

# INTRODUCTION

The *Michigan Curriculum Framework* is a resource for helping Michigan's public and private schools design, implement, and assess their core content area curricula. The content standards identified in this document are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance, and describe the knowledge and abilities needed to be successful in today's society. When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement.

The framework presents a content and a process for developing curriculum that enables schools to realize Michigan's vision for K-12 education:

**Michigan's K-12 education will ensure that all students will develop their potential in order to lead productive and satisfying lives. All students will engage in challenging and purposeful learning that blends their experiences with content knowledge and real-world applications in preparation for their adult roles, which include becoming:**

- ◆ *literate individuals*
- ◆ *healthy and fit people*
- ◆ *responsible family members*
- ◆ *productive workers*
- ◆ *involved citizens*
- ◆ *self-directed, lifelong learners*

The intent of this document is to provide useful resources to districts as they strive to implement a program which ensures that all students reap the benefits of a quality education and achieve the adult roles described in Michigan's vision for K-12 education. The content standards and benchmarks serve as worthy goals for all students as they develop the knowledge and abilities inherent in their adult roles. They represent an essential component in the process of continuous school improvement, which like professional development, should be focused on improving student achievement.

*We believe that efforts to set clear, common, state and/or community-based academic standards for students in a given school district or state are necessary to improve student performance. Academic standards clearly define what students should know and be able to do at certain points in their schooling to be considered proficient in specific academic areas. We believe that states and communities can benefit from working together to tap into the nation's best thinking on standards and assessments.*

1996 National Education Summit Policy Statement

*“Setting high standards for our children. It’s the sine qua non for any other reforms anyone might want to implement. We can’t judge the efficacy of ideas because we have no yardsticks by which to measure success or failure.”*

Louis V. Gerstner  
Chairman and CEO, IBM

*The framework emphasizes the importance of:*

- ◆ using continuous school improvement to align all district initiatives for the purpose of increasing student achievement;
- ◆ building a curriculum based on rigorous content standards and benchmarks;
- ◆ using student achievement data to make decisions about continuous school improvement, curriculum, instruction, and professional development; and,
- ◆ incorporating research-supported teaching and learning standards into daily instructional practice.

## **BACKGROUND**

In 1993, the Michigan Department of Education, in collaboration with representatives from five state universities, was awarded federal funding from the U.S. Department of Education to develop curriculum framework components for English language arts, mathematics, science, and geography. In addition, the Michigan Council for the Social Studies offered, and was supported by the State Board of Education, to develop a curriculum framework component for social studies which would include history, economics, and American government, and would be complementary to the geography framework.

The *Michigan Curriculum Framework* brings together the work of individual content area projects to present a unified view of curriculum, one which addresses the educational needs of the whole learner. The goal of the curriculum framework is to improve student achievement by aligning classroom instruction with core curriculum content standards and national content standards. It is designed to be used as a process for the decision-making that guides continuous school improvement. It describes curriculum, instruction, and assessment and focuses on improving program quality by aligning all the processes that affect a student’s achievement of rigorous content standards.

Framework project co-directors, university representatives, and the Michigan Department of Education content area consultants met regularly with members of their content area professional organizations to design the components of the curriculum framework. Committees of teachers and university personnel worked together to draft the content standards, benchmarks, and performance standards for their specific content areas.

Co-directors met on a monthly basis to coordinate the efforts of the various content area committees in developing K-12 standards and benchmarks for their subject areas. Their purpose was to ensure that the framework represents a consistent view of curriculum across content areas. They wanted to facilitate continuous school improvement by emphasizing commonalities among the content areas with regard to professional development, assessment, and instruction.

The co-directors were guided by a Joint Steering Committee comprised of representatives from the content areas, parents, business leaders, labor leaders, house and senate staff, and educators. Joint Steering Committee members reviewed the framework projects at each phase of their development and made recommendations for improving their quality. Their insight helped the co-directors incorporate the views of all of Michigan's interested parties into the final framework document.

## **WHAT IS IN THE FRAMEWORK?**

The framework includes the resources needed to develop a standards-based curriculum. Standards and benchmarks for English language arts, mathematics, science, and social studies are included in this edition of the framework. Standards and benchmarks for arts education, career and employability skills, health education, life management education, physical education, technology education, and world languages will be added to the next edition of the framework. The process described in the framework will be expanded to incorporate the additional core content areas when they are completed. The chart on page vi provides a list of the materials that eventually will be included in the framework document.

