



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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PUBLIC INSTRUCTION

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

DATE: May 31, 2006

SUBJECT: Presentation of High School Content Expectations in Social Studies

At the July 2005 State Board of Education meeting, the draft Social Studies Grade Level Content Expectations were presented for approval. It was recommended that they be sent for national review. They were reviewed by John J. Patrick, Professor Emeritus of Indiana University; Dr. Harlan Day, Director, Indiana Council of Economic Education and David Rutherford, Education Policy Specialist, National Geographic Society. Comments and suggestions from the reviews were incorporated into the documents by the Social Studies Content Organizations' Committee, consisting of the Michigan Council of Social Studies, the Michigan Council for History Education, the Michigan Geographic Alliance, the Michigan Center for Civics Education and the Michigan Council for Economic Education, chaired by Dr. Joseph Stoltman, Professor of Geography, Western Michigan University.

In addition, following the OSI protocol for curriculum development, the document was reviewed by a small group of educators representing practitioners from intermediate and local school districts and community members from around the state. The final document with revisions is being presented today.

It is therefore recommended that the State Board of Education approve the High School Content Expectations for Social Studies (Attachment A) and direct the department to proceed with the development of companion documents, including, but not limited to, high school credit content expectations that are aligned to the Michigan Merit Core.

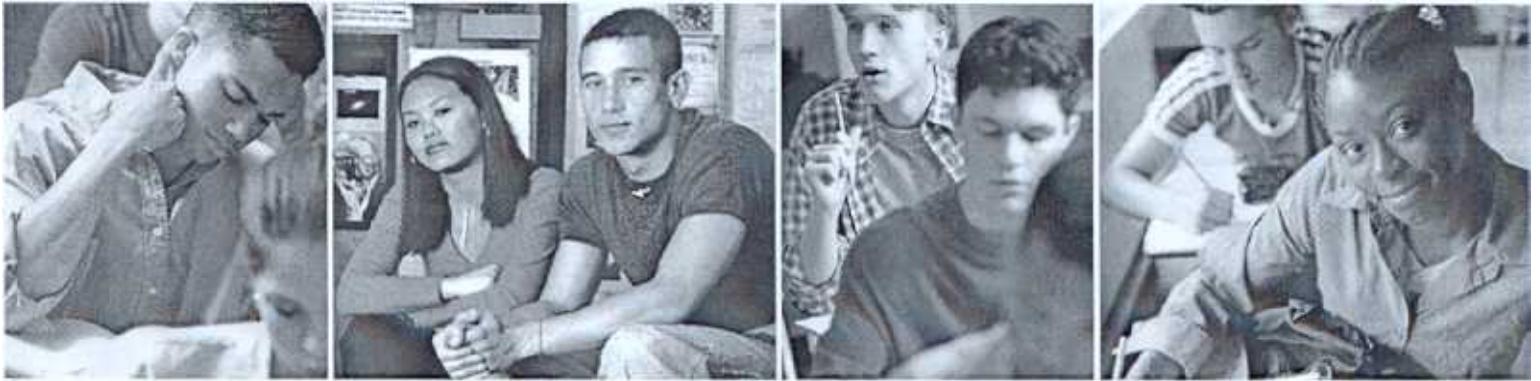
Attachment

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High School Content Expectations



SOCIAL STUDIES

- Historical Perspective
- Geographic Perspective
- Civic Perspective
- Economic Perspective
- Inquiry
- Public Discourse/Decision Making
- Citizen Involvement

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Social Studies Review Group

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

Why Develop Content Standards and Expectations for High School?

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

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

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

An Overview

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

The standards and expectations are closely aligned with the following national standards: the Michigan Social Studies Curriculum Framework Standards and Benchmarks; National Standards for Civics and Government (1994); Civitas: A Framework for Civic Education (1991); National Content Standards in Economics (1997); National Geography Standards: Geography for Life, (1994); National Standards for United States History: Exploring the American Experience, (1993); NAEP United States History Standards; National Standards for World History: Exploring Paths to the Present, (1993); NAEP Standards and Reports; and Curriculum Standards for Social Studies: Expectations of Excellence, (1994). Students whose work is guided by these standards and expectations will be prepared for responsible citizenship, post secondary education, and the workplace.

Understanding the Organizational Structure

The expectations in this document are divided into seven strands with multiple standards within each, as shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. While the standards are comprehensive, they need not be taught in single credit courses. In fact we encourage the mastery of the content expectations in whatever course/credit they directly apply.

In this document, each content expectation is supported with two essential content examples that help explain the meaning of the expectation. *These examples are not intended to be exhaustive of the possible content. Rather they are intended to provide a guide for educators as they develop curriculum for instruction of the expectation. Further essential content examples including vocabulary are under development and are forthcoming in a companion document.*

Figure 1: Organizational Structure

<i>Historical Perspective</i>	<i>Geographic Perspective</i>	<i>Civic Perspective</i>	<i>Economic Perspective</i>
STRAND 1: United States and World History	STRAND 2: Geography	STRAND 3: Civics and Government	STRAND 4: Economics
1.1 Time & Chronology (2) 1.2 Comprehending the Past (1) 1.3 Analyzing and Interpreting the Past (2) 1.4 Evaluating Decisions from the Past (6) <i>World History Benchmarks and High School Content Expectations are being developed.</i>	2.1 People, Places and Cultures (3) 2.2 Human/Environment Interaction (5) 2.3 Location, Movement and Connections (5) 2.4 Regions, Patterns, and Processes (8) 2.5 Global Issues and Events (1)	3.1 Purposes of Government (3) 3.2 Ideals of American Democracy (3) 3.3 Democracy in Action (4) 3.4 Government and Politics in the United States (3) 3.5 United States Government and World Affairs (2)	4.1 Individual and Household Choices (2) 4.2 Business Choices (1) 4.3 Role of Government (2) 4.4 Economic Systems (4) 4.5 Trade (4)
STRAND 5: Inquiry	STRAND 6: Public Discourse/ Decision Making	STRAND 7: Citizen Involvement	
All Social Studies Disciplines	All Social Studies Disciplines	All Social Studies Disciplines	
5.1 Information Processing (3) 5.2 Conducting Investigations (1)	6.1 Identifying and Analyzing Issues (1) 6.2 Group Discussions (1) 6.3 Persuasive Writing (2)	7.1 Responsible Personal Conduct (4)	

Curriculum and Assessment

This document is intended to support conversations at the school and district level that result in rigorous and relevant curriculum that make the following feasible and practical.

