



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,
NY 12234

TO: P-12 Education Committee
College and Career Readiness Working Group

FROM: John B. King, Jr.

SUBJECT: Global History and Geography: Course and Exam
Revisions (if resources available)

DATE: March 24, 2011

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the two-year Global History and Geography Course be divided into two separate courses with a Regents Exam tied to graduation requirements administered at the end of each course (to the extent resources are available)? What steps will the Department take to ensure that the assessment will have appropriate rigor and will prepare students to be college and career ready?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This item will come before the P-12 Education Committee and the College and Career Readiness Working Group for action at the April 2011 meeting.

Background Information

In 1996, the Board of Regents approved the *Social Studies Learning Standards* and in 1997, *The Social Studies Resource Guide with Core Curriculum* was published to provide core curricula guidance. This includes an outline of the content, concepts, and skills that are tied to the learning standards, their key ideas, and student performance indicators. In 1999, districts began the implementation of the two-year course in Global History and Geography for students in grades 9 and 10. In June 2000, the new Regents Exam in Global History and Geography was administered.

Current Social Studies Graduation Requirement

To earn a Regents Diploma, students are required to complete four units of credit in high school social studies. All students are required to pass the Regents Exams in Global History and Geography and United States History and Government; starting with the entering freshman class of 2008, students had to earn a scale score of 65 or higher.

Current Global History and Geography Course Content

Global History and Geography incorporates the five social studies standards: (1) New York State History and United States History, (2) World History, (3) Geography, (4) Economics, and (5) Civics, Citizenship, and Government. The course includes Global History from Paleolithic times through the present in the regions of Asia, Africa, Europe, and Latin America. Teachers are to incorporate methodologies of the social studies disciplines, multiple perspectives, and a variety of intellectual skills, including but not limited to the examination and analysis of historical documents into the course. There is no one approach that all districts use to structure the course. Three of the most common ways of organizing the two-year course of study include: chronologically, regionally, and/or thematically.

Regents Reform Agenda

The Regents Reform Agenda is centered on ensuring that all students graduate ready for postsecondary education and/or career opportunities. The Department is committed to building sequenced, content-rich statewide curriculum and revising its testing programs to ensure that all students demonstrate higher-order thinking skills on rigorous, performance-based exams. The Department proposes revising the core curriculum to: better meet the needs of students; allow for more in-depth study; and improve the exam(s) by focusing on performance-based approaches. During this process, Department staff will work with the Regents Assessment and Curriculum Fellows, NYS teachers and administrators, and Higher Education representatives to ensure course relevancy, appropriate rigor, and to create a research agenda to track student performance for college and career readiness. Revisiting both the courses and exams is timely given the Regents review of graduation requirements.

Recommendation

That the Board directs staff to create two separate courses, each with its own final Regents Exam, as early as 2012-13 (if resources are available) required for graduation that are of appropriate rigor for college and career readiness.

Appendix A

Performance of Students on Regents Exam in Global History and Geography

	2006 (N=246,736)			2007 (N=272,479)			2008 (N=275,543)		
	65-84	85-100	65-100	65-84	85-100	65-100	65-84	85-100	65-100
	%	%	%	%	%	%	%	%	%
All Students	34.9	28.0	62.9	36.5	22.1	58.6	36.2	25.6	61.8
New York City	29.8	14.7	44.5	31.7	11.6	43.3	32.0	13.1	45.1
Big 4	28.7	10.4	39.1	27.8	6.7	34.5	31.7	7.2	38.9
High Need Urb/Sub	37.9	18.5	56.4	38.3	14.4	52.7	39.7	16.3	56.0
Rural	40.6	27.3	67.9	41.9	21.4	63.3	43.7	25.4	69.1
Average Need	40.3	36.9	77.2	42.6	30.5	73.1	41.0	36.0	77.0
Low Need	33.3	55.8	89.1	38.9	47.7	86.6	34.7	54.4	89.1
Charter	36.1	12.0	48.1	40	8.5	48.5	38.5	10.3	48.8
Asian/Pacific Islander	32.4	43.3	75.7	37.3	35.2	72.5	33.7	41.9	75.6
Black/African American	30.6	9.2	39.8	29.9	6.8	36.7	33.3	8.2	41.5
Hispanic/Latino	31.1	10.7	41.8	31.9	8.1	40	32.5	9.3	41.8
American Indian	37.6	16.6	54.2	37.2	11.8	49	39.0	15.2	54.2
Multiracial			0.0	34.1	7.6	41.7	32.3	18.4	50.7
White	38.3	40.2	78.5	41.4	33.4	74.8	39.6	38.9	78.5
English Language Learners	24.9	7.7	32.6	27.2	5.2	32.4	24.9	5.4	30.3
Students w/ Disabilities	29.0	7.3	36.3	27.2	4.8	32.0	30.3	6.5	36.8

	2009 (N=271,497)			2010 (N=271,632)		
	65-84	85-100	65-100	65-84	85-100	65-100
	%	%	%	%	%	%
All Students	37.0	27.0	64.0	36.7	26.4	63.1
New York City	34.7	14.4	49.1	35.2	14.2	49.4
Big 4	32.2	9.1	41.3	30.6	7.6	38.2
High Need Urban/Sub	42.1	17.6	59.7	39.5	15.9	55.4
Rural	42.8	27.3	70.1	40.8	26.5	67.3
Average Need	40.4	38.2	78.6	39.7	37.5	77.2
Low Need	33.6	56.1	89.7	34.0	55.6	89.6
Charter	42.6	10.9	53.5	40.0	10.8	50.8
Asian/Pacific Islander	34.1	43.9	78.0	22.5	43.5	66.0
Black/African American	34.8	9.6	44.4	35.1	8.9	44.0
Hispanic/Latino	36.8	11.1	47.9	36.7	11.1	47.8
American Indian	42.6	14.9	57.5	39.2	15.4	54.6
Multiracial	39.7	22.4	62.1	38.7	28.8	67.5
White	38.7	40.9	79.6	38.0	40.3	78.3
English Language Learners	30.6	5.9	36.5	27.3	6.2	33.5
Students w/ Disabilities	31.2	6.6	37.8	30.1	6.5	36.6

Appendix B

Prospective Timetable for Implementation

High Level Overview of Curriculum Revision and Test Development Activities

Time	Activity
Spring/Summer 2011	Revise Social Studies Resource Guide with Core Curriculum for Global History and Geography
July 2011	Board discussion of amendments to Section 100.5 of the Commissioner's Regulations
Summer 2011	Distribute revised Social Studies Resource Guide with Core Curriculum
September 2011	Board adoption of amendments to Section 100.5 of Commissioner's Regulations
Fall 2011	Develop test specifications and new items for the new Grade 9 and Grade 10 Global History and Geography Exams
Spring 2012	Field Test Grade 9 Exam
Fall 2012	Issue Test Sampler for Grade 9 Exam
Spring 2013	Field Test Grade 10 Exam
June 2013	Administer new Grade 9 Regents Exam to Freshman who enter high school in September 2012
Fall 2013	Issue Test Sampler for Grade 10 Exam
June 2014	Administer the new Grade 10 Regents Exam