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# **New Social Studies Regents Exams and Changes to New Visions Social Studies Curriculum**

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**Presentation Link:** <http://bit.ly/NVRegentsUpdate>

**Website:** [curriculum.newvisions.org](http://curriculum.newvisions.org)  
[curriculum.newvisions.org/social-studies](http://curriculum.newvisions.org/social-studies)

## NYS Core Curriculum Resource Guide (1999)



### Global History and Geography

The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

#### Introductory Notes

**TEACHER'S NOTE:** For each historical era, students will investigate global connections and linkages. These global connections and linkages include:

### UNIT ONE: ANCIENT WORLD—CIVILIZATIONS AND RELIGIONS (4000 BC - 500 AD)

Content	Standards	Concepts/Themes	Connections
 <p>The R column i geographi</p> <p><b>A. Early peoples</b></p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Hunters and gatherers—nomadic groups</li> <li>Relationship to the environment</li> <li>Migration of early human populations                             <ol style="list-style-type: none"> <li>Out of Africa</li> <li>Other theories</li> </ol> </li> <li>Early government                             <ol style="list-style-type: none"> <li>Purposes</li> <li>Decision making</li> <li>Move toward more complex government systems</li> </ol> </li> </ol>	<p>2,3,4</p> <p>5</p>	<p>Human/ Physical Geography Movement of People and Goods Scarcity Needs and Wants</p> <p>Environment Political Systems</p>	<p>- What was the relationship between early peoples and their environment?</p> <p>- What reasons can you pose to explain why early peoples migrated from place to place?</p> <p>- What does the use of tools tell us about a society?</p>
 <p><b>B. Neolithic Revolution and early river civilizations</b></p> <ol style="list-style-type: none"> <li>Compare and contrast (Mesopotamia, Egypt, the Indus Valley, and Yellow River civilizations)                             <ol style="list-style-type: none"> <li>Human and physical geography of early river civilizations</li> </ol> </li> </ol>	<p>2,3,4</p>	<p>Human/ Physical Geography Urbanization Technology</p>	<p><b>TEACHER'S NOTE:</b> Throughout global history, students should know and be able to analyze critical turning points in history. They should be able to explain how technological change affects people, places, and regions.</p> <p><b>TEACHER'S NOTE:</b> When studying early river civilizations, students investigate at least two civilizations in depth. It is not necessary that all civilizations be addressed to the same extent. The model</p>

## NYS Grades 9-12 Social Studies Framework (2014)

# New York State Grades 9-12 Social Studies

## F The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.

**9.1 DEVELOPMENT OF CIVILIZATION:** The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics.  
(Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)

- 9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.
- Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.
- 9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.
- Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.
- 9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.
- Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

