



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING




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**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**DATE:** August 27, 2007

**SUBJECT:** Presentation on the Draft K-12 Content Expectations for Social Studies

At the May 2007 State Board of Education meeting, the State Board of Education accepted the Draft K-12 Content Expectations for Social Studies developed by committees chaired by Dr. Bob Bain, University of Michigan and Stan Masters, Lenawee ISD, and directed that it be posted to the MDE website for review. Following the protocol for development of curricular documents, the draft was reviewed by educators, professional organizations, legislators, and community members via the web. A formal review by eight nationally recognized Social Studies experts was completed.

Revision teams led by members of the internal review committee and including members of the original work groups, as well as additional practitioners, reviewed all comments and suggestions from the field and national reviews. They revised the documents to provide a set of expectations that will guide social studies instruction and assessment in Michigan.

The attached Draft K-12 Content Expectations for Social Studies represents a thorough consideration of input from a variety of stakeholders and is being presented to the State Board for final review. It is anticipated that these Content Expectations will be approved at the October 1, 2007 State Board Special Meeting.

Attachment

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## GRADE LEVEL CONTENT EXPECTATIONS



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## GRADES K - 8

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# Welcome to Michigan's Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

## The K-8 Social Studies GLCE were developed to meet the following criteria:

### Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

### Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers' students

### Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

### Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

### Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

### Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

## The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering history and the social sciences to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades. Still others argued that this arrangement was asking very young students (e.g., 5<sup>th</sup> graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

## DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

*As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:*

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

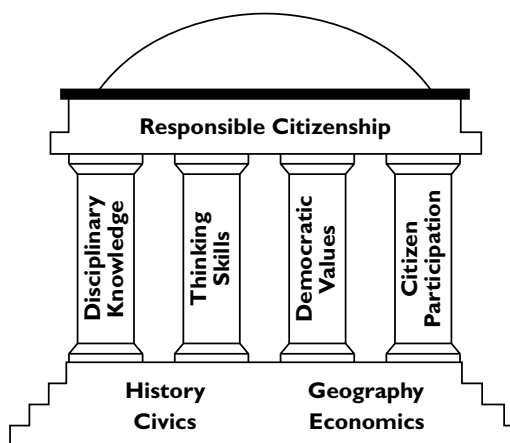
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

## THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship and to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

### Michigan Social Studies

### Curriculum Framework





## ACTIVE RESPONSIBLE CITIZENS

Democracy requires active citizens. Responsible democratic action requires students to participate in our democracy while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the real civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

### *The Responsible Citizen*

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Constructs and expresses reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

## USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

*"The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology."* —**21st Century Workforce Commission National Alliance of Business**

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

## Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
<b>H1</b> The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		<b>G1</b> The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	<b>C1</b> Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government <b>C2</b> Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	<b>E1</b> The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
Themes Representing National Standards (K-4)				
<b>H2</b> Living and Working Together in Families and Communities, Now and Long Ago		<b>G2</b> Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	<b>C3</b> Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	<b>E2</b> The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
<b>H3</b> The History of Michigan and the Great Lakes Region		<b>G3</b> Physical Systems 3.1 Physical Processes 3.2 Ecosystems	<b>C4</b> Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations	<b>E3</b> International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade
<b>H4</b> The History of the United States		<b>G4</b> Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence	<b>C5</b> Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions	<b>E4</b> Personal Finance 4.1 Decision Making
<b>H5</b> The History of Peoples from Many Cultures Around the World		<b>G5</b> Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems	<b>C6</b> Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	
Eras Representing National Standards (5-12)				
<b>Global Analysis of World History Eras 1-8 from three perspectives</b> <ul style="list-style-type: none"><li>Cross-temporal/Global</li><li>Interregional /Comparative</li><li>Regional</li></ul>	<b>Thematic Analysis of U.S. History Eras 1-9</b>	<b>G6</b> Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)		
<b>W1</b> Beginnings of Human Society	<b>U1</b> Beginnings to 1620			
<b>W2</b> Early Civilizations and Cultures and the Emergence of Pastoral Peoples	<b>U2</b> Colonization and Settlement			
<b>W3</b> Classical Traditions, World Religions, and Major Empires	<b>U3</b> Revolution and the New Nation			
<b>W4</b> Expanding and Intensified Hemispheric Interactions	<b>U4</b> Expansion and Reform			
<b>W5</b> Emergence of the First Global Age	<b>U5</b> Civil War and Reconstruction			
<b>W6</b> An Age of Global Revolutions	<b>U6</b> The Development of an Industrial, Urban, and Global United States			
<b>W7</b> Global Crisis and Achievement	<b>U7</b> The Great Depression and World War II			
<b>W8</b> The Cold War and Its Aftermath (P3, P4)	<b>U8</b> Post-World War II United States			
	<b>U9</b> America in a New Global Age (P3, P4)			
<b>Social Studies Knowledge, Processes, and Skills</b>				
<b>K1</b> General Knowledge [College-Readiness]				
<b>P1</b> Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation]				
<b>P2</b> Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use]				
<b>P3</b> Public Discourse and Decision Making				
P3.1 Identifying and Analyzing Public Issues				
P3.2 Discourse Regarding Public Issues				
P3.3 Persuasive Writing on a Public Issue				
<b>P4</b> Citizen Involvement				

Understanding Social Studies GLCE Coding

The K-8 Social Studies GLCE are coded using a system that identifies the expectation in three parts and corresponds to the K-12 Organizational Chart.

**K-4 Expectations** are organized by discipline and standard category, standard, and expectation.

*Kindergarten Example K – G1.0.2* = Kindergarten, 1st Geography Standard Category, 2nd Expectation

*4th Grade Example 4 – C5.0.3* = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

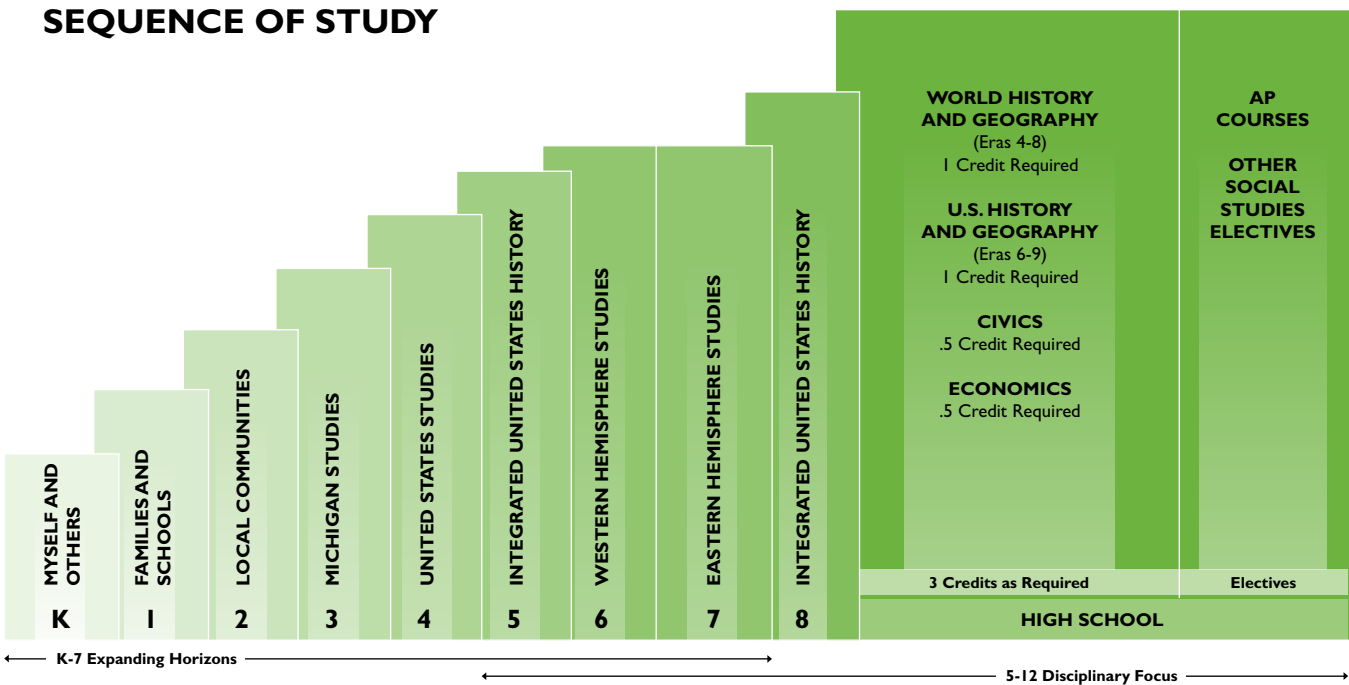
**5th and 8th Grades** focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

*5th Grade Example 5 – U3.2.1* = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

**6th and 7th Grades** focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

*6th Grade Example 6 – E2.3.1* = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

*7th Grade Example 7 – W2.2.4* = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation





## Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential for economics study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, economic inquiry** – In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in our American democracy.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction or even a unit. The committee does not think it is useful for someone to divide the number of expectations by the number of days in the school year to create an instructional pacing guide. Rather, we anticipate that Michigan teachers and curriculum coordinators will merge expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parenthesis. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

## K - 5 Overview

K-5 Grade-Specific Contexts		
<b>Kindergarten</b>	<b>Myself and Others</b>	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.
<b>First</b>	<b>Families and Schools</b>	In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students’ first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.
<b>Second</b>	<b>The Local Community</b>	In second grade, students continue the integrative approach to social studies through the context of the local community. This the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.
<b>Third</b>	<b>Michigan Studies</b>	Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.
<b>Fourth</b>	<b>United States Studies</b>	Using the context of the United States, the fourth grade content expectations provide students with an increasingly complex social environment to learn significant social studies concepts. By examining fundamental concepts in geography, civics and government, and economics through the lens of the United States, fourth grade integrates history, yet establishes the transition point for the single disciplinary focused courses that begin in fifth grade and continue throughout high school.
<b>Fifth</b>	<b>Integrated American History</b>	The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more disciplinary-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students’ understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

# K - 5 Overview

K-5 Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p><b>Living and Working Together</b> Use historical thinking to understand the past in the local community.</p> <p><b>Michigan History</b> Use historical thinking to understand the past in Michigan.</p> <p><b>United States History</b> Use historical thinking to understand the history of the United States in the following eras:</p> <ul style="list-style-type: none"> <li>• Beginnings to 1620</li> <li>• Colonization and Settlement</li> <li>• Revolution and the New Nation to 1791</li> </ul>	<p><b>The World in Spatial Terms</b> Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p><b>Places and Regions</b> Understand how regions are created from common physical and human characteristics.</p> <p><b>Human Systems</b> Understand how human activities help shape the Earth's surface.</p> <p><b>Environment and Society</b> Understand the effects of human-environment interactions.</p>	<p><b>Purposes of Government</b> Explain why people create governments.</p> <p><b>Values and Principles of American Democracy</b> Understand values and principles of American constitutional democracy.</p> <p><b>Structure and Function of Government</b> Describe the structure of government in the United States and how it functions to serve citizens.</p> <p><b>Role of the Citizen in American democracy</b> Explain important rights and responsibilities of American citizens and the ways citizens participate in government.</p>	<p><b>Market Economy</b> Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p><b>National Economy</b> Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p><b>International Economy</b> Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	<p><b>Identifying and Analyzing Public Issues</b> Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p><b>Persuasive Communication</b> Communicate a reasoned position on a public issue.</p>

Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.

### **History**

In history, students begin to develop a sense of time and chronology using events from their own lives setting the foundation for understanding the past in subsequent grades. The expectations are intended to enable teachers to integrate social studies with the language arts as students develop an understanding of the temporal order of stories. Additionally, students are introduced to how people learn about the past as a building block for understanding the discipline of history in later grades.

### **Geography**

Using the immediate environment, students develop geographic awareness. They begin to recognize that geographers use maps to represent places. As a prerequisite to developing a spatial perspective, students explore positional and directional words and their meaning to identify significant locations in the classroom. The introduction of the concept that people use the environment to fulfill human needs and wants prepares students for a more in-depth study of human-environment interactions in subsequent grades.

### **Civics**

The content expectations lay the foundation for the development of civics by focusing on the values and principles of American democracy. Using their classroom and own experiences, students begin to understand why rights have limits and are introduced to the concept of fairness in making group decisions. Students also begin to explore different symbols that represent ideals of our nation such as the American flag. Kindergarten also prepares students to become good citizens as they develop an appreciation of the importance of self-discipline and individual responsibility in a democratic republic.

### **Economics**

Students develop an understanding of economic concepts through practical examples. Students describe economic wants, distinguish between goods and services that fulfill those wants, and recognize exchanges in which they participate. These foundational ideas prepare students for a deeper understanding of economics in succeeding grades.

### **Public Discourse, Decision Making, and Citizen Involvement**

Using classroom issues as examples, kindergarten students are introduced to the idea of public issues and the importance of citizen action in a democratic republic. Kindergarten students learn that people have different opinions on issues and begin to develop competency in expressing their own opinions relative to classroom issues. Students also begin to construct and explain simple graphs as a way of interpreting and analyzing data relating to public issues. This foundational knowledge is built upon throughout the grades as students develop the ability to communicate their positions on public issues with a reasoned argument.

**HISTORY****H1 Living and Working Together**

*Use historical thinking to understand the past.*

- K - H2.0.1 Distinguish among yesterday, today, tomorrow.
- K - H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K - H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.
- K - H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- K - G1.0.1 Recognize that maps and globes represent places.
- K - G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- K - G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- K - G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

**CIVICS AND GOVERNMENT****C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- K - C2.0.1 Identify our country's flag as an important symbol of the United States.
- K - C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
- K - C2.0.3 Describe fair ways for groups to make decisions.

**C5 Role of the Citizen in American Democracy**

*Explain important rights and responsibilities of American citizens and the ways citizens participate in government.*

- K - C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

**ECONOMICS****EI Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- K - EI.0.1 Describe economic wants they have experienced.
- K - EI.0.2 Distinguish between goods and services.
- K - EI.0.3 Recognize situations in which people trade.

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- K - P3.1.1 Identify classroom issues.
- K - P3.1.2 Use simple graphs to explain information about a classroom issue.
- K - P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- K - P3.3.1 Express a position on a classroom issue.
- K - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.



In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of families and schools. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

### **History**

First grade students begin to develop the ability to think like a historian. Using a calendar, students begin to understand the passage of time. They then apply their understanding of time and chronology by using events from family and school, extending their understanding of the past to events beyond their own lifetimes. Using events to which they have a personal connection, students learn that history involves stories of the past. By exploring relevant primary sources such as photographs, diaries, and artifacts, students develop simple narratives of the history of families or school. Students also learn to draw generalizations and conclusions about changes over time by comparing family life, school, jobs, and methods of communication in their lives, to those in the past. In examining why certain events and people are celebrated through national holidays, students begin to appreciate the influence history has on their daily lives. The study of history through the lens of families and schools in first grade prepares students for more complex investigations of the past of their community, state, and country in later grades.

### **Geography**

The expectations in first grade build upon simple understandings of maps. Students' spatial perspective is deepened by constructing classroom maps to illustrate aerial perspective and introducing absolute and relative location using the familiar contexts of home and school. Students begin to use personal directions to describe the relative location of different places in the school environment. Students use maps and globes to distinguish physical characteristics of Earth, such as landmasses and oceans. In introducing students to the concepts of region and human systems, first grade sets the stage for more sophisticated study of these concepts in later grades. By using their immediate school environment, students learn to distinguish between physical and human characteristics of place, and describe unifying characteristics of different regions within their classroom and school. Students begin to build an understanding of the different aspects of culture through a comparison of family life. They learn that people not only use the environment, but also modify or adapt to the environment.

### **Civics and Government**

The content expectations in civics use the school as a context for learning about the purposes of government, the values and principles of American democracy, and the roles of citizens. Building upon the concept that people are not free to do whatever they want, students identify reasons for rules in school. Concepts of power and authority are introduced as students identify examples of people using power with and without authority in the school setting. Drawing upon the notion of fairness from kindergarten, students explore fair ways to resolve conflicts at school. The expectations broaden students' understanding of the values and principles of American democracy using significant symbols of the United States. Notions of individual responsibilities introduced in kindergarten are expanded to include civic responsibilities as members of a group or school community. Thus, students begin to recognize that respect for the rule of law and the rights of others is fundamental to our system of government.

### **Economics**

First grade students extend their understanding of basic economic concepts. They distinguish between producers and consumers and examine ways in which their families consume goods and services. Using practical examples and personal experiences, students begin to learn how scarcity forces people to make choices. Students develop a deeper understanding of trade as they explore the reasons why people trade, how money simplifies trade, and how people earn money. These concepts lay the foundation for more complex studies of economic principles in later years.

### **Public Discourse, Decision Making, and Citizen Involvement**

In first grade, students continue to develop an understanding of public issues and the importance of citizen action in a democratic republic. First grade students identify public issues in the school community and analyze data about them. They investigate different resolutions to these issues. Students begin to develop competency in expressing their own opinions relative to a public issue in school by justifying their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater ability to communicate their positions on public issues with a reasoned argument.

**HISTORY****H2 Living and Working Together in Families and Schools**

*Use historical thinking to understand the past.*

- I - H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- I - H2.0.2 Use a calendar to distinguish among days, weeks, and months.
- I - H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- I - H2.0.4 Retell in sequence important ideas and details from stories about families or schools.
- I - H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- I - H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- I - H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- I - G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- I - G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).
- I - G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- I - G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- I - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- I - G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- I - G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- I - G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

*Explain why people create governments.*

- I - C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- I - C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- I - C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

### C2 Values and Principles of American Democracy

*Understand values and principles of American constitutional democracy.*

- I - C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- I - C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

### C5 Roles of the Citizen in American Democracy

*Explain important rights and responsibilities of American citizens and the ways citizens participate in government.*

- I - C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- I - C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

## ECONOMICS

### E1 Market Economy

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- I - E1.0.1 Distinguish between producers and consumers of goods and services.
- I - E1.0.2 Describe ways in which families consume goods and services.
- I - E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- I - E1.0.4 Describe reasons why people voluntarily trade.
- I - E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- I - E1.0.6 Describe how money simplifies trade.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- I - P3.1.1 Identify public issues in the school community.
- I - P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- I - P3.1.3 Identify alternative resolutions to a public issue in the school community.

### P3.3 Persuasive Communication About a Public Issue

*Communicate a reasoned position on a public issue.*

- I - P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
- I - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

In second grade, students continue the integrative approach to social studies through the context of the local community. This is the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.

## History

In second grade, students further develop abilities to think like a historian by using the tools of the discipline. Students use a timeline of local community events to demonstrate chronological thinking. Using examples from the past, students start to understand the significant role of the individual in shaping history. The content expectations also introduce students to the concept of perspective by asking students to explain why people can describe the same event differently. Additionally, the expectations expand students' ability to think historically as they explore changes over time as well as localized events. In preparing students to evaluate decisions from the past in later grades, the expectations ask students to examine how a local community problem in the past was addressed. Students demonstrate their understanding of history by constructing a historical narrative of the local community, which serves as a building block for more sophisticated analyses and writing in subsequent grades.

## Geography

In developing geographic understandings, students draw upon prior knowledge of spatial awareness, place, human systems, and human-environment interactions from earlier grades to create more complex understandings using the context of the local community. Geographic representations (maps) of areas outside their immediate environment introduce students to the use of symbols, labels, and legends to denote human and natural features. Students use maps to describe the spatial organization of their local community, applying relative location and using distance, direction, and scale. In addition to learning more elaborate distinctions between human and physical characteristics by studying the local community, students compare these characteristics to those of another community. They use these attributes to further their understanding of region by exploring how their local community is part of larger regions such as county, state, and country. Students expand upon the concept of human systems and human-environment interactions by examining local land use, as well as the positive and negative consequences of changing the physical environment. As a starting point for understanding the global economy in later grades, the second grade expectations introduce students to the geographic theme of movement as they explore how people, goods, and ideas move within the local community. These foundations prepare students for a more elaborate understanding of geography, as they examine their state, country, and world in subsequent grades.

## Civics and Government

In second grade, students explore government in the United States. Building upon earlier understandings of the purposes for rules in the classroom, second grade students explore the reasons why people form governments. Students begin to understand the distinction between government action and private action, which sets the foundation for understanding the powers and limits of governmental authority in later grades. Students also examine situations in which the local government seeks to balance individual rights with the common good in solving community problems. They describe how the Pledge of Allegiance reflects the core democratic value of patriotism. Using examples of how the local government makes, enforces, and interprets the laws, students begin to explore formal structures of government and how government influences the lives of citizens. These understandings provide foundations for the study of state and national government in later grades.

In second grade, students are introduced to the role of government in the economy as they learn about the role of taxes and fees in paying for government services. The expectations help to prepare students for responsible citizenship by exploring how citizens participate in community decisions and by examining why both personal and civic responsibility are important aspects of community life. Students apply this knowledge by designing and participating in community improvement projects.

