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Michigan K-12 Standards

Social Studies

MICHIGAN
Department of Education

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THE GOALS OF SOCIAL STUDIES

Introduction

Michigan's Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of "clearer, fewer, and higher" and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan's educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a "local control" state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, "government of the people, by the people, and for the people," as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

Literacy in Social Studies

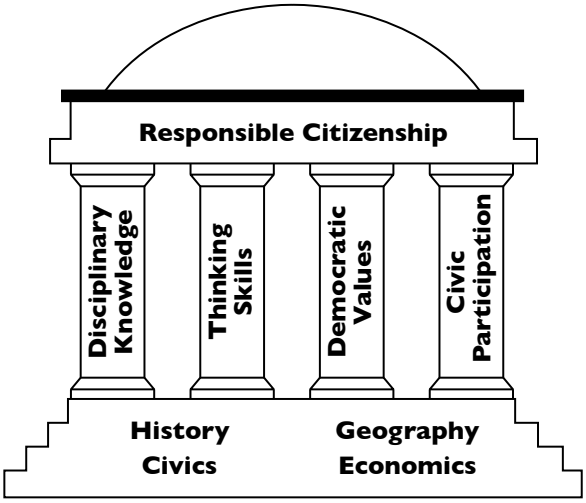
The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today's society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and "read" themselves and the world.

Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as "learning to read and write as part of the process of becoming conscious of one's experiences as historically constructed within specific power relations" (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

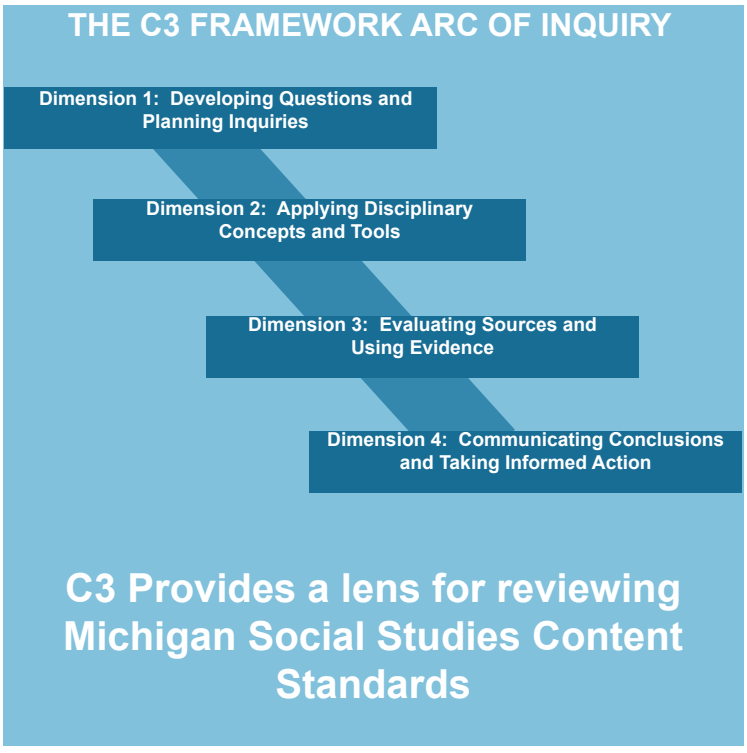
The Responsibilities of Civic Participation

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



Being a responsible student in and beyond the classroom means:

- Using knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform their civic judgments. **(Historical Perspective)**
- Using knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them. **(Geographic Perspective)**
- Understanding American government and politics to make informed decisions about governing and their community. **(Civic Perspective)**
- Using knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of resources. **(Economic Perspective)**
- Using methods of social science investigation to answer questions about society. **(Inquiry)**
- Knowing how, when, and where to construct and express reasoned positions on public issues. **(Public Discourse and Decision Making)**
- Acting constructively to further the public good **(Civic Participation)**



The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like "Who makes up a community?" to grappling with bigger issues like "Can one person change the world?", the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan's revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

The Critical Component: Instructional Shifts of the Frameworks

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan's Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

Inquiry Arc

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework's four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

Dimensions and Subsections

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

Disciplinary Concepts and Tools, includes four subsections, one for each of the major social studies disciplines — civics, economics, geography, and history — which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines.

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Compelling and Supporting Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

Unique Structure of Dimension 2

Dimension 2 has an additional layer of three to four categories within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws	Economic Decision Making Exchange and Markets The National Economy The Global Economy	Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Population: Spatial Patterns and Movements Global Interconnections: Changing Spatial Patterns	Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

MICHIGAN'S SOCIAL STUDIES STANDARDS

The purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content with 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.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the updated standards fit well with the four dimensions of the C3 Framework.

The K-12 Social Studies GLCE was revised to meet these goals:

Increasing rigor and ensuring they were challenging enough to equip students with necessary skills to succeed at the next grade level, while still representing the essential core content of a discipline.

Providing more clarity to teachers and educational stakeholders. Standards need to be widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling.

Specific enough to provide sufficient detail for districts who are developing curricula and teachers planning instruction, while providing enough focus to delineate which facts, concepts, and skills should be emphasized at each grade level.

Moving from simple to complex, from concrete to abstract, the Michigan standards needed to clearly delineate a progression of both knowledge and skills across grade levels, with each grade level providing a brick on the road toward mastery of the high school content.

Reflecting a coherent structure of the discipline and/or revealing significant relationships among the strands, as appropriate.

Accurate enough for all Michigan students to see themselves.

UNDERSTANDING SOCIAL STUDIES GLCE CODING

In use since the 2007 standards, each social studies GLCE code is made up of four parts: the grade, the standard category, the standard, and the expectation. In grades K-4, the "standard category" is described by discipline; in grades 5 through high school, "standard category" is described by topic. As a result, K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart.

6 – E2.3.1

Grade | Standard Category | Standard | Expectation

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 standard 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 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade example: 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

MICHIGAN'S PROCESS AND SKILLS STANDARDS

Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district's children.

Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

THE C3 FRAMEWORK ARC OF INQUIRY

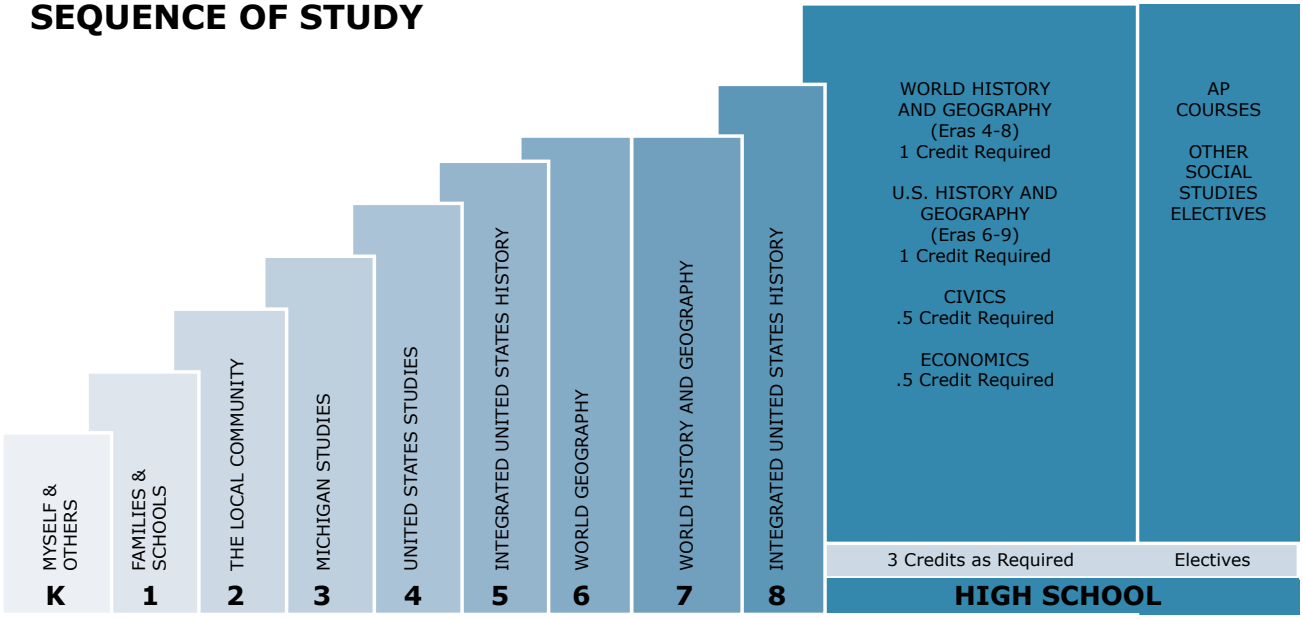
Dimension 1: Develop Questions and Plan Investigations	Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence	Dimension 4: Communicate Conclusions and Take Informed Action
P2: Inquiry, Research, and Analysis P2.1 Apply methods of inquiry to investigate social scientific problems. P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.	**P1: Reading and Communication – Read and communicate effectively** P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts. P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference. P1.4 Express social studies ideas clearly in written, spoken, and graphic forms. P1.5 Present an argument supported with evidence. **P2: Inquiry, Research, and Analysis** P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts. P2.3 Find, organize, and interpret information from a variety of sources. P2.4 Use resources from multiple perspectives to analyze issues.	**P3: Public Discourse and Decision Making** **P4 Citizen Involvement** P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims. P3.3 Construct arguments expressing and justifying decisions on public policy issues. P4.1 Act out of respect for the rule of law and hold others accountable to the same standard. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.

MICHIGAN CONTENT EXPECTATIONS

Michigan Process and Skills Standards have been changed from the 2007 standards in several ways. First, they are fewer and clearer to provide teachers with more focused guidelines. Second, Process and Skill Standards have now been included for elementary, middle school, and high school in a developmentally appropriate manner instead of just for high school. Last, they specifically include the development of compelling and supporting questions.

USING THE SOCIAL STUDIES GLCE

SEQUENCE OF STUDY



Several considerations are important as teachers use the GLCE to plan instruction.

Integrate acquisition of content (in the GLCE) with process and skill development. Development of basic skills in interpreting text, data, graphs, and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is nonetheless critical for success in and out of high school.

Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision–making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.

The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of a local curriculum and resources. Specific examples included for each standard are clearly labeled underneath each standard by using the language "examples may include but are not limited to." These examples are not assessable outside of a stimulus text on state summative assessments. The focus of a state assessment question will be the language and content delineated in the content expectation itself. In the example below, the content standard is about the origins of the American education system. Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard.

8 – U4.3.1 Explain the origins of the American education system.

Examples may include but are not limited to: Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:

Michigan Public Act No. 170 of 2016 states:
"Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district's or public school academy's social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12."

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

K-2 OVERVIEW

K-2 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five- and six-year-olds, kindergarteners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others."
1st	Families and Schools	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.
2nd	The Local Community	Students continue the integrative approach to social studies through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings.

K-2 Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community.	**The World in Spatial Terms** Use geographic representations to acquire, process, and report information from a spatial perspective. **Places and Regions** Understand how regions are created from common physical and human characteristics. **Human Systems** Understand how human activities help shape the Earth's surface. **Environment and Society** Understand the effects of human-environment interactions.	**Purposes of Government** Explain why people create governments. **Democratic Values and Constitutional Principles of American Government** Understand Democratic Values and Constitutional Principles of American government. **Structure and Function of Government** Describe the structure of government in the United States and how it functions. **Civic Participation** Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	**Market Economy** Use fundamental principles and concepts of economics to understand economic activity in a market economy.	**Identifying and Analyzing Public Issues** Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. **Persuasive Communication** Communicate a reasoned position on a public issue. **Civic Participation** Act constructively to further the public good.

