Social Studies Standards Update

Michigan State Board of Education April 9, 2019



Public Discourse and Decision Making

- Standards are not about politics
 - "Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels."
- The Standards are a Framework for students to learn to:
 - Think critically
 - Make decisions
 - Become good citizens
- Students need to see themselves in the Standards
 - Equity lens/Equity work in Michigan



The Journey of Social Studies Standards Development

- Volunteers from across the state have helped the Department of Education staff think about what quality standards for students might look like
- To date, there have been more than 363 volunteers involved in the writing process
- The volunteers represent diversity geographically, culturally, ethnically, racially, and religiously



The Journey of Social Studies Standards Development

- 15 Social Studies Leaders 12,500 hours invested over nearly five years
- 1 Focus Group, 31 members
 - 2,500+ hours
- 18 Listen & Learn sessions
 - 6,000+ hours
- 17 Social Studies Writers/Task Force Chairs
 - 3,000+ hours
- 1 Task Force, 120 Task Force members
 - 2,500 hours
- 7 Work Groups, 180 community members
 - 2,200+ hours
- 5,000+ responses from Feedback both online and face-to-face

The Journey Continued: Timeline

2007 K-12 Social Studies Standards approved

by the State Board of Education (SBE)

2014 Michigan K-12 Social Studies Standards

revision begins

2015 The SBE reviews Draft Michigan K-12 Social

Studies Standards and requests

additional feedback

2016-17 Focus Group meets for six full days

reviewing draft #8



The Journey Continued: 2018 Details

Winter 2018

Social Studies Writers incorporate Focus Group suggestions

March 2018

Social Studies Standards presented to the SBE; additional feedback requested

May 2018

Online Survey and 18 Listen & Learn sessions launched – over 5,000 responses

October 2018

Task Force Members solicited and selected

October-December 2018

Task Force Committees meet to revise standards based on feedback



The Journey Continued: 2019 Details

February 2019

Work Sessions held to collect targeted feedback

NEXT STEPS:

April - May 2019

- 9 Additional Listen & Learn sessions to be held statewide (April 24 – May 9)
- Online Survey open for feedback (April 9 May 9)

2019

 Updated Draft (based on feedback) Michigan K-12 Social Studies Standards presented to the SBE



Why Update Michigan's Social Studies Standards?

Last Update was in 2007

Feedback from the field: Fewer, clearer, and higher

DRAFT



Michigan K-12 Standards
Social Studies



March, 2019



MICHIGAN

Department Education

C3 Framework released

More integration of content

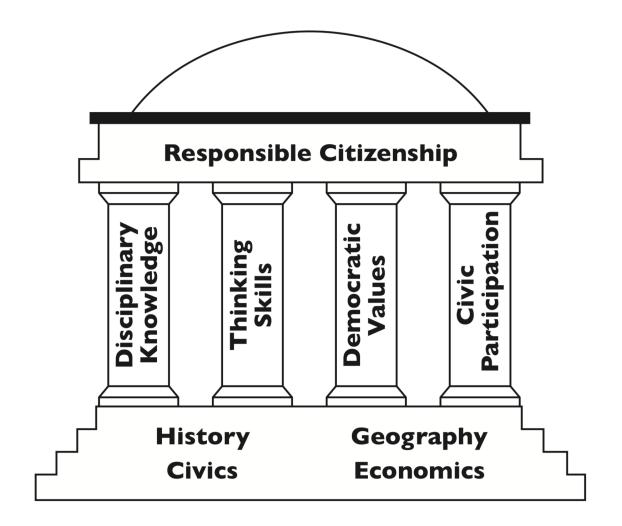
Standards to reflect deeper student learning

Increased student outcomes



The Responsibilities of Civic Participation

Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.





How are the standards set up?

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How do the Standards play out...

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The C3 Framework Arc of Inquiry





Structure of a Standard and Examples:

C – 1.1.3 Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

Examples may include but are not limited to: direct democracy, constitutional democracy, representative democracy, indirect democracy/republic.