## Economics

Second grade students build upon basic economic concepts they have applied to personal experiences in previous grades. They continue to work with the concepts of scarcity and choice and learn to identify opportunity cost in consumer decisions. Significantly, the expectations broaden the context of study of communities. Using the lens of the local community, students identify different types of businesses and make connections between local businesses and the economic wants of people or other businesses. Students are introduced to the concepts of natural, human, and capital resources using local community examples. In doing so, they begin to recognize examples of economic specialization and its relationship to trade.

## Public Discourse, Decision Making, and Citizen Involvement

Students develop a more sophisticated understanding of public issues, and the importance of citizen action in a democratic republic. Second grade students begin to recognize that conflicts among core democratic values often lead people to want different resolutions to a public policy issue in the local community. They identify public issues in the local community, analyze data about these community issues, and evaluate alternative resolutions. They use core democratic values to demonstrate why people may differ on the resolution of a community issue as they continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater sophistication in communicating their positions on public issues with a reasoned argument.

**HISTORY****H2 Living and Working Together in Communities**

*Use historical thinking to understand the past.*

- 2 - H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 - H2.0.2 Explain why descriptions of the same event in the local community can be different.
- 2 - H2.0.3 Use an example to describe the role of the individual in creating history.
- 2 - H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 - H2.0.5 Identify a problem in a community's past and describe how it was resolved.
- 2 - H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- 2 - G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2 - G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- 2 - G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 - G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- 2 - G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- 2 - G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 - G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- 2 - G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.
- 2 - G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.



**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- 2 - C1.0.1 Explain why people form governments.
- 2 - C1.0.2 Distinguish between government action and private action.

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- 2 - C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

**C3 Structure and Functions of Government**

*Describe the structure of government in the United States and how it functions to serve citizens.*

- 2 - C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 - C3.0.2 Use examples to describe how local government affects the lives of its citizens.
- 2 - C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

**C5 Roles of the Citizen in American Democracy**

*Explain important rights and responsibilities of American citizens and the ways citizens participate in government.*

- 2 - C5.0.1 Identify ways citizens participate in community decisions.
- 2 - C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2 - C5.0.3 Design and participate in community improvement projects that help or inform others.

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- 2 - E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 - E1.0.2 Identify businesses in the local community.
- 2 - E1.0.3 Describe how businesses in the local community meet economic wants of consumers.
- 2 - E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 - E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- 2 - P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- 2 - P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations prepare students for more sophisticated studies of their country and world in later grades.

### **History**

In third grade, students refine their abilities to think like a historian by identifying the types of questions that historians ask. Building upon experiences of timeline construction, students sequence early periods of Michigan history from exploration through attaining statehood. The expectations move students from examining a variety of simple sources to understanding how historians use both primary and secondary sources to learn about the past. Students use both types of sources as they explore the early history of Michigan, providing a rich connection to the English language arts. Through traditional stories, students learn about the beliefs of American Indians. They compare how American Indians and settlers interacted with their environment through informational text. The skill of constructing historical narratives is developed using the context of daily life in the early settlements. The expectations build on students' sense of chronology by requiring students to describe causal relationships among events. These foundational understandings prepare students for more sophisticated writing and analyses as they prepare to study United States history in subsequent grades.

### **Geography**

Third grade students draw upon prior knowledge to create more complex understandings of geographic concepts using the context of Michigan. They further develop spatial awareness through the use of more complex maps of Michigan. Students refine the concept of regions as they explore different ways Michigan can be divided into regions and learn about the different geographic regions to which Michigan belongs. Building upon their knowledge of human systems, students investigate current economic activities in Michigan and explore factors that influence the location of these economic activities. The expectations also extend the geographic theme of movement as students describe current movements of goods, people, jobs, or information to, from, or within Michigan, and investigate the reasons for the movements. In addressing human-environment interactions, the expectations integrate history as students apply their knowledge of how people adapt to, use, and modify the environment to the more complex social environment of their state. More sophisticated understandings are also created as students locate different natural resources in Michigan and analyze the consequences of their use. These foundations prepare students for a more elaborate understanding of geography as they examine their country and world in subsequent grades.

### **Civics and Government**

In extending students' civic perspective beyond the family, neighborhood, and community to the state, the third grade content expectations prepare students for their role as responsible and informed citizens of Michigan. Building upon their knowledge of government of the local community, students distinguish the roles of state government from local government. Using the context of state government, students examine the concept of separation of powers by exploring the powers of each branch of state government. By examining how the state courts function to resolve conflicts, students deepen their understanding of the rule of law. The idea of representative government is introduced. By focusing on key concepts, such as citizens' rights and responsibilities, separation of powers, individual rights, rules of law, representative government, and justice, students are prepared for the roles of citizens in our democratic republic.

## Economics

Third grade students refine their understanding of the principles and concepts of economics. Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs in making economic decisions. In addition, students are introduced to how incentives impact economic decision making. Students explore Michigan's economy by examining how natural resources have influenced economic development in the state. An introduction to the concepts of entrepreneurship, specialization, and interdependence allows students to explore the relationship of Michigan to the national and global economies. Finally, students use these concepts to consider the role of new business development in Michigan's future.

## Public Discourse, Decision Making, and Citizen Involvement

Students continue to develop a more sophisticated understanding of public issues and the importance of citizen action in a democratic republic. Using the context of Michigan, third grade students identify public policy issues facing citizens in Michigan, use graphic data and other sources to analyze information about the issue, and evaluate alternative resolutions. By utilizing core democratic values to demonstrate why people may differ on the resolution of a state issue, students continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater sophistication in communicating their positions on public issues with a reasoned argument.

**HISTORY****H3 History of Michigan**

*Use historical thinking to understand the past.*

- 3 - H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- 3 - H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- 3 - H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
- 3 - H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg, Ojibway (Chippewa), Odawa (Ottawa), Potawatomi, Menominee, Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
- 3 - H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- 3 - H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- 3 - H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- 3 - H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3 - H3.0.9 Describe how Michigan attained statehood.
- 3 - H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- 3 - G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
- 3 - G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- 3 - G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- 3 - G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- 3 - G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)
- 3 - G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
- 3 - G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
- 3 - G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- 3 - G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.
- 3 - G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- 3 - C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

**C2 Values and Principles of American Government**

*Understand values and principles of American constitutional democracy.*

- 3 - C2.0.1 Describe how Michigan state government reflects the principle of representative government.

**C3 Structure and Functions of Government**

*Describe the structure of government in the United States and how it functions to serve citizens.*

- 3 - C3.0.1 Distinguish between the roles of state and local government.
- 3 - C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
- 3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.
- 3 - C3.0.4 Explain how state courts function to resolve conflict.
- 3 - C3.0.5 Describe the purpose of the Michigan Constitution.



**C5 Roles of the Citizen in American Democracy**

*Explain important rights and responsibilities of American citizens and the ways citizens participate in government.*

- 3 - C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- 3 - E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3 - E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.
- 3 - E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)
- 3 - E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
- 3 - E1.0.5 Explain the role of business development in Michigan's economic future.

**E2 National Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the United States.*

- 3 - E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

**E3 International Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the global economy.*

- 3 - E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- 3 - P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- 3 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- 3 - P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
- 3 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. By examining fundamental concepts in geography, civics and government, and economics through the lens of the United States, fourth grade integrates history, yet establishes the transition point for the single disciplinary focused courses that begin in fifth grade and continue throughout high school.

## History

Since United States history is addressed specifically in fifth grade, the fourth grade content expectations do not have a separate category entitled history. Teachers are encouraged to use examples from history to teach geographic, civic, and economic concepts. Accordingly, the expectations that particularly lend themselves to being taught through a historic lens are denoted.

## Geography

Students draw upon their knowledge of spatial awareness, regions, human systems, and human-environment interactions to create more sophisticated understandings of these concepts within the context of the United States. By focusing on the work of geographers, students explore the types of questions geographers ask and the tools they use to answer these questions. Students learn that maps can be used to describe elevation and climate, as well as to analyze patterns of population density. In preparation for the study of American history, students concentrate on the geography of the United States. Students expand their knowledge of human systems using case studies and stories to understand push and pull factors of migration and the influence of migration on culture within the United States. Students deepen their understanding of human-environment interactions by assessing positive and negative effects of human activities on the physical environment of the United States. The firm understanding of United States geography established in fourth grade prepares students for the study of American history in fifth grade and world geography in grades six and seven.

## Civics and Government

Fourth grade students learn how the United States government works. Students examine the purposes of government as set forth in the Preamble to the U.S. Constitution, how our current form of government functions to serve those purposes, and the probable consequences of not having government, rules, or laws. Building upon their understanding of the structure and functions of government in Michigan, students use examples to explore how the powers of the federal government are limited. Students also begin to understand that the federal and state governments have different powers as a foundation for learning about federalism in fifth grade. Concepts of governmental taxing and spending are expanded from previous grades as students apply these concepts to the federal government. Students explore how key concepts such as popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the power of government and how these ideas are manifested in the Constitution and Bill of Rights. Students learn how government affects their daily lives by identifying examples of rights guaranteed by the Constitution and Bill of Rights. Students explain why all rights have limits, describe the relationship between rights and responsibilities, and investigate ways people can work together to promote the values and principles of American democracy.

## Economics

Fourth grade students continue to deepen their understanding of economic principles with a focus on the characteristics of market economies. They move beyond applying the economic concepts of scarcity, choice, and opportunity costs in personal economic decisions and begin to think like an economist, identifying the types of questions economists ask. Economic decision making is examined by applying the concepts of price, competition, and incentives. Students develop an understanding of specialization, division of labor, competition, and interdependence and explore their effects on productivity. Moreover, the circular flow model is introduced in fourth grade, providing a foundation for future studies in economics. Students build upon their knowledge of governmental taxing and spending as they explore why certain public goods are not privately owned. Students also take an increasingly sophisticated look at the global economy as the expectations explore the impact of global competition on the national economy.

## Public Discourse, Decision Making, and Citizen Involvement

Students deepen their understanding of public issues and the importance of citizen action in a democratic republic. Using the context of the United States, fourth grade students identify public policy issues facing citizens in the United States, use graphic data and other sources to analyze information about the issue, and evaluate alternative resolutions. By utilizing examples, students expand their understanding of how conflicts among core democratic values often lead people to want different resolutions to a public policy question. Students demonstrate competency in expressing their own opinions relative to a public issue in the United States and justify their opinions with a reasoned argument with increasing complexity. This foundational knowledge is built upon throughout the grades as students become more proficient in communicating positions on sophisticated public issues with a reasoned argument.

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- 4 - G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- 4 - G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- 4 - G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- 4 - G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4 - G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- 4 - G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
- 4 - G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- 4 - G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 - G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- 4 - G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- 4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
- 4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 4 - C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- 4 - C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 - C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

**C3 Structure and Functions of Government**

*Describe the structure of government in the United States and how it functions to serve citizens.*

- 4 - C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).
- 4 - C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 - C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- 4 - C3.0.4 Describe how the powers of the federal government are separated among the branches.
- 4 - C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).
- 4 - C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- 4 - C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

**C5 Roles of the Citizen in American Democracy**

*Explain important rights and responsibilities of American citizens, and the ways citizens participate in government.*

- 4 - C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 - C5.0.2 Describe the relationship between rights and responsibilities of citizenship.
- 4 - C5.0.3 Explain why rights have limits.
- 4 - C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- 4 - E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).
- 4 - E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).
- 4 - E1.0.3 Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.
- 4 - E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
- 4 - E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line).
- 4 - E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).
- 4 - E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- 4 - E1.0.8 Explain why public goods (e.g., libraries, roads, parks) are not privately owned.

**E2 National Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the United States.*

- 4 - E2.0.1 Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

**E3 International Economy**

*Use fundamental principles and concepts of economics to understand economic activity in the global economy.*

- 4 - E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- 4 - P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- 4 - P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
- 4 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

# UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

**Grades 5-8 Social Studies Organizational Chart**

<b>GRADE 5 Integrated U.S. History</b>	<b>GRADE 6 Western Hemisphere Studies</b>	<b>GRADE 7 Eastern Hemisphere Studies</b>	<b>GRADE 8 Integrated U.S. History</b>
<b>Disciplinary Knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Disciplinary Knowledge</b>
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation
<b>Grade Level Focus</b>	<b>Grade Level Focus</b>	<b>Grade Level Focus</b>	<b>Grade Level Focus</b>
Thematic Analysis of U.S. History Eras 1-3 <b>U1 USHG Era 1</b> <i>Beginnings to 1620</i> <b>U2 USHG Era 2</b> <i>Colonization and Settlement 1585-1763</i> <b>U3 USHG Era 3</b> <i>Revolution and the New Nation 1754-1800</i> <b>EMBEDDED IN CONTEXT OF HISTORY</b> <b>G Geographic Perspective</b> <ul style="list-style-type: none"> <li>The World in Spatial Terms</li> <li>Places and Regions</li> <li>Physical Systems</li> <li>Human Systems</li> <li>Environment and Society</li> </ul> <b>C Civic Perspective</b> <ul style="list-style-type: none"> <li>Purposes of Government</li> <li>Role and Functions of Government</li> <li>Values and Principles of American Democracy</li> <li>Role of the Citizen in American Democracy</li> </ul> <b>E Economic Perspective</b> <ul style="list-style-type: none"> <li>Individual, Business, and Government Choices</li> <li>Economic Systems</li> </ul> <b>P Public Discourse, Decision Making, and Citizen Involvement</b>	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Western Hemisphere <b>HISTORY</b> <b>H1 The World in Temporal Terms</b> <b>W1 WHG Era 1</b> <i>The Beginnings of Human Society</i> <b>W2 WHG Era 2</b> <i>Early Civilizations and the Emergence of Pastoral Peoples</i> <b>W3 WHG Era 3</b> <i>Classical Traditions, World Religions, and Major Empires</i> <b>GEOGRAPHY</b> <b>G1 The World in Spatial Terms</b> <b>G2 Places and Regions</b> <b>G3 Physical Systems</b> <b>G4 Human Systems</b> <b>G5 Environment and Society</b> <b>G6 Global Issues Past and Present</b> <b>CIVICS AND GOVERNMENT</b> <b>C1 Purposes of Government</b> <b>C3 Structure and Functions of Government</b> <b>C4 Relationship of the United States to Other Nations and World Affairs</b> <b>ECONOMICS</b> <b>E1 The Market Economy</b> <b>E2 The National Economy</b> <b>E3 International Economy</b> <b>PUBLIC DISCOURSE AND DECISION MAKING</b>	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Eastern Hemisphere <b>HISTORY</b> <b>H1 The World in Temporal Terms</b> <b>W1 WHG Era 1</b> <i>The Beginnings of Human Society</i> <b>W2 WHG Era 2</b> <i>Early Civilizations and the Emergence of Pastoral Peoples</i> <b>W3 WHG Era 3</b> <i>Classical Traditions, World Religions, and Major Empires</i> <b>GEOGRAPHY</b> <b>G1 The World in Spatial Terms</b> <b>G2 Places and Regions</b> <b>G3 Physical Systems</b> <b>G4 Human Systems</b> <b>G5 Environment and Society</b> <b>G6 Global Issues Past and Present</b> <b>CIVICS AND GOVERNMENT</b> <b>C1 Purposes of Government</b> <b>C3 Structure and Functions of Government</b> <b>C4 Relationship of the United States to Other Nations and World Affairs</b> <b>ECONOMICS</b> <b>E1 The Market Economy</b> <b>E2 The National Economy</b> <b>E3 International Economy</b> <b>PUBLIC DISCOURSE AND DECISION MAKING</b>	Thematic Analysis of U.S. History Eras 3-5 <b>U3 USHG Era 3</b> <i>Revolution and the New Nation 1754-1800</i> <b>U4 USHG Era 4</b> <i>Expansion and Reform 1792-1861</i> <b>U5 USHG Era 5</b> <i>Civil War and Reconstruction 1850-1877</i> <b>U6 USHG Era 6</b> <i>1870-1898 in Grade 8</i> <b>EMBEDDED IN CONTEXT OF HISTORY</b> <b>G Geographic Perspective</b> <ul style="list-style-type: none"> <li>The World in Spatial Terms</li> <li>Places and Regions</li> <li>Human Systems</li> <li>Environment and Society</li> </ul> <b>C Civic Perspective</b> <ul style="list-style-type: none"> <li>Conceptual Foundations</li> <li>Role and Functions of Government</li> <li>Values and Principles of American Democracy</li> <li>Role of the Citizen in American Democracy</li> </ul> <b>E Economic Perspective</b> <ul style="list-style-type: none"> <li>Individual, Business, and Government Choices</li> <li>Competitive Markets</li> <li>Prices, Supply, and Demand</li> <li>Role of Government</li> <li>Economic Interdependence</li> </ul> <b>P Public Discourse, Decision Making, and Citizen Involvement</b>



## General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

*Embedded in Grades 5- 8 standards and expectations*

### **KI General Knowledge**

- KI.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.
- KI.2 Understand historical, geographical, political, and economic perspectives.
- KI.3 Understand the diversity of human beings and human cultures.
- KI.4 Analyze events and circumstances from the vantage point of others.
- KI.5 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.7 Integrate concepts from at least two different social studies disciplines.
- KI.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

### **PI Reading and Communication** – *read and communicate effectively.*

- PI.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

### **P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

### **P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy.*

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

### **P4 Citizen Involvement**

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

### **Era 1: Beginnings to 1620**

Beginning with pre-Columbian times, the expectations focus on American Indians living in North America before European exploration. The geographic concepts of spatial awareness, places and regions, human systems, and human-environment interactions are addressed throughout the era as students study American history to 1620. The expectations deliberately expand upon students' knowledge of American Indians living in Michigan and the concept of regions from previous grades. In examining European exploration and conquest, the expectations embed geographic, civics, and economic concepts, and revisit the case study method used by historians to explain the technological and political developments that made exploration possible. In deepening understanding of perspective, students also explore the goals, obstacles, motivations, and consequences of European exploration and the subsequent colonization of the Americas. The expectations also include an introduction to life in Africa as a foundation for examining interactions among Europeans, American Indians, and Africans from the 15th through the 17th centuries with a focus on how economic concepts influenced the behavior of people and nations. Students apply the tools of the historian by using primary and secondary sources to compare European and American Indian cultures, using previously established criteria. The expectations also focus on the interaction among Europeans, American Indians, and Africans, by exploring the impact of European contact on American Indian cultures, comparing the approaches of the British and French in their interactions with American Indians, and examining the Columbian Exchange and its impact on all three groups.

### **Era 2: Colonization and Settlement**

In learning about the regional settlement patterns and significant developments of the three distinct colonial regions prior to the American Revolution, students apply their conceptual understanding of regions and the geography of the United States. They explore how the geography influenced peoples' daily lives and economic activities as three distinct colonial regions developed. The expectations require students to apply concepts of government and economics to further understand the Southern, New England, and Middle colonies as they learn about the establishment of colonial settlements, development of colonial governments, role of religion, relationships between colonists and American Indians, and development of the institution of slavery. Using geography, students explore how human systems such as religion, movement of people, and ethnic diversity led to the establishment of other colonies within particular regions. Special attention is paid to the European slave trade and the origins of Black America as students explore the lives of enslaved peoples and free Africans living in the American colonies. Fifth grade students enhance their understanding of historical perspective by analyzing the perspectives of different groups living in colonial America. By comparing the different colonial regions that developed with respect to politics, economics, religion, social institutions, and human-environment interactions, the expectations prepare students for American history in middle school serving as the precursor for the regional and racial issues that culminated in the Civil War.

### **Era 3: Revolution and the New Nation**

In studying the American Revolution and the New Nation, the expectations deliberately build upon students' prior knowledge in government and economics. The political and economic aspects of the French and Indian War and its aftermath are stressed. Students deepen their understanding of perspective by comparing patriot and loyalist perspectives with respect to events that eventually culminated in the American Revolution. The expectations in this historical era emphasize significant ideas about government as reflected in the Declaration of Independence and the role of key individuals and groups in declaring independence. Students also apply concepts of power and authority to the perspectives of the colonists and the British during the revolutionary era. Emphasis is placed on how colonial experiences and ideas about government influenced the decision of the colonists to declare independence. Students examine the course, character, and consequences of the American Revolution using geography and economics students to compare the advantages and disadvantages of each side in the war. Students also describe the significant events and turning points during the war. In examining the challenges faced by the new nation under the Articles of Confederation, the expectations continue to build upon students' understanding of government. By exploring the political ideas underlying the Articles of Confederation and the subsequent adoption of the U.S. Constitution and Bill of Rights (with particular emphasis on the rights contained in first four amendments), the values and principles

of American democracy are revisited through a historical context. Students examine how the Founders sought to limit the power of government through principles of separation of powers, checks and balances, dual sovereignty (federalism), protection of individual rights, popular sovereignty, and rule of law.

