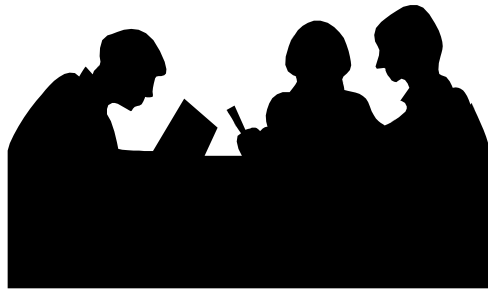


**MATTITUCK-CUTCHOGUE UFSD
DISTRICT PLAN FOR
IMPLEMENTING
SHARED DECISION MAKING**



Board Reapproved July14, 2011

MATTITUCK-CUTCHOGUE UFSD
DISTRICT PLAN FOR IMPLEMENTING
SHARED DECISION MAKING

TABLE OF CONTENTS

	PAGE
Purpose of Document.....	3
Focus of Shared Decision Making.....	3
Team Authority and Limitations.....	4
Guidelines for School Team Decision Making.....	4
Building Team Composition.....	5
Commitment of Team Members.....	6
Replacement or Removal of Team Members.....	7
Accountability.....	7
Decision Making.....	8
District Commitment.....	9
Communications & Use of Subcommittees.....	9
Meetings.....	10
Facilitation and Record Keeping.....	10
Steering Committee.....	10
Approval Process for Recommendations.....	11
Means & Standards to Evaluate Student Achievement.....	12
State & Federal Requirements for Parental Involvement.....	12
New York State Standards	13-20

MATTITUCK-CUTCHOQUE UFSD
DISTRICT PLAN FOR IMPLEMENTING SHARED DECISION MAKING

In accordance with the Commissioner's Regulation 100.11, the Mattituck-Cutchoque UFSD developed and adopted this Shared Decision Making Plan in 1994. It is reviewed on a biannual basis with a Shared Decision Making report to the Board of Education at a regular monthly meeting.

PURPOSE OF THIS DOCUMENT

Shared Decision Making (SDM) is a process designed to involve individuals responsible for implementing decisions in actually making those decisions. Those who are "closest to action" in schools – principals, school staff, parents, and students, are provided with greater control over decisions about education matters. The board purpose of shared decision making is to improve schools in a framework of trust and collaboration between the various stakeholders that make up the "school community."

SDM is an inclusionary process. Principals, teachers, support staff, parents, students, and community members are involved in significant decisions about their schools. The process provides an opportunity for collaboration in decision making and for shared responsibility for improvement at the school level. Stakeholders collaborate in identifying education issues, defining goals, formulating and implementing decisions, and evaluating the success of those decisions in helping students reach higher standards of excellence.

FOCUS OF SDM

"Focus" is designed to provide school teams with a direction in their decision making. It represents the team's purpose – their reason for existing. Operationally, the focus of SDM provides school teams with decision criteria. All else equal, when considering alternative decisions or actions, the school teams will select the alternative most likely to attain the stated focus of the process.

At the broadest level, the decisions and actions of the SDM teams must support the District's Mission Statement:

The educational mission of the Mattituck-Cutchoque UFSD is to improve student learning and achievement by preparing the student to be an informed, caring, and productive member of our ever-changing global society.

To support this mission the specific focus of the SMD teams will be to pursue the Regents Goals for Elementary and Secondary School Students (1991).¹

The SDM process will be future-oriented. Rather than focusing on day-to-day operational problems that might exist, it will be the responsibility of the SDM Teams to consider the needs of students into the future. On an annual basis, the Teams will examine data relating to the Mission and Regents Goals, and develop objectives designed to address the issues that team members feel represent significant opportunities for the school to make progress toward attaining the Regents Goals.

¹ The Regents Goals are presented on page 19-20 of the New Compact for Learning. A copy of the goals is appended to this plan.

The School Teams, then, will be involved in creating improvements in existing programs and practices, and in developing new programs to best meet the needs of our students. The School teams are not intended to be “administrators”, and should not be directly involved in the day-to-day administrative matters. The Teams operate within the existing administrative structure of the district; they do not replace it.

Because issues will come up during the implementation of a team’s action plan, and in recognition of the fact that issues may arise of great importance to a school that would best be dealt with by a representative group of stakeholders, the SDM team may, from time to time, engage in problem-solving activities on an “as needed” basis. This activity should not detract significantly from pursuit of the team’s annual objectives.

