



Oyster Bay-East Norwich CSD

— Social Studies Update —

Dr. Joseph Pesqueira
May 25, 2021

Tonight's Presentation

- Looking Back and Looking Forward
- AP Opportunity
- Curriculum Initiative
- Hearing from Our Upperclassmen
- Celebrating the Wins
- Final Thoughts
- Questions



Looking Back and Looking Forward

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Looking Back and Looking Forward

Looking Back

Fragmented implementation of the NYS K-12 Social Studies Framework

Minimal exposure to inquiry-based learning and the C3 Inquiries

38.25% of students received a 3 or above on social studies-based AP Exams

Minimal planning regarding new Regents exams in World and U.S. History



Currently

Social Studies Curriculum at OBEN 100% aligned to the NYS K-12 Social Studies Framework

Inquiry-based learning a cornerstone of social studies learning K-8

68.68% of students received a 3 or above on social studies-based AP Exams

All Regents level classes 100% aligned to the new Regents exams



Looking Forward

Partnerships with OB Historical Society and Raynham Hall to embed local history into curriculum

Continue to work with teachers to make inquiry-based learning a larger part of high school curriculum

75% of students will receive a 3 or above on social studies-based AP exams

Increase mastery rates on Regents exams in the social studies department

AP Opportunity and Future Offerings

- Of the 18 AP courses offered at Oyster Bay High School, 3 of the top 4 most enrolled in courses during the 2020-2021 school year were social studies.
- In 2021-2022, we will be adding AP Human Geography as an elective AP course for students in 9th and 10th grade
- We will continue to evaluate the feasibility of new AP programs for the future
- We will continue to work to develop supports to ensure all students are successful in AP-level classes

Course	Enrollment	% of grade enrolled
AP World	36	35.6%
AP U.S. History	59	50.4%
AP Government	58	42.9%

Curriculum Initiative

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NYS Culturally Responsive-Sustaining Education Framework

The New York State guidelines for culturally responsive sustaining education are grounded in a VISION of an education system that creates:

<p>Students who experience academic success</p>	<p>Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically rigorous, intellectually-challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth.</p>
<p>Students who are sociopolitically conscious and socioculturally responsive</p>	<p>Students acknowledge the limitations of their own perspectives. They have empathy for others while they appreciate and respect others' differences. They demonstrate cooperation and teamwork, using active listening and communication skills to resolve conflict. They use interpersonal skills to build and maintain strong relationships, including those along lines of difference, in their class and school communities. All layers of the environment in which students learn (classroom, school, family, and community) affirm and value the various aspects of students' cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, religion, socioeconomic background). Role models in the classroom, school, family, and community recognize student strengths and offer opportunities for students to grow and learn</p>
<p>Students who have a critical lens through which they challenge inequitable systems of access, power, and privilege</p>	<p>Students bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. Students learn about power and privilege in the context of various communities and are empowered as agents of positive social change.</p>