ARC of Inquiry - Compelling Questions: In what ways might the federal and state governments reflect characteristics of both direct **democracy** and a representative **republic** (or neither)? What might be the best forms of representation?



Changes 2015: 6th & 7th Grades

Change	Rationale
6th Grade will be World Geography	Existing content expectations for 6th and 7th grade are redundant. Contemporary civics/government and economics content is integrated throughout the year.
7th Grade will be World History	Existing content expectations for 6th and 7th grade are redundant. The artificial separation of Eastern and Western hemisphere is eliminated.

Changes 2015: Organizational

Change	Rationale
World History and Geography Era 4: Era 4 Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D. moved to middle school	Provides high schools more rigor for World History and Geography Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945
American History Era 6: Industrialization, 1870-1930, moved to the high school	Era 6 sets the stage for most of 20 th century US History & Geography
Processes and Skills section updated to produce college, career, and civic life ready students	Research over the last ten years provides better methods for improving our abilities to ensure students are career, college, and civic life ready



Changes 2015:Format

Change	Rationale
Appendix is eliminated	Contents of Appendix moved to "Examples" column or placed directly in the Standards to make them more accessible
Examples (e.g.) in body of Standards moved to "Examples" under each Standard	Examples (e.g.) are not directly assessable so should not be in the body of the Standards. Blank spaces in "Examples" column encourage teachers to add their own





Public Policy Associates, Incorporated is a public policy research, development, and evaluation firm headquartered in Lansing, Michigan. We serve clients in the public, private, and nonprofit sectors at the national, state, and local levels by conducting research, analysis, and evaluation that supports informed strategic decisionmaking.

repared for Michigan Department of Education

Listen & Learn Session Summary: June 2018

Public Input on the Proposed 2018 Michigan Social Studies Standards

Prepared by
Public Policy Associates, Incorporated

July 16, 2018



Public Reaction per Public Policy Associates (PPA) Summary

"Overall, public reaction to the proposed 2018 Michigan K-12 Social Studies Standards, as captured through the Listen & Learn sessions thus far, has been overwhelming in opposition to the proposed standards as they are currently written. Many attendees also expressed concerns about the revising process used to get to the standards as presented.

The feedback received at the sessions focused primarily on the moving or removal of certain terms, dates, and people (referred throughout this document as 'examples'). Overall, attendees were critical of the process used to draft the standards, as well as the makeup of the Focus Group that contributed to the editing of the standards."



General Feedback per PPA Summary

Opposition to the proposed 2018 Standards includes:

- Elimination of references and content
- Changes or adaptations to vocabulary
- A lack of transparency of the review process and committee selection
- Political influence to content changes
- Lack of rationale for content review and changes



Content Area Feedback –PPA Summary

Civics and Core Values

Much of the uneasiness expressed by attendees across the sites concentrated on the uneven use of or disagreement with new terminology in Civics.

- One critical concern heard during the public feedback was the use of the word 'republic' in place of the word 'democracy' in some sections of the standards.
- Attendees posed questions and comments at some sites regarding the proposed change in the document's language from 'core democratic values' to 'core values' as well as the use of 'federal' government instead of 'national' government.
- Additional comments and feedback focused on disagreement with the specific removal of the terms 'truth, diversity, and justice' from the values list.



K-4 Changes

There were fewer criticisms expressed at the public sessions about changes at the early elementary level (K-4). Consistent with other topics of interest across the sessions, participants found the use of certain terms concerning.

6th and 7th Grade World History and Geography and High School

Central questions and concerns related to changes in the 6th and 7th grade Standards primarily concentrated on the shift in focus of World Geography in sixth grade and World History in seventh grade.



5th and 8th Grade U.S. History and Geography and High School

 At all three levels (5th Grade, 8th Grade, and High School), questions were raised by attendees about the moving or removal of specific examples from the standards in U.S. History.

Economics

• There were considerably fewer comments on the changes to economics than to other areas of social studies. However, commenters gave both supportive and critical feedback.