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

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

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

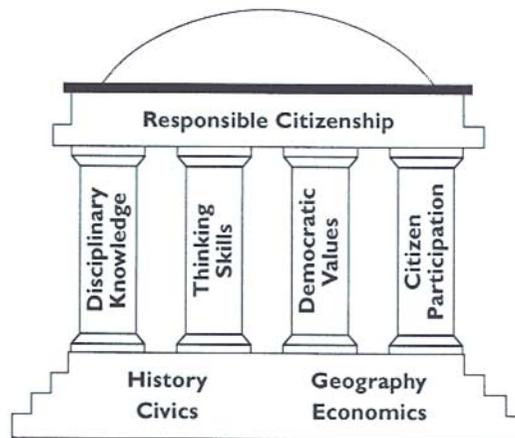
In 2002, the Michigan State Board of Education adopted the *Policy on Learning Expectations*. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge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

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

Social Studies

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

Figure 2:
Michigan Social Studies
Curriculum Framework



Active Learning

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

The Responsible Citizen:

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

Educating Citizens Beyond Social Studies

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

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

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

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

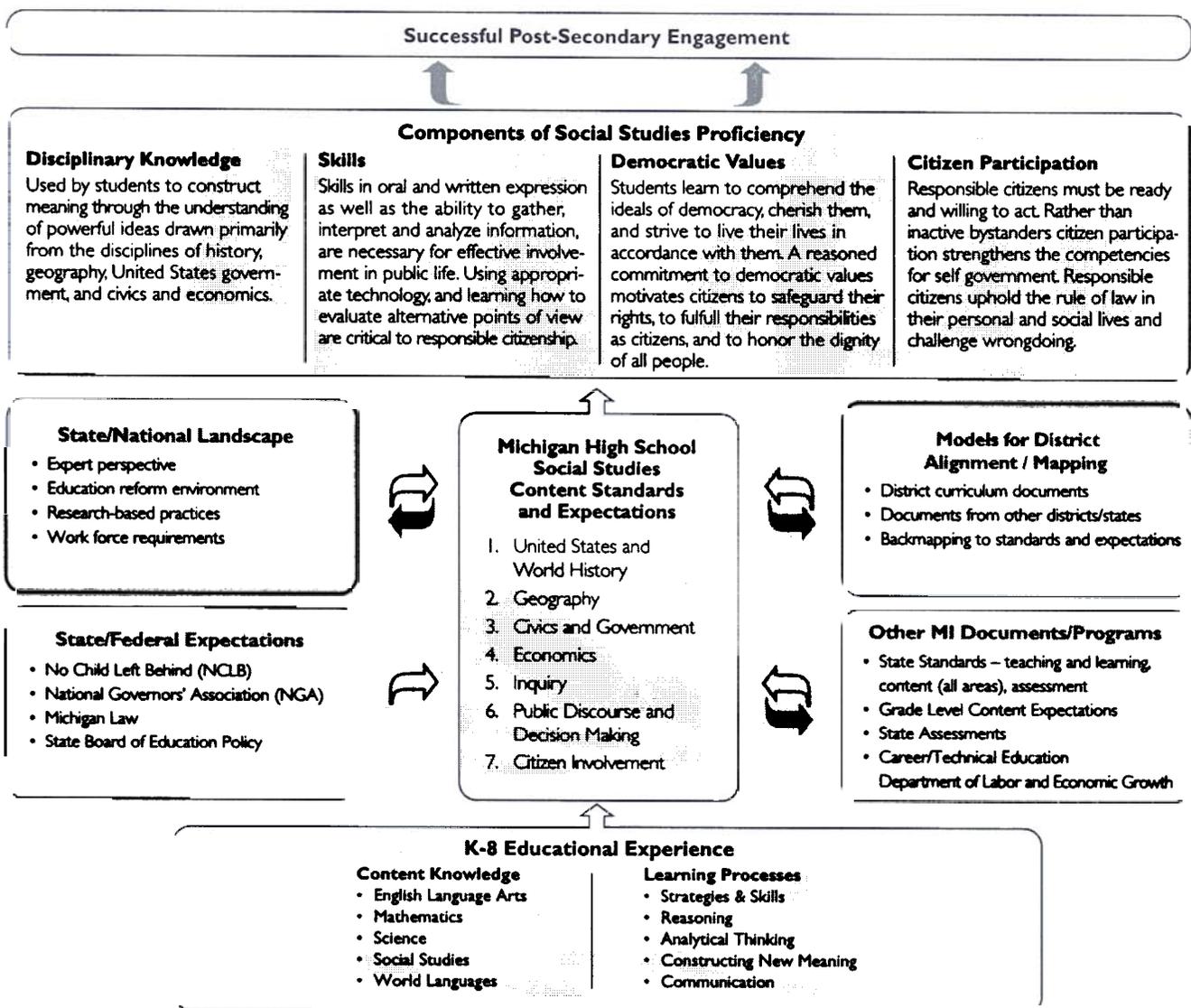
Preparing Students for Successful Post-Secondary Engagement

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

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

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

Figure 3



STRAND I: UNITED STATES AND WORLD HISTORY

A rich historical perspective begins with knowledge of significant events, ideas, and actors from the past. That knowledge encompasses both our commonalities and our diversity exemplified by race, ethnicity, social and economic status, gender, region, politics, and religion. Meaningful understanding of the past involves the integration of historical knowledge, inquiry, and thinking skills. Neither historical knowledge nor thinking develops independently of the other. If our decisions in contemporary life are to be guided by knowledge of the past, we must learn to engage in historical reasoning, to think through cause-effect relationships, to reach sound historical interpretations, and to conduct historical inquiries. Over time and in varying contexts, students develop an increasingly sophisticated historical perspective by drawing upon historical thinking. Citizens of the 21st century will need to be critically literate.

