



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JEREMY M. HUGHES, Ph.D.  
INTERIM SUPERINTENDENT  
OF PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM  
GOVERNOR

June 27, 2005

**MEMORANDUM**

**To:** State Board of Education

**From:** Jeremy M. Hughes, Ph.D., Chairman 

**Subject:** Approval of the Grade Level Content Expectations for Social Studies

At the January 2005 State Board of Education meeting, the State Board of Education accepted the draft version of the Grade Level Content Expectations for Social Studies. At that time, the Board was informed that a formal review by the Task Force for Social Studies Assessment and a web based document review would be conducted by the Office of School Improvement. The purpose of the review would be to assure the continuity and rigor of the original content standards and benchmarks while designing an expectation document of what every student should know at each grade level. These documents would promote instructional coherence and be aligned to assessment.

The Grade Level Content Expectations were ready for review as promised on April 1, 2005 and remained on-line for comment until May 6, 2005. Over four thousand individuals (4,339) downloaded one or more grade level and over 600 (693) took the time to complete an extensive survey and give written comments. Another 60 persons expressed their opinions in electronic mail sent to the Office of School Improvement. Additionally, every organization dedicated to improving social studies education in Michigan was asked to be part of one of the many formal reviews.

Upon the close of the reviews, all the data was compiled and analyzed first by work groups representing the original drafters. These work groups crafted formal recommendations based on the feedback received, and sent the recommendations to the Social Studies Task Force on Assessment (Attachment A). The Task Force reviewed all the data and the formal recommendations, and drafted the final documents for your approval, subject to a national review (Attachment B).

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The Department staff will disseminate the Grade Level Content Expectations statewide with the assistance of the Michigan Council for the Social Studies and the Michigan Geographic Alliance.

It is recommended that the State Board of Education approve the Grade Level Content Expectations for Social Studies, subject to review and approval by a National Social Studies organization, as described in the Superintendent's memorandum dated June 27, 2005.

## **The Task Force for Social Studies Assessment**

### **Co-chairs:**

Dr. Joseph Stoltman, Professor, Western Michigan University  
Former Representative, Doug Hart

### **Members:**

Dr. Kathy Agard, Executive Director, Learning to Give  
Dr. Judith Backes, Assessment and School Improvement Consultant,  
Macomb Intermediate School District,  
Dr. Amy Bloom, Consultant, Oakland Schools  
Dr. James Cameron, Executive Director, Michigan Council for History  
Education  
Dr. David Dieterle, CEO, Michigan Council on Economic Education  
Dr. Michael Libbee, Co-Coordinator, Michigan Geographic Alliance and  
Professor of Geography, Central Michigan University  
Mr. Vince Meldrum, Civic Coalition Representative of Earth Force  
Ms. Lawanda Parker, Teacher, Eisenhower High School, Shelby Township  
Mr. Jim Petrie, Board Member, Wayne County RESA  
Ms. Mary Reese Pumford, Teacher, World History Social Studies Chair,  
Newaygo High School  
Ms. Dahia Shabaka, Director, Office of Social Studies, Detroit Public Schools  
Dr. Roy Sovis, Chair, Michigan Social Studies Supervisors Association  
Ms. Linda Start, Executive Director, Michigan Center for Civic Education  
Mrs. Kathleen N. Straus, President, Michigan State Board of Education  
Dr. J. Kelli Sweet, Executive Director, Michigan Council for the Social Studies  
Ms. Karen R. Todorov, Social Studies Consultant, Michigan Department of  
Education  
The Honorable Michael D. Warren, Jr., Oakland County Circuit Court Judge  
Ms. Margaret Elizabeth (Beth) Washington, Teacher, West Ottawa Public  
Schools, Holland Michigan  
Mr. Tom Yeager, Teacher, Ann Arbor Public Schools

GRADE LEVEL CONTENT EXPECTATIONS



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**Me: At Home and School**

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

Social studies is the integrated study of the social sciences to prepare students to become responsible citizens. A responsible citizen is ready and willing to assume citizenship roles and to make informed and reasoned decisions for the public good, as part of a pluralistic and democratic society in an interdependent world.

The Michigan Curriculum Framework's Content Standards and Benchmarks for Social Studies represent the full scope of the social studies curriculum. The Grade Level Content Expectations (GLCE) establish what every student is expected to know by the end of each grade or course. Social Studies Grade Level Content Expectations are not a social studies curriculum nor are they intended to limit what is taught.

A vocabulary list is being developed that identifies the specialized language of social studies. Teachers are encouraged to routinely use the vocabulary of social studies with their students to build an understanding of social studies concepts.

### **Developing Social Studies Concepts**

#### ***Assessable Vocabulary that Supports the GLCE***

Vocabulary with student definitions and conceptual connections will be available after November 1, 2005 at: [michigan.gov/socialstudies](http://michigan.gov/socialstudies).



## HISTORY

*By the end of Kindergarten, students will be able to:*

- H.TC.00.01 identify past and present events from their own lives. I.1.EE.3
- H.CP.00.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1



## GEOGRAPHY

*By the end of Kindergarten, students will be able to:*

- G.DP.00.01 distinguish between natural and human characteristics of places in their home and school environment. II.1.EE.1; II.1.EE.2
- G.HI.00.02 identify how people use the environment to meet human needs and wants. II.2.EE.1
- G.LM.00.03 identify locations of significance in their home and school environments on simple maps. II.3.EE.1
- G.RP.00.04 describe regions as it pertains to the kindergarten classroom. II.4.EE.1



## CIVICS AND GOVERNMENT

*By the end of Kindergarten, students will be able to:*

- C.DA.00.01 identify conflicts at school and some strategies to resolve them in ways that are consistent with core democratic values. III.3.EE.1
- C.GP.00.02 identify rules in their school, why rules are important, and the consequences for breaking them. III.4.EE.1
- C.GP.00.03 identify fair ways for groups to make decisions. III.4.EE.2



## ECONOMICS

*By the end of Kindergarten, students will be able to:*

- E.IH.00.01 distinguish between goods and services they use. IV.1.EE.1
- E.WT.00.02 recognize when they participate in trade. IV.5.EE.1



## INQUIRY AND DECISION MAKING

*By the end of Kindergarten, students will be able to:*

- I.PW.00.01 take a stand/position on a classroom question or issue and recognize that others may have different points of view. VI.3.EE.1



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# Last Year in Social Studies

Insert to Kindergarten GLCE

*By the end of Pre Kindergarten, students will be able to:*

## **HISTORY**

- SS.03.PK show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
- SS.02.PK recognize that many different influences shape people's thinking and behavior.

## **GEOGRAPHY**

- SS.01.PK understand and interpret their relationship and place within their own environment.
- SS.06.PK increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.
- SS.02.PK recognize that many different influences shape people's thinking and behavior.

## **CIVICS AND GOVERNMENT**

- SS.04.PK learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.
- SS.02.PK recognize that many different influences shape people's thinking and behavior.

## **ECONOMICS**

- SS.05.PK increase their understanding about how basic economic concepts relate to their lives.

## **INQUIRY AND DECISION MAKING**

- SS.03.PK show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
- SS.04.PK learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.

# Next Year in Social Studies

Insert to Kindergarten GLCE

**By the end of Grade One, students will be able to:**

## **HISTORY**

- H.TC.01.01 distinguish among past, present, and future events. I.1.EE.3
- H.CP.01.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1
- H.AI.01.03 construct a narrative about their personal or family history or a historical figure. I.3.EE.1
- H.ED.01.04 explain decisions made by others as reported in text or other media about the past. I.4.EE.2

## **GEOGRAPHY**

- G.DP.01.01 distinguish between natural and human characteristics of place in their school and neighborhood environments. II.1.EE.1; II.1.EE.2
- G.HI.01.02 describe how their natural environment has been changed by people. II.2.EE.2
- G.HI.01.03 describe how their lives are affected by the natural and human environment. II.2.EE.2
- G.RP.01.04 identify regions in their school and neighborhood and describe the unique characteristics and boundaries of each. II.4.EE.1

## **CIVICS AND GOVERNMENT**

- C.PG.01.01 describe how school staff members carry out their authority within the school. III.1.EE.1
- C.GP.01.02 describe a variety of fair ways for groups at school to make decisions. III.4.EE.1

## **ECONOMICS**

- E.IH.01.01 identify how individuals produce and consume goods and services. IV.1.EE.1
- E.WT.01.02 recognize when they participate in trade. IV.5.EE.1

## **INQUIRY AND DECISION MAKING**

- I.IP.01.01 interpret information from simple maps, graphs, tables, and pictographs. V.1.EE.3
- I.PW.01.02 write a statement taking a stand/position on a classroom question or issue and give a reason. VI.3.EE.1

GRADE  
ONE

GRADE LEVEL CONTENT EXPECTATIONS



.....  
**My Family, School, and  
Neighborhood**  
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SOCIAL STUDIES

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

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The Michigan Curriculum Framework's Content Standards and Benchmarks for Social Studies represent the full scope of the social studies curriculum. The Grade Level Content Expectations (GLCE) establish what every student is expected to know by the end of each grade or course. Social Studies Grade Level Content Expectations are not a social studies curriculum nor are they intended to limit what is taught.

A vocabulary list is being developed that identifies the specialized language of social studies. Teachers are encouraged to routinely use the vocabulary of social studies with their students to build an understanding of social studies concepts.

### **Developing Social Studies Concepts**

#### ***Assessable Vocabulary that Supports the GLCE***

Vocabulary with student definitions and conceptual connections will be available after November 1, 2005 at: [michigan.gov/socialstudies](http://michigan.gov/socialstudies).