## Public Discourse, Decision Making, and Citizen Involvement

The expectations continue to stress the importance of citizen action in a democratic republic as students expand their ability to address public policy issues. Students address contemporary public issues related to the Constitution and identify the related factual, definitional, and ethical questions. They use graphic data and other sources to analyze information about the issue, evaluate alternative resolutions, and use core democratic values to explain why people may differ on the resolution to a constitutional issue. Students are required to demonstrate increasing sophistication in their abilities to communicate a position on more complex national public policy issue and support it with a reasoned argument.

## INTEGRATED\* UNITED STATES HISTORY ORGANIZED BY ERA

### USHG ERA 1 – Beginnings to 1620

- 1.1 American Indian Life in the Americas<sup>1</sup>
- 1.2 European Exploration and Conquest
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

### USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 Slave Trade and Origins of Black America
- 2.3 Life in Colonial America

### USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution

<sup>1</sup>Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

\*Geography, Civics and Government, and Economics are integrated into the historical context.

## National Geography Standards (National Geography Standards are referenced after expectations where appropriate)

### The World in Spatial Terms: Geographical Habits of Mind

- 1. Tools, Technology, and Information Processing
- 2. Mental Maps
- 3. Spatial Organization on Earth's

### Places and Regions

- 4. Physical and Human Characteristics of Place
- 5. Creating Regions
- 6. Perceptions of Places and Regions

### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

### Human Systems

- 9. Distribution and Migration of People
- 10. Cultural Mosaic
- 11. Economic Interdependence
- 12. Patterns of Human Settlement
- 13. Forces of Cooperation and Conflict

### Environment and Society

- 14. Human Modification of the Environment
- 15. How Physical Systems Affect Human Systems
- 16. Resource Use and Distribution

### Uses of Geography

- 17. Using Geography to Interpret the Past
- 18. Using Geography to Interpret the Present and Plan for the Future

**UI USHG ERA I – BEGINNINGS TO 1620****UI.1 The American Indian Life in the Americas**

*Describe the life of peoples living in North America before European exploration.*

- 5 – UI.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (*National Geography Standard 1, p. 144*)
- 5 – UI.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (*National Geography Standard 14, p. 171*)
- 5 – UI.1.3 Make generalizations about Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (*National Geography Standard 11, p. 164, C, E*)

**UI.2 European Exploration and Conquest**

*Identify the causes and consequences of European exploration and conquest.*

- 5 – UI.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (*National Geography Standard 1, p. 144, C*)
- 5 – UI.2.2 Use case studies of individual explorers to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (*National Geography Standard 13, p. 169, C, E*)

**UI.3 African Life Before the 16th Century**

*Describe the lives of peoples living in western Africa prior to the 16th century.*

- 5 – UI.3.1 Use maps to locate major cultural and political groups and geographic areas in Africa prior to the 16th century.
- 5 – UI.3.2 Make generalizations about the life and cultural development of people living in Africa before the 16th century with respect to governmental, economic, and family structures, the role of oral tradition, growth of states, towns, and trade.

**UI.4 Three World Interactions**

*Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.*

- 5 – UI.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (*National Geography Standard 10, p. 162*)
- 5 – UI.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (*National Geography Standard 12, p. 167, C, E*)
- 5 – UI.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (*National Geography Standard 10, p. 162, C, E*)
- 5 – UI.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (*National Geography Standard 11, p. 164, E*)

**U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)****U2.1 European Struggle for Control of North America**

*Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.*

- 5 – U2.1.1 Describe significant developments in the Southern colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
  - establishment of Jamestown (*National Geography Standard 4, p. 150*)
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (*National Geography Standard 7, p. 156*)
  - relationships with American Indians (e.g., Powhatan) (*National Geography Standard 10, p. 162*)
  - development of colonial representative assemblies (House of Burgesses) (*National Geography Standard 5, p. 152*)
  - development of slavery
- 5 – U2.1.2 Describe significant developments in the New England colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
  - relations with American Indians (e.g., Pequot/King Phillip's War) (*National Geography Standard 10, p. 162*)
  - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (*National Geography Standard 15, p. 173*)
  - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (*National Geography Standard 13, p. 169*)
  - religious tensions in Massachusetts that led to the establishment of other colonies in New England (*National Geography Standard 13, p. 169 C, E*)
- 5 – U2.1.3 Describe significant developments in the Middle Colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
  - the growth of Middle Colonies economies (e.g., breadbasket) (*National Geography Standard 7, p. 156*)
  - The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
  - immigration patterns leading to ethnic diversity in the Middle Colonies (*National Geography Standard 10, p. 162, C, E*)
- 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (*National Geography Standard 12, p. 167*)

**U2.2 European Slave Trade and Origins of Black America**

*Analyze the development of the slave system in the Americas and its impact upon the life of Africans.*

- 5 – U2.2.1 Describe Triangular Trade including
- the trade routes
  - the people and goods that were traded
  - the Middle Passage
  - its impact on life in Africa (*National Geography Standards 9, and 11; pp. 160 and 164 E*)

- 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- 5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (*National Geography Standard 10, p. 162*)

### U2.3 Life in Colonial America

*Distinguish among and explain the reasons for regional differences in colonial America.*

- 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (*National Geography Standard 3 p. 148*)
- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (*National Geography Standards 14 and 15; pp. 171 and 173*)
- 5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (*National Geography Standard 6, p. 154*)
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)
- 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (*National Geography Standard 6, p. 154*)

## U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 - 1800)

### U3.1 Causes of the American Revolution

*Identify the major political, economic, and ideological reasons for the American Revolution.*

- 5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (*National Geography Standard 13 p. 169 C, E*)
- 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
- 5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
- 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
- 5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 – H3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and propose a course of action.

**U3.2 The American Revolution and Its Consequences**

*Explain the multi-faceted nature of the American Revolution and its consequences.*

- 5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (*National Geography Standard 4, p. 150, E*)
- 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
- 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (*National Geography Standard 13, p. 169, C*)

**U3.3 Creating New Government(s) and a New Constitution**

*Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.*

- 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
- 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (*National Geography Standard 13, p. 169, C*)
- 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
- 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
- 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. Public Discourse, Decision Making, and Citizen Involvement. (P3, P4)

**P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- 5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
- 5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.
- 5 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.



# The Organization of Western and Eastern Hemisphere Studies In Grades Six and Seven

The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3. These components may be arranged over the two years with the understanding that all grade level content expectations for 6 and 7 must be included in the plan for instruction.

An approach which integrates the study of the ancient world and a present day context for geography, economics, and government of both hemispheres requires careful planning. As of the writing of this document, grade level testing is not currently planned for social studies, therefore, districts are afforded flexibility on the organizational delivery models for the content in grades 6 and 7. The charts below illustrate organizational options for how those studies might be scheduled for delivery to students.

The first chart illustrates options for an integrated course of study, called Western and Eastern Hemisphere Studies, in the sixth and seventh grades. This model infuses ancient world history into a regional Western and Eastern Hemisphere organization. The difference between the options shown in this chart is the number of weeks devoted to specific topics. Notice that the shaded columns show the number of weeks used in the first year to supplement the teaching of Eastern Hemisphere Studies. **The three options shown are only examples.** A local school district may adopt another, such as spending 27 weeks on Western Hemisphere Studies. It should also be noted that a district may wish to offer the Eastern Hemisphere Studies in sixth grade and Western Hemisphere Studies in seventh grade.

Western Hemisphere Studies					Eastern Hemisphere Studies					
Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Western Hemisphere	The World in Spatial Terms Overview and Geography of Western Hemisphere	Contemporary Civics and Economics of the Western Hemisphere	Global Issues Past and Present	Number of Weeks Remaining to Begin Teaching the Eastern Hemisphere	Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Eastern Hemisphere	The World in Spatial Terms Overview and Geography of Eastern Hemisphere	Contemporary Civics and Economics of the Eastern Hemisphere	Global Issues Past and Present
1 year = 36 weeks	6 weeks	12 weeks	13 weeks	5 weeks	0 weeks	1 year = 36 weeks	4 weeks	16 weeks	10 weeks	6 weeks
24 weeks	4 weeks	8 weeks	8 weeks	4 weeks	12 weeks	48 weeks (36 weeks + 12 weeks from Grade 6)	6 weeks	20 weeks	16 weeks	6 weeks
28 weeks	4 weeks	10 weeks	10 weeks	4 weeks	8 weeks	44 weeks (36 weeks + 8 weeks from Grade 6)	4 weeks	16 weeks	10 weeks	6 weeks

This next chart shows an example of how a local district might decide to divide the content by discipline with one year of ancient world history and one year of world geography. Again, all 6th and 7th Grade Level Content Expectations must be included in this discipline-based organizational delivery model.

## Possible Organization for Grades Six and Seven by Content Discipline

Ancient World Studies						World Geography Studies				
Number of Weeks of Study	The World in Temporal Terms	Ancient History of Eastern Hemisphere	Ancient History of Western Hemisphere	Contemporary Civics/ Government and Economics	Global Issues Past and Present	Number of Weeks of Study	The World in Spatial Terms	Geography of the Eastern Hemisphere	Geography of the Western Hemisphere	Global Issues Past and Present
36 weeks	2 weeks	15 weeks	9 weeks	4 weeks	6 weeks	36 weeks	2 weeks	19 weeks	9 weeks	6 weeks

# An Overview of Western and Eastern Hemisphere Studies

## The World in Temporal Terms – Historical Habits of Mind

*(Included in Grade 6 as a foundation for Grade 7)*

Students will identify the conceptual devices to organize their study of the world. They will compare cultural and historical interpretation. They will use the process of reasoning based on evidence from the past and interpret a variety of historical documents recognizing fact from opinion and seeking multiple historical perspectives and will evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Students will explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

### WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Students will describe and differentiate defining characteristics of early civilizations.

### WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

*(Grades six and seven includes World History to 300 C.E./A.D.)*

Students will analyze the innovations and social, political, and economic changes that occurred through emergence of classical civilizations in the major regions of the world, including the establishment of five major world religions.

## The World in Spatial Terms – Geographical Habits of Mind

*(Included in Grade 6 as a foundation for Grade 7)*

Students will study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. They will engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. They will identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Students will explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

### Places and Regions

Students will describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. They will analyze the physical and human characteristics of places and regions.

### Physical Systems

Students will describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. They will identify and analyze the patterns and characteristics of the major ecosystems on Earth.

### Human Systems

Students will explain that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. They will study human populations, cultural mosaics, economic interdependence, human settlement, and cooperation.

### Environment and Society

Students will explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. They will explain how human action modifies the physical environment and how physical systems affect human systems.

### **Global Issues Past and Present (Capstone Project, G6)**

Students will identify issues present in countries today, examine their historical roots for origins and similarities, propose solutions, and hypothesize the effect of the issue on the future. Students will apply the core disciplines to interpret the past and plan for the future by completing investigations of the following issues, with particular reference within a region or among regions.

### **Purposes of Government**

Students will analyze how people identify, organize, and accomplish the purposes of government.

### **Structure and Functions of Government**

Students will describe the major activities of government including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

### **Relationship of United States to Other Nations and World Affairs**

Students will explain that the world is organized politically into nation-states, and how nation-states interact with one another.

### **The Market Economy**

Students will describe the market economy in terms of relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

### **The National Economy**

Students will use economic concepts, terminology, and data to identify and describe how a national economy functions. They will study the role of government as a provider of goods and services within a national economy.

### **The International Economy**

Students will analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

### **Public Discourse, Decision Making, Citizen Involvement**

Students will identify and analyze public policy issues, express and justify decisions, and develop an action plan to inform others.

Sixth grade students will explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and will study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

## HISTORY

### **H1 The World in Temporal Terms: Historical Habits of Mind** (Foundational for Grade 7)

- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

### **W1 WHG Era 1 – The Beginnings of Human Society**

- 1.1 Peopling of the Earth
- 1.2 Agricultural Revolution

### **W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples**

- 2.1 Early Civilizations and Early Pastoral Societies

### **W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires**

- 3.1 Classical Traditions and Major Empires in the Western Hemisphere

## GEOGRAPHY

### **G1 The World in Spatial Terms: Geographical Habits of Mind** (Foundational for Grade 7)

- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

### **G2 Places and Regions**

- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

### **G3 Physical Systems**

- 3.1 Physical Processes
- 3.2 Ecosystems

### **G4 Human Systems**

- 4.1 Cultural Mosaic
- 4.2 Technology Patterns and Networks
- 4.3 Patterns of Human Settlement
- 4.4 Forces of Cooperation and Conflict

### **G5 Environment and Society**

- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

### **G6 Global Issues Past and Present**

- 6.1 Global Topic Investigation and Issue Analysis

## CIVICS AND GOVERNMENT

### **C1 Purposes of Government**

- 1.1 Nature of Civic Life, Politics, and Government

### **C3 Structure and Functions of Government**

- 3.6 Characteristics of Nation-States

### **C4 Relationship of United States to Other Nations and World Affairs**

- 4.3 Conflict and Cooperation Between and Among Nations

## ECONOMICS

### **E1 The Market Economy**

- 1.1 Individual, Business, and Government Choices

### **E2 The National Economy**

- 2.3 Role of Government

### **E3 International Economy**

- 3.1 Economic Systems
- 3.3 Economic Interdependence

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

**6TH GRADE WESTERN HEMISPHERE STUDIES**

Sixth Grade includes North America, Central America, the Caribbean, and South America. Europe and Russia are listed in the document in grade 7, but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 are included in Grades 6 and 7 as a foundation for High School World History and Geography.

*Note: The World in Temporal Terms and The World in Spatial Terms become foundational expectations for the 7th Grade study of the Eastern Hemisphere.*

**HISTORY****HI THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (WAYS OF THINKING)**

*Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**HI.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

- 6 – HI.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – HI.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).

**HI.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.

- 6 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – HI.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 – HI.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – HI.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 6 – HI.2.5 Identify the role of the individual in history and the significance of one person's ideas.

**HI.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 6 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 6 – HI.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – HI.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

**WI WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.**

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

**WI.1 Peopling of the Earth**

*Describe the spread of people in the Western Hemisphere in Era I.*

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.

- 6 – WI.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).
- 6 – WI.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

**WI.2 Agricultural Revolution**

*Describe the Agricultural Revolution and explain why it is a turning point in history.*

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 6 – WI.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 6 – WI.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – WI.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

**W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.**

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**W2.1 Early Civilizations and Early Pastoral Societies**

*Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.*

During this era early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.

- 6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
- 6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

**W3 WHG ERA 3 – CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.**

*(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)*

*Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment.*

*Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)*

**W3.1 Classical Traditions and Major Empires in the Western Hemisphere**

*Describe empires and agrarian civilizations in Mesoamerica and South America.*

Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.

- 6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).



## GEOGRAPHY

### GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

*Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.*

#### GI.1 Spatial Thinking

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.

- 6 – GI.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

#### GI.2 Geographical Inquiry and Analysis

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry.

- 6 – GI.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – GI.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – GI.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

- 6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

### G1.3 Geographical Understanding

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## G2 PLACES AND REGIONS

*Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.*

### G2.1 Physical Characteristics of Place

*Describe the physical characteristics of places.*

- 6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

### G2.2 Human Characteristics of Place

*Describe the human characteristics of places.*

- 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

**G3 PHYSICAL SYSTEMS**

*Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.*

**G3.1 Physical Processes**

*Describe the physical processes that shape the patterns of the Earth's surface.*

- 6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.*

- 6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator; effects of elevations on temperature and growing season; proximity to bodies of water and the effects on temperature and rainfall; effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

**G4 HUMAN SYSTEMS**

*Explain that human activities may be seen on Earth's surface.*

Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

- 6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

**G4.2 Technology Patterns and Networks**

*Describe how technology creates patterns and networks that connect people, products, and ideas.*

- 6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes, and functions of human settlement.*

- 6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.*

- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

**G5 ENVIRONMENT AND SOCIETY**

*Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.*

**G5.1 Humans and the Environment**

*Describe how human actions modify the environment.*

- 6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

**G5.2 Physical and Human Systems**

*Describe how physical and human systems shape patterns on the Earth's surface.*

- 6 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

**G6 GLOBAL ISSUES PAST AND PRESENT (HI.4.3, GI.2.6)**

*The challenges of the 21st century will require students to be globally literate regarding major global issues and the processes necessary to inquire about issues, gather information and make decisions that arise during their lifetimes. They will need to be ready and willing to assume citizenship responsibility and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.*

**G6.1 Global Topic Investigation and Issue Analysis (P2)**

*Students will use geography, history, economics, and government to inquire about major contemporary and historical topics, issues, and events. They will conduct inquiry using technology and traditional sources to collect data and to apply content to global issues. Knowledge from the core disciplines will be used to interpret the past and plan for the future by completing investigations selected from the following topics. (National Geography Standards 17 and 18, p. 179 and 181)*

**6 – G6 1.1.1 Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

**Contemporary Investigation Topics**

**Global Climate Change** – Investigate the impact of global climate change and describe the significance for human/environment relationships.

**Globalization** – Investigate the significance of globalization and describe its impact on international economic and political relationships.

**Migration** – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.

**Human-Environmental Interactions** – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.

**Natural Disasters** – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.

**6 – G6 1.1.2 Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

**World History Investigation Topics****WHG Era 1**

**Population Growth and Resources** – Investigate how population growth affects resource availability.

**Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

**WHG Era 2**

**Sustainable Agriculture** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

**WHG Era 3**

**Development** – Investigate economic effects on development in a region and its ecosystems and societies.

## CIVICS AND GOVERNMENT

### C1 PURPOSES OF GOVERNMENT

*Analyze how people identify, organize, and accomplish the purposes of government.*

#### C1.1 Nature of Civic Life, Politics, and Government

*Describe Civic Life, Politics, and Government and explain their relationships.*

- 6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

### C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

*Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.*

#### C3.6 Characteristics of Nation-States

*Describe the characteristics of nation-states and how they may interact.*

- 6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.

### C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

*Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.*

#### C4.3 Conflict and Cooperation Between and Among Nations

*Explain the various ways that nations interact both positively and negatively.*

- 6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
- 6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

## ECONOMICS

### E1 THE MARKET ECONOMY

*Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.*

#### E1.1 Individual, Business, and Government Choices

*Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .*

- 6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

### E2 THE NATIONAL ECONOMY

*Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.*

#### E2.3 Role of Government

*Describe how national governments make decisions that affect the national economy*

- 6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

### E3 INTERNATIONAL ECONOMY

*Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.*

#### E3.1 Economic Interdependence

*Describe patterns and networks of economic interdependence, including trade.*

- 6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.
- 6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

#### E3.3 Economic Systems

*Describe how societies organize to allocate resources to produce and distribute goods and services.*

- 6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)



**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue at the local to global scales.

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

## HISTORY

### **H1 The World in Temporal Terms: Historical Habits of Mind** (Foundational Expectations Addressed in Grade 6)

- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

### **W1 WHG Era 1 – The Beginnings of Human Society**

- 1.1 Peopling of the Earth
- 1.2 Agricultural Revolution

### **W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples**

- 2.1 Early Civilizations and Early Pastoral Societies

### **W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires**

- 3.1 Classical Traditions in Regions of the Eastern Hemisphere
- 3.2 Growth and Development of World Religions

## GEOGRAPHY

### **G1 The World in Spatial Terms: Geographical Habits of Mind** (Foundational Expectations Addressed in Grade 6)

- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

### **G2 Places and Regions**

- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

### **G3 Physical Systems**

- 3.1 Physical Processes
- 3.2 Ecosystems

### **G4 Human Systems**

- 4.1 Cultural Mosaic
- 4.2 Technology Patterns and Networks
- 4.3 Patterns of Human Settlement
- 4.4 Forces of Cooperation and Conflict

### **G5 Environment and Society**

- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

### **G6 Global Issues Past and Present**

- 6.1 Global Topic Investigation and Issue Analysis

## CIVICS AND GOVERNMENT

### **C1 Purposes of Government**

- 1.1 Nature of Civic Life, Politics, and Government

### **C3 Structure and Functions of Government**

- 3.6 Characteristics of Nation-States

### **C4 Relationship of United States to Other Nations and World Affairs**

- 4.3 Conflict and Cooperation Between and Among Nations

## ECONOMICS

### **E1 The Market Economy**

- 1.1 Individual, Business, and Government Choices

### **E2 The National Economy**

- 2.3 Role of Government

### **E3 International Economy**

- 3.1 Economic Systems
- 3.3 Economic Interdependence

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

**7TH GRADE EASTERN HEMISPHERE STUDIES**

Seventh Grade includes Europe, Asia, and Australia. Europe and Russia are listed in the document in 7th grade but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 are included in Grades 6 and 7 as a foundation for High School World History and Geography.

*Note: The World in Temporal Terms and The World in Spatial Terms include foundational expectations which were addressed in Grade 6.*

**HISTORY****HI THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND  
(FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)**

*Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**HI.1 Temporal Thinking**

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

- 7 – HI.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – HI.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

**HI.2 Historical Inquiry and Analysis**

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

- 7 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 7 – HI.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 7 – HI.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7 – HI.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 7 – HI.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – HI.2.6 Identify the role of the individual in history and the significance of one person's ideas.