NOTE: These examples are not intended to be exhaustive of the possible content. Rather they are intended to provide a guide for educators as they develop curriculum for instruction of the expectation. Further essential content examples, including vocabulary, are under development and are forthcoming in a companion document.

STANDARD 1.1 Time and Chronology

All students will sequence chronologically eras of American history and key events within these eras in order to examine relationships and to explain cause and effect.

CE.1.1.1 Explain cause and effect relationships of people and events in the history of the United States after 1890.

- Explain how the problems with the Great Depression led to the development of the New Deal programs.
- Explain how protests associated with the military, social, and cultural events of the 1960s and 1970s led to the emergence of a new conservative political movement during the last quarter of the twentieth century.

CE 1.1.2 Describe the major factors that characterized the following eras in American history after 1890.

The Emergence of Modern America (1890-1930)

- Describe the political and social reforms during Progressivism that helped to transform American society.
- Illustrate the effects that World War I had on America's foreign policy.

The Great Depression and World War II (1929-1945)

- Describe how the causes of the Great Depression resulted in the New Deal programs.
- Show how the causes and effects of World War II influenced the economic, social, and cultural development of the United States.

Post War America (1945-1970)

- Explain the causes and effects of the Cold War, including the Berlin Airlift, Korean War, McCarthyism, and Cuban Missile Crisis.
- Indicate how the modern Civil Rights movement resulted in the Great Society programs.

Contemporary America (1968-present)

- Describe the importance of the Vietnam War for politics, society, and foreign policy in the United States.
- Explain how the American Indian Movement's (AIM) occupation of Wounded Knee, South Dakota in 1973 reflected the general awakening of "cultural nationalism" in the United States.
- Explain how the Environmental Movement in the last third of the twentieth century has changed Americans' perceptions about the value of natural resources and conservation.

STANDARD 1.2 Comprehending the Past

All students will understand narratives about major eras of United States and world history by identifying the people involved, describing the setting, and sequencing the events.

CE.1.2.1 Draw upon narratives, visuals and graphic data to explain significant events that shaped the development of the United States as a nation during the eras after 1890.

- *Use narratives and visual data from various sources, such as Upton Sinclair's **The Jungle** and Jacob Riis' **How the Other Half Lives**, to demonstrate how the immigration movement in the late nineteenth and early twentieth century changed America's society.*
- *Use oral history testimony, such as the material included in the documentary **With Babies and Banners: The Story of the Women's Emergency Brigade**, to examine how the GM-Flint Sit-Down Strike affected the course of labor union developments during the New Deal period.*
- *Use posters, such as **Rosie the Riveter**, and other media that promoted women's contributions to the World War II home front and economy to indicate the changes in family life during and after the war.*

STANDARD 1.3 Analyzing and Interpreting the Past

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

CE.1.3.1 Use primary and secondary resources to analyze significant events that shaped the development of the United States after 1890.

- *Analyze President Wilson's **Fourteen Points Address** from 1918 and explain the goals of the United States' decision to join the war effort.*
- *Examine Dr. Martin Luther King, Jr.'s **Letter from a Birmingham Jail** to investigate the variety of goals and motivations of civil rights participants in the 1960s.*

CE.1.3.2 Analyze a current world problem involving the United States by explaining its historical causes that originated after 1890.

- *Analyze how ownership and use of automobiles in the United States has contributed to natural resource scarcity and global warming.*
- *Explore how the relationship between America's emphasis on democratic values has conflicted with other nations' concerns for cultural autonomy.*

STANDARD 1.4 Evaluating Decisions from the Past

All students will evaluate key discussions made at critical turning points in history by assessing their implications and long-term consequences.

CE.1.4.1 Examine major decisions in the history of the United States after 1890 by analyzing factors at the time that contributed to those decisions.

- *Examine how major Supreme Court decisions with civil rights implications such as **Plessy v Ferguson** and **Brown v Board of Education** reflected or conflicted with the prevailing values of people living in the United States.*
- *Compare how the foreign policy and energy policy of the United States shaped the response to Iraq's invasion of Kuwait that led to United States' involvement in the Persian Gulf.*

CE.1.4.2 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.

- *Evaluate President Harry S. Truman's decision to drop the Atomic Bombs in light of alternative courses of action that might have been pursued at that point in the fighting of the Pacific War.*
- *Evaluate President Lyndon Johnson's decision to escalate America's military involvement in Vietnam after the Gulf of Tonkin incident in light of alternative courses of action that might have been pursued at that point in the evolution of the Vietnam Conflict and the Cold War.*

STRAND : UNITED STATES AND WORLD HISTORY (CONT.)

- CE 1.4.3 Evaluate the responses of individuals to historical violations of human dignity involving discrimination, persecution, and crimes against humanity after 1890.**
- *Assess African Americans' responses to Jim Crow limitations on their human rights especially through Civil Rights groups such as the National Association for the Advancement of Colored People, Student Nonviolent Coordinating Committee, Congress On Racial Equality, and the Southern Christian Leadership Conference.*
 - *Appraise the responses to the internment of Japanese Americans during World War II.*
- CE 1.4.4 Analyze the long term consequences of major decisions in the history of the United States after 1890.**
- *Weigh the political, economic, and cultural impacts of the passage of the Eighteenth Amendment that eventually resulted in its repeal with the Twenty-first Amendment.*
 - *Examine how the Marshall Plan contributed to the emergence of a more economically and politically stable western Europe.*
- CE 1.4.5 Evaluate a pivotal decision from American history after 1890 by using core democratic values and constitutional principles as the evaluating criteria.**
- *Assess the passage of women's suffrage in the Nineteenth Amendment by using core democratic values and constitutional principles as the evaluating criteria.*
 - *Appraise passage of the Civil Rights Act of 1964 and Voting Rights Act of 1965 by using core democratic values and constitutional principles as the evaluating criteria.*
- CE 1.4.6 Analyze a pivotal decision from American history after 1890 using more than one perspective of people or groups at the time of the decision.**
- *Explore the passage of the Espionage and Sedition Acts during World War I using the perspectives of various interest groups during the period.*
 - *Consider the passage of the North American Free Trade Act using the perspectives of various interest groups during the period.*

NOTE: World History Content Expectations aligned with national standards are under development and will follow the Michigan Department of Education Curriculum Development Protocol.