### **Tier I**

#### **Content Standards and Benchmarks**

Tier I begins with a complete list of core curriculum content standards and benchmarks for grades K-12 in the areas of English language arts, mathematics, science and social science. The standards describe what all students should know and be able to do in each of the subject areas. The benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary school, later elementary school, middle school, and high school).

#### **Planning**

The framework includes a planning section. It provides a model for using the standards and benchmarks to create a local district curriculum as part of continuous school improvement. It discusses the importance of involving representatives from all stakeholders in the curriculum development process. In addition, it emphasizes the need for alignment among all of the processes that comprise continuous school improvement and focuses attention on placing student achievement at the center of all decision-making. It emphasizes the need for continuity in a K-12 curriculum. Continuity is developed by clearly defining benchmarks that establish increasingly complex demonstrations of rigorous standards.

#### **Teaching and Learning**

The section on teaching and learning describes standards that are the foundation to successful learning in all content areas. The standards include deep knowledge, higher-order thinking, substantive conversation, and connections to the world beyond the classroom. It illustrates the standards through sample

teaching vignettes in each of the content areas. It discusses the importance of incorporating strategies for technology, connecting with the learner, interdisciplinary learning, and making school-to-work connections into the curriculum.

### **Assessment System**

The framework contains a section on assessment which describes the need for developing a local assessment system to monitor student growth and program effectiveness. This section of the framework is divided into three parts. The first part provides a rationale for why an assessment system is needed. The second part describes how teachers can develop performance assessments based on the content standards and benchmarks. The third part discusses important issues related to building an assessment system that aligns local assessment practices with state assessment.

### **Professional Development**

The section on professional development lists standards for the context, content, and process of professional development experiences. It includes a process for designing professional development which aligns with school improvement, curriculum content, student learning, and assessment needs. A vignette of one teacher's personal, professional development experiences is provided to illustrate Michigan's Standards for Professional Development.

### **Executive Summaries and Glossary**

The appendices of the framework contain executive summaries of important resources that will aid a district as it develops, implements, and monitors its local curriculum. A glossary of framework terms is also provided.

## **Tier II**

### **Toolkits**

Tier II contains a collection of toolkits designed to help districts with specific tasks such as conducting discrepancy analyses. There are additional toolkits to guide districts in incorporating principles associated with connecting with the learner, technology, curriculum integration, and making school-to-work connections. There are toolkits on planning subject area instructional units, designing classroom assessments, and planning a district assessment system. *(Some of the above mentioned toolkits are still under development.)*

## **Tier III**

### **Resources**

Tier III contains content-area specific resources that help clarify the curriculum development process described in the framework. These include resources such as the *Science Education Guidebook*, the *Mathematics Teaching and Learning Sample Activities*, *Guidelines for the Professional Development of Teachers of English Language Arts*, and *Powerful & Authentic Social Studies Standards for Teaching*. It also

contains a guidebook written specifically for parents and the business community explaining the elements of the framework.

## **HOW TO USE THE FRAMEWORK**

District school improvement committees and curriculum development committees will find the framework and its toolkits very useful as they begin the process of creating a standards-based curriculum. Reading and discussing the contents of the framework will help school improvement committee members gain a clearer understanding of the curriculum development process. The toolkits will help subcommittees develop techniques for creating and aligning curriculum, assessment, and instruction. They will also help districts make decisions about the professional development strategies which will most effectively help their students reach targeted achievement goals.

The first step in using the framework is to make sure that all interested parties are familiar with its content. Then an analysis to determine what needs to be done should be completed. Once the district identifies the tasks that need to be completed, a plan for structuring committees and a time-line for completing the tasks should be designed.

The framework is intended for use by all districts. While the writers used the structure of a middle-sized district as a frame of reference, the content and processes it describes are equally important for large and small districts. Although private schools are not bound by the core curriculum requirements of the Michigan School Code, they may find the framework useful as a tool for curriculum development. Large districts, small districts, private schools, and public school academies may choose to modify the process to reflect their organizational structures. The number and size of committees needed to implement the framework will vary from district to district, but the task will remain the same: to align curriculum, instruction, assessment, and professional development for the purpose of increasing student achievement of rigorous content standards.

