

NYSED Part 100 Regulations



REGULATIONS OF THE COMMISSIONER OF EDUCATION FOR GENERAL EDUCATION AND DIPLOMA REQUIREMENTS (FOR SOCIAL STUDIES) April 2001

This summary of social studies provisions in the Part 100 of the Commissioner's Regulations is intended to provide a concise overview of social studies requirements in the Part 100 of the Commissioner's Regulations. The full [Regulations of the Commissioner of Education](#) can be accessed online.

SECTION 100.1

(1) Definitions

As used in this Part:

(a) Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent.

(b) Unit of credit is earned by:

(1) the mastery of the learning outcomes set forth in a New York State -developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area; or

(2) pursuant to section 100.5(d)(1) of this Part, a passing score of at least 85 percent or its equivalent on a department-approved examination in a given high school subject without the completion of a unit of study, and the successful completion of either an oral examination or a special project.

(c) Syllabus means a document stating the expected learning outcomes, including the goals, objectives, concepts, skills and understandings in a given subject.

(f) Regents competency tests means State tests of achievement in reading, writing, mathematics, American history and government, global studies and science administered in grades 9 through 12.

(g) Academic intervention services means additional instruction which supplements the instruction provided in the

general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

(h) Program evaluation tests means assessments of the local instructional program by means of written tests administered to students and other measurement techniques.

(m) Regents examinations means State achievement test based upon syllabi prescribed by the department.

(t) State learning standards means the knowledge, skills and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience.

(1) State learning standards are organized into seven general curriculum areas:

(i) English language arts

(ii) Mathematics, science and technology

(iii) Social studies.

(a) 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.

(b) 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.

(c) 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.

(d) 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.

(e) 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.

(iv) Languages other than English.

(v) The arts.

(vi) Health, physical education and the family, and consumer sciences.

(vii) Career development and occupational studies

(2) The State learning standards in each of the seven general curriculum areas, and the State assessments that measure achievement of the State learning standards, are organized into four levels:

(i) the elementary or elementary-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do by the end of grade four;

(ii) the intermediate or intermediate-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do by the end of grade eight;

(iii) the commencement or commencement-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do upon receiving a high school diploma.

(iv) the alternate performance level for the State learning standards and the State assessment for students with severe disabilities reflect the knowledge, skills and understandings that such students are expected to know and be able to do as indicated in their individualized education programs. Students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education, social, psychological and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and/or prompts and assistive technology devices.

SECTION 100.2

(c) Instruction in certain subjects. Pursuant to articles 17 and 65 of the Education Law, instruction in certain subjects in elementary and secondary school shall be provided as follows:

(1) for all students, instruction in patriotism and citizenship, as required by section 801 of the Education Law;

(2) for all students in the eighth and higher grades, instruction in the history, meaning, significance and effect of the provisions of the Constitution of the United States and the amendments thereto, the Declaration of Independence, the Constitution of the State of New York and the amendments thereto, as required by section 801 of the Education Law;

(6) for all students in grades one through eight, instruction in New York State history and civics as required by section 3204(3) of the Education Law;

(7) for public school students, instruction relating to the flag and certain legal holidays, as required by section 802 of Education Law;

(9) for all public school students, instruction relating to the conservation of the natural resources of the State, as required by section 810 of the Education Law.

SECTION 100.3

100.3 Program requirements for students in grades prekindergarten through six.

(a) Prekindergarten and kindergarten programs in public schools and in voluntarily registered nonpublic schools.

(1) Each such school operating a prekindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests and needs of the children. Learning activities in such programs shall include:

(iii) participation in group projects, discussion and games;

(b) Program requirements in grades one through four.

(1) Required subjects. During grades one through four, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in:

(iii) social studies, including geography and United States history

(2) Required academic assessments.

(i) Except as otherwise provided in subparagraph (ii) and (iii) of this paragraph, at the specified grade level, all students shall take the following tests, provided that alternative accommodations may be used as provided for in section 100.2(g) of this Part in accordance with Department policy:

(c) Beginning in November 2000, the social studies elementary assessment shall be administered in grade five; and

SECTION 100.4

100.4 Program requirements for grades seven and eight.

(a) *Definitions.*

(b) *Units of study in grades seven and eight.*

(1) *Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:*

(ii) *social studies, two units of study;*

(c) *Grade eight acceleration for diploma credit.*

(1) *Public school students in grade eight shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects or science courses.*