## HISTORY

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*By the end of Grade One, students will be able to:*

- H.TC.01.01 distinguish among past, present, and future events. I.1.EE.3
- H.CP.01.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1
- H.AI.01.03 construct a narrative about their personal or family history or a historical figure. I.3.EE.1
- H.ED.01.04 explain decisions made by others as reported in text or other media about the past. I.4.EE.2



## GEOGRAPHY

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*By the end of Grade One, students will be able to:*

- G.DP.01.01 distinguish between natural and human characteristics of place in their school and neighborhood environments. II.1.EE.1; II.1.EE.2
- G.HI.01.02 describe how their natural environment has been changed by people. II.2.EE.2
- G.HI.01.03 describe how their lives are affected by the natural and human environment. II.2.EE.2
- G.RP.01.04 identify regions in their school and neighborhood and describe the unique characteristics and boundaries of each. II.4.EE.1



## CIVICS AND GOVERNMENT

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*By the end of Grade One, students will be able to:*

- C.PG.01.01 describe how school staff members carry out their authority within the school. III.1.EE.1
- C.GP.01.02 describe a variety of fair ways for groups at school to make decisions. III.4.EE.1



## ECONOMICS

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*By the end of Grade One, students will be able to:*

- E.IH.01.01 identify how individuals produce and consume goods and services. IV.1.EE.1
- E.WT.01.02 recognize when they participate in trade. IV.5.EE.1



## INQUIRY AND DECISION MAKING

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*By the end of Grade One, students will be able to:*

- I.IP.01.01 interpret information from simple maps, graphs, tables, and pictographs. V.1.EE.3
- I.PW.01.02 write a statement taking a stand/position on a classroom question or issue and give a reason. VI.3.EE.1



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**By the end of Kindergarten, students will be able to:**

## **HISTORY**

- H.TC.00.01 identify past and present events from their own lives. I.1.EE.3
- H.CP.00.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1

## **GEOGRAPHY**

- G.DP.00.01 distinguish between natural and human characteristics of places in their home and school environment. II.1.EE.1; II.1.EE.2
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- G.LM.00.03 identify locations of significance in their home and school environments on simple maps. II.3.EE.1
- G.RP.00.04 describe regions as it pertains to the kindergarten classroom. II.4.EE.1

## **CIVICS AND GOVERNMENT**

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## **ECONOMICS**

- E.IH.00.01 distinguish between goods and services they use. IV.1.EE.1
- E.WT.00.02 recognize when they participate in trade. IV.5.EE.1

## **INQUIRY AND DECISION MAKING**

- I.PV.00.01 take a stand/position on a classroom question or issue and recognize that others may have different points of view. VI.3.EE.1

**By the end of Grade Two, students will be able to:**

## **HISTORY**

- H.TC.02.01 place events within the community in chronological order. **I.1.EE.4**
- H.CP.02.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. **I.2.EE.1**
- H.AI.02.03 construct a narrative about themselves, their family or the community. **I.3.EE.1**
- H.ED.02.04 using core democratic values, evaluate decisions made by others as reported in text and other media. **I.4.EE.2**

## **GEOGRAPHY**

- G.DP.02.01 distinguish between natural and human characteristics of places in the community. **II.1.EE.1; II.1.EE.2**
- G.HI.02.02 suggest ways people can help improve the environment of the community. **II.2.EE.3**
- G.LM.02.03 describe the movement of people, goods, services, and ideas in the community. **II.3.EE.3**
- G.RP.02.04 compare their community with other communities. **II.4.EE.2**
- G.RP.02.05 describe the changes in their community over time. **II.4.EE.3**

## **CIVICS AND GOVERNMENT**

- C.PG.02.01 cite examples of government carrying out its legal authority in the community. **III.1.EE.1.**
- C.PG.02.02 identify rules in the community, explain why we have them, and describe the consequences for breaking them. **III.1.EE.2; III.4.EE.1**
- C.GP.02.03 describe a variety of fair ways for communities to make decisions. **III.4.EE.2**
- C.GP.02.04 describe ways that individuals influence each other. **III.4.EE.3**
- C.GW.02.05 recognize that events in other countries can affect the community. **III.5.EE.2**

## **ECONOMICS**

- E.IH.02.01 describe how people make choices to get goods and services with limited resources. **IV.1.EE.2**
- E.BC.02.02 identify businesses in the community and describe how these businesses meet economic wants and needs. **IV.2.EE.1**
- E.RG.02.03 identify goods or services provided by the local government. **IV.3.EE.1**
- E.ES.02.04 distinguish between producers and consumers in a market economy. **IV.4.EE.2**

## **INQUIRY AND DECISION MAKING**

- I.IP.02.01 interpret information from simple maps, graphs, tables, and pictographs. **V.1.LE.3**
- I.PV.02.02 write a statement taking a stand/position on a community issue, give a reason, and identify a core democratic value that supports their position. **VI.3.EE.1**

GRADE LEVEL CONTENT EXPECTATIONS



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**Communities**

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#### ***Assessable Vocabulary that Supports the GLCE***

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## HISTORY

*By the end of Grade Two, students will be able to:*

- H.TC.02.01 place events within the community in chronological order. **I.1.EE.4**
- H.CP.02.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. **I.2.EE.1**
- H.AI.02.03 construct a narrative about themselves, their family or the community. **I.3.EE.1**
- H.ED.02.04 using core democratic values, evaluate decisions made by others as reported in text and other media. **I.4.EE.2**



## GEOGRAPHY

*By the end of Grade Two, students will be able to:*

- G.DP.02.01 distinguish between natural and human characteristics of places in the community. **II.1.EE.1; II.1.EE.2**
- G.HI.02.02 suggest ways people can help improve the environment of the community. **II.2.EE.3**
- G.LM.02.03 describe the movement of people, goods, services, and ideas in the community. **II.3.EE.3**
- G.RP.02.04 compare their community with other communities. **II.4.EE.2**
- G.RP.02.05 describe the changes in their community over time. **II.4.EE.3**



## CIVICS AND GOVERNMENT

*By the end of Grade Two, students will be able to:*

- C.PG.02.01 cite examples of government carrying out its legal authority in the community. **III.1.EE.1.**
- C.PG.02.02 identify rules in the community, explain why we have them, and describe the consequences for breaking them. **III.1.EE.2; III.4.EE.1**
- C.GP.02.03 describe a variety of fair ways for communities to make decisions. **III.4.EE.2**
- C.GP.02.04 describe ways that individuals influence each other. **III.4.EE.3**
- C.GW.02.05 recognize that events in other countries can affect the community. **III.5.EE.2**



## ECONOMICS

*By the end of Grade Two, students will be able to:*

- E.IH.02.01 describe how people make choices to get goods and services with limited resources. **IV.1.EE.2**
- E.BC.02.02 identify businesses in the community and describe how these businesses meet economic wants and needs. **IV.2.EE.1**
- E.RG.02.03 identify goods or services provided by the local government. **IV.3.EE.1**
- E.ES.02.04 distinguish between producers and consumers in a market economy. **IV.4.EE.2**



## INQUIRY AND DECISION MAKING

*By the end of Grade Two, students will be able to:*

- I.IP.02.01 interpret information from simple maps, graphs, tables, and pictographs. **V.1.LE.3**
- I.PW.02.02 write a statement taking a stand/position on a community issue, give a reason, and identify a core democratic value that supports their position. **VI.3.EE.1**



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# Last Year in Social Studies

Insert to Grade Two GLCE

**By the end of Grade One, students will be able to:**

## **HISTORY**

- H.TC.01.01 distinguish among past, present, and future events. I.1.EE.3
- H.CP01.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1
- H.AI.01.03 construct a narrative about their personal or family history or a historical figure. I.3.EE.1
- H.ED.01.04 explain decisions made by others as reported in text or other media about the past. I.4.EE.2

## **GEOGRAPHY**

- G.DP01.01 distinguish between natural and human characteristics of place in their school and neighborhood environments. II.1.EE.1; II.1.EE.2
- G.HI.01.02 describe how their natural environment has been changed by people. II.2.EE.2
- G.HI.01.03 describe how their lives are affected by the natural and human environment. II.2.EE.2
- G.RP01.04 identify regions in their school and neighborhood and describe the unique characteristics and boundaries of each. II.4.EE.1

## **CIVICS AND GOVERNMENT**

- C.PG.01.01 describe how school staff members carry out their authority within the school. III.1.EE.1
- C.GP01.02 describe a variety of fair ways for groups at school to make decisions. III.4.EE.1

## **ECONOMICS**

- E.IH.01.01 identify how individuals produce and consume goods and services. IV.1.EE.1
- E.WT.01.02 recognize when they participate in trade. IV.5.EE.1

## **INQUIRY AND DECISION MAKING**

- I.IP01.01 interpret information from simple maps, graphs, tables, and pictographs. V.1.EE.3
- I.PW.01.02 write a statement taking a stand/position on a classroom question or issue and give a reason. VI.3.EE.1

*By the end of Grade Three, students will be able to:*

## **HISTORY**

- H.TC.03.01    measure chronological time by decades and centuries. **I.1.LE.1**  
H.CP.03.02    use narratives and visual data to compare the past with present day life. **I.2.LE.2**

## **GEOGRAPHY**

- G.DP.03.01    locate, describe, and compare the natural and human characteristics of diverse types of regions. **II.1.LE.3**  
G.HI.03.02    explain how individuals or groups have adapted to or modified the environment. **II.2.LE.4**  
G.LM.03.03    explain how transportation and communication link people and regions. **II.3.LE.3**

## **CIVICS AND GOVERNMENT**

- C.ID.03.01    interpret the meaning of specific core democratic values including common good, justice, liberty, equality, diversity, pursuit of happiness, truth, and patriotism. **III.2.LE.2**  
C.GP.03.02    explain how law is used to manage conflict peacefully. **III.4.LE.2**  
C.GP.03.03    describe how citizens participate in elections. **III.4.LE.4**

## **ECONOMICS**

- E.IH.03.01    identify the opportunity costs in personal decision-making situations. **IV.1.LE.2**  
E.IH.03.02    use a decision-making model to explain a personal economic choice. **IV.1.LE.3**  
E.ES.03.03    describe how people in a region act as producers and consumers. **IV.4.LE.2**

## **INQUIRY AND DECISION MAKING**

- I.IP.03.01    organize social studies information to make simple maps, graphs, pictographs, tables, and interpret what they mean. **V.1.LE.2; V.1.LE.3**  
I.II.03.02    explain how a particular school, community, or regional issue became a problem and why people disagree about it. **VI.1.LE.2**  
I.PW.03.03    compose a paragraph taking a position on a school, community, or regional public policy issue, give a reason for their point of view, and identify a core democratic value that supports their position. **VI.3.LE.1**

GRADE LEVEL CONTENT EXPECTATIONS



**Regions**



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## HISTORY

*By the end of Grade Three, students will be able to:*

H.TC.03.01 measure chronological time by decades and centuries. **I.1.LE.1**

H.CP.03.02 use narratives and visual data to compare the past with present day life. **I.2.LE.2**



## GEOGRAPHY

*By the end of Grade Three, students will be able to:*

G.DP.03.01 locate, describe, and compare the natural and human characteristics of diverse types of regions. **II.1.LE.3**

G.HI.03.02 explain how individuals or groups have adapted to or modified the environment. **II.2.LE.4**