**HI.4 Historical Understanding**

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 7 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 7 – HI.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7 – HI.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

**WI WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.**

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

**WI.1 Peopling of the Earth**

*Describe the spread of people in the Western Hemisphere in Era I.*

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.

- 7 – WI.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.
- 7 – WI.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

**WI.2 Agricultural Revolution**

*Describe the Agricultural Revolution and explain why it was a turning point in history.*

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 7 – WI.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g. available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – WI.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – WI.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g. Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

**W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.**

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**W2.1 Early Civilizations and Early Pastoral Societies**

*Analyze early Eastern Hemisphere civilizations and pastoral societies.*

During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

- 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
  - verbal vocalizations
  - standardization of physical (rock, bird) and abstract (love, fear) words
  - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)
- 7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

**W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.**

*Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

**W3.1 Classical Traditions in Regions of the Eastern Hemisphere**

*Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.*

- 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.
- 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

**W3.2 Growth and Development of World Religions**

*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)*

Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

- 7 – W3.3.1 Identify and describe the beliefs of the five major world religions.
- 7 – W3.3.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
- 7 – W3.3.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.  
(*National Geography Standard 6, p. 73*)

## GEOGRAPHY

### **GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)**

*Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.*

#### **GI.1 Spatial Thinking**

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

- 7 – GI.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – GI.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

#### **GI.2 Geographical Inquiry and Analysis**

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

- 7 – GI.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.
- 7 – GI.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- 7 – GI.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – GI.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – GI.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – GI.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.



**G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

**G2 PLACES AND REGIONS**

*Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.*

**G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

- 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

**G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

- 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

**G3 PHYSICAL SYSTEMS**

*Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.*

**G3.1 Physical Processes**

*Describe the physical processes that shape the patterns of the Earth's surface.*

- 7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.*

The characteristics of major ecosystems on Earth's surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

- 7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

**G4 HUMAN SYSTEMS**

*Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.*

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

- 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
- 7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

**G4.2 Technology Patterns and Networks**

*Describe how technology creates patterns and networks that connect people, products and ideas.*

Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.

- 7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world's different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

- 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.*

Forces of cooperation and conflict divide Earth's space and involve the control of land, resources, strategic routes, and domination of other peoples.

- 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

**G5 ENVIRONMENT AND SOCIETY**

*Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.*

**G5.1 Humans and the Environment**

*Describe how human actions modify the environment.*

- 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- 7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).
- 7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

**G5.2 Physical and Human Systems**

*Describe how physical and human systems shape patterns on the Earth's surface.*

- 7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

**G6 GLOBAL ISSUES PAST AND PRESENT (HI.4.3, GI.2.6)**

*The challenges of the 21st century will require students to be globally literate regarding major global issues and the processes necessary to inquire about issues, gather information and make decisions that arise during their lifetimes. They will need to be ready and willing to assume citizenship responsibility and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.*

**G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**

Students will use geography, history, economics, and government to inquire about major contemporary issues and events. They will conduct inquiry using technology and traditional sources to collect data and to apply content to contemporary global issues. Knowledge from the core disciplines will be used to interpret the past and plan for the future by completing investigations selected from the following issues. The following guide should direct the investigation of at least three global issues during this grade.

7 – G6 I.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

**Contemporary Investigation Topics**

**Conflict, Stability, and Change** – Investigate the significance of conflict, stability, and change in governmental systems within the region.

**Diversity and Nationalism** – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.

**Urbanization** – Investigate urbanization and its consequences for the world's population.

**Oil and Society** – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.

**Children in the World** – Investigate issues affecting children such as health, labor, and war.

**Regional Cooperation** – Explain the significance of and barriers to regional cooperation.

7 – G6 I.1.2 **Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

**World History Investigation Topics****WHG Era 1**

**Population Growth and Resources** – Investigate how population growth affects resource availability.

**Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

**WHG Era 2**

**Sustainable Agriculture** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

**WHG Era 3**

**Development** – Investigate economic effects on development in a region and its ecosystems and societies.

**Religious Conflict** – Investigate conflict that arises from varying religious beliefs.

## CIVICS AND GOVERNMENT

### C1 PURPOSES OF GOVERNMENT

*Analyze how people identify, organize, and accomplish the purposes of government.*

#### C1.1 Nature of Civic Life, Politics, and Government

*Describe civic life, politics and government and explain their relationships.*

Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

- 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

### C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

*Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.*

#### C3.6 Characteristics of Nation-States

*Describe the characteristics of nation-states and how nation-states may interact.*

The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

- 7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

### C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

*Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.*

#### C4.3 Conflict and Cooperation Between and Among Nations

*Explain the various ways that nations interact both positively and negatively.*

Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

- 7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).
- 7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).
- 7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

## ECONOMICS

### EI THE MARKET ECONOMY

*Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.*

#### EI.1 Individual, Business, and Government Choices

*Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.*

Individuals, businesses, industries, and governments confront scarcity and choice when organizing, producing and using productive resources (land, labor, capital) to supply the market place.

- 7 – EI.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).
- 7 – EI.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

## E2 THE NATIONAL ECONOMY

*Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.*

### E2.3 Role of Government

*Describe how national governments make decisions that affect the national economy.*

Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

- 7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

## E3 INTERNATIONAL ECONOMY

*Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.*

### E3.1 Economic Interdependence

*Describe patterns and networks of economic interdependence, including trade.*

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

- 7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.
- 7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

### E3.3 Economic Systems

*Describe how societies organize to allocate resources to produce and distribute goods and services.*

An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services. Every modern economy is a “mixed system,” having some features characteristic of traditional, command, and market economies. The “mix” varies from one economy to another.

- 7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).



**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue at the local to global scales.

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

## INTEGRATED\* UNITED STATES HISTORY, ORGANIZED BY ERA (USHG)

### Eras 1-3 Addressed in 5th Grade

### Eras 3-5 Addressed in 8th Grade

#### USHG ERA 1 – Beginnings to 1620 (Grade 5)

- 1.1 American Indian Life in the Americas<sup>1</sup>
- 1.2 European Exploration and Conquest
- 1.3 Three World Interactions

#### USHG ERA 2 - Colonization and Settlement (1585-1763) (Grade 5)

- 2.1 Struggle for Control of North America
- 2.2 Slave Trade and Origins of Black America
- 2.3 Life in Colonial America

#### USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

- 3.1 Causes of the American Revolution (Grade 5)
- 3.2 The American Revolution and Its Consequences (Grade 5)

#### Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

- F1 Political and Intellectual Transformations
- F2 Geographic, Economic, Social, and Demographic Trends in America

#### USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

- 3.3 Creating New Government(s) and a New Constitution (*introduced in Grade 5; begins Grade 8 expectations*)

#### USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

- 4.1 Challenges to an Emerging Nation
- 4.2 Regional and Economic Growth
- 4.3 Reform Movements

#### USHG ERA 5 – Civil War and Reconstruction (1850-1877)

- 5.1 The Coming of Civil War
- 5.2 Civil War
- 5.3 Reconstruction

#### USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 – 1898 in Grade 8)

- 6.1 America in the last half of the 19th Century (*introduced in Grade 8; begins high school USHG*)
- 6.2 Policy Issues in USHG Eras 3-6 (P2)

<sup>1</sup>Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

\*Geography, Civics and Government, and Economics are integrated into the historical context.

National Geography Standards are listed on p. 34 and are referenced after expectations where appropriate.

**FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS I-3**

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

**FI POLITICAL AND INTELLECTUAL TRANSFORMATIONS****FI.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing**

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
- *changing interactions with the royal government of Great Britain after the French and Indian War (C2)*

**FI.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing**

- *colonists' views of government*
- *their reasons for separating from Great Britain. (C2)*

**FI.3 Describe the consequences of the American Revolution by analyzing the**

- *birth of an independent republican government (C2)*
- *creation of Articles of Confederation (C2)*
- *changing views on freedom and equality (C2)*
- *and concerns over distribution of power within governments, between government and the governed, and among people (C2)*

**U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION****U3.3 Creating New Government(s) and a New Constitution**

*Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]*

Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (U3.3.6)

- 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)
- 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (*National Geography Standard 3, p. 148*)
- 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

**U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)****U4.1 Challenges to an Emerging Nation**

*Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.*

- 8 – U4.1.1 **Washington's Farewell** – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)
- 8 – U4.1.2 **Establishing America's Place in the World** – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (*National Geography Standard 13, p. 161*)

- 8 – U4.1.3 **Challenge of Political Conflict** – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over
- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) (C3)
  - foreign relations (e.g., French Revolution, relations with Great Britain) (C3)
  - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)
- 8 – U4.1.4 **Establishing a National Judiciary and Its Power** – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCulloch v Maryland*, *Dartmouth College v Woodward*, *Gibbons v Ogden*). (C3, E1.4, 2.2)

## U4.2 Regional and Economic Growth

*Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

- 8 – U4.2.1 **Comparing Northeast and the South** – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of
- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3, I.4)
  - industry, including entrepreneurial development of new industries, such as textiles (E1.1)
  - the labor force including labor incentives and changes in labor forces (E1.2)
  - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2, I.3)
  - immigration and the growth of nativism
  - race relations
  - class relations
- 8 – U4.2.2 **Westward Expansion** – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1)  
(*National Geography Standard 6, p. 154*)
- 8 – U4.2.3 **Consequences of Expansion** – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)  
(*National Geography Standard 13, p. 169*)

### U4.3 Reform Movements

*Analyze the growth of antebellum American reform movements.*

- 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
- 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)  
(*National Geography Standard 6, p. 154*)
- 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. (C2)
- 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

## U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

### U5.1 The Coming of the Civil War

*Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.*

- 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (*National Geography Standard 12, p. 167*)
- 8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)
- 8 – U5.1.4 Describe how the following increased sectional tensions
  - the Missouri Compromise (1820)
  - the Wilmot Proviso (1846)
  - the Compromise of 1850 including the Fugitive Slave Act
  - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
  - the Dred Scott v. Sandford decision (1857)
  - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)
 (C2; C3) (*National Geography Standard 13, p. 169*)
- 8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War (C2).

**U5.2 Civil War**

*Evaluate the multiple causes, key events, and complex consequences of the Civil War.*

- 8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2)  
*(National Geography Standard 6, p. 154)*
- 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the
- critical events and battles in the war
  - the political and military leadership of the North and South
  - the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) *(National Geography Standard 15, p. 173)*
- 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to
- his military and political leadership
  - the evolution of his emancipation policy (including the Emancipation Proclamation)
  - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. *(National Geography Standard 14, p. 171)*

**U5.3 Reconstruction**

*Using evidence, develop an argument regarding the character and consequences of Reconstruction.*

- 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the
- policies of the Freedmen's Bureau (E2.2)
  - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5)
- 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.



## U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

*Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.*

### U6.1 America in the Last Half of the 19th Century

*Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.*

- 8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use
  - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2)
  - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2)
  - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2)
  - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2)
  - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans
  - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

### U6.2 Investigation Topics and Issue Analysis (P2)

*Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.*

- 8 – U6.2.1 **United States History Investigation Topic and Issue Analysis, Past and Present –** Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

#### **Examples of Investigation Topics and Questions** (and examples from United States History)

**Balance of Power** – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)

**Liberty vs. Security** – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

**The Government and Social Change** – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women's movement, Reconstruction policies)

**Movement of People** – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
  - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
  - Identify and apply core democratic values or constitutional principles.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue



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# High School Content Expectations



## SOCIAL STUDIES

- World History and Geography
- United States History and Geography
- Civics
- Economics

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# Welcome to Michigan's High School Social Studies Content Standards and Expectations

## Why Develop Content Standards and Expectations for High School?

In 2004, the Michigan Department of Education embraced the challenge to initiate a “high school redesign” project. Since then, the national call to create more rigorous learning for high school students has become a major priority for state leaders across the country. The Cherry Commission Report highlighted several goals for Michigan including the development of high school content expectations that reflect both a rigorous and a relevant curricular focus. Dovetailing with this call to “curricular action” is Michigan’s legislative change in high school assessment. The Michigan Merit Exam, based on rigorous high school learning standards, was implemented in 2007 and will be fully aligned with these expectations by 2010.

The Michigan Department of Education’s Office of School Improvement led the development of K-12 content expectations. Content area work groups submitted drafts to a web-based state wide review. Following the web based review, a scholarly review by experts outside of Michigan was completed to identify the national stature of the document and make recommended changes. The content standards and expectations presented in this document reflect the ideas expressed in the extensive field and national reviews, and input from the State Board of Education.

The High School Content Expectations (HSCE) establish what every student is expected to know by the end of high school. Social Studies High School Content Expectations are not a social studies curriculum nor are they intended to limit what is taught. They are meant to be used as a guide for both curriculum development and assessment of learning, and the Michigan Merit exam.

## Creating Social Studies Expectations with a National Perspective

The content expectations contained in this document reflect best practices and current research in the teaching and learning of social studies. They build from the Michigan Social Studies Curriculum Framework Standards and Benchmarks (1996) and include The Michigan State Board of Education’s Policy on Learning Expectations for Michigan Students (2002). These standards and expectations represent a vision for a rigorous and relevant high school experience for all Michigan students over the next five to ten years. Special attention has been paid to national research and support for the skills that prepare students for successful post-secondary educational engagement and future roles in the work place, including the Standards for Success report *Understanding University Success*.

The standards and expectations are closely aligned with the following national standards and frameworks: *National Standards for Civics and Government* (1994); *National Content Standards in Economics* (1997); *National Geography Standards: Geography for Life*, (1994); *National Standards for History Basic Education* (1996); *National Standards for United States History: Exploring the American Experience*, (1993); *National Standards for World History: Exploring Paths to the Present*, (1993); National Assessment Governing Board’s U.S. History, Civics, and Economics Frameworks for the 2006 NAEP Assessments, and Geography Framework for the 1994 and 2001 NAEP Assessments; and National Council for the Social Studies *Expectations of Excellence: Curriculum Standards for Social Studies*, (1994). Students whose work is guided by these standards and expectations will be prepared for responsible citizenship, post-secondary education, and the workplace.

## The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

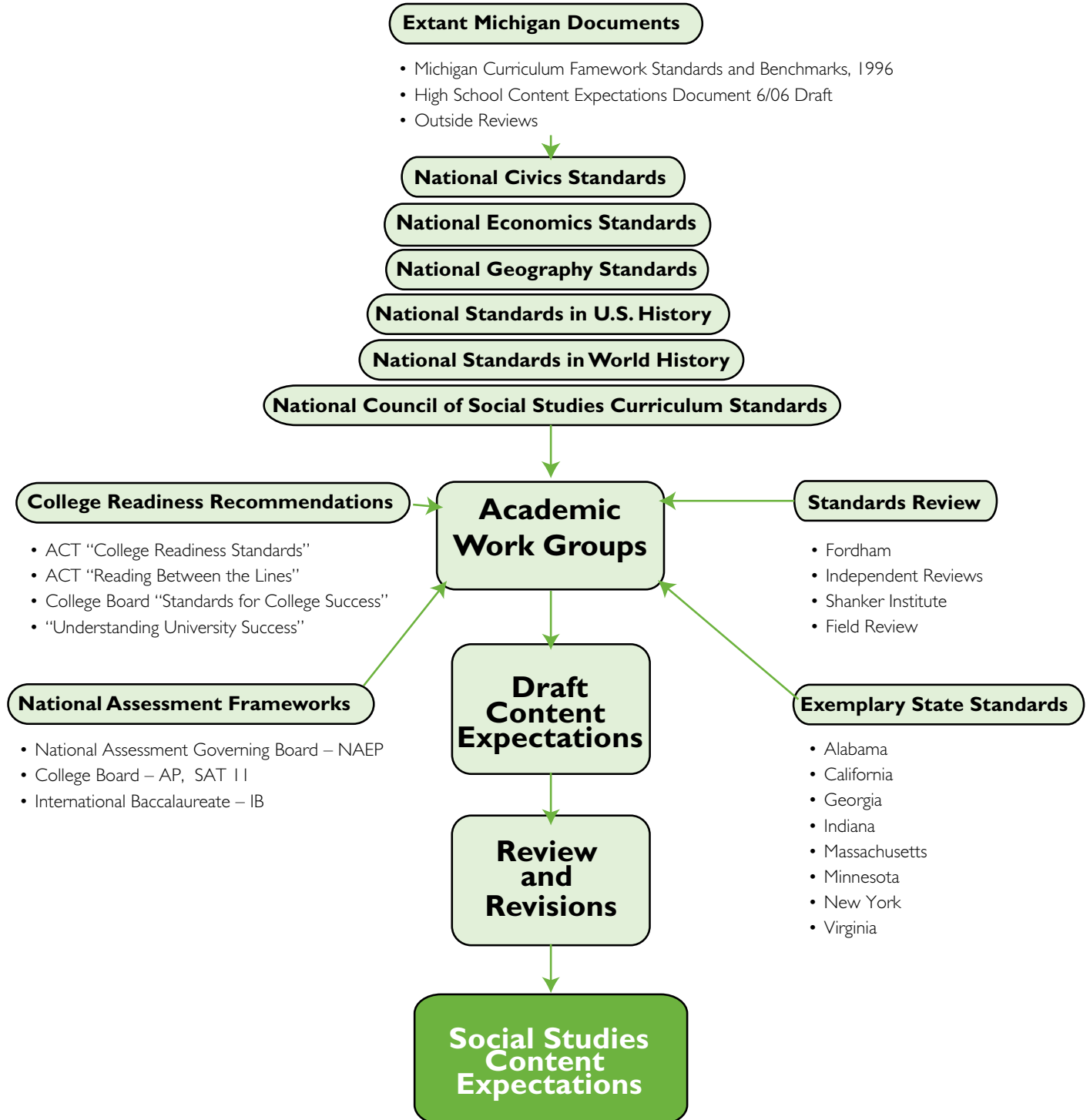
On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering history and the social sciences to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades. Still others argued that this arrangement was asking very young students (e.g., 5<sup>th</sup> graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.



## Process for Creating Content Expectations with a National Perspective



## Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
<b>H1</b> The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making	<b>G1</b> The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	<b>C1</b> Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government  <b>C2</b> Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	<b>E1</b> The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government	
<b>Themes Representing National Standards (K-4)</b>		<b>G2</b> Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	<b>C3</b> Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	<b>E2</b> The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
<b>H2</b> Living and Working Together in Families and Communities, Now and Long Ago	<b>H3</b> The History of Michigan and the Great Lakes Region			
<b>H4</b> The History of the United States	<b>H5</b> The History of Peoples from Many Cultures Around the World	<b>G3</b> Physical Systems 3.1 Physical Processes 3.2 Ecosystems	<b>C4</b> Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations	<b>E3</b> International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade
<b>Eras Representing National Standards (5-12)</b>				
<b>Global Analysis of World History Eras 1-8 from three perspectives</b> <ul style="list-style-type: none"><li>• Cross-temporal/Global</li><li>• Interregional /Comparative</li><li>• Regional</li></ul>	<b>Thematic Analysis of U.S. History Eras 1-9</b>	<b>G5</b> Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems	<b>C6</b> Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	
<b>W1</b> Beginnings of Human Society	<b>U1</b> Beginnings to 1620			<b>G6</b> Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)
<b>W2</b> Early Civilizations and Cultures and the Emergence of Pastoral Peoples	<b>U2</b> Colonization and Settlement			
<b>W3</b> Classical Traditions, World Religions, and Major Empires	<b>U3</b> Revolution and the New Nation			
<b>W4</b> Expanding and Intensified Hemispheric Interactions	<b>U4</b> Expansion and Reform			
<b>W5</b> Emergence of the First Global Age	<b>U5</b> Civil War and Reconstruction			
<b>W6</b> An Age of Global Revolutions	<b>U6</b> The Development of an Industrial, Urban, and Global United States			
<b>W7</b> Global Crisis and Achievement	<b>U7</b> The Great Depression and World War II			
<b>W8</b> The Cold War and Its Aftermath (P3, P4)	<b>U8</b> Post-World War II United States			
	<b>U9</b> America in a New Global Age (P3, P4)			
<b>Social Studies Knowledge, Processes, and Skills</b>				
<b>K1</b> General Knowledge [College-Readiness]				
<b>P1</b> Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation]				
<b>P2</b> Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use]				
<b>P3</b> Public Discourse and Decision Making				
P3.1 Identifying and Analyzing Public Issues				
P3.2 Discourse Regarding Public Issues				
P3.3 Persuasive Writing on a Public Issue				
<b>P4</b> Citizen Involvement				

## High School Content Expectations

The High School Standards and Content Expectations for Social Studies are organized by Course/Credit title. The expectations define specific disciplinary knowledge and skills for each course/credit, and include standards and expectations in two other important categories: General Social Science Knowledge and Processes and Skills for Social Studies. The structure is shown in the chart below.