(d) *Required assessments. Except as otherwise provided in subdivision (e) of this section, and except for students who have been admitted to a higher grade without completing the grade at which the assessment is administered, all students shall take the following assessments, provided that alternative procedures may be used as provided for in section 100.2(g) of this Part:*

(3) *The program evaluation test in social studies in grade eight, beginning May 1989. Beginning with the school year 2000-2001, the social studies intermediate assessment shall replace the program evaluation test and shall be administered in grade eight.*

SECTION 100.5

100.5 Diploma requirements.

(a) *General requirements for a Regents or a local high school diploma. Except as provided in paragraph 6 of subdivision (d) of this section, the following general requirements shall apply with respect to a Regents or local high school diploma. Requirements for a diploma apply to students depending upon the year in which they first enter grade nine. A student who takes more than four years to earn a diploma is subject to the requirements that apply to the year that student first entered grade nine. Students who take less than four years to complete their diploma requirements are subject to the provisions of subdivision (e) of this section relating to accelerated graduation.*

(1) Students first entering grade nine in 1984 or before shall earn at least sixteen units of credit or their equivalent, as determined by the commissioner, to receive a local high school diploma, and eighteen units of credit or their equivalent, as determined by the commissioner, to receive a Regents high school diploma. Such units of credit shall include:

(ii) social studies, including a year of American history, three units;

(2) Students first entering grade nine in 1985 and thereafter, but prior to the 2001-2002 school year, shall have earned at least eighteen and one-half units of credit or their equivalent, as determined by the commissioner, in order to receive either a Regents or local high school diploma. Such units of credit shall include:

(ii) social studies, four units of credit as set forth in paragraph (6) of this subdivision;

(3) Students first entering grade nine in the 2001-2002 school year, but prior to the 2008-2009 school year, shall have earned at least 22 units of credit including two credits in physical education to receive either a Regents or local high school diploma. Students first entering grade nine in the 2008-2009 school year and thereafter shall have earned at least 22 units of credit including two credits in physical education to receive a Regents diploma. Such units of credit shall incorporate the commencement level of the State learning standards in: English language arts; social studies; mathematics, science, technology; the arts (including visual arts, music, dance and theatre); languages other than English; health, physical education, family and consumer sciences; and career development and occupational studies. Such units of credit shall include:

(ii) social studies, four units of credit as set forth in paragraph (6) of this subdivision;

(5) State assessment system

(i) Except as otherwise provided in subparagraphs (ii), (iii), and (iv) of the New York State learning standards:

(c) United States History and Government.

(1) for students who first enter grade nine prior to September 1998, by passing either the Regents Competency Test in United States history and

government, or the Regents examination in United States history and government; or

(2) for students who first enter grade nine in September 1996 and thereafter, by passing the Regents examination in United States history and government. For purposes of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55-64, as determined by the school, also may be considered passing up through the 2007-2008 school year; or

(3) for students with disabilities who first enter grade nine in or after September 1998 and prior to September 2010 and who fail the Regents examination in United States history and government, the United States history and government requirements for a local diploma may be met by passing the Regents Competency Test in United States history and government. For students with disabilities who first enter grade nine in September 2005 and thereafter, the English requirements for a local diploma may also be met by passing the Regents comprehensive examination in English with a score of 55-64. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(4) The transcripts and permanent record cards of students shall indicate the assessment the student has passed to meet diploma requirements, and the score achieved.

(e) Global History and Geography.

(1) for students who first enter grade nine prior to September 1998, by passing either the Regents Competency Test in global studies or the Regents examination in global studies; or

(2) for students who first enter grade nine in September 1998 and thereafter, by passing the Regents examination in global studies. For purposes of a Regents endorsed diploma a score of 65 shall be considered passing. For a local diploma a score of 55-64, as determined by the school, also may be considered passing up through the 2007-2008 school year; or

(3) for students with disabilities who first enter grade nine in or after September 1998 and prior to September 2010 and who fail the Regents examination in global history and geography, the global history and

geography requirements for a local diploma may be met by passing the Regents Competency Test in global studies. For students with disabilities who first enter grade nine in September 2005 and thereafter, the English requirements for a local diploma may also be met by passing the Regents comprehensive examination in English with a score of 55-64. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).

(4) The transcripts and permanent record cards of students shall indicate the name of the assessment the student has passed to meet diploma requirements, and the score achieved.

(ii) Alternative assessments, approved by the commissioner pursuant to section 100.2(f) of this Part, may be used in place of the State assessments.

