

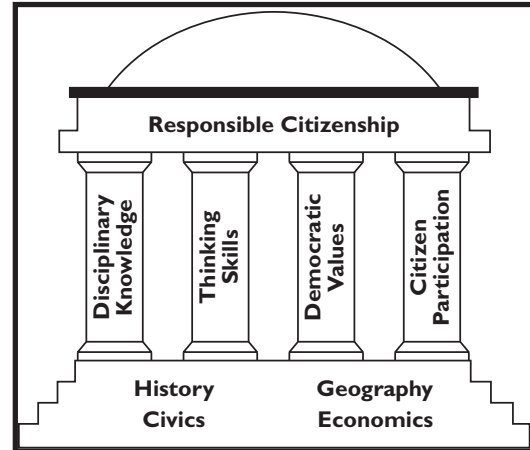


## THE GOALS OF SOCIAL STUDIES

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

## ACTIVE RESPONSIBLE CITIZENS

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



## The Responsible Citizen

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

## INTRODUCTION, PURPOSE OF THE REVISION, AND REVIEW PROCESS

The Michigan Department of Education (MDE) has conducted a review and update of Michigan's Content Standards for K-12 Social Studies. The purpose of this review was to update the existing standards that were adopted in 2006 by the Michigan Board of Education.

The charge given to the review teams was to use the College, Career and Civic Life (C3) Framework for State Standards developed by the National Council for the Social Studies to update Michigan's Social Studies K-12 Content Standards. The C3 was to be used as a lens to review, confirm, or revise Michigan Social Studies Content Standards so that they are fewer, clearer, and higher. In addition, the review teams were charged to incorporate issues of civil rights along with other modifications suggested based on close to a decade's worth of experience using the 2006 Michigan Content Standards. This document is divided into two sections including K-8 and High School.

Students should be prepared to gather Information, think and communicate critically understand information, learn and consider issues collaboratively, analyze issues, learn independently, draw and justify conclusions, create knowledge, organize and communicate information, and act ethically.

## ALIGNMENT TO THE COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS AND MICHIGAN CONTENT STANDARDS

The C3 framework has been developed by the National Council for the Social Studies in conjunction with major disciplinary organizations and 28 states including Michigan. In the college, career, and Civic Life (C3) Framework, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal.

The purpose of the document is to provide guidance for reviewing and updating state social studies standards. The C-3 framework organized around an “Arc of Inquiry” consisting of four dimensions. The four dimensions are:

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.

The C3 framework reinforces the idea that the development of critical thinking skills are at the heart of the social studies. The C3 Framework was most helpful in suggesting how Michigan’s Process skills could be better integrated into the Michigan Social Studies Framework.

In Michigan, Dimension 2 *Applying disciplinary concepts and tools* of the C3 is integrated into the GLCEs and HSCEs. The other three dimensions are represented in Michigan’s Process Standards, which are organized into four groups.

Process Standards Group 1: Reading and Communication.

Process Standards Group 2: Inquiry, Research, and Analysis

Process Standards Group 3: Public Discourse and Decision Making

Process Standards Group 4: Citizen Involvement

Michigan’s Process Standards correspond well with the C3 Arc of Inquiry and include a strong emphasis on continuing to develop reading, information processing, and communication skills consistent with English Language Arts and Mathematics Content Standards.

Process standards are developed at some level in all social studies classes. Grade level appropriate sets of standards are included for all grades.

The task of aligning the curriculum is integrating the Process Standards with the Content Standards to meet the unique needs of students and make the best use of teachers while still helping every student learn basic content and skills.

# Welcome to Michigan's Grade Level Content Expectations for Social Studies (K-8)

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

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics.

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 original Standards fit well with the Four Dimensions of the C3 Framework.

- |  |  |
|--|--|
| • acquiring, organizing, and presenting social studies information   | Dimension 2 Applying Disciplinary concepts           |
| • conducting investigations on social studies questions              | Dimension 1 Developing Questions & Planning Inquires |
| • analyzing public issues in our various communities                 | Dimension 3 Evaluating Sources                       |
| • engaging in constructive conversation around social studies topics | Dimension 4 Communication Conclusions                |
| • composing cohesive essays expressing a position on public issues   | Dimension 4 Communication Conclusions                |
| • participating constructively as community members                  | Dimension 4 Taking informed action                   |

## THE K-12 SOCIAL STUDIES GLCE WERE DEVELOPED TO MEET THE FOLLOWING CRITERIA:

### Rigor

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

### Clarity

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

### Specificity

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

### Focus

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

### Progression

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

### Coherence

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

## Understanding the Organizational Structure

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

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

## Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.

# 6 – E 2 . 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 standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

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

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

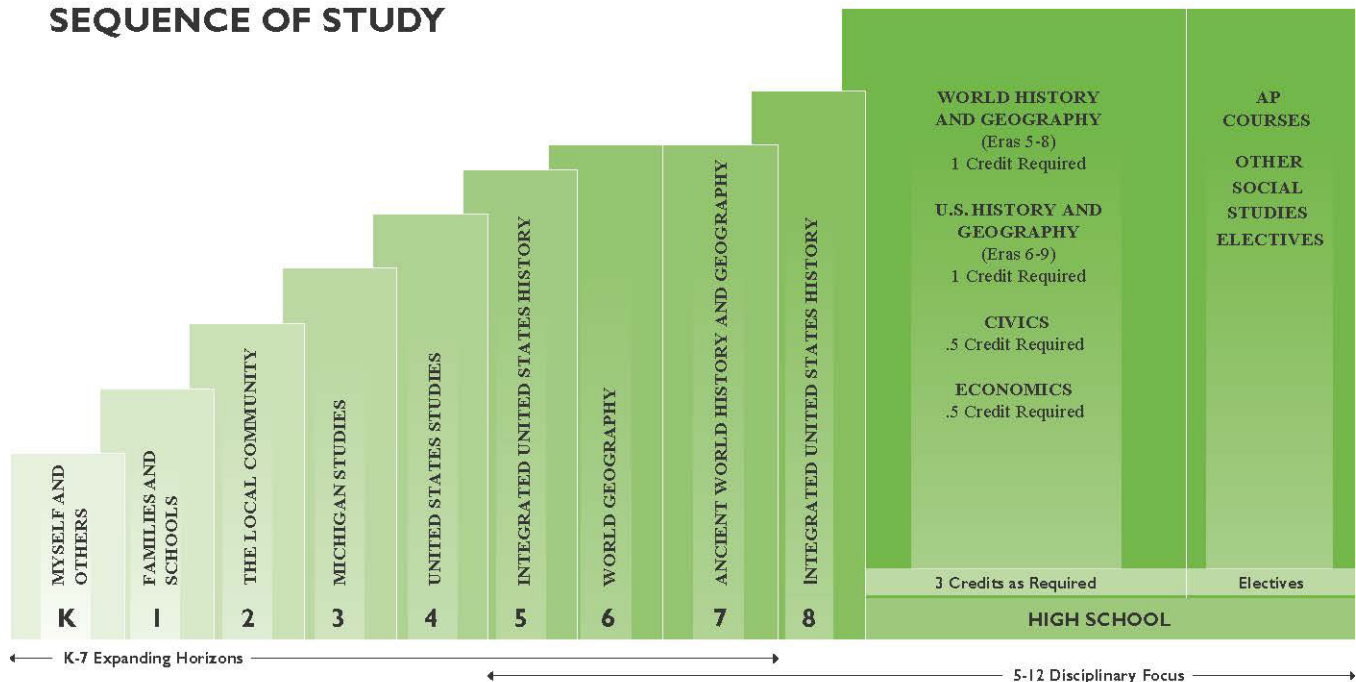
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – 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

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., ). The references indicate integration of the content.

## SEQUENCE OF STUDY



## Using the K- 8 Social Studies GLCE

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

Several considerations are important as teachers use the Grade Level Content Expectations to plan instruction.

- **Integrate acquisition of content (in the GLCEs) with process and skill development.** Development of basic skills interpreting text, data, graphs and maps in elementary and middle schools are important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, are none the less 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 which helps students develop the kind of reasoned and informed decision making 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.
- **GLCEs are content guides, not curriculum organizers.** GLCEs do 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.
- **GLCEs differentiate between required and suggested content.** Content in parentheses with an e.g. are intended as examples to clarify and are not required content. In addition, many e.g.s and bulleted points in the previous standards have been moved to appendices. These might be used in the prompt of an assessment question, but will not be the focus of a question.

## K- 4 Overview

K-4 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.”
First	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.
Second	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.
Third	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
Fourth	United States Studies	Using the context of the United States, fourth 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.



# K - 4 Overview

K-4 Social Studies Overview Chart

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

# Social Studies Process and Skills: Grades K-4

## **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 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 core democratic values or constitutional principles to support a position on an issue.

**P3.3** Construct an arguments and justify a decisions 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 Citizen Involvement**

**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****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 (e.g., *birth, crawling, walking, loss of first tooth, first day of school*).

K – H2.0.3 Describe ways people learn about the past (e.g., *photos, artifacts, diaries, stories, videos*).

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

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

K – G1.0.1 Recognize that maps and globes represent places.

K – G1.0.2 Use directions or positional words (e.g., *up/down, in/out, above/below*) to identify significant locations in the classroom.

**G2 Places and Regions**

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

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

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

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

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

*Explain why people create governments.*

K – C1.0.1 Identify and explain reasons for rules at home and in school (e.g., *provide order, maintain safety*).

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

K – C2.0.1 Identify our country's flag and describe its importance as a symbol of the United States.

K – C2.0.2 Describe fair ways for groups to make decisions.

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

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

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

**ECONOMICS****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 CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Public Issues**

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

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

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

*Communicate a reasoned position on a public issue.*

- K – P3.3.1 Express a position on a classroom issue.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- K – P4.2.2 Participate in projects to help or inform others.

**HISTORY****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.
- 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 Retell in sequence important ideas and details from stories about families or schools.
- 1 – H2.0.4 Use historical sources (*e.g., photos, diaries, oral histories, artifacts and videos*) to draw possible conclusions about family or school life in the past.
- 1 – H2.0.5 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- 1 – H2.0.6 Identify the events or people celebrated during United States national holidays and why we celebrate them (*e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day*).

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

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

- 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- 1 – G1.0.2 Describe places using absolute location (*e.g., home address*) or relative location (*e.g., left, right, front, back, next to, near*).
- 1 – G1.0.3 Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes.

**G2 Places and Regions**

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

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

**G4 Human Systems**

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

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

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- 1 – G5.0.1 Describe ways in which people modify (*e.g., cutting down trees, building roads*) and adapt to the environment (*e.g., clothing, housing, transportation*).
- 1 – G5.0.2 Describe ways in which the physical environment in a place or region (*e.g., weather, terrain, etc.*) affects people's lives.

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

*Explain why people create governments.*

- 1 – C1.0.1 Explain the need for, and purposes of, rules (e.g., *to promote fairness, ensure the common good, maintain safety*).
- 1 – C1.0.2 Give examples of the use of power with authority (e.g., *principal, teacher or bus driver enforcing school rules*) and power without authority (e.g., *types of bullying, taking cuts in line*) in school.

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- 1 – C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community.
- 1 – C2.0.2 Identify and explain how important symbols of the United States of America represent core democratic values.

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

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

- 1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., *taking care of oneself, respect for the rights of others, following rules, getting along with others*).
- 1 – C5.0.2 Describe situations in which people act as good citizens and explain how those actions demonstrate core democratic values.

**ECONOMICS****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 (e.g., *providing goods and services to others, jobs*).
- 1 – E1.0.6 Describe how money simplifies trade.

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

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

- 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 Citizen Involvement**

*Communicate a reasoned position on a public issue.*

- 1 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 1 – P4.2.2 Participate in projects to help or inform others.

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

*Use historical thinking to understand the past.*

- 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2 Use different descriptions 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 a significant historical change.
- 2 – H2.0.4 Describe changes in the local community over time (*e.g., types of businesses, architecture, land use, jobs, transportation, technology, population*).
- 2 – H2.0.5 Describe how community members responded to a problem in the past.
- 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (*e.g., data gathered from local residents, artifacts, photographs*).

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

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

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

**G2 Places and Regions**

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

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

**G4 Human Systems**

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

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

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

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



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

*Explain why people create governments.*

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

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects core democratic values (e.g., patriotism, justice, common good, etc.)

**C3 Structure and Functions of Government**

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

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

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

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

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

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

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

- 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 – E1.0.2 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 Identify the benefits and costs of making various personal decisions.

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

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

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

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

*Communicate a reasoned position on a public issue.*

- 2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- 2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 – P4.2.2 Participate in projects to help or inform others.

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

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

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

- 3 – G1.0.1 Use cardinal directions (*north, south east west*) scale, and key or legend to describe the relative location and characteristics of major 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 maps and cardinal directions to describe Michigan’s location in the United States and in North America.