# Michigan Curriculum Framework

## TIER I

This document introduces the framework standards and describes the components and processes needed to develop K-12 curricula.

**Introduction**

**Standards & Benchmarks**

**Planning**

**Teaching and Learning**

**Assessment System**

**Professional Development**

**Executive Summaries of Toolkits and Other Resources**

**Parent and Business Leader Guides (under development)**

## TIER II

These documents are toolkits designed to help districts achieve alignment while developing curriculum, instruction, and assessment consistent with their standards and benchmarks. (For availability, see <http://www.mde.state.mi.us>)

### Discrepancy Analysis

1. Analysis of Curriculum
2. Analysis of Instruction
3. Analysis of Assessment
4. Analysis of Professional Development
5. Analysis of School Operations

**Connecting with the Learner**  
**Technology**  
**Curriculum Integration**  
**Connecting School-To-Work**

**Local Assessment System**

## TIER III

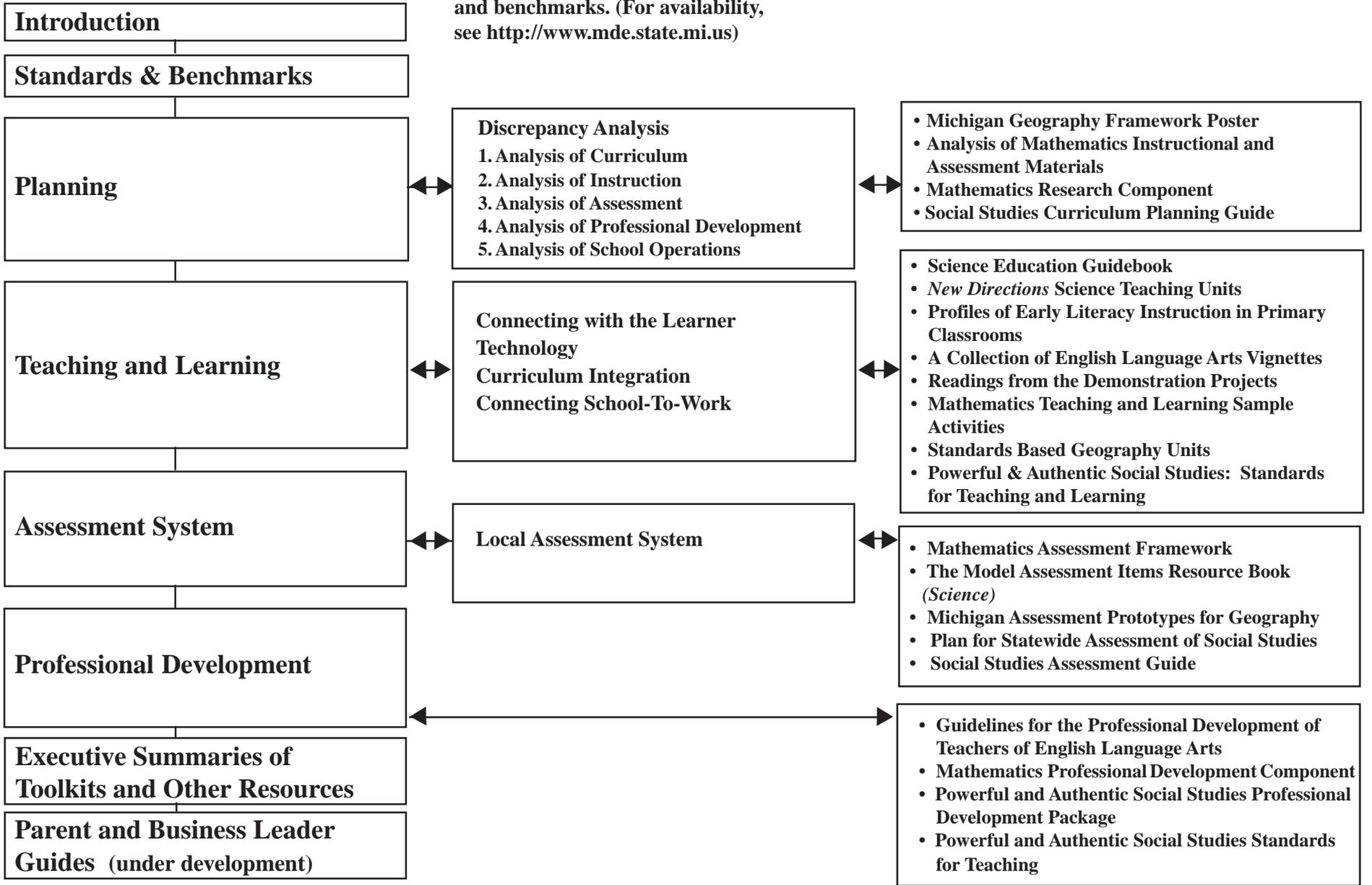
These resources are specific to each content area and help clarify and strengthen the curriculum development processes described in the first two tiers. (For availability, see <http://www.mde.state.mi.us>)