STRAND 2: GEOGRAPHY

Knowledge of geography enables us to analyze both the physical features and the cultural aspects of our world. By helping us understand relationships within and between places, a geographic perspective brings an understanding of interdependence within local, national, and global communities. Over time and in varying contexts, students construct an increasingly sophisticated geographic perspective. Citizens of the 21st century will need to be globally literate.

As stated in the improved high school graduation requirements legislation, geography and history are combined at the high school level. History and geography are important and testable strands in United States and World History, and in high school world geography and global issues courses.

The philosophy of high school reform in Michigan encourages students to learn essential content identified in the High School Content Expectations. This philosophy encourages all teachers regardless of program to mine the HSCE for course appropriate content in the area of their own special expertise regardless of strand designation.

We expect that teachers and students in United States and World History as well as in world geography and global issues courses will include and test the appropriate geography content expectations as well as teachers of civics and government, economics, technical and career preparation courses, humanities, business, and science courses. In short, every course in which this content rightfully belongs.

NOTE: *These examples are not intended to be exhaustive of the possible content. Rather they are intended to provide a guide for educators as they develop curriculum for instruction of the expectation. Further essential content examples, including vocabulary, are under development and are forthcoming in a companion document.*

STANDARD 2.1 People, Places and Cultures

All students will describe, compare, and explain the location and characteristics of places, cultures, and settlements.

CE 2.1.1 Describe how major 20th century events in the United States affected different groups of people in different ways with respect to migration, economics, social justice and politics.

- *Describe how major 20th century events and issues affected different groups of people in different ways in the U.S. including migration (the Dust Bowl), economics (the Great Depression), social justice/human rights (the Holocaust, the Civil Rights Movement) and politics (the Conservative Revolution).*

CE 2.1.2 Describe how major international events and issues affected people in other places and in the United States with respect to conflict and cooperation, global influence and economic power.

- *Describe how major international events affected people in the United States and other places with respect to conflict and cooperation, (World War II), global influence (the fall of the Soviet Union), and economic influence (the rise of China as a global economic power).*

CE 2.1.3 Discuss role and perception of women and men in different cultures.

- *Discuss culture change and the role and perception of women and men in different cultures (role of women and men in traditional and modern economies).*

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STANDARD 2.2 Human/Environment Interaction

All students will describe, compare, and explain the location and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

- CE 2.2.1 Describe the environmental consequences of world population change.**
- Describe the environmental consequences of world population change (population growth and food security, and habitat loss-land resources).
- CE 2.2.2 Describe the environmental consequences of urbanization and industrialization.**
- Describe the environmental consequences of urbanization and industrialization (global movement of energy resources, spatial patterns of oil production, and consumption, impact of urbanization).
- CE 2.2.3 Describe the environmental consequences of economic development of the United States in the 20th century.**
- Describe the environmental consequences of economic development of the United States in the 20th century including: the growth of American cities and suburbs, impact of the automobile, changing rural environment, and the impact of economic development on land, water, and air quality.
- CE 2.2.4 Describe the reasons that private individuals, corporations and governments control different kinds of land-use.**
- Describe the reasons why private individuals, corporations and governments have different ideas about land-use and public ownership compared to private ownership of land (such as, forest, agricultural, recreational).
- CE 2.2.5 Describe the economic and environmental consequences of individual and business choices in a free society.**
- Describe the economic and environmental consequences of individual and business choices in a free society including use of automobiles in the United States, and personal and business decisions regarding the kinds of products to buy and sell.

STANDARD 2.3 Location, Movement and Connections

All students will describe, compare, and explain the location and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

- CE 2.3.1 Describe the causes and consequences of major events of recent decades in which the United States has been involved.**
- Describe the causes and consequences of major events of recent decades that have involved the United States that include conflict and cooperation, (War on Terrorism, nuclear proliferation) natural disasters, and disaster response (tsunamis, earthquakes, volcanoes).
- CE 2.3.2 Describe the causes and consequences of historic and contemporary major migrations.**
- Describe the causes and consequences of historic and contemporary migrations including push and pull theory applied to Bantu, Native American migrations, forced migration of Africans to the United States, European migration to the United States, the Great Migration in the United States during the 20th century, Jewish Diaspora, contemporary refugee migration, and Latin American migration to the United States.
- CE 2.3.3 Describe how the economy of the United States has changed as a result of changes in other regions of the world.**
- Describe how the economy of the United States has changed as a result of changes in other regions including the impact of regional alliances (North American Free Trade Agreement, European Union), trade barriers, and economic development of Asian countries.
- CE 2.3.4 Describe spatial patterns of economic activities within countries and regions.**
- Describe spatial patterns of economic activity and resources including, economic development (such as, developed, transitional, developing, impoverished) economic activity (agriculture, industry, services, information), as well as natural, human, and capital resources.
- CE 2.3.5 Describe the major patterns of contemporary and historic world trade in natural resources and finished products.**
- Describe the major patterns of historic and contemporary world trade, including trade among Europe, Africa, and Asia prior to 1492, triangular trade on the Atlantic Ocean, and global trade in petroleum, food, and manufactured products.

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STANDARD 2.4 Location, Movement and Connections

All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns; and explain the processes that created them.

