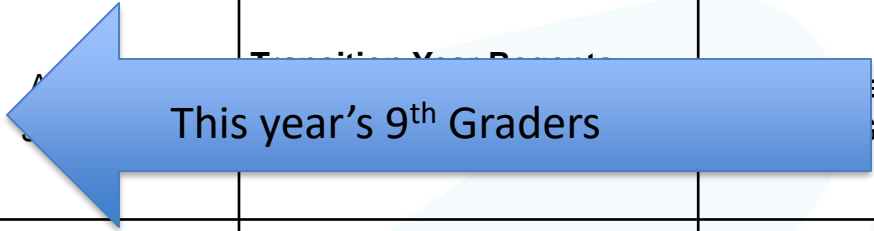
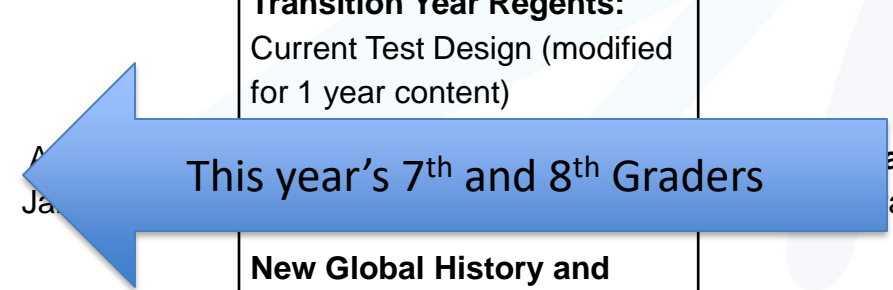
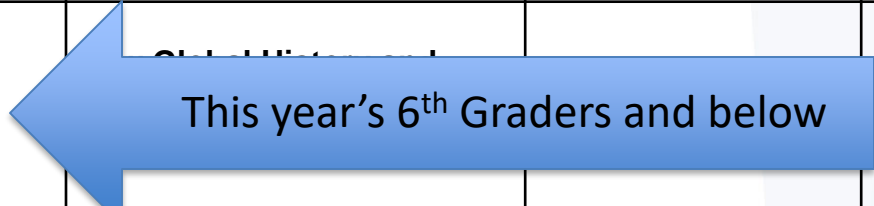


INSTRUCTIONAL SUPPORT

Assessment Update from SED

- CAP Assessments groups met on 1/9/2017
- Global History Committee is continuing work on new Global assessment
- US History Committee starting to work on US Regents

The Timeline

	TEST ADMINISTRATION DATES	TEST DESIGN	COURSE COVERAGE	CURRICULUM BASE
CURRENT	June 2017	 <p>This year's 10th Graders</p>	<p>ars th Grades</p>	1998 Core Curriculum
TRANSITION	June 2018	 <p>This year's 9th Graders</p>	<p>ear Grade</p>	1998 Core Curriculum
OVERLAP*	June 2019 June 2020	 <p>This year's 7th and 8th Graders</p>	<p>ar ade</p>	<p>1998 Core Curriculum</p> <p>OR</p> <p>2014 NYS Social Studies Framework</p>
NEW	After June 2020	 <p>This year's 6th Graders and below</p>	<p>Old History</p>	2014 NYS Social Studies Framework

The Test

Current Regents	Transition Year Regents	New Global History and Geography II Regents
50 Multiple Choice Questions	30 Multiple Choice Questions	25-30 Stimulus Based Multiple Choice Questions
1 Thematic Essay	1 Thematic Essay	3 Sets of Short Answer Questions
1 DBQ with Scaffolding Questions and Essay	1 DBQ with Scaffolding Questions and Essay	1 Extended Essay

Transition Regents

- Field testing of items for June 2018 will be done this spring (May).
- District Testing Coordinators will get request letters.
- Fewer Multiple Choice questions, but weighting of sections is the same as with current exam.

New Test

- Field testing of items for June 2019 will be done this spring (May).
- Teachers have been writing items for all three sections.
- Items need to be edited and will be in print by April for May field testing.
- Weighting of sections not yet determined.

