



## NEW YORK

### CERTIFICATION

According to its Title II report, New York certifies teachers using Type B and Type C certificates, but the initial license is considered Type B. The entry-level certificate in New York is the provisional certificate, and it is valid for five years. It must be issued in a specific subject/grade title.

#### **Elementary Certification**

To be certified at the elementary level (pre-K–6), candidates in New York must have earned a baccalaureate degree from a regionally accredited institution of higher education or an institution authorized by the Board of Regents in New York. Thirty hours of professional education courses are required and thirty-six hours of concentration in one of the liberal arts and sciences are required. Six hours are required in social studies. Acceptable courses include U.S. and world history and geography, economics, government, political science, anthropology, and sociology.

#### **Middle-Level Certification**

In addition to professional education emphasizing adolescents and the possession of a valid provisional pre-K–6 certificate, candidates for middle-level certification must complete thirty-six credits in the subject for which the extension is being sought.

#### **Secondary Certification**

Currently teachers are certified to teach social studies in grades 7–12. As of February 2, 2004, certification in social studies will be for grades 5–9 and 7–12. To be certified at the secondary level in social studies, a candidate must hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by the New York Board of Regents. Candidates

must also take 18 hours in professional education. Thirty-six hours are required in the content area for which certification is sought. Social studies courses include U.S. and world history and geography, economics, government, political science, anthropology, and sociology.

## STANDARDS

### Standards for Teachers

The standards to which the state of New York refers in its Title II report reflect the certification requirements outlined above. Social studies teachers for grades 7–12 are required to achieve a passing score on the Social Studies Content Specialty Test. Five areas are assessed on the CST in social studies: history, geography and culture, economics, government and political science, and social studies skills. Approximately 25–30 percent of the test is devoted to history. Test objectives in history include:

- ❖ understanding key historical terms and concepts, the specialized field of historical study, major interpretations, and various perspectives relating to global history, including U.S. history;
- ❖ understanding the relationships between science, technology, and society and relating this knowledge to the development of human societies;
- ❖ understanding the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history through the 16th century and analyzing these developments from diverse perspectives;
- ❖ understanding the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from the 16th century to the present and analyzing these developments from diverse perspectives;
- ❖ understanding the major political, social, economic, scientific, and cultural developments and turning points in U.S. history to 1877 and analyzing the significance of cultural diversity in the early development of the United States;
- ❖ understanding the major political, social, economic, scientific, and cultural developments and turning points in U.S. history since 1877 and analyzing the similarities and differences in cultural heritage, economic background, political beliefs, and social values of those who participated in the development of modern U.S. society; and
- ❖ understanding the major political, social, and economic developments and the key eras and events in New York state history and analyzing the diverse perspectives of those who participated in these developments and events.

Further examples are listed under each major heading.

## Standards for Students

The state of New York provides Learning Standards for Social Studies and a Resource Guide with Core Curriculum for its teachers and students. The Resource Guide includes content and skills for each grade level. The Learning Standards are organized by discipline at three levels: elementary, intermediate, and commencement. In the document at each level, key ideas under the standard are identified by numbers, performance indicators are identified by bullets, and sample tasks are identified by triangles. The state notes when elements of the standards have been drawn from the National Standards for History. New York's five Learning Standards for Social Studies include the following.

- ❖ Standard 1: History of the United States and New York: 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 and New York.
- ❖ Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of experiences.
- ❖ Standard 3: Geography.
- ❖ Standard 4: Economics.
- ❖ Standard 5: Civics, Citizenship, and Government.

The Resource Guide with Core Curriculum consists of an overview and explanation of the concepts and themes for social studies upon which New York draws. In the overview, the authors outline eight critical dimensions of teaching and learning that should be used in the development of curriculum based on the standards. The eight dimensions are

- ❖ intellectual skills;
- ❖ multidisciplinary approaches;
- ❖ depth and breadth;
- ❖ unity and diversity;
- ❖ multiculturalism and multiple perspectives;
- ❖ patterns to organize data;
- ❖ multiple learning environments and resources; and
- ❖ student-centered teaching, learning, and assessment.

Key concepts and themes are present for the different disciplines that comprise social studies. In history, the key concepts defined and described include belief systems, change, conflict, choice, culture, diversity, empathy, identity, interdependence, imperialism, movement of people and goods, nationalism, and urbanization. Charts on social studies skills and problem-finding/solving skills are also provided. Finally, the core curriculum is presented, and activity-oriented learning experiences for students are outlined.

## **HIGH SCHOOL GRADUATION/EXIT EXAM**

Students in New York must earn 22 credits in order to receive a Regents Diploma. The units of credit must incorporate the commencement level of the state learning standards. In social studies 4 credits are required. They include 1 unit in U.S. history and government and one-half unit each in participation in government and economics. The same requirements apply for students wishing to receive an Advanced Regents Diploma. Students must pass two Regents Exams (see below) in order to earn a diploma.

### **Exit Exam**

A passing score on the Regents Exam must be earned in order to graduate from high school with a Regents Diploma or an Advanced Regents Diploma. Students in New York must score a 65 or above on the Regents Exam in global history and geography and on the Regents Exam in U.S. history and government.

### **ASSESSMENT**

State social studies assessments in New York take place at the elementary level in the fifth grade, at the intermediate level in the eighth grade, and at the commencement level with the Board of Regents exams. The tests measure students' achievement of the Learning Standards for Social Studies and the test material is drawn from the Core Curriculum. The elementary and intermediate tests are comprised of multiple-choice, constructed-response, and document-based questions. The Board of Regents examinations (in global history and geography and in United States history and government) consist of multiple-choice questions, a thematic essay question and a document-based question. The two high school tests are "high-stakes" tests that affect graduation. The fifth and eighth grade tests are early warnings so that at-risk students will get AIS (Academic Intervention Services) before they take the high-stakes tests.