Curriculum Work - Inclusion, Diversity, Equity & Access

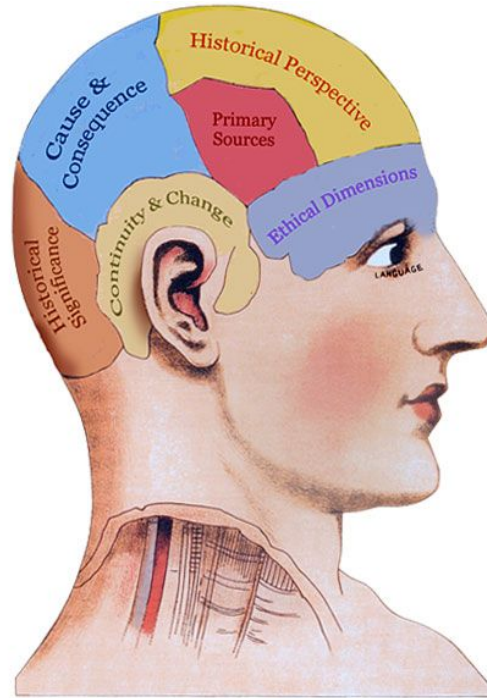
Goals

- A. Establish a curriculum that reflects the ideals of Inclusion, Diversity, Equity, and Access
- B. Conduct a comprehensive curriculum audit of the K-12 NYS Social Studies Framework and identify areas of the framework that focus on foundational values (K-3), slavery, marginalized groups, and human rights issues
- C. Collaborate with local organizations in Oyster Bay (Oyster Bay Historical Society and Raynham Hall) to embed local history that reflects the experiences of marginalized groups and/or looks at the role slavery played on Long Island
- D. Align curriculum with the Learning for Justice K-12 Social Justice Standards
- E. Provide teachers with primary/secondary resources to enable them to create lessons that connect the framework with local history
- F. Provide teachers the opportunity for curriculum writing to develop engaging and authentic lessons

The Apprentice Historian: Uncovering the History of Oyster Bay through Historical Analysis

Building Historical Thinking Skills through
Culturally Responsive Teaching

What is History and why think Historically?



History is a story about the past constructed from evidence found in sources.

The Apprentice Historian: Uncovering the History of Oyster Bay through Historical Analysis

In this unit, students will be asked to become “apprentice historians,” and follow the story of a slave from Oyster Bay, NY named Elizabeth and a man from the family that enslaved her, Robert Townsend.

The story is told through the voice of the local historian who uncovered it, Claire Bellerjeau. The remarkable history covers not only the dark history of slavery on Long Island, but also the individuals who worked to eventually abolish it, like Robert Townsend.



The Apprentice Historian: Uncovering the History of Oyster Bay through Historical Analysis

21
New York, Jan 17th 1787.
Gentlemen,

We are now to request the favor of you to purchase a Wench named Elizabeth, sent from this place by Mrs. Robertson, and sold by Robert & Millars, the 2^d of Feb^r 1785, to Robert John Palms of your Place, and send her to us at first good opportunity. If you are not acquainted with Robert Palms you can be informed of them by applying to Mrs. James M^r of your place, who has a bond for the amount of what the Wench sold for. This Wench was brought up in our fathers family and sold for no material fault but that of being the wife of the British officers. The person she was first sold to is being about to leave this State on the evacuation by the British, and she not willing to go with him applied to our N. T. to re-purchase her, which he did with a child which she has while with her then master.

M^r Harmon, since M^r Robertson, knowing the Wench applied to purchase her, and she being willing to live with her, he sold her with the (old) name particularly stipulating that whenever M^r Harmon should be

MINUTES
OF THE
MANUMISSION SOCIETY
OF
NEW-YORK.
VOL. I.

Run away from the Subscriber, at Oyster-Bay, about the 20th ult. a NEGRO MAN named ISAAC, about five feet ten inches high, well made, about a middle age; has resided about a year at Oyster-Bay, and passed himself as free, by the name of Isaac Johnston: he is very ragged, his coat is light and patched with different colours, a worsted vest and linen trowsers: He is pock-marked, speaks quick and flammers; supposed to have secreted himself at Cold-Spring, or crossed the sound to Norwalk. Whoever secures said Negro Man, and delivers him to Mr. John Townsend, at Oyster Bay, shall be paid FIVE DOLLARS REWARD, and reasonable charges.

33 3
ISAAC HASBROUCK.

Hearing from Our Upperclassmen

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Hearing from Our Upperclassmen

I enjoy the variety of courses the school offers.

The teachers are helpful and they do more than just make us memorize things.

I enjoyed how the teachers were enthusiastic about the subjects they were teaching rather than treating teaching like a chore.

I have enjoyed the hands-on experiences we have gotten to have in our classes, such as last year in AP World History we used virtual reality.