THE ARC OF INQUIRY: GRADES K-2

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why the compelling question is important to students.
- identify disciplinary ideas associated with a compelling question.
- identify facts and concepts associated with a compelling question.
- make connections between supporting questions and compelling questions.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from one or two sources while using the origin and structure to guide their selection.
- evaluate a source by distinguishing between fact and opinion.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct an argument with reasons.
- construct explanations using correct sequence and relevant information.
- present a summary of an argument using print, oral, and digital technologies.
- ask and answer questions about arguments.
- ask and answer questions about explanations.
- identify and explain a range of local, regional, and global problems and some ways in which people are trying to address these problems.
- identify ways to take action and help address local, regional, and global problems.
- use listening, consensus building, and voting procedures to decide on and take action in their classrooms.

Sample K-2 Compelling and Supporting Questions		
Kindergarten	How do we get along with others?	1) Why do I have rules at home and at school? 2) Why can't I have everything I want? 3) What are some fair ways to make decisions in a group? **Standards connections:** K – C1.0.1, K – C2.0.2, K – C5.0.1
1st	Why is it important to learn about the past?	1) What historical sources can you use to learn about family and school life in the past? 2) What conclusions can you draw about family life in the past? 3) What conclusions can you draw about school life in the past? **Standards connections:** 1 – H2.0.1, 1 – H2.0.2, 1 – H2.0.3, 1 – H2.0.4
2nd	How do people work together in a community?	1) How does scarcity affect people? 2) How can people make good economic choices? 3) How do people use resources to produce goods and services? 4) Why do people trade? **Standards connections:** 2 – E1.0.2, 2 – E1.0.3, 2 – E1.0.4, 2 – E1.0.5

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people learn about the past.

H2 Living and Working Together

Use historical thinking to understand the past.

K – H2.0.1 Distinguish among the past, present, and future.

K – H2.0.2 Create a timeline using events from their own lives.

K – H2.0.3 Describe ways people learn about the past.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate how the environment provides for people's needs and wants.

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 directions or positional words to identify significant locations in the classroom.

Examples may include but are not limited to: up/down, in/out, above/below, left/right.

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.

Examples may include but are not limited to: classroom, home, playground.

G5 Environment and Society

Understand the effects of human-environment interactions.

K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants.

Examples may include but are not limited to: food, shelter, clothing.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along with each other.

C1 Purposes of Government

Explain why people create governments.

K – C1.0.1 Identify and explain reasons for rules at home and in school.

Examples may include but are not limited to: safety, fairness, organization.

C2 Democratic Values and Constitutional Principles of American Government

K – C2.0.1 Identify the American 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.

Examples may include but are not limited to: promote fairness, ensure the common good, maintain safety.

K – C2.0.3 Describe fair ways for groups to make decisions.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.

Examples may include but are not limited to: caring for a pet, completing chores, following school rules, working in a group, taking turns.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how people meet their economic wants.

E1 Market Economy

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

K – E1.0.1 Describe economic wants they have experienced.

K – E1.0.2 Distinguish between goods and services.

K – E1.0.3 Recognize situations in which people trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

P4.2 Civic Participation

Act constructively to further the public good.

K – P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue.

K – P4.2.2 Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate family life in the past.

H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.

1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.

Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.

1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them.

Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their environments.

G1 The World in Spatial Terms

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

1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.

1 – G1.0.2 Describe places using absolute location or relative location.

Examples may include but are not limited to: home address (absolute location), positional words such as in front of, behind, between (relative location).

1 – G1.0.3 Distinguish between landmasses and bodies of water using maps and globes.

Examples may include but are not limited to: islands and continents (landmasses), rivers, lakes, oceans (bodies of water).

G2 Places and Regions

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

1 – G2.0.1 Distinguish between physical and human characteristics of places.

Examples may include but are not limited to: trees, landmasses, bodies of water (physical/natural), buildings, playgrounds, sidewalks, roads (human).

1 – G2.0.2 Describe the unifying characteristics and boundaries of different school regions.

Examples may include but are not limited to: playground, reading corner, library, restroom.

G4 Human Systems

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

1 – G4.0.1 Use components of culture to describe diversity in family life.

Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

1 – G5.0.1 Describe ways in which people are part of, modify, and adapt to their physical environments.

Examples may include but are not limited to: being part of the environment (interacting with the environment by taking a walk, swimming in a lake, or fishing), modifying the environment (building homes, planting gardens, mowing lawns), and adapting to the environment (wearing different clothes in different seasons).

1 – G5.0.2 Describe ways in which the physical environment in a place or region affects people's lives.

Examples may include but are not limited to: warm clothes in winter, light jackets in summer, swimming in summer, sledding in winter, the water around us allowing us to move goods and people.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along, including finding fair ways to make decisions and resolve conflicts.

C1 Purposes of Government

Explain why people create governments.

1 – C1.0.1 Explain the need for rules and purposes of rules.

Examples may include but are not limited to: safety, organization, fairness.

1 – C1.0.2 Give examples of the use of power with authority and power without authority in school.

Examples may include but are not limited to: principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).

C2 Democratic Values and Constitutional Principles of American Government

1 – C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community.

Examples may include but are not limited to: majority rules, taking turns, voting, talking it out, referring to an authority.

1 – C2.0.2 Identify important symbols of the United States of America and what they represent.

Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

1 – C5.0.1 Describe some responsibilities people have at home and at school.

Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.

1 – C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Examples may include but are not limited to: cleaning the playground, helping others, helping solve a problem, respecting the rights of others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how scarcity and choice impact decision making.

E1 Market Economy

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

1 – E1.0.1 Distinguish between producers and consumers of goods and services.

1 – E1.0.2 Describe ways in which families consume goods and services.

1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

1 – E1.0.4 Describe reasons why people voluntarily trade.

1 – E1.0.5 Describe ways in which people earn money.

Examples may include but are not limited to: providing goods and services to others, jobs.

1 – E1.0.6 Describe how money simplifies trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

1 – P3.1.1 Identify public issues in the school community.

1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.

1 – 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.

1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

1 – P4.2.1 Develop and implement an action plan to address or inform others about a school issue.

1 – P4.2.2 Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.

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 Examine different perspectives of the same event in a community and explain how and why they are different.

2 – H2.0.3 Explain how individuals and groups have made significant historical changes.

2 – H2.0.4 Describe changes in the local community over time.

Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.

2 – H2.0.5 Describe how community members responded to a problem in the past.

Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.

Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their community's environment and consequences of those interactions.

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 physical 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.

2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

Examples may include but are not limited to: next to, near, between, cardinal directions, comparison.

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.

Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.

G4 Human Systems

Understand how human activities help shape the earth's surface.

2 – G4.0.1 Describe land use in the community.

Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.

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 to describe diversity in the local community.

Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

2 – G5.0.1 Suggest ways in which 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

Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community.

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.

Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).

C2 Democratic Values and Constitutional Principles of American Government

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 Democratic Value of patriotism.

Examples may include but are not limited to: promoting unity and patriotism.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

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 people in a community.

Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.

2 – C3.0.3 Identify services commonly provided by local governments.

Examples may include but are not limited to: police, fire departments, schools, libraries, parks.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

2 – C5.0.1 Identify ways in which people participate in community decisions.

2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

Examples may include but are not limited to: taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility).

2 – C5.0.3 Design and participate in community improvement projects that help or inform others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate economic activity in their own and other communities.

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 Describe how businesses in the local community meet economic wants of consumers.

2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.

2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).

2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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 people's daily lives.

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 Democratic Values lead people to differ on resolutions to a public policy issue in the local community.

Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

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.

P4.2 Civic Participation

Act constructively to further the public good.

2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue.

2 – P4.2.2 Participate in projects to help or inform others.

3RD-5TH GRADE OVERVIEW

3rd-5th Grade-Specific Contexts		
3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th 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 Indigenous 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' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

3rd-4th Grade Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
Living and Working Together Use historical thinking to understand the past in the local community. **Michigan History** Use historical thinking to understand the past in Michigan.	**The World in Spatial Terms** Use geographic representations to acquire, process, and report information from a spatial perspective. **Places and Regions** Understand how regions are created from common physical and human characteristics. **Human Systems** Understand how human activities help shape the Earth's surface. **Environment and Society** Understand the effects of human-environment interactions.	**Purposes of Government** Explain why people create governments. **Democratic Values and Constitutional Principles of American Government** Understand Democratic Values and Constitutional Principles of American government. **Structure and Function of Government** Describe the structure of government in the United States and how it functions. **Civic Participation** Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.	**Market Economy** Use fundamental principles and concepts of economics to understand economic activity in a market economy. **National Economy** Use fundamental principles and concepts of economics to understand economic activity in the United States. **International Economy** Use fundamental principles and concepts of economics to understand economic activity in the global economy.	**Identifying and Analyzing Public Issues** Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. **Persuasive Communication** Communicate a reasoned position on a public issue. **Civic Participation** Act constructively to further the public good.

5th Grade Integrated U.S. History Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Civic Participation
U1 USHG Era 1 Beginnings to 1620 **U2 USHG Era 2** Colonization and Settlement **U3 USHG Era 3** Revolution and the New Nation	**G Geographic Perspective** • The World in Spatial Terms • Places and Regions • Physical Systems • Human Systems • Environment and Society	**C Civic Perspective** • Purposes of Government • Roles and Functions of Government • Democratic Values and Constitutional Principles in American Democracy • Civic Participation	**E Economic Perspective** • Individual, Business, and Government Choices • Economic Systems	**P Public Discourse, Decision Making, and Civic Participation** • Identifying and Analyzing Public Issues • Persuasive Communication • Civic Participation

THE ARC OF INQUIRY: GRADES 3-5

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions; use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Sample 3rd-5th Grade Compelling and Supporting Questions		
3rd	What makes Michigan special?	1) How is the geography of Michigan similar to or different from the geography of other states? 2) How is the geography different in different places in Michigan? 3) How does Michigan's location in North America influence its resources? **Standards Connection:** 3 – G2.0.1, 3 – G2.0.2, 3 – G4.0.1, 3 – G4.0.2, 3 – G4.0.3, 3 – G4.0.4
4th	How does the U.S. economy work?	1) What are the characteristics of a market economy? 2) How does a market economy work? 3) How does specialization and division of labor increase productivity? 4) How is the U.S. economy impacted by global competition? **Standards Connection:** 3 – E1.0.1, 3 – E1.0.2, 3 – E1.0.3, 3 – E1.0.4, 3 – E1.0.5, 3 – E1.0.6, 3 – E1.0.7, 3 – E1.0.8, 3 – E2.0.1
5th	Does geography determine destiny?	1) What conditions and connections determine the fate of a settlement? 2) How did Europeans benefit from the Triangular Trade and what impact did it have on the lives of West Africans? 3) How and why did different colonial regions develop differently? **Standards Connection:** 5 – U2.1.1, 5 – U2.1.2, 5 – U2.1.3, 5 – U2.1.4

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history.

H3 The History of Michigan (Through Statehood)

Use historical thinking to understand the past.

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.

Examples may include but are not limited to: 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.

Examples may include but are not limited to: the Erie canal, more people came, statehood.

3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

Examples may include but are not limited to: Teachings of the Seven Grandfathers.

3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples 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 (pre-statehood).

3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

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 locations 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.

3 – G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.

Examples may include but are not limited to: locate Michigan in relation to the United States, the North Pole, and the equator.