TEAM AUTHORITY AND LIMITATIONS

The goal of the SDM process is to empower teams to develop creative methods of improving a school’s programs, practices, and services to facilitate the process of attaining the Mission and Regent’s Goals. The judgment of the individual teams in selecting which areas to focus on and in creating, implementing, and evaluating thorough action plans to address their objectives will be respected.

Within existing Board policy, SDM Teams will have the responsibility and authority to address issues, problems, and practices that affect their school. Areas of SDM team authority include, but are not restricted to:

- ❖ Academic accountability
- ❖ Budget
- ❖ Building concerns (safety, routines and procedures, maintenance)
- ❖ Communications
- ❖ Continuing education
- ❖ Curriculum development
- ❖ Discipline
- ❖ Personnel selection recommendations, as contract and law allow
- ❖ School and community as partners

Decisions and actions that fall beyond the normal authority of the team will be presented by the team for approval by the Superintendent. (For example, the Team might seek approval for a decision that requires the expenditure of funds not otherwise budgeted to the building). The Team may expect timely consideration of its recommendations, as well as feedback concerning the disposition of the recommendation. A process for approval of recommendations appears at the end of this Plan.

GUIDELINES FOR SCHOOL TEAM DECISION MAKING

The decisions and recommendations of school Teams may have far-reaching effects. The decisions of the School Teams have the same parameters as decisions of individual decision makers in the District. In order to coordinate team activity and ensure consistency with existing structures:

- ❖ Decisions and actions of the school teams cannot supersede provisions of an existing collective bargaining agreement or bypass the grievance process available under an existing agreement.

- ❖ Decisions and actions of the school teams cannot violate federal, state, or district mandates/policies.
- ❖ Decisions and actions of the school teams should be consistent with current research and understanding of best practice.
- ❖ Decisions and actions of the school teams will respect academic freedom.
- ❖ Decisions and actions of the school teams cannot commit another department, unit, or school to some actions without their prior knowledge and involvement.

BUILDING TEAM COMPOSITION

Building Team Composition: There will be two Shared Decision Making Teams; one for the elementary grades, and one for the secondary grades.

The elementary team shall be comprised of:

- ❖ The building principal (mandated member of the team)
- ❖ Three teachers elected in a manner determined by the MCTA (members will be elected for two-year renewable terms.
- ❖ Three parents selected in a manner determined by the Mattituck-Cutchoogue PTA (members will be elected for two year renewable terms.
- ❖ One member of the community at large, selected in a manner determined by the Chamber of Commerce (member will be elected on odd-numbered years for a two year renewable term).
- ❖ One member of support staff selected in a manner determined by the CSEA (member will be selected on even-numbered years for a two year renewable term).

The secondary team shall be comprised of:

- ❖ The building principal (mandated member of the team)
- ❖ Four teachers selected in a manner determined by the MCTA (representatives will be elected for two-year renewable terms. Two representatives will be elected on odd-numbered years and two will be elected on even-numbered years).
- ❖ Four parents selected in a manner determined by the Mattituck-Cutchoogue PTA (representatives will be elected for two-year renewable terms. Two representatives will be elected on odd-numbered years and two will be elected on even numbered years).
- ❖ Two students, one from grades 9-10 and one from grades 11-12, selected in a manner determined by the High School Student Council (representatives will be elected for a one year renewable term).

- ❖ One member of the community at large, selected in a manner determined by the Chamber of Commerce (the representative will be elected on even numbered years for a two-year term).
- ❖ One representative of the support staff, selected in a manner determined by the CSEA (the representative will be elected on odd-numbered years for a two year term).

Each stakeholder group’s sense of the “best” mix of participants will be honored. Likewise, each stakeholder group is free to determine how members will be selected. In soliciting volunteers and selecting members to serve on the teams, the stakeholder groups with more than one member on each team are asked to consider whether the mix of participants will be representative of the entire group.

Appointments will be effective July 1st of each year. If nay stakeholder group cannot fill all its positions on a team, the position will remain vacant for the duration of the term.

COMMITMENT OF TEAM MEMBERS

Members of the school teams enjoy certain rights and agree to certain responsibilities. Team members participate in charting a course for the school into the future; they develop programs and school policy, and define how the members of the school community are going to pursue the Mission and Regents Goals. In short, they are change agents whose job is to help make certain that students have the greatest likelihood to succeed and prosper in the future.