- CE 2.4.1 Explain how energy and food issues vary in different parts of the world.**
- Explain how energy and food issues vary in different parts of the world including food and energy surpluses and shortages, and environmental impacts of agriculture and use of energy.
- CE 2.4.2 Explain how the domestication and diffusion of plants and animals have impacted people and the environment.**
- Explain how the domestication and diffusion of plants and animals has impacted people and the environment including the Columbian Exchange and the contemporary spread of diseases affecting people, animals, and plants (such as West Nile Virus, Emerald Ash Borer, Dutch Elm Disease, influenza).
- CE 2.4.3 Explain how major world regions have changed and are changing as a result of political events, diffusion of ideas, wars, technological change, environmental change, and cultural change.**
- Explain how major world regions and countries have changed and are changing as a result of: political events (rise and fall of the Soviet Union), diffusion of ideas (spread of Christianity and Islam), wars (European empires and nation-states during the 20th century), racial inequality (apartheid in South Africa, immigration, forced migration) technological change (global communication), environmental change (global warming), and cultural change (the Civil Rights Movement, Environmental Movement, rise of religious fundamentalism).
- CE 2.4.4 Explain basic processes of population change and how they influence major world regions.**
- Explain the basic processes of population change (birth rate, death rate, growth rate, doubling time) and how they influence major world regions (population growth in China and India; aging of the population in the United States, population decline in some countries).
- CE 2.4.5 Explain the causes and consequences of urbanization.**
- Explain the causes and consequences of urbanization including historic and contemporary reasons for rural to urban migration, current and historical reasons for city location and growth.
- CE 2.4.6 Explain how resource use and environmental changes are affecting major world regions.**
- Explain the consequences of urbanization on culture, economy, and the environment.
 - Explain how resource use and environmental changes are affecting major world regions including acid precipitation in Europe and deforestation in the tropics.
- CE 2.4.7 Describe the economic advantages and disadvantages of the world's major countries/regions.**
- Describe the economic advantages and disadvantages of the world's major countries/regions including the cost of labor, natural resources, location, and tradition.
- CE 2.4.8 Describe political systems of different contemporary and historical regions.**
- Describe the political systems of different contemporary and historical regions including democracy, communism, dictatorships, colonialism, and nationalism.
 - Describe political systems of different contemporary and historical regions including the causes and consequences of political and economic change (development of the European Union).

STANDARD 2.5 Global Issues and Events

All students will describe and explain the causes, consequences, and geographic contexts of major global issues and events.

- CE 2.5.1 Explain the causes and consequences of major issues of the past decade, and project ways that they may impact the future.**
- Explain the causes and consequences of major issues of the past decade and predict how they may impact the future. Include economic change in the United States as result of the global economy, the role of the United States in international conflicts, and the role of international organizations such as North Atlantic Treaty Organization (NATO).

NOTE: World Geography Content Expectations aligned with national standards are under development and will follow the Michigan Department of Education Curriculum Development Protocol.

STRAND 3: CIVICS AND GOVERNMENT

Knowledge of government enables individuals to define the roles of citizens within a constitutional democracy and to compare the American system of government with other systems. Civic knowledge builds understanding about the exercise of power. With knowledge of government and politics, citizens are equipped to evaluate domestic and international policy and to exert influence in public affairs. Over time, and in varying contexts, students construct an increasingly sophisticated civic perspective and willingness to participate as responsible citizens. Citizens of the 21st century will need to be civically literate.

NOTE: These examples are not intended to be exhaustive of the possible content. Rather they are intended to provide a guide for educators as they develop curriculum for instruction of the expectation. Further essential content examples, including vocabulary, are under development and are forthcoming in a companion document.

STANDARD 3.1 Purposes of Government

All students will identify the purposes of national, state, and local governments in the United States, describe how the citizens organize government to accomplish their purposes, and assess their effectiveness.

CE 3.1.1 Explain the advantages and disadvantages of the federal system of government in the United States.

- Explain ways in which federalism is designed to protect individual rights and how it has at times made it possible for states to deny the rights of certain groups, such as states' rights and slavery, denial of suffrage to women and minority groups.
 - McCulloch v. Maryland*
 - Plessy v. Ferguson*
 - Brown v. Board of Education*
 - Current Issues such as assisted suicide, medicinal marijuana
- Explain how the Constitution's overall design and specific features were intended to place limitations on both national and state governments, such as states cannot restrict interstate commerce

CE 3.1.2 Evaluate how effectively the federal government is fulfilling the purposes set forth in the Preamble to the Constitution and the Declaration of Independence.

- Evaluate how effectively the federal government protects individual rights, establishes justice and "ensures the blessings of liberty" using Supreme Court decisions, such as:
 - Gideon v. Wainwright*
 - Miranda v. Arizona*
 - Mapp v. Ohio*
 - New Jersey v. TLO*
 - Tinker v. Des Moines*
 - Texas v. Johnson*
- Evaluate how effectively the executive and legislative branches ensure "domestic tranquility" and "promote the general welfare" such as USA Patriot Act, Affirmative Action, Civil Rights legislation.

CE 3.1.3 Identify the characteristics of the presidential system in the United States and parliamentary systems in Germany and India, and evaluate the relative merits of each.

- Identify the characteristics of the presidential system in the United States and parliamentary systems in Germany and India, and evaluate each in terms of the role of opposition party, coalition building, accountability, stability, and representation.

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STANDARD 3.2 Ideals of American Democracy

All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

CE 3.2.1 Identify the benefits and challenges faced by a society that values both diversity and unity.

- Explain the concepts of diversity and unity, the value of each, and the different forms they have taken in the United States, such as slavery, segregation, civil rights movement, Dr. Martin Luther King, Jr.'s, "I Have a Dream" speech.
- Analyze conflicts that arise between issues of unity and diversity using current public policy issues, such as education, immigration, affirmative action.

CE 3.2.2 Explain the central ideas of United States Constitutional Democracy and their origins.