- Michigan Geography Framework Poster
- Analysis of Mathematics Instructional and Assessment Materials
- Mathematics Research Component
- Social Studies Curriculum Planning Guide

- Science Education Guidebook
- *New Directions* Science Teaching Units
- Profiles of Early Literacy Instruction in Primary Classrooms
- A Collection of English Language Arts Vignettes
- Readings from the Demonstration Projects
- Mathematics Teaching and Learning Sample Activities
- Standards Based Geography Units
- Powerful & Authentic Social Studies: Standards for Teaching and Learning

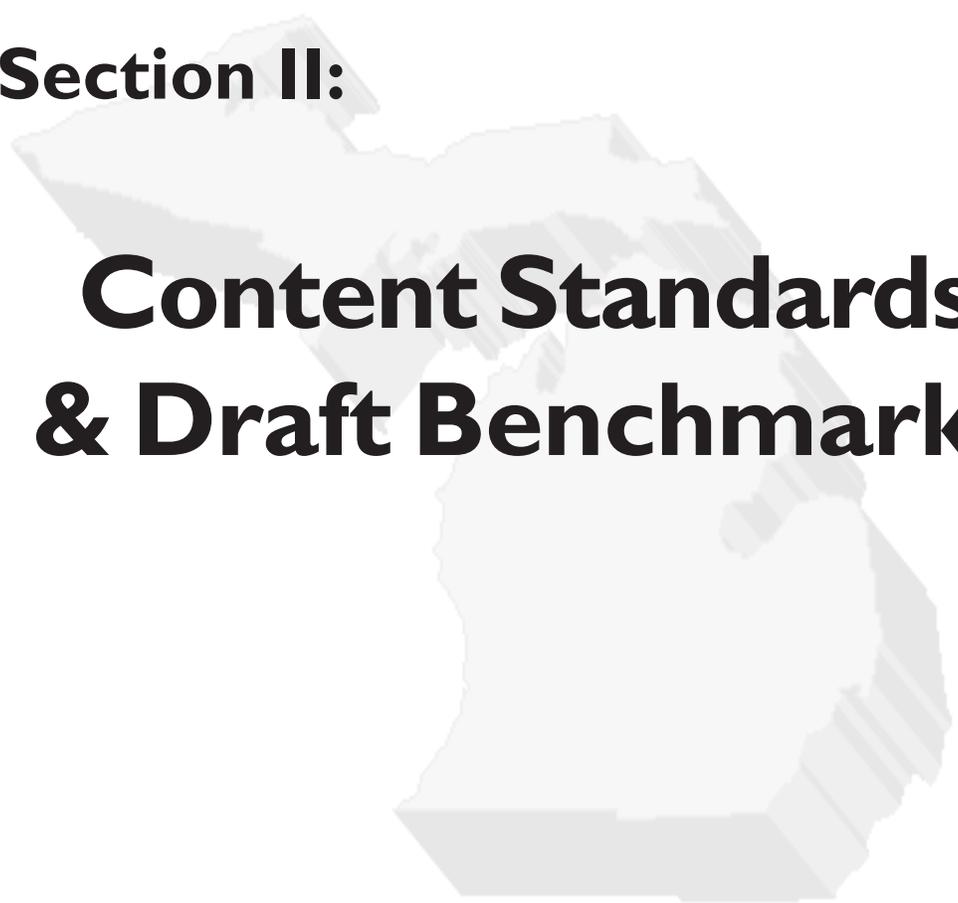
- Mathematics Assessment Framework
- The Model Assessment Items Resource Book (*Science*)
- Michigan Assessment Prototypes for Geography
- Plan for Statewide Assessment of Social Studies
- Social Studies Assessment Guide