New Test

- Both Transition and New Exams will be available from June 2019 to June 2020.
- Districts need to decide:
 - Which test?
 - For which students?
- Transition exam and New exam will not be given on the same day. New exam will be given earlier to allow for standard setting (in the first year).
Probably will not know results of New exam before Transition exam is given (in the first year)

New Test

- No rule that prevents students from taking both. **BUT:**
 - Both scores must be reported
 - Considerations of students sitting for two Global exams (student, parent and teacher concerns)
 - Considerations of what and how have students been taught

**The only thing we know for sure
is that we don't know anything
for sure!**



What's Going On?



INSTRUCTIONAL SUPPORT

What's Going On?

- Please share what is going on in your schools/districts around social studies instruction.
- What is going well?
- What are the challenges?
- What resources are you using?
- What resources do you need?



Social Studies Statewide PD Network



INSTRUCTIONAL SUPPORT

Social Studies Statewide PD Network

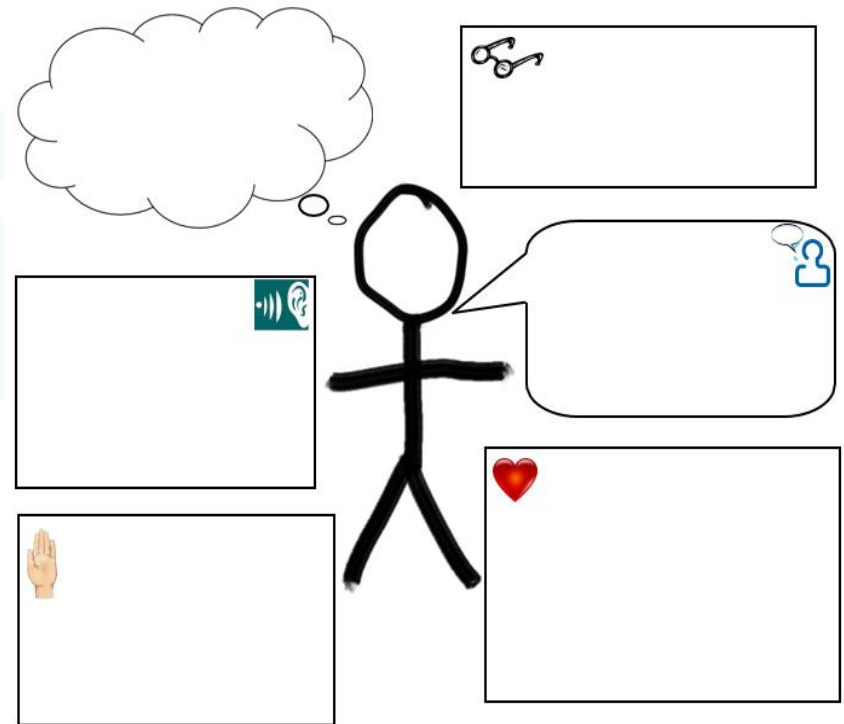
- 3 Meetings this year → October, January and May
- Intent is provide support and professional development for BOCES professional development staff to share with teachers, schools and districts.
- January meeting was about Leadership and Social Studies Steve LaMorte from Rochester City School District