G.LM.03.03 explain how transportation and communication link people and regions. **II.3.LE.3**



## CIVICS AND GOVERNMENT

*By the end of Grade Three, students will be able to:*

C.ID.03.01 interpret the meaning of specific core democratic values including common good, justice, liberty, equality, diversity, pursuit of happiness, truth, and patriotism. **III.2.LE.2**

C.GP.03.02 explain how law is used to manage conflict peacefully. **III.4.LE.2**

C.GP.03.03 describe how citizens participate in elections. **III.4.LE.4**



## ECONOMICS

*By the end of Grade Three, students will be able to:*

E.IH.03.01 identify the opportunity costs in personal decision-making situations. **IV.1.LE.2**

E.IH.03.02 use a decision-making model to explain a personal economic choice. **IV.1.LE.3**

E.ES.03.03 describe how people in a region act as producers and consumers. **IV.4.LE.2**



## INQUIRY AND DECISION MAKING

*By the end of Grade Three, students will be able to:*

I.IP.03.01 organize social studies information to make simple maps, graphs, pictographs, tables, and interpret what they mean. **V.1.LE.2; V.1.LE.3**

I.II.03.02 explain how a particular school, community, or regional issue became a problem and why people disagree about it. **VI.1.LE.2**

I.PW.03.03 compose a paragraph taking a position on a school, community, or regional public policy issue, give a reason for their point of view, and identify a core democratic value that supports their position. **VI.3.LE.1**



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# Last Year in Social Studies

Insert to Grade Three GLCE

**By the end of Grade Two, students will be able to:**

## **HISTORY**

- H.TC.02.01 place events within the community in chronological order. I.1.EE.4
- H.CP.02.02 identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1
- H.AI.02.03 construct a narrative about themselves, their family or the community. I.3.EE.1
- H.ED.02.04 using core democratic values, evaluate decisions made by others as reported in text and other media. I.4.EE.2

## **GEOGRAPHY**

- G.DP.02.01 distinguish between natural and human characteristics of places in the community. II.1.EE.1; II.1.EE.2
- G.HI.02.02 suggest ways people can help improve the environment of the community. II.2.EE.3
- G.LM.02.03 describe the movement of people, goods, services, and ideas in the community. II.3.EE.3
- G.RP.02.04 compare their community with other communities. II.4.EE.2
- G.RP.02.05 describe the changes in their community over time. II.4.EE.3

## **CIVICS AND GOVERNMENT**

- C.PG.02.01 cite examples of government carrying out its legal authority in the community. III.1.EE.1.
- C.PG.02.02 identify rules in the community, explain why we have them, and describe the consequences for breaking them. III.1.EE.2; III.4.EE.1
- C.GP.02.03 describe a variety of fair ways for communities to make decisions. III.4.EE.2
- C.GP.02.04 describe ways that individuals influence each other. III.4.EE.3
- C.GW.02.05 recognize that events in other countries can affect the community. III.5.EE.2

## **ECONOMICS**

- E.IH.02.01 describe how people make choices to get goods and services with limited resources. IV.1.EE.2
- E.BC.02.02 identify businesses in the community and describe how these businesses meet economic wants and needs. IV.2.EE.1
- E.RG.02.03 identify goods or services provided by the local government. IV.3.EE.1
- E.ES.02.04 distinguish between producers and consumers in a market economy. IV.4.EE.2

## **INQUIRY AND DECISION MAKING**

- I.IP.02.01 interpret information from simple maps, graphs, tables, and pictographs. V.1.LE.3
- I.PW.02.02 write a statement taking a stand/position on a community issue, give a reason, and identify a core democratic value that supports their position. VI.3.EE.1

# Next Year in Social Studies

Insert to Grade Three GLCE

**By the end of Grade Four, students will be able to:**

## **HISTORY**

- H.TC.04.01 describe the major eras in the history of the State of Michigan and place them in chronological order. I.1.LE.2; II.4.LE.3
- H.CP04.02 summarize the sequence of key events after reading about Michigan's past. I.2.LE.1
- H.CP04.03 use narrative and visual data to compare Michigan's past with present day life. I.2.LE.2
- H.AI.04.04 analyze conflicting accounts of events in Michigan's past. I.3.LE.2
- H.ED.04.05 identify problems from Michigan's past and analyze the interests and values of those involved. I.4.LE.1

## **GEOGRAPHY**

- G.HI.04.01 describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region, and explain the positive and negative consequences of their use. II.2.LE.2
- G.HI.04.02 explain how individuals and groups have adapted to and modified Michigan's natural environment. II.2.LE.4
- G.LM.04.03 describe the major kinds of economic activity in Michigan and explain the natural and human characteristics influencing their location. II.3.LE.1
- G.LM.04.04 describe some of the major movements of resources, goods, information, and people to, from, or within Michigan and explain the reasons for the movements. II.3.LE.4
- G.RP04.05 describe the natural and human characteristics of modern day Michigan. II.4.LE.4
- G.RP04.06 compare Michigan and the Great Lakes region to other U.S. regions. II.4.LE.6

## **CIVICS AND GOVERNMENT**

- C.PG.04.01 distinguish between local and state government. III.1.LE.1
- C.ID.04.02 evaluate possible resolutions of a Michigan public policy issue using core democratic values. III.2.LE.2; VI.1.LE.3
- C.DA.04.03 describe what state courts do. III.3.LE.1
- C.GP04.04 distinguish among making, enforcing, and interpreting laws. III.4.LE.1
- C.GP04.05 identify the three branches of Michigan government and identify the office responsible for each. III.4.LE.3
- C.GW.04.06 explain how Michigan interacts with other states and countries. III.5.LE.1

## **ECONOMICS**

- E.BC.04.01 distinguish among natural resources, human resources, capital resources in the production of a good or service. IV.2.LE.1
- E.WT.04.02 describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters. IV.5.LE.3; IV.2

## **INQUIRY AND DECISION MAKING**

- I.IP04.01 organize and interpret social studies information about the State of Michigan from maps, graphs, pictographs, tables and charts. V.1.LE.2; V.1.LE.3
- I.PW.04.02 compose a short persuasive essay expressing a position on a Michigan public policy issue. VI.3.LE.1

GRADE LEVEL CONTENT EXPECTATIONS



Photo courtesy of the Mackinac Bridge Authority and the Michigan Department of Transportation.



Michigan

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

Social studies is the integrated study of the social sciences to prepare students to become responsible citizens. A responsible citizen is ready and willing to assume citizenship roles and to make informed and reasoned decisions for the public good, as part of a pluralistic and democratic society in an interdependent world.

The Michigan Curriculum Framework's Content Standards and Benchmarks for Social Studies represent the full scope of the social studies curriculum. The Grade Level Content Expectations (GLCE) establish what every student is expected to know by the end of each grade or course. Social Studies Grade Level Content Expectations are not a social studies curriculum nor are they intended to limit what is taught.

A vocabulary list is being developed that identifies the specialized language of social studies. Teachers are encouraged to routinely use the vocabulary of social studies with their students to build an understanding of social studies concepts.

### **Developing Social Studies Concepts**

#### ***Assessable Vocabulary that Supports the GLCE***

Vocabulary with student definitions and conceptual connections will be available after November 1, 2005 at: [michigan.gov/socialstudies](http://michigan.gov/socialstudies).



## HISTORY

*By the end of Grade Four, students will be able to:*

- H.TC.04.01 describe the major eras in the history of the State of Michigan and place them in chronological order. I.1.LE.2; II.4.LE.3
- H.CP.04.02 summarize the sequence of key events after reading about Michigan's past. I.2.LE.1
- H.CP.04.03 use narrative and visual data to compare Michigan's past with present day life. I.2.LE.2
- H.AI.04.04 analyze conflicting accounts of events in Michigan's past. I.3.LE.2
- H.ED.04.05 identify problems from Michigan's past and analyze the interests and values of those involved. I.4.LE.1



## GEOGRAPHY

*By the end of Grade Four, students will be able to:*

- G.HI.04.01 describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region, and explain the positive and negative consequences of their use. II.2.LE.2
- G.HI.04.02 explain how individuals and groups have adapted to and modified Michigan's natural environment. II.2.LE.4
- G.LM.04.03 describe the major kinds of economic activity in Michigan and explain the natural and human characteristics influencing their location. II.3.LE.1
- G.LM.04.04 describe some of the major movements of resources, goods, information, and people to, from, or within Michigan and explain the reasons for the movements. II.3.LE.4
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## CIVICS AND GOVERNMENT

*By the end of Grade Four, students will be able to:*

- C.PG.04.01 distinguish between local and state government. III.1.LE.1
- C.ID.04.02 evaluate possible resolutions of a Michigan public policy issue using core democratic values. III.2.LE.2; VI.1.LE.3
- C.DA.04.03 describe what state courts do. III.3.LE.1
- C.GP.04.04 distinguish among making, enforcing, and interpreting laws. III.4.LE.1
- C.GP.04.05 identify the three branches of Michigan government and identify the office responsible for each. III.4.LE.3
- C.GW.04.06 explain how Michigan interacts with other states and countries. III.5.LE.1



## ECONOMICS

*By the end of Grade Four, students will be able to:*

- E.BC.04.01 distinguish among natural resources, human resources, capital resources in the production of a good or service. IV.2.LE.1
- E.WT.04.02 describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters. IV.5.LE.3; IV.2



## INQUIRY AND DECISION MAKING

*By the end of Grade Four, students will be able to:*

- I.IP.04.01 organize and interpret social studies information about the State of Michigan from maps, graphs, pictographs, tables and charts. V.1.LE.2; V.1.LE.3
- I.PW.04.02 compose a short persuasive essay expressing a position on a Michigan public policy issue. VI.3.LE.1



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*By the end of Grade Three, students will be able to:*

## **HISTORY**

- H.TC.03.01 measure chronological time by decades and centuries. I.1.LE.1  
H.CP.03.02 use narratives and visual data to compare the past with present day life. I.2.LE.2

## **GEOGRAPHY**

- G.DP.03.01 locate, describe, and compare the natural and human characteristics of diverse types of regions. II.1.LE.3  
G.HI.03.02 explain how individuals or groups have adapted to or modified the environment. II.2.LE.4  
G.LM.03.03 explain how transportation and communication link people and regions. II.3.LE.3

## **CIVICS AND GOVERNMENT**

- C.ID.03.01 interpret the meaning of specific core democratic values including common good, justice, liberty, equality, diversity, pursuit of happiness, truth, and patriotism. III.2.LE.2  
C.GP.03.02 explain how law is used to manage conflict peacefully. III.4.LE.2  
C.GP.03.03 describe how citizens participate in elections. III.4.LE.4