**G2 Places and Regions**

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

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

**G4 Human Systems**

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

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

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

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

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

*Explain why people create governments.*

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

**C2 Values and Principles of American Government**

*Understand values and principles of American constitutional democracy.*

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

**C3 Structure and Functions of Government**

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

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

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

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

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

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

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

- 3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3 – E1.0.2 Identify incentives (e.g., sales, coupons) that influence economic decisions people make in Michigan.
- 3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, furniture making, and tourism).
- 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 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 (e.g., cherries grown in Michigan area sold in Florida; oranges grown in Florida area sold in Michigan).

**E3 International Economy**

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

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

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

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

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

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

*Communicate a reasoned position on a public issue.*

- 3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*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

**H3 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 (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 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 the United States. (G, C, E)
- 4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
- 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
- 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. (G, E)
- 4 – H3.0.7 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)

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

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

- 4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., *Where is it? What is it like there? Why is it there? How is it connected to other places?*).
- 4 – G1.0.2 Identify and describe the characteristics and purposes (e.g., *measure distance, determine relative location, classify a region*) of a variety of geographic tools and technologies (e.g., *globe, map, satellite image*).
- 4 – G1.0.3 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 (e.g., *political regions, economic regions, landform regions, vegetation regions*).
- 4 – G2.0.2 Locate and describe human and physical characteristics of major United States 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. (H)
- 4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., *forms of shelter, language, food*). (H)
- 4 – G4.0.3 Describe some of the movements of resources, goods, people, jobs and information to, from, or within the United States, and explain the reasons for the movements.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- 4 – G5.0.1 Assess the causes and positive and negative consequences of human activities in different parts of the country (e.g., *agriculture, forestry, urban, and suburban development*).

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

*Explain why people create governments.*

- 4 – C1.0.1 Identify questions that political scientists ask (e.g., *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 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- 4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 – C2.0.2 Describe how rights guaranteed by the Constitution and the Bill of Rights, and Core Democratic Values, are involved in everyday situations.

**C3 Structure and Functions of Government**

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

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

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

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

- 4 – C5.0.1 Explain responsibilities of citizenship.
- 4 – C5.0.2 Explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities.
- 4 – C5.0.3 Describe ways citizens can work together to promote the values and principles of American democracy.



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

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

- 4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., *What is produced? How is it produced? Who gets what is produced?*)
- 4 – E1.0.2 Describe some characteristics of a market economy (e.g., *private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization*).
- 4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.
- 4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
- 4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., *assembly line*). (H)
- 4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., *supply, demand*).
- 4 – E1.0.7 Describe the exchange of goods and services and the role of money (circular flow model).
- 4 – E1.0.8 Explain why public goods (e.g., *national monuments, interstate highways, public libraries, public parks*) are not privately owned. (H)

**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 (e.g., *changing demand for natural resources, changes in technology, changes competition*). (H)

**E3 International Economy**

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

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

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

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

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

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

*Communicate a reasoned position on a public issue.*

- 4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*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.

# UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below.

Grades 5-8 Social Studies Organizational Chart			
GRADE 5 Integrated U.S. History	GRADE 6 World Geography	GRADE 7 World History and Geography	GRADE 8 Integrated U.S. History
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation
Grade Level Focus	Grade Level Focus	Grade Level Focus	Grade Level Focus
Thematic Analysis of U.S. History Eras 1-3 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 EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> <li>The World in Spatial Terms</li> <li>Places and Regions</li> <li>Physical Systems</li> <li>Human Systems</li> <li>Environment and Society</li> </ul> C Civic Perspective <ul style="list-style-type: none"> <li>Purposes of Government</li> <li>Role and Functions of Government</li> <li>Values and Principles of American Democracy</li> <li>Role of the Citizen in American Democracy</li> </ul> E Economic Perspective <ul style="list-style-type: none"> <li>Individual, Business, and Government Choices</li> <li>Economic Systems</li> </ul> P Public Discourse, Decision Making, and Citizen Involvement	<b>GEOGRAPHY</b> G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present <b>CIVICS AND GOVERNMENT</b> C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs <b>ECONOMICS</b> E1 The Market Economy E2 The National Economy E3 International Economy <b>PUBLIC DISCOURSE AND DECISION MAKING</b>	<b>HISTORY</b> H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> W4 WHG Era 4 <i>Interactions Across Time and Space</i> <b>CIVICS AND GOVERNMENT</b> C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs EMBEDDED IN CONTEXT OF HISTORY <b>GEOGRAPHY</b> G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present <b>ECONOMICS</b> E1 The Market Economy E2 The National Economy E3 International Economy <b>PUBLIC DISCOURSE AND DECISION MAKING</b>	Thematic Analysis of U.S. History Eras 3-5 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 CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> <li>The World in Spatial Terms</li> <li>Places and Regions</li> <li>Human Systems</li> <li>Environment and Society</li> </ul> C Civic Perspective <ul style="list-style-type: none"> <li>Conceptual Foundations</li> <li>Role and Functions of Government</li> <li>Values and Principles of American Democracy</li> <li>Role of the Citizen in American Democracy</li> </ul> E Economic Perspective <ul style="list-style-type: none"> <li>Individual, Business, and Government Choices</li> <li>Competitive Markets</li> <li>Prices, Supply, and Demand</li> <li>Role of Government</li> <li>Economic Interdependence</li> </ul> P Public Discourse, Decision Making, and Citizen Involvement

# Social Studies Process and Skills: Grades 5-8

## **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, 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 core 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.

## **P4 Citizen Involvement**

**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.

## INTEGRATED\* UNITED STATES HISTORY ORGANIZED BY ERA

### **USHG ERA 1 – Beginnings to 1620**

- 1.1 American Indian Life in the Americas<sup>1</sup>
- 1.2 European Exploration
- 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

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

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

**U1 USHG ERA 1 – BEGINNINGS TO 1620****U1.1 American Indian Life in the Americas**

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

- 5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (G)
- 5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (G)
- 5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (G, C, E)

**U1.2 European Exploration**

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

- 5 – U1.2.1 Explain the technological (*e.g., invention of the astrolabe and improved maps*), and political developments, (*e.g., rise of nation-states*), that made sea exploration possible. (G, C)
- 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 (*e.g., economic, political, cultural, and religious*). (G, C, E)

**U1.3 African Life Before the 16th Century**

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

- 5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (G)
- 5 – U1.3.2 Describe the life and cultural development of people living in western 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. (G, E, C)

**U1.4 Three World Interactions**

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

- 5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (G)
- 5 – U1.4.2 Use primary and secondary sources (*e.g., letters, diaries, maps, documents, narratives, pictures, graphic data*) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (G, C, E)
- 5 – U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (G, C, E)
- 5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (G, E)

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

### U2.1 European Struggle for Control of North America

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

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

### U2.2 European Slave Trade and Slavery in Colonial America

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

- 5 – U2.2.1 Describe Triangular Trade including
- the trade routes (E, G)
  - the people and goods that were traded (E)
  - the Middle Passage
  - its impact on life in Africa. (G)
- 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.
- 5 – U2.2.3 Describe how Africans living in North America drew upon their African past (*e.g., sense of family, role of oral tradition*) and adapted elements of new cultures to develop a distinct African-American culture. (G)

### 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. (G)
- 5 – U2.3.2 Describe the daily life 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 (*e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians*).
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (*e.g., cash crop farming, slavery, indentured servants*). (E)
- 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (G)

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

### U3.1 Causes of the American Revolution

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

- 5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (C, E)
- 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. (C)
- 5 – U3.1.3 Using an event from the Revolutionary era (*e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures*), explain how British and colonial views on authority and the use of power without authority differed (views on representative government). (C)
- 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
- 5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 – U3.1.7 Describe how colonial experiences with self-government (*e.g., Mayflower Compact, House of Burgesses and town meetings*) and ideas about government (*e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government*) influenced the decision to declare independence. (C)
- 5 – U3.1.8 Identify a problem confronting people in the colonies, 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 of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (G, E)
- 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
- 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (G, C)



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

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

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

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

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

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

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

*Communicate a reasoned position on a public issue.*

- 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*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.

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 International Economy
  - 3.1 Economic Systems
  - 3.3 Economic Interdependence

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT**

## 6TH GRADE WORLD GEOGRAPHY

## GEOGRAPHY

## G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

Describe relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing information to explain the patterns and relationships among people, their cultures, and the natural environment. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information.

**G1.1 Spatial Thinking**

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

World and regional maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to present information so that it can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” and “What effect does this location have?”

- 6 – G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.
- 6 – G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.

**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 environment, in their community and within the larger world context.*

Students use information to make reasoned judgments based on the authenticity of the information, their skill at critically analyzing the information, and presenting 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.
- 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.
- 6 – G1.2.5 Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.
- 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.

### G1.3 Geographical Understanding

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

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

- 6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.
- 6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## G2 PLACES AND REGIONS

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

### G2.1 Physical Characteristics of Place

*Describe the physical characteristics of places.*

- 6 – G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study.
- 6 – G2.1.2 Describe the basic patterns and processes of plate tectonics (*e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire*).
- 6 – G2.1.3 Describe the characteristics of major world climates (*e.g., tropical wet and wet dry, arid and semi-arid, sub-tropical, continental, and arctic*), and ecosystems (*e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps*).

### G2.2 Human Characteristics of Place

*Describe the human characteristics of places.*

- 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.
- 6 – G2.2.3 Explain how culture and experience influence people's perception of places and regions.
- 6 – G2.2.4 Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.

**G3 PHYSICAL SYSTEMS**

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

**G3.1 Physical Processes**

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

- 6 – G3.1.1 Construct, interpret, and compare climate graphs at different latitudes and locations.
- 6 – G3.1.2 Explain the factors which cause different types of climates (*e.g., latitude, elevation, marine and continental locations, and rain shadow effect*).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the 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, landforms, location, and human factors.
- 6 – G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how land-use changes with technology.

**G4 HUMAN SYSTEMS**

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

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

**G4.1 Cultural Mosaic**

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

- 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 consequences.
- 6 – G4.1.2 Compare the roles of men and women in different societies.
- 6 – G4.1.3 Describe cultures of the region being studied including the major languages and religions.
- 6 – G4.1.4 Explain how cultural patterns influence environments and the daily lives of people.

**G4.2 Technology Patterns and Networks**

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

- 6 – G4.2.1 Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.

**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.
- 6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do (*e.g., coastal and river towns in the past and present, location of megacities*).
- 6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

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

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

- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (*e.g., control/use of natural resources, power, wealth, and cultural diversity*).
- 6 – G4.4.2 Evaluate from different perspectives, examples of cooperation and conflict within the region under study.

### G5 ENVIRONMENT AND SOCIETY

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

#### G5.1 Humans and the Environment

*Describe how human actions modify the environment.*

- 6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.
- 6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.
- 6 – G5.1.3 Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.

#### G5.2 Physical and Human Systems

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

- 6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.
- 6– G5.2.2 Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

### G6 GLOBAL ISSUES (G1.2.1)

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

- 6 – G6.1.1 **Contemporary Investigations** - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.

#### Contemporary Investigation Topics

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

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

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

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

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

## 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 competing ideas about the purposes of government in different countries.

6 – C1.1.2 Examine what it means to be a citizen in different countries.

### 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.

6 – C3.6.2 Compare and contrast various forms of government (*e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies*) around the world.

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

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

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

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

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

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (*e.g., migration and human rights*).

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

## ECONOMICS

### E1 THE MARKET ECONOMY

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

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

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

6 – E1.1.1 Explain how incentives in different economic systems can change the decision-making process (e.g. *acquiring money, profit, goods, wanting to avoid loss in position in society, job placement*).

### E2 THE NATIONAL ECONOMY

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

#### E2.3 Role of Government

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

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

### E3 INTERNATIONAL ECONOMY

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

#### E3.1 Economic Interdependence

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

6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.1.2 Use the circular flow of economic activity to diagram or map the flow of materials, labor, and capital into a manufactured consumer good sold in the marketplace.

6 – E3.1.3 Explain how communication innovations have affected economic interactions and where and how people work (e.g., *internet-based home offices, international work teams, international companies*).

#### E3.3 Economic Systems

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

6 – E3.3.1 Explain and compare how economic systems (traditional, command, 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?

6 – E3.3.2 Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., *oil, coal, natural gas, nuclear, biomass, solar, and wind*).



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

**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication  
About a Public Issue, and Citizen Involvement**

- 6 – P3.1.1 Clearly state 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.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue at the local to global scales.

**P4.2 Citizen Involvement**

*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 a national or international problem studied.
- 6 – P4.2.3 Participate in projects to help or inform others (*e.g., service learning projects*).