I have enjoyed learning not only about America's history, but the histories of other countries too, as well as the relations between America and the rest of the world.

I have enjoyed the debates within my classes about various topics

The notes (ex: more detail, not just bullet points)

I would like to see the more boring units/chapters taught more cheerfully

More projects and fun assignments

More Cohesion between grades

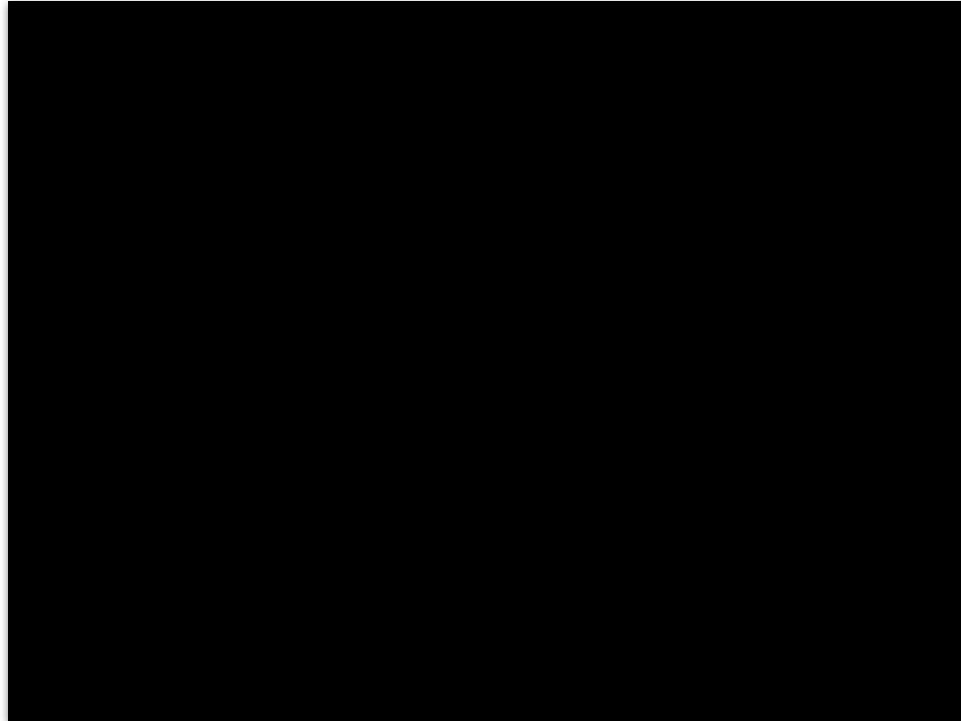
Address specific topics that happen in current events rather than ignoring them or encouraging students to not discuss them.



Class requests:

Anthropology, European History, AP Human Geography, Current Events, Oyster Bay History

Hearing from Our Upperclassmen



Celebrating the Wins

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Celebrating the Wins

Student

- National History Day
 - Regional Winner
 - Shania Kuo
 - Two Students Advanced to State Competition
 - Shania Kuo
 - Joycelin Wong
 - Multiple Special Award Winners
 - Julia Sherbal
 - Shania Kuo
 - Mary Vera
- Geography Bee
 - Student Advanced to State Competition
 - Cole Meyer
- National Current Events League
 - 3rd Place in National Competition

Department

- AP scores trending upwards
- Prepared for and had students take the first iteration of the new Global Regents Exam
- 100% alignment to NYS Framework in less than 2 years
- Presented at numerous regional and state conferences/workshops
- True collaboration!

Teacher

- New York State Council for the Social Studies (NYSCSS) Elementary Teacher of the Year
 - Janet Link
- Long Island Council for the Social Studies (LICSS) High School Teacher of the Year
 - Brian Soper
- Phi Delta Kappa (PDK) Friends of Education Award
 - Lauren Harnick

Final Thoughts

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Final Thoughts

- The next 5 years
- Thank you

*Thank
you*

Questions

