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High School
United States History Strand
Twentieth and Twenty-first Centuries

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

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

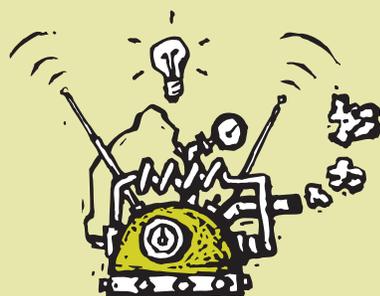
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued in the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

High School United States History Strand (1890 to present) Twentieth and Twenty-first Centuries

An integrated approach to creating learning opportunities within the discipline of history should include geography, civics, economics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**

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HIGH SCHOOL UNITED STATES HISTORY STRAND

Upon completion of high school, students will be able to:

1. explain cause and effect relationships by interpreting timelines of people and events in the history of the United States since 1890. **I.1.HS.1**
2. use primary and secondary resources to analyze significant events that shaped the development of the United States after 1890. **I.3.HS.1**
3. describe the major factors that characterized the eras of United States history after 1890. **I.1.HS.2**
4. draw upon narratives and graphic data to explain significant events that shaped the development of the United States as a nation during the eras after 1890. **I.2.HS.2**
5. identify historical causes of contemporary problems in the world involving the United States. **I.3.HS.3**
6. identify major decisions in the history of the United States after 1890 and analyze the factors contributing to those decisions. **I.4.HS.1**
7. analyze the long-term consequences and implications of major decisions in the history of the United States after 1890. **I.4.HS.3**
8. evaluate a pivotal decision from United States history after 1890 using core democratic values and constitutional principles. **I.4.HS.4**
9. analyze a pivotal decision from United States history after 1890 using more than one perspective. **I.4.HS.4**
10. evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity after 1890. **I.4.HS.2**
11. develop generalizations pertaining to a specific history topic by interpreting information from a variety of sources using issues from 1890 to the present. **V.1.HS.3**
12. generate possible resolutions to public issues that occurred from 1890 to the present and evaluate them using criteria that have been identified. **VI.1.HS.1**
13. compose essays by taking a position on issues of public policy and supporting them using data, core democratic values, prior social studies knowledge, and a refutation of a opponent's argument. **VI.3.HS.3**

Persuasive Civic Writing Scoring Guide

The Persuasive Civic Writing Scoring Guide has been in use since 1999. It is the basis for scoring the Persuasive Civic Writing question on the MEAP High School Test. It will not change. Teachers are encouraged to use this scoring guide with their students. Using the scoring guide when writing about public issues in the classroom, facilitates students' use of it during testing.

One point will be awarded for the successful inclusion of each of the following elements:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy.
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics (it is not enough to state only your opinion);
- supporting information from the Data Section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his or her argument.

Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation.

Fundamental Beliefs

Life
Liberty
The Pursuit of Happiness
Public or Common Good
Justice
Equality
Diversity
Truth
Popular Sovereignty
Patriotism

Constitutional Principles

The Rule of Law
Separation of Powers
Representative Government
Checks and Balances
Individual Rights
Freedom of Religion
Federalism
Civilian Control of the Military

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