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 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 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 the Earth
  - 1.2 Agricultural Revolution
- W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
  - 2.1 Early Civilizations and Early Pastoral Societies
- W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires
  - 3.1 Classical Traditions in Regions of the Eastern Hemisphere
  - 3.2 Growth and Development of World Religions
- W4 WHG Era 4 – Expanding and Intensified Hemispheric Interactions
  - 4.1 Crisis in the Classical World, World Religions, Trade Networks and Contacts
  - 4.2 Growth of Islam and Dar-al-Islam, Unification of Eurasia under the Mongols, The Plague

#### GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)
  - 1.2 Geographical Inquiry and Analysis
- G6 Global Issues Past and Present
  - 6.1 Global Topic Investigation and Issue Analysis

#### CIVICS AND GOVERNMENT

- C1 Purposes of Government
  - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
  - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
  - 4.3 Conflict and Cooperation Between and Among Nations

#### ECONOMICS

- E1 The Market Economy
  - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
  - 2.3 Role of Government
- E3 International Economy
  - 3.1 Economic Systems
  - 3.3 Economic Interdependence

#### PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

## 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.*

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

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

#### H1.2 Historical Inquiry and Analysis

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

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

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (*e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis*).

7 – 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.

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.*

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

- 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (*e.g., political, economic, religion/ belief, science/technology, written language, education, family*).
- 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 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 B.C.E./B.C.

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

### W1.1 Peopling of the Earth

*Describe the spread of people during Era 1.*

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

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

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

- 7 – W1.2.1 Describe the transition 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 (*e.g., available water for irrigation, adequate precipitation, and suitable growth season*). (G)
- 7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)
- 7 – W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations (*e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile*). (G, C, E)

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

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

**W2.1 Early Civilizations and Major Empires**

*Analyze early Eastern Hemisphere civilizations and pastoral societies.*

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

- 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
- verbal vocalizations
  - standardization of physical (rock, bird) and abstract (love, fear) words
  - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)
- 7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)
- 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 (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)
- 7 – W2.1.4 Examine early civilizations to describe their common features (*e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication*).
- 7 – W2.1.5 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (*e.g., plants, crops, plow, wheel, bronze metallurgy*).
- 7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

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

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

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

#### W3.1 Classical Traditions

*Analyze classical civilizations and empires and their lasting impact.*

- 7 – W3.1.1 Describe the characteristics that classical civilizations share (*e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries*).
- 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)
- 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)
- 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)
- 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)
- 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)
- 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (*e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks*). (G, E)
- 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (*e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire*). (C)
- 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.
- 7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (*e.g., trade routes and their significance, supply and demand for products*). (E)

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

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

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

- 7 – W3.2.1 Identify and describe the beliefs of the six major world religions.
- 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)

## W4 WHG ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

### W4.1 Cross-temporal or Global Expectations

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

- 7 – W4.1.1 **Crisis in the Classical World** -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C, G, E)
- 7 – W4.1.2 **World Religions** -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)
- 7 – W4.1.3 **Trade Networks and Contacts** – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including
  - land-based routes across the Sahara, Eurasia and Europe
  - water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)

### W4.2 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.*

- 7 – W4.2.1 **Growth of Islam and Dar al-Islam** [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including
  - The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
  - diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (G)
  - role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
  - the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)
- 7 – W4.2.2 **Unification of Eurasia under the Mongols** -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.
- 7 – W4.2.3 **The Plague** -- Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.

### W4.3 Regional Expectations

*Some regional expectations are included to set the stage for the emergence of the first global age and the Columbian Exchange.*

- 7 – W4.3.1 **Africa to 1500**-- Describe the diverse characteristics of early African societies by:
- Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai).
  - Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)
- 7 – W4.3.2 **The Americas to 1500** -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.
- 7 – W4.3.3 **China to 1500** -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.
- 7 – W4.3.4 **Western Europe to 1500** -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.

### (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)

Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment in a historical context.

### G1.2 Geographical Inquiry and Analysis

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the era under study.*

- 7 – G1.2.1 Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.
- 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 – G4.4.2 Describe examples of cooperation and conflict within the era under study.



**G6 GLOBAL TOPIC INVESTIGATION AND ANALYSIS (P2)**

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global 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.

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

- 7 – G6.1.1 **Investigations Designed for World History Eras 1-4** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

**Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography****WHG Era 1**

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

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

**WHG Era 2**

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

**CIVICS AND GOVERNMENT****C1 PURPOSES OF GOVERNMENT**

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

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

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

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

- 7 – C1.1.1 Compare and contrast principles and competing ideas about the purposes of government in historical societies.
- 7 – C1.1.2 Examine what it has meant to be a citizen in the era under study.

**C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT**

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

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

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

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

7 – C3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.

7 – C3.6.2 Compare and contrast various forms of government in the eras under study.

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

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

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

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

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

7 – C4.3.1 Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.

7 – C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

**ECONOMICS****E2 THE NATIONAL ECONOMY**

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

**E2.3 Role of Government**

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

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

7 – E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.

**E3 INTERNATIONAL ECONOMY**

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

**E3.1 Economic Interdependence**

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

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

- 7 – E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.

**E3.3 Economic Systems**

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

An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services.

- 7 – E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

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

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

**P4.2 Citizen Involvement**

*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.
- 7 – P4.2.3 Participate in projects to help or inform others (*e.g., service learning projects*).

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

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

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

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

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

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

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

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

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

- 5.1 The Coming of Civil War
- 5.2 Civil War
- 5.3 Reconstruction
- 5.4 Policy Issues in USHG Eras 3-5

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

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

**FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-3**

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

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

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

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. (C2)

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

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

## U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

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

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

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

- 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)
- 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. (E1.4)
- 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)
- 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

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

## U4.1 Challenges to an Emerging Nation

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

- 8 – U4.1.1 **Washington’s Farewell** – Use Washington’s Farewell Address to analyze Washington’s perspective on the most significant challenges the new nation faced (*e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power*) (C4)
- 8 – U4.1.2 **Establishing America’s Place in the World** – Explain the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)
- 8 – U4.1.3 **Challenge of Political Conflict** – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.
- 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 the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

- 8 – U4.2.1 **Comparing Northeast and the South** – Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of
- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)
  - industry, including entrepreneurial development of new industries, such as textiles (E1.1)
  - the labor force including labor incentives and changes in labor forces (E1.2)
  - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)
  - 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** – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)
- 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 American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)

## U4.3 Reform Movements

*Analyze the growth of antebellum American reform movements.*

- 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
- 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)
- 8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (*e.g., Susan B. Anthony and Elizabeth Cady Stanton*) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

**U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)****U5.1 The Coming of the Civil War**

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

- 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (*e.g., the establishment of Michigan as a free state*). (G12)
- 8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)
- 8 – U5.1.4 Describe how the following increased sectional tensions
- the Missouri Compromise (1820)
  - the Wilmot Proviso (1846)
  - the Compromise of 1850 including the Fugitive Slave Act
  - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
  - the Dred Scott v. Sandford decision (1857)
  - changes in the party system (C2; C3)
- 8 – U5.1.5 Describe the resistance of enslaved people (*e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad*) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)

**U5.2 Civil War**

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

- 8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)
- 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the
- critical events and battles in the war
  - the political and military leadership of the North and South
  - the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)
- 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to
- his military and political leadership
  - the evolution of his emancipation policy (including the Emancipation Proclamation)
  - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)



**U5.3 Reconstruction**

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

- 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the
- policies of the Freedmen’s Bureau (E2.2)
  - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)
- 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

**U5.4 Investigation Topics and Issue Analysis (P2)**

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

- 8 – U5.4.1 **United States History Investigation Topic and Issue Analysis, Past and Present** – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)

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

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

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

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

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

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

**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

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

**P4.2 Citizen Involvement**

*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 (*e.g., service learning projects*).

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

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

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

## Understanding Social Studies HSCE Coding

Each Social Studies HSCE is made up of four parts: the grade, the standard category, the standard, and the expectation.

**U S H & G 8 . 3 . 4**  
Class                      Standard Category    Standard    Expectation

United States History & Geography Example = USH&G, 8th Standard Category, 3rd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc.). The references indicate integration of the content.

## Understanding the Organizational Structure

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

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
H1 The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		G1 The World in Spatial Terms: Geographical Habits of Mind 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 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence  G5 Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems  G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)	C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government  C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles  C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States  C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations  C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions  C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse 6.2 Participating in Civic Life	E1 The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government  E2 The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy  E3 International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade  E4 Personal Finance 4.1 Decision Making
<b>Themes Representing National Standards (K-4)</b>  H2 Living and Working Together in Families and Communities, Now and Long Ago  H3 The History of Michigan and the Great Lakes Region  H4 The History of the United States  H5 The History of Peoples from Many Cultures Around the World				
<b>Eras Representing National Standards (5-12)</b>  Global Analysis of World History Eras 1-8 from two perspectives <ul style="list-style-type: none"> <li>• Cross-temporal/Global</li> <li>• Interregional/Comparative</li> </ul> W1 Beginnings of Human Society  W2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples  W3 Classical Traditions, World Religions, and Major Empires  W4 Expanding and Intensified Hemispheric Interactions  W5 Emergence of the First Global Age  W6 An Age of Global Revolutions  W7 Global Crisis and Achievement  W8 The Cold War and Its Aftermath		Thematic Analysis of U.S. History Eras 1-9 U1 Beginnings to 1620 U2 Colonization and Settlement U3 Revolution and the New Nation U4 Expansion and Reform U5 Civil War and Reconstruction U6 The Development of an Industrial, Urban, and Global United States U7 The Great Depression and World War II U8 Post-World War II United States U9 America in a New Global Age		
<b>Social Studies Knowledge, Processes, and Skills</b> P1 Reading and Communication [read and analyze graphs, maps and text, interpret primary and secondary sources, communicate effectively, use evidence] P2 Inquiry Research and Analysis [ask questions, conduct investigations, find and interpret and evaluate information, analyze issues] P3 Public Discourse and Decision Making [identifying and analyze public issues, public discourse, considering different perspectives and applying core democratic values, argumentation] P4 Citizen Involvement [rule of law, assess options and plan activities, evaluate effectiveness]				

## High School Content Expectations

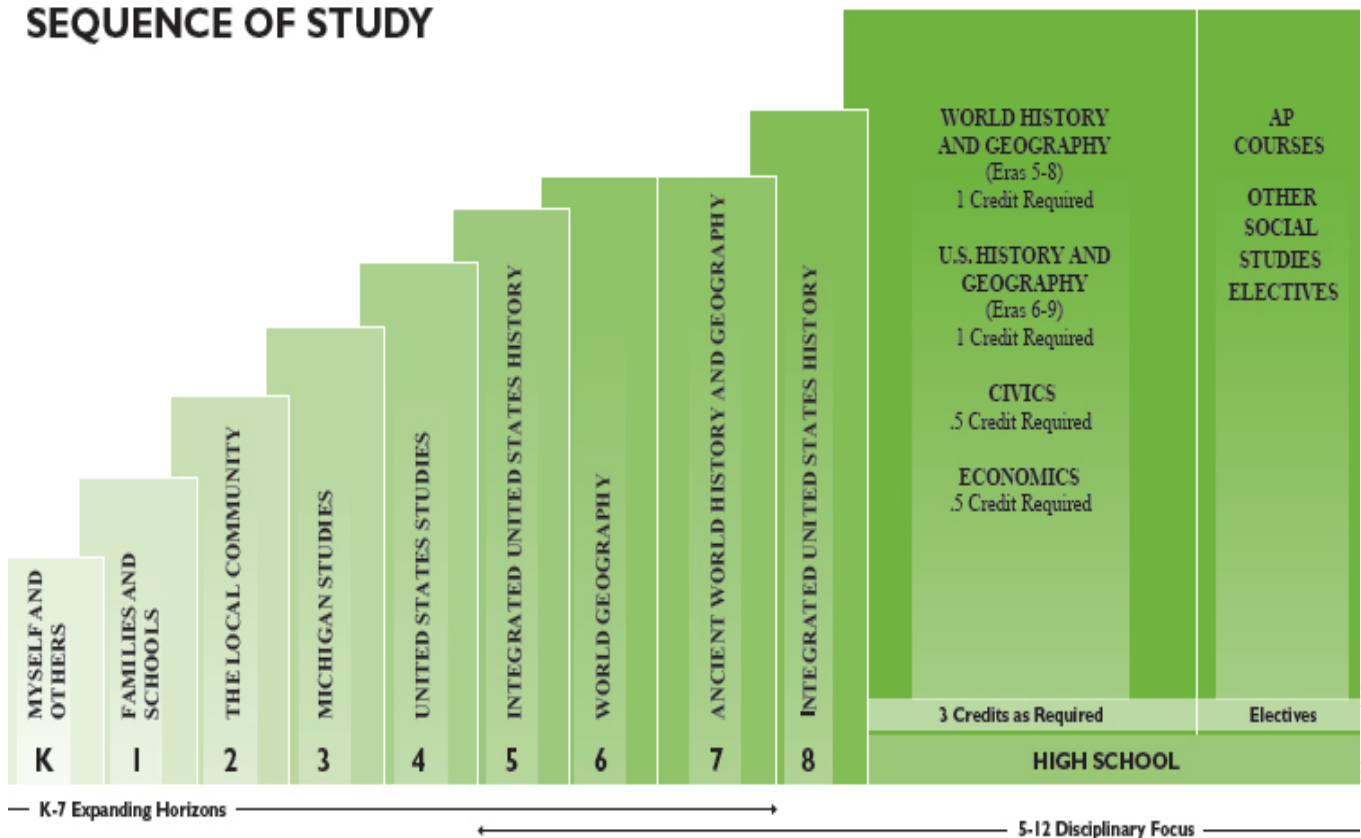
The High School Standards and Content Expectations for Social Studies are organized by Course/Credit title. The expectations define specific disciplinary knowledge and skills for each course/credit, and include standards and expectations in two other important categories: General Social Science Knowledge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

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

# Michigan High School Social Studies

## WORLD HISTORY AND GEOGRAPHY

### SEQUENCE OF STUDY



## 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.
- Compare within and among regions and societies, and across time.
- Develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity.

