

Program Proposals South Side High School 2019-2020

Board of Education Meeting, December 5, 2018

Program Proposals for 2019-2020

11th Grade English and Social Studies

- Singular Goal – all students pass NYS Regents in both to graduate.
- No IB exam in Grade 11 for these subjects.
- Single integrated course of study based on IB and Regents standards.
- Enrollment option in either IB or Regents.
- IB currently revising its workload options for the 2019-2020 school year.

Pilot CORE II

- Goal – Enrolled student will graduate with NYS diploma.
- Enrolled students will be provided Regents curriculum and will take Regents exams.
- Enrollment limited to students recommended by CSE.
- CDOS will be offered to all enrolled students.

CORE II Special Education Regents Program

- A special class will consist of students in grades 9-11
- CSE recommended - students with severe learning gaps and disabilities
- Students take Regents level course work in a special class
- 12 students - one Special Education Teacher - one TA
- Regents level curriculum will be taught by Special Education teachers with dual certifications.
- Students integrated into general education classes where and when appropriate as determined by CSE
- Enrolled students expected to graduate with a NYS diploma while addressing their specialized instruction and unique transitional needs
- Enrolled students will be invited to participate in CDOS

11th Grade English and Social Studies

- IB and Regents students will be co-enrolled.
- Both courses will provide all students with all the skills and information needed for the Regents Exams.
- NYS Standards and IB Learning Outcomes are aligned.
- Differentiated instruction, assignments and assessments where appropriate
 - During intensive units that prepare students for IB English and/or IB History 12, students in 11R will be provided Regents level assignments and assessments aligned with the NYS Standards.
- All current supports such as zero period, support classes & academic enrichment for Special Education students will continue.

High School Workload

- South Side High School has assembled a committee with representation from every department to examine and possibly modify the scheduling of assignments and assessments.
- IB will be modifying its workload in English for the 2019-2020 school year. We have already been notified that the number of formal written assignments will be reduced from 4 to 1 during the 2-year course of study.

Shared Learning Goals of NYS and IB (English)

NYS Standards 11th Grade English

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.RI.11-12.7
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.1

IB English Aims & Objectives

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- Demonstrate an ability to substantiate and justify ideas with relevant examples

Regents Requirements - Part 2 - Written Argument

Read four texts, 1-2 pages each. Choose three and write a well-developed argument in response to a given prompt.

Guidelines - Be sure to:

- Establish your claim in response to the prompt
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Regents Requirements - Part 3 - Text Analysis Response

Read one text, 1-2 pages in length. Write a well-developed text-based response.

Guidelines - Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea.
Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

IB Written Task Grade 11

Given a choice of prompts, ex: “How and why is a social group represented in a particular way?”, create an argument based on a text of the student’s choosing.

Guidelines - Be sure to:

- Explain the prompt: What are the key terms and phrases? What are some of the different but equally correct meanings?
- Focus: Create an initial thesis or controlling idea.
- Research: Look for specific evidence that supports and refutes your thesis or controlling idea.
- Organize: Organize the evidence in such a way that each piece is related to the thesis or controlling idea, and relates to that which preceded it.
- Revise: Based on the evidence chosen as a whole, revise the thesis or controlling idea as needed.

Common Assessment – Modified Outcomes

IB English 11

- Student chooses source text and prompt
- 800-1000 words, including an outline
- Graded using IB assessment criteria

English 11R

- Student provided a selection of source texts with guidance on appropriate prompts
- Students provided guide questions for scaffolding
- 400-500 words
- Graded using Regents assessment criteria

Shared Learning Goals of NYS and IB (History)

NYS Standards 11th Grade History

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately...
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

IB History Aims & Objectives

- Demonstrate understanding of historical concepts and context.
- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Integrate evidence and analysis to produce a coherent response.
- Structure and develop focused essays that respond effectively to the demands of a question.

Regents Requirements - Part 2 - Thematic Essay

Given a theme (ex: territorial acquisition), select two territories acquired by the United States and for each:

- Describe the historical circumstances that led the United States to acquire the territory
- Discuss positive and/or negative effects of the acquisition of the territory on the United States

Guidelines - Be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

IB Paper 3 Essay

“Discuss any two examples of territorial expansion in the United States in the nineteenth century, and the consequences of each.”

Explain the prompt: What are the key terms and phrases? What is the prompt asking of you?

- Brainstorm: Note down examples and ideas that apply to the question.
- Focus: Create an initial thesis or controlling idea, based on your strongest ideas.
- Organize: Organize the evidence in such a way that each piece is related to the thesis or controlling idea, and relates to that which preceded it.
- Revise: Based on the evidence chosen as a whole, revise the thesis or controlling idea as needed.

Common Assessment – Modified Outcomes

IB History 11

- Student given a prompt or choice of prompts

Ex: “Discuss the nature and effectiveness of the New Deal.”

- Graded using IB assessment criteria

History 11R

- Student given a prompt or choice of prompts formatted as a Regents-style task

Ex: “Identify two goals of the New Deal and for each

- Describe the historical circumstances that led to the goal.
- Discuss the positive and/or negative effects of the New Deal on American society.”

- Graded using Regents assessment criteria

Steps to Implementation

- Rewrite curriculum assignments and assessments where needed and appropriate. This will be a collaborative effort between Special Education, English and Social Studies teachers.
- Provide staff development for teachers.
- Develop and implement models for data gathering, assessing and evaluating the changes with mid and end of year reports to the Board of Education for both the Special Education program and the Junior year classes.
- Develop a curriculum, a schedule, and a fiscal plan for Core II implementation.

Forthcoming Research

- “We next examine the temporal relationship between cohort and IB score in Math Studies, Math SL, and English IB courses, respectively. If detracking had the sort of negative consequences sometimes feared [greater diversity harming the highest-achievers], then we should expect to see lower IB scores for high-PSAT students in Phases II and III [the initial and later detracking periods] than in Phase I.”
- “For both math tests, we find that there are no statistically significant increases in mean IB scores from the end of Phase I to the start of Phase II or III, and no statistically significant differences in trends across the phases. For English IB scores, the findings support the assertion that students in Phase III perform similarly, on average, to their Phase I counterparts, generally exhibiting no statistically significant differences in mean IB scores or trends in IB scores across the phases. These results support the idea that detracking does not harm students in the highest achievement groups.”

Something to Consider

- Of 279 graduates, 277 graduated with a Regents or Regents with Advanced Designation diploma. 2 graduated with a Local diploma.
- 33 of 279 2018 graduates did not take an AP or an IB exam. 39 of 279 did not take the IB English exam and 49 did not take the IB History exam.
- Routinely 98-99% of students are passing the English and History Regents on the first attempt.
- Of 107 high school students with disabilities (SWD), surveyed during the 2017-2018 school year, 89 were involved in at least one extracurricular activity and 96 took at least one elective.