
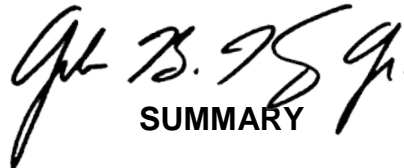




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Potential Revision of High School Graduation Requirements: Global History and Geography

DATE: August 27, 2012

AUTHORIZATION(S):


SUMMARY

Issue for Discussion

Does the Board of Regents wish to consider a requirement for dividing the current Global History and Geography course into two units of study with two separate exams?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the September 2012 meeting.

Procedural History

The Board of Regents examined potential revisions for high school graduation requirements at the April and May 2012 meetings of the P-12 Education Committee.

Background Information

Currently, Part 100 of Commissioner's Regulations require that students earn four units of credit in social studies, including one unit of credit in American History, one-half unit of credit in Participation in Government, and one-half unit of credit in Economics or its equivalent. Commissioner's Regulations, however, do not prescribe a

specific unit of credit requirement for Global History and Geography, even though students must complete a course of study in this subject in order to be eligible to take the Global History and Geography Regents exam. In order to demonstrate attainment of the New York State Learning Standards and earn a Regents diploma, a student must pass the Global History and Geography Regents examination with a score of 65 or better. A local diploma is available to students with disabilities using the same exam with a passing score of 55-64.

Current Global History and Geography Content Outline

Global History and Geography incorporates the five learning standards for social studies: (1) History of the United States and New York, (2) World History, (3) Geography, (4) Economics, and (5) Civics, Citizenship and Government. The content outline includes the study of world history and geography from Paleolithic times through the present in the regions of Asia, Africa, Europe and Latin America. Teachers are to incorporate into the course of study methodologies of the social studies disciplines, multiple perspectives, and a variety of academic skills, including (but not limited to) the examination and analysis of historical documents. There is no one approach that all districts use to structure a Global History and Geography course, and most districts choose to do so over a two-year time period.

Recommendation

It is recommended that the Board direct staff to develop amendments to Commissioner's Regulations that require two units of study in Global History and Geography. The first unit of study would provide students with foundational skills in Economics, Geography, World History, and Civics. This first unit of study would culminate in an end-of-course exam (a Regents exam, pending availability of funding). The second unit of study would build on this foundation to enable students to become critical thinkers and access the content by examining cross cultural themes and patterns during the modern time period. This second unit of study would culminate in a Regents exam that is required for graduation, beginning as early as 2013-14, and that provides the appropriate rigor for college and career readiness.

Timetable for Implementation

Staff will bring recommendations for consideration to the P-12 Education Committee at the October 2012 meeting. If adopted, changes to Commissioner's Regulations requiring two units of Global History and Geography would take effect beginning with the 2013-14 school year.