## **ECONOMICS**

- E.IH.03.01 identify the opportunity costs in personal decision-making situations. IV.1.LE.2  
E.IH.03.02 use a decision-making model to explain a personal economic choice. IV.1.LE.3  
E.ES.03.03 describe how people in a region act as producers and consumers. IV.4.LE.2

## **INQUIRY AND DECISION MAKING**

- I.IP.03.01 organize social studies information to make simple maps, graphs, pictographs, tables, and interpret what they mean. V.1.LE.2; V.1.LE.3  
I.II.03.02 explain how a particular school, community, or regional issue became a problem and why people disagree about it. VI.1.LE.2  
I.PW.03.03 compose a paragraph taking a position on a school, community, or regional public policy issue, give a reason for their point of view, and identify a core democratic value that supports their position. VI.3.LE.1

**By the end of Grade Five, students will be able to:**

## **HISTORY**

- H.TC.05.01 place major events in the early history of the United States (Meeting of the Three Worlds through the Ratification of the Bill of Rights) in chronological order. **I.1.LE.3**
- H.CP05.02 use narratives and graphic data to compare early Native American and colonial life in North America with present day life in those places. **I.2.LE.2**
- H.AI.05.03 interpret conflicting accounts of events in early United States history and analyze the viewpoints of the authors. **I.3.LE.2**
- H.ED.05.04 evaluate major decisions from the past in terms of short and long term consequences and core democratic values. **I.4.LE.2**

## **GEOGRAPHY**

- G.DP05.01 locate the New England, Middle Atlantic, and Southern colonies and describe the natural and human characteristics of each region. **II.1.LE.2**
- G.DP05.02 locate and describe major places, cultures, and communities in Native American life. **II.1.LE.3**
- G.HI.05.03 describe how Native Americans and colonists adapted to or modified the environment. **II.2.LE.4**
- G.LM.05.04 describe the causes, consequences, routes and major movements of goods and people during early United States history. **II.3.LE.2; II.3.LE.4**

## **CIVICS AND GOVERNMENT**

- C.PG.05.01 distinguish between state and national governments in the United States and describe the roles of governmental institutions at each level. **III.1.LE.1**
- C.PG.05.02 give examples of authority and the use of power without authority. **III.1.LE.2**
- C.ID.05.03 give reasons for limiting the power of government. **III.1.LE.3**
- C.ID.05.04 explain the development of and summarize the main points of the Declaration of Independence. **III.2.LE.1**
- C.ID.05.05 interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of law. **III.2.LE.2**
- C.GP05.06 explain the basic organization of the federal government. **III.4.LE.3**
- C.GW.05.07 explain various ways that nations interacted with each other in early United States history. **III.5.LE.1**

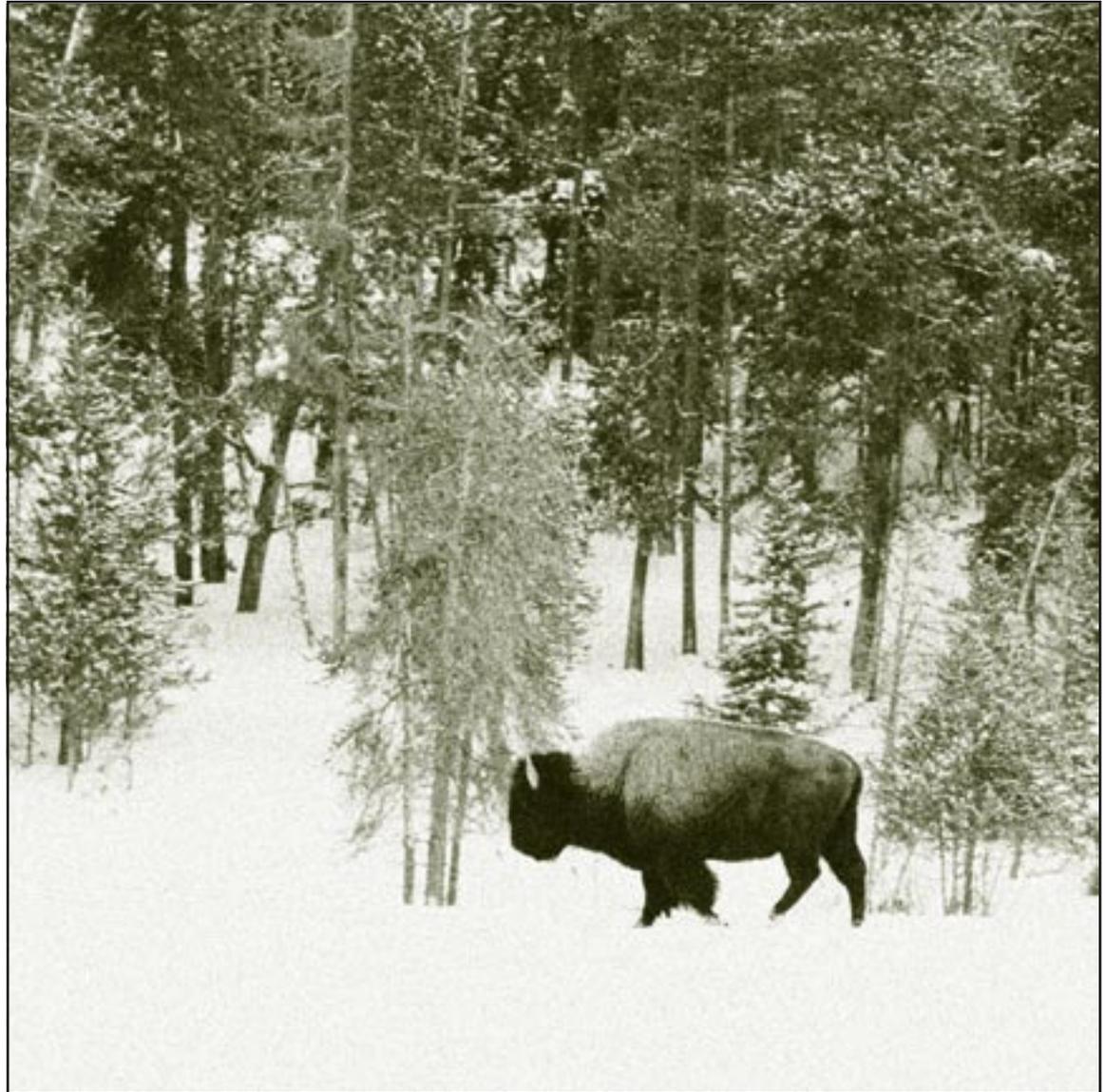
## **ECONOMICS**

- E.RG.05.01 describe the relationship between taxes and public goods and services provided by the federal government. **IV.3.LE.2**
- E.WT.05.02 describe the costs and benefits of trade among Africa, Europe, and the American colonies. **IV.5.LE.2**
- E.WT.05.03 describe how people were involved in trade as producers, consumers, importers, and exporters in the early history of North America. **IV.5.LE.3**

## **INQUIRY AND DECISION MAKING**

- I.IP.05.01 interpret and analyze social science information about the United States from maps, graphs, pictographs, charts and tables. **V.1.LE.3**
- I.PW.05.02 compose a short persuasive essay expressing a position on a public policy issue. **VI.3.LE.1**

GRADE LEVEL CONTENT EXPECTATIONS



.....  
**Early America: Beginnings to the  
Ratification of the Bill of Rights 1791**  
.....

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

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*By the end of Grade Five, students will be able to:*

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- H.AI.05.03 interpret conflicting accounts of events in early United States history and analyze the viewpoints of the authors. **I.3.LE.2**
- H.ED.05.04 evaluate major decisions from the past in terms of short and long term consequences and core democratic values. **I.4.LE.2**



## GEOGRAPHY

*By the end of Grade Five, each student will be able to:*

- G.DP.05.01 locate the New England, Middle Atlantic, and Southern colonies and describe the natural and human characteristics of each region. **II.1.LE.2**
- G.DP.05.02 locate and describe major places, cultures, and communities in Native American life. **II.1.LE.3**
- G.HI.05.03 describe how Native Americans and colonists adapted to or modified the environment. **II.2.LE.4**
- G.LM.05.04 describe the causes, consequences, routes and major movements of goods and people during early United States history. **II.3.LE.2; II.3.LE.4**



## CIVICS AND GOVERNMENT

*By the end of Grade Five, each student will be able to:*

- C.PG.05.01 distinguish between state and national governments in the United States and describe the roles of governmental institutions at each level. **III.1.LE.1**
- C.PG.05.02 give examples of authority and the use of power without authority. **III.1.LE.2**
- C.ID.05.03 give reasons for limiting the power of government. **III.1.LE.3**
- C.ID.05.04 explain the development of and summarize the main points of the Declaration of Independence. **III.2.LE.1**
- C.ID.05.05 interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of law. **III.2.LE.2**
- C.GP.05.06 explain the basic organization of the federal government. **III.4.LE.3**
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## ECONOMICS

*By the end of Grade Five, each student will be able to:*

- E.RG.05.01 describe the relationship between taxes and public goods and services provided by the federal government. **IV.3.LE.2**
- E.WT.05.02 describe the costs and benefits of trade among Africa, Europe, and the American colonies. **IV.5.LE.2**
- E.WT.05.03 describe how people were involved in trade as producers, consumers, importers, and exporters in the early history of North America. **IV.5.LE.3**



## INQUIRY AND DECISION MAKING

*By the end of Grade Five, each student will be able to:*

- I.IP.05.01 interpret and analyze social science information about the United States from maps, graphs, pictographs, charts and tables. **V.1.LE.3**
- I.PW.05.02 compose a short persuasive essay expressing a position on a public policy issue. **VI.3.LE.1**



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*By the end of Grade Four, students will be able to:*

## **HISTORY**

- H.TC.04.01 describe the major eras in the history of the State of Michigan and place them in chronological order. I.1.LE.2; II.4.LE.3
- H.CP.04.02 summarize the sequence of key events after reading about Michigan's past. I.2.LE.1
- H.CP.04.03 use narrative and visual data to compare Michigan's past with present day life. I.2.LE.2
- H.AI.04.04 analyze conflicting accounts of events in Michigan's past. I.3.LE.2
- H.ED.04.05 identify problems from Michigan's past and analyze the interests and values of those involved. I.4.LE.1

