



PHYSICAL EDUCATION AND SOCIAL STUDIES UPDATE

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New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NYS PHYSICAL EDUCATION LEARNING STANDARDS REVIEW: GOALS AND NEXT STEPS

Overall Goals

EngageNY State educators in a review of Physical Education Standards

Develop, adopt, and implement new K-12 New York State Physical Education Learning Standards

March/April 2020 is proposed date for final standards to be presented to the Board of Regents

Current and Next Steps

NYS Educator Panels currently reviewing and editing the national SHAPE Standards

Work includes making NY specific additions, creating a NY introduction, and a glossary of terms

Public input on the draft standards will be in September-October 2019

March/April 2020 is proposed date for final standards to be presented to the Board of Regents

A Roadmap, similar to the Next Generation Standards, will be developed for implementation

NYS PHYSICAL EDUCATION LEARNING STANDARDS REVIEW: KEY INFORMATION WITH PROCESS

- **MULTIPLE STAKEHOLDERS:** NYS educators, parents, curriculum specialists, school administrators and professors
- **REVIEW PROCESS:** Met over 5 times with entire committee face to face and virtually with leadership team
- **SOURCES:** National Standards for K-12 (SHAPE and original NYS Learning Standards)

NYS PHYSICAL EDUCATION LEARNING STANDARDS REVIEW: 6 ANCHOR STANDARDS AND OUTCOMES FOR K-12

- **ANCHOR STANDARD 1.** *Demonstrates competency in a variety of motor skills and movement patterns.*
- **ANCHOR STANDARD 2.** *Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*
- **ANCHOR STANDARD 3.** *Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*
- **ANCHOR STANDARD 4.** *Exhibits responsible personal and social behavior that respects self and others.*
- **ANCHOR STANDARD 5.** *Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.*
- **ANCHOR STANDARD 6.** *Recognizes career opportunities and manages personal and community resources to achieve and maintain overall wellness.*

NYS PHYSICAL EDUCATION LEARNING STANDARDS REVIEW: KEY THEMES

- **PHYSICAL LITERACY AS A THEME (DEVELOPMENT OF KNOWLEDGE, SKILLS AND SOCIAL EMOTIONAL LEARNING FOR STUDENTS TO TRANSFER TO BEING HEALTHY, PHYSICALLY LITERATE ADULTS)**
- **CURRENT BEST PRACTICES TO SUPPORT LOCAL SCHOOL DISTRICT AND COMMUNITY NEEDS (FLEXIBILITY- MULTIPLE ENVIRONMENTS)**
- **CULTURAL RESPONSIVENESS-RECOGNIZING INDIVIDUAL DIFFERENCES**
- **MENTAL HEALTH- CONNECTION OF PHYSICAL AND MENTAL HEALTH**
- **INCLUDING VALUE OF OVERALL WELLNESS AND PHYSICAL ACTIVITY**
- **SOCIAL EMOTIONAL RECOGNITION IN PHYSICAL EDUCATION PROGRAM**
- **6 ANCHOR STANDARDS AND OUTCOMES**

NYS PHYSICAL EDUCATION LEARNING STANDARDS: REQUEST FOR FEEDBACK

Physical Education Learning Standards Review

The New York State Education Department values your feedback on this draft of the New York State Physical Education Learning Standards. Feedback will be accepted through Wednesday, October 23rd.

Please do the following:

1. Read the Introduction
2. Review the Anchor Standards/Outcomes
3. Complete the survey

Introduction

- [Introduction to the New York State Physical Education Learning Standards](#)

The New York State Physical Education Learning Standards

- [NYS Physical Education Learning Standards Draft](#)

NYS Physical Education Learning Standards Survey

Please use the survey below to provide your comments or suggestions. This survey may be completed independently or as a group. Feedback will be accepted through Sunday, October 20th.

- [NYS Physical Education Learning Standards Survey](#)



[NYS Physical Education Learning Standards Workgroup Members](#)



[Contact Us](#)



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READ THE
INTRODUCTION
TO THE NYS
PHYSICAL
EDUCATION
LEARNING
STANDARDS

2

REVIEW THE
ANCHOR
STANDARDS /
OUTCOMES

3

COMPLETE THE
SURVEY

[http://www.nysed.gov/curriculum-
instruction/physical-education-learning-
standards-review](http://www.nysed.gov/curriculum-instruction/physical-education-learning-standards-review)