# NYSED Changes: The Tests

	Global History and Geography Regents Exam	Transition Regents Examination in Global History and Geography	Global History and Geography II Regents Examination
	<i>(NO LONGER OFFERED)</i>	<i>(Offered starting in June 2018 through June 2020)</i>	<i>(Offered starting June 2019)</i>
<b>Content Assessed</b>	<b>Two year</b> course in Global History and Geography as defined in the <a href="#">Social Studies Resource Guide and Core Curriculum (1999)</a>	<b>One year</b> course in Global History and Geography consisting of the unit entitled “Methodology in Global History and Geography” and Units 5-8 as defined in the <a href="#">Social Studies Resource Guide and Core Curriculum (1999)</a>	<b>One year</b> Global History and Geography II course as defined in the <a href="#">New York State K-12 Social Studies Framework</a>
<b>Format</b>	<b>Part 1- 50</b> Multiple choice Questions	<b>Part 1- 30</b> Multiple choice Questions (same as old format)	<b>Part 1- 28</b> Stimulus Based Multiple Choice Questions <ul style="list-style-type: none"> <li>• Questions require students to use a “stimulus (text, image, map, etc)” and their knowledge to answer questions</li> </ul>
	<b>Part 2-</b> Thematic Essay	<b>Part 2-</b> Thematic Essay	<b>Part 2-</b> Constructed Response Question Sets (2 sets) <ul style="list-style-type: none"> <li>• Paired documents</li> <li>• Questions about historical/geographic context, sourcing, bias, reliability, cause and effect, and comparison</li> <li>• See <a href="#">Revised Prototype for Part II</a>, <a href="#">Revised Prototype for Part II</a> and <a href="#">Understanding the CRQ</a> from the NYSED presentation at the NYSCSS ‘18 Conference</li> </ul>
	<b>Part 3A-</b> Short Answer Questions	<b>Part 3A-</b> Short Answer Questions	<b>Part 3-</b> Extended Essay on Enduring Issues <ul style="list-style-type: none"> <li>• Same prompt every year, different docs</li> <li>• See this <a href="#">Sample Enduring Issues Essay with scoring notes and anchor papers</a> and <a href="#">Comparing the Enduring Issues and DBQ Rubrics</a> from the NYSED Presentation at the NYSCSS ‘18 Conference</li> </ul>
	<b>Part 3B-</b> Document Based Essay Question	<b>Part 3B-</b> Document Based Essay Question	

# NYSED Changes: The Weighting

Item Types	Previous Global	<i>Approx. Weighting</i>	Global Transition Exam	<i>Approx. Weighting</i>	Item Types	New Global II Exam	<i>Approx. Weighting</i>
Multiple Choice Questions	50	55%	30	55%	Stimulus-based MCQs	28	54%
Thematic Essay	1	15%	1	15%	Constructed Response Questions (CRQs)	9	17%
Scaffolding Questions for DBQ	11-14	15%	11-14	15%	Enduring Issue Essay	1	29%
DBQ	1	15%	1	15%			

## Exam Schedule

Test Administration	Global Transition Exam	New Global II Exam	Current US History Exam	New US History Exam	
August 2017			Offered		
January 2018			Offered		
June 2018			Offered (6/5)		Offered
August 2018			Offered		Offered
January 2019			Offered		Offered
June 2019	Offered	Offered (early June)	Offered		
August 2019	Offered	Offered	Offered		
January 2020	Offered	Offered	Offered		
June 2020	Offered	Offered			Offered (early June)
August 2020		Offered			Offered

# Part 2: Format and Question Templates Q 1, 2 [curriculum.newvisions.org](http://curriculum.newvisions.org)

Students are given  
**TWO** documents and  
asked **THREE** sets of  
questions about them.

Doc 1

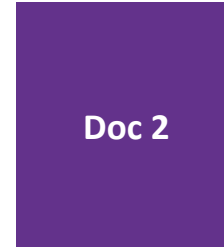
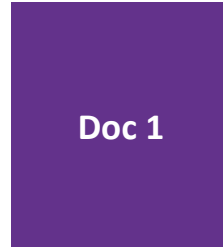
Doc 2

## Short Answer Question Set Structure

<p><b>Question 1</b> Historical or Geographic Context (using doc 1)</p>	<p><b>Historical Context</b>- refers to the historical circumstances that led to this event/idea/historical development.</p> <p><b>1. Explain the historical circumstances that led to the historical development in the document.</b> [1]</p>		<p>OR</p>	<p><b>Geographic Context</b>- refers to where this historical development/event is taking place and why it is taking place there.</p> <p><b>1. Explain the geographic context for the historical developments shown on the map.</b></p>			
<p><b>Question 2a</b> Sourcing (using doc 2)</p>	<p>2a. Using document 2, explain ___'s bias concerning _____. [1]</p>	<p>OR</p>	<p>2a. Using document 2, explain ___'s purpose for writing about what occurred in ___ on _____. [1]</p>	<p>OR</p>	<p>2a. Using document 2, identify ___'s point of view concerning _____. [1]</p>	<p>OR</p>	<p>2a. Using document 2, explain ___'s audience for writing about _____. [1]</p>
<p><b>Question 2b</b> (using doc 2)</p>	<p><b>Reliability</b>- determined based on how useful the information found in a source is for a particular purpose.</p> <p>2b. Explain the extent to which the document is a reliable source of evidence for understanding a specific use. In your response, be sure to include your evaluation of the source's reliability <b>and</b> your reasoning for that evaluation. [1]</p>						