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

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

Two complementary frameworks organize the content expectations. Using time, the K-12 expectations are presented in eight, overlapping historical eras. The high school expectations begin with a short set of foundational expectations, and include ERAs 5-8 and conclude with a set of contemporary global issues.

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

- Era 5 The Emergence of the First Global Age, 15th to 18th Centuries
- Era 6 An Age of Global Revolutions, 18th Century to 1914
- Era 7 Global Crisis and Achievement, 1900 to 1945
- Era 8 The Cold War and its Aftermath: The 20th Century Since 1945
- Contemporary Global Issues

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

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

**Recommended Regional expectations** provide options for focusing on events within a particular region such as Latin America through the 18th century, the Russian Revolution, or the rise of Fascism in Europe. They provide concrete examples for teaching transferable, conceptual knowledge in the interregional and global spatial scales. Regional expectations are designed to be selected in support of the interregional and global expectations.

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

To emphasize the idea that the regional standards are standards to be used selectively many of the bulleted points in the standards and some of the regional standards have been removed and put in an appendix. While those bullets are useful to help guide instruction, they had the effect of becoming a check list of facts that teacher felt they had to cover to prepare their students for the state assessment. Covering all of the regional expectations tended to mean that many teachers were not able to get through the eras to contemporary global issues. By putting the regional expectations in an appendix, they become a resource for teachers to select from to support instruction in the global and interregional standards.

### 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, spatial, civic, and economic thinking.
- Active social studies inquiry is essential. The Arc of Inquiry is a description of the process which helps students develop the kind of reasoned and informed decision making needed for active citizenship in American Society.
- Represents Content Expectations and not Pedagogical Organization. Beyond the High School courses needed to develop state assessment, the HSCE do 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.
- Differentiates between required and suggested (e.g.) content. Content in parentheses with and e.g. are intended as examples to clarify and are not required content. In addition, many e.g.s and bulleted points in the former standards have been shifted to appendices. These might be used in the prompt of an assessment question, but will not be the focus of a question.



# Overview of High School World History and Geography

Lens/Frame	Era 5 The Emergence of the First Global Age	Era 6 Age of Global Revolutions	Era 7 Global Crisis and Achievement	Era 8 The Cold War and Its Aftermath	Contemporary Global Issues
Global or Cross-Temporal Expectations	15th to 18th Centuries	18th Century to 1914	1900 to 1945	The 20th Century Since 1945	
Emerging Global System World Religions	Emerging Global System World Religions	Global Revolutions World-Wide Migrations and Population Changes Increasing Global Interconnections Changes in Economic and Political Systems Interpreting Europe's Increasing Global Power	Increasing Government and Political Power Comparative Global Power Twentieth Century Genocide Global Technology Total War	Origins of Cold War Cold War Conflicts End of Cold War Mapping the 20th Century	<b>CG1 Population</b>
European Exploration/ Conquest and Columbian Exchange Trans-African and Trans-Atlantic Slave Systems	European Exploration/ Conquest and Columbian Exchange Trans-African and Trans-Atlantic Slave Systems	Political Revolutions Growth of Nationalism and Nation-States Industrialization Imperialism	World War I Inter-War Period World War II Revolutionary and/or Independence Movements	The Legacy of Imperialism Independence, Decolonization, Democratization Movements Middle East	<b>CG2 Resources</b>
Ottoman Empire to 1800 East Asia South Asia/India Russia, Europe, and Latin America through 18th Century	Ottoman Empire to 1800 East Asia South Asia/India Russia, Europe, and Latin America through 18th Century	Europe East Asia Africa	Russian Revolution Europe and the Rise of Fascism and Totalitarian States Asia The Americas Middle East		<b>CG3 Patterns of Global Interactions</b>
Interregional or Comparative Expectations	European Exploration/ Conquest and Columbian Exchange Trans-African and Trans-Atlantic Slave Systems	Political Revolutions Growth of Nationalism and Nation-States Industrialization Imperialism	World War I Inter-War Period World War II Revolutionary and/or Independence Movements	The Legacy of Imperialism Independence, Decolonization, Democratization Movements Middle East	<b>CG4 Conflict, Cooperation, and Security</b>
Regional Expectations (optional)	Ottoman Empire to 1800 East Asia South Asia/India Russia, Europe, and Latin America through 18th Century	Europe East Asia Africa	Russian Revolution Europe and the Rise of Fascism and Totalitarian States Asia The Americas Middle East		

# World History and Geography (WHG) Content Statement Outline

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

## WORLD HISTORY AND GEOGRAPHY

### Eras 5 – 8 Addressed in WHG HSCE

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

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

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

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

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

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

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

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

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

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

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

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

#### Places and Regions

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

#### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

#### Human Systems

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

#### Environment and Society

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

#### Uses of Geography

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

### Disciplinary Knowledge

Historical and Geographic Knowledge and Perspective  
Historical and Geographic Analysis and Interpretation

#### World History Themes

Historical and Geographic Changes  
People, Cultures, and Ideas  
Economic and Technological Changes  
Changing Role of Global Powers

# GENERAL SOCIAL STUDIES PROCESS AND SKILLS HELD IN COMMON

## BY ALL HIGH SCHOOL SOCIAL STUDIES CREDITS

### **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 scientific 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, clarifying position, considering opposing views and applying core 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, reasoning, sequence, and supporting details used in creating a claim and the subsequent evidence used to support a claim for credibility.

### **P4 Citizen Involvement**

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 address local, regional or global problems.

# WORLD HISTORY AND GEOGRAPHY

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

### 5.1 Cross-temporal or Global Expectations

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

5.1.1 **Emerging Global System** – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era.  
(See 4.1.3; 5.3.6) (*National Geography Standard 11*)

5.1.2 **World Religions** – Analyze the impact of the diffusion of world religions on social, political, cultural, and economic systems.

### 5.2 Interregional or Comparative Expectations

*Analyze the impact of oceanic travel on interregional interactions.*

5.2.1 **European Exploration/Conquest and Columbian Exchange** – Explain the demographic, environmental, and political consequences of European oceanic travel and conquest; describe the geographic routes taken in the exchange of people, plants, animals and pathogens; and evaluate the impact of these exchanges in the late 15th and 16th centuries.

5.2.2 **Trans-African and Trans-Atlantic Slave Systems** – Compare and contrast the trans-Atlantic slave trade system to other systems of labor during this era with respect to their causes and consequences.

### 5.3 Recommended Regional Content Expectations

*Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations. Regional expectations are located in the appendix to this document.*

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

### 6.1 Global or Cross-temporal Expectations

*Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.*

- 6.1.1 **Global Revolutions** – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (*National Geography Standard 13*)
- 6.1.2 **World-wide Migrations and Population Changes** – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances. (*National Geography Standards 10 and 11*)
- 6.1.3 **Increasing Global Interconnections** – Describe increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, technologies and commodities. (*National Geography Standards 10 and 11*)
- 6.1.4 **Changes in Economic and Political Systems** – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
- 6.1.5 **Interpreting Europe’s Increasing Global Power** – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., *Renaissance, Reformation, demographic, economic, and social changes*) or factors external to Europe (e.g., *decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions*). (See 6.3.1; 6.3.2; 5.3.2) (*National Geography Standard 13*)

### 6.2 Interregional or Comparative Expectations

*Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.*

- 6.2.1 **Political Revolutions** – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (e.g. *American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions*) (*National Geography Standard 13*)
- 6.2.2 **Growth of Nationalism and Nation-states** – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., *Meiji Japan*). (See 6.1.1; 6.3.1; 6.3.2) (*National Geography Standard 10*)
- 6.2.3 **Industrialization** – Compare and contrast the origins, characteristics and consequences of industrialization in different regions by
  - describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (*National Geography Standard 11*)
  - describing the environmental impacts of industrialization and urbanization (*National Geography Standard 14*)
- 6.2.4 **Imperialism**– Analyze the political, economic, and social causes and consequences of imperialism by
  - using historical evidence and historical and modern maps to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (*National Geography Standard 16*).
  - describing the connection between imperialism and racism, including the social construction of race.

# WORLD HISTORY AND GEOGRAPHY

## 6.3 Recommended Regional Content Expectations

*Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations. Regional expectations are located in the appendix to this document.*

## WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

### 7.1 Global or Cross-temporal Expectations

*Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.*

- 7.1.1 **Increasing Government and Political Power** – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (*National Geography Standard 13*)
- 7.1.2 **Comparative Global Power** – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (*National Geography Standard 13*)
- 7.1.3 **Twentieth Century Genocide** – Use historical sources to analyze the causes and consequences of genocide in the 20th Century. (*National Geography Standard 9*)
- 7.1.4 **Global Technology** – Evaluate how significant technological and scientific innovations both benefited and imperiled humanity. (*National Geography Standard 11*)
- 7.1.5 **Total War** – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (*National Geography Standard 13*)

# WORLD HISTORY AND GEOGRAPHY

## 7.2 Interregional or Comparative Expectations

*Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.*

- 7.2.1 **World War I** – Explain the causes, characteristics, and long-term consequences of World War I by
- considering multiple perspectives on the effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism
  - describing the distinctive characteristics and impacts of the war on the soldiers and people at home including the use of propaganda (See 7.1.5)
  - explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (*National Geography Standard 13*)
- 7.2.2 **Inter-war Period** – Analyze the transformations that shaped world societies between World War I and World War II by
- examining the causes and consequences of the economic depression on different regions, nations, and the globe
  - describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)
  - comparing and contrasting the rise of nationalism in China, Turkey, and India (*National Geography Standard 10*)
- 7.2.3 **World War II** – Analyze the causes, course, characteristics, and immediate consequences of World War II by
- explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., *Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland*) (*National Geography Standard 13*)
  - explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (*National Geography Standard 10*)
  - analyzing the major turning points and unique characteristics of the war (See 7.1.5) (*National Geography Standard 17*)
  - explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (*National Geography Standard 13*)
  - analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (*National Geography Standard 6*)
  - describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (*National Geography Standard 6*)
- 7.2.4 **Revolutionary and/or Independence Movements** – Revolutionary and/or Independence Movements – Compare two revolutionary and/or Independence movements of this era (e.g., *Russia, Latin America, India, China, the Arab World, and Africa*) with at least one from the previous era. (*National Geography Standard 13*)

## 7.3 Recommended Regional Content Expectations

*Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations. Regional expectations are located in the appendix to this document.*

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA 8 – THE COLD WAR AND ITS AFTERMATH: THE 20TH CENTURY SINCE 1945

### 8.1 Global and Cross-temporal Expectations

*Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.*

- 8.1.1 **Origins of the Cold War** – Explain the economic, political, and military origins of the Cold War. (*National Geography Standard 13*)
- 8.1.2 **Cold War Conflicts** – Compare and contrast the causes and consequences of major Cold War conflicts, including the arms and space race, and conflicts in Asia, Africa, and Central America. (*National Geography Standard 13*)
- 8.1.3 **End of the Cold War** – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (*National Geography Standard 13*)
- 8.1.4 **Mapping the 20th Century** – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) (*National Geography Standard 1*)

### 8.2 Interregional or Comparative Expectations

*Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.*

- 8.2.1 **The Legacy of Imperialism** – Explain the impact of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War, including the changing nature of resource exploitation. (*National Geography Standards 11 and 16*)
- 8.2.2 **Independence, Decolonization, and Democratization Movements** – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (*National Geography Standards 13 and 17*)
- 8.2.3 **Southwest Asia** – Analyze the causes and consequences of conflicts in Southwest Asia. (*National Geography Standards 13 and 17*)



# WORLD HISTORY AND GEOGRAPHY

## CONTEMPORARY GLOBAL ISSUES

Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.

