

## Social Studies GLCE/HSCE Update April 1, 2008

Over the past four months Office of School Improvement (OSI) consultants have traveled across the state to introduce the new Content Expectations for K-8 and High School Social Studies. These introductory sessions are designed to support participants in planning for curriculum and assessment alignment and implementation.

Staff members from OSI and from the Office of Assessment and Accountability (OEAA) with input from the OEAA Social Studies Advisory Committee have begun to identify the parameters for state assessment of the new content expectations.

On Friday, March 14, OSI and OEAA representatives met with members of MSSSA to answer questions identified by colleagues in the field. Three areas were identified that needed additional clarification.

- 1) Interpretation of the statement regarding examples (e.g.s) as exists on GLCE page 8 and HSCE pages 17, 36, 49, and 64.
- 2) Interpretation of requirements for Capstone Project completion as referenced on GLCE pages 45, 54, 57, 67, and 71.
- 3) Interpretation of the need for special attention given to service learning projects as stated in HSCE C6.2.7 on page 61.

Each of these areas has been thoroughly discussed and clarified as a part of the regional rollout sessions.

- 1) Many expectations include a list of **examples** (labeled with “e.g.”) that help to clarify the teachable content of the expectation and offer the context within which students could show that they have met the expectation. In some cases, the examples list is extensive and offers teachers many great ideas for developing the intended understanding of the bigger idea or the skill stated in the actual content expectation. Just as the examples are suggestions and offer a context for instruction, they may also form the context for assessment (classroom, district, and large-scale summative/ MEAP/MME). Since details or specifics of the examples are not required to meet the expectation, **details or specifics of the examples would not be the focus of assessment of the CE.** Assessment items would be designed to assess whether students have met the expectation stated in the CE itself.

Other expectations include items in parentheses that help clarify the teachable content of the expectation. These items are not preceded by “e.g.” and represent required content and contexts. More than suggestions, these contexts (events, topics, decisions, organizational structures) represent understandings necessary for fully meeting the expectation. Students would be expected to draw on the understanding developed in the classroom and use specifics from these events, topics, decisions, or structures to show that they have met the expectation as a part of assessment (classroom, district, and large-scale summative/MEAP/MME).

OSI and OEAA have determined that the Michigan Social Studies GLCE and HSCE (CE) that are written with the term “e.g.” (when giving examples for content) will be assessed in the following manner. A MEAP or MME item written to assess CE with “e.g.” content examples will not assess the content example specifically, but may use the content example to set the testing context to measure understanding of the “big idea” of the CE.

For example, **Grade 8-U4.3.3** [Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.]

An item written to measure **Grade 8-U4.3** might be constructed in the following manner:

A text box summarizing Susan B. Anthony’s part in the Seneca Falls Resolution would appear first before the actual question. The question might then ask students to compare the writing of the Seneca Falls Resolution with the writing of the Declaration of Independence by comparing the goals of Thomas Jefferson and Susan B. Anthony. An item written to **Grade 8-U4.3 would not ask students to specifically recall facts about the goals of Susan B. Anthony.**

Now is the time for teachers to work together to develop district curricula that align with the new expectations. By focusing on the development of powerful and engaging integrated units of instruction that include authentic formative and summative classroom and district assessment, teachers will provide students with opportunities for meeting all of the expectations.

Now is also the time for members of the OEAA, working in conjunction with OSI and the field, and following assessment development guidelines, to formulate a plan for assessing the new expectations. Greater clarity regarding the format and context (assessment environment) for large-scale assessment (MEAP/MME) will be one outcome of this work. OEAA will share planned MEAP/MME assessment information to provide the transparency teachers will want to assure that the instruction they provide for meeting the expectations as indicated on classroom and district assessments will also prepare students for success on the MEAP and MME assessments.

- 2) **Capstone projects** are intended as culminating activities in which students apply the skills they have developed throughout the year to analyze and address in greater depth the global issues that have been introduced throughout the year. Teachers will introduce many issues throughout the year, but will identify three (or more) as the focus of in-depth capstone project investigations. **Each student will be responsible for completing one capstone project.** Since three issues will be the focus of capstone projects throughout the classroom, all students will be introduced to in-depth analysis and suggestions for the future as a part of the capstone presentations of their peers.
- 3) Participation in a service learning project is a requirement for meeting the expectations that describe the required 0.5 credit in Civics. Special attention has been given to expectation C6.2.7 (HSCE page 61) for two reasons.
  - The State Board of Education placed **great emphasis on civic participation** throughout the GLCE/HSCE. The expectation “Participate in projects to help or inform others” was added at each grade from K-8. In grades 6-8, that expectation is followed by “(e.g., service learning)” to introduce the idea that service learning is an important example of civic participation which might be introduced at the middle school level in preparation for meeting the service learning requirement in high school.
  - The note at the bottom of page 61 confirms the understanding that **students may fulfill their service learning project outside the traditional course in Civics.** It states “Note: Service learning projects need not be folded into a semester course in Civics, but could also be part of a larger or year-long/semester-long project outside the traditional course in Civics.” A number of questions have arisen regarding service learning options, the definition of service learning, the record keeping that could be necessitated by offering options for meeting this expectation, the weight this one expectation should play in earning

the required .5 credit in Civics, and many others. OSI is pointing to the significance of this requirement, providing additional resource information, and answering questions as they arise. **Decisions about which options will be offered, to what extent students must provide evidence of participation, and final record keeping are made at the district level.** For additional information regarding service learning opportunities, please contact Angelia Salas, Service Learning Coordinator for the Michigan Community Service Commission at [SalasA@michigan.gov](mailto:SalasA@michigan.gov).

The many resources used in the rollout of the Social Studies GLCE/HSCE are being posted on the Social Studies and High School sites. They can be accessed by typing in [www.michigan.gov/socialstudies](http://www.michigan.gov/socialstudies), [www.michigan.gov/hsce](http://www.michigan.gov/hsce) or [www.michigan.gov/glce](http://www.michigan.gov/glce).

We will continue to provide updates as more information regarding implementation, unit development, and assessment becomes available.