CIVIC READINESS INITIATIVE

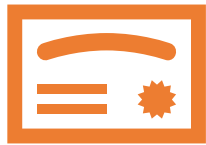
Overall Goals

- Ensure all students have the opportunity to acquire and develop knowledge, skills, actions, mindsets and dispositions they need to function productively as civic participants who can engage responsibly in our culturally diverse democracy
- Help empower all students to develop their ability to make informed decisions to enhance our interconnected world and to believe in the power of the own voices and actions

Overview of the Task Force

- Civic Readiness Task Force was appointed by the Board of Regents in January 2019. The Task Force met five times between 2018-2019.
- The Task Force was comprised of educators, civic advocates, representatives from the judicial department, Board of Elections and other stakeholders committed to strengthening civics education.
- The Task Force recommendations will be presented to the Board of Regents in December 2019

THE WORK OF THE CIVIC READINESS TASK FORCE



Current Initiatives

Definition of Civic Readiness
Civic Readiness Capstone Project
Seal of Civic Readiness
Certificate of Civic Readiness



Next Steps

Public Comment, Spring 2020
Proposed Pilot of the Seal and
Certificate of Civic Readiness, 2020-
2021 school year



Future Work

Schools of Civic Readiness
Civic Readiness School Survey

CIVIC READINESS IN THE SOCIAL STUDIES FRAMEWORK: CIVIC PARTICIPATION PRACTICE K-8

- Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
- Identify different types of political systems used at various times in New York State history and, where appropriate, in United States history.
- Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.
- Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
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CIVIC READINESS IN THE SOCIAL STUDIES FRAMEWORK: CIVIC PARTICIPATION PRACTICE K-8

- Identify situations in which social actions are required and suggest actions.
- Identify people in positions of power and how they can influence people's rights and freedom
- Identify rights and responsibilities as a citizen of the community and the state.
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- Identify people in positions of power and how they can influence people's rights and freedom
- Identify rights and responsibilities as a citizen of the community and the state.

CIVIC READINESS IN SOCIAL STUDIES STANDARD 5—CIVICS, CITIZENSHIP, AND GOVERNMENT

- The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government*, 1994)

CIVIC READINESS WITHIN THE NYS K-12 SOCIAL STUDIES FRAMEWORK (EXCERPTS)

K.4a #1 Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).

2.3c #2 Students will participate in voting within the classroom and in school, as appropriate.

2.4c Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).

4.4e #2 Students will discuss active citizenship and adults' responsibility to vote, to understand important issues and to serve on a jury

7.5b #3 Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.7a Students will investigate examples of early 19th century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform

8.9b #1 Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled and the LGBT community

US HISTORY AND GOVERNMENT GRADE 11

11.10b Students will trace the following efforts in terms of issues/goals, key individuals and groups and successes/limitations

- Brown Power (Chicano movement) e.g., Cesar Chavez, United Farm Workers
- Student rights (e.g., Engel V. Vitale (1962), Tinker V. Des Moines SD (1969), NJ V. TLO (1985))

11.11b #3 Students will evaluate the USA Patriot Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs

PART 3 U.S. Framework Based Regents Exam: CIVIC LITERACY ESSAY

6 documents representing a constitutional crisis or civic issue in American history

Student identify the issue and explain the historical context, efforts made to address the issue and the extent to which the efforts were successful.

PARTICIPATION IN GOVERNMENT MANDATORY GRADUATION REQUIREMENT FOR ALL NYS STUDENTS

Grade 12: Participation in Government and Civics This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.



SOCIAL STUDIES RESOURCES

- Civic Readiness Initiative- <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>
- Social Studies Teacher Resources- <http://www.nysed.gov/curriculum-instruction/social-studies-related-links>
- Educator Guide to the Regents Exam in US History and Government (Framework Based)- <http://www.p12.nysed.gov/assessment/ss/hs/framework/usg/usg-educator-guide.pdf>

CONTINUING TO SUPPORT THE WHOLE CHILD APPROACH THROUGH THE ESSA PLAN

Whole School, Whole Community, Whole Child

- <http://www.nysed.gov/curriculum-instruction/mental-health>
- Mental Health Education
- <http://www.nysed.gov/curriculum-instruction/mental-health>
- Social Emotional Learning
 - <http://www.p12.nysed.gov/sss/sel>
- HIV/AIDS
 - A curriculum framework to assist local school districts to develop quality instructional HIV/AIDS Prevention Education Programs, in alignment with Commissioner's Regulations (CR's) §135.3.
 - <http://www.p12.nysed.gov/sss/documents/hiv-aids-guidance.pdf>

QUESTIONS?



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