# Part 2: Format and Question Templates Q3

Students are given  
**TWO** documents and  
asked **THREE** sets of  
questions about them.



## Short Answer Question Set Structure

**Question 3**  
Relationship  
between  
documents:  
  
Causation  
**AND**  
Turning  
Point  
**OR**  
Comparison

**Cause-** refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.  
**Effect-** refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

3. Identify and explain a **cause-and-effect** relationship associated with the events, ideas, or historical developments in documents 1 and 2.
2. Be sure to use evidence from **both** documents between the events or ideas found in these documents. [1]

**AND**

**Turning point-** is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

- 3a. Identify a **turning point** associated with the events, ideas, or historical developments related to **both** documents 1 and 2. [1]
- 3b. Explain why the events, ideas, or historical developments associated with these documents are considered a turning point. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

**OR**

**Similarity-** tells how something is alike or the same as something else.

**Difference-** tells how something is not alike or not the same as something else.

- 3a. Identify a similarity **or** a difference between the events, ideas, or historical developments presented in documents 1 and 2. [1]
- 3b. Explain a similarity **or** a difference in the events, ideas, or historical developments presented in these documents. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

## Part 2: Helpful Terms for the Global II Exam

[Click here for a list of Definitions and Explanations of Terms on the Global History and Geography II Regents Exam that have been provided by NYSED.](#)

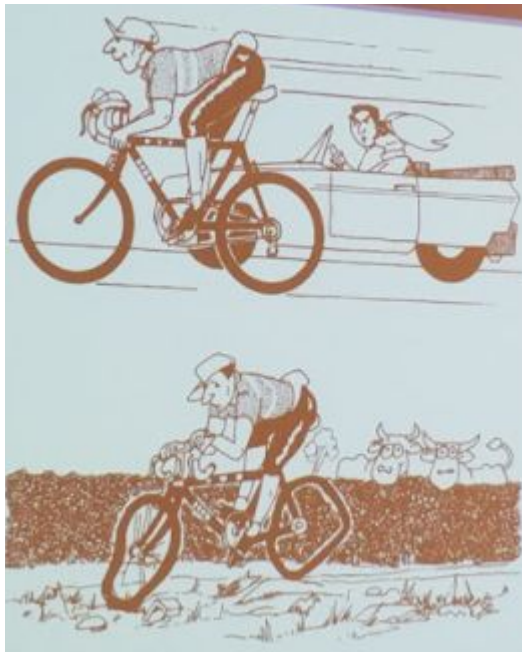
<b>Terms Defined on the Global II Exam</b>	<b>Terms Defined by NYSED, but Not Defined on the Global II Exam</b>
Historical Context Geographic Context Reliability Cause Effect Turning Point Similarity Difference Enduring Issue	Identify Explain Primary Source Secondary Source Evidence Bias Point of View Audience Purpose



# Part 2: What is reliability?

**Reliability:**  
**Determined based on how useful the information found in a source is for a particular purpose**

No source is necessarily either reliable or unreliable for every purpose  
 The reliability of evidence in an historical source can depend on what you want to use it for.  
 An historical source may be reliable in some parts and unreliable in others.



## Part 2: Scoring Notes: Questions 1 and 2

Students are given  
**TWO** documents and  
asked **THREE** sets of  
questions about them.