### CG1 Population

Explain the causes and consequences of population changes over the past 50 years by analyzing the

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)
- distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)
- relationship of the population changes to global interactions, and their impact on three regions of the world

*(National Geography Standards 9 and 17)*

### CG2 Resources

Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating

- change in spatial distribution and use of natural resources
- the differences in ways societies have been using and distributing natural resources
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent)
- the impact of humans on the global environment

*(National Geography Standard 16)*

### 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 its impact on those who labor.
- the exchanges of scientific, technological, and medical innovations.
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas.
- comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources

*(National Geography Standards 6 and 11)*

### CG4 Conflict, Cooperation, and Security

Analyze the causes and challenges of continuing and new conflicts by describing

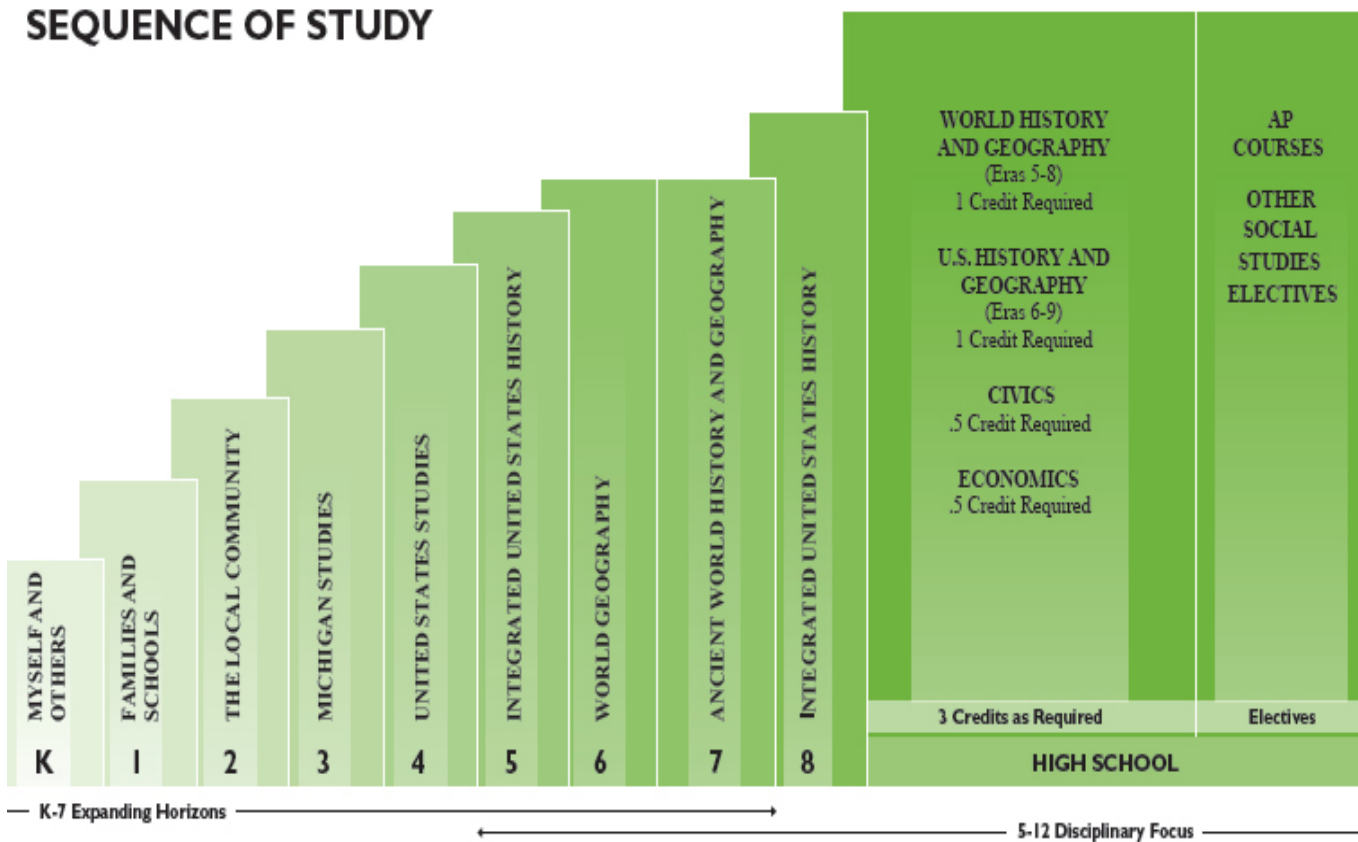
- tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)
- causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)
- local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies

*(National Geography Standards 10 and 13)*

# Michigan High School Social Studies

## U.S. HISTORY AND GEOGRAPHY

### SEQUENCE OF STUDY



## UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a 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.

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

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

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

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

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

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

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

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

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

### ***Michigan’s Content Expectations***

The high school expectations begin with a short set of foundational expectations, include ERAs 4- 8 and conclude with a set of contemporary global issues.

- Foundational Issues in U.S. History and Geography:
- The Development of an Industrial, Urban and Global United States, 1870-1930
- The Great Depression and World War II, 1920-1945
- Postwar United States, 1945 -1989
- America in a New Global Age, 1989 to the present

**Conclusion:**

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continues to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, or times and places where people or events challenged, violated, or expanded those ideas.

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

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

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

## Using the United States History and Geography HSCE: Things to Remember

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

**Integrates Geography and History** – In meeting these expectations, students will use the content and habits of mind of both history and geography to study America’s past and present. This document uses a temporal organizational scheme to present the content expectations. To make geography more visible as a tool for studying the past, National Geographic Standards are referenced after expectations where appropriate.

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

**Requires active, disciplined inquiry** – In using history and geography’s habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.<sup>6</sup> It entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen’s participation in 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** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer *examples* for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

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

# U.S. History and Geography Content Expectations

## History Themes

- 1 Change and Continuity in American 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

### Era 1 (Grade 5) Beginnings to 1620

- American Indian Life in the Americas
- American Fundamental Values and Principles
- Three World Interactions

### Era 2 (Grade 5) Colonization and Settlement (1585 – 1763)

- European Struggle for Control of North America
- Atlantic Slave Trade and Origins of Black America
- Comparative Life in North America

### Era 3 (Grades 5 & 8) Revolution and the New Nation (1754 – 1800)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution

### Era 4 (Grade 8) Expansion and Reform (1792 – 1861)

- Political, Economic, and Regional Growth
- Regional and Economic Growth
- Reform Movements

### Era 5 (Grade 8) Civil War and Reconstruction (1850 – 1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

### Era 6 (Grade 8 and HS) Development of Industrial, Urban, and Global United States (1870 – 1930)

- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS. HSCE)
- Becoming a World Power
- Progressivism and Reform

### Era 7 (HS) Great Depression and World War II (1920 – 1945)

- Growing Crisis of Industrial Capitalism and Responses
- World War II

### Era 8 (HS) Post-World War II United States (1945 – 1989)

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post WWII Era

### Era 9 (HS) America in a New Global Age

- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

## U.S. History and Geography Content Expectations

### Disciplinary Knowledge (See page 39)

Historical and Geographical Knowledge and Perspective

Historical and Geographical Analysis and Interpretation

Thematic Analysis of U.S. History Eras 6 - 9

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

(listed on page 39)

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

## UNITED STATES HISTORY AND GEOGRAPHY ERAS 6 – 9 ADDRESSED IN USHG HSCE

Foundational Issues in USHG – ERAS 1 – 5 (*Review of content taught in Grades 5 and 8*)

- F1 Political and Intellectual Transformations of America to 1877
- F2 Geographic, Economic, Social, and Demographic Trends in America (to 1898)

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

- 6.1 Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressivism and Reform

### USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

### USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post WWII Era

### USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America’s Role in the World
- 9.3 Policy Debates

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

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

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

### Places and Regions

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

### Physical Systems

- 7. Physical Processes
- 8. Ecosystems

### Human Systems

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

### Environment and Society

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

### Uses of Geography

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



# GENERAL SOCIAL STUDIES PROCESS AND SKILLS HELD IN COMMON

## BY ALL HIGH SCHOOL SOCIAL STUDIES CREDITS

### **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 scientific 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, clarifying position, considering opposing views and applying core 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, reasoning, sequence, and supporting details used in creating a claim and the subsequent evidence used to support a claim for credibility.

### **P4 Citizen Involvement**

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 address local, regional or global problems.

# U.S. HISTORY AND GEOGRAPHY

## FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5

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

### F1 Political and Intellectual Transformations of America to 1877

- F1.1 Identify the core democratic ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals
- Declaration of Independence
  - the U.S. Constitution (including the Preamble)
  - Bill of Rights
  - the Gettysburg Address
  - 13th, 14th, and 15th Amendments
- F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing
- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
  - the development of governmental roles in American life
  - and competing views of the responsibilities of governments (federal, state, and local)
  - changes in suffrage qualifications
  - the development of political parties
  - America's political and economic role in the world (*National Geography Standard 13*)

### F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

*Note to teacher: This foundational expectation might be taught in stand-alone lessons or integrated with Standard 6.1.*

- F2.1 Describe the major trends and transformations in American life prior to 1877 including
- changing political boundaries of the United States (*National Geography Standard 13*)
  - regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11*)
  - changes in the size, location, and composition of the population (*National Geography Standard 9*)
  - patterns of immigration and migration (*National Geography Standard 9*)
  - development of cities (*National Geography Standard 12*)
  - changes in commerce, transportation, and communication (*National Geography Standard 11*)
  - major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War.

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

### 6.1 Growth of an Industrial and Urban America

*Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.*

- 6.1.1 **Factors in the American Second Industrial Revolution** – Analyze the factors that enabled the United States to become a major industrial power, including
  - organizational “revolution” (*e.g., development of corporations and labor organizations*)
  - economic policies of government and industrial leaders
  - advantages of physical geography (*National Geography Standards 4, 7, and 15*)
  - increase in labor through immigration and migration
  - the growing importance of the automobile industry.
  
- 6.1.2 **Labor’s Response to Industrial Growth** – Evaluate the different responses of labor to industrial change including the development of organized labor (*e.g., Knights of Labor, American Federation of Labor, and the United Mine Workers; Michigan responses could include railroads, lumber, Marquette Iron Range, and the Grand Rapids Furniture industries*), the growth of populism and the populist movement.
  
- 6.1.3 **Urbanization** – Explain the causes and consequences of urbanization including:
  - the location and expansion of major urban centers and the link to industry and trade (*National Geographic Standards 11 and 12*)
  - internal migration, including the Great Migration
  - the development of cities divided by race, ethnicity and class (*National Geographic Standard 10*)
  - resulting tensions among and within groups (*National Geography Standard 13*)
  - different perspectives about the immigrant experience (*National Geography Standards 9 and 12*)
  
- 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 American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians to these policies.

# U.S. HISTORY AND GEOGRAPHY

## 6.2 Becoming a World Power

*Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.*

- 6.2.1 **Growth of U.S. Global Power** – Describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the United States’ emergence as an imperial power in this time period using relevant examples of territorial expansion and involvement in foreign conflicts. (*National Geography Standards 1 and 3*)
- 6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.
- 6.2.3 **Domestic Impact of WWI** – Analyze the domestic impact of WWI on the growth of the government (*e.g., War Industries Board*), the expansion of the economy, the restrictions on civil liberties (*e.g., Sedition Act, Red Scare, Palmer Raids*), the expansion of women’s suffrage, and internal migration (*e.g., the Great Migration*).
- 6.2.4 **Wilson and His Opponents** – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:
- the Versailles Treaty
  - United States participation in the League of Nations
  - the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.
- (*National Geography Standards 3 and 13*)

## 6.3 Progressivism and Reform

*Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:*

- 6.3.1 **Social Issues** – Describe the significant problems or issues created by America’s industrial and urban transformations between the 1890s and 1930.
- 6.3.2 **Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
- major changes in the Constitution, and the Supreme Court’s role in supporting or slowing reform
  - the rise of the administrative state
  - role of reform organizations, movements and individuals in promoting change (*National Geography Standard 14*)
  - Efforts to both expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants with respect to the following issues/events:
    - Jim Crow laws
    - Disenfranchisement, poll taxes, literacy tests
    - Economic marginalization and the sharecropping system
    - by groups like the KKK
    - Resistance to violence (*e.g., Ida B. Wells and the anti-lynching campaign of the late 1800’s and early 1900’s*).
- 6.3.3 **Women’s Suffrage** – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (*e.g., Susan B. Anthony, Elizabeth Cady Stanton*) and the eventual ratification of the 19th Amendment.