## **GEOGRAPHY**

- G.HI.04.01 describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region, and explain the positive and negative consequences of their use. II.2.LE.2
- G.HI.04.02 explain how individuals and groups have adapted to and modified Michigan's natural environment. II.2.LE.4
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- G.LM.04.04 describe some of the major movements of resources, goods, information, and people to, from, or within Michigan and explain the reasons for the movements. II.3.LE.4
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- G.RP.04.06 compare Michigan and the Great Lakes region to other U.S. regions. II.4.LE.6

## **CIVICS AND GOVERNMENT**

- C.PG.04.01 distinguish between local and state government. III.1.LE.1
- C.ID.04.02 evaluate possible resolutions of a Michigan public policy issue using core democratic values. III.2.LE.2; VI.1.LE.3
- C.DA.04.03 describe what state courts do. III.3.LE.1
- C.GP.04.04 distinguish among making, enforcing, and interpreting laws. III.4.LE.1
- C.GP.04.05 identify the three branches of Michigan government and identify the office responsible for each. III.4.LE.3
- C.GW.04.06 explain how Michigan interacts with other states and countries. III.5.LE.1

## **ECONOMICS**

- E.BC.04.01 distinguish among natural resources, human resources, capital resources in the production of a good or service. IV.2.LE.1
- E.WT.04.02 describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters. IV.5.LE.3; IV.2

## **INQUIRY AND DECISION MAKING**

- I.IP.04.01 organize and interpret social studies information about the State of Michigan from maps, graphs, pictographs, tables and charts. V.1.LE.2; V.1.LE.3
- I.PW.04.02 compose a short persuasive essay expressing a position on a Michigan public policy issue. VI.3.LE.1

# Next Year in Social Studies

Insert to Grade Five GLCE

*By the end of Grade Six, students will be able to:*

## **HISTORY**

- H.TC.06.01 describe the historical origins of a contemporary condition in the Western Hemisphere. I.1.MS.3; I.2.MS.3
- H.ED.06.02 identify the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity. I.4.MS.3

## **GEOGRAPHY**

- G.DP.06.01 describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions. II.1.MS.2
- G.HI.06.02 describe the consequences of human/environment interactions in different regional environments within the Western Hemisphere. II.2.MS.5
- G.LM.06.03 describe the major economic and political connections between the United States and other countries in the Western Hemisphere, and explain their causes and consequences. II.3.MS.4
- G.RP.06.04 locate and describe major cultural, economic, and political regions of the Western Hemisphere. II.4.MS.2
- G.RP.06.05 locate and describe major climatic and physical regions of the Western Hemisphere. II.4.MS.2

## **CIVICS AND GOVERNMENT**

- C.PG.06.01 compare representative democracy in the United States with other forms of government in the Western Hemisphere. III.1.MS.2
- C.GW.06.02 describe the purposes and functions of major international organizations in the Western Hemisphere. III.5.MS.1
- C.GW.06.03 describe the means used by the United States to resolve international conflicts in the Western Hemisphere. III.5.MS.2

## **ECONOMICS**

- E.ES.06.01 explain how economic systems in the Western Hemisphere work. IV.4.MS
- E.ES.06.02 describe the roles of economic institutions such as governments, business firms, labor unions, financial institutions, and households that make up an economic system in the Western Hemisphere. IV.4.MS.2
- E.WT.06.03 identify the current and potential contributions of regions in the Western Hemisphere to world trade. IV.5.MS.1

## **INQUIRY AND DECISION MAKING**

- I.IP.06.01 organize, interpret, and analyze social science information about the countries of the Western Hemisphere from maps, graphs, charts, tables, and pictographs. V.1.MS.2; V.1.MS.3
- I.II.06.02 explain how culture and experience shape positions that people take on an issue. VI.1.MS.3
- I.PW.06.03 compose a persuasive essay expressing a position on a national or international public policy issue. VI.3.MS.1

GRADE LEVEL CONTENT EXPECTATIONS



SOCIAL STUDIES

**The Western Hemisphere**

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

Social studies is the integrated study of the social sciences to prepare students to become responsible citizens. A responsible citizen is ready and willing to assume citizenship roles and to make informed and reasoned decisions for the public good, as part of a pluralistic and democratic society in an interdependent world.

The Michigan Curriculum Framework's Content Standards and Benchmarks for Social Studies represent the full scope of the social studies curriculum. The Grade Level Content Expectations (GLCE) establish what every student is expected to know by the end of each grade or course. Social Studies Grade Level Content Expectations are not a social studies curriculum nor are they intended to limit what is taught.

A vocabulary list is being developed that identifies the specialized language of social studies. Teachers are encouraged to routinely use the vocabulary of social studies with their students to build an understanding of social studies concepts.

### **Developing Social Studies Concepts**

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## HISTORY

*By the end of Grade Six, students will be able to:*

- H.TC.06.01 describe the historical origins of a contemporary condition in the Western Hemisphere. **I.1.MS.3; I.2.MS.3**
- H.ED.06.02 identify the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity. **I.4.MS.3**



## GEOGRAPHY

*By the end of Grade Six, students will be able to:*

- G.DP.06.01 describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions. **II.1.MS.2**
- G.HI.06.02 describe the consequences of human/environment interactions in different regional environments within the Western Hemisphere. **II.2.MS.5**
- G.LM.06.03 describe the major economic and political connections between the United States and other countries in the Western Hemisphere, and explain their causes and consequences. **II.3.MS.4**
- G.RP.06.04 locate and describe major cultural, economic, and political regions of the Western Hemisphere. **II.4.MS.2**
- G.RP.06.05 locate and describe major climatic and physical regions of the Western Hemisphere. **II.4.MS.2**



## CIVICS AND GOVERNMENT

*By the end of Grade Six, students will be able to:*

- C.PG.06.01 compare representative democracy in the United States with other forms of government in the Western Hemisphere. **III.1.MS.2**
- C.GW.06.02 describe the purposes and functions of major international organizations in the Western Hemisphere. **III.5.MS.1**
- C.GW.06.03 describe the means used by the United States to resolve international conflicts in the Western Hemisphere. **III.5.MS.2**



## ECONOMICS

*By the end of Grade Six, students will be able to:*

- E.ES.06.01 explain how economic systems in the Western Hemisphere work. **IV.4.MS**
- E.ES.06.02 describe the roles of economic institutions such as governments, business firms, labor unions, financial institutions, and households that make up an economic system in the Western Hemisphere. **IV.4.MS.2**
- E.WT.06.03 identify the current and potential contributions of regions in the Western Hemisphere to world trade. **IV.5.MS.1**



## INQUIRY AND DECISION MAKING

*By the end of Grade Six, students will be able to:*

- I.IP.06.01 organize, interpret, and analyze social science information about the countries of the Western Hemisphere from maps, graphs, charts, tables, and pictographs. **V.1.MS.2; V.1.MS.3**
- I.II.06.02 explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
- I.PW.06.03 compose a persuasive essay expressing a position on a national or international public policy issue. **VI.3.MS.1**



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**Director**

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**By the end of Grade Five, students will be able to:**

## **HISTORY**

- H.TC.05.01 place major events in the early history of the United States (Meeting of the Three Worlds through the Ratification of the Bill of Rights) in chronological order. **I.1.LE.3**
- H.CP05.02 use narratives and graphic data to compare early Native American and colonial life in North America with present day life in those places. **I.2.LE.2**
- H.AI.05.03 interpret conflicting accounts of events in early United States history and analyze the viewpoints of the authors. **I.3.LE.2**
- H.ED.05.04 evaluate major decisions from the past in terms of short and long term consequences and core democratic values. **I.4.LE.2**

## **GEOGRAPHY**

- G.DP05.01 locate the New England, Middle Atlantic, and Southern colonies and describe the natural and human characteristics of each region. **II.1.LE.2**
- G.DP05.02 locate and describe major places, cultures, and communities in Native American life. **II.1.LE.3**
- G.HI.05.03 describe how Native Americans and colonists adapted to or modified the environment. **II.2.LE.4**
- G.LM.05.04 describe the causes, consequences, routes and major movements of goods and people during early United States history. **II.3.LE.2; II.3.LE.4**

## **CIVICS AND GOVERNMENT**

- C.PG.05.01 distinguish between state and national governments in the United States and describe the roles of governmental institutions at each level. **III.1.LE.1**
- C.PG.05.02 give examples of authority and the use of power without authority. **III.1.LE.2**
- C.ID.05.03 give reasons for limiting the power of government. **III.1.LE.3**
- C.ID.05.04 explain the development of and summarize the main points of the Declaration of Independence. **III.2.LE.1**
- C.ID.05.05 interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of law. **III.2.LE.2**
- C.GP05.06 explain the basic organization of the federal government. **III.4.LE.3**
- C.GW.05.07 explain various ways that nations interacted with each other in early United States history. **III.5.LE.1**

## **ECONOMICS**

- E.RG.05.01 describe the relationship between taxes and public goods and services provided by the federal government. **IV.3.LE.2**
- E.WT.05.02 describe the costs and benefits of trade among Africa, Europe, and the American colonies. **IV.5.LE.2**
- E.WT.05.03 describe how people were involved in trade as producers, consumers, importers, and exporters in the early history of North America. **IV.5.LE.3**

## **INQUIRY AND DECISION MAKING**

- I.IP.05.01 interpret and analyze social science information about the United States from maps, graphs, pictographs, charts and tables. **V.1.LE.3**
- I.PW.05.02 compose a short persuasive essay expressing a position on a public policy issue. **VI.3.LE.1**

# Next Year in Social Studies

Insert to Grade Six GLCE

*By the end of Grade Seven, students will be able to:*

## **HISTORY**

- H.TC.07.01 describe the historical origins of a contemporary condition in the Eastern Hemisphere. I.1.MS.3; I.2.MS.3
- H.ED.07.02 identify the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity. I.4.MS.3

## **GEOGRAPHY**

- G.DP.07.01 describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions. II.1.MS.2
- G.HI.07.02 describe the consequences of human/environment interactions in different regional environments within the Eastern Hemisphere. II.2.MS.5
- G.LM.07.03 describe the major economic and political connections between the United States and other countries in the Eastern Hemisphere, and explain their causes and consequences. II.3.MS.4
- G.RP.07.04 locate and describe major cultural, economic, and political regions of the Eastern Hemisphere. II.4.MS.2
- G.RP.07.05 locate and describe major climatic and physical regions of the Eastern Hemisphere. II.4.MS.2

## **CIVICS AND GOVERNMENT**

- C.PG.07.01 compare representative democracy in the United States with other forms of government in the Eastern Hemisphere. III.1.MS.2
- C.GW.07.02 describe the purposes and functions of major international organizations in the Eastern Hemisphere. III.5.MS.1
- C.GW.07.03 describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere. III.5.MS.2

## **ECONOMICS**

- E.ES.07.01 explain how economic systems in the Eastern Hemisphere work. IV.4.MS
- E.ES.07.02 describe the roles of economic institutions such as governments, business firms, labor unions, financial institutions, and households that make up an economic system in the Eastern Hemisphere. IV.4.MS.2
- E.WT.07.03 identify the current and potential contributions of regions in the Eastern Hemisphere to world trade. IV.5.MS.1

## **INQUIRY AND DECISION MAKING**

- I.IP.07.01 organize, interpret, and analyze social science information about the countries of the Eastern Hemisphere from maps, graphs, charts, tables, and pictographs. V.1.MS.2; V.1.MS.3
- I.II.07.02 explain how culture and experience shape positions that people take on an issue. VI.1.MS.3
- I.PV.07.03 compose a persuasive essay expressing a position on a national or international public policy issue. VI.3.MS.1

# GRADE LEVEL CONTENT EXPECTATIONS



.....