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.

Examples may include but are not limited to: physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).

3 – G2.0.2 Describe different regions to which Michigan belongs.

Examples may include but are not limited to: Great Lakes region, Midwest, United States, North America.

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, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

Examples of economic activities may include but are not limited to: agriculture (e.g., corn, cherries, dairy, Christmas trees); manufacturing (e.g., automobiles, wood products); and research and development (e.g., Automation Alley, life sciences corridor, university communities).

Examples of factors influencing location may include but are not limited to: primary industries located near natural resources; manufacturing influenced by accessibility to resources, labor, markets, and capital; and services, which are often located close to markets.

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

Examples may include but are not limited to: Finnish migrating to the upper peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.

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 Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.

Examples may include but are not limited to: tribal citizenship, tribal governments, treaty rights, reservation boundaries, cultural events.

G5 Environment and Society

Understand the effects of human-environment interactions.

3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.

Examples may include but are not limited to: interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.

3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government and rights and responsibilities of citizenship.

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.

Examples may include but are not limited to: protecting individual rights, promoting the common good, ensuring equal treatment under the law.

C2 Democratic Values and Constitutional Principles of American Government

3 – C2.0.1 Describe how the 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.

3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments.

3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded.

Examples of services may include but are not limited to: maintaining highways, state parks, state forests.

Examples of how things are funded may include but are not limited to: 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 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

3 – C5.0.1 Identify and explain rights and responsibilities of citizenship.

Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property.

Examples of responsibilities may include but are not limited to: respecting the rights of others, voting, obeying laws.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

E1 Market Economy

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

3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.

3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan.

Examples may include but are not limited to: sales, coupons, tax incentives, recycling.

3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.

Examples may include but are not limited to: how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture making.

3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3 – E1.0.5 Explain the role of entrepreneurship and 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, explain how specialization leads to increased interdependence.

Examples may include but are not limited to: 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 CIVIC PARTICIPATION (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.

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 Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.

Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

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.

P4.2 Civic Participation

Act constructively to further the public good.

3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

3 – P4.2.2 Participate in projects to help or inform others.

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

H3 The History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.

Examples of questions may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?

Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

Examples may include but are not limited to: stories, photos, artifacts, oral history, letters.

4 – H3.0.7 Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.

Examples may include but are not limited to: the Flint water crisis, invasive species, loss of sturgeon and wild rice.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

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.

Examples may include but are not limited to: Where is it? What is it like there? How is it connected to other places?

4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.

Examples of purposes may include but are not limited to: measure distance, determine relative or absolute location, classify a region.

Examples of tools and technologies may include but are not limited to: globe, map, Geographic Information Systems (GIS), satellite image.

4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

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.

Examples may include but are not limited to: political regions, land-use regions, land-form regions, vegetation regions.

4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

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.

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.

Examples may include but are not limited to: forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

Examples may include but are not limited to: movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States.

G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship.

C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions political scientists ask in examining the United States.

Examples may include but are not limited to: What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?

4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.

C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Examples may include but are not limited to: individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).

4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

Examples of rights may include but are not limited to: voting, freedom of religion, freedom of expression, and freedom of press.

Examples of values may include but are not limited to: common good, equality, individual rights, justice (fairness), right to alter laws.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

Examples may include but are not limited to: election of public officers, separation of powers, checks and balances, Bill of Rights.

4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.

Examples for federal government may include but are not limited to: coining of money, declaring war.

Examples for tribal governments may include but are not limited to: issuing hunting, gathering, and fishing licenses, issuing tribal identification cards.

Examples for state governments may include but are not limited to: issuing driver's licenses, issuing marriage licenses.

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.

Examples may include but are not limited to: 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, Supreme Court Justices are elected or appointed.

Examples may include but are not limited to: elections versus appointments.

4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life

4 – C5.0.1 Explain the responsibilities of members of American society.

Examples may include but are not limited to: 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 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

E1 Market Economy

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

4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.

Examples may include but are not limited to: What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?

4 – E1.0.2 Describe characteristics of a market economy.

Examples may include but are not limited to: private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.

4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

Examples of positive incentives may include but are not limited to: responding to a sale, saving money, earning money.

Examples of negative incentives may include but are not limited to: library fines.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.

Examples may include but are not limited to: substitute goods, complementary goods.

4 – E1.0.5 Explain how specialization and division of labor increase productivity.

Examples may include but are not limited to: assembly lines.

4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.

Examples may include but are not limited to: supply, demand.

4 – E1.0.7 Describe the role of money in the exchange of goods and services.

Examples may include but are not limited to: people earn income and use the income to purchase goods and services.

4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.

Examples of goods and services may include but are not limited to: libraries, roads, parks, the Mackinac Bridge.

Examples of funding may include but are not limited to: taxes, tolls, fees.

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 impact levels of employment and unemployment.

Examples may include but are not limited to: 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 Identify advantages and disadvantages of global competition.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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 Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

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.

P4.2 Civic Participation

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.

5TH GRADE INTEGRATED U.S. HISTORY

INTEGRATED* U.S. HISTORY ORGANIZED BY ERA – GRADE 5

USHG ERA 1 – Beginnings to 1620

- 1.1 Indigenous Peoples' Lives in the Americas
- 1.2 European Exploration
- 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 European Slave Trade and Slavery in Colonial 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 (introduced in 5th grade; begins 8th grade expectations)

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 "Indigenous Peoples" 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.

U1 USHG ERA 1 – BEGINNINGS TO 1620

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

U1.1 Indigenous Peoples' Lives in the Americas

Describe the lives of the Indigenous Peoples living in North America prior to European contact.

5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.

5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.

5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.

Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.

Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.

U1.3 African Life Before the 16th Century

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

5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).

5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.

5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.

5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.

5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

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 (land-forms and climate) on settlement.
- the establishment of Jamestown.
- the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the development of colonial representative assemblies (House of Burgesses).
- the 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 (land-forms and climate) on settlement.

- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
- the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3 Describe significant developments in the Middle colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the growth of economies in the Middle colonies, the Dutch settlement 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.

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.

U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact.

5 – U2.2.1 Describe Triangular Trade, including:

- the trade routes.
- the people and goods that were traded.
- the Middle Passage.
- the impact on life in Africa.

5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.

5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.

Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas.

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.

5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.

5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.

Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.

5 – U2.3.4 Describe the development of the emerging labor force in the colonies.

Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.

5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

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

Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

U3.1 Causes of the American Revolution

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

5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.

5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.

5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.

5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.

Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.

5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.

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 and ideas about government influenced the decision to declare independence.

Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.

5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

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 each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.

5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, 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 initial boundaries).

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.

5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.

Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.

5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.

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.

Examples may include but are not limited to: the Great Compromise, the Three-Fifths Compromise.

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government.

Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.

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.

Examples may include but are not limited to: the Tenth Amendment, enumerated powers, reserved powers.

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.

5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

5 – P3.1.1 Identify contemporary public issues related to the U.S. 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 U.S. Constitution and evaluate alternative resolutions.

5 – P3.1.3 Give examples of how conflicts over 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.

P4.2 Civic Participation

Act constructively to further the public good.

5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5 – P4.2.2 Participate in projects to help or inform others.

6TH-8TH GRADE OVERVIEW

6th-8th Grade Social Studies Overview Chart

Grade 6 World Geography	Grade 7 World History and Geography	Grade 8 Integrated U.S. History
Grade Level Focus	**Grade Level Focus**	**Grade Level Focus**
GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues **CIVICS AND GOVERNMENT** C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs **ECONOMICS** E1 The Market Economy E2 The National Economy E3 International Economy **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION** • Identifying and Analyzing Public Issues • Persuasive Communication • Civic Participation	**HISTORY** H1 The World in Temporal Terms W1 WHG Era 1 The Beginnings of Human Society W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires W4 WHG Era 4 Case Studies from Three Continents **EMBEDDED IN THE CONTEXT OF HISTORY:** **GEOGRAPHY** G1 The World in Spatial Terms G4 Human Systems G5 Environment and Society G6 Global Issues **PUBLIC DISCOURSE AND CIVIC PARTICIPATION** • Identifying and Analyzing Public Issues • Persuasive Communication • Civic Participation	**THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5** U1 USHG Era 1 Beginnings to 1620 U2 USHG Era 2 Colonization and Settlement 1585-1763 U3 USHG Era 3 Revolution and the New Nation 1754-1800 U4 USHG Era 4 Expansion and Reform 1792-1861 U5 USHG Era 5 Civil War and Reconstruction 1850-1877 **EMBEDDED IN THE CONTEXT OF HISTORY:** G Geographic Perspective • The World in Spatial Terms • Places and Regions • Human Systems • Physical Systems • Environment and Society C Civic Perspective • Conceptual Foundations • Role and Functions of Government • Purposes of Government • Values and Principles of American Democracy • Role of the Citizen in American Democracy E Economic Perspective • Individual, Business, and Government Choices • Competitive Markets • Prices, Supply, and Demand • Role of Government • Economic Interdependence **P PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION** • Identifying and Analyzing Public Issues • Persuasive Communication • Civic Participation

THE ARC OF INQUIRY: GRADES 6-8

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.

P1.4 Present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social scientific problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.

P2.3 Know how to find, organize, and interpret information from a variety of sources.

P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.

WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

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
- 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 The International Economy
- 3.1 Economic Systems
- 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

Sample World Geography Compelling and Supporting Question		
6th	How do diffusion, trade, and migration affect people in different places?	1) How have cultural ideas diffused among different places? 2) Why do people engage in trade? 3) Why do people migrate among different countries? **Standards Connection:** 6 – G1.2.3, 6 – G1.3.1, 6 – G2.2.1, 6 – G2.2.2, 6 – G4.1.1, 6 – G4.1.3, 6 – G4.1.4, 6 – G4.2.1, 6 – G4.3.3, 6 – G4.4.1

GEOGRAPHY

G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

The use of technology has dramatically enhanced the ability of teachers and students to see the world in different ways. Geo-spatial technology includes geographic information systems (GIS), remote sensing, and global positioning systems (GPS), and the ability to look at places all around the world has allowed students to do geography, not just learn it.

Learning how to use technology is only part of learning to think spatially. Geographically literate people: know about our complex interconnected world; understand science and social science concepts; use maps, data and geo-spatial technologies; and use spatial reasoning. Spatial reasoning involves the following: looking at patterns; analyzing connections between places; understanding how the conditions at one place can be similar or very different from another; trying to understand how location is important; and seeing why some characteristics tend to occur together in places.

Geographers also look at the world with an ecological perspective. What are the relationships within ecosystems, and what role do humans have in using, modifying, and adapting to different environments from a local to global scale?

G1.1 Spatial Thinking

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

6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.

Examples may include but are not limited to: looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

6 – G1.1.2 Draw a sketch map, or add information to an outline map, of the world or a world region.

Examples may include but are not limited to: locate the following on a world map: the United States, North and South America, Africa, Europe, and Asia; continents; oceans; and latitude lines — equator, Prime Meridian, tropics of Cancer and Capricorn, Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.

G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

6 – G1.2.1 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 geographic problem or issue.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

Examples may include but are not limited to: different countries may label disputed territories differently, remote sensing images provide information not visible to humans.

6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

Examples may include but are not limited to: pictures, aerial photos, and remote sensing images.

6 – G1.2.5 Locate and use information from GIS and satellite remote sensing to answer geographic questions.

Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

Examples may include but are not limited to: how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.