For collaborative decision making to succeed in creating meaningful, lasting changes in policy, programs, and practices, each team member must agree to make a good faith effort to fulfill the following responsibilities:

- ❖ Attending all team meetings. Attendance at team meetings must be a priority. Collaboration cannot occur if members are absent.
- ❖ Participating on subcommittees (see Subcommittees below)
- ❖ Participating actively in team decision making, including:
 - Expressing concerns clearly and early in the decision process
 - REALLY listening to others
 - Being willing to say “no” as a part of consensus decision making and explain your concerns with the decision (See Decision Making, below)
 - Being willing to compromise and agree to a decision you can “live with” (see Decision Making below)
- ❖ Communicating with members of the various stakeholder groups outside of team meetings to ensure that the entire school community is aware of and involved in the improvement process.
- ❖ Sharing ownership of team-decisions
- ❖ Supporting and advocating team decisions

Being a member of a school team involves risk-taking; teams must take chances to create and sustain improvements. The collaborative decision making process is designed to allow members to participate in setting a direction, creating, and implementing changes. Each team member shares responsibility and accountability for team decisions.

REPLACEMENT OR REMOVAL OF TEAM MEMBERS

If a member of the team retires prior to the end of his/her term, that member's stakeholder group shall replace him/her and the replacement shall serve to the end of the term. (Naturally, the replacement is eligible to volunteer for additional terms thereafter).

If a member is not present for three consecutive team meetings, the chairperson shall contact the person individually, requesting an explanation for the absences and the member's intentions about remaining on the team. If the member expresses a desire to remain on the team, but continues to be absent, the chairperson shall contact the appropriate stakeholder group and ask that a replacement be selected to fill this position.

ACCOUNTABILITY

Accountability can mean many different things. Unfortunately, it is often equated with "blame." To be accountable, by this definition, means to accept blame. Nothing could be less consistent with shared decision making.

School teams will be accountable for promoting continual improvement toward attaining the Mission and Regents Goals. That is, teams are accountable for making a good faith effort to develop and implement creative methods of improving school's programs, practices, and services to facilitate the process of making the Mission and Regents Goals a reality. The District recognizes that the shared decision making process takes time, that creating lasting, meaningful change requires both patience and an ongoing commitment to the process.

The District Steering Committee shall conduct annual evaluations of team progress (see Steering Committee, below), which shall include examination of school team action plans and an evaluation of team process. Teams are expected to address roughly two to three meaningful objectives annually, and to create and implement action plans designed to attain these objectives. However, it is recognized that the teams are accountable for making progress toward the Mission and Regents Goals, and above all else, the evaluation will examine how successful the teams have been in promoting change, not merely how many action plans they implemented.

There is recognition that teams, like individual decision makers, do not always achieve their objectives. Some action plans will not achieve the expected results. The District recognizes that there is value in this, and embraces the concept of "productive failure." When a team's action plan falls short, the team is directed to analyze why and develop alternatives designed to correct the problem. If shared decision making is to succeed, teams must turn "failures" into successes and members of the school community must learn from these experiences. In this sense, teams are accountable for their efforts to correct action plans and ultimately achieve their objectives.

While there is value in failure on an action plan, continual failure to attain objectives is likely an indicator of a more serious problem with the SDM process. If the District Steering Committee's evaluations show that a team continually fails on its action plans, or if the team does not make a good faith effort to correct action plans that fail to reach their objectives, the Steering Committee is instructed to take action that may include:

- ❖ Providing a team with additional training
- ❖ Providing technical assistance to a team on issues that they are considering
- ❖ Disbanding the team and reforming the team with new members

The District Steering Committee, in determining a course of action, will consider first what support the district might provide a team to help it “get back on course” and only as a last resort disband the team.