High School Social Studies Organizational Chart			
World History and Geography	U.S. History and Geography	Civics	Economics
<i>General Social Studies Knowledge, Processes, and Skills</i>	<i>General Social Studies Knowledge, Processes, and Skills</i>	<i>General Social Studies Knowledge, Processes, and Skills</i>	<i>General Social Studies Knowledge, Processes, and Skills</i>
embedded in WHG expectations See pg. 20	embedded in USHG expectations See pg. 39	embedded in Civics expectations See pg. 52	embedded in Economics expectations See pg. 67
<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>
<p>Historical and Geographical Knowledge and Perspective</p> <p>Historical and Geographical Analysis and Interpretation</p> <p>Global Analysis of World History Eras 4 – 8 from three perspectives: global, interregional, regional</p> <p><b>F FOUNDATIONS WHG ERAS 1-3</b></p> <p><b>W4 WHG - Era 4</b> Expanding and Intensified Hemispheric Interactions, 300 – 1500 C.E./A.D.</p> <p><b>W5 WHG - Era 5</b> The Emergence of the First Global Age, 15th – 18th Centuries</p> <p><b>W6 WHG - Era 6</b> An Age of Global Revolutions, 18th Century – 1914</p> <p><b>W7 WHG - Era 7</b> Global Crisis and Achievement, 1900 – 1945</p> <p><b>W8 WHG - Era 8</b> The Cold War and Its Aftermath: The 20th Century Since 1945</p>	<p>Historical and Geographical Knowledge and Perspective</p> <p>Historical and Geographical Analysis and Interpretation</p> <p>Thematic Analysis of United States History Eras 6 – 9</p> <p><b>F FOUNDATIONS USHG ERAS 1-5</b></p> <p><b>U6 USHG - Era 6</b> The Development of an Industrial, Urban, and Global United States, 1870 – 1930</p> <p><b>U7 USHG - Era 7</b> The Great Depression and World War II, 1920 – 1945</p> <p><b>U8 USHG - Era 8</b> Post-World War II United States, 1945 – 1989</p> <p><b>U9 USHG - Era 9</b> America in a New Global Age, 1980 – present</p>	<p>Civics Knowledge</p> <p>Intellectual Skills</p> <p>Participatory Skills</p> <p>Civics Dispositions</p> <p><b>C1 Conceptual Foundations of Civic and Political Life</b></p> <p><b>C2 Origins and Foundations of the Government of the United States of America</b></p> <p><b>C3 Government in the United States of America</b></p> <p><b>C4 The Relationship of the United States to Other Nations and World Affairs</b></p> <p><b>C5 Citizenship in the United States</b></p> <p><b>C6 Citizenship in Action</b></p>	<p>Economics Knowledge</p> <p>Intellectual Skills</p> <p>Economic Literacy</p> <p><b>E1 The Market Economy</b></p> <p><b>E2 The National Economy</b></p> <p><b>E3 International Economy</b></p>

## DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace. As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where might the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

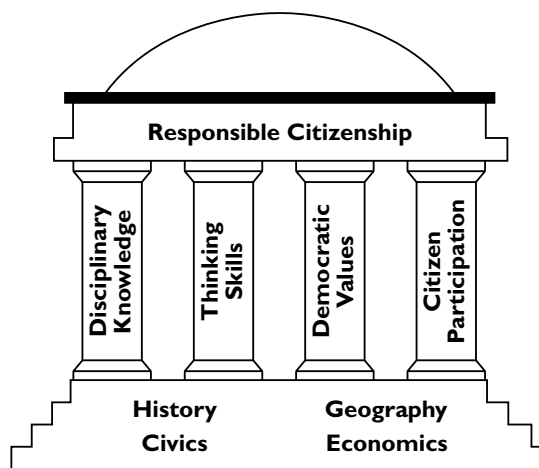
In 2002, the Michigan State Board of Education adopted the *Policy on Learning Expectations*. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

## THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship and to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

### Michigan Social Studies Curriculum Framework



## Active Responsible Citizens

Democracy requires active citizens. Responsible democratic action requires students to participate in our democracy while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the real civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

### The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Constructs and expresses reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

## Using Social Studies to Develop Digital-Age Proficiencies

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

*“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission National Alliance of Business*

In order to thrive in a digital economy, students will need digital-age proficiencies, including

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

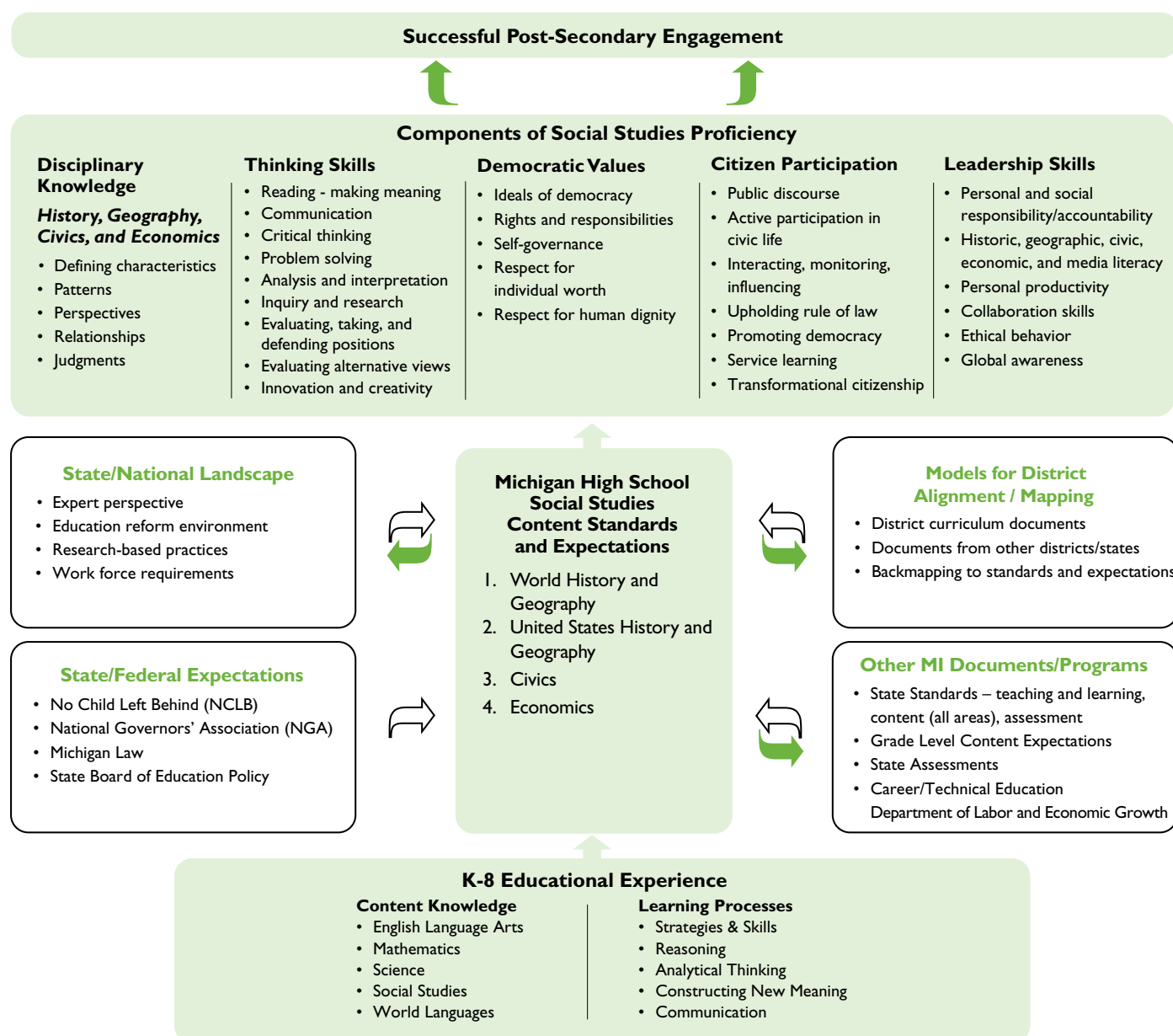
A companion document will address the correlation of social studies expectations with those of technology, reading, writing, mathematics, science, the arts, and the 21st Century Skills. Each of these subjects and literacies is necessary to reach the goal of the social studies curriculum — responsible citizenship.

## Preparing Students for Successful Post-Secondary Engagement

As educators use these standards and expectations to develop rigorous and relevant units of instruction, powerful and engaging learning activities, and challenging high school curricula, it is critical to keep in mind that content knowledge alone will not provide adequate preparation for success in entry-level university courses or entry-level positions in today's workforce.

Successful post-secondary engagement requires that students must be able to apply knowledge in new situations; to solve problems by generating new ideas; to make connections between what they read and hear in class, the world around them, and the future; and through their work, develop leadership qualities while still in high school.

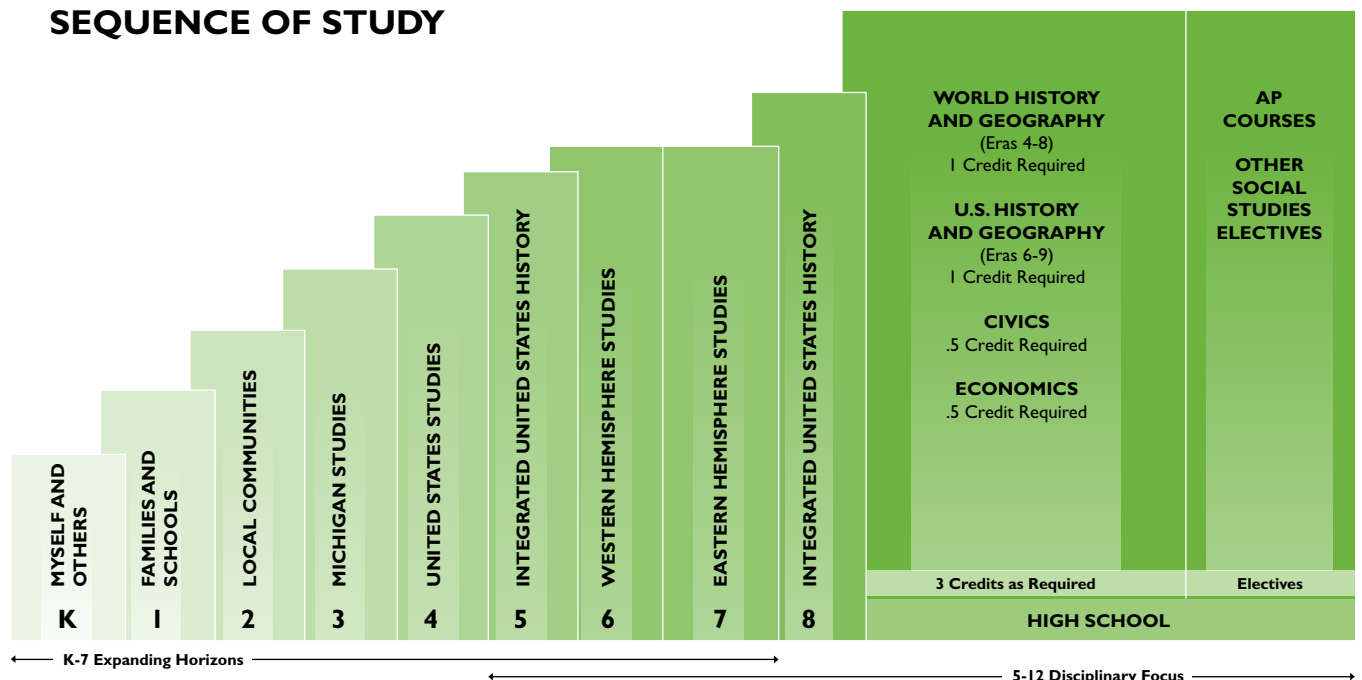
Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will result in responsible citizenship and successful post-secondary engagement.



# Michigan High School Social Studies

## WORLD HISTORY AND GEOGRAPHY

### SEQUENCE OF STUDY





## WORLD HISTORY AND GEOGRAPHY

World history and world geography are the fastest growing sections of the social studies curriculum. A recent federal study showed that the percentage of American students taking world history or world geography has risen faster than any other class in the social studies.<sup>1</sup> In 2005, over 77% of American seniors had taken World History in high school, a significant increase from the 60% who had World History on their high school transcripts in 1990. During that time, the number of high school students who had taken World Geography increased from 21% to 31%. The growth in Advanced Placement (AP) exams in geography and world history offers another dramatic indication of the impact of the world on the curriculum in the United States. The College Board created an AP Human Geography course in 2001 and the number of exams has risen from 3,000 then to over 21,000 in 2006. Even more impressive has been the growth of AP World History that accommodated around 21,000 students with its first world history exam in 2002; by 2007, more than 100,000 had taken the AP World History exam.<sup>2</sup>

Clearly, there is a growing recognition in our global age that American students must understand more than just the history and geography of the United States because today citizenship in our democracy demands global understanding. With its new high school requirement in World History and Geography, Michigan joins the majority of states in increasing its emphasis on learning more about the world and its history.

However, recent national studies also reveal great variation in the quality and content of courses in world history and geography. Recent national studies found that many states' world history standards were quite vague, often organized around themes with little substantive content, or with an emphasis on European history while neglecting content on Asia, Africa, Latin America, or the Middle East.<sup>3</sup> Another analysis of the world history standards in the fifty states showed some states created their world history courses by taking a Western Civilization course and simply adding a unit or two on China, Africa, or India to a course in European history. Other states took a global and comparative regional approach.<sup>4</sup> In developing its World History and World Geography programs, for example, the College Board took a global and comparative approach. In short, calling a course or requirement "world history and geography" does not ensure that students will engage in a quality study of the world's history and geography.

Michigan's World History and Geography takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The content expectations build upon the very best and most highly regarded standards, benchmarks, and courses in history and geography. The expectations are organized using both time and space to engage students in cross-temporal and cross-regional studies. Integrating geography and history, the content expectations are organized within historical eras and different geographic scales. That is, within each era students work at three interconnected spatial scales: the global, interregional and regional. Just as a photographer uses multiple lenses—close-up, wide-angle, and zoom—to tell pictorial stories, these content expectations ask teachers and students to study the world's history and geography through several different lenses to understand the whole most completely.<sup>5</sup>

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

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<sup>1</sup>Sean Cavanagh, "World History and Geography Gain Traction in Class: Seeds of Internationally Themed Lessons Were Planted in the 1980s," *Education Week*, March 21 2007, 10.

<sup>2</sup>Robert B. Bain and Tamara L. Shreiner, "Issues and Options in Creating a National Assessment in World History," *The History Teacher* 38, no. 2 (2005): 241-72.

<sup>3</sup>Kathleen Kennedy Manzmom, "Most States Earn Poor Grades for World-History Standards," *Education Week*, June 14 2006, 12; Walter Russell Mead, *The State of State World History Standards* (Washington, DC: Fordham Foundation, 2006) Geography: an Integrative, Disciplined Study

<sup>4</sup>Bain and Shreiner, "Issues and Options"

<sup>5</sup>David Christian, *This Fleeting World: A Short History of Humanity* (Great Barrington, MA: Berkshire Publishing, 2008)

### ***Geography: an Integrative, Disciplined Study***

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is the Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment more challenging, and the global economy more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies require competencies with geography from the local to global scale.

The purpose for studying world geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. Those patterns and processes occur as webs of relationships within the natural world and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, where they are on Earth's surface, why they are there, and what are the consequences for people and the environment? For example, large amounts of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past, and this impacts the present. For example, availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf Region.

The study of geography as a discipline is approached two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. The Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs and social, economic, and ethnic residential patterns that spread across urban space. At times regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and/or ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

### ***History: an Integrative, Disciplined Study***

History is an integrative discipline that studies change and continuity over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people developed solutions to meet their perceived problems. World history is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, “We live our lives forward, but we understand them backwards.”

Like geography, history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources – such as public and private documents, numerical data and maps – to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. History thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History, thus, not only helps us use facts to understand the context and background of our institutions, cultures and societies, it also helps increase our ability to analyze change, evaluate others’ interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

### ***The World in Time and Space: Michigan’s Content Expectations***

Michigan’s World History and Geography content expectations encourage students to work with and across different scales of time and space to:

- Investigate global patterns and developments over time while connecting more local patterns to larger interregional and global patterns.
- Employ different analytical schemes, including global, regional, national and local to understand developments over time.
- Compare within and among regions and societies, and across time.
- Develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity.

### ***In their studies students will focus on five large historical and geographic patterns***

- The causes, consequences, and patterns of changes in human governance systems and changes over time.
- The causes, consequences, and patterns of interactions among societies and regions, including trade, war, diplomacy, and international institutions.
- The impact of demographic, technological, environmental, and economic changes on people, their culture, and their environment.
- Causes, consequences, and patterns of cultural, intellectual, religious and social changes across the world, and among and within societies.
- The relationship between the environment and global and regional developments in population, settlement, economy, and politics.

Two complementary frameworks organize the content expectations. Using time, the K-12 expectations are presented in eight, overlapping historical eras. The high school expectations begin with a short set of foundational expectations, and include ERAs 4-8 and conclude with a set of contemporary global issues.

Foundational Expectations – Expectations to establish necessary background to begin high school study

Era 4 Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.

Era 5 The Emergence of the First Global Age, 15th to 18th Centuries

Era 6 An Age of Global Revolutions, 18th Century to 1914

Era 7 Global Crisis and Achievement, 1900 to 1945

Era 8 The Cold War and its Aftermath: The 20th Century Since 1945

Contemporary Global Issues

Using *space*, three different spatial scales— global, interregional, and regional— also structure the content expectations.

**Global Expectations** focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Expectations at this level also include comparisons that span across time (or eras) such as comparing the growth of world religions before 1500 C.E./A.D. with growth after 1500 or comparing the agricultural economic system of the 17th century with the industrial economic system of the 18th century.

**Interregional expectations** focus on interregional patterns and comparisons across space within a particular era. Examples of interregional patterns include trade networks prior to 1500 C.E./A.D., the trans-Atlantic slave system, and the unification of Eurasia under the Mongols. These expectations also include cross-spatial comparisons such as comparing the social and economic impacts of industrialism in particular regions of the world and comparing 20th century independence movements in India, Africa, and Southeast Asia.

**Regional expectations** focus on events within a particular region such as Latin America through the 18th century, the Russian Revolution, or the rise of Fascism in Europe.

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students must not see lines between eras and spatial scales as fixed. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. Teachers and students should be able to move, for example, from a global look at trade networks in the 10th century to an interregional look, to a look at the impact of trade in regions such as South Africa, Japan, or Cuba. The connections between *and among* these temporal eras and spatial scales are the most important features of world history and geography. To help suggest connections among and between expectations, there are many cross references to help teachers and students make connections across time and space.

**Conclusion:**

As Michigan students study World History and Geography, they will learn about the human experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human and social forces that have influenced and continues to influence us. Studying World History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such global study. Historical and geographic literacy demands that students learn to read critically, analyze and evaluate arguments, decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they are “entitled” to hold their views.

It is equally important to remember the pleasures that such study can provide both teachers and students. A disciplined study of World History and Geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemmas, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of world history and geography is well worth our efforts because it is so vital. Learning about a world that we can traverse in hours and communicate across within minutes is now essential for every individual. Understanding the world’s peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. As citizens, our students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

## ***Using the World History and Geography HSCE: Things to Remember***

There are a number of important considerations for teachers to keep in mind as they use these World History and Geography expectations to plan instruction. It is important to remember that this document:

**Integrates Geography and History** – In meeting these expectations, students will use the content and habits of mind of both history and geography to study the world’s past and present. This document employs both temporal and spatial schemes to present the content expectations. The spatial structure is embedded within the temporal scheme. To make geography more visible as a tool for studying the past, National Geography Standards are referenced after expectations where appropriate.

**Uses historical and geographic thinking** – All of the expectations require students to think – analyze, evaluate, compare, contrast, argue – using history’s and geography’s habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for world historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

**Requires active, disciplined inquiry** – In using history and geography’s habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.<sup>6</sup> It entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen’s participation in our American democracy.

**Represents Content Expectations and not Pedagogical Organization** – This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day’s worth of instruction, or even a unit. Michigan teachers and curriculum coordinators will combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

**Differentiates between required and suggested content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer *examples* for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

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<sup>6</sup>Linda S. Levstik and Keith C. Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Mahwah, NJ: Lawrence Erlbaum, 2000):13.