G1.3 Geographical Understanding

The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

Examples may include but are not limited to:

- "place" deals with the natural and human characteristics of a place while "location" deals with where the place is, especially relative to other places.
- "human-environment interaction" deals with resources, human adaptation, and human impact, as well as natural catastrophes.
- "movement" includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles, such as water through hydrology.
- "regions" are generalizations about the common characteristics of areas.

6 – G1.3.2 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 who 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 Places

Describe the physical characteristics of places.

6 – G2.1.1 Locate and describe the basic patterns of landforms.

Examples may include but are not limited to: patterns at a continental scale or larger.

6 – G2.1.2 Locate and describe the basic patterns and processes of plate tectonics.

Examples may include but are not limited to: the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.

6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems.

Examples may include but are not limited to: tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

G2.2 Human Characteristics of Places

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

Examples may include but are not limited to: how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.

6 – G2.2.3 Explain how culture and experience influence people's perceptions of places and regions.

Examples may include but are not limited to: how an immigrant and a resident might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person's perspective.

6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.

6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.

Examples may include but are not limited to: how physical features, including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility, can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.

G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth's surface that, 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 Interpret and compare climographs from different latitudes and locations.

Examples include but are not limited to: how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.

6 – G3.1.2 Explain the factors that cause different climate types.

G3.2 Ecosystems

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

6 – G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.

Examples may include but are not limited to: deciduous forest versus prairies in the United States, tropical rain forest versus savanna and desert in Africa, and tundra versus coniferous forests in Canada or Russia.

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 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

Examples may include but are not limited to: describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.

6 – G4.1.2 Compare and contrast the gender roles assigned to men and women in different societies.

Examples may include but are not limited to: how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.

6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions.

6 – G4.1.4 Explain how culture influences the daily lives of people.

Examples may include but are not limited to: how people make a living, raise families, educate children and practice their religion in different cultures and communities.

G4.2 Technology Patterns and Networks

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

6 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world.

Examples may include but are not limited to: the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

Examples may include but are not limited to: recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings.

Examples may include but are not limited to: coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.

6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

Examples may include but are not limited to: refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.

G4.4 Forces of Cooperation and Conflict

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

6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives.

Examples may include but are not limited to: cooperation between the United States and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations, or conflict over control of islands in the South China Sea.

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 the 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 humans use and modify the environment.

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.

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

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

Examples may include but are not limited to: water management, energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining; transportation examples might include road and rail transportation and expansion of cities; agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.

6 – G5.1.3 Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.

Examples may include but are not limited to: how cutting forests in one region may result in flooding downstream, how plastic litter in the watershed leads to lake and ocean pollution, how over-fertilization and phosphate use can lead to changes in water quality, and how different factors lead to global climate change, which may impact regions differently.

6 – G5.1.4 Define natural resources and explain how people in different places use, define, and acquire resources in different ways.

G5.2 Physical and Human Systems

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

6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.

Examples may include but are not limited to: how drought in Africa and Syria is leading to emigration, how coral bleaching is leading to reduced tourism in Australia and the Caribbean, how earthquakes are leading to revised building codes, or how sea level rise is leading to coastal flooding and barrier construction.

6 – G5.2.2 Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

Examples may include but are not limited to: how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.

G6 GLOBAL ISSUES

A global issue is one that has an impact affecting many regions of the world.

G6.1 Global Topic Investigation and Issue Analysis

6 – G6.1.1 Identify global issues.

Examples may include but are not limited to: natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.

6 – G6.1.2 Investigate a contemporary global issue by applying the skills of geographic inquiry.

Examples may include but are not limited to: asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyzing the impact, both positive and negative.

6 – G6.1.3 Develop a plan for action:

- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue, at local to global scales.

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 Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.

Examples may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, newly independent states, emerging states, and other governmental entities such as tribal 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 they may interact.

6 – C3.6.1 Define the characteristics of modern nation-states.

Examples may include but are not limited to: a specific territory, clearly defined boundaries, citizens, collect taxes and provide services, jurisdiction over people who reside there, laws, and government.

6 – C3.6.2 Compare and contrast various forms of government around the world.

Examples may include but are not limited to: democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

C4 RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS

Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that governments interact both positively and negatively.

6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.

Examples may include but are not limited to: climate change, and human and civil rights; within the United States, federal/tribal relations in the United States.

6 – C4.3.2 Explain the challenges to governments to address global issues, and the international cooperation needed to do so.

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Examples may include but are not limited to: the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), the Universal Declaration of Human Rights, and the Paris Climate Accord.

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 or surpluses in the market economy.

6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.

Examples may include but are not limited to: acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.

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 Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.

Examples may include but are not limited to: implications of economic sanctions on all countries involved.

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 Systems

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

6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?

6 – E3.1.2 Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.

Examples may include but are not limited to: oil, coal, natural gas, nuclear, biomass, solar, hydroelectric, geothermal, wind, and the impact of each.

E3.3 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.3.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.3.2 Diagram or map the flow of materials, labor, and capital used to produce a consumer product.

Examples may include but are not limited to: global supply chain, computer production, automobile production.

6 – E3.3.3 Explain how communication innovations have affected economic interactions and where and how people work.

Examples may include but are not limited to: Internet-based home offices, international work teams, international companies, online shopping.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation

6 – P3.1.1 Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. For example:

- use Michigan social studies process and skills 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 a position with a reasoned argument.
- develop an action plan to address or inform others about the issue at a local, national, or global scale.

P4.2 Civic Participation

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied.

6 – P4.2.3 Participate in projects to help or inform others.

WORLD HISTORY AND GEOGRAPHY: GRADE 7

Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, 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 will compose civic, persuasive essays using reasoned argument.

HISTORY

H1 The World in Temporal Terms: Historical Habits of Mind
- 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 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 and Western Hemispheres
- 3.2 Growth and Development of World Religions

W4 WHG Era 4 – Bridge to Era 4: Case Studies From Three Continents
- 4.1 Crisis in the Classical World
- 4.2 Africa to 1500 CE
- 4.3 North America to 1500 CE

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind
(Foundational Expectations Addressed in Grade 6)
- G1.2 Geographical Inquiry and Analysis

G4 Human Systems
- G4.1 Cultural Mosaic
- G4.2 Technology Patterns and Networks
- G4.3 Patterns of Human Settlement
- G4.4 Forces of Conflict and Cooperation

G5 Environment and Society
- G5.1 Humans and the Environment

G6 Global Issues
- G6.1 Inquiry and Analysis

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

P3 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

P4 Civic Participation

Sample World History and Geography Compelling and Supporting Question		
7th	How does historical thinking help us understand our world?	1) How do we learn about the past? 2) Does thinking about the world with historical habits of mind help to make a better world? 3) What steps and tools do historians use to do their job? 4) How do historians collect and analyze evidence? 5) How do historians use evidence to construct theories, perspectives and hypotheses (claims), and accounts about the past? **Standards Connection:** 7 – H1.1.1, 7 – H1.2.1, 7 – H1.2.2, 7 – H1.2.3, 7 – H1.2.4, 7 – H1.2.5, 7 – H1.2.6

WORLD HISTORY AND GEOGRAPHY: GRADE SEVEN

HISTORY

H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND

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.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past.

Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.

7 – H1.2.2 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.

Examples may include but are not limited to: a wide range of Document-Based Questions (DBQs) are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

H1.4 Historical Understanding

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

7 – H1.4.1 Describe and use cultural institutions to study an era and a region.

Examples may include but are not limited to: political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.

7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.

Examples may include but are not limited to: several lists of history themes are available, including: SPEC (social, political, economic, and cultural) and the *World History For Us All*[1] themes (Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have-Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes).

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 BCE

Explain the basic features of 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.

W1.1 Peopling of Earth

Describe the spread of people during Era 1.

7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.

W1.2 Agricultural Revolution

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

7 – W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).

7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.

Examples may include but are not limited to: the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.

1 World History For Us All is a project of the National Center for History in the Schools at UCLA in cooperation with San Diego State University. See their work on themes at their website.

7 – W1.2.3 Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).

WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE AND WESTERN HEMISPHERE 4000 BCE to 1500 CE

Describe and compare defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. This era includes civilizations in AfroEurasia from 4000 to 1000 BCE as well as cultures in developing the Western Hemisphere from 4000 BCE into Eras 3 and 4 so teachers can compare early civilizations around the globe.

W2.1 Early Civilizations and Major Empires

Analyze early civilizations and pastoral societies.

7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.

Examples may include but are not limited to: standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).

7 – 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).

7 – W2.1.3 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.

Examples may include but are not limited to: the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.

7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.

Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.

7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.

Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.

7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

Examples may include but are not limited to: the steppes of Central Asia, the savannas of East Africa, the tundra of northern Eurasia, or the mountains of Tibet or South America.

W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE

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 the emergence of classical civilizations in Africa, Eurasia, and the Americas. Africa and Eurasia moved in the direction of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Similar interactions occurred in the Americas. 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

Analyze classical civilizations and empires and their lasting impact.

7 – W3.1.1 Describe the characteristics that classical civilizations share.

Examples may include but are not limited to: institutions, cultural styles, laws, religious beliefs and practices, and 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, Southwest and Central Asian, Mesoamerican, and Andean civilizations.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era.

Examples may include but are not limited to: the early Silk Road.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.

Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.

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.

Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.

Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments, the Tang Code; the Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.

7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period.

7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.

Examples may include but are not limited to: trade routes and their significance, and supply and demand for products.

W3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christi-anity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). 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 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.

Examples may include, but are not limited to: comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through 1500 CE.

W4 WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS

Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.

7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.

Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of the Incan Empire.

7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.

Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.

7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500.

Examples may include but are not limited to: Eastern Woodland (Iroquois, Anishinaabek), Southeast (Cherokee, Seminole), Middle America/Mexico (Aztec), Southwest (Navajo, Apache), Northwest (Salish, Muckleshoot), and Great Plains (Lakota, Blackfeet).

G1 THE WORLD IN SPATIAL TERMS

G1.2 Geographical Inquiry and Analysis

Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.

7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.

Examples may include but are not limited to: using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.

7 – G1.2.2 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 geographic problem or issue.

Examples may include but are not limited to: analyzing the natural and human factors that limited the extent of the Roman Empire.

7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.

Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.

7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.

Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

G3 INVESTIGATION AND ANALYSIS

Throughout the school year, the students are introduced to topics that address issues that integrate time and place. Included are capstone projects that entail the investigation of historical issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as possible capstone projects within units and at the end of the course.

G3 Investigation and Analysis (P1, P2)

7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.

Era 1 Examples may include but are not limited to: population growth and resources (investigate how population growth affects resource availability) and migration (the significance of migrations of peoples and the resulting benefits and challenges).

Era 2 Examples may include but are not limited to: agriculture (investigate the development of different forms of early or contemporary agriculture and its role in helping societies produce enough food for people, and the consequences of agriculture.

Era 3 Examples may include but are not limited to: trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).

G4 HUMAN SYSTEMS

In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.

G4.2 Technology Patterns and Networks

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

7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.

Examples may include but are not limited to: the development of the wheel; different sail, boat, and navigation technologies; road-building technologies in the Incan and Roman Empires; the use of horses in different cultures.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.

Examples may include but are not limited to: agricultural technologies including irrigation.

7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.

Examples may include but are not limited to: areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.

7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

Examples may include but are not limited to: early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.

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.

7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.

Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.

7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.

Examples may include but are not limited to: conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire; examples of cooperation through trade/peaceful co-existence include the development of early exchange routes between Europe and Asia and Africa.