DECISION MAKING

School teams will engage in the following cycle of activity to develop annual objectives and action plans that describe the improvements in existing programs and practices that they are going to implement to better ensure the attainment of the Mission and Regents Goals:

- ❖ Team members will solicit from their stakeholder groups possible areas of discussion.
- ❖ The teams will select one or more priority areas to concentrate on for the year and examine relevant data on indicators related to educational issues suggested by the Mission and Regents Goals in this priority area. (The examination of data is meant to assist teams in selecting which issues represent the greatest opportunities for improvement, and help team members begin to identify ways to address these issues).
- ❖ Teams will develop objectives designed to address the issues that team members feel represent significant opportunities for the school to make the Mission and Regents Goals a reality.
- ❖ The teams will engage in research to determine their course of action, and develop action plans that spell out in detail how they are going to create improvements on these issues.
- ❖ The teams will implement the action plans, and as a part of the action plans, evaluate both the implementation process and their progress in achieving their objectives as a result of their actions.

School teams will use a structured decision making process that assures that all members have an equal voice in decisions and that all members have equal decision making power. Decisions shall be made by consensus of members present at team meetings. Consensus means that each member can state:

- ❖ I can live with the decision.
- ❖ I understand the decision; it is clear, concrete and specific.
- ❖ I had an opportunity to be involved in the decision.
- ❖ I will support the decision and do what I can to make it work.

The school teams will decide what constitutes a quorum, and can only come to a consensus decision when a quorum is present.

If the team determines that it cannot achieve a consensus on a decision, they will use the following process to resolve the decision:

- ❖ They will table the decision and schedule a time to return to it. In the intervening period, members may collect any information that might assist the team in resolving the conflict, including discussing the matter with stakeholders.
- ❖ If the team controls the timeline on the decision and a consensus still cannot be reached, the team will go on to another issue.
- ❖ If a decision must be made by a certain date and the team cannot achieve a consensus on the matter, the person or persons who would otherwise have made the decision if the team did not exist will make the decision.

DISTRICT COMMITMENT

The District agrees to support the activity of the school teams and makes a commitment to making the shared decision making process work. The District demonstrates this commitment in part by providing training to the school teams and agrees to cover the costs associated with the training activities.

Team training will include:

- ❖ Training in team management/meeting management
- ❖ Training in the use of data and in conducting a needs assessment
- ❖ Training in decision processes, including the use of the structured decision process and consensus decision making

The District Steering Committee shall select the specific training programs teams will receive (see Steering Committee on page 10).

COMMUNICATIONS AND USE OF SUBCOMMITTEES

School teams cannot succeed if they operate isolated from the school community. There needs to be open communications among team members, and the team needs to communicate openly with members of the various stakeholder groups who are affected by their decisions. Team members have the responsibility of keeping members of their stakeholder group informed concerning team decisions and activities, and team members should build into their action plans ways to solicit input from members of the school community.

Teams are encouraged to develop regular mechanisms to communicate with members of the school community. These may include, but are not limited to, distributing minutes or summaries from team meetings; sending periodic memos or newsletters to stakeholders; making short oral presentations at the regular meetings of the stakeholder groups.

Team decision making will occur during team meetings, but researching issues, communicating and obtaining feedback from members of the various stakeholder groups, and implementing action plans will occur outside of meeting time. The use of subcommittees to accomplish task and to assist the school teams in doing research, communicating, and implementing action plans is encouraged. Time shall be allotted at the beginning of each meeting for reports of subcommittees on progress on existing action plans. Subcommittees may include school team members as well as individuals not serving on the teams.

MEETINGS

The final schedule for team meetings shall be determined by the members of the school teams. It is highly recommended that meetings be held weekly, and run for one hour at a time, determined by the team. Meetings shall be held outside of the normal school day. The team shall designate a meeting room within the school, or make other arrangements for meeting space, and notify team members of the location of each in a timely fashion.

FACILITATION AND RECORD KEEPING

The teams will select a Chairperson or team leader, whose role shall include preparation of agendas for each meeting and facilitating team meetings. The Chairperson does not have greater decision making power than other team members, and while acting as facilitator, the Chairperson shall not take part in Team discussions. When the Chairperson desires to participate in team discussion on a matter, he/she may ask another team member to assume the role of facilitator temporarily.

Minutes will be prepared for each meeting and distributed to members prior to the next regularly scheduled meeting. Responsibility for record keeping shall be shared by team members on a rotating basis, unless any team member chooses to volunteer to fulfill this function on a permanent basis. To promote communication, minutes will also be sent to the presidents of each stakeholder group. Copies of minutes will be made available to the public in the offices of the Superintendent of Schools, the elementary school principal and the high school principal.