Doc 1

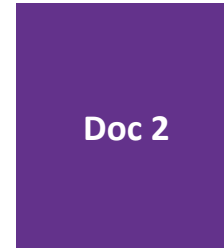
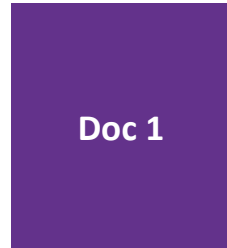
Doc 2

### Scoring Notes

<p><b>Question 1</b> Historical or Geographic Context (using doc 1)</p>	<p>1. The response to the context question will not usually come directly from the document, but it will be related to information in the document.</p> <p>Responses must be both historically/geographically accurate AND tied to the document/question.</p>
<p><b>Question 2a</b> Sourcing (using doc 2)</p>	<p>2a. The response will provide information about bias, point of view, audience, or purpose of the document.</p>
<p><b>Question 2b</b> (using doc 2)</p>	<p>2b. The question will always be about reliability, but the structure and intent of the question will vary. The question is intentionally designed to align with the specific source provided.</p> <p>Responses must explain the extent to which a source provides reliable evidence, stating whether the sources is reliable, unreliable, or somewhat reliable, <i>and</i> must explain the reasoning for that evaluation. To earn credit, <i>both</i> components must be present in the response.</p> <p>Response must be both historically accurate AND tied to the document/question.</p>

# Part 2: Scoring Notes: Question 3

Students are given **TWO** documents and asked **THREE** sets of questions about them.



## Scoring Notes

<p><b>Question 3</b> Relationship between documents:</p> <p>Causation <b>AND</b> Turning Point <b>OR</b> Comparison</p>	<p><b>Causation</b> 3. The response will use evidence from <i>both</i> documents to identify <i>and</i> explain a <i>cause-and-effect</i> relationship associated with the events, ideas, or historical developments shown in the documents.</p>
	<p><b>AND</b></p>
	<p><b>Turning Point</b> 3a. The response will use evidence from <i>both</i> documents to identify a <i>turning point</i> associated with the events, ideas, or historical developments shown in the documents.</p> <p>3b. The response will use evidence from <i>both</i> documents to explain why the events, ideas, or historical developments are considered a turning point.</p> <p>If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not ited to the turning point identified in question 3a.</p>
	<p><b>OR</b></p>
	<p><b>Comparison</b> 3a. The response will use evidence from <i>both</i> documents to identify a <i>similarity</i> or a <i>difference</i> associated with the events, ideas, or historical developments shown in the documents.</p> <p>3b. The response will use evidence from <i>both</i> documents to explain why the events, ideas, or historical developments are considered a similarity or a difference</p> <p>If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the similarity or difference identified in question 3a.</p>

## Part 3: Enduring Issues Essay

Students are given **FIVE** documents from topics in Global II and must use **THREE**

Doc 1

Doc 2

Doc 3

Doc 4

Doc 5

The **PROMPT** is the **SAME EVERY YEAR**

### Prompt:

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

#### In your essay

- Identify and define an enduring issue raised by this set of documents.
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.

#### Be sure to

- Identify the issue based on a historically accurate interpretation of *at least three* documents.
- Define the issue using evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include outside information from your knowledge of social studies and include evidence from the documents.

# How and when will New Visions adapt to the new Social Studies exams?

Exam Schedule					New Visions Actions			
Test Administration	Global Transition Exam	New Global II Exam	Current US History Exam	New US History Exam	New Visions Global I Curriculum Development	New Visions Global II Curriculum Development	New Visions US History Curriculum Development	
August 2017			Offered		<b>Two assessment options:</b> 1. Aligned to <b>Transition Exam</b> 2. Aligned to <b>Framework Exam</b>  Resources use <b>Social Studies Practices</b> and <b>Enduring Issue</b> language	<b>Add Social Studies Practices</b>  Resources will be aligned to <b>Transition Exam</b> .	<b>Revise</b> based on teacher feedback.	
January 2018		Offered						
June 2018	Offered (6/5)		Offered					
August 2018	Offered		Offered					
January 2019	Offered		Offered					
June 2019	Offered	Offered (early June)	Offered			<b>Two assessment options:</b> 1. Aligned to <b>Transition Exam</b> 2. Aligned to <b>Framework Exam</b>  Resources use <b>Social Studies Practices</b> and <b>Enduring Issue</b> language		<b>Add Social Studies Practices</b>  Resources will be aligned to <b>NEW US History Exam</b>
August 2019	Offered	Offered	Offered					
January 2020	Offered	Offered	Offered					
June 2020	Offered	Offered	Offered (early June)					
August 2020		Offered	Offered					