Steve's Questions

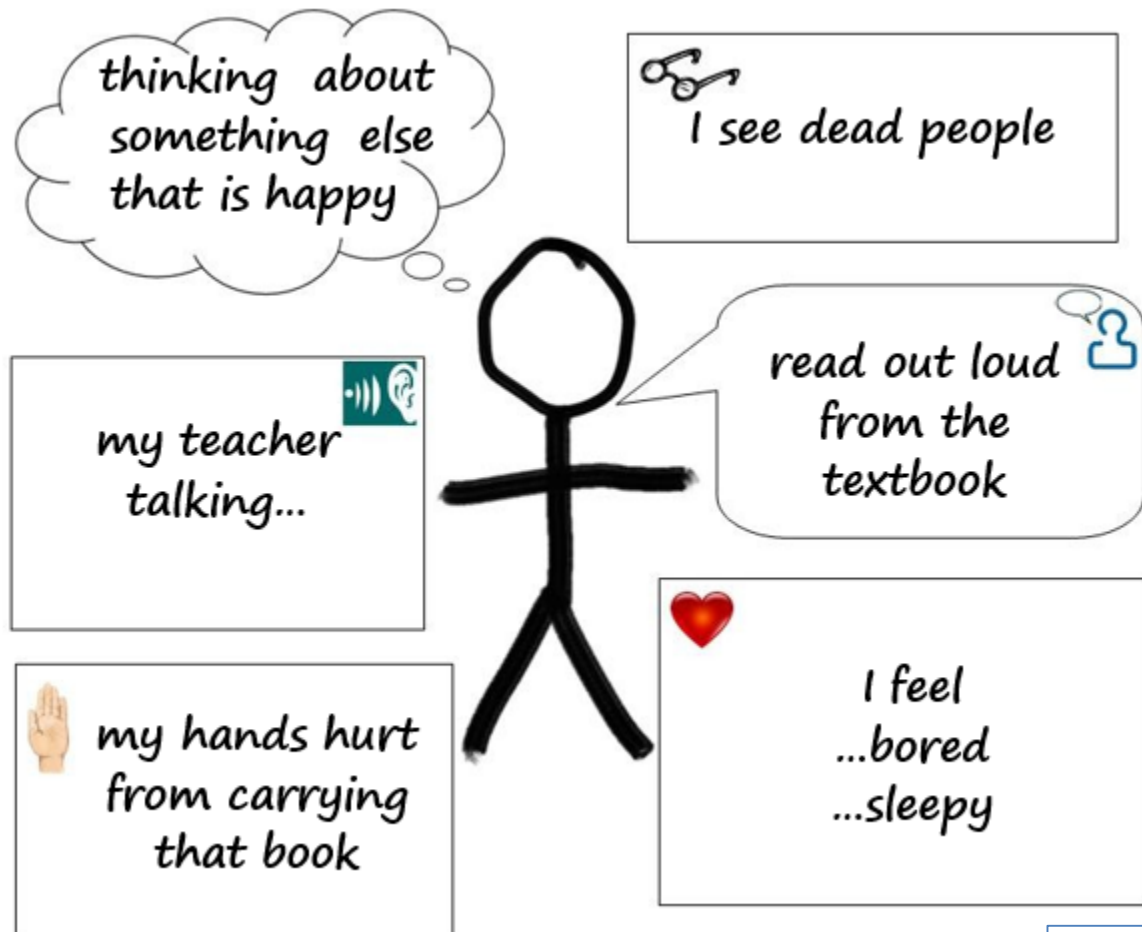
- How do we approach district-wide implementation of the practices?
- How do we connect social studies practices with classroom assessment?
- What are instructional/assessment related “look–fors”/practices in the classroom?
- What are administrator moves that promote growth when it comes to the practices?

When you think about social studies...

- What answers would your students give?
- What answers would we like to see?



When you think about social studies...



When you think about social studies...



Steve LaMorte

**Start with
WHY?**

Why?

Steve LaMorte

Start with the WHY!



A Vision of a Social Studies Graduate

DRAFT

To plan for success, we must start with a vision of what we believe our students should know, be able to do, and be like when they graduate from our schools. The aim of the social studies program is to ensure that our graduates are fully able to:



- Critically examine the past to understand the present
- Think analytically about issues we face in our community and world
- Inquire about and respect the cultures and perspectives of others
- Thoroughly and objectively investigate all sides of issues
- Actively participate politically and socially in our society
- Confidently expresses informed opinions and perspectives
- Take informed action to promote political, economic, and social justice and positively impact our future
- Innovatively create solutions to personal and community problems

Steve LaMorte

Then move to the how...