## The Eastern Hemisphere

.....

GRADE  
SEVEN

SOCIAL STUDIES



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

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## HISTORY

*By the end of Grade Seven, students will be able to:*

- H.TC.07.01 describe the historical origins of a contemporary condition in the Eastern Hemisphere. **I.1.MS.3; I.2.MS.3**
- H.ED.07.02 identify the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity. **I.4.MS.3**



## GEOGRAPHY

*By the end of Grade Seven, each student will be able to:*

- G.DP.07.01 describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions. **II.1.MS.2**
- G.HI.07.02 describe the consequences of human/environment interactions in different regional environments within the Eastern Hemisphere. **II.2.MS.5**
- G.LM.07.03 describe the major economic and political connections between the United States and other countries in the Eastern Hemisphere, and explain their causes and consequences. **II.3.MS.4**
- G.RP.07.04 locate and describe major cultural, economic, and political regions of the Eastern Hemisphere. **II.4.MS.2**
- G.RP.07.05 locate and describe major climatic and physical regions of the Eastern Hemisphere. **II.4.MS.2**



## CIVICS AND GOVERNMENT

*By the end of Grade Seven, each student will be able to:*

- C.PG.07.01 compare representative democracy in the United States with other forms of government in the Eastern Hemisphere. **III.1.MS.2**
- C.GW.07.02 describe the purposes and functions of major international organizations in the Eastern Hemisphere. **III.5.MS.1**
- C.GW.07.03 describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere. **III.5.MS.2**



## ECONOMICS

*By the end of Grade Seven each student will be able to:*

- E.ES.07.01 explain how economic systems in the Eastern Hemisphere work. **IV.4.MS**
- E.ES.07.02 describe the roles of economic institutions such as governments, business firms, labor unions, financial institutions, and households that make up an economic system in the Eastern Hemisphere. **IV.4.MS.2**
- E.WT.07.03 identify the current and potential contributions of regions in the Eastern Hemisphere to world trade. **IV.5.MS.1**



## INQUIRY AND DECISION MAKING

*By the end of Grade Seven, each student will be able to:*

- I.IP.07.01 organize, interpret, and analyze social science information about the countries of the Eastern Hemisphere from maps, graphs, charts, tables, and pictographs. **V.1.MS.2; V.1.MS.3**
- I.II.07.02 explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
- I.PW.07.03 compose a persuasive essay expressing a position on a national or international public policy issue. **VI.3.MS.1**



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# Last Year in Social Studies

Insert to Grade Seven GLCE

**By the end of Grade Six, students will be able to:**

## **HISTORY**

- H.TC.06.01 describe the historical origins of a contemporary condition in the Western Hemisphere. **I.1.MS.3; I.2.MS.3**
- H.ED.06.02 identify the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity. **I.4.MS.3**

## **GEOGRAPHY**

- G.DP.06.01 describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions. **II.1.MS.2**
- G.HI.06.02 describe the consequences of human/environment interactions in different regional environments within the Western Hemisphere. **II.2.MS.5**
- G.LM.06.03 describe the major economic and political connections between the United States and other countries in the Western Hemisphere, and explain their causes and consequences. **II.3.MS.4**
- G.RP.06.04 locate and describe major cultural, economic, and political regions of the Western Hemisphere. **II.4.MS.2**
- G.RP.06.05 locate and describe major climatic and physical regions of the Western Hemisphere. **II.4.MS.2**

## **CIVICS AND GOVERNMENT**

- C.PG.06.01 compare representative democracy in the United States with other forms of government in the Western Hemisphere. **III.1.MS.2**
- C.GW.06.02 describe the purposes and functions of major international organizations in the Western Hemisphere. **III.5.MS.1**
- C.GW.06.03 describe the means used by the United States to resolve international conflicts in the Western Hemisphere. **III.5.MS.2**

## **ECONOMICS**

- E.ES.06.01 explain how economic systems in the Western Hemisphere work. **IV.4.MS**
- E.ES.06.02 describe the roles of economic institutions such as governments, business firms, labor unions, financial institutions, and households that make up an economic system in the Western Hemisphere. **IV.4.MS.2**
- E.WT.06.03 identify the current and potential contributions of regions in the Western Hemisphere to world trade. **IV.5.MS.1**

## **INQUIRY AND DECISION MAKING**

- I.IP.06.01 organize, interpret, and analyze social science information about the countries of the Western Hemisphere from maps, graphs, charts, tables, and pictographs. **V.1.MS.2; V.1.MS.3**
- I.II.06.02 explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
- I.PW.06.03 compose a persuasive essay expressing a position on a national or international public policy issue. **VI.3.MS.1**

# Next Year in Social Studies

Insert to Grade Seven GLCE

**By the end of Grade Eight, students will be able to:**

## **HISTORY**

- H.TC.08.01 describe the major factors that characterize the following eras of United States history: Constitution and the New Nation; Expansion and Reform; Civil War and Reconstruction; and Industrial United States. **I.1.MS.2**
- H.CP.08.02 use narratives and visual data to describe the settings of significant events that shaped the development of the United States as a country. **I.2.MS.1**
- H.CP.08.03 use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of United States history from 1763 to 1900. **I.2.MS.4**
- H.AI.08.04 use primary and secondary resources to analyze significant events that shaped the development of the United States between 1763 and 1900. **I.3.MS.1**
- H.ED.08.05 identify and analyze factors contributing to the major decisions made in United States history from 1763 to 1900, and consider alternative courses of action. **I.4.MS.1**
- H.ED.08.06 evaluate historic decisions made during United States history from 1763 to 1900 in light of core democratic values and the resulting costs and benefits as viewed from a variety of perspectives. **I.4.MS.4**

## **GEOGRAPHY**

- G.LM.08.01 describe how and why people, goods, services and information moved within and between regions of the United States from 1763 to 1900. **II.3.MS.3**
- G.LM.08.02 describe the major economic and political connections between the United States and different world regions from 1763 to 1900 and explain the causes and consequences. **II.3.MS.4**

## **CIVICS AND GOVERNMENT**

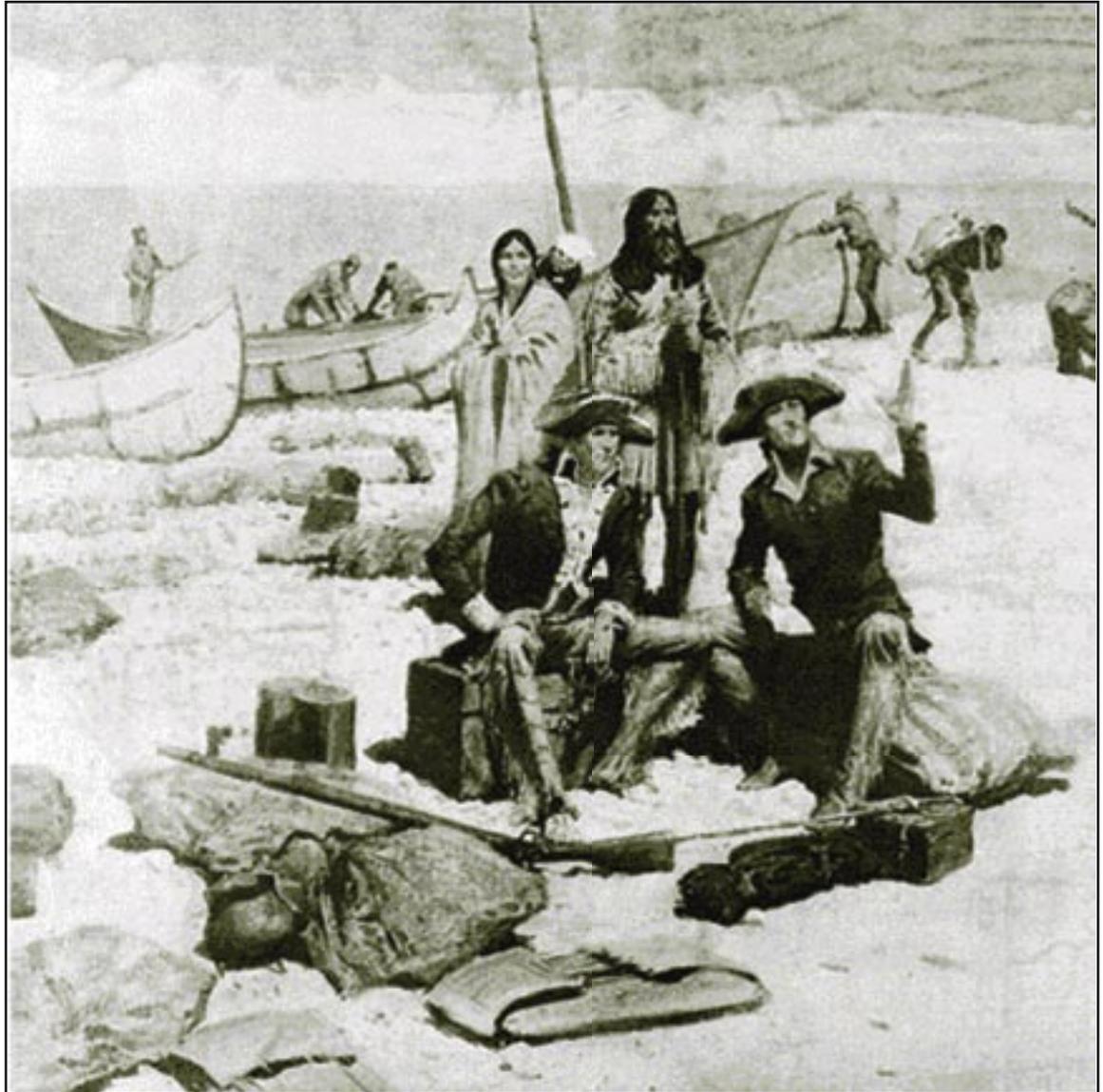
- C.PG.08.01 explain how the federal government of the United States serves the purposes set forth in the Preamble to the Constitution. **III.1.MS.1.**
- C.PG.08.02. explain how the rule of law and limited government protect individual rights and serve the common good. **III.1.MS.2; III.1.MS.4**
- C.ID.08.03 describe the essential beliefs and ideas that influenced the Declaration of Independence and the creation of the United States Constitution and explain how they set the foundation for civic life, politics, and government in the United States. **III.2.MS.1**
- C.ID.08.04 describe the provisions in the United States Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established. **III.2.MS.2**
- C.ID.08.05 explain the means for limiting the powers of government established by the United States Constitution and how the Constitution is maintained as the supreme law of the land. **III.2.MS.3; III.4.MS.2**
- C.DA.08.06 identify and describe disparities between the American ideal of equality as stated in the Preamble of the Constitution and how equality was practiced in the context of United States history from 1763 to 1900. **III.3.MS.2**