Examples of Updates: Grade 3 Economics

GRADE 3

Economics

2007	REVISED/CURRENT DRAFT	TASK FORCE
3 - E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.	Add examples: auto industry, lumbering, furniture manufacturing, agriculture Economics taskforce believes adding of examples here narrows the potential of this standard. The way it is written allows flexibility by location as well as how things change over time. Providing examples will make teachers think these are the things that need to be focused on and in some cases the examples provided are more historical than current. The K-4 task force hoped to see examples whenever possible. We can eliminate them here as a compromise.



Examples of Updates: Grade 3 Continued

2007	REVISED/CURRENT DRAFT	
3 - H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs. e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians	3 – H3.0.4 Draw upon traditional stories and/or teachings of indigenous peoples who lived in Michigan in order to make generalizations about their beliefs and histories. 3 – H3.0.4 e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi, Menominee, Huron	

GRADE 3

TASK FORCE	BIAS	FINAL
Change: Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. Example: Seven Grandfather Teachings RATIONALE: Asking students to make generalizations may lead to stereotypical thinking and oversimplification.		3 - H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. e.g. Seven Grandfather Teachings
RATIONALE: Adding "and continue to live' helps dispel the myth that Indigenous People are 'People of the Past."		



Examples of Updates: High School

FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY

HSCE	Example	Revision	Rationale	
4.1.1 Growth and Interactions of World Religions – Analyze the significance of the growth of and interactions between world religions.	Examples many include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia	Added section on world religions, similar to 2007 standards, but focusing more on the significance of interactions between religions.	Global spread and interactions of world religions is essential to understanding this era. Respecting concerns about too much content in HS though, we did not add back in 2007 version in its entirety. A change to the Grade 7 standards allowed us to focus on interactions and their significance.	

Examples of Updates: High School Continued

Grade Level: High School

Original 2007 Standard

C1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)

Revised 2018 Standard

Deleted

General Feedback from Public Review and In Person Sessions:

1.1.4, 4.2.6, 5.3.5, and 5.3.9 should be reinstated due to their importance in developing citizens.

Proposed Change

Keep the 2018 revision

Examples may include but are not limited to:

Rationale

The feedback about the personal connection and participation is covered in C5- Citizenship in the United States and C6 - Citizenship in Action



Examples of Updates High School Economics

2007 Standard	2007 STANDARD	2018 Standard	2018 TASKFORCE APPROVED	Rationale
1.1.2	Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.	1.1.2	Entrepreneurship - ANALYZE THE RISKS AND REWARDS OF ENTREPRENEURSHIP AND ASSOCIATE THE FUNCTIONS OF ENTREPRENEURS WITH ALLEVIATING PROBLEMS ASSOCIATED WITH SCARCITY.	The standard was changed to make clearer and more accurate. The 2007 standard portrayed a negative view of entrepreneurship. The 2019 standard is now neutral and authentically aligned.

Examples of Updates: Climate Change

6 – G 5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.

Examples may include but are not limited to: how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the United States can impact water resources, and how use of fossil fuels leads to climate change.

Examples of Updates: Gay Rights

8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.

Examples may include but are not limited to: Indigenous Peoples; Latinos/ Latinas; new immigrants; people with disabilities; the gay and lesbian community; the Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; the Indian Civil Rights Act (1968).

Examples of Updates: Christianity and Islam

World History Era 4

4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.

Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.



Partners in Our Journey













[Michigan Geographic Alliance]



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- K-4 Task Force
- U.S. History Task Force
- World History And Geography Task Force
- High School Civics Task Force
- High School Economics Task Force
- Bias Review Task Force

For a list of all contributors to the standards revisions from 2014 through 2019 draft version see the last three pages of the standards document.



Additional Listen & Learn Sessions

Date City/Location (Scheduled 6:00 - 8:00 p.m.)

April 24 Detroit

April 25 Saginaw

April 29 Oakland County

April 30 Kalamazoo Area

May 2 Lansing

May 6 Grand Rapids Area

May 7 Gaylord

May 8 Sault Ste. Marie

May 9 Escanaba

Locations will be shared on the MDE's website and through press release.

<u>Link to Social Studies Survey - April 2019</u>



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