Instructional Priorities in Social Studies



Priority 1 Fostering student engagement through inquiry, relevant content, and taking informed action.	Priority 2 Analyzing sources and using evidence to create social studies claims and arguments.	Priority 3 Targeting specific social studies practices in the teaching and learning process.
We will create relevant learning experiences which promote student engagement and critical thinking.	We will create learning experiences that engage students in analyzing authentic sources to create and defend arguments.	We will overtly integrate specific Social Studies Practices as delineated in the NYS K-12 Social Studies Framework into instruction.
<p>Look Fors in lesson planning and classroom activity*:</p> <ul style="list-style-type: none"> • Inclusion of compelling and essential questions in lesson plans. (1e) • Teacher and student use of compelling and essential questions during class activities. (3a, 3b) • The use of culturally relevant examples and current events to fuel engagement and connect to student interest. (1a, 1b) • Students working together in collaborative groups. (1e, 3c) • Student-generated questions. (3c) • Teacher use of higher order questioning techniques. (3b) • Students applying knowledge and skills to current issues and situations. (3a, 3c) 	<p>Look Fors in lesson planning and classroom activity*:</p> <ul style="list-style-type: none"> • Strategies and protocols used to engage students in the analysis of a variety of authentic sources. (1a, 1c) • Activities that ask students to and support them in making meaning of documents and authentic sources. (1e, 3c,) • Students creating social studies-based claims and arguments based on evidence. (1c, 3d) • Students and teachers using rubrics to shape and evaluate their work. (3d) 	<p>Look Fors in lesson planning and classroom activity*:</p> <ul style="list-style-type: none"> • Planning of complex instructional tasks and student activities that target specific social studies practices. (1a, 1c, 1e) • Use and unpacking of specific social studies practices in learning targets. (1c, 3a) • Use of assessment tasks targeted at a specific practice/skill (not just content). (1f, 3d) <p>Social Studies Practices defined by NYS include: Gathering, Using, and Interpreting Evidence; Historical Thinking (Chronological Reasoning & Causation and Comparison & Contextualization); Geographic Reasoning; Economics and Economic Systems; Civic Participation</p>

These "Look Fors" are intended to be examples of practices aligned to our instructional priorities that should be seen as part of regular instruction in social studies classes. They are aligned to the Danielson rubric, but are not all-inclusive and are not intended to replace the full Danielson rubric for supervision or evaluation purposes.

Steve LaMorte

SS Truths We Must Live By

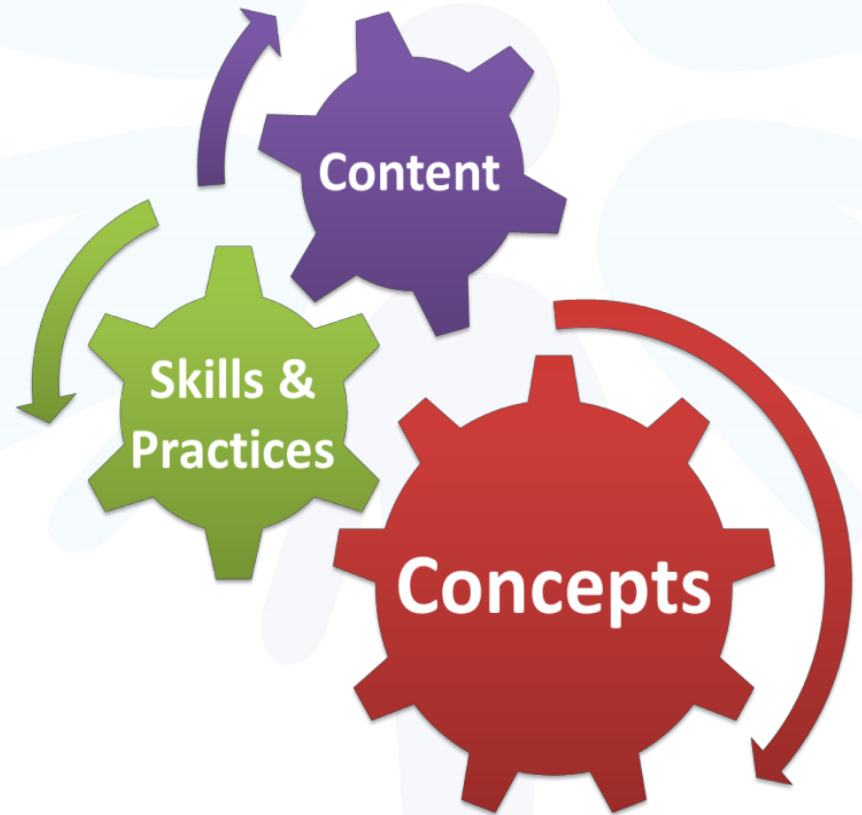
- Social studies is an inquiry-based **discipline**; not based on content-delivery.
- Social studies instruction should take place on a **daily** basis.
- Social studies **cannot solely be taught through ELA.**
- **Textbooks do not dictate** instruction.
- We must use the Common Core Learning **Standards**, social studies standards, and now, the C3 Framework as the **base of instructional design.**