- Explain the historical and philosophical origins of constitutional government of the United States using foundational documents, such as the Magna Carta (Rule of Law); John Locke's Second Treatise, (Natural ("unalienable") Rights); English Bill of Rights (Individual Rights); Declaration of Independence (Equality, Life, Liberty, Pursuit of Happiness, Consent of the Governed); Articles of Confederation and state constitutions and charters (Separation of Powers); United States Constitution (Justice, Common Good, Checks and Balances, Federalism, Civilian Control of the Military; Bill of Rights), and identify the provisions of the Constitution which address them.
- Describe the major historical events that led to the creation of limited government in the United States, such as colonial experiences.

CE 3.2.3 Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.

- Evaluate, take and defend positions on issues in which fundamental values and principles (Liberty and Security, Individual Rights and the Common Good, Liberty and Equality) may conflict using current and historical examples such as Alien & Sedition Acts, *Korematsu v. United States*, immigration.

STANDARD 3.3 Democracy in Action

All students will describe the political processes created to make decisions, seek consensus, and resolve conflicts in a free society.

CE 3.3.1 Explain how the principal varieties of law in the United States—constitutional, civil and criminal—afford citizens the protection of their rights to life, liberty, and property.

- Explain how the individual's rights to life, liberty and property are protected by the trial and appellate levels of the judicial process and by the principal varieties of law, (constitutional, criminal and civil law).
- Explain, using historical and contemporary examples, the meaning and significance of the idea of equal protection of the laws for all persons, e.g., the Fourteenth Amendment, Americans with Disabilities Act, equal opportunity legislation.
- Evaluate the argument that Americans depend too much on the legal system to solve social, economic, and political problems rather than using other means, such as private negotiations, mediation, and participation in the political process.

CE 3.3.2 Describe how key decisions of the United States Supreme Court have established considerations and criteria commonly used in determining the scope and limits of the individual rights contained in the Bill of Rights.

- Evaluate the argument that all rights have limits.
- Explain considerations and criteria commonly used in determining the scope and limits on specific rights: clear and present danger, compelling government interest, national security, libel or slander, public safety, and equal opportunity.

3 C VICS AND GOVERN NT (C

- CE 3.3.3 Describe the political process in the United States, including the role of political parties, special interest groups, non-governmental organizations, and media; and explain how citizens can effectively participate in the process.**
- Describe how the public agenda is shaped by political leaders, political institutions, political parties, interest groups, the media, and individual citizens.
 - Evaluate the role of television, radio, the press, direct-mail, and the internet in the formation of public policy in the United States.
 - Explain the role of political parties, special interest groups, non-governmental organizations, and associations in American politics.
 - Evaluate the significance of campaigns and elections in the United States political system.
- CE 3.3.4 Identify and explain the responsibilities of citizens in the United States.**
- Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in the United States, such as:
 - Obeying the law
 - Being informed and attentive to public issues
 - Monitoring political leaders
 - Running for office
 - Paying taxes
 - Registering to vote and voting knowledgeably
 - Serving as a juror
- CE.3.3.5 Act out of respect for the rule of law and hold others accountable to the same standard.**
- Think and write reflectively about their personal decisions and actions using the rule of law as a criterion.
 - Use a decision that they recently made such as vandalism, drinking while driving or skate boarding on public streets, to analyze their actions.
- CE.3.3.6 Demonstrate how citizens participate in the democratic process.**
- Identify ways that they will participate in the democratic process such as registering and voting in local, state, and national elections and serving as a juror.
 - Participate by giving their time, talent, and/or resources to a service learning project.
- CE.3.3.7 Demonstrate how people in a free society choose to work together for the common good.**
- Participate with local organizations on community projects.
 - Organize a local community project.

STANDARD 3.4 Government and Politics in the United States

All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.

- CE 3.4.1 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.**
- Describe the purposes, organization and function of the three branches of government.
 - Explain how the overall design and specific features of the Constitution are intended to balance and check power to prevent their abuse, such as the separation of powers, checks and balances, federalism.
 - Explain why certain provisions of the Constitution result in tensions between the three branches of government, such as the power of the purse, the power of impeachment, advise and consent, veto power, judicial review.

STANDARD 3: CIVICS AND GOVERNMENT (CONT)

CE 3.4.2 Explain the roles of political parties, campaigns, and elections in the politics of the United States.

- Describe how parties manage the machinery of elections and promote coordination in government such as committee assignments, seniority.
- Describe the varied types of elections, such as primary and general, local and state, congressional and presidential, initiative, referendum, and recall.
- Explain the role of political parties, campaigns, and elections in the politics of the United States and evaluate proposals to reform the same.

CE 3.4.3 Describe how the United States Constitution limits the powers of the federal government and state governments.

- Describe the limits the United States Constitution places on the powers of the states, such as coining money, prohibitions against impairing interstate commerce, making treaties with foreign governments, restrictions imposed by the Fourteenth Amendment and the Bill of Rights through the process of incorporation.
- Describe the limits the United States Constitution places on the powers of the national government over state governments, such as the national government cannot abolish a state, the Tenth Amendment to the Constitution reserves certain powers to the states.

STANDARD 3.5 United States Government and World Affairs

All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.

CE 3.5.1 Evaluate foreign policy positions in light of national interests and American values.

- Evaluate the process by which American foreign policy is made about topics such as trade and the environment, including the roles of federal agencies, domestic interest groups, the public, and the media.
- Describe the various means used to attain the ends of American foreign policy, such as diplomacy; economic, military and humanitarian aid; treaties; sanctions; military intervention; covert action.
- Explain possible tensions between democratic values and national interests that arise from the practical requirements of international politics (e.g., a commitment to human rights and the requirements of national security).

CE 3.5.2 Describe how America interacts with other nations and participates in world affairs.

- Explain how nation-states interact with each other, such as trade; diplomacy; treaties, agreements; international law; economic incentives and sanctions; military force and the threat of force.
- Explain common reasons for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.
- Describe the purposes and functions of the major governmental international organizations, such as United Nations, North Atlantic Treaty Organization (NATO), World Court, Organization of American States; as well as those of major nongovernmental international organizations, such as, Amnesty International, International Red Cross, multinational corporations, Roman Catholic Church, World Council of Churches.