(iii) For students first entering grade nine in the 2000-2001 school year and before, the principal shall review the transcript of each student first entering a New York State school after the beginning of grade seven to determine whether or not the student has adequate preparation in science to take the Regents Competency Test in science. The principal may exempt from the Regents Competency Test requirement in science set forth in clause (i) (d) of this paragraph any such student determined to lack adequate preparation in science. This shall not apply to students entering grade nine in the 2001-2002 school year and thereafter.

(iv) For students entering grade nine in the 2000-2001 school year and before, the principal shall review the transcript of each student first entering a New York State school during grades nine or ten to determine whether or not the student has adequate preparation in social studies to take the Regents Competency Test in global studies. The principal may exempt from the Regents Competency Test in global studies set forth in subclause (i)(e) of this paragraph any such student determined to lack adequate preparation in social studies. This provision shall not apply to students first entering grade nine in the 2001-2002 school year and thereafter.

(v) Pursuant to section 100.1(b) of this Title, passing the Regents assessment in any given subject shall not be construed as having earned a unit of credit in that subject unless the student also passes the course as offered in a registered high school or the student meets the requirements for credit by examination pursuant to section 100.5(d)(1) of this Title.

(6) All students first entering grade nine in 1985 and thereafter shall earn four units of credit in social studies in accordance with the following:

(i) Such requirement shall include one unit of credit in American history;

(ii) Such requirement shall include one half unit of credit in participation in government and one half unit of credit in economics or their equivalent.

(7) Types of diplomas.

(i) Except as provided in subparagraphs (vi), (vii), and (viii) of this paragraph, for students first entering grade nine in the 2001-2002 school year and thereafter, there shall be no diplomas or certificates other than the following:

(a) Regents diploma; or

(b) Regents diploma with an advanced designation; or

(c) State high school equivalency diploma as provided in section 100.7 of this Part; or

(d) High School Individualized Education Program Diploma as provided in section 100.9 of this Part.

(e) Regents diploma, or Regents diploma with an advanced designation, with an affixed technical endorsement awarded upon completion of an approved career and technical education program pursuant to section 100.5(d)(6) of this Title.

(ii) A local school district may award a student a Regents diploma with honors or a Regents diploma with advanced designation with honors. To earn honors, a student shall achieve an average of 90 per cent in all Regents examinations, or their equivalent pursuant to section 100.2(p) of this Part, required for the diploma. Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90.0 per cent shall not be rounded upward to 90 per cent.

(iii) Earning a Regents or local high school diploma shall be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law section 3202(1) and shall terminate a student's entitlement to a free public education pursuant to such statute. Earning a high school equivalency diploma or an Individualized Education Program Diploma

shall not be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law section 3202(1) and shall not terminate a student's entitlement to a free public education pursuant to such statute.

(iv) Earning a Regents diploma. Students first entering grade nine in 2001 and thereafter shall meet the commencement level New York State learning standards by successfully completing twenty-two units of credit and five New York State assessments distributed as specified in (a) through (k) below. After passing the required New York State assessment or approved alternative in mathematics, science, and English language arts, the remaining units of credit required in that discipline may be in specialized courses. A specialized course is a course that meets the requirements of a unit of credit as defined in section 100.1(a) of this Part and the New York State commencement learning standards as established by the commissioner. A specialized course develops the subject in greater depth and/or breadth and/or may be interdisciplinary. Successful completion of one unit of study in an interdisciplinary specialized course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject. In a public high school, an interdisciplinary specialized course shall be taught by a teacher certified in at least one of the subjects.

(b) Social studies, four units of credit including one unit of credit in American history, the Regents examination in United States history and government or an approved alternative pursuant to section 100.2(f) of this Part, the Regents examination in global history and geography or an approved alternative pursuant to section 100.2(f) of this Part, and a half unit of credit in Economics and a half unit of credit in Participation in Government or their equivalent as approved by the local public school superintendent or his or her designee or by the chief administrative officer of a registered nonpublic high school.

(vi) For students with disabilities who first enter grade nine in or after September 2001 and prior to September 2010 and who fail required Regents examinations for graduation but pass Regents Competency Tests in those subjects, as provided for in paragraph (5) of subdivision (a) of this section, a local diploma may be issued by the local school district. For students with disabilities who first enter grade nine in September 2005 and thereafter, a score by such student of 55-64 may be considered as a passing score on any Regents examination required for graduation, and in such event and subject to the requirements of paragraph (c)(6) of this section, the school may issue a local diploma to such student. This provision shall apply only to students with disabilities who are entitled to attend school pursuant to Education Law sections 3202 or 4402(5).