# Preparing for the Transition Exam in Global II

## New Transition-Aligned Assessments in the Global II Curriculum!

- On social studies methodology and Units 5-8 in the Resource Guide
- Cumulative up to 30 MC
- Thematic and DBQ Essays
- Teacher materials



### End of Unit Assessments

HIDE 7 ITEMS

Our units are developed through a backwards design process in which we start with the summative assessments and then create resources and formative assessments based on the content and skills students will need to be successful (See *Understanding by Design* by Grant Wiggins and Jay McTighe). We encourage teachers to start their planning by looking first at the end of unit assessments and then at specific resources.

#### End of Unit Assessment- Transition Exam

Aligned to the Global History Transition Regents exam, administered June 2018-June 2020

3 CLASS PERIODS

#### End of Unit Assessment- Transition Exam- Teacher Materials

Aligned to the Global History Transition Regents exam, administered June 2018-June 2020

3 CLASS PERIODS

#### Multiple Choice Exam

Aligned to the Global History Regents exam, administered through January 2018

1 CLASS PERIOD

#### Multiple Choice Exam Teacher Materials

Aligned to the Global History Regents exam, administered through January 2018

# Preparing for the NEW Global II Exam in Global I

## 1. Assessment

### **NEW Global II-Aligned Assessments in the Global I Curriculum!**

- On **Global I** content according to the **Framework**
- Part 1- Cumulative up to 25 **stimulus-based MC**
- Part 2- **Paired document short answer sets**
- Part 3- **Enduring Issues Essay**

### **Exam Question Bank** **Aligned to the NEW Global II Exam!**

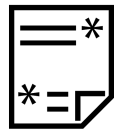
- Sample questions for **Parts 1, 2, and 3**
- **Answers** for part 1
- **Sample answers** for parts 2 and 3
- Looking for your input and contributions!

# Preparing for the NEW Global II Exam in Global I

## 2. New Visions Student Social Studies Practices



Source



Annotate



Close Read



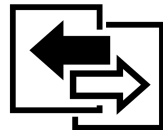
Contextualize



Compare



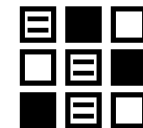
Categorize



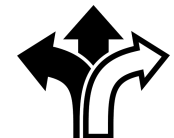
Corroborate



Connect Cause and Effect



Identify Patterns



Predict



Construct Arguments



Take Informed Action



Think Like a Geographer



Think Like an Economist



# Preparing for the NEW Global II Exam in Global I

## 3. Integrating Enduring Issues Into the Curriculum

### List of Enduring Issues



#### New Visions Enduring Issues and Enduring Questions

Starting in June 2019, the New York State Global History Regents Exam will feature one long form essay. The prompt will be the same every year. Students will need to examine five documents and relate those documents to an enduring issue in human history. To help teachers and students connect the threads of 10,000 years of history through recurring themes, we offer the following list of Enduring Issues which will be weaved throughout the curriculum.