STRAND 4: ECONOMICS

Knowledge of economics enables us to understand and consider potential implications of the basic scarcity problem faced by all individuals and societies: unlimited wants in pursuit of limited resources. This problem requires economic decisions on matters ranging from personal finance to international trade. Each decision involves both short and long-term benefits as well as costs. Individuals, households, businesses, and governments all face choices in attempting to satisfy unlimited wants from scarce resources. Successful economic decisions require a thorough examination of alternative choices and the anticipation of both intended and unintended consequences. Citizens of the 21st century need to be economically literate.

NOTE: These examples are not intended to be exhaustive of the possible content. Rather they are intended to provide a guide for educators as they develop curriculum for instruction of the expectation. Further essential content examples, including vocabulary, are under development and are forthcoming in a companion document.

STANDARD 4.1 Individual and Household Choices

All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use and disposal of goods and services, and the economic well-being of individuals and society.

- CE 4.1.1 Develop a personal finance strategy for earning, spending, saving and investing their resources.**
 - Identify the alternatives, choices, costs and benefits involved within the development of a personal finance strategy.
- CE 4.1.2 Evaluate key components of personal finance including money management; saving and investment; spending and debt; and income.**
 - Using a problem, alternatives, criteria, evaluation, decision-making model, evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.

STANDARD 4.2 Business Choices

All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

- CE 4.2.1 Describe and analyze decisions that businesses make.**
 - Describe the alternatives, choices, costs and benefits, and criteria retail businesses apply to their decision making to maximize profits and market penetration.
 - Using a problem, alternatives, criteria, evaluation, decision-making model, apply differing business criteria including tax policy, education, workforce, trade policy such as NAFTA, and production costs to evaluate alternatives associated with starting a retail business.

STANDARD 4.3 Role of Government

All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

- CE 4.3.1 Assess the impact of the federal government's macroeconomic policy decisions on themselves and others.**
 - Identify which institutions are responsible for monetary and fiscal policy.
 - Identify the three macroeconomic goals of an economic system (stable prices, low unemployment and economic growth).
 - Use tax policy to compare and contrast different fiscal alternatives to achieve macroeconomic goals.
- CE 4.3.2 Assess the impact of the Federal Reserve System's macroeconomic policy decisions on the American economy.**
 - Compare and contrast different monetary policy actions of the Federal Reserve Board with regard to the consequences (intended and unintended) to achieve macroeconomic goals.

RAND 4: ECONOMICS (CONT.)

STANDARD 4.4 Economic Systems

All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate exchange, production, distribution, and consumption of goods and services.

- CE 4.4.1 Analyze how prices change through the interaction of buyers and sellers in a market (supply and demand), and explain how incentives affect individual buyers and sellers.**
- *Analyze and describe how the global economy has changed the interaction of buyers and sellers in the automobile industry.*
 - *Explain buyers' responses to incentives and producers' responses to changing market conditions in the clothing industry.*
- CE 4.4.2 Describe the relationship between the American economy and the global economy.**
- *Describe how American economic activity has become more complex and changed with the growth and expansion of the global economy, including outsourcing, off-shoring, and supply-chaining.*
- CE 4.4.3 Identify the roles and relationships between households, business firms, financial institutions, government and non-government agencies, and labor unions in the economy of the United States.**
- *Compare how the roles and relationships of the economic sectors of the American economy have changed in a growing global marketplace.*
 - *Explain how the relationship between producers and consumers in America have become more complex with the increased influences of the global economy from such transitional economies as China and India.*
- CE 4.4.4 Compare and contrast a free market economic system with other economic systems.**
- *Compare and contrast how the economies of North Korea and Cuba differ from economies of the U.S. and western Europe as to how they answer the three basic economic questions (what to produce, how to produce, for whom to produce).*

STANDARD 4.5 Trade

All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

- CE 4.5.1 Analyze the strengths and weaknesses of major economic systems and the role of voluntary exchange in economic growth.**
- *Analyze the relationship between economic growth in southern African countries and the factors commonly associated with market economies, including property rights, institutions promoting saving and investing in human capital and physical capital, and free trade.*
- CE 4.5.2 Explain how specialization, interdependence and economic development are related.**
- *Explain how China is using specialization and interdependence to transform from an agrarian to an industrial based economy.*
- CE 4.5.3 Compare the benefits and costs of policies that alter trade between nations, such as tariffs and quotas.**
- *Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, and the developed economies of United States and western Europe.*
- CE 4.5.4 Describe the effects of currency exchange, interest rates and monetary policy on world trade domestic economic activity.**
- *Describe how interest rates in the United States impact the value of the dollar against the Euro, impacting the value of goods and services of the United States in European markets.*

STRAND 5: INQUIRY

Inquiry, an essential component of effective decision-making, is the process of investigating problems of significance to society. Some problems can be sufficiently examined through the lens of a single discipline. Other problems, by their very nature, encompass more than one discipline. If citizens are to make sound decisions in efforts to solve social problems, they must learn how to pursue data, think critically, and communicate their findings effectively.

The ability to acquire information from books, maps, newspapers, data sets, and other sources, skill in organizing and presenting information in maps, graphs, charts, timelines, and the ability to interpret the meaning and significance of data all continue to be vital skills. In addition, technology has become a critical part of the information age. Students must have experiences using computers, media, and telecommunication technology to access and process information.

STANDARD 5.1 Information Processing

All students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

CE.5.1.1 Use a variety of electronic technologies to assist in accessing and managing information.

- Use the internet, computers, and other electronic technologies to research and organize information about a national or local issue of concern.
- Use the internet, computers, and other electronic technologies to research and organize information about an international issue of concern.

CE.5.1.2 Interpret information about social studies from maps, tables, graphs, pictographs, timelines, charts and text.

- Describe the consequences of urbanization and industrialization by interpreting economic information from maps, tables, graphs, pictographs, charts, timelines and text.

CE.5.1.3 Use critical reading strategies when reading to expand vocabulary and increase comprehension.

- Use critical reading skills such as:

Prereading skills: Acknowledge prior knowledge, make connections, generate questions, make predictions, scan the text for the purpose, and analyze text structure and features.