## **ECONOMICS**

- E.BC.08.01 explain how business practices influenced markets, prices, supply and demand. **IV.2.MS.1; IV.4.MS.3**
- E.BC.08.02 describe how incentives and profits encouraged entrepreneurs to take risks. **IV.2.MS.1**
- E.ES.08.03 describe the roles of the economic institutions which comprise the American economic system such as business firms, households, labor unions, financial institutions, and the government. **IV.4.MS.2**
- E.WT.08.04 describe the role of government in regulating commerce as stated in the Constitution. **IV.5.MS.2**

## **INQUIRY AND DECISION MAKING**

- I.IP.08.01 organize, interpret, and analyze social science information about the United States from 1763 to 1900 from maps, graphs, pictographs, charts, and tables. **V.1.MS.2; V.1.MS.3**
- I.II.08.02 explain how culture and experiences shape positions that people take on an issue. **VI.1.MS.3**
- I.PW.08.03 compose a persuasive essay expressing a position on a national or international public policy issue. **VI.3.MS.1**



**Nineteenth Century  
United States**



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## HISTORY

*By the end of Grade Eight, students will be able to:*

- H.TC.08.01 describe the major factors that characterize the following eras of United States history: Constitution and the New Nation; Expansion and Reform; Civil War and Reconstruction; and Industrial United States. **I.1.MS.2**
- H.CP.08.02 use narratives and visual data to describe the settings of significant events that shaped the development of the United States as a country. **I.2.MS.1**
- H.CP.08.03 use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of United States history from 1763 to 1900. **I.2.MS.4**
- H.AI.08.04 use primary and secondary resources to analyze significant events that shaped the development of the United States between 1763 and 1900. **I.3.MS.1**
- H.ED.08.05 identify and analyze factors contributing to the major decisions made in United States history from 1763 to 1900, and consider alternative courses of action. **I.4.MS.1**
- H.ED.08.06 evaluate historic decisions made during United States history from 1763 to 1900 in light of core democratic values and the resulting costs and benefits as viewed from a variety of perspectives. **I.4.MS.4**



## GEOGRAPHY

*By the end of Grade Eight, students will be able to:*

- G.LM.08.01 describe how and why people, goods, services and information moved within and between regions of the United States from 1763 to 1900. **II.3.MS.3**
- G.LM.08.02 describe the major economic and political connections between the United States and different world regions from 1763 to 1900 and explain the causes and consequences. **II.3.MS.4**



## CIVICS AND GOVERNMENT

*By the end of Grade Eight, students will be able to:*

- C.PG.08.01 explain how the federal government of the United States serves the purposes set forth in the Preamble to the Constitution. **III.1.MS.1**
- C.PG.08.02 explain how the rule of law and limited government protect individual rights and serve the common good. **III.1.MS.2; III.1.MS.4**
- C.ID.08.03 describe the essential beliefs and ideas that influenced the Declaration of Independence and the creation of the United States Constitution and explain how they set the foundation for civic life, politics, and government in the United States. **III.2.MS.1**
- C.ID.08.04 describe the provisions in the United States Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established. **III.2.MS.2**
- C.ID.08.05 explain the means for limiting the powers of government established by the United States Constitution and how the Constitution is maintained as the supreme law of the land. **III.2.MS.3; III.4.MS.2**
- C.DA.08.06 identify and describe disparities between the American ideal of equality as stated in the Preamble of the Constitution and how equality was practiced in the context of United States history from 1763 to 1900. **III.3.MS.2**



## ECONOMICS

*By the end of Grade Eight, students will be able to:*

- E.BC.08.01 explain how business practices influenced markets, prices, supply and demand. **IV.2.MS.1; IV.4.MS.3**
- E.BC.08.02 describe how incentives and profits encouraged entrepreneurs to take risks. **IV.2.MS.1**
- E.ES.08.03 describe the roles of the economic institutions which comprise the American economic system such as business firms, households, labor unions, financial institutions, and the government. **IV.4.MS.2**
- E.WT.08.04 describe the role of government in regulating commerce as stated in the Constitution. **IV.5.MS.2**



## INQUIRY AND DECISION MAKING

*By the end of Grade Eight, students will be able to:*

- I.IP.08.01 organize, interpret, and analyze social science information about the United States from 1763 to 1900 from maps, graphs, pictographs, charts, and tables. **V.1.MS.2; V.1.MS.3**
- I.II.08.02 explain how culture and experiences shape positions that people take on an issue. **VI.1.MS.3**
- I.PW.08.03 compose a persuasive essay expressing a position on a national or international public policy issue. **VI.3.MS.1**



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# Last Year in Social Studies

Insert to Grade Eight GLCE

*By the end of Grade Seven, students will be able to:*

## **HISTORY**

- H.TC.07.01 describe the historical origins of a contemporary condition in the Eastern Hemisphere. I.1.MS.3; I.2.MS.3
- H.ED.07.02 identify the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity. I.4.MS.3

## **GEOGRAPHY**

- G.DP.07.01 describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions. II.1.MS.2
- G.HI.07.02 describe the consequences of human/environment interactions in different regional environments within the Eastern Hemisphere. II.2.MS.5
- G.LM.07.03 describe the major economic and political connections between the United States and other countries in the Eastern Hemisphere, and explain their causes and consequences. II.3.MS.4
- G.RP.07.04 locate and describe major cultural, economic, and political regions of the Eastern Hemisphere. II.4.MS.2
- G.RP.07.05 locate and describe major climatic and physical regions of the Eastern Hemisphere. II.4.MS.2

## **CIVICS AND GOVERNMENT**

- C.PG.07.01 compare representative democracy in the United States with other forms of government in the Eastern Hemisphere. III.1.MS.2
- C.GW.07.02 describe the purposes and functions of major international organizations in the Eastern Hemisphere. III.5.MS.1
- C.GW.07.03 describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere. III.5.MS.2

## **ECONOMICS**

- E.ES.07.01 explain how economic systems in the Eastern Hemisphere work. IV.4.MS
- E.ES.07.02 describe the roles of economic institutions such as governments, business firms, labor unions, financial institutions, and households that make up an economic system in the Eastern Hemisphere. IV.4.MS.2
- E.WT.07.03 identify the current and potential contributions of regions in the Eastern Hemisphere to world trade. IV.5.MS.1

## **INQUIRY AND DECISION MAKING**

- I.IP.07.01 organize, interpret, and analyze social science information about the countries of the Eastern Hemisphere from maps, graphs, charts, tables, and pictographs. V.1.MS.2; V.1.MS.3
- I.II.07.02 explain how culture and experience shape positions that people take on an issue. VI.1.MS.3
- I.PV.07.03 compose a persuasive essay expressing a position on a national or international public policy issue. VI.3.MS.1

GRADES  
9-12

GRADE LEVEL CONTENT EXPECTATIONS



.....  
**High School Economics Strand**  
.....

SOCIAL STUDIES



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

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## HIGH SCHOOL ECONOMICS STRAND

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

- E.IH.HS.01 analyze a personal finance strategy for earning, spending, saving and investing their resources. **IV.1.HS.1**
- E.BC.HS.02 describe how businesses make choices. **IV.2.HS.2**
- E.RG.HS.03 assess the impact of the federal government's and the Federal Reserve System's macroeconomic policy decisions on themselves and others. **IV.3.HS.2**
- E.ES.HS.04 predict how prices change when the numbers of buyers or sellers in a market changes (supply and demand), and explain how the incentives affect individual buyers and sellers. **IV.4.HS.1**
- E.ES.HS.05 describe the relationship between the United States economy and the global economy. **IV.4.HS.2**
- E.ES.HS.06 identify the role of households, business firms, financial institutions, government agencies and labor unions in the economy of the United States. **IV.4.HS.4**
- E.ES.HS.07 describe the relationships among and between households, business firms, financial institutions, government agencies and labor unions. **IV.4.HS.4**
- E.ES.HS.08 compare and contrast a free market economic system with other economic systems. **IV.4.HS.5**
- E.WT.HS.09 evaluate the benefits and obstacles of major economic systems and the role of voluntary exchange in economic growth. **IV.5.HS.1**
- E.WT.HS.10 explain how specialization, interdependence and economic development are related. **IV.5.HS.3**
- E.WT.HS.11 compare the benefits and costs of policies that alter trade between nations, such as tariffs and quotas. **IV.5.HS.4**
- E.WT.HS.12 describe the effects of currency exchange, interest rates and monetary policy on world trade and domestic economic activity. **IV.5.HS.4**



## INQUIRY AND DECISION MAKING STRAND

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

- I.I.PHS.01 interpret economic data and information to analyze significant economic issues. **V.1.HS.2**
- I.I.PHS.02 interpret economic information from maps, tables, graphs, pictographs, charts, and text. **V.1.HS.3**
- I.PW.HS.03 compose a persuasive essay expressing and justifying a position on a public policy issue. **VI.3.HS.1**

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## Some Core Democratic Values of American Constitutional Democracy

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Liberty  
The Pursuit of Happiness  
Public or Common Good  
Justice  
Equality  
Diversity  
Truth  
Popular Sovereignty  
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### Constitutional Principles

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Separation of Powers  
Representative Government  
Checks and Balances  
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Freedom of Religion  
Federalism  
Civilian Control of the Military



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GRADES  
9-12

GRADE LEVEL CONTENT EXPECTATIONS



.....  
**High School Geography  
and Global Issues Strand**  
.....