G5 ENVIRONMENT AND SOCIETY

Explain how humans used, adapted to, and modified the environment in the era studied.

7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.

Examples may include but are not limited to: how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.

7 – G5.1.2 Explain how different technologies were used in the era being studied.

Examples may include but are not limited to: irrigation in major river valley civilizations, island creation among the Aztecs, iron technology in Africa, silk and pottery technology in China.

7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.

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 of public policy in contemporary or historical context, or as a contemporary/historical comparison. 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 different scales.

P4.2 Civic Participation

Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

Examples may include but are not limited to: service learning projects.

7 – P4.2.3 Participate in projects to help or inform others.

INTEGRATED U.S. HISTORY, GRADE 8

Eighth-grade students continue their study of U.S. history from the development of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context under study. Students should understand the relevancy and connections of this history to their lives. Students will use significant content knowledge, research skills, and inquiry practices to analyze issues and communicate conclusions.

INTEGRATED U.S. HISTORY, ORGANIZED BY ERA (USHG)

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

F1 Political and Intellectual Transformations

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)

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)

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 "Indigenous Peoples" 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.

Sample Integrated U.S. History and Geography Compelling and Supporting Question		
8th	How does growth change a nation?	1) What kinds of growth does a new nation experience? 2) How did the federal government protect slaveholders and slave states during expansion efforts in the 19th century? 3) How did westward expansion change the geographic, social, political, economic, and cultural landscape of the United States? **Standards Connection:** 8 – U4.2.1, 8 – U4.2.2, 8 – U4.2.3, 8 – U4.2.4

INTEGRATED U.S. HISTORY: GRADE EIGHT

FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2

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

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

F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- colonial ideas about government.
- experiences with self-government.

Examples may include but are not limited to: limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights, House of Burgesses and town meetings, changing interactions with the royal government of Great Britain after the French and Indian War.

F1.2 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.

F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:

- establishment of an independent republican government.
- creation of the Articles of Confederation.
- changing views on freedom and equality.
- concerns over the distribution of power within government, between government and the governed, and among people.

U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

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 2.1).

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

8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.

Examples may include but are not limited to: why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, conflicts over western lands.

8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.

8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.

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.

8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.

8 – U3.3.7 Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers.

U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.

U4.1 Challenges to an Emerging Nation

Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.

8 – U4.1.1 Washington's Farewell – use President George Washington's farewell address to analyze Washington's perspective on the most significant challenges the new nation faced.

Examples may include but are not limited to: deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.

8 – U4.1.2 Establishing America's Place in the World – assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties.

Examples may include but are not limited to: The Jay Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.

8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.

Examples may include but are not limited to: examine 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, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.

8 – U4.1.4 Establishing a National Judiciary and its Power – use *Marbury v. Madison* to explain the development of the power of the Supreme Court through the doctrine of judicial review.

U4.2 Regional and Economic Growth

Describe and analyze the nature and impact of 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 the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:

- agriculture, including changes in productivity, technology, supply and demand, and price.
- industry, including the entrepreneurial development of new industries, such as textiles.
- the labor force, including labor incentives and changes in labor forces.
- transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices.
- immigration and the growth of nativism.
- race relations.
- class relations.

8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

Examples may include but are not limited to: The Indian Removal Act of 1830 (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).

8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.

U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

8 – U4.3.1 Explain the origins of the American education system.

Examples may include but are not limited to: the contributions of Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.

Examples may include but are not limited to: John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.

8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.

Examples may include but are not limited to: Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton's Address on Women's Rights (September 1848).

8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement.

8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements.

Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.

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

Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.

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 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.

8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery.

Examples may include but are not limited to: the establishment of free states, including Michigan, as a result of the Northwest Ordinance.

8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.

Examples may include but are not limited to: sectionalism, nationalism, federalism, state rights.

8 – U5.1.4 Draw conclusions about why 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.

Examples may include but are not limited to: the death of the Whig party, rise of the Republican party, and division of the Democratic party.

8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.

Examples may include but are not limited to: Nat Turner, Harriet Tubman and the Underground Railroad, Michigan's role in the Underground Railroad.

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, the election of the executive, and slavery, help explain the Civil War.

U5.2 Civil War

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

8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:

- critical events and battles in the war.
- the political and military leadership of the North and South.
- respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.

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).
- The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.

8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments.

U5.3 Reconstruction

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

8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, 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.
- the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.

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 national and regional resistance to this change, including the Ku Klux Klan.

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 from the South in 1877 and investigate 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 the 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 U.S. 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.
- population.
- systems of transportation.
- governmental policies promoting economic development.
- economic change.
- the treatment of African-Americans.
- the policies toward Indigenous Peoples.

Examples may include but are not limited to:

Territory: the size of the United States and land use.

Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America.

Systems of transportation: canals, railroads, etc.

Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act.

Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers.

Policies toward African-Americans: the rise of segregation as endorsed by the Supreme Court decision in *Plessy v. Ferguson*, the response of African-Americans.

Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.

U6.2 Investigation Topics and Issue Analysis (P2)

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

8 – U6.2.1 U.S. 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 U.S. 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 versus 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., Indigenous Peoples, immigrants).

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation

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 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.

P4.2 Civic Participation

Act constructively to further the public good.

8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

High School Social Studies Overview Chart			
World History and Geography	U.S.History and Geography	Civics	Economics
Course/Credit Focus	Course/Credit Focus	Course/Credit Focus	Course/Credit Focus
F1 World Historical and Geographical Inquiry and Literacy Practices Global Analysis of World History Eras 4-7 from Two Perspectives: Global and Interregional W4 WHG - Era 4 Expanding and Intensified Hemispheric Interactions, 300-1500 CE W5 WHG - Era 5 The Emergence of the First Global Age, 15th-18th Centuries W6 WHG - Era 6 An Age of Global Revolutions, 18th Century-1914 W7 WHG - Era 7 Global Crisis and Achievement, 1900-Present Global Issues	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation Thematic Analysis of U.S. History Eras 6-9 F Foundations USHG ERAS 1-5 U6 USHG - Era 6 The Development of an Industrial, Urban, and Global United States, 1870-1930 U7 USHG - Era 7 The Great Depression and World War II, 1920-1945 U8 USHG - Era 8 Post-World War II United States, 1945-1989 U9 USHG - Era 9 America in a New Global Age, 1980-Present	Civics Knowledge Intellectual Skills Participatory Skills Civics Dispositions C1 Philosophical Foundations of Civic Society and Government C2 Origins and Foundations of Civic Society and Government C3 Structure and Function of Governments in the United States C4 Rights and Liberties in the United States of America C5 The United States of America and World Affairs C6 Citizenship and Civic Participation in the United States of America	Economics Knowledge Intellectual Skills Economic Literacy E1 The Market Economy E2 The National Economy E3 International Economy

Sample World History and Geography Compelling and Supporting Question		
HSWHG	Have increased migration and cross-cultural interactions made humans more connected?	1) What were the social, political, economic, and cultural motives for imperialism in the 19th century? 2) Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly? 3) How did native people respond to and/or resist imperialism? 4) What were long-term social, political, economic, and cultural consequences of imperialism? **Standards Connection:** 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.2.1, 6.2.4

WORLD HISTORY AND GEOGRAPHY

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.
- make comparisons 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 cultures, and their environments.
- the causes, consequences, and patterns of cultural, intellectual, religious and social changes.
- the relationship between the environment and developments in population, settlement, economy, and politics.

Using time, the K-12 expectations are presented in seven overlapping historical eras. Era 4 content in the high school expectations provides important context for the First Global Age in Era 5 (as well as subsequent eras), and builds upon Era 4 content that students are assumed to have learned in 7th grade (see page 70). The high school expectations include Eras 4-7 and conclude with a set of contemporary global issues. A contextualized review of major ideas from Eras 1-4 studied in 7th grade may be helpful.

Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 CE
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 Present Day
Contemporary Global Issues

Global or cross-temporal 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 CE with growth after 1500 or comparing the agricultural economic system of the 17th century with the industrial economic system of the 18th century.

Interregional or comparative expectations offer students an opportunity to investigate significant developments, processes, and patterns in and across particular regions of the globe, and connect developments there to global developments during the same era. 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.

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students need not see fixed lines between eras and spatial scales. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. For example, teachers and students should be able to move from a global look at trade networks in the 10th century, through 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.

USING THE WORLD HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER

Several considerations are important as teachers use the High School Content Expectations to plan instruction.

- The High School Content Expectations are the foundation for developing historical, geographic, civic, and economic thinking.
- Active social studies inquiry is essential. The Arc of Inquiry is a description of the process that helps students develop the kind of reasoned and informed decision making needed for active citizenship in American society.
- Beyond the high school courses needed to develop state assessments, the HSCE does not specify lessons, units, or an instructional sequence. World geography can be taught regionally or thematically, and history can be taught past to present, or present to past.
- On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

WORLD HISTORY AND GEOGRAPHY (WHG) CONTENT STATEMENT OUTLINE

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS

P1 Reading and Communication

P2 Inquiry, Research, and Analysis

P3 Public Discourse and Decision Making

P4 Civic Participation

WORLD HISTORY AND GEOGRAPHY

Eras 4-7 Addressed in WHG HSCE. NOTE: Some content from Era 4 is represented in the 7th grade expectations. Teachers may wish to review the 7th grade content as well.

F1 World Historical and Geographical Inquiry and Literacy Practices

WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 CE

4.1 Growth and Interactions of World Religions, and Intensifying Trade Networks and Contacts

4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, and Spheres of Interaction and Influence in the Americas

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

5.1 Emerging Global System and Diffusion of World Religions

5.2 Cultural Encounters and the Columbian Exchange, the Trans-Atlantic Slave Trade, and Afro-Eurasian Empires

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

6.1 Global Revolutions, Worldwide Migrations and Population Changes, and Increasing Global Interconnections

6.2 Comparing Political Revolutions and/or Independence Movements, Growth of Nationalism and Nation-States, Industrialization, and Imperialism

WHG Era 7 – Global Crisis and Achievement, 1900-PRESENT DAY

7.1 Power and Resistance, Global Conflict, Genocide in the 20th Century, and Technological, Scientific, and Cultural Exchanges

7.2 World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide

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

FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY

How do world historians make sense of a global past? Why are geography and spatial reasoning important for understanding world history? These foundational expectations help students answer such questions, and introduce them to the tools they will need to study world history. Individually and collaboratively, students can engage in planned inquiries.

F1 World Historical and Geographical Inquiry and Literacy Practices

Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:

- framing questions to guide inquiry.
- determining historical significance.
- applying concepts of change over time, continuity, and multiple causes and consequences.
- contextualizing evidence and historical phenomena under study.
- explaining and applying different periodization schemes.
- using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).
- recognizing that perspectives are shaped by different experiences across time and space.
- sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).
- analyzing maps and graphs to understand large-scale movement, trends, and patterns.
- using spatial reasoning to evaluate the role of human-environment interactions in history.
- comparing and contrasting physical, political, economic, and cultural characteristics across time and space.

WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 CE

How do religion and philosophy shape the development of societies? How does trade affect culture? Prior to the great global convergence, how did the worldviews of people in Afro-Eurasia compare with the worldviews of people in the Americas? These Era 4 expectations help students answer such questions, and provide a context for the emergence of the first global age in Era 5. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

4.1 Global or Cross-Temporal Expectations

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

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

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

4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.

Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.

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) – explain the significance of Islam in an interconnected Afro-Eurasia.

Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.

4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire's disintegration.

Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.

4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.

Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.

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

What happens when separate "worlds" converge? Did the world become a better place to live because of the global convergence? Why did some societies emerge with more power, and others with less? In Era 5, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

5.1 Global or Cross-Temporal Expectations

Analyze the global impact of 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 – differentiate between the global systems of trade, migration, and political power from those in the previous era.

Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.

5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.

Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism's contribution to the Punjab area of South Asia; Buddhism's growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.

5.2 Interregional or Comparative Expectations

Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.

5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.

Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.

5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.

5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.

Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.

WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

What constitutes a "revolution?" What makes people want to change their government? How do political and economic forces shape people's identities? In Era 6, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

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 – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.

6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.

6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.

Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.

6.2 Interregional or Comparative Expectations

Analyze and compare the interregional patterns of nationalism, state building, social and economic reform, and imperialism.

6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.

Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky's War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.

6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.

Examples may include but are not limited to: case studies of Germany, Italy, Japan.

6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.

Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization.

6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.

Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.

WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-Present

Why was the 20th century so violent? Did an accelerating pace of technological and scientific innovations improve people's lives? How does increasing global interaction affect individuals? In Era 7, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

7.1 Global or Cross-Temporal Expectations

Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present.

7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.

7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.

7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.

7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.

7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era.

7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.

Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.

7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.

Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.

7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.

Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler's "Final Solution" policy and the Holocaust, major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; immediate consequences of the war's end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan.

7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.

Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.

7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.

Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi'a conflicts.

7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.

Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.

CG CONTEMPORARY GLOBAL ISSUES

How have world historical events, patterns, and forces shaped contemporary global issues? To what extent are contemporary global issues a continuation of world historical trends? Students can investigate questions such as these, and/or pose their own questions about contemporary global issues, focusing on themes like population, resources, global interactions, and conflict, cooperation and security. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

CG1 Population

Explain the causes and consequences of contemporary population changes 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 populations, gender, age, patterns of migration, and population density).
- relationship of the population changes to global interactions, and their impact on different regions of the world.

CG2 Resources

Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:

- changes 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 the growth of multinational corporations and governmental and non-governmental organizations.
- the impact of humans on the global environment.

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, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.
- the exchanges of scientific, technological, and medical innovations.
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas.
- the 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.

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.
- causes of and responses to ethnic cleansing/genocide/mass killing.
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.
- the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democratic society 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 contemporary society, 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.

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 have 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, the study of 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. The study of 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.

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 is more challenging, and the global economy is more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies requires competencies with geography from the local to global scale.

The purpose of 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. These 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, such as: Where are they on Earth's surface? Why are they there? What are the consequences for people and the environment? For example, large quantities 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 in 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 the 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, the 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.

MICHIGAN'S CONTENT EXPECTATIONS

The high school expectations begin with a short set of foundational expectations, and include United States Historical Eras 5-9, culminating in current policy debates.

Foundational Issues in United States History and Geography:

ERA 6 – The Development of an Industrial, Urban, and Global United States, 1870-1930

ERA 7 – The Great Depression and World War II, 1920-1945

ERA 8 – Post-war United States, 1945-1989

ERA 9 – 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 continue 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, as well as times and places where people or events challenged, violated, or expanded those ideals.

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; and decide which positions, given the evidence, are more or less plausible, better, or worse. While they learn 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 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. Michigan 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 that democratic societies so desperately need.

Sample U.S. History and Geography Compelling and Supporting Question		
HS USHG	Was the vote enough?	1) Why did some Americans oppose granting suffrage to women? 2) What were the primary arguments used by the suffragettes and the opposition? 3) What were some rights not gained in the Nineteenth Amendment? 4) What was the Equal Rights Amendment? **Standards Connection:** 6.3.1, 6.3.2, 6.3.3

USING THE U.S. 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.

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. This 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 American society.

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

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

U.S. History and Geography Content Expectations

History Themes

1. Change and Continuity in American Society
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. Spatial Dynamics and Connections
4. U.S./Global Issues and Events

Disciplinary Knowledge

- Historical and Geographical Knowledge and Perspective
- Historical and Geographical Analysis and Interpretation
- Thematic Analysis of U.S. History Eras 6-9

Era 1 (Grade 5) Beginnings to 1620

- Indigenous Peoples Life in the Americas
- American Democratic Values and Constitutional 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 Structure, Functions, and Enumerated Powers of National Government

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
- Formation and Implementation of U.S. Foreign Policy

Era 4 (Grade 8) Expansion and Reform (1792-1861)

- Political, Economic, and Regional Growth
- Reform Movements

Era 5 (Grade 8) Civil War and Reconstruction (1850-1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

Era 6 (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 ll

Era 8 (HS) Post-World War II United States (1945-1989)

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post-World War II 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

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

P1 Reading and Communication

P2 Inquiry, Research, and Analysis

P3 Public Discourse and Decision Making

P4 Civic Participation

UNITED STATES HISTORY AND GEOGRAPHY

Eras 6-9 Addressed in USHG HSCE

F1 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

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 Progressive Era

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-World War II 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

FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of integrated United States History and to connect high school United States History and Geography with 5th and 8th grade content.

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:

- the Declaration of Independence.
- the original United States Constitution (including the Preamble).
- the Bill of Rights.
- the Gettysburg Address.
- the Thirteenth, Fourteenth, and Fifteenth Amendments.

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

F1.3 Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.

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

Individually and collaboratively, students will engage in planned inquiries to understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people, how massive immigration after 1870 as well as new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity, and how the rise of the American labor movement and political issues reflected social and economic change.

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 Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:

- the organizational revolution.
- the economic policies of government and industrial leaders.
- the advantages of physical geography.
- the increase in labor through immigration and migration.
- the growing importance of the automobile industry.

Examples may include but are not limited to: the development of corporations and organized labor movements; A. Phillip Randolph, Andrew Carnegie and John D. Rockefeller.

6.1.2 Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.

Examples may include but are not limited to: the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer's Alliance, Grange, Platform for the Populist Party, Bryan's "Cross of Gold" speech.

6.1.3 Urbanization – explain the causes and consequences of urbanization, including:

- the location and expansion of major urban centers and their link to industry and trade.
- internal migration, including the Great Migration.
- the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- different perspectives about the immigrant experience.

6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by:

- describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.
- describing governmental policies promoting economic development.
- evaluating 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 describing the response of African-Americans to this inequality.
- describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

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 – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

6.2.2 World War I – 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 World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration.

Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

6.2.4 Wilson and His Opponents – explain how President Woodrow Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:

- the Treaty of Versailles.
- U.S. participation in the League of Nations.
- the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.

6.3 Progressive Era

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 America and their consequences (positive/negative – anticipated/unanticipated).

6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.

Examples may include but are not limited to: the successes and failures of efforts to expand women's rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women's Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court's role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

6.3.4 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

Individually and collaboratively, students will engage in planned inquiries to understand the changing role of the United States in world affairs through World War II, investigate the causes of the Great Depression and how it affected American society, and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

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 – explain and evaluate the significance of the social, cultural, and political changes and tensions in the "Roaring Twenties" including:

- cultural movements such as the Jazz Age, the Harlem Renaissance, and the "Lost Generation."
- the increasing role of advertising and its impact on consumer purchases.
- the NAACP legal strategy to attack segregation.

Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

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, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.
- President Herbert Hoover's policies and their impact, including the Reconstruction Finance Corporation.

7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt's policies and tactics during the New Deal era, including:

- the changing role of the federal government's responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.
- the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies.
- consequences of New Deal policies.

Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers' rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), the Termination Policy, the Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

7.2 World War II

Draw conclusions about the causes and the course of World War II, and the effects of the war on U.S. society and culture, and its role in world affairs.

7.2.1 Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war, including:

- political and economic disputes over territory.
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.
- U.S. neutrality.
- the bombing of Pearl Harbor.

Examples may include but are not limited to: failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.

7.2.2 United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.

Examples may include but are not limited to: Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.

7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:

- the mobilization of economic, military, and social resources.
- the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.
- the role of the home front in supporting the war effort.
- the conflict and consequences around the internment of Japanese-Americans.

7.2.4 Responses to Genocide – investigate the responses to Hitler's "Final Solution" policy by the Allies, the U.S. government, international organizations, and individuals.

Examples may include but are not limited to: concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the "righteous among the nations".

USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

8.1 Cold War and the United States

Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of post-war United States, how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the United States.

8.1.1 Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:

- differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).
- diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.

Examples may include but are not limited to: the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, Truman Doctrine, United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.

8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:

- the development and growth of a U.S. national security establishment and intelligence community.
- the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.
- indirect (or proxy) confrontations within specific world regions.
- the arms race and its implications on science, technology, and education.

Examples may include but are not limited to: the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).

8.1.3 End of the Cold War – describe the factors that led to the end of the Cold War.

Examples may include but are not limited to: detente, 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

Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.

8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.

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.
- evaluating policy decisions and legislative actions to meet these challenges.

Examples may include but are not limited to: 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), EPA (1970).

8.2.3 Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.

8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.

Examples may include but are not limited to: *Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier*, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, "flower power," hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.

8.3 Civil Rights in the Post-World War II Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including:

- the impact of World War II and the Cold War.
- Responses to Supreme Court decisions and governmental actions.
- the Civil Rights Act (1964).
- protest movements.
- rights.
- organizations.
- civil actions.

Examples may include but are not limited to: racial and gender integration of the military; "An American Dilemma"; Jim Crow laws; de jure segregation; *Brown v. Board of Education*; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.

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, course, and reaction to the women's rights movement in the 1960s and 1970s.

Examples may include but are not limited to: the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.

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

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

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 civil unrest in Detroit with at least one other American city.

Examples may include but are not limited to: Los Angeles, Cleveland, Chicago, Atlanta, Newark.

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social, and cultural developments in the contemporary United States.

9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the U.S. 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 changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- the role of evangelical religion in national politics.
- the intensification of partisanship.
- the partisan conflict over the role of government in American life.
- the role of regional differences in national politics.

9.2 Changes in America's Role in the World

Examine the shifting role of the United States on the world stage from 1980 to the present.

9.2.1 United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

Examples may include but are not limited to: military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.

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.

Examples may include but are not limited to: the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.

9.3 Policy Debates

9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying core values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

CIVICS

"We have it in our power to begin the world over again." Thomas Paine introduced the great American experiment with anticipation of what might happen next. When framing their hopes for a new world, the founding generation kept one eye on the past and one on the future. Putting aspirations, goals, and law to paper, the Declaration of Independence, the Articles of the Confederation, and the Constitution illustrate how people may come together united in hope for a better society.

A proposition for every new generation is:
1) how to acknowledge contradictions between Democratic Values and the inequalities of their practice;
2) how to resolve competing, complementary, and vague processes outlined in the founding documents; and
3) how interpretations of the values and principles may differ producing vigorous dialogue, discussion, and debate.

This document provides a framework to encourage students to understand, appreciate, and participate in the conversation.

