

Expansion of RI Civics GSEs to RI Social Studies GSEs

The Rhode Island Department of Education moved forward with an initiative to expand the Civics GSEs from the hybrid of the Civics GSEs and the Social Studies Guide (*Standards-Based Guide for SS Programs in RI Schools* from 2001) to include strands in geography and economics, and to expand the current historical perspectives strand. The RI K-12 Grade Span Expectations for Civics & Government and Historical Perspectives/R.I. History (“Civics GSEs”) were adopted in 2008 and, in the life cycle of standards, were due for a review and an update. The development process followed the same pattern as the development of the Civics GSEs in 2006 with opportunities for educator participation and district feedback.

RIDE solicited applications for elementary, geography, economics, and history teachers to participate in this expansion work. The teachers were grouped into teams for elementary, middle school, and high school and developed the strands in geography, economics, and an extension to the historical perspectives strand based on national and other state content standards.

The draft strands were finalized in late September, and were posted for public and LEA review from **October 5 to October 24, 2012**. The final draft versions were posted on October 30, 2012, and were approved by the Board of Regents on November 1, 2012.

Project:

Develop new strands in geography, economics, and history themes to expand the scope of the Civics GSEs into Social Studies GSEs while maintaining the rigor and purpose of the current Civics GSEs.

What this is:

- The Civics GSEs strands of Civics & Government and Historical Perspectives / RI History will remain. If needed, the existing GSEs could be updated.
- The Massachusetts frameworks will be a base from which to develop new strands for the GSEs, though other state standards and frameworks may be referenced as needed.
- Given that the Massachusetts standards are a different format and “grain size” than our GSEs, there was never the intention of adopting them “as-is”. We will be adapting the MA standards to our format and purpose by rewriting the Massachusetts standards while retaining the main ideas of the standards. The intent is to follow the form/structure of our own GSEs rather than that of the Massachusetts frameworks.
- To that end, RI has contracted with the Center for Assessment for experienced facilitators – both of whom were leaders in the development of our current Civics GSEs and are experienced educators – to facilitate this work, lead the teacher teams, and create initial drafts for some of the documents.
- Teacher teams will review and create statements of enduring knowledge, develop stems and indicators, and revise the new strands of the GSEs.
- The process will be a shortened version of the development process for our current Civics GSEs as the expected completion date is Fall 2012.

What this is not:

- The Massachusetts standards will not be adopted “as-is.” Teacher teams will work with the facilitators to ensure that the final versions of the new strands are consistent with our current Civics GSEs in addressing the “big ideas” of the new areas and in being “fewer, clearer, and higher.”
- Massachusetts standards are technically curriculum frameworks. RIDE respects local control of curriculum in RI and does not intend our new expanded standards to be curriculum frameworks.

- We will not be assessing social studies at the state level like Massachusetts does at this time. That is not the purpose of the new GSEs – these are for curriculum, instruction, and local assessment (as indicated in the secondary regulations).

Project Components:

- Review all standards at each grade span/level to ensure that in the standards being added there is no duplication of what currently exists in the Civics GSEs. Then, from the remaining standards and additional references, develop the new strands.
- Rework the Massachusetts standards to ensure that language is consistent across strands and with current GSEs, to follow the style and DOK of the Civics GSEs, and to respect local control of curriculum and scope and sequence.
- Expand the glossary and develop additional supporting resources as needed.

TASK	TIMELINE*
Draft statements of enduring understandings and some indicators for new strands, incorporating elements of the CCSS for Literacy in History/Social Studies	May 2012
Grade level (ES/MS/HS) meetings to review draft of enduring understandings and recommended GSEs for new strands	June 4, 2012
3-day work session to complete geography, develop economics / history strands.	Aug. 14-16, 2012
Glossary developed (divided into sections according to strands). First two weeks of September.	September 2012
Expansion team review draft strands and draft glossary for wording / formatting. Final two weeks of September; modifications made first week of October.	Sept. – Oct. 2012
Public/LEA review of final draft strands and glossary. Second two weeks of October; October 5-24.	October 2012
Review and address feedback; modifications made if necessary. Final week of October.	October 2012
Present new SS GSEs and glossary to the Board of Regents for approval.	November 2012
Disseminate (via Field Memo, listservs, and web site).	December 2012

**Timeline subject to change*