# U.S. HISTORY AND GEOGRAPHY

## USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

### 7.1 Growing Crisis of Industrial Capitalism and Responses

*Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.*

- 7.1.1 **The Twenties** – Identify and explain the significance of the struggle between traditional and modernizing trends in the ‘Roaring Twenties’ including
- cultural movements, such as the Harlem Renaissance and the “lost generation”
  - the struggle between “traditional” and “modern” America (e.g., *Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption*) (National Geography Standard 10)
  - NAACP legal strategy to attack segregation
- 7.1.2 **Causes and Consequences of the Great Depression** – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing
- the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15)
  - the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15)
  - Hoover’s policies and their impact (e.g., *Reconstruction Finance Corporation*)
- 7.1.3 **The New Deal** – Explain and evaluate Roosevelt’s New Deal Policies including
- expanding federal government’s responsibilities to protect the environment (e.g., *Dust Bowl and the Tennessee Valley*), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14)
  - opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
  - consequences of New Deal policies (e.g., *promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies*) (National Geography Standard 16)

### 7.2 World War II

*Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.*

- 7.2.1 **Causes of WWII** – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including
- the political and economic disputes over territory (e.g., *failure of Versailles Treaty, League of Nations, Munich Agreement*) (National Geography Standard 13)
  - the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
  - United States neutrality
  - the bombing of Pearl Harbor (National Geography Standard 13)
- 7.2.2 **U.S. and the Course of WWII** – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., *Germany First strategy, Big Three Alliance and the development of atomic weapons*).

## U.S. HISTORY AND GEOGRAPHY

- 7.2.3 **Impact of WWII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including
- the mobilization of economic, military, and social resources
  - the role of women and minorities in the war effort, including the work of A. Phillip Randolph and the integration of US military forces
  - the role of the home front in supporting the war effort (*e.g., rationing, work hours, taxes*)
  - the internment of Japanese-Americans (*National Geography Standard 10*)
- 7.2.4 **Responses to Genocide** – Investigate the systematic and bureaucratic nature of the Holocaust and the lack of international and American response.

## USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945 -1989)

### 8.1 Cold War and the United States

*Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.*

- 8.1.1 **Origins and Beginnings of Cold War** – Describe the factors that contributed to the Cold War, including:
- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
  - diplomatic and political actions by both the U.S. and U.S.S.R. in the last years of and years following WWII. (*National Geography Standard 13*)
- 8.1.2 **Foreign Policy during the Cold War** – Compare the causes and consequences of the setbacks and successes of the American policy of ‘containing’ the Soviet Union, including:
- the development of a U.S. national security establishment
  - the direct and/or armed conflicts with Communism
  - 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 (*National Geography Standard 13*)
- 8.1.3 **End of the Cold War** – Describe the factors that led to the end of the Cold War.

### 8.2 Domestic Policies

*Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.*

- 8.2.1 **Demographic Changes** – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (*National Geography Standards 1,3, 5, 9, 10*)
- 8.2.2 **Policy Concerning Domestic Issues** – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by
- describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (*National Geography Standards 9 and 14*)
  - evaluating policy decisions and legislative actions to meet these challenges (*e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970)*) (*National Geography Standards 12 and 14*)
- 8.2.3 **Comparing Domestic Policies** – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (*National Geography Standard 14*)

## U.S. HISTORY AND GEOGRAPHY

- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v. Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16*)

### 8.3 Civil Rights in the Post-WWII Era

*Examine and analyze the Civil Rights Movement using key events, people, and organizations.*

- 8.3.1 **Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
  - Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), *Civil Rights Act* (1957), *Little Rock schools desegregation*, *Civil Rights Act* (1964), *Voting Rights Act* (1965))
  - protest movements, organizations, and civil actions (e.g., *integration of baseball*, *Montgomery Bus Boycott* (1955–1956), *March on Washington* (1963), *freedom rides*, *National Association for the Advancement of Colored People* (NAACP), *Southern Christian Leadership Conference* (SCLC), *Student Non-violent Coordinating Committee* (SNCC), *Nation of Islam*, *Black Panthers*)
  - resistance to Civil Rights (*National Geography Standard 6*)  
(*National Geography Standard 10*)
- 8.3.2 **Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
- 8.3.3 **Women’s Rights** – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).  
(*National Geography Standard 10*)
- 8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians and other members of the LGBT community. (*National Geography Standard 10*)
- 8.3.5 **Tensions and Reactions to Poverty and Civil Rights** – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., *Los Angeles*, *Cleveland*, *Chicago*, *Atlanta*, *Newark*).  
(*National Geography Standard 12*)

## USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

### 9.1 The Impact of Globalization on the United States

*Explain the impact of globalization on the United States’ economy, politics, society and role in the world.*

- 9.1.1 **Economic Changes** – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11*)

# U.S. HISTORY AND GEOGRAPHY

- 9.1.2 **Transformation of American Politics** – Analyze the transformation of American politics in the late 20th and early 21st centuries including
- growth of the conservative movement in national politics, including the role of Ronald Reagan
  - role of evangelical religion in national politics (*National Geography Standards 3 and 6*)
  - intensification of partisanship
  - partisan conflict over the role of government in American life
  - role of regional differences in national politics (*National Geography Standard 6*)

## 9.2 Changes in America’s Role in the World

*Examine the shifting role of United States on the world stage during the period from 1980 to the present.*

- 9.2.1 **U.S. in the Post-Cold War World** – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (*e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War*). (*National Geography Standard 13*)
- 9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (*including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO*). (*National Geography Standard 13*)

## 9.3 Policy Debates

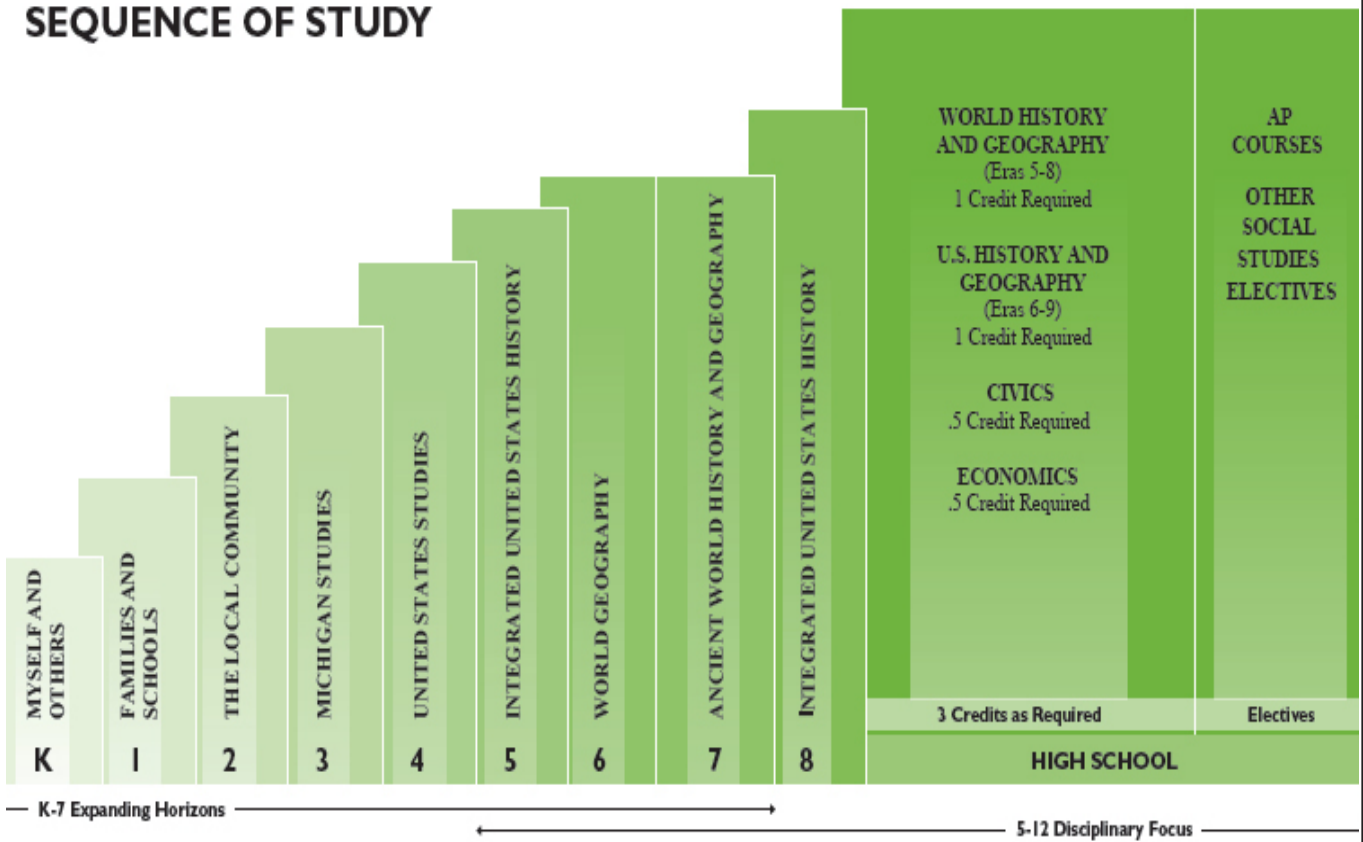
- 9.3.1 Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles. (*National Geography Standard 17*)



# Michigan High School Social Studies

## CIVICS

### SEQUENCE OF STUDY



v 5/15



## CIVICS

Citizenship, as the National Assessment of Educational Progress explains, is the “engine of constitutional democracy and a free society” and knowing our rights and responsibilities as citizens “fuels that engine.” Democratic societies do not function without the participation of informed and responsible citizens. Civic education, therefore, is one of public education’s central missions. The education of the next generation of citizens is essential to the well-being of American constitutional democracy. And, effective civic education also is important to civil society—that historically essential sector of society composed of non-governmental, voluntary, community, fraternal organizations, clubs, and religious institutions.

To participate effectively, American citizens need intellectual and participatory skills, as well as knowledge about their government and society. Acquisition of civic knowledge and skills makes possible a reasoned commitment to those fundamental values and principles essential to the preservation and improvement of American constitutional democracy. Sustained and systematic attention to civics, government, and civil society in the K–12 curriculum enables students to build on the knowledge they acquire in each successive grade. Therefore, students’ understanding of civic life, politics, and government should increase both in scope and depth as they progress through the elementary, middle, and high school years. In addition, their command of essential intellectual and participatory skills should continue to develop as they move toward the assumption of the full rights and responsibilities of citizenship.

The Michigan Content Expectations in Civics, aligned with National Civics Standards and NAEP have three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions.

The knowledge component is embodied in the form of five significant and enduring questions. These are questions that have continued to engage not only political philosophers and politicians; they are questions that do – or should – engage every thoughtful citizen. The five questions are:

- What are civic life, politics and government?
- What are the origins and foundations of the American political system?
- How does the government established by the Constitution function to embody the purposes, values and principles of American constitutional democracy?
- What is the relationship of the United States to other nations and its role in world affairs?
- What are the roles of citizens in American society?

Knowledge, while essential, is not sufficient for effective citizenship. Citizenship requires the use of knowledge to think and act in a reasoned manner. The intellectual and participatory skills component of civic education enables students to learn how, when, and where to apply civic knowledge in the many and varied roles of citizens. These skills help citizens identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions on public policies. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.

A central feature of civic life is what the NAEP framework, quoting de Tocqueville, refers to as the “habits of the heart,” or the civic principles or values. Beyond mere knowledge or participation skills, these reflect the core democratic values and include becoming an independent member of society; respecting individual worth and human dignity; assuming the personal, political, and economic responsibilities of a citizen; abiding by the “rules of the game,” such as accepting the legitimate decisions of the majority while protecting the rights of the minority; participating in civic affairs in an informed, thoughtful, and effective manner; and promoting the healthy and lawful functioning of American constitutional democracy.

The acquisition of knowledge and skills and the development of civic values take place within a variety of contexts. Those of home, school, community, state, nation, and the world are especially important in civic education. They constitute the primary arenas in which citizens acquire knowledge and skills as well as put their knowledge and skills into practice.

## Using the Civics HSCE: Things to Remember

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

Uses Civics thinking – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using political and civics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning, coverage over understanding. While knowledge of names, definitions, and facts is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

Requires active inquiry and participation – Civic education requires students to be active – actively engaged in investigations, analysis, argumentation, and in the civic activities of their school and communities. Learning involves purposeful action, public deliberation and investigation. Civics study should entail learning how to read, write, and know how, when, and where to use civics concepts and knowledge to understand and participate in the world around us. 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 citizens can and should participate fully 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 (e.g.) content – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content.