2019 REVISIONS

Standard expectations provide the necessary benchmarks for an educated, informed civic society. These standards seek to allow teachers to elevate the classroom discussion to one where students grapple with the historical and contemporary realities of civic society. Organized into the following six strands, there is both greater clarity of purpose and precision of language:

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

CIVICS CONTENT STATEMENT OUTLINE

- C1 Philosophical Foundations of Civic Society and Government
- C2 Origins and Foundations of Government of the United States of America
  - 2.1 Origins of American Constitutional Government
  - 2.2 Democratic Values and Constitutional Principles
- C3 Structure and Function of Governments in the United States of America
  - 3.1 Structures, Functions, Powers, and Limits of the Federal Government
  - 3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments
- C4 Rights and Liberties in the United States of America
  - 4.1 Application of the Bill of Rights
  - 4.2 The Extension of Civil Rights and Liberties
  - 4.3 Examining Tensions and Limits on Rights and Liberties
- C5 The United States of America and World Affairs
  - 5.1 Formation and Implementation of U.S. Foreign Policy
  - 5.2 U.S. Role in International Institutions and Affairs
- C6 Citizenship and Civic Participation in the United States of America
  - 6.1 Citizenship in the United States of America
  - 6.2 Rights and Responsibilities in Civic Society
  - 6.3 Dispositions for Civic Participation
  - 6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

In the charts below, each strand is followed by examples of compelling questions. A compelling question addresses an enduring issue, concern, or debate that provides opportunities for students to explore our polity in an in-depth and thorough fashion. Examples of compelling questions illustrate ways in which the underlying tension, essence, and/or bigger civic question may emerge.

Each strand also includes processes and skills necessary for successful participation in our form of government. Analytical and research skills help students identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public policies. The process and skills possibilities listed below are examples that may tie together content expectations with skills for lively and interactive civics classrooms. Translating the classroom experience into real life, knowledge, dispositions, Democratic Values, and participatory skills are intertwined to position students to be positive members of American society.

Outline of the Civic Strands, Compelling Questions, and Process Skills Possibilities

C1 Philosophical Foundations of Civic Society and Government
Compelling Questions: • How might both the pursuit of the common good and the protection of unalienable rights (including life, liberty, and the pursuit of happiness) create tension in the structure and pursuit of governance? • In what ways does the structure of government influence our possibilities as a society and reveal societal values?
Process and Skills Possibilities: • Collaboratively design your own society to represent the rights you envision each person or group of people to have alongside appropriate governmental powers.

C2 Founding and Development of the Government of the United States of America
Compelling Questions: • In what ways might the federal and state governments reflect characteristics of both direct democracy and a representative republic (or neither)? What might be the best forms of representation? • In what ways has the Constitution created a just government? In what ways has the Constitution created an unjust government? What, if any, remedies were embedded to address problems in the Constitution?
Process and Skills Possibilities: • Analyze founding documents to find Democratic Values. Connect the Democratic Values to mechanisms in the Constitution or subsequent documents. • Convene a Constitutional Convention in your class in which you decide what to keep and what to update collaboratively from the Constitution and the Amendments.

C3 Structure and Function of Governments in the United States of America
Compelling Questions: • In what ways has the Constitution, and its competitive policy-making process, served to represent the people's will and limit government power to ensure that the people's will is represented? • In what ways do the branches of the national government compete and cooperate in order to govern? • How has the intent of federalism been impacted by provisions within the Constitution and policies over time?
Process and Skills Possibilities: • As a classroom, propose a law and walk it through the complexities of becoming law at the federal level. • As a classroom, propose a law and walk it through the complexities of becoming law at the state level.

C4 Rights and Liberties in the United States of America
Compelling Questions: • In what ways has the development and interpretation of the Constitution influenced policies that impact citizens and people living in the United States? • How has (or might) the will of the majority upheld or infringed upon rights of the unenfranchised, disenfranchised, or underrepresented? • How might the tension between life and liberty balance against the desire for security in an open society?
Process and Skills Possibilities: • Research an issue concerning one of the First Amendment five protections (speech, assembly, religion, press, petition). Put on a mock trial using the evidence from the case to review the evidence and decide. The case could be historical, breaking in the news, or one pending in front of a court. • Identify a pressing issue under the Fourteenth Amendment's equal protection of the law. Research and write amicus briefs exploring all sides of the issue. Present and question the briefs.

C5 The United States of America and World Affairs
Compelling Questions: • To what degree, if any, should questions of sovereignty and openness impact the United States and its foreign policy? What possibilities and challenges are posed in open and closed societies? • What, if any, rights of people extend beyond the borders of the United States? What, if any, rights of people from abroad exist inside the borders of the United States? • In what ways have American political ideas, ideals, and the American Constitutional system influenced other governments?
Process and Skills Possibilities: • Choose an issue of international importance and convene an international conference where different countries discuss their perspectives. As a class, create a position paper on how the United States of America views the issue and why. • Identify, research, evaluate, take, and defend positions regarding why some aspects of the American Constitutional system that have been effective in the United States either have or have not been used or have not been successful in other countries.

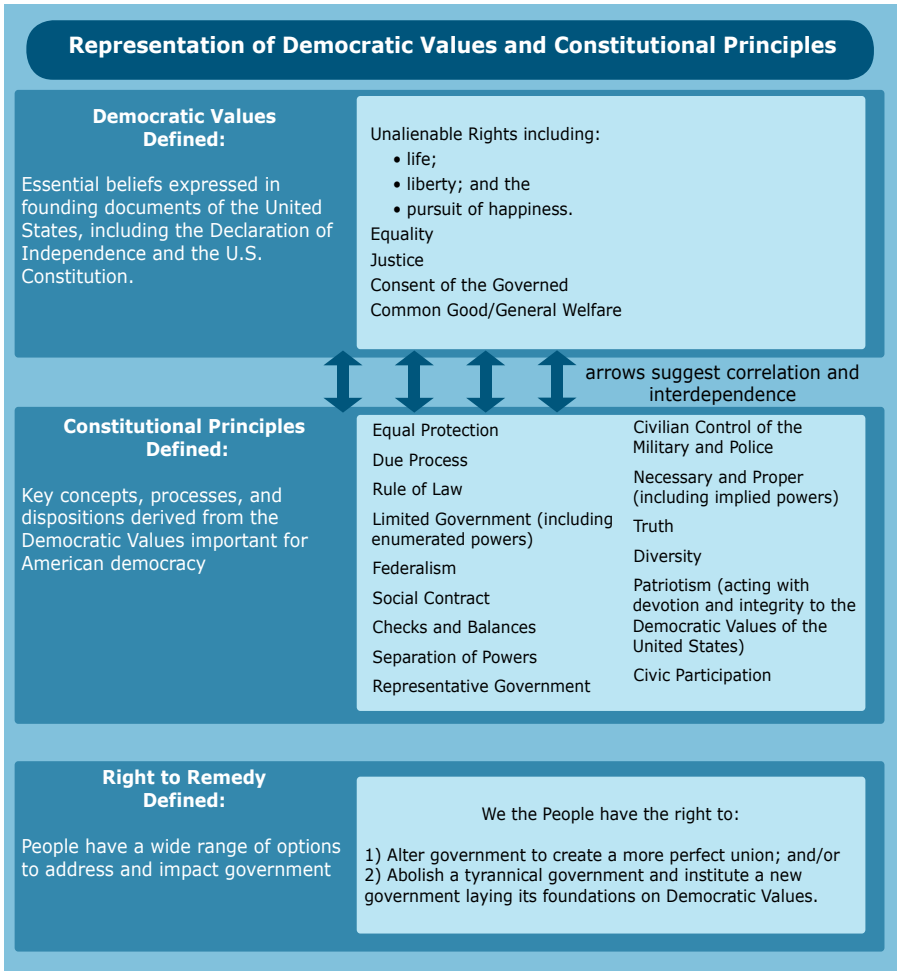
C6 Citizenship and Civic Participation in the United States of America
Compelling Questions: • What civic skills are necessary for vibrant Constitutional democracies and how might schools cultivate healthy civic virtue? • To what degree should citizens be required to be involved in the responsibilities of citizenship? What might be some of the most important legal and moral rights and obligations of citizenship?
Process and Skills Possibilities: • Collaboratively, identify and discuss community needs that have potential public policy solutions. Develop possible solutions, evaluate their pros and cons, and choose one to defend in a simulated public hearing. Develop and defend a proposal for appropriate public policy officials. • Research and design a campaign to educate and encourage students in your school to vote. Create simulated voting opportunities for students throughout your district to experience voting.

Governance, Democratic Values, Constitutional Principles, and a Right to Remedy – Possibilities and Pitfalls

In acknowledging the complexities of American governance, various terminologies materialize. To clarify the intent of the Michigan Standards, Democracy refers to the overarching idea that the United States is a government by and for the people ("We the People"). The question continues — How do we implement the principles of democracy while ensuring the protection of rights and liberties of all persons in the United States? Under this umbrella question, multiple forms of governance arise. Examples include but are limited to a representative republic, direct democracy, and outliers that challenge both conventions of thought.

Listing the Democratic Values of the United States of America alongside essential Constitutional Principles reveals the complexities of the historical documents, coupled with the hopes and hypocrisy of the times themselves. Like the formative documents of the United States themselves, this list represents compromise, hope, and a willingness to work together to keep forging ahead in pursuit of clearer standards. For the purposes of this document, "Democratic Values" are essential aspirational goals rooted in founding essential documents, including the Declaration of Independence and the Constitution of the United States; "Constitutional Principles" are ideas and processes derived from Democratic Values as expressed in the Declaration of Independence and the Constitution of the United States. The "right to remedy" refers to a continuum of options people have for impacting government. The list below provides one way in which Democratic Values and Constitutional Principles could be organized and does not represent the full possibilities of what such a list could look like. These items have been organized in the following manner:

This chart illustrates one way a classroom can work through complex questions of competing and reinforcing ideals (Democratic Values) against competing and reinforcing mechanisms to achieve those ideals (Constitutional Principles). Moreover, exploring a continuum of remedy from writing letters, voting, protest, running for office, direct action, and all the way through to abolishing a government under the most extreme circumstances, allows classrooms to explore appropriate action for issues they wish to remedy.



To be fleshed out as a suggestion during professional learning, the concept of a taxonomy is an intellectually rigorous and rewarding exercise. Classrooms could collaborate to create their own taxonomies to see when, how, and if various Constitutional Principles align with particular Democratic Values. Benefits of such an exercise include:

- opportunities to build perspective and empathy in students as they reflect and demonstrate how, if at all, the interpretation of Democratic Values and Constitutional Principles may change based on someone's point of view, social situation, or place in time.
- opportunities to assess the relative effectiveness of Constitutional Principles at upholding certain Democratic Values.
- opportunities for continual teacher assessment to guide students in their learning as they discuss their ongoing understanding of the Democratic Values and Constitutional Principles.
- opportunities to evaluate change over time by utilizing primary documents and the narratives of real

people throughout history, demonstrating how the meaning or actualization of Democratic Values may change in changing cultures.
- opportunities for students to reflect for themselves their own belief systems and where and how they prioritize Democratic Values and Constitutional Principles.

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 the application of content of this document:

USES CIVICS THINKING

The expectations require students to think — describe, analyze, synthesize, evaluate, compare, contrast, argue respectfully — using political and civics habits of mind. These expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of names, definitions, and facts is essential, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

REQUIRES ACTIVE INQUIRY AND PARTICIPATION

Civic education requires students have an active civic identity — active as investigators, political scientists, social scientists, researchers, voters, elected officials, writers, testifiers, organizers, campaigners, and so much more in the civic activities of their schools and communities. Shifting student identity from passive recipients of knowledge to engaged and purposeful members of society requires continued and deliberate practice of deliberative dialogue and discussion.

Civics entails critical reading, writing, and advocacy. Civics entails knowing how, when, and where to use Civics concepts and knowledge to understand and participate in the world.

This calls upon students to: frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how to fully participate in American society.

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 CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. Examples are listed in "Examples may include but are not limited to" below the content expectation. Local districts and the teachers may use these ideas as starting points for their instruction and may include examples to reflect their own local experiences relevant to the curriculum. The examples are not required content, yet may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.