# Overview of High School World History and Geography

Lens/Frame	Foundations Review of Eras 1-3 (Grades 6 and 7)	Era 4 Expanding and Intensified Hemispheric Interactions	Era 5 The Emergence of the First Global Age	Era 6 Age of Global Revolutions	Era 7 Global Crisis and Achievement	Era 8 The Cold War and Its Aftermath	Contemporary Global Issues
	Beginnings to 650 C.E./A.D.	300-1500 C.E./A.D.	15th to 18th Centuries	18th Century to 1914	1900 to 1945	The 20th Century Since 1945	
Global or Cross-Temporal Expectations	F1 World Historical and Geographical “Habits of Mind” and Central Concepts  F2 Systems of Human Organizations  F3 Growth and Development of World Religions	Crisis in the Classical World World Religions Trade Networks and Contacts	Emerging Global System World Religions	Global Revolutions World-Wide Migrations and Population Changes Increasing Global Interconnections Changes in Economic and Political Systems Interpreting Europe’s Increasing Global Power	Increasing Government and Political Power Comparative Global Power Twentieth Century Genocide Global Technology Total War	Origins of Cold War Cold War Conflicts End of Cold War Mapping the 20th Century	CG1 Population  CG2 Resources  CG3 Patterns of Global Interactions  CG4 Conflict, Cooperation, and Security
Interregional or Comparative Expectations		Growth of Islam and Dar al-Islam Unification of Eurasia under the Mongols The Plague	European Exploration/ Conquest and Columbian Exchange Trans-African and Trans- Atlantic Slave Systems	Political Revolutions Growth of Nationalism and Nation-States Industrialization Imperialism	World War I Inter-War Period World War II Revolutionary and/or Independence Movements	The Legacy of Imperialism, Independence, Decolonization, Democratization Movements Middle East	
Regional Expectations		Africa to 1500 The Americas to 1500 China to 1500 The European System and the Byzantine Empire to 1500 Western Europe to 1500	Ottoman Empire to 1800 East Asia South Asia/India Russia, Europe, and Latin America through 18th Century	Europe East Asia Africa	Russian Revolution Europe and the Rise of Fascism and Totalitarian States Asia The Americas Middle East		



## World History and Geography (WHG) Content Statement Outline

### GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS *(listed on page 20)*

- K1 General Knowledge
- PI Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### WORLD HISTORY AND GEOGRAPHY

#### Eras 4 – 8 Addressed in WHG HSCE

##### **Foundations in WHG Eras 1 – 3** *(Review of content taught in Grades 6 and 7)*

- F1 World Historical and Geographical “Habits of Mind” and Central Concepts
- F2 Systems of Human Organizations
- F3 Growth and Development of World Religions
- F4 Regional Interactions

##### **WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.**

- 4.1 Crisis in the Classical World, World Religions, Trade Networks and Contacts
- 4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
- 4.3 Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500

##### **WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries**

- 5.1 Emerging Global System and World Religions
- 5.2 European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
- 5.3 Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century

##### **WHG Era 6 – An Age of Global Revolutions, 18th Century-1914**

- 6.1 Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
- 6.2 Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
- 6.3 Europe, East Asia, and Africa

##### **WHG Era 7 – Global Crisis and Achievement, 1900-1945**

- 7.1 Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
- 7.2 World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
- 7.3 Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East

##### **WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945**

- 8.1 Origins of Cold War, Cold War Conflicts, End of Cold War, Mapping the 20th Century
- 8.2 The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East

##### **Contemporary Global Issues 1 – 4** *(Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)*

### National Geography Standards *(as referenced after expectations where appropriate)*

#### The World in Spatial Terms: Geographical Habits of Mind

- 1. Tools, Technology, and Information Processing
- 2. Mental Maps
- 3. Spatial Organization on Earth's Surface

#### Places and Regions

- 4. Physical and Human Characteristics of Place
- 5. Creating Regions
- 6. Perceptions of Places and Regions

#### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

#### Human Systems

- 9. Distribution and Migration of People
- 10. Cultural Mosaic
- 11. Economic Interdependence
- 12. Patterns of Human Settlement
- 13. Forces of Cooperation and Conflict

#### Environment and Society

- 14. Human Modification of the Environment
- 15. How Physical Systems Affect Human Systems
- 16. Resource Use and Distribution

#### Uses of Geography

- 17. Using Geography to Interpret the Past
- 18. Using Geography to Interpret the Present and Plan for the Future

### Disciplinary Knowledge

*(See page 18)*

Historical and Geographic Knowledge and Perspective

Historical and Geographic Analysis and Interpretation

### World History Themes

Historical and Geographic Changes  
People, Cultures, and Ideas

Economic and Technological  
Changes

Changing Role of Global Powers

# General Social Studies Knowledge, Processes, and Skills

## *KI General Knowledge – embedded in WHG standards and expectations*

- KI.1 Know the defining characteristics of the disciplines of history and geography.
- KI.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- KI.3 Understand and analyze temporal and spatial relationships and patterns.
- KI.4 Understand historical and geographical perspectives.
- KI.5 Understand the diversity of human beings and human cultures.
- KI.6 Analyze events and circumstances from the vantage point of others.
- KI.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- KI.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.9 Integrate concepts from at least two different social studies disciplines.
- KI.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

## *Social Studies Procedures and Skills – embedded in WHG standards and expectations*

### **PI Reading and Communication** – read and communicate effectively.

- PI.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

### **P2 Inquiry, Research, and Analysis** – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

### **P3 Public Discourse and Decision Making** – engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy.

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

### **P4 Citizen Involvement**

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

## *Disciplinary Knowledge – embedded in WHG standards and expectations*

### **Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in world history and geography to deduce meaning and comprehend patterns.

### **Historical and Geographical Analysis and Interpretation**

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

### **Global Analysis of World History Eras 4 – 8**

# WORLD HISTORY AND GEOGRAPHY

## FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT

*These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.*

### **F1 World Historical and Geographical “Habits of Mind” and Central Concepts**

*Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)(National Geography Standard 2, p. 186)*

### **F2 Systems of Human Organizations**

*Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212)*

- Changes brought on by the Agricultural Revolution, including the environmental impact of settlements
- TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze
- Classical China or India (Han China or Gupta empires)
- Classical Mediterranean (Greece and Rome)

### **F3 Growth and Development of World Religions**

*Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including*

- spatial representations of that growth
- interactions with culturally diverse peoples
- responses to the challenges offered by contact with different faiths
- ways they influenced people’s perceptions of the world. (National Geography Standard 6, p. 195)

### **F4 Regional Interactions**

*Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp. 188 and 210)*

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

### 4.1 Cross-temporal or Global Expectations

*Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.*

- 4.1.1 **Crisis in the Classical World** – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
- 4.1.2 **World Religions** – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including
  - Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades
  - Islam and Hinduism in South Asia (See 5.3.3)
  - continuing tensions between Catholic and Orthodox Christianity  
(*National Geography Standard 10, p. 203*)
- 4.1.3 **Trade Networks and Contacts** – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including
  - land-based routes across the Sahara, Eurasia and Europe
  - water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas  
(*National Geography Standard 11, p. 206*)

### 4.2 Interregional or Comparative Expectations

*Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.*

- 4.2.1 **Growth of Islam and Dar al-Islam** [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including
  - The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
  - diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (*National Geography Standard 10, p. 203*)
  - role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
  - the caliphate as both a religious and political institution
- 4.2.2 **Unification of Eurasia under the Mongols** – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (*National Geography Standard 10, p. 203*)
- 4.2.3 **The Plague** – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (*National Geography Standard 15, p. 215*)

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## 4.3 Regional Expectations

*Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.*

- 4.3.1 **Africa to 1500** – Describe the diverse characteristics of early African societies and the significant changes in African society by
- comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (*National Geography Standard 12, p. 208*)
  - using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (*National Geography Standard 9, p. 201*)
  - analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (*National Geography Standard 9, p. 201*)
  - analyzing the development of an organized slave trade within and beyond Africa (*National Geography Standard 4, p. 190*)
  - analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (*National Geography Standard 10, p. 203*)
- 4.3.2 **The Americas to 1500** – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (*National Geography Standard 10, p. 203*)
- 4.3.3 **China to 1500** – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (*National Geography Standard 4, p. 190*)
- 4.3.4 **The Eastern European System and the Byzantine Empire to 1500** – Analyze restructuring of the Eastern European system including
- the rise and decline of the Byzantine Empire
  - the region's unique spatial location
  - the region's political, economic, and religious transformations
  - emerging tensions between East and West (*National Geography Standard 3, p. 188*)
- 4.3.5 **Western Europe to 1500** – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including
- the role and political impact of the Roman Catholic Church in European medieval society
  - how agricultural innovation and increasing trade led to the growth of towns and cities (*National Geography Standard 14, p. 212*)
  - the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)
  - the cultural and social impact of the Renaissance on Western and Northern Europe

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## WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

### 5.1 Cross-temporal or Global Expectations

*Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.*

- 5.1.1 **Emerging Global System** – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era.  
(See 4.1.3; 5.3.6) (*National Geography Standard 11d, p. 207*)
- 5.1.2 **World Religions** – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (*National Geography Standard 9d, pg. 202*)

### 5.2 Interregional or Comparative Expectations

*Analyze the impact of oceanic travel on interregional interactions.*

- 5.2.1 **European Exploration/Conquest and Colombian Exchange** – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by
  - describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries
  - explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies  
(See 5.3.5) (*National Geography Standard 14d, p. 212*)
- 5.2.2 **Trans-African and Trans-Atlantic Slave Systems** – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by
  - using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage
  - comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)

### 5.3 Regional Content Expectations

*Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.*

- 5.3.1 **Ottoman Empire through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by
  - using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (*National Geography Standard 13, p. 210*)
  - analyzing the impact of the Ottoman rule



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- 5.3.2 East Asia through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in East Asia by
- analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (*National Geography Standard 5, p. 192*)
  - analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (*National Geography Standard 4, p. 190*)
- 5.3.3 South Asia/India through the 18th Century** – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (*National Geography Standard 4, p. 190*)
- 5.3.4 Russia through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in Russia including
- Russian imperial expansion and top-down westernization/modernization (*National Geography Standard 13, p. 210*)
  - the impact of its unique location relative to Europe and Asia (*National Geography Standard 3, p. 188*)
  - the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (*National Geography Standard 10, p. 203*)
- 5.3.5 Europe through the 18th Century** – Analyze the major political, religious, cultural and economic transformations in Europe by
- explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (*National Geography Standard 13, p. 210*)
  - analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism
  - analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society
  - analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)
- 5.3.6 Latin America through 18th Century** – Analyze colonial transformations in Latin America, including
- the near-elimination of American Indian civilizations and peoples
  - social stratifications of the population (e.g., peninsulares, creoles, mestizos)
  - the regional and global role of silver and sugar
  - resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (*National Geography Standard 12, p. 208*)



## WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

### 6.1 Global or Cross-temporal Expectations

*Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.*

- 6.1.1 **Global Revolutions** – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1) (*National Geography Standard 13, p. 210*)
- 6.1.2 **World-wide Migrations and Population Changes** – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (*National Geography Standard 9, p. 201*)
- 6.1.3 **Increasing Global Interconnections** – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including
  - constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (*National Geography Standard 10, p. 203*)
  - the global spread of major innovations, technologies, and commodities via new global networks (*National Geography Standard 11, p. 206*)
- 6.1.4 **Changes in Economic and Political Systems** – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
- 6.1.5 **Interpreting Europe's Increasing Global Power** – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (*National Geography Standard 13, p. 210*)

### 6.2 Interregional or Comparative Expectations

*Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.*

- 6.2.1 **Political Revolutions** – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (*National Geography Standard 13, p. 210*)
- 6.2.2 **Growth of Nationalism and Nation-states** – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (*National Geography Standard 13, p. 203*)
- 6.2.3 **Industrialization** – Analyze the origins, characteristics and consequences of industrialization across the world by
  - comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
  - describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (*National Geography Standard 11, p. 206*)
  - describing the environmental impacts of industrialization and urbanization (*National Geography Standard 14, p. 212*)

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**6.2.4 Imperialism** – Analyze the political, economic, and social causes and consequences of imperialism by

- using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (*National Geography Standard 16, p. 216*)

- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (*National Geography Standard 13, p. 212*)
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3)

*Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1)*

## 6.3 Regional Content Expectations

*Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.*

**6.3.1 Europe** – Analyze the economic, political, and social transformations in Europe by

- analyzing and explaining the impact of economic development on European society (*National Geography Standard 11, p. 206*)
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (*National Geography Standard 13, p. 210*)

**6.3.2 East Asia** – Analyze the political, economic, and social transformations in East Asia by

- explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (*National Geography Standard 13, p. 210*)
- describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions

**6.3.3 Africa** – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (*National Geography Standard 16, p. 216*)

## WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

### 7.1 Global or Cross-temporal Expectations

*Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.*

**7.1.1 Increasing Government and Political Power** – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)

**7.1.2 Comparative Global Power** – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (*National Geography Standard 13, p. 210*)

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- 7.1.3 Twentieth Century Genocide** – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)
- 7.1.4 Global Technology** – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (*National Geography Standard 11, p. 206*)
- 7.1.5 Total War** – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (*National Geography Standard 13, p. 210*)

## 7.2 Interregional or Comparative Expectations

*Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.*

- 7.2.1 World War I** – Analyze the causes, characteristics, and long-term consequences of World War I by
- analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism
  - analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)
  - explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (*National Geography Standard 13, p. 210*)
- (*National Geography Standard 13, p. 210*)
- 7.2.2 Inter-war Period** – Analyze the transformations that shaped world societies between World War I and World War II by
- examining the causes and consequences of the economic depression on different regions, nations, and the globe
  - describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)
  - comparing and contrasting the rise of nationalism in China, Turkey, and India (*National Geography Standard 10, p. 203*)
- 7.2.3 World War II** – Analyze the causes, course, characteristics, and immediate consequences of World War II by
- explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland)
  - explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (*National Geography Standard 10, p. 203*)
  - analyzing the major turning points and unique characteristics of the war (See 7.1.5) (*National Geography Standard 17, p. 219*)
  - explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4)
  - analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (*National Geography Standard 6, p. 154*)
  - describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (*National Geography Standard 6, p. 154*)
- 7.2.4 Revolutionary and/or Independence Movements** – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (*National Geography Standard 13, p. 210*)

# WORLD HISTORY AND GEOGRAPHY

## 7.3 Regional Content Expectations

*Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.*

- 7.3.1 **Russian Revolution** – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
- 7.3.2 **Europe and Rise of Fascism and Totalitarian States** – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)
- 7.3.3 **Asia** – Analyze the political, economic, and social transformations that occurred in this era, including (*National Geography Standard 13, p. 210*)
  - Japanese imperialism
  - Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)
  - Indian independence struggle
- 7.3.4 **The Americas** – Analyze the political, economic and social transformations that occurred in this era, including
  - economic imperialism (e.g., dollar diplomacy)
  - foreign military intervention and political revolutions in Central and South America.
  - nationalization of foreign investments
- 7.3.5 **Middle East** – Analyze the political, economic, and social transformations that occurred in this era, including
  - the decline of the Ottoman Empire
  - the rise of Arab nationalism
  - the role of the Mandate system
  - the discovery of petroleum resources

## WHG ERA 8 – THE COLD WAR AND ITS AFTERMATH: THE 20TH CENTURY SINCE 1945

### 8.1 Global and Cross-temporal Expectations

*Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.*

- 8.1.1 **Origins of the Cold War** – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3)
- 8.1.2 **Cold War Conflicts** – Describe the major arenas of conflict, including
  - the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam
  - ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin
  - the arms and space race (*National Geography Standard 13, p. 210*)
- 8.1.3 **End of the Cold War** – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (*National Geography Standard 13, p. 210*)
- 8.1.4 **Mapping the 20th Century** – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) (*National Geography Standard 12, p. 186*)

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## 8.2 Interregional or Comparative Expectations

*Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.*

- 8.2.1 **The Legacy of Imperialism** – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). *(National Geography Standards 11 and 16, pp. 206 and 216)*
- 8.2.2 **Independence, Decolonization, and Democratization Movements** – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. *(National Geography Standards 13 and 17, pp. 210 and 219)*
- 8.2.3 **Middle East** – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. *(National Geography Standards 13 and 17, pp. 210 and 219)*

# WORLD HISTORY AND GEOGRAPHY

## CONTEMPORARY GLOBAL ISSUES

*Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.*

### **CG1 Population**

*Explain the causes and consequences of population changes over the past 50 years by analyzing the*

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)
- distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)
- relationship of the population changes to global interactions, and their impact on three regions of the world

*(National Geography Standards 9 and 17, pp. 201 and 219)*

### **CG2 Resources**

*Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating*

- change in spatial distribution and use of natural resources
- the differences in ways societies have been using and distributing natural resources
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent)
- the impact of humans on the global environment

*(National Geography Standard 16, p. 216)*

### **CG3 Patterns of Global Interactions**

*Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing*

- economic interdependence of the world's countries and world trade patterns
  - the exchanges of scientific, technological, and medical innovations
  - cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas and patterns
  - comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition
  - distribution of wealth and resources and efforts to narrow the inequitable distribution of resources
- (National Geography Standards 6 and 11, pp. 195 and 206)*

### **CG4 Conflict, Cooperation, and Security**

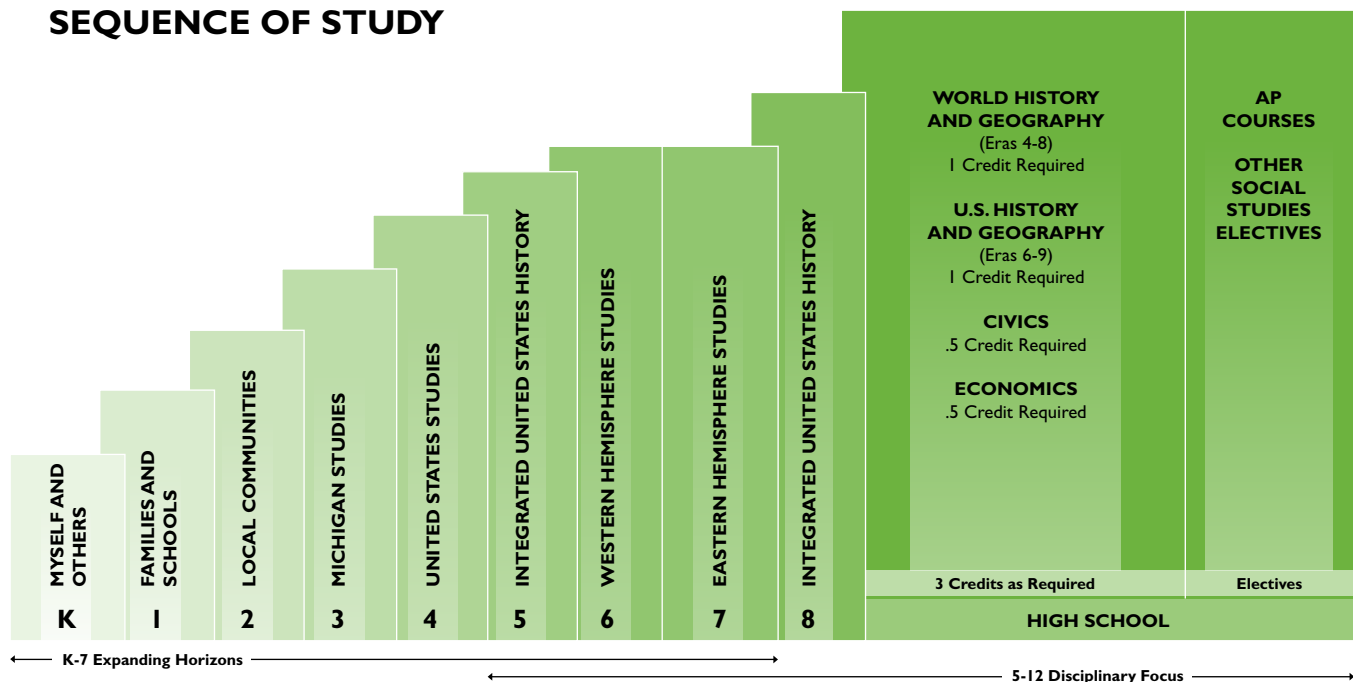
*Analyze the causes and challenges of continuing and new conflicts by describing*

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)
  - causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)
  - local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights
  - the type of warfare used in these conflicts, including terrorism, private militias, and new technologies
- (National Geography Standards 10 and 13, pp. 203 and 210)*

# Michigan High School Social Studies

## U.S. HISTORY AND GEOGRAPHY

### SEQUENCE OF STUDY





# UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democracy such as the United States. History and geography help us understand the origins, development, growth and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in a democracy by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

## ***Geography: an Integrative, Disciplined Study***

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment more challenging, and the global economy more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies require competencies with geography from the local to global scale.

The purpose for studying geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. Those patterns and processes occur as webs of relationships within and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, where they are on Earth's surface, why they are there, and what are the consequences for people and the environment? For example, large amounts of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past. The consequences are that availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf Region.

The study of geography as a discipline is approached two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs and social, economic, and ethnic residential patterns that spread across urban space. At times regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and ethnicity. The spatial pattern of topics may cross political boundaries and connect continents such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

### ***History: an Integrative, Disciplined Study***

History is an integrative discipline that studies change over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people developed solutions to meet their perceived problems. History is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, “We live our lives forward, but we understand them backward.”

Like geography, history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, and evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources – such as public and private documents, numerical data and maps – to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. History thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History thus not only helps us use facts to understand the context and background of our institutions, cultures and societies, it also helps increase our ability to analyze change, evaluate others’ interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

### ***Michigan’s Content Expectations***

The high school expectations begin with a short set of foundational expectations, include ERAs 4- 8 and conclude with a set of contemporary global issues.