Reading skills: Identify the primary focus of the author, discover the structure of the text and recognize organizational patterns such as compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence.

Demonstrating understanding: Restating, paraphrasing, summarizing, critiquing, or composing a personal response

STANDARD 5.2 Conducting Investigations

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information for a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, and reporting results both orally and in writing, while making use of appropriate technology.

CE.5.2.1 Use the process of investigation; formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, and reporting results orally and in writing to conduct research using appropriate technology.

- Use social studies knowledge, technology and the process of investigation from formulating a question to reporting results orally and in writing to investigate a social science question such as “What, if any, influence did federal legislation of the 1960s have on the Supreme Court’s decisions on *Gideon v. Wainwright* and *Miranda v. Arizona*?”
- Use technology and the process of investigation from formulating a question to reporting results orally and in writing to investigate a social science question such as “Should the United States Government establish an ‘open door’ immigration policy with Mexico and Canada?”

STRAND 6: PUBLIC DISCOURSE / DECISION MAKING

Public Issues are unresolved questions of policy that require resolution if people are to govern themselves coherently. They arise in all communities where members make decisions collectively. In order to foster informed consent of the governed, the social studies curriculum engages students in efforts to deliberate local, national, and international public policy issues of enduring importance.

Whether a public issue is local or global in scope, the process of resolution begins by stating the issue clearly as a question of policy. The origins of the issue are then traced: How did it become a matter of disagreement or dispute? In tracing the origins of the issue, various perspectives that people bring to it are acknowledged. Analysis then moves to identifying subordinate ethical, factual, and definitional issues that must be settled in order to resolve the policy issue.

Coherently composing thoughts about civic issues requires clarification and refinement of thinking. To be persuasive, writing must reflect consideration of alternative positions on an issue and express a decision justified with reasoned arguments.

STANDARD 6.1 Identifying and Analyzing Issues

All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.

CE.6.1.1 Use social studies knowledge to analyze significant public policy issues by: clearly stating the issues as a question of public policy, tracing the origins of the issue, analyzing various perspectives, and evaluating possible ways to resolve the issue.

- Use the process of identifying and analyzing issues; from clearly stating the issues as questions of public policy to evaluating possible ways to resolve the issue; to identify and analyze a significant national issue of public policy such as, requiring Internet censorship in public libraries, banning the death penalty in all states, prohibiting concealed weapons permits, increasing the mandatory school attendance from 16 years of age to 18.
- Use the process of identifying and analyzing issues; from clearly stating the issues as questions of public policy to evaluating possible ways to resolve the issue; to identify and analyze a significant international issue of public policy such as, extending the war on terrorism to all countries with political enemies of the United States, preventing the United States from becoming a cosigner of any international agreement on the environment that require

CE.6.1.2 Plan and conduct an activity intended to advance their views on matters of public policy, report the results and evaluate its effectiveness.

- Plan, conduct, report on and evaluate an activity they undertook to advance their views on an issue important to their community such as participating in a mock city council or job shadowing experience.
- Plan, conduct, report on and evaluate an activity they undertook to advance their views on an issue important to the nation or state such as providing health care to all workers who pay social security.

STANDARD 6.2 Group Discussion

All students will engage their peers in constructive, civil conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

CE.6.2.1 Engage in discussion about matters of public concern by: clarifying issues, considering opposing views, applying core democratic values, anticipating consequences, and working toward group decision making.

- Participate in discussion of local or national public policy issues by demonstrating an understanding of democratic values, making relevant statements and asking relevant questions, and responding to group members appropriately.
- Participate in discussion of international public policy issues by demonstrating an understanding of democratic values, making relevant statements and asking relevant questions, and responding to group members appropriately.

STRAND 6: PUBLIC DISCOURSE DECISION MAKING (CONT.)

STANDARD 6.3 Persuasive Writing

All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

- CE.6.3.1 Compose a persuasive essay clearly expressing a position on a public policy issue, and support that position with social studies knowledge, a core democratic value data, and refuting an alternative perspective with reasoned arguments.**
- *Compose a persuasive essay clearly expressing a position on a national public policy issue and support that position with social studies knowledge, a core democratic value, data, and refuting an alternative perspective with reasoned arguments.*
 - *Compose a persuasive essay clearly expressing a position on an international public policy issue and support that position with social studies knowledge, a core democratic value, data, and refuting an alternative perspective with reasoned arguments.*
- CE.6.3.2 Use organizational strategies for informational and persuasive writing.**
- *Use prewriting strategies such as clustering, mapping, talking with others, outlining, developing graphic organizers, taking notes, summarizing and paraphrasing to generate, focus and organize ideas.*
 - *Demonstrate the use of planning, drafting, revising, and editing in their writing of informational and persuasive texts.*

STRAND 7: CITIZEN INVOLVEMENT

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

STANDARD 7.1 Responsible Personal Conduct

All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

CE.7.1.1 Act out of respect for the rule of law and hold others accountable to the same standard.

- *Think and write reflectively about their personal decisions and actions using the rule of law as a criterion.*
- *Use a decision that they recently made such as vandalism, drinking while driving or skate boarding on public streets, to analyze their actions.*

CE.7.1.2 Plan and conduct an activity intended to advance their views on matters of public policy, report the results and evaluate its effectiveness.

- *Plan, conduct, report on and evaluate an activity they undertook to advance their views on an issue important to their community such as participating in a mock city council or job shadowing experience.*
- *Plan, conduct, report on and evaluate an activity they undertook to advance their views on an issue important to the nation or state such as providing health care to all workers who pay social security.*

CE.7.1.3 Demonstrate how citizens participate in the democratic process.

- *Identify ways that they will participate in the democratic process such as registering and voting in local, state, and national elections and serving as a juror.*
- *Participate by giving their time, talent, and/or resources to a service learning project.*

CE.7.1.4 Demonstrate how people in a free society choose to work together for the common good.

- *Participate with local organizations on community projects.*
- *Organize a local community project.*



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