“Doing Social Studies” is teaching literacy, but teaching literacy is not necessarily doing social studies.

So, when is it social studies?

We must use **concepts**, **content**, and **skills together** to create social studies learning experiences; it's not "Social Studies" if you're only working on one of these three things in isolation.



Steve LaMorte

Building Understanding of Social Studies Skills and Practices



Historical Thinking

HISTORICAL THINKING is tied to the New York State Social Studies Learning Standard of History of the United States and New York and World History:

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States, New York, and the world and examine the broad sweep of history from a variety of perspectives.

History is the study of the past and the stories we tell about the past. History provides the context for our current reality and serves as the basis of our future. History helps us define who we are as individuals and groups. The study of history is essential. When we use historical thinking skills to study the past, we aim to understand the perspectives of people in the past and the context within which they lived and acted. In order to grasp this context, historians must understand chronology, and know how to analyze and interpret evidence that has been left behind.

The basic building blocks of **HISTORICAL THINKING** are found in answers to questions like...

- ⇒ What **stories** do we tell about the past and why do we tell them?
- ⇒ How do the people and events of **the past affect my life**?
- ⇒ How will **my actions affect others**?
- ⇒ How do peoples' **culture and beliefs** shape their actions?
- ⇒ Why did people make the **decisions** they made in the past?
- ⇒ How does my history help define **my identity**?
- ⇒ **How do we know** about the past?

It is essential for students to understand the dynamics of change and continuity over time in context, not just so they don't repeat mistakes of the past, but so they have a more complete understanding of their own identities.

In the earliest grades, students might...	In the intermediate grades, students might...	At the commencement level, students might...
<ul style="list-style-type: none"> ✓ Generate ideas about possible causes of events in the past. ✓ Compare perspectives of people in the past to people today. 	<ul style="list-style-type: none"> ✓ Evaluate why and how events occurred based on evidence. ✓ Analyze and explain why individuals and groups had differing perspectives of the same time period and/or event. 	<ul style="list-style-type: none"> ✓ Construct original interpretations of the past and present using multiple sources of evidence. ✓ Analyze how historical contexts shape perspectives of the past and present.

*See Key Social Studies Outcomes for a more detailed view of what students should know and be able to do at each grade level.

See graphic on the next page for examples of what students should think about and do when they are engaging in **HISTORICAL THINKING**.

Historical Thinking

What I Should Think About...

Chronology

- When do time periods begin and end?
- How do we classify periods of time?
- What comes before, what comes after, and why does that matter?

Change

Think about how things change from one state to another...

- What are the multiple causes and effects of change?
- Is the change positive, negative, or somewhere in-between?

Context & Empathy

Think about how beliefs and values of people in the past relate to their perspectives and actions...

- How do peoples' culture and beliefs shape their actions?
- What influenced peoples' actions in the past?

What I Should Do...

Interrogating Evidence

Examine multiple sources of history...

- Who made this?
- Who was it made for?
- What message is being sent by this?
- How do you feel about this message?
- Is this credible?
- What can we learn from this source?

Building Conceptual Frameworks

Use big concepts to better understand the world...

- How does new knowledge fit with everything else I know and have experienced?
- How can we categorize and sort new knowledge to make sense of it?