In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

# Civics Content Expectations

## Components of Civics Proficiency

### Civics Knowledge

- 1 What are civic life, politics, and government?
- 2 What are the foundations of the American political system?
- 3 How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- 4 What is the relationship of the United States to other nations and to world affairs?
- 5 What are the roles of citizens in American democracy?

### Intellectual Skills

- identifying and describing
- explaining and analyzing
- evaluating, taking, and defending positions

### Participatory Skills

- interacting
- monitoring
- influencing

### Civic Dispositions

- self-governance
- moral responsibility
- self-discipline
- respect for individual worth
- respect for human dignity
- participating in civic affairs
- promoting democracy

*adapted from Civics Framework for the 2006 NAEP*

## C1 - Conceptual Foundations of Civics and Political Life

- Nature of Civic Life, Politics, and Government
- Alternative Forms of Government

## C2 - Origins and Foundations of Government of the United States of America

- Origins of American Constitutional Government
- Foundational Values and Constitutional Principles of American Government

## C3 - Structure and Function of Government in the United States of America

- Structure, Functions, and Enumerated Powers of National Government
- Powers and Limits on Powers
- Structure and Functions of State and Local Governments
- System of Law and Laws
- Other Actors in the Policy Process

## C4 - The United States of America and World Affairs

- Formation and Implementation of U.S. Foreign Policy
- U.S. Role in International Institutions and Affairs

## C5 - Citizenship in the United States of America

- The Meaning of Citizenship in the United States of America
- Becoming a Citizen
- Rights of Citizenship
- Responsibilities of Citizenship
- Dispositions of Citizenship

## C6 - Citizenship in Action

- Civic Inquiry and Public Discourse
- Participating in Civic Life

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### Civics Content Statement Outline

#### C1 – CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

- 1.1 Nature Of Civic Life, Politics, and Government
- 1.2 Alternative Forms of Government

#### C2 – ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

- 2.1 Origins of American Constitutional Government
- 2.2 Foundational Values and Constitutional Principles of American Government

#### C3 – STRUCTURE AND FUNCTION OF GOVERNMENT IN THE UNITED STATES OF AMERICA

- 3.1 Structure, Functions, and Enumerated Powers of National Government
- 3.2 Powers and Limits on Powers
- 3.3 Structure and Functions of State and Local Governments
- 3.4 System of Law and Laws
- 3.5 Other Actors in the Policy Process

#### C4 – THE UNITED STATES OF AMERICA AND WORLD AFFAIRS

- 4.1 Formation and Implementation of U.S. Foreign Policy
- 4.2 U.S. Role in International Institutions and Affairs

#### C5 – CITIZENSHIP IN THE UNITED STATES OF AMERICA

- 5.1 The Meaning of Citizenship in the United States of America
- 5.2 Becoming a Citizen
- 5.3 Rights of Citizenship
- 5.4 Responsibilities of Citizenship
- 5.5 Dispositions of Citizenship

#### C6 – CITIZENSHIP IN ACTION

- 6.1 Civic Inquiry and Public Discourse
- 6.2 Participating in Civic Life

# GENERAL SOCIAL STUDIES PROCESS AND SKILLS HELD IN COMMON

## BY ALL HIGH SCHOOL SOCIAL STUDIES CREDITS

### **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 scientific 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, clarifying position, considering opposing views and applying core 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, reasoning, sequence, and supporting details used in creating a claim and the subsequent evidence used to support a claim for credibility.

### **P4 Citizen Involvement**

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 address local, regional or global problems.

**C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE****1.1 Nature of Civic Life, Politics, and Government**

*Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*

- 1.1.1 Analyze competing political philosophies (Locke, Hobbes, Montesquieu, Aristotle, Rousseau) about the necessity and purposes of government.

**1.2 Alternative Forms of Government**

Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?

- 1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.
- 1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power and successful constitutional governments.
- 1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.  
(See USHG F1.1; F1.2)
- 1.2.4 Evaluate different forms of democracies, (*e.g. parliamentary, presidential, direct, representative*).

## C2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

### 2.1 Origins of American Constitutional Government

(Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)

*Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?*

- 2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and selected Federalist Papers.
- 2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government (e.g., *Virginia and New Jersey plans, the Great Compromise, debates between Federalists and anti-Federalists, debates over slavery, and the promise of a bill of rights after ratification*).
- 2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.
- 2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

### 2.2 Foundational Values and Constitutional Principles of American Government

*Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?*

- 2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., *life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism*) and their reflection in the principles of the United States Constitution (e.g., *popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism*).
- 2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
- 2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., *liberty and authority, justice and equality, individual rights, and the common good*). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
- 2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., *Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act*). (See USHG F1.1; 8.3.2; 9.2.2)
- 2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)



# CIVICS

## C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA

### 3.1 Structure, Functions, and Enumerated Powers of National Government

*Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*

- 3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
- 3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
- 3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
- 3.1.4 Use case studies or examples to examine tensions between the three branches of government (e.g., *powers of the purse and impeachment, advise and consent, veto power, and judicial review*).
- 3.1.5 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.

### 3.2 Powers and Limits on Powers

*Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*

- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 3.2.2 Use historical (e.g., *Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland*) and contemporary court cases to explain how the Constitution is maintained as the supreme law of the land.
- 3.2.3 Identify and explain how provisions in the Constitution and Bill of Rights limit the power of the federal government.
- 3.2.4 Analyze how Constitutional amendments beyond the Bill of Rights both extended and limited the power of government.

### 3.3 Structure and Functions of State and Local Governments

*Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*

- 3.3.1 Describe limits the U.S. Constitution places on powers of the states (*e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments*) and on the federal government's power over the states (*e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states*).
- 3.3.2 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
- 3.3.3 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
- 3.3.4 Describe and evaluate the mechanisms citizens can use to monitor and influence state and local government.
- 3.3.5 Evaluate the major sources of revenue for state and local governments.

### 3.4 System of Law and Laws

*Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*

- 3.4.1 Explain why the rule of law has a central place in American society and what can happen in the absence or breakdown of the rule of law.
- 3.4.2 Explain the meaning and importance of equal protection of the law (*e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation*).
- 3.4.3 Explain considerations and criteria commonly used to deny, limit, or extend protection of individual rights (*e.g., clear and present danger, time, place and manner restrictions on speech, security, libel or slander, public safety, and equal opportunity*).
- 3.4.4 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

## CIVICS

### 3.5 Other Actors in the Policy Process

*Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*

- 3.5.1 Explain how interest groups, the media, political action committees, voluntary and civic associations, professional organizations, and individuals can influence and determine the public agenda.
- 3.5.2 Describe the evolution of political parties and their contemporary influence on public policy.
- 3.5.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.
- 3.5.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
- 3.5.5 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
- 3.5.6 Analyze various forms of political communication to help develop an opinion on a public issue using criteria such as reliability of source, factual accuracy, omission, distorted evidence, and emotional appeals.

## C4 THE UNITED STATES OF AMERICA AND WORLD AFFAIRS

### 4.1 Formation and Implementation of U.S. Foreign Policy

*Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?*

- 4.1.1 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president, Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
- 4.1.2 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (*e.g., diplomacy, economic, and covert action*).

# CIVICS

## 4.2 U.S. Role in International Institutions and Affairs

*Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*

- 4.2.1 Analyze the impact of U.S. foreign policy (immigration policies, economic, military and humanitarian aid) on other parts of the world.
- 4.2.2 Analyze the impact of world events (terrorism, emergence of regional organizations, regional conflicts) on United States foreign policy.
- 4.2.3 Distinguish the powers and responsibilities of governmental and non-governmental international organizations, and the role of the United States in each.
- 4.2.4 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).

## C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA

### 5.1 The Meaning of Citizenship in the United States of America

*Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?*

- 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).

### 5.2 Becoming a Citizen

*Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?*

- 5.2.1 Describe and evaluate the criteria and process for admission to citizenship in the United States.
- 5.2.2 Explain how the United States expanded citizenship over time (e.g., removing limitations of suffrage).

## 5.3 Rights of Citizenship

*Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?*

- 5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
- 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
- 5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
- 5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
- 5.3.5 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
- 5.3.6 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
- 5.3.7 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights.

## 5.4 Responsibilities of Citizenship

*Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*

- 5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
- 5.4.2 Identify citizens' personal and civic responsibilities and explain how they are important to the preservation and improvement of American constitutional democracy.

# CIVICS

## 5.5 Dispositions of Citizenship

*Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?*

- 5.5.1 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).

## C6 CITIZENSHIP IN ACTION

### 6.1 Civic Inquiry and Public Discourse

*Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*

- 6.1.1 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
- 6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., *Constitutions, court decisions, state law*), non-text based information (e.g., *maps, charts, tables, graphs, and cartoons*), and other forms of political communication (e.g., *oral political cartoons, campaign advertisements, political speeches, and blogs*).
- 6.1.3 Evaluate and analyze the credibility of a source using criteria (e.g., *logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias*).
- 6.1.4 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., *historical and contemporary examples*), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

### 6.2 Participating in Civic Life

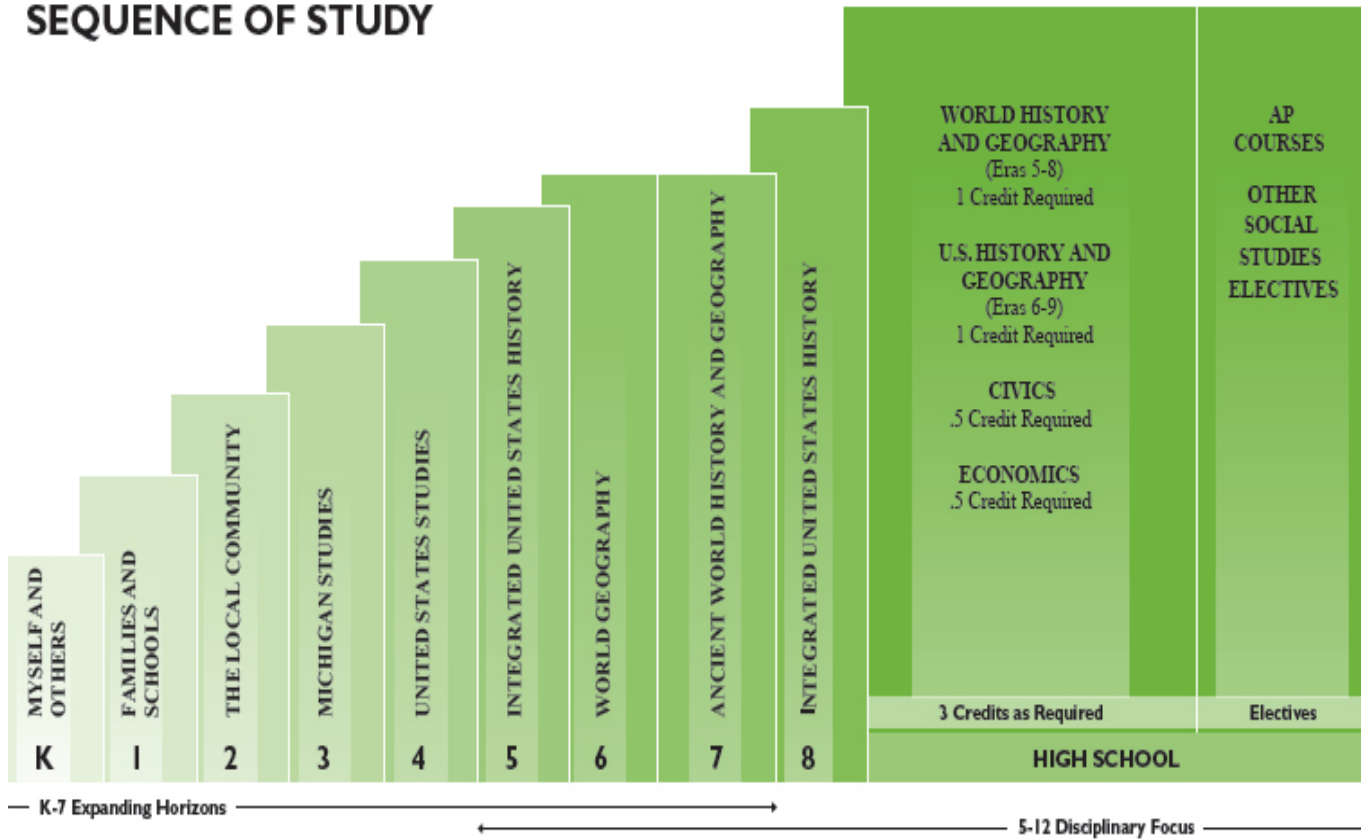
*Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*

- 6.2.1 Describe and evaluate the ways individuals can participate in the political process at the local, state, and national levels.
- 6.2.2 Participate in, and evaluate the results of, a real or simulated election or campaign.
- 6.2.3 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.4 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., *violent and non-violent*) and their impact.
- 6.2.5 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
- 6.2.6 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
- 6.2.7 Participate in a civic activity such as a service learning project or a real or simulated public hearing, and reflect on the importance of participating in civic life.

