

Social Studies Expectations Revision Update

Progress Report to Field, August 1, 2007

Draft Social Studies K-8 Grade Level Content Expectations and High School Content Expectations were open for field review from May 10 through June 29, 2007, during which time more than 1000 surveys were completed. We would like to take this opportunity to thank the many stakeholders who shared their comments and suggestions for improvement. Survey data and a summary of comments will be posted on the MDE High School site in October. Email reminders will be sent to those who asked to review responses.

Since posting the draft documents, revision teams have been busy reviewing comments from internal, external, field, and national review, and revising the grade level/course/credit expectations to include

- a planned transition from elementary to middle school and high school
- a strong foundation for meeting the high school content expectations
- a strong K-12 vertical alignment in four disciplines – history, geography, civics and government, and economics – and in public discourse, decisions making, and citizen involvement

Final drafts will be reviewed and discussed by the State Board of Education in September for approval in October. We caution you not to use the current drafts that were presented to the State Board of Education in May to align curriculum. The new documents will include significant changes.

The following summary indicates stages of revision for the various components.

GLCE K-8 – The K-5 and 6-8 revision teams are revising

- introductory statements to
 - provide a clear description of the rationale for change
 - explain the focus on national standards and the importance of meeting NAEP expectations
- each grade level section to include an overview and a concept map/outline (as in the high school documents)
- Grades K-4 to address an identified grade level focus, national standards, and to build disciplinary knowledge and thinking skills in each of four disciplines – history, geography, civics and government, and economics, as well as in public discourse, decision making, and citizen involvement
- standards categories and topics/headers to show vertical alignment
- Grades 6 and 7 to include World History and Geography Foundations (Eras 1-3), a stronger emphasis on historical and geographic habits of mind, and regional geography studies
- Grades 5 and 8 to include an integrated study of the United States organized around the first five eras of United States history

High School – The high school revision teams have revised

- initial drafts of all four high school documents. The drafts originally contained extensive examples and a very comprehensive coverage of the content that could be included in each required course/credit. The revision groups refined and sharpened the focus on concepts, content, and skills defined as most important for all students to understand and apply.
- World History and Geography Foundations to better describe the necessary foundations for meeting the high school expectations, combined Eras 4 and 5, and added a Current Global Issues section to Era 8
- United States History and Geography Foundations to better describe the necessary foundations for meeting the high school expectations, and condensed expectations in all eras to focus specifically on content and skills most important for all students to understand and apply
- Civics based on an analysis of K-12 alignment and on comments from the national review, and will add Foundations statements to high school Civics expectations
- and are reorganizing Economics based on an analysis of K-12 alignment and on comments from the national review, and will add Foundations statements to high school Economics expectations

K-12 Alignment – Teams are reviewing

- all documents for K-12 disciplinary knowledge and skill articulation, and alignment based on recommendations from the national review
- all documents for inclusion of Public Discourse, Decision Making, and Citizen Involvement components
- for uniform terminology used to categorize and define geography, civics, and economics standards and standards categories, and to identify geography, civics, and economics perspectives embedded within expectations.