Engaging With Accounts

Investigate different "stories" of history...

- Who created this "story" and why?
- What evidence can be used to prove this?
- How are multiple accounts similar and different?

Adapted from Dr. Karin Macdonald, University of Rochester

Steve LaMorte



OCM BOCES School Library System Social Studies Resources

Feb. 2, 2017

ACCESS these slides at: <http://bit.ly/2k07SQS>

Digital access to [pamphlet](#)

SLS Regional eBooks: <http://bit.ly/2jZPXda>

Trials Page: <http://www.ocmboces.org/teacherpage.cfm?teacher=2875>

Password: trials

Highlight on [Rosen Digital](#):

UN: slsa1 PW: slsa1 (trial through April 30th)

Spotlight on NY (provided for all schools through SLS)

Spotlight on Immigration & Migration

Spotlight on Ancient Civilizations

Spotlight on the Rise and Fall of....

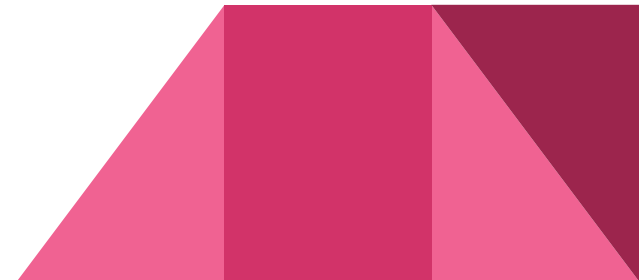
Spotlight on Native Americans

Highlight on [OverDrive](#)

Britannica School: SS Launch Packs

Britannica: <http://school.eb.com/levels>

Ready-to-use content sets curated and compiled to match your PreK-12 social studies curriculum. One convenient interface streamlines searching among approximately 1,600 current, trustworthy, and relevant LaunchPacks. Each pack is dedicated to a specific social studies topic, and features a variety of content types—articles, images, videos, and primary sources—ideal for lessons, classroom activities, projects, or assignments.



MediaConnect

Available Now:

Learn 360

PBS Learning Media

NBC Learns

Discovery Education

Tig Tag Jr, Tig Tag, and Twig

Coming Soon:

Video on Demand: Trial coming soon!

[CCC!Streaming Media](#) Trial UN: dbergman PW: trial



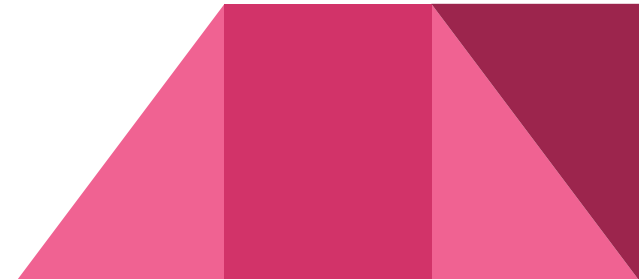
ILL and EILL

ILL- InterLibrary Loan

Access to books, equipment, and resources from OCM
BOCES SLS and local school libraries

EILL-Expanded InterLibrary Loan

Access to public, university and special libraries from
across the nation and even internationally on some
occasions.



Contact the SLS Team

<p>Doreen Bergman <i>Program Coordinator</i> dbergman@ocmboces.org (315) 433-2665</p>	
<p>Allison Comes <i>Systems Librarian</i> acomés@ocmboces.org (315) 433-2655</p>	<p>Marina Machado <i>Instructional Technology</i> mmachado@ocmboces.org TBD</p>
<p>Sue Kline <i>O.U.R.S & MARC Records</i> skline@ocmboces.org (315) 433-2648</p>	<p>Arlene Frei <i>Accounting/Budget</i> afrei@ocmboces.org (315) 433-2670</p>
<p>Mary Ann Beattie <i>ILL & CCD</i> mbeattie@ocmboces.org (315) 433-2663</p>	<p>Andrea Viscusi <i>Media & Online</i> aviscusi@ocmboces.org (315) 431-8489</p>

**Thank you!!
See you next time!**



jfanelli@ocmboces.org