- Foundational Issues in U.S. History and Geography:
- The Development of an Industrial, Urban and Global United States, 1870-1930
- The Great Depression and World War II, 1920-1945
- Postwar United States, 1945 -1989
- America in a New Global Age, 1989 to the present

**Conclusion:**

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continues to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, or times and places where people or events challenged, violated, or expanded those ideas.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such study. Historical and geographic literacy demands that students learn to read critically, analyze and evaluate arguments, decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they are “entitled” to hold their views.

It is equally important to remember the pleasures that such historical study can provide both teachers and students. A disciplined study of history and geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemma, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of history and geography is well worth our efforts because it is so vital. Learning about our nation and its place in the world is essential for every individual. Understanding the world's peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. As citizens, our students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

## **Using the United States History and Geography HSCE: Things to Remember**

There are a number of important considerations for teachers to keep in mind as they use these United States History and Geography expectations to plan instruction. It is important to remember that this document:

**Integrates Geography and History** – In meeting these expectations, students will use the content and habits of mind of both history and geography to study America’s past and present. This document uses a temporal organizational scheme to present the content expectations. To make geography more visible as a tool for studying the past, National Geographic Standards are referenced after expectations where appropriate.

**Uses historical and geographic thinking** – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using history’s and geography’s habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

**Requires active, disciplined inquiry** – In using history and geography’s habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.<sup>6</sup> It entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen’s participation in our American democracy.

**Represents Content Expectations and not Pedagogical Organization** – This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day’s worth of instruction, or even a unit. Michigan teachers and curriculum coordinators should combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

**Differentiates between required and suggested content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer *examples* for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

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<sup>6</sup>Linda S. Levstik and Keith C. Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Mahwah, NJ: Lawrence Erlbaum, 2000):13.

# U.S. History and Geography Content Expectations

## History Themes

- 1 Change and Continuity in American Democracy
- 2 The Gathering and Interactions of Peoples, Cultures, and Ideas
- 3 Economic and Technological Changes and Their Relationship to Society, Cultures, and Ideas, and the Environment
- 4 The Changing Role of America in the World

## Geography Themes

- 1 Space and Place
- 2 Environment and Society
- 3 Special Dynamics and Connections
- 4 U.S./Global Issues and Events

### Era 1 (Grade 5) Beginnings to 1620

- American Indian Life in the Americas
- American Fundamental Values and Principles
- Three World Interactions

### Era 2 (Grade 5) Colonization and Settlement (1585 – 1763)

- European Struggle for Control of North America
- Atlantic Slave Trade and Origins of Black America
- Comparative Life in North America

### Era 3 (Grades 5 & 8) Revolution and the New Nation (1754 – 1800)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution

### Era 4 (Grade 8) Expansion and Reform (1792 – 1861)

- Political, Economic, and Regional Growth
- Regional and Economic Growth
- Reform Movements

### Era 5 (Grade 8) Civil War and Reconstruction (1850 – 1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

### Era 6 (Grade 8 and HS) Development of Industrial, Urban, and Global United States (1870 – 1930)

- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS. HSCE)
- Becoming a World Power
- Progressivism and Reform

### Era 7 (HS) Great Depression and World War II (1920 – 1945)

- Growing Crisis of Industrial Capitalism and Responses
- World War II

### Era 8 (HS) Post-World War II United States (1945 – 1989)

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post WWII Era

### Era 9 (HS) America in a New Global Age

- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

## U.S. History and Geography Content Expectations

### Disciplinary Knowledge (See page 39)

Historical and Geographical Knowledge and Perspective

Historical and Geographical Analysis and Interpretation

Thematic Analysis of U.S. History Eras 6 - 9

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

(listed on page 39)

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

## UNITED STATES HISTORY AND GEOGRAPHY ERAS 6 – 9 ADDRESSED IN USHG HSCE

### Foundational Issues in USHG – ERAS 1 – 5 (Review of content taught in Grades 5 and 8)

- F1 Political and Intellectual Transformations of America to 1877
- F2 Geographic, Economic, Social, and Demographic Trends in America (to 1898)

### USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -1930)

- 6.1 Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressivism and Reform

### USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

### USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post WWII Era

### USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America's Role in the World
- 9.3 Policy Debates

## National Geography Standards (as referenced after expectations where appropriate)

### The World in Spatial Terms: Geographical Habits of Mind

- 1. Tools, Technology, and Information Processing
- 2. Mental Maps
- 3. Spatial Organization on Earth's Surface

### Places and Regions

- 4. Physical and Human Characteristics of Place
- 5. Creating Regions
- 6. Perceptions of Places and Regions

### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

### Human Systems

- 9. Distribution and Migration of People
- 10. Cultural Mosaic
- 11. Economic Interdependence
- 12. Patterns of Human Settlement
- 13. Forces of Cooperation and Conflict

### Environment and Society

- 14. Human Modification of the Environment
- 15. How Physical Systems Affect Human Systems
- 16. Resource Use and Distribution

### Uses of Geography

- 17. Using Geography to Interpret the Past
- 18. Using Geography to Interpret the Present and Plan for the Future

## **General Social Studies Knowledge, Processes, and Skills**

### **KI General Knowledge**— embedded in USHG standards and expectations

- KI.1 Know the defining characteristics of the disciplines of history and geography.
- KI.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- KI.3 Understand and analyze temporal and spatial relationships and patterns.
- KI.4 Understand historical and geographical perspectives.
- KI.5 Understand the diversity of human beings and human cultures.
- KI.6 Analyze events and circumstances from the vantage point of others.
- KI.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- KI.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.9 Integrate concepts from at least two different social studies disciplines.
- KI.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

### **Social Studies Procedures and Skills** — embedded in USHG standards and expectations

#### **PI Reading and Communication** – read and communicate effectively.

- PI.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### **P2 Inquiry, Research, and Analysis** – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### **P3 Public Discourse and Decision Making** – engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy.

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

#### **P4 Citizen Involvement**

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

### **Disciplinary Knowledge** – embedded in USHG standards and expectations

#### **Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

#### **Historical and Geographical Analysis and Interpretation**

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

#### **Thematic Analysis of United States History Eras 6-9**



# U.S. HISTORY AND GEOGRAPHY

## FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5

*These foundational expectations are included to help students draw upon their previous study of American history and connect high school United States history with the history studied in 5th and 8th grades.*

*Note: These might be reviewed as a separate opening unit or woven into Content Expectations 6.1, 6.2, and 6.3.*

### **F1 Political and Intellectual Transformations of America to 1877**

- F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals
- Declaration of Independence
  - the U.S. Constitution (including the Preamble)
  - Bill of Rights
  - the Gettysburg Address
  - 13th, 14th, and 15th Amendments
- F1.2 Using the American Revolution and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society by discussing
- the birth of republican government
  - the development of governmental roles in American life
  - and competing views of the responsibilities of governments (federal, state, and local)
  - changes in suffrage qualifications
  - the development of political parties
  - America's political and economic role in the world (*National Geography Standard 13, p. 210*)

### **F2 Geographic, Economic, Social, and Demographic Trends in America to 1877**

*Note to teacher: This foundational expectation might be taught in stand-alone lessons or integrated with Standard 6.1.*

- F2.1 Describe the major trends and transformations in American life prior to 1877 including
- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
  - regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11, p. 206*)
  - changes in the size, location, and composition of the population (*National Geography Standard 9, p. 201*)
  - patterns of immigration and migration (*National Geography Standard 9, p. 201*)
  - development of cities (*National Geography Standard 12, p. 208*)
  - changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)

# U.S. HISTORY AND GEOGRAPHY

## USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

### 6.1 Growth of an Industrial and Urban America

*Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.*

- 6.1.1 **Factors in the American Industrial Revolution** – Analyze the factors that enabled the United States to become a major industrial power, including
  - gains from trade (*National Geography Standard 11, p. 206*)
  - organizational “revolution” (e.g., development of corporations and labor organizations)
  - advantages of physical geography (*National Geography Standards 4, 7, and 15; p. 190, 197, and 214*)
  - increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
  - economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
  - technological advances
- 6.1.2 **Labor’s Response to Industrial Growth** – Evaluate the different responses of labor to industrial change including
  - development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers
  - southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (*National Geography Standard 6, p. 195*)
- 6.1.3 **Urbanization** – Analyze the changing urban and rural landscape by examining
  - the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
  - the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
  - the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*)
  - resulting tensions among and within groups (*National Geography Standard 13, p. 210*)
  - different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9, p. 201; 12, p. 208*)
- 6.1.4 **Population Changes** – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (*National Geography Standard 12, p. 208*)
- 6.1.5 **A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining
  - the impact of resource availability (*National Geography Standard 16, p. 216*)
  - entrepreneurial decision making by Henry Ford and others
  - domestic and international migrations (*National Geography Standard 9, p. 201*)
  - the development of an industrial work force
  - the impact on Michigan
  - the impact on American society

# U.S. HISTORY AND GEOGRAPHY

## 6.2 Becoming a World Power

*Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.*

- 6.2.1 **Growth of U.S. Global Power** – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (*National Geography Standards 1 and 3; p. 184 and 188*)
- 6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.
- 6.2.3 **Domestic Impact of WWI** – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.
- 6.2.4 **Wilson and His Opponents** – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (*National Geography Standards 3 and 13; p. 188 and 210*)

## 6.3 Progressivism and Reform

*Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:*

- 6.3.1 **Social Issues** – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
- 6.3.2 **Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
  - major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
  - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
  - the Supreme Court's role in supporting or slowing reform
  - role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)
  - efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (*National Geography Standards 9 and 10; p. 201 and 203*)

# U.S. HISTORY AND GEOGRAPHY

## USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

### 7.1 Growing Crisis of Industrial Capitalism and Responses

*Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.*

- 7.1.1 **The Twenties** – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including
  - cultural movements, such as the Harlem Renaissance and the “lost generation”
  - the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (*National Geography Standard 10, p. 203*)
- 7.1.2 **Causes and Consequences of the Great Depression** – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing
  - the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*)
  - the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214*)
  - Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)
- 7.1.3 **The New Deal** – Explain and evaluate Roosevelt’s New Deal Policies including
  - expanding federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (*National Geography Standard 14, p. 212*)
  - opposition to the New Deal
  - consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (*National Geography Standard 16, p. 216*)

### 7.2 World War II

*Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.*

- 7.2.1 **Causes of WWII** – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including
  - the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (*National Geography Standard 13, p. 210*)
  - the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
  - United States neutrality
  - the bombing of Pearl Harbor (*National Geography Standard 13, p. 210*)
- 7.2.2 **U.S. and the Course of WWII** – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).
- 7.2.3 **Impact of WWII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including
  - mobilization of economic, military, and social resources
  - role of women and minorities in the war effort
  - role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)
  - internment of Japanese-Americans (*National Geography Standard 10, p. 203*)

## U.S. HISTORY AND GEOGRAPHY

- 7.2.4 **Responses to Genocide** – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nurembergwar crimes tribunals, establishment of state of Israel). (*National Geography Standard 13, p. 210*)

## USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945 -1989)

### 8.1 Cold War and the United States

*Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.*

- 8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
  - diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
  - actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)
- 8.1.2 **Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including
- the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (*National Geography Standard 13, p. 210*)
  - the armed struggle with Communism, including the Korean conflict (*National Geography Standard 13, p. 210*)
  - direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; p. 194 and 210*)
  - U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (*National Geography Standard 13, p. 210*)
  - indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; p. 194 and 210*)
  - the arms race (*National Geography Standards 13, p. 210*)
- 8.1.3 **End of the Cold War** – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

### 8.2 Domestic Policies

*Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post-WWII America.*

- 8.2.1 **Demographic Changes** – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (*National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203*)

# U.S. HISTORY AND GEOGRAPHY

- 8.2.2 Policy Concerning Domestic Issues** – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by
- describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (*National Geography Standards 9 and 14; p. 201 and 212*)
  - evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (*National Geography Standards 12 and 14; p. 208 and 212*))
- 8.2.3 Comparing Domestic Policies** – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (*National Geography Standard 14, p. 212*)
- 8.2.4 Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

## 8.3 Civil Rights in the Post-WWII Era

*Examine and analyze the Civil Rights Movement using key events, people, and organizations.*

- 8.3.1 Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
  - Supreme Court decisions and governmental actions (e.g., Brown v Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
  - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
  - resistance to Civil Rights (*National Geography Standard 6, p. 195*)  
(*National Geography Standard 10, p. 203*)
- 8.3.2 Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
- 8.3.3 Women’s Rights** – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).  
(*National Geography Standard 10, p. 203*)
- 8.3.4 Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)
- 8.3.5 Tensions and Reactions to Poverty and Civil Rights** – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark).  
(*National Geography Standard 12, p. 208*)

# U.S. HISTORY AND GEOGRAPHY

## USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

### 9.1 The Impact of Globalization on the United States

*Explain the impact of globalization on the United States' economy, politics, society and role in the world.*

- 9.1.1 **Economic Changes** – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206*)
- 9.1.2 **Transformation of American Politics** – Analyze the transformation of American politics in the late 20th and early 21st centuries including
- growth of the conservative movement in national politics, including the role of Ronald Reagan
  - role of evangelical religion in national politics (*National Geography Standards 3 and 6; p.188 and 195*)
  - intensification of partisanship
  - partisan conflict over the role of government in American life
  - role of regional differences in national politics (*National Geography Standard 6, p. 195*)

### 9.2 Changes in America's Role in the World

*Examine the shifting role of United States on the world stage during the period from 1980 to the present.*

- 9.2.1 **U.S. in the Post-Cold War World** – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (*National Geography Standard 13, p. 210*)
- 9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

### 9.3 Policy Debates

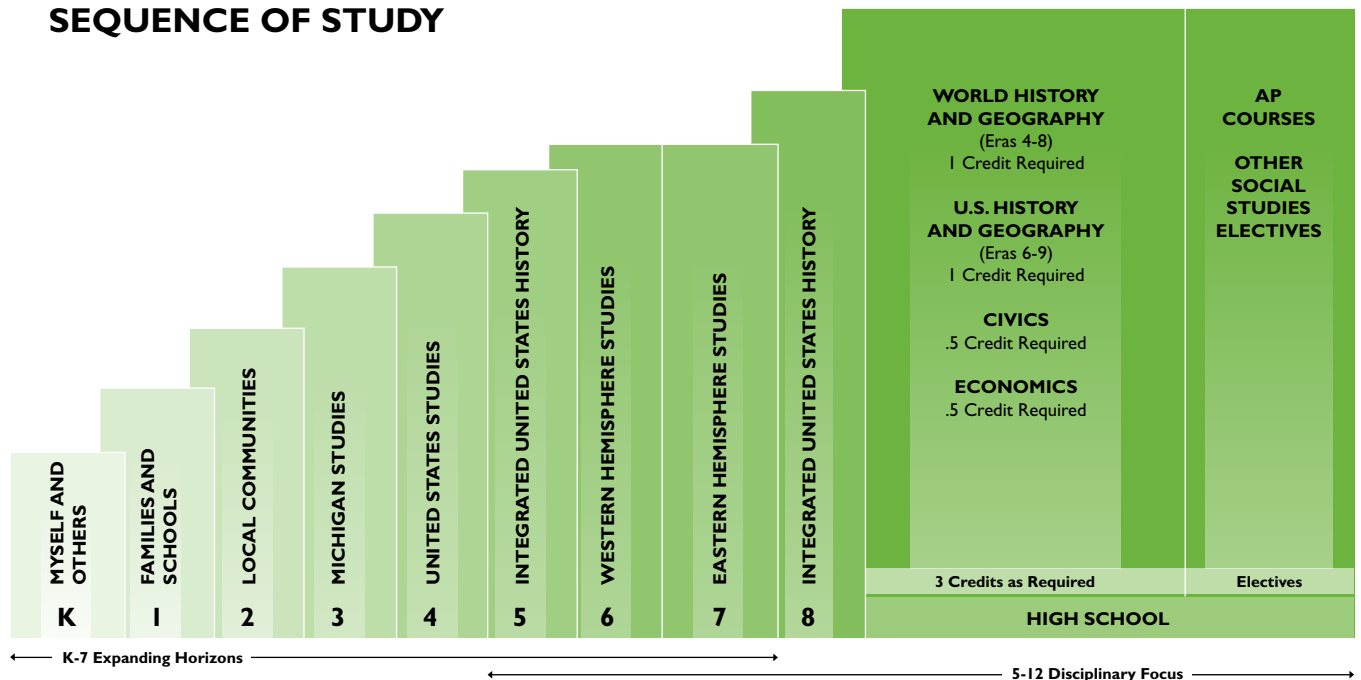
- 9.3.1 Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents.
- role of the United States in the world
  - national economic policy
  - welfare policy
  - energy policy
  - health care
  - education
  - civil rights
- (*National Geography Standard 17, p. 216*)



# Michigan High School Social Studies

## CIVICS

### SEQUENCE OF STUDY



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## CIVICS

Citizenship, as the National Assessment of Educational Progress explains, is the “engine of constitutional democracy and a free society” and knowing our rights and responsibilities as citizens “fuels that engine.” Democratic societies do not function without the participation of informed and responsible citizens. Civic education, therefore, is one of public education’s central missions. The education of the next generation of citizens is essential to the well-being of American constitutional democracy. And, effective civic education also is important to civil society—that historically essential sector of society composed of non-governmental, voluntary, community, fraternal organizations, clubs, and religious institutions.

To participate effectively, American citizens need intellectual and participatory skills, as well as knowledge about their government and society. Acquisition of civic knowledge and skills makes possible a reasoned commitment to those fundamental values and principles essential to the preservation and improvement of American constitutional democracy. Sustained and systematic attention to civics, government, and civil society in the K–12 curriculum enables students to build on the knowledge they acquire in each successive grade. Therefore, students’ understanding of civic life, politics, and government should increase both in scope and depth as they progress through the elementary, middle, and high school years. In addition, their command of essential intellectual and participatory skills should continue to develop as they move toward the assumption of the full rights and responsibilities of citizenship.

The Michigan Content Expectations in Civics, aligned with National Civics Standards and NAEP have three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions.

**The knowledge component** is embodied in the form of five significant and enduring questions. These are questions that have continued to engage not only political philosophers and politicians; they are questions that do – or should – engage every thoughtful citizen. The five questions are:

- What are civic life, politics and government?
- What are the origins and foundations of the American political system?
- How does the government established by the Constitution function to embody the purposes, values and principles of American democracy?
- What is the relationship of the United States to other nations and its role in world affairs?
- What are the roles of citizens in American democracy?

Knowledge, while essential, is not sufficient for effective citizenship. Citizenship requires the use of knowledge to think and act in a reasoned manner. The **intellectual and participatory skills component** of civic education enable students to learn and apply civic knowledge in the many and varied roles of citizens. These skills help citizens identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions on public policies. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.

A central feature of civic life is what the NAEP framework, quoting de Tocqueville, refers to as the “habits of the heart,” or the civic principles or values. Beyond mere knowledge or participation skills, these reflect the core democratic values and include becoming an independent member of society; respecting individual worth and human dignity; assuming the personal, political, and economic responsibilities of a citizen; abiding by the “rules of the game,” such as accepting the legitimate decisions of the majority while protecting the rights of the minority; participating in civic affairs in an informed, thoughtful, and effective manner; and promoting the healthy and lawful functioning of American constitutional democracy.

The acquisition of knowledge and skills and the development of civic values take place within a variety of contexts. Those of home, school, community, state, nation, and the world are especially important in civic education. They constitute the primary arenas in which citizens acquire knowledge and skills as well as put their knowledge and skills into practice.

## ***Using the Civics HSCE: Things to Remember***

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that this document:

**Uses Civics thinking** – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using political and civics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning, coverage over understanding. While knowledge of names, definitions, and facts is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

**Requires active inquiry and participation** – Students should engage in active investigations, analysis, argumentation and civic participation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. Civics study should entail learning how to read, write, and use civics concepts and knowledge to understand and participate in the world around us. This calls upon students to frame important questions; to locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in our American democracy.

**Represents Content Expectations and not Pedagogical Organization** – This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

**Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content.

In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

# Civics Content Expectations

## Components of Civics Proficiency

### Civics Knowledge

- 1 What are civic life, politics, and government?
- 2 What are the foundations of the American political system?
- 3 How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- 4 What is the relationship of the United States to other nations and to world affairs?
- 5 What are the roles of citizens in American democracy?