- Guidelines for the Professional Development of Teachers of English Language Arts
- Mathematics Professional Development Component
- Powerful and Authentic Social Studies Professional Development Package
- Powerful and Authentic Social Studies Standards for Teaching



**Section II:**

**Content Standards  
& Draft Benchmarks**



# CONTENT STANDARDS & DRAFT BENCHMARKS

At its July 19, 1995, meeting, the Michigan State Board of Education unanimously adopted the model content standards for curriculum. The content standards provide descriptions of what students should know and be able to do in the subject areas of English language arts, social studies, mathematics and science. In addition, benchmarks in each of the content areas were drafted to further clarify the content standards. The standards and benchmarks are not a state curriculum, but are specifically designed to be used by local districts as they develop their curricula.

The model content standards for curriculum and accompanying draft benchmarks will assist in the development of quality comprehensive local curricula, foster local diversity in establishing high quality learning expectations, and give parents, as customers within an education marketplace, an accountability tool. In addition, they will serve as a basis for revisions and new test development for the MEAP and High School Proficiency Tests. They will provide a common denominator to determine how well students are performing and will assure that all students are measured on the same knowledge and skills using the same method of assessment.

## ***Model Content Standards for Curriculum***

The model content standards for curriculum were revised, based upon public input, by writing teams in each of the content areas. The Curriculum Framework Joint Steering Committee which includes representatives from business, education, government, professional organizations, and labor was extensively consulted in the development and revision of the standards. The State Board also made revisions to the standards during its July 19, 1995, meeting.

## ***Benchmarks***

The draft benchmarks provide indicators of student expectations at various developmental levels including elementary, middle school, and high school. The working draft benchmarks are the most current versions and represent the efforts made by teams of subject area specialists with input from over 2,000 Michigan citizens.

Field reviews on the benchmarks were held to gather comments from teachers, parents, administrators, and community members. Additionally, the benchmarks have been reviewed for consistency with the model content standards for curriculum. The department continues the process of field testing the benchmarks at the Curriculum Framework projects' school demonstration sites.

SOC.II.1.LE.1

SOC. Social Studies  
(*Subject Area*)

II. Geographic Perspective  
(*Content Strand*)

1. All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures) (*Content Standard*)

LE. Later Elementary

1. Locate and describe cultures and compare the similarities and differences among the roles of women, men and families. (*Later Elementary Benchmark*)

Because the benchmarks are continuously being revised to further clarify the standards and reflect the learning needs of Michigan's students, districts should consult electronic versions in order to ensure that they are working with the most current revisions. The model content standards for curriculum and the working draft benchmarks are available through the Internet on the Department of Education's gopher server (gopher://gopher.mde.state.mi.us), and through the World Wide Web (<http://cdp.mde.state.mi.us>).

Please note: The standards and benchmarks have been coded so that districts can more easily refer to them in their curriculum, instruction, assessment, and professional development activities. The numbering system will be useful as districts conduct discrepancy analyses as part of the continuous school improvement decision-making process. One system for numbering has been applied to all of the content standards and benchmarks in an attempt to provide consistency and facilitate curriculum alignment.

The numbering system begins with the subject area. English language arts is assigned the code of ELA; Mathematics, MAT; Social Studies, SOC; and Science, SCI. The first numeral in the code is a Roman numeral; it identifies the content area strand. The second numeral is an Arabic numeral; it identifies a content standard. The letters that follow the content standard signify cluster levels such as: E (elementary), EE (early elementary), LE (later elementary), MS (middle school), and HS (high school). The third numeral is another Arabic numeral; it identifies a benchmark.

The coding system has been used to identify standards and benchmarks in the sections on assessment and teaching and learning. Please note that although one coding system is used, each set of content areas and benchmarks has some unique characteristics. For instance, the English language arts standards and benchmarks do not identify strands. It is very important to study the standards and benchmarks carefully so they can be used to their full advantage.

# Social Studies

## **Vision Statement**

*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 is knowledge of social aspects of the human condition, how they have evolved over time, the variations that occur in differing physical environments and cultural settings, and the emerging trends that appear likely to shape the future. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.*

### **A responsible citizen:**

- ◆ uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform her civic judgments (Historical Perspective);
- ◆ uses knowledge of spatial patterns on earth to understand processes that shape human environment to make decisions about society (Geographic Perspective);
- ◆ uses knowledge of American government and politics to make decisions about governing his community (Civic Perspective);
- ◆ use 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 thoughtful positions on public issues (Public Discourse and Decision Making); and,
- ◆ acts constructively to further the public good (Citizen Involvement).