Enduring Issue	Enduring Questions
<p><b>Conflict</b> Conflict is a serious disagreement or argument. There can be conflict between individuals, groups or people, and even nations.</p> <p><b>Related Topics</b> Global I: Rise and Fall of Classical Civilizations, Rise of Islamic Empires, Mongols, Crusades, Protestant Reformation, Absolutism, Age of Exploration, the Encounter and Colonization</p> <p>Global II: French Revolution, Enlightenment, Latin American Independence Movements, Global Nationalism, Imperialism, WWI, WWII, Russian Revolution, Cold War, Decolonization, Modernization, Iranian Revolution, Kemal Ataturk and Turkey, Terrorism, Human Rights Violations</p>	<p><b>What causes conflict? What effects does it have?</b></p>
<p><b>Cooperation</b> Cooperation is the process of working together to achieve the same goal. You can see the effects of cooperation when someone helps you lift a table, when you play on a team, or when nations come together to solve a mutual problem.</p> <p><b>Related Topics</b> Global I: Neolithic Revolution, Trade Networks, Golden Ages, Renaissance, Scientific Revolution</p> <p>Global II: Enlightenment, Scramble for Africa, WWI, WWII, Cold War, Decolonization, United Nations, International Organizations</p>	<p><b>Why do we cooperate with one another? What effects can cooperation have?</b></p>
<p><b>Power</b> Power is the ability to influence or control the behavior of people and it is a part of every human interaction. You can see the effects of power in your relationships with your family and friends, and in schools, sports, business, and government.</p> <p><b>Related Topics</b> Global I: Rise and Fall of Classical Civilizations, Twelve Tables of Rome, Feudalism,</p>	<p><b>How is power gained, consolidated, maintained, and lost?</b></p>

### Enduring Issues are Foundation of Global I

<p><b>Enduring Issue and Question (Course Level)</b></p>	<p><b>Power: How is power gained, consolidated, maintained and lost?</b></p>
<p><b>Unit 9.3 Essential Question (Unit Level)</b></p>	<p><b>How did classical civilizations gain, consolidate, maintain, and lose power?</b></p>
<p><b>Supporting Questions (Lesson Level)</b></p>	<p><b>SQ 9. How did the Mauryan Empire use their beliefs systems and philosophical ideas to gain, consolidate, and maintain power?</b></p> <p><b>SQ 19: What were the effects of Alexander the Great's empire?</b></p> <p><b>SQ 29: How and why did the Roman Empire lose power?</b></p>

# Preparing for the NEW Global II Exam in Global I

## 3. Integrating Enduring Issues Into the Curriculum

Lessons Introducing Enduring Issues

Unit Introduction and Closer Activities

Enduring Issue Check-ins

Writing Resources for Historical Thinking Skills and the Enduring Issues Essay



### Early River Valley Civilizations and Intro to Enduring Issues

HIDE 10 ITEMS

**SQ 17. What is an enduring issue?**

1 CLASS PERIOD

**SQ 18. What enduring issues are in Global History?**

1 CLASS PERIOD

#### Introduction

→ Directions: Read the explanations below, then complete the prompts that follow.

In Unit 9.2: The First Civilizations, you will encounter historical evidence related to two of the course enduring questions:

*Do the benefits of innovation outweigh the costs?*

*How does our environment affect us? How do we affect it?*

In this unit introduction activity, you will explore these questions using your experience and knowledge of the world.

9 Columbus Day Observed (schools closed)	10 Neolithic Revolution	11 Early River Valley Civilizations Geographic Context	12 Early River Valley Civilizations Enduring Issues Check-in	13 Code of Hammurabi	1
16 Code of Hammurabi	17 Judaism	18 Judaism Enduring Issues Check-in	19 Regents Exam Introduction	20 Unit Closer and Review	2



Historical Thinking and Writing Skills

SEE 4 ITEMS



Writing Resources for the Enduring Issues Essay

SEE 4 ITEMS

**Presentation  
Link:**

<http://bit.ly/NVRegentsUpdate>

**Website:**

[curriculum.newvisions.org](http://curriculum.newvisions.org)

[curriculum.newvisions.org/social-studies](http://curriculum.newvisions.org/social-studies)



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