### Intellectual Skills

- identifying and describing
- explaining and analyzing
- evaluating, taking, and defending positions

### Participatory Skills

- interacting
- monitoring
- influencing

### Civic Dispositions

- self-governance
- moral responsibility
- self-discipline
- respect for individual worth
- respect for human dignity
- participating in civic affairs
- promoting democracy

*adapted from Civics Framework for the 2006 NAEP*

## C1 - Conceptual Foundations of Civics and Political Life

- Nature of Civic Life, Politics, and Government
- Alternative Forms of Government

## C2 - Origins and Foundations of Government of the United States of America

- Origins of American Constitutional Government
- Foundational Values and Constitutional Principles of American Government

## C3 - Structure and Function of Government in the United States of America

- Structure, Functions, and Enumerated Powers of National Government
- Powers and Limits on Powers
- Structure and Functions of State and Local Governments
- System of Law and Laws
- Other Actors in the Policy Process

## C4 - The United States of America and World Affairs

- Formation and Implementation of U.S. Foreign Policy
- U.S. Role in International Institutions and Affairs

## C5 - Citizenship in the United States of America

- The Meaning of Citizenship in the United States of America
- Becoming a Citizen
- Rights of Citizenship
- Responsibilities of Citizenship
- Dispositions of Citizenship

## C6 - Citizenship in Action

- Civic Inquiry and Public Discourse
- Participating in Civic Life

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS** *(listed on page 47)*

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### **Civics Content Statement Outline**

#### **C1 – CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE**

- 1.1 Nature Of Civic Life, Politics, and Government
- 1.2 Alternative Forms of Government

#### **C2 – ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA**

- 2.1 Origins of American Constitutional Government
- 2.2 Foundational Values and Constitutional Principles of American Citizenship

#### **C3 – STRUCTURE AND FUNCTION OF GOVERNMENT IN THE UNITED STATES OF AMERICA**

- 3.1 Structure, Functions, and Enumerated Powers of National Government
- 3.2 Powers and Limits on Powers
- 3.3 Structure and Functions of State and Local Government
- 3.4 System of Law and Laws
- 3.5 Other Actors in the Policy Process

#### **C4 – THE UNITED STATES OF AMERICA AND WORLD AFFAIRS**

- 4.1 Formation and Implementation of U.S. Foreign Policy
- 4.2 U.S. Role in International Institutions and Affairs

#### **C5 – CITIZENSHIP IN THE UNITED STATES OF AMERICA**

- 5.1 The Meaning of Citizenship in the United States of America
- 5.2 Becoming a Citizen
- 5.3 Rights of Citizenship
- 5.4 Responsibilities of Citizenship
- 5.5 Dispositions of Citizenship

#### **C6 – CITIZENSHIP IN ACTION**

- 6.1 Civic Inquiry and Public Discourse
- 6.2 Participating in Civic Life

# General Social Studies Knowledge, Processes, and Skills

## General Social Science Knowledge – embedded in civics standards and expectations

- K1.1 Know the defining characteristics of the discipline of civics.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of civics.
- K1.3 Understand and analyze social relationships and patterns.
- K1.4 Understand social and political perspectives.
- K1.5 Understand the diversity of human beings and human cultures.
- K1.6 Analyze events and circumstances from the vantage point of others.
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- K1.9 Integrate concepts from at least two different social studies disciplines.
- K1.10 Understand significant concepts, generalizations, principles, and theories of civics as a discipline.

## Social Studies Procedures and Skills – embedded in civics standards and expectations

### P1 Reading and Communication – read and communicate effectively.

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

### P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

### P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy.

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

### P4 Citizen Involvement

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

## CIVICS I CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

### I.1 Nature of Civic Life, Politics, and Government

*Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*

- I.1.1 Identify roles citizens play in civic and private life.
- I.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”
- I.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG FI.1; FI.2; 8.3.2)
- I.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 FI.1; FI.2; 6.3.2; 8.3.1)

### I.2 Alternative Forms of Government

*Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?*

- I.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
- I.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
- I.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG FI.1; FI.2)
- I.2.4 Compare and contrast direct and representative democracy. (See USHG FI.1; FI.2)



## 2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

### 2.1 **Origins of American Constitutional Government** (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)

*Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?*

- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (such as the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
- 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
- 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

### 2.2 **Foundational Values and Constitutional Principles of American Government**

*Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?*

- 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).
- 2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
- 2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
- 2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG FI.1; 8.3.2; 9.2.2)
- 2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)

### 3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA

#### 3.1 Structure, Functions, and Enumerated Powers of National Government

*Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*

- 3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
- 3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
- 3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
- 3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)
- 3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
- 3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.
- 3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.

#### 3.2 Powers and Limits on Powers

*Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*

- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*).
- 3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.
- 3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG FI.1)
- 3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG FI.1)

### 3.3 Structure and Functions of State and Local Governments

*Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*

- 3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
- 3.3.2 Identify and define states' reserved and concurrent powers.
- 3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
- 3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
- 3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).
- 3.3.6 Evaluate the major sources of revenue for state and local governments.
- 3.3.7 Explain the role of state constitutions in state governments.

### 3.4 System of Law and Laws

*Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*

- 3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG FI.1, 8.2.4)
- 3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
- 3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
- 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).
- 3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

### 3.5 Other Actors in the Policy Process

*Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*

- 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
- 3.5.2 Describe the origin and the evolution of political parties and their influence.  
(See Grade 5 SS; USHG 9.1.2)
- 3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
- 3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.
- 3.5.5 Evaluate the actual influence of public opinion on public policy.
- 3.5.6 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
- 3.5.7 Explain the role of television, radio, the press, and the internet in political communication.
- 3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
- 3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

## 4 THE UNITED STATES OF AMERICA AND WORLD AFFAIRS

### 4.1 Formation and Implementation of U.S. Foreign Policy

*Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?*

- 4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).
- 4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
- 4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).
- 4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)

## 4.2 U.S. Role in International Institutions and Affairs

*Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*

- 4.2.1 Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)
- 4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)
- 4.2.3 Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
- 4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
- 4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).
- 4.2.6 Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).

## 5 CITIZENSHIP IN THE UNITED STATES OF AMERICA

### 5.1 The Meaning of Citizenship in the United States of America

*Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?*

- 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
- 5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.

### 5.2 Becoming a Citizen

*Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?*

- 5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
- 5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
- 5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).

### 5.3 Rights of Citizenship

*Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?*

- 5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
- 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
- 5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
- 5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
- 5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
- 5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
- 5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
- 5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- 5.3.9 Use examples to explain why rights are not unlimited and absolute.

### 5.4 Responsibilities of Citizenship

*Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*

- 5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
- 5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
- 5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.

## 5.5 Dispositions of Citizenship

*Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?*

- 5.5.1 Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).
- 5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).
- 5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.

## 6 CITIZENSHIP IN ACTION

### 6.1 Civic Inquiry and Public Discourse

*Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*

- 6.1.1 Identify and research various viewpoints on significant public policy issues.
- 6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).
- 6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.
- 6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
- 6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.



## 6.2 Participating in Civic Life

*Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*

- 6.2.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).
- 6.2.2 Distinguish between and evaluate the importance of political participation and social participation.
- 6.2.3 Describe and evaluate the effectiveness of ways individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees).
- 6.2.4 Evaluate the importance of voting by analyzing the impact of voter turnout and demographics on election results.
- 6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
- 6.2.7 Describe service-learning and explain the value of the experience to the American ideal of participation and participate in a service-learning project and reflect upon experiences.<sup>1</sup>
- 6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
- 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
- 6.2.10 Describe public hearings and debates and describe their value to the American ideal of participation in civic life and participate in activities such as public hearings and debates.

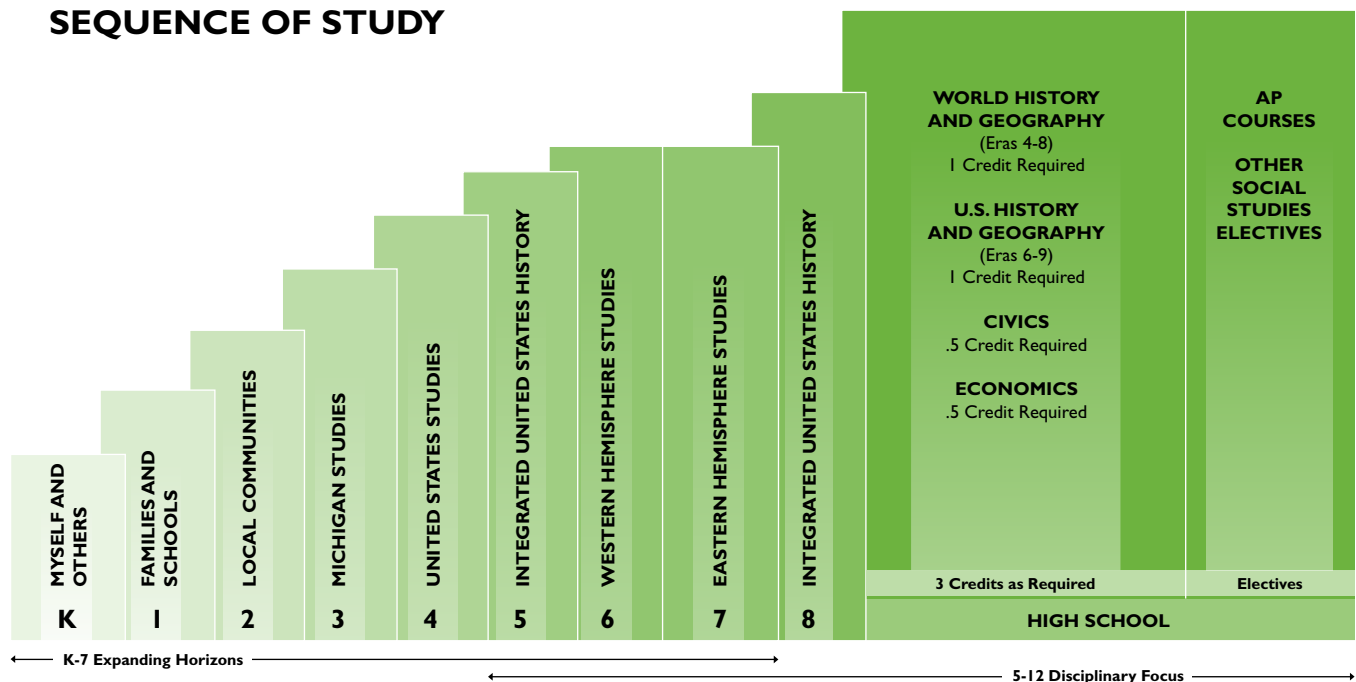
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<sup>1</sup>Note: Service learning projects need not be folded into a semester course in Civics, but could also be part of a larger or year-long/semester-long project outside the traditional course in Civics.

# Michigan High School Social Studies

## ECONOMICS

### SEQUENCE OF STUDY



# ECONOMICS

Understanding economics – what some people call “economic literacy” – is becoming essential for citizens in our national and increasingly interconnected world economy. Increasingly, productive members of society must be able to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Students who meet the expectations will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. Understanding and applying these concepts and principles should help students make sense of daily events and enable them to analyze, investigate and develop reasoned thinking about economic challenges and public policies. To cite the “Goals 2000: Educate America Act” of 1994, the study of economics (among other subjects) should ensure that students learn to “use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy.”

The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context and focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

Content in The Market Economy includes much of what is traditionally described as microeconomics. The core content focuses on the importance of scarcity and limited resources, the roles of economic institutions, such as legal systems, corporations and labor unions in the market economy; the influence on prices and supplies of the interaction of buyers and sellers; and trade-offs and incentives in people’s behavior.

Content in the National Economy includes much of what is traditionally described as macroeconomics. The National Economy content area includes the concepts, terminology, and data used to identify and describe inflation, unemployment, output, and growth; the factors that cause changes in those conditions; the role of money and interest rates in an economy; and the mechanics and the appropriate uses of Federal Reserve monetary policies and federal government fiscal policies.

Content in International Economy includes the reasons for individuals and businesses to specialize and trade; the rationale for specialization and trade across international borders; and the comparison of the benefits and costs of that specialization and resulting trade for consumers, producers, and governments.

Content in Personal Finance includes the role of economic concepts in understanding personal finance issues and in creating personal finance strategies.

## ***Using the Economics HSCE: Things to Remember***

There are a number of important considerations for teachers to keep in mind as they use these Economics expectations to plan instruction. It is important to remember that this document:

**Uses economics thinking** – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using economics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning, coverage over understanding. While knowledge of names and definitions is essential for economics study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

**Requires active, economic inquiry** – In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reason and informed decision making that will enable them to function effectively both in their personal lives and as citizens and participants in an increasingly connected world economy.

**Represents Content Expectations and not Pedagogical Organization** – This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling economic issue or problem to organize weeks of study, while coherently employing many content expectations.

**Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content.

In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

# Economics Content Expectations

## The Market Economy

- relevance of limited resources
- how individuals and institutions make and evaluate decisions
- the role of incentives
- how buyers and sellers interact to create markets
- how these markets allocate resources
- the economic role of government in a market economy
- evaluation of short-run and long-run decisions
- the comparison of benefits and costs when making a decision
- concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes

## The National Economy

- the data that describe the overall conditions in the U.S. economy
- the factors that cause changes in those conditions
- the role of money and interest rates in an economy
- the appropriate policy alternatives
- mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies
- how economies use different systems of allocating goods and services and can compare the benefits and the costs of different methods
- the economic role of government as a provider of goods and services in the national economy
- concepts – unemployment, inflation, output, economic growth, money, and gross domestic product (GDP), interest rates

## International Economy

- reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders
- an ability to compare the benefits and costs of that specialization and resulting trade for consumers, producers, and governments
- an understanding that this trade brings additional complications
- benefit and cost comparison of policies that alter trade barriers between nations
- the processes and consequences of exchange rate determination
- concepts – voluntary exchange, specialization, interdependence, imports and exports, and barriers to trade (tariffs, quotas)

*\*adapted from Economics Framework for the 2006 NAEP*

## E1 - The Market Economy

- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government

## E2 - The National Economy

- Understanding National Markets
- Role of Government in the United States Economy

## E3 - International Economy

- Economic Systems
- Economic Interdependence - Trade

## E4 - Personal Finance

- Decision Making

## Economics Knowledge

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face
- Understand how economies and markets work and how people function within them
- Understand the benefits and costs of economic interaction and interdependence among people and nations.

## Intellectual Skills

- economic reasoning
- problem solving
- decision making
- analyzing real-life situations

## Components of Economics Literacy

The ability to identify, analyze, and evaluate the consequences of individual decisions and public policy.

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

(listed on page 67)

- KI General Knowledge
  - PI Reading and Communication
  - P2 Inquiry, Research, and Analysis
  - P3 Public Discourse and Decision Making
  - P4 Citizen Involvement

### Economics Secondary Content Statement Outline

#### E1 – THE MARKET ECONOMY

- 1.1 Individual, Business, and Government Choices
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 Role of Government

#### E2 – THE NATIONAL ECONOMY

- 2.1 Understanding National Markets
- 2.2 Role of Government in the United States Economy

#### E3 – INTERNATIONAL ECONOMY

- 3.1 Economic Systems
- 3.2 Economic Interdependence – Trade

#### E4 – PERSONAL FINANCE

- 4.1 Decision Making

## Alignment of National Economics Concepts to the HSCE

### E1 The Market Economy

- 1.1 Individual, Business, and Government Choices**
  - NS 1 Choices and Costs
  - NS 2 Effective Decision Making
  - NS 14 Entrepreneurs
  - NS 17 Government Decision Making
- 1.2 Competitive Markets**
  - NS 4 Incentives
  - NS 7 Markets
  - NS 9 Competition
- 1.3 Prices, Supply, and Demand**
  - NS 8 Prices
  - NS 14 Entrepreneurs
- 1.4 Role of Government**
  - NS 10 Competition
  - NS 15 Investment, Productivity, and Growth
  - NS 16 Economic Role for Government
  - NS 17 Government Decision Making

### E2 The National Economy

- 2.1 Understanding National Markets**
  - NS 3 Resource Allocation
  - NS 12 Interest Rates
  - NS 13 Income
  - NS 15 Investment, Productivity, and Growth
  - NS 19 Unemployment and Inflation
- 2.2 Role of Government in the National Economy**
  - NS 11 Money
  - NS 16 Economic Role for Government
  - NS 17 Government Decision Making
  - NS 18 Gross Domestic Product
  - NS 20 Fiscal and Monetary Policies

### E3 International Economy

- 3.1 Economic Systems**
  - NS 16 Economic Role for Government
  - NS 17 Government Decision Making
- 3.2 Economic Interdependence – Trade**
  - NS 5 Voluntary Exchange
  - NS 6 Benefits of Trade
  - NS 7 Markets
  - NS 15 Investment, Productivity, and Growth

## General Social Studies Knowledge, Processes, and Skills

### General Social Science Knowledge – embedded in economics standards and expectations

- KI.1 Know the defining characteristics of the discipline of economics.
- KI.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of economics.
- KI.3 Understand and analyze economic relationships, patterns, and trends.
- KI.4 Understand economic perspectives.
- KI.5 Understand the diversity of human beings and human cultures.
- KI.6 Analyze events and circumstances from the vantage point of others.
- KI.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- KI.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.9 Integrate concepts from at least two different social studies disciplines.
- KI.10 Understand significant concepts, generalizations, principles, and theories of economics.

### Social Studies Procedures and Skills – embedded in economics standards and expectations

#### P1 Reading and Communication – read and communicate effectively.

- PI.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy.

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

#### P4 Citizen Involvement

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.



## EI THE MARKET ECONOMY

### I.1 Individual, Business, and Government Choices

*Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.*

- I.1.1 **Scarcity, Choice, Opportunity Costs and Comparative Advantage** – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.
- I.1.2 **Entrepreneurship** – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.

### I.2 Competitive Markets

*Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.*

- I.2.1 **Business Structures** – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.
- I.2.2 **Price in the Market** – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.
- I.2.3 **Investment, Productivity and Growth** – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.

### I.3 Prices, Supply, and Demand

*Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.*

- I.3.1 **Law of Supply** – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.
- I.3.2 **Law of Demand** – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.
- I.3.3 **Price, Equilibrium, Elasticity and Incentives** – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

# ECONOMICS

## I.4 Role of Government in the Market

*Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.*

- 1.4.1 **Public Policy and the Market** – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.
- 1.4.2 **Government and Consumers** – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.
- 1.4.3 **Government Revenue and Services** – Analyze the ways in which governments generate revenue on consumption, income, and wealth and use that revenue for public services (e.g., parks and highways).
- 1.4.4 **Functions of Government** – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, and the promotion of economic growth and security.
- 1.4.5 **Economic Incentives and Government** – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.

## E2 THE NATIONAL ECONOMY

### 2.1 Understanding National Markets

*Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.*

- 2.1.1 **Income** – Describe how individuals and businesses earn income by selling productive resources.
- 2.1.2 **Circular Flow and the National Economy** – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the United States.
- 2.1.3 **Financial Institutions and Money Supply** – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.
- 2.1.4 **Money Supply, Inflation and Recession** – Explain the relationships between money supply, inflation, and recessions.
- 2.1.5 **Gross Domestic Product (GDP) and Economic Growth** – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth.
- 2.1.6 **Unemployment** – Analyze the character of different types of unemployment including frictional, structural, and cyclical.
- 2.1.7 **Economic Indicators** – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.
- 2.1.8 **Relationship Between Expenditures and Revenue (Circular Flow)** – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.
- 2.1.9 **National Economy in the World** – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy.

# ECONOMICS

## 2.2 Role of Government in the National Economy

*Analyze the role of government in the national economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.*

- 2.2.1 **Federal Government and Macroeconomic Goals** – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).
- 2.2.2 **Macroeconomic Policy Alternatives** – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.
- 2.2.3 **Fiscal Policy and its Consequences** – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
- 2.2.4 **Federal Reserve and Monetary Policy** – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
- 2.2.5 **Government Revenue and Services** – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways).

## E3 THE INTERNATIONAL ECONOMY

### 3.1 Economic Systems

*Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.*

- 3.1.1 **Major Economic Systems** – Gives examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed).
- 3.1.2 **Developing Nations** – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations.
- 3.1.3 **International Organizations and the World Economy** – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe.
- 3.1.4 **GDP and Standard of Living** – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living.
- 3.1.5 **Comparing Economic Systems** – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a command economy (such as North Korea or Cuba) with the mixed, free market system of the United States .
- 3.1.6 **Impact of Transitional Economies** – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.

# ECONOMICS

## 3.2 Economic Interdependence – Trade

*Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.*

- 3.2.1 **Absolute and Comparative Advantage** – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another.
- 3.2.2 **Domestic Activity and World Trade** – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade.
- 3.2.3 **Exchanges Rates and the World Trade** – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets.
- 3.2.4 **Monetary Policy and International Trade** – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade.
- 3.2.5 **The Global Economy and the Marketplace** – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry.

## E4 PERSONAL FINANCE<sup>1</sup>

### E4.1 Decision Making

*Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.*

- 4.1.1 **Scarcity and Opportunity Costs** – Apply concepts of scarcity and opportunity costs to personal financial decision making.
- 4.1.2 **Marginal Benefit and Cost** – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.
- 4.1.3 **Personal Finance Strategy** – Develop a personal finance strategy for earning, spending, saving and investing resources.
- 4.1.4 **Key Components of Personal Finance** – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.
- 4.1.5 **Personal Decisions** – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.
- 4.1.6 **Risk Management Plan** – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).



**Michigan Department of Education**

Office of School Improvement

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