STEERING COMMITTEE

A District Steering Committee (DSC) will perform the following duties:

- ❖ The DSC will meet annually to evaluate the implementation of this plan, the progress of the school teams, and monitor team accountability.
- ❖ The DSC will be available on an as needed basis to resolve conflicts related to the SDM process, which may occur. (In the event a school team feels that a conflict exists that needs to be resolved the DSC, any member(s) of that school's team who also serves on the DSC will abstain from participation in consideration of the matter).
- ❖ As the design team that constructed this plan, the DSC shall also select the training programs teams shall receive, and shall as a part of its evaluations recommended modifications to this plan to the Board.

APPROVAL PROCESS FOR RECOMMENDATIONS

Decisions or expenditures exceeding the School Team's authority or that affect other schools or other areas of district activity can be formulated into recommendations to be presented to the Superintendent. The following guidelines apply to the development and submission of recommendations by the SDM team:

- ❖ The SDM team should prepare materials and documentation to support the recommendation. The materials should clearly state:
 - the recommendation
 - the issue the recommendation is meant to address
 - how the recommendation will address the issue
 - how and why this recommendation was selected
 - who will be affected by the recommendation
- ❖ Where appropriate, the materials should include an action plan for implementing the recommendation that provides a schedule, a list of resources required to implement the recommendation and a plan for evaluating the impact of the recommendation.

Recommendations are to be submitted to the Superintendent. The School Teams should understand that approval may or may not be granted. The School Teams should understand that the Superintendent may have questions about the recommendations and may propose amendments to them. The School Teams should be prepared to answer the Superintendent's questions, provide additional information if requested, and confer with the Superintendent about proposed amendments to the recommendations.

The following guidelines apply to the Superintendent's consideration of the School Team's recommendations:

- ❖ The Superintendent will carefully review and give full and open consideration to any recommendations.
- ❖ The Superintendent will respond to the School Team's recommendations within 15 school days.
- ❖ In situations where the Superintendent does not approve the recommendation, the Superintendent will respond to the School Team's recommendation in writing, and upon request, in person, providing a clear explanation for the refusal and including the criteria used in making the decision.
- ❖ The Superintendent agrees not to modify recommendations without involving the School Team.

The recommendation process is meant to establish a dialogue. In situations where the Superintendent could not approve a recommendation, the School Team will have the right to develop a response, which addresses the concerns raised by the Superintendent, and to have that response treated as a new recommendation.

MEANS AND STANDARDS TO EVALUATE STUDENT ACHIEVEMENT

All decisions made by School Building Teams will be consistent with District goals and the goals of the New York State Board of Regents.

The role of the School Building Teams will be to analyze the needs of the building through the assessments of school data and standardized and state test results; to determine how effectively the school is serving its entire population; and to ascertain whether specific goals are being attained.

School Building Teams are responsible for developing a thoughtful process for determining and assessing student achievement with a timetable for measurement. The means for assessing students may include, but are not limited to, the use of standardized test results. In addition, School Building Teams may also utilize non-standardized methods of assessment including:

- Outcome-Based
- Portfolios
- Research papers
- Academic and behavioral observations
- Oral presentations
- Interviews
- I.E.P.'s

Teams will develop plans for achieving established goals. Such plans must meet the following criteria:

- 1) Effective evaluation design to measure achievement of desired goals
- 2) Innovative evaluation models appropriate to the educational issue
- 3) Such plans will be developed in consultation with the school staff, parents, and other constituents.

STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT

The Mattituck-Cutchogue School District is also involved with a number of Federal, State, and local programs that require the involvement of parents in planning and decision making. All these programs will utilize the shared decision making process and will share information in the form of minutes. In particular all decision making by the building teams on any educational issue shall take into consideration the needs of the students served by these Federal and State programs.

NEW YORK STATE STANDARDS

The Arts

Career Development and Occupational Studies

English Language Arts

**Health, Physical Education, and Family and Consumer
Sciences**

Languages Other Than English

Mathematics, Science, and Technology

Social Studies

New York State Academy for Teaching and Learning

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

New York State Academy for Teaching and Learning

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

New York State Academy for Teaching and Learning

English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

New York State Academy for Teaching and Learning

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

New York State Academy for Teaching and Learning

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

New York State Academy for Teaching and Learning

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

New York State Academy for Teaching and Learning

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.