CIVICS

C1 Philosophical Foundations of Civic Society and Government

C – 1.1.1 Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.

C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.

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

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

C – 1.1.4 Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

C2 Founding and Development of the Government of the United States of America

C2.1 Origins of the American Constitutional Government

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.

Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics, and select Federalist Papers (10th, 14th, and 51st).

C – 2.1.2 Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.

Examples of Democratic Values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality.

Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?

C – 2.1.3 Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.

C2.2 Democratic Values and U.S. Constitutional Principles

C – 2.2.1 Analyze relationships between Democratic Values and Constitutional Principles.

Examples may include but are not limited to: ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.

Examples may include but are not limited to: equality; drawing upon 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 *Dred Scott v. Sandford, Plessy v. Ferguson, Loving v. Virginia,* the Americans With Disabilities Act, and *Obergefell v. Hodges*.

C – 2.2.3 Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.

Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.

C3 Structure and Function of Governments in the United States of America

C3.1 Structure, Functions, Powers, and Limits of Federal Government

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

Examples may include but are not limited to: the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.

C – 3.1.2 Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.

Examples may include but are not limited to: the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.

C – 3.1.3 Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in *Marbury v. Madison*.

Examples may include but are not limited to: the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

C – 3.1.5 Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

C – 3.1.6 Evaluate major sources of revenue and major expenditures of the federal government.

Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.

C – 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.

Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and *McCulloch v. Maryland*.

C3.2 Structure and Functions of State, Local, and Tribal Governments

C – 3.2.1 Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states.

Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.

C – 3.2.2 Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).

C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

C – 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.

C – 3.2.6 Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

C3.3 Additional Actors and Influences in American Civic Society

C – 3.3.1 Describe and analyze how groups and individuals influence public policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.2 Describe the evolution of political parties and their contemporary influence on public policy.

C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

C – 3.3.5 Identify and discuss roles of non-governmental organizations in American civic society.

C – 3.3.6 Explain functions and possible influence of various news and other media sources in political communication.

Examples may include but are not limited to: television, print, press, Internet (including social media), radio.

C – 3.3.7 Analyze the credibility and validity of various forms of political communication.

Examples of analysis may include but are not limited to: logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

C4 Rights and Liberties in the United States of America

C4.1 Application of the Bill of Rights

C – 4.1.1 Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

Examples may include but are not limited to: *Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder, NAACP v. Alabama*.

C – 4.1.2 Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights.

Examples may include but are not limited to: search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: *Mapp v. Ohio, Katz v. United States, New Jersey v. T.L.O., Riley v. California, Gideon v. Wainwright, Miranda v. Arizona, Gregg v. Georgia.*

C4.2 Extensions of Civil Rights and Civil Liberties

C – 4.2.1 Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.

C – 4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.

Examples may include but are not limited to: suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).

C – 4.2.3 Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights.

Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, Voting Right Act of 1965, *Barron v. Baltimore, Slaughterhouse cases, Gitlow v. New York, Gideon v. Wainwright, Mapp v. Ohio, Meyer v. Nebraska, Griswold v. Connecticut, Roe v. Wade, Cantwell v. Connecticut, McDonald v. Chicago, Shelby County v. Holder, Obergefell v. Hodges, United States v. Wong Kim Ark.*

C4.3 Examining Tensions and Limits on Rights and Liberties

C – 4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.

Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law.

Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office.

Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights.

Examples may include but are not limited to: clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.

Examples may include but are not limited to: *Dred Scott, Plessy v. Ferguson, Korematsu v. United States.*

C5 The United States of America and World Affairs

C5.1 Formation and Implementation of U.S. Foreign Policy

C – 5.1.1 Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.

Examples may include but are not limited to: Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.

C – 5.1.2 Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals.

Examples of policies may include but are not limited to: immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules.

Examples of implementation may include but are not limited to: diplomacy, sanctions, treaties, military actions, covert actions, Peace Corps, humanitarian aid.

C – 5.1.3 Describe ways in which groups and individuals influence foreign policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.

C5.2 U.S. Role in International Institutions and Affairs

C – 5.2.1 Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world.

Examples may include but are not limited to: foreign policy, popular culture, fashion, music, Democratic Values, Constitutional Principles, backlash.

C – 5.2.2 Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.

Examples may include but are not limited to: multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.

C – 5.2.3 Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements.

Examples may include but are not limited to: the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.

C – 5.2.4 Identify and evaluate international non-governmental organizations.

Examples may include but are not limited to: International Red Cross, Amnesty International, Doctors Without Borders.

C6 Citizenship and Civic Participation in the United States of America

C6.1 Citizenship in the United States of America

C – 6.1.1 Describe and evaluate the requirements and process for becoming a citizen of the United States.

C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.

Examples may include but are not limited to: legislation, Constitutional Amendments.

C – 6.1.3 Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.

Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.

C6.2 Rights and Responsibilities in Civic Society

C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.

Examples unique to citizens include but are not limited to*: voting in national, state, and local elections, serving as a juror, running for elected office.

Examples for all persons living in the United States as lawful permanent residents include but are not limited to: serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.

Examples for all persons living in the United States include but are not limited to:

- participating in public life.
- participating in political life.
- being informed about laws that govern society.
- respecting and obeying just laws.
- stay informed and attentive about public issues.
- monitoring political leaders and governmental agencies.
- assuming community leadership when appropriate.
- paying taxes.
- registering to vote and voting knowledgeably on candidates and issues.
- performing public service.
- assuming leadership when appropriate.

*incarceration is an exception in some states.

C6.3 Dispositions for Civic Participation

C – 6.3.1 Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.

Examples may include but are not limited to: concern for the well-being of others, 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.

C – 6.3.2 Explain how informed members of society influence civic life.

Examples may include but are not limited to: obeying just law, disobeying unjust 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.

C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

C – 6.4.1 Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.

C – 6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.

Examples may include but are not limited to: abolitionists, women's suffrage movement, Civil Rights movement, direct action, sit-down strikes, walk-outs.

C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).

Considerations for analyzing credible sources may include but are not limited to: logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

C – 6.4.4 Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.

Examples may include but are not limited to: trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying democratic values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

ECONOMICS

Understanding economics — often referred to as economic literacy — is becoming essential for citizens in our national and increasingly interconnected world economy. 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: the individual and household context; a business context; and a government or public context. Their study is 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 of prices and supplies on 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 the 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 the expectation content described in 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 are not intended 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 demand 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 CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the course/credit standards.

ECONOMICS

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.
- The role of entrepreneurs.
- Concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes, marginal analysis, markets, market structures, elasticity, property rights, market and government failure.

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 mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies.
- How economies use different systems of allocating goods and services and comparison of the benefits and costs of different methods.
- The ways in which governments generate revenue and use it to supply goods and services.
- The consequences of tax and spending policies to achieve macroeconomic goals.
- Concepts – unemployment, inflation, output, economic growth, money, gross domestic product (GDP), interest rates.

The International Economy

- Reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders.
- Comparison of the benefits and costs of specialization and resulting trade for consumers, producers, and governments.
- Understanding that 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, comparative advantage, imports and exports, and barriers to trade (tariffs, quotas).

Personal Finance

- Concepts: earning income, buying goods and services, saving, using credit, financial investing, protecting and insuring.

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 U.S. Economy

E3: The 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

P1 Reading and Communication
P2 Inquiry, Research, and Analysis
P3 Public Discourse and Decision Making
P4 Civic Participation

ECONOMICS SECONDARY CONTENT STATEMENT OUTLINE

E1 – THE MARKET ECONOMY

1.1 Individual and Business Decision Making
1.2 Competitive Markets
1.3 Prices, Supply, and Demand
1.4 Government Impact on Households and Businesses

E2 – THE NATIONAL ECONOMY

2.1 Economic indicators in the Economy
2.2 Role of Government in the U.S. Economy

E3 – THE INTERNATIONAL ECONOMY

3.1 Economic Systems
3.2 Economic Interdependence – Trade

E4 – PERSONAL FINANCE

4.1 Decision Making

Sample Economics Compelling and Supporting Question		
HS ECONOMICS	Do taxes help or hurt U.S. citizens?	1) In what ways does the government of the United States collect taxes, and how is that money spent? 2) What are the seven different income tax brackets and four categories that U.S. citizens must file under with the United States Internal Revenue Service? 3) How do taxes affect people from different socio-economic backgrounds? **Standards Connection:** 1.4.3, 1.4.4, 4.1.1

ECONOMICS

E1 The Market Economy

1.1 Individual, Business, and Government Decision Making

Individually and collaboratively, students will engage in planned inquiries to explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.

1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.

1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.

1.2 Competitive Markets

Individually and collaboratively, students will engage in planned inquiries to 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.

1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.

Examples may include but are not limited to: banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.

1.2.2 Market Structures – identify the characteristics of perfect competition,monopolistic competition, oligopoly, and monopoly market structures.

Examples may include but are not limited to: number of producers, similarity of products, barriers to entry, control over prices.

1.3 Prices, Supply, and Demand

Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.

1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.

Examples may include but are not limited to: determinants of demand and determinants of supply.

1.3.2 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, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

1.4 Role of Government in the Market

Individually and collaboratively, students will engage in planned inquiries to describe the varied ways in which government impacts households and businesses through policy decisions, regulatory laws, and ordinances, as well as apply key economic elements to how governments and markets allocate resources differently and explain why these differences matter in terms of growth and prosperity across the mass population.

1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.

Examples may include but are not limited to: an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service.

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 local and state governments generate revenue and use that revenue to supply public services.

1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.

Examples may include but are not limited to: pollution, vaccinations, education, medical research, government/private partnerships.

1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.

Examples may include but are not limited to: subsidies, tariffs, import quotas.

1.4.6 Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

E2 The National Economy of the United States of America

2.1 Understanding National Markets

Individually and collaboratively, students will engage in planned inquiries to explain why inflation, unemployment, output, and growth in potential output matter to consumers and producers, as well as associate stable money and interest rates with economic prosperity.

2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.

2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.

2.2 Role of Government in the U.S. Economy

Individually and collaboratively, students will engage in planned inquiries to analyze the role of government in the economy of the United States by identifying macroeconomic goals, comparing perspectives on government roles, analyzing fiscal and monetary policy, assessing the protective role of government, and describing the role of government as a producer and consumer of public goods and services. Students will also analyze how governmental decisions on taxation, spending, protections, and regulations impact macroeconomic goals.

2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.

Examples may include but are not limited to: parks and highways, national defense, social security, Medicaid, Medicare.

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.

E3 The International Economy

3.1 Economic Systems

Individually and collaboratively, students will engage in planned inquiries to 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 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.

3.1.2 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 on the developed economies of the United States and Western Europe.

3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.

Examples may include but are not limited to: GDP, inflation, unemployment.

3.1.4 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.

3.2 Economic Interdependence – Trade

Individually and collaboratively, students will engage in planned inquiries to describe how trade generates economic development and interdependence, and analyze the benefits and costs for individuals, producers, and governments.

3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages 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, monetary policy, exchange rates, and interest rates on domestic activity and world trade.

Examples may include but are not limited to: tariffs, quotas, export subsidies, product standards, other barriers.

3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.

3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.

E4 Personal Finance

4.1 Decision Making

Individually and collaboratively, students will engage in planned inquiries to describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.

4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.

Examples may include but are not limited to: interest, dividends, capital appreciation, income support from the government, social security.

4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.

4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.

4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.

4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.

4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.

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