SOCIAL STUDIES



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## HIGH SCHOOL GEOGRAPHY AND GLOBAL STUDIES STRAND

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

- G.DP.HS.01 explain that world events may recur and describe how they become major world issues and affect people, places, activities and culture. II.1.HS.1
- G.HI.HS.02 describe the environmental consequences of major world processes such as population growth, economic development, urbanization, resource use, international trade, and global communication. II.2.HS.1; II.4.HS.3
- G.LM.HS.03 describe major world patterns of economic activity and explain the reasons for the patterns. II.3.HS.1
- G.LM.HS.04 explain how recent events have consequences in different parts of the world. II.3.HS.2
- G.RP.HS.05 explain how processes like population growth, economic development, urbanization, resource use, international trade and global communication are affecting different world regions. II.4.HS.3
- G.RP.HS.06 describe the major factors that have caused the current pattern of economic development and political systems worldwide. II.4.HS.4
- G.GI.HS.07 explain the causes and importance of global issues involving cultural stability and change; economic development and international trade; resource use and environmental impact; and conflict and cooperation. II.5.HS.2



## INQUIRY AND DECISION MAKING STRAND

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

- I.IP.HS.01 interpret geographic data and information to analyze significant global issues. V.1.HS.2
- I.IP.HS.02 interpret geographic information from maps, tables, graphs, pictographs, charts, and text. V.1.HS.3
- I.PW.HS.03 compose a persuasive essay expressing and justifying a position on a public policy issue. VI.3.HS.1

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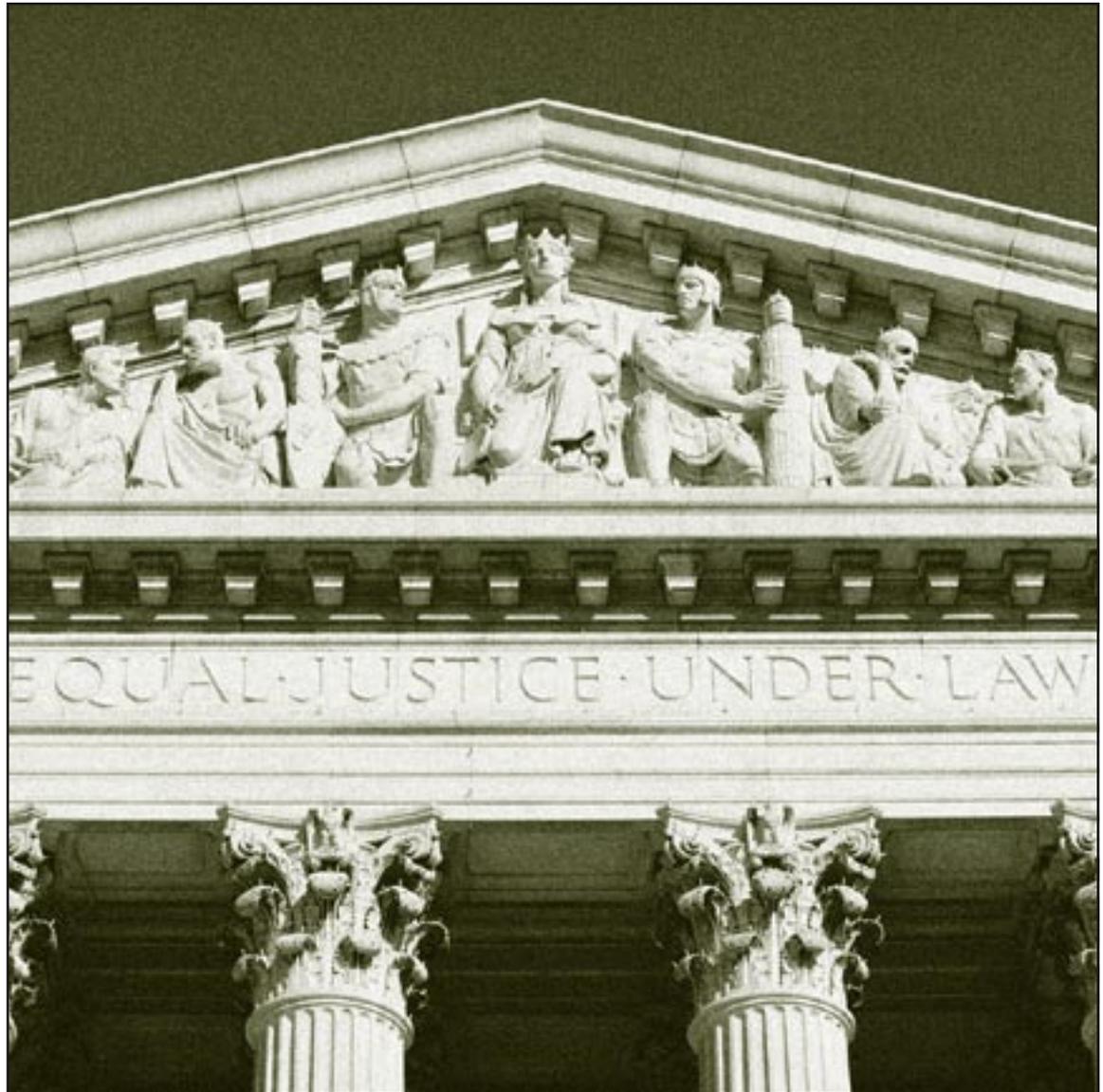
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GRADES  
9-12

GRADE LEVEL CONTENT EXPECTATIONS



.....  
**High School Civics  
and Government Strand**  
.....

SOCIAL STUDIES



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## HIGH SCHOOL CIVICS AND GOVERNMENT STRAND

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

- C.PG.HS.01 identify the purposes for which the federal government was created, evaluate how effectively the federal government is fulfilling those purposes, and justify the evaluation. **III.1.HS.2**
- C.PG.HS.02 identify the characteristics of the presidential and parliamentary systems of government and evaluate the relative merits of each. **III.1.HS.3**
- C.ID.HS.03 identify the benefits and challenges to diversity in American life in a society premised on democratic values. **III.2.HS.1**
- C.ID.HS.04 use the ideas in the Declaration of Independence and the Constitution to evaluate the conduct and policies of the U.S. government. **III.2.HS.2**
- C.DA.HS.05 using actual cases, identify the key differences between civil and criminal courts and explain the reasons for these differences. **III.3.HS.1**
- C.DA.HS.06 describe how the Bill of Rights protects the rights of individuals and influences their conduct, using Supreme Court decisions. **III.3.HS.1**
- C.DA.HS.07 explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations. **III.3.HS.2**
- C.DA.HS.08 explain the role of political parties, special interest groups, non-governmental organizations, and associations in the formation of public policy. **III.3.HS**
- C.DA.HS.09 analyze the role of print and electronic media in the formation of public opinion and public policy. **III.3.HS; III.4.HS**
- C.GPHS.10 explain the role of political parties and special interest groups in elections. **III.4.HS**
- C.GPHS.11 describe the key ways the U.S. Constitution limits the powers of the federal government. **III.4.HS**
- C.GPHS.12 identify the major purposes and elements of separation of powers, checks and balances, and federalism, and explain how they cause purposeful tension in our constitutional system of government. **III.4.HS.2**
- C.GW.HS.13 describe the influence of the American concept of democracy and individual rights in the world. **III.5.HS.1**
- C.GW.HS.14 analyze U.S. foreign policies and treaties in light of national interests and democratic values. **III.5.HS.2**
- C.GW.HS.15 identify the relationship between the United States and international governmental and non-governmental organizations. **III.5.HS.3**



## INQUIRY AND DECISION MAKING STRAND

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

- I.IPHS.01 interpret political science information to analyze significant civic issues. **V.1.HS.2**
- I.IPHS.02 interpret political science information from maps, tables, graphs, pictographs, charts, and text. **V.1.HS.3**
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Patriotism

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Freedom of Religion  
Federalism  
Civilian Control of the Military



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GRADES  
9-12

GRADE LEVEL CONTENT EXPECTATIONS



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



SOCIAL STUDIES



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## HIGH SCHOOL HISTORY STRAND

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

- H.TC.HS.01 explain cause and effect relationships by interpreting timelines of people and events in the history of the United States after 1890. **I.1.HS.1**
- H.TC.HS.02 describe the major factors that characterized the following eras in United States history after 1890: The Emergence of Modern America (1890 - 1930); The Great Depression and World War II (1929 - 1945); Post War United States (1945 - 1970); and Contemporary United States (1968 - present). **I.1.HS.2**
- H.CP.HS.03 draw upon narratives and visual data to explain significant events that shaped the development of the United States as a nation during the eras after 1890. **I.2.HS.1**
- H.AI.HS.04 use primary and secondary resources to analyze significant events that shaped the development of the United States after 1890. **I.3.HS.1**
- H.AI.HS.05 analyze a current world problem involving the United States by explaining its historical causes that originated after 1890. **I.3.HS.1**
- H.ED.HS.06 examine major decisions in the history of the United States after 1890 by analyzing factors at the time that contributed to those decisions. **I.4.HS.1**
- H.ED.HS.07 evaluate a major decision in the history of the United States after 1890 in light of alternative courses of action considered at the time of the decision. **I.4.HS.1**
- H.ED.HS.08 evaluate the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity after 1890. **I.4.HS.2**
- H.ED.HS.09 analyze the long term consequences of major decisions in the history of the United States after 1890. **I.4.HS.4**
- H.ED.HS.10 evaluate a pivotal decision from United States history after 1890 by using core democratic values and constitutional principles as the evaluating criteria. **I.4.HS.4**
- H.ED.HS.11 analyze a pivotal decision from United States history after 1890 using more than one perspective of people or groups at the time of the decision. **I.4.HS.4**



## INQUIRY AND DECISION MAKING STRAND

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

- I.IP.HS.01 use knowledge of United States history to analyze significant public policy issues. **V.1.HS.2**
- I.IP.HS.02 interpret historical information from maps, tables, graphs, pictographs, charts, and text. **V.1.HS.3**
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