### **The Purpose of Social Studies**

To develop social understanding and civic efficacy, the social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. Each capacity contributes uniquely to responsible citizenship.

Disciplinary knowledge is used by students to construct meaning through understanding of powerful ideas drawn primarily from the disciplines of history, geography, American government, and economics. The meaning students construct shapes their perspective for understanding society and informs their judgments as citizens.

Thinking skills necessary for effective involvement in public life are practiced and improved within the social studies curriculum. Students use the methods of social science, aided by appropriate technologies, to gather, interpret, and analyze information. Their ability to engage in civic discourse is improved by using the skills of oral and written expression. They also learn to evaluate alternative views when making decisions, both individually and collectively, about matters of public concern.

Respect for the underlying values of a democratic society is developed through effective social studies education. As a result, students comprehend the ideals of democracy, cherish them, and strive to live their lives in accordance with them. A reasoned commitment to democratic values motivates citizens to safeguard their rights, to fulfill their responsibilities as citizens, and to honor the dignity of all people.

Citizen participation experiences stimulate interest in public affairs and strengthen competencies for self-government. Students are encouraged to inform themselves about public affairs and to become active participants in civic life rather than passive bystanders. They are urged to uphold the rule of law in their personal and social lives and to challenge wrongdoing. Efforts to advance their views about local, national, and international policy through political action are supported by the curriculum. Through service learning, the social studies curriculum equips students to improve their communities and to realize the civic virtue of serving.

Social studies education for responsible citizenship is a compelling priority if we expect to sustain our constitutional democracy. Young people must be educated to understand the complexities of human society and to govern themselves competently. It is upon these pillars that responsible citizenship rests.

### ***Overview of the Social Studies Content Strands***

The social studies curriculum should be designed so that students meet 25 standards that are indicators of responsible citizenship. These standards, expressed as attributes we envision for our graduates, are the intended results of students' experience with the curriculum. Students make continuous progress toward meeting the standards at each level of schooling. All of the standards are pursued at every grade level of the curriculum from kindergarten to graduation. Although the standards refer to areas of knowledge and skill that no one ever masters completely in a total sense, benchmarks are established for each to designate clearly what students are expected to know and be able to do by the end of the primary grades, the upper elementary grades, middle school, and high school. This part of the framework introduces the standards. The social studies standards are grouped into seven broad categories called strands.

#### ***Strand I. Historical Perspective***

Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.

*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 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 the following fields of historical thinking:*

### **Standard I.1 Time and Chronology**

All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); 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).

*Chronological thinking is at the very heart of historical reasoning. Without a clear sense of historical time we are bound to see events as one great tangled mess. Events must be sequenced in time in order to examine relationships among them or to explain cause and effect.*

### **Standard I.2 Comprehending the Past**

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

*Reading accounts of human events with understanding requires recognition of chronological sequence—the beginning, middle, and end of a story. Comprehension also requires identification of the characters involved, the situation or setting in which the narrative takes place, and the sequence of events through which the story unfolds, including the initiating event(s) and the results.*

### **Standard I.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.

*History is not a succession of facts marching to a settled conclusion. Written history is a human construction and conclusions about the past are tentative and arguable. Documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, and other fragments of the past are subject to analysis and interpretation. Credible reconstruction*

*of the past draws upon a variety of records and compares interpretations that reveal more than one perspective on events. One can engage in “doing history” by assessing historical narratives written by others or by creating a narrative from evidence that has been compiled, analyzed, and interpreted.*

#### **Standard I.4 Judging Decisions from the Past**

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

*At critical turning points in history, we sometimes encounter key decisions that were made at the time. By entering personally into such moments, we can confront important issues of an era. When revisiting these issues, we can analyze the interests and values held by those caught up in the situation, consider alternative choices and their consequences, assess the ethical implications of possible decisions, and evaluate the decision made in light of its long-term consequences revealed in the historical record.*

### **Strand II. Geographic Perspective**

Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.