# Michigan High School Social Studies

## ECONOMICS

### SEQUENCE OF STUDY



## ECONOMICS

Understanding economics – what some people call “economic literacy” – is becoming essential for citizens in our national and increasingly interconnected world economy. Increasingly, productive members of society must be able to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Students who meet the expectations will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. Understanding and applying these concepts and principles should help students make sense of daily events and enable them to analyze, investigate and develop reasoned thinking about economic challenges and public policies. To cite the “Goals 2000: Educate America Act” of 1994, the study of economics (among other subjects) should ensure that students learn to “use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy.”

The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context and focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

Content in The Market Economy includes much of what is traditionally described as microeconomics. The core content focuses on the importance of scarcity and limited resources, the roles of economic institutions, such as legal systems, corporations and labor unions in the market economy; the influence on prices and supplies of the interaction of buyers and sellers; and trade-offs and incentives in people’s behavior.

Content in the National Economy includes much of what is traditionally described as macroeconomics. The National Economy content area includes the concepts, terminology, and data used to identify and describe inflation, unemployment, output, and growth; the factors that cause changes in those conditions; the role of money and interest rates in an economy; and the mechanics and the appropriate uses of Federal Reserve monetary policies and federal government fiscal policies.

Content in International Economy includes the reasons for individuals and businesses to specialize and trade; the rationale for specialization and trade across international borders; and the comparison of the benefits and costs of that specialization and resulting trade for consumers, producers, and governments.

Content in Personal Finance includes the role of economic concepts in understanding personal finance issues and in creating personal finance strategies.



## Using the Economics HSCE: Things to Remember

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

Uses economics thinking – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using economics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning, coverage over understanding. While knowledge of names and definitions is essential for economics study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

Requires active, economic inquiry – In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reason and informed decision making that will enable them to function effectively both in their personal lives and as citizens and participants in an increasingly connected world economy.

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

Differentiates between required and suggested (e.g.) content – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content.

In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

# Economics Content Expectations

## The Market Economy

- relevance of limited resources
- how individuals and institutions make and evaluate decisions
- the role of incentives
- how buyers and sellers interact to create markets
- how these markets allocate resources
- the economic role of government in a market economy
- evaluation of short-run and long-run decisions
- the comparison of benefits and costs when making a decision
- concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes

## The National Economy

- the data that describe the overall conditions in the U.S. economy
- the factors that cause changes in those conditions
- the role of money and interest rates in an economy
- the appropriate policy alternatives
- mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies
- how economies use different systems of allocating goods and services and can compare the benefits and the costs of different methods
- the economic role of government as a provider of goods and services in the national economy
- concepts – unemployment, inflation, output, economic growth, money, and gross domestic product (GDP), interest rates

## International Economy

- reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders
- an ability to compare the benefits and costs of that specialization and resulting trade for consumers, producers, and governments
- an understanding that this trade brings additional complications
- benefit and cost comparison of policies that alter trade barriers between nations
- the processes and consequences of exchange rate determination
- concepts – voluntary exchange, specialization, interdependence, imports and exports, and barriers to trade (tariffs, quotas)

*\*adapted from Economics Framework for the 2006 NAEP*

## E1 - The Market Economy

- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government

## E2 - The National Economy

- Understanding National Markets
- Role of Government in the United States Economy

## E3 - International Economy

- Economic Systems
- Economic Interdependence - Trade

## E4 - Personal Finance

- Decision Making

## Economics Knowledge

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face
- Understand how economies and markets work and how people function within them
- Understand the benefits and costs of economic interaction and interdependence among people and nations.

## Intellectual Skills

- economic reasoning
- problem solving
- decision making
- analyzing real-life situations

## Components of Economics Literacy

- The ability to identify, analyze, and evaluate the consequences of individual decisions and public policy.

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

(listed on page 67)

- K1 General Knowledge
  - P1 Reading and Communication
  - P2 Inquiry, Research, and Analysis
  - P3 Public Discourse and Decision Making
  - P4 Citizen Involvement

### Economics Secondary Content Statement Outline

#### E1 – THE MARKET ECONOMY

- 1.1 Individual, Business, and Government Choices
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 Role of Government

#### E2 – THE NATIONAL ECONOMY

- 2.1 Understanding National Markets
- 2.2 Role of Government in the United States Economy

#### E3 – INTERNATIONAL ECONOMY

- 3.1 Economic Systems
- 3.2 Economic Interdependence – Trade

#### E4 – PERSONAL FINANCE

- 4.1 Decision Making

### Alignment of National Economics Concepts to the HSCE

#### E1 The Market Economy

##### 1.1 Individual, Business, and Government Choices

- NS 1 Choices and Costs
- NS 2 Effective Decision Making
- NS 14 Entrepreneurs
- NS 17 Government Decision Making

##### 1.2 Competitive Markets

- NS 4 Incentives
- NS 7 Markets
- NS 9 Competition

##### 1.3 Prices, Supply, and Demand

- NS 8 Prices
- NS 14 Entrepreneurs

##### 1.4 Role of Government

- NS 10 Role of Economic Institutions
- NS 15 Investment, Productivity, and Growth
- NS 16 Economic Role for Government
- NS 17 Government Decision Making

#### E2 The National Economy

##### 2.1 Understanding National Markets

- NS 3 Resource Allocation
- NS 12 Interest Rates
- NS 13 Income
- NS 15 Investment, Productivity, and Growth
- NS 19 Unemployment and Inflation

##### 2.2 Role of Government in the United States Economy

- NS 11 Money
- NS 16 Economic Role for Government
- NS 17 Government Decision Making
- NS 18 Gross Domestic Product
- NS 20 Fiscal and Monetary Policies

#### E3 International Economy

##### 3.1 Economic Systems

- NS 16 Economic Role for Government
- NS 17 Government Decision Making

##### 3.2 Economic Interdependence – Trade

- NS 5 Voluntary Exchange
- NS 6 Benefits of Trade
- NS 7 Markets
- NS 15 Investment, Productivity, and Growth

# GENERAL SOCIAL STUDIES PROCESS AND SKILLS HELD IN COMMON

## BY ALL HIGH SCHOOL SOCIAL STUDIES CREDITS

### **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 scientific 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, clarifying position, considering opposing views and applying core 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, reasoning, sequence, and supporting details used in creating a claim and the subsequent evidence used to support a claim for credibility.

### **P4 Citizen Involvement**

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 address local, regional or global problems.

## E1 THE MARKET ECONOMY

### 1.1 Individual, Business, and Government Choices

*Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.*

- 1.1.1 **Scarcity, Choice, Opportunity Costs** – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place.
- 1.1.2 **Entrepreneurship** – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.
- 1.1.3 **Marginal Benefits and Costs** – Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

### 1.2 Competitive Markets

*Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.*

- 1.2.1 **Business Structures** – Evaluate the advantages/disadvantages of different business structures and their implications for the economy.
- 1.2.2 **Market Factors** – Describe the benefits and consequences of competition in specific markets.

### 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** – Explain the laws of supply and demand to analyze the likely changes when there are changes in prices of the productive resources or opportunities available to consumers buying other goods or services.
- 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, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

### 1.4 Role of Government in the Market

*Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.*

- 1.4.1 **Public Policy and the Market** – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.
- 1.4.2 **Government and Consumers** – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.
- 1.4.3 **Government Revenue and Services** – Analyze the ways in which local and state governments generate revenue and use that revenue for public services.

# ECONOMICS

1.4.4 **Role of Government** – Explain the various roles of government in a market economy including:

- the provision of public goods and services,
- the creation of currency,
- the establishment of and protection of property rights,
- the enforcement of contracts,
- correcting for externalities and market failures,
- the redistribution of income and wealth,
- regulation of labor
- promotion of economic growth and security.

## E2 THE NATIONAL ECONOMY OF THE UNITED STATES OF AMERICA

### 2.1 Understanding National Markets

*Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.*

2.1.1 **Circular Flow and the National Economy** – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the United States.

2.1.2 **Economic Indicators** – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the current and future state of an economy.

2.1.3 **Relationship Between Expenditures and Revenue (Circular Flow)** – Using the circular flow model, explain how spending on consumption, investment, government and net exports determine national income.

### 2.2 Role of Government in the United States Economy

*Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.*

2.2.1 **Federal Government and Macroeconomic Goals** – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2 **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.

2.2.3 **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.

# ECONOMICS

## E3 THE INTERNATIONAL ECONOMY

### 3.1 Economic Systems

*Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.*

- 3.1.1 **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 the developed economies of the United States and Western Europe. (*National Geography Standard 11*)
- 3.1.3 **Comparing Economic Systems** – Use the three basic economic questions (what to produce, how to produce, and for whom to produce) to compare and contrast socialist (command) economies with the capitalist (market) economies.
- 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. (*National Geography Standard 11*)

### 3.2 Economic Interdependence – Trade

*Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.*

- 3.2.1 **Absolute and Comparative Advantage** – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. (*National Geography Standard 11*)
- 3.2.2 **Domestic Activity and World Trade** – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. (*National Geography Standard 11*)
- 3.2.3 **Exchange Rates and the World Trade** – Describe how interest rates in the United States and globally impact the value of the dollar against other currencies (such as the Euro), and explain value of goods and services of the United States in other markets.
- 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<sup>1</sup>

### 4.1 Decision Making

*Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.*

- 4.1.1 **Scarcity and Opportunity Costs** – Apply concepts of scarcity and opportunity costs to personal financial decision making.
- 4.1.2 **Marginal Benefit and Cost** – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.

## ECONOMICS

- 4.1.3 **Personal Finance Strategy** – Develop a personal finance strategy for earning, spending, saving and investing resources.
- 4.1.4 **Key Components of Personal Finance** –Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing, and insurance.
- 4.1.5 **Personal Decisions** –Use a decision-making model to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.
- 4.1.6 **Risk Management Plan** – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).

<sup>1</sup>The Personal Finance expectations should be included in high school Economics and other elementary, middle, and high school courses.



## APPENDIX

### 5.3 Recommended Regional Content Expectations

*Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations.*

**Ottoman Empire through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by

- using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (*National Geography Standard 13*)
- analyzing the impact of the Ottoman rule

**East Asia through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in East Asia by

- analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (*National Geography Standard 5*)
- analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (*National Geography Standard 4*)

**South Asia/India through the 18th Century** – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (*National Geography Standard 4*)

**Russia through the 18th Century** – Analyze the major political, religious, economic, and cultural transformations in Russia including

- Russian imperial expansion and top-down westernization/modernization (*National Geography Standard 13*)
- the impact of its unique location relative to Europe and Asia (*National Geography Standard 3*)
- the political and cultural influence (*e.g., written language*) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (*National Geography Standard 10*)

**Europe through the 18th Century** – Analyze the major political, religious, cultural and economic transformations in Europe by

- explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (*National Geography Standard 13*)
- analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism
- analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society
- analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor

**Latin America through the 18th Century** – Analyze colonial transformations in Latin America, including

- the near-elimination of American Indian civilizations and peoples
- social stratifications of the population (*e.g., peninsulares, creoles, mestizos*)
- the regional and global role of silver and sugar
- resource extraction and the emerging system of labor (*e.g., mita, slavery*) (*National Geography Standard 12*)

## APPENDIX

### 6.3 Recommended Regional Content Expectations

*Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations.*

**Europe** – Analyze the economic, political, and social transformations in Europe by

- analyzing and explaining the impact of economic development on European society (*National Geography Standard 11*)
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., *Louisiana Purchase*) (*National Geography Standard 13*)

**East Asia** – Analyze the political, economic, and social transformations in East Asia by

- explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (*National Geography Standard 13*)
- describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions

**Africa** – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., *Egypt, Ethiopia and the Congo*). (*National Geography Standard 16*)

### 7.3 Recommended Regional Content Expectations

*Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations.*

**Russian Revolution** – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five year plans, collectivization of agriculture, and military purges.

**Europe and Rise of Fascism and Totalitarian States** – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras.

**Asia** – Analyze the political, economic, and social transformations that occurred in this era, including (*National Geography Standard 13*)

- Japanese imperialism
- Chinese nationalism, the emergence of communism, and civil war
- Indian independence struggle

**The Americas** – Analyze the political, economic and social transformations that occurred in this era, including

- economic imperialism (e.g., *dollar diplomacy*)
- foreign military intervention and political revolutions in Central and South America
- nationalization of foreign investments

(*National Geography Standard 13*)

**Middle East** – Analyze the political, economic, and social transformations that occurred in this era, including

- the decline of the Ottoman Empire
- changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., *political, geographic, economic, and religious*) of Arab peoples
- the role of the Mandate system
- the discovery of petroleum resources

(*National Geography Standard 13*)



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