*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 organized by the following themes:*

#### **Standard II.1 Diversity of People, Places, and Cultures**

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

*The mosaic of people, places, and cultures expresses the rich variety of the earth. Natural and human characteristics meld to form expressions of cultural uniqueness, as well as similarities among peoples. Culture is the way of life of a group of people including language, religion, traditions, family structure, institutions, and economic activities.*

#### **Standard II.2 Human/Environment Interaction**

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

*Understanding human/environment interaction enables one to consider how people rely on the environment, how they alter it, how it may limit what they are able to do, and the consequences of actions for both people and the natural environment.*

**Standard II.3 Location, Movement, and Connections**

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

*Locations are connected by different transportation and communication networks that channel the movement of people, goods, and information. Location of places along the networks is important in analyzing why some places are different in size and complexity from other places, what connections have developed, why movement occurs, and the consequences of different types of movement.*

**Standard II.4 Regions, Patterns, and Processes**

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

*The world can be viewed systematically or regionally. Climatic, economic, political, and cultural patterns are created by processes such as climatic systems, communication networks, international trade, political systems, and population changes. A region is an area with unifying characteristics. By defining regions, we are able to divide the world into parts in order to study their uniqueness and relationships.*

**Standard II.5 Global Issues and Events**

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

*Places are interconnected by global processes. Throughout the world, people are increasingly linked by physical and human systems. Interdependence can be understood through the study of events that have significance beyond regional or national boundaries.*

**Strand III. Civic Perspective**

Students will use knowledge of American government and politics to make informed decisions about governing their communities.

*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 organized by the following themes:*

**Standard III.I Purposes of Government**

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

*All societies establish governments to serve intended purposes. The purposes served by a government and the priorities set have significant consequences for the individual and society. In order to accomplish their purposes, governments organize themselves in different ways.*

### **Standard III.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.

*American constitutional democracy is founded on a core set of values expressed in the nation's foundational documents. A shared commitment to these values bonds Americans with a common identity and provides social cohesion. Political and legal processes are created to clarify the meaning of values in the American creed and to resolve conflicts among those values.*

### **Standard III.3 Democracy in Action**

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

*In a free society, there are inevitable conflicts that arise from the clash of various interests, perceptions, and beliefs. Responsible citizens learn to confront these conflicts and to work toward resolving them within the boundaries of democratic procedures.*

### **Standard III.4 American Government and Politics**

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.

*The American system of government is based on shared power. Citizens who operate effectively within the federal system understand its institutions and how to work within them.*

### **Standard III.5 American 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.

*The United States is part of an interconnected world which requires citizens to understand how the world is organized politically, the process by which foreign policy is formulated, and the roles that our nation plays in the international arena.*

## **Strand IV. Economic Perspective**

Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.

*Knowledge of economics enables us to understand and consider potential implications of the basic scarcity problem faced by all 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. When we act upon our choice, the loss of the next best alternative is our opportunity cost. 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.*

#### **Standard IV.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 affect the economic well-being of individuals and society.

*The quality of individual decision-making is crucial to the effective operation of the economic system and to the personal well-being of its members. Consumer decisions regarding the purchase, use, and disposal of goods and services are shaped by economic forces. As workers, consumers, savers, and investors, individuals confront scarcity and the opportunity costs (loss of the next best alternative) of their choices.*

#### **Standard IV.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.

*Businesses confront both scarcity and opportunity costs. They make decisions in organizing production, using resources, and supplying the marketplace that have individual and societal consequences. Their choices are affected by the incentives they face and the conditions in which they operate.*

#### **Standard IV.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.

*Government decisions on taxation, spending, public goods, and regulation all impact what is produced, how it is produced, and who receives the benefits of production. Governments also make efforts to resolve economic disputes and problems.*

#### **Standard IV.4 Economic systems**

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

*Individuals, businesses, and governments construct systems for producing, distributing, and consuming goods and services. These systems coordinate economic decisions, facilitate exchange, and encourage specialization in the marketplace. They are constantly evolving as we continue to confront scarcity.*

#### **Standard IV.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.

*The voluntary exchange of goods, services, and payments between individuals, regions, and nations is the basis for economic development. The resulting interdependence creates both benefits and challenges for individuals, producers, and governments.*

### **Strand V. Inquiry**

Students will use methods of social science investigation to answer questions about society.

*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. Over time and in varying contexts, students will improve their ability to use the following procedures:*

#### **Standard V.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 time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

*The ability to acquire information from books, maps, newspapers, data sets, and other sources, skill in organizing and presenting information in maps, graphs, charts, time lines, 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 in using computers, media, and telecommunication technology to access and process information.*

#### **Standard V.2 Conducting Investigations**

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

*Social science investigations usually begin with the clear statement of a question meaningful to the investigator. Gathering and organizing information from a variety of sources, interpreting and analyzing information, formulating and testing of hypotheses, and reporting of results are subsequent steps of the inquiry process. Computers and other electronic technology may be used to access and manage information during an investigation and to report results. Investigations can be carried out by individuals or groups.*

## **Strand VI. Public Discourse and Decision Making**

Students will analyze public issues and construct and express thoughtful positions on these issues.

*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. Over time and in varying contexts, students improve their ability to produce the following kinds of discourse:*

### **Standard VI.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.

*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.*

### **Standard VI.2 Group Discussion**

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

*In a democratic society, citizens engage one another in face-to-face conversation about matters of public concern stemming from significant past and current events. Through such public talk they clarify issues and work to resolve them by carefully considering opposing views, applying democratic values, and anticipating consequences.*

### **Standard VI.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.

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

## **Strand VII. Citizen Involvement**

Students will act constructively to further the public good.

*To sustain a democratic society, we must produce citizens who are actively involved in public affairs and who regulate their own conduct virtuously. The social studies curriculum*

*prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly. Over time and in varying contexts, students will demonstrate the following:*

**Standard VII.I 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.

*Responsible citizens address social problems by participating constructively in their communities. They also consider the effects of their actions on other people and they act in accordance with the rule of law to meet their ethical obligations.*

# **SOCIAL STUDIES**

## **CONTENT STANDARDS AND WORKING DRAFT BENCHMARKS**

### **I. Historical Perspective**

**Content Standard 1: All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); 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). (Time and Chronology).**

<b>Early Elementary</b>	<b>Later Elementary</b>	<b>Middle School</b>	<b>High School</b>
<ol style="list-style-type: none"> <li>1. Use analog and digital clocks to tell time.</li> <li>2. Use weeks, months and years as intervals of time.</li> <li>3. Distinguish among the past, the present and the future.</li> <li>4. Place events of their lives and the lives of others in chronological order.</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure chronological time by decades and centuries.</li> <li>2. Place major events in the development of their local community and the state of Michigan in chronological order.</li> <li>3. Place major events in the early history of the United States in chronological order.</li> </ol>	<ol style="list-style-type: none"> <li>1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.</li> <li>2. Describe major factors that characterize the following eras in United States history: The Meeting of Three Worlds (beginnings to 1620), Colonization and Settlement (1585-1763), Revolution and the New Nation (1754-1815), Expansion and Reform (1801-1861) and Civil War and Reconstruction (1850-1877).</li> <li>3. Select a contemporary condition in Africa, Asia, Canada, Europe and Latin America and trace some of the major historical origins of each.</li> </ol>	<ol style="list-style-type: none"> <li>1. Construct and interpret timelines of people and events in the history of Michigan and the United States since the era of Reconstruction.</li> <li>2. Describe major factors that characterize the following eras in United States history: The Development of the Industrial United States (1870-1900), 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).</li> <li>3. Identify some of the major eras in world history and describe their defining characteristics.</li> </ol>

**Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Identify who was involved, what happened and where it happened in stories about the past.</li> <li>2. Describe the past through the eyes and experiences of those who were there as revealed through their records.</li> <li>3. Recount events from simple biographies of women and men representing a variety of societies from the past.</li> <li>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</li> <li>2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</li> <li>3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</li> <li>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction.</li> <li>2. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> <li>3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.</li> <li>4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the United States as a nation during the eras since Reconstruction.</li> <li>2. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> <li>3. Select events and individuals from the past that have had global impact on the modern world and describe their impact.</li> </ol>

**Content Standard 3: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Use a variety of records to construct a narrative about their personal or family histories.</li> <li>2. Differentiate between historical facts and historical interpretations.</li> <li>3. Explain why accounts of the same event differ.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use primary sources to reconstruct past events in their local community.</li> <li>2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</li> <li>3. Compose simple narratives of events from the history of the state of Michigan and the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction.</li> <li>2. Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation since the era of Reconstruction.</li> <li>2. Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.</li> </ol>

- 3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.
- 3. Select contemporary problems in the world and compose historical narratives that explain their antecedents.
- 4. Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.

**Content Standard 4: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)**

<b>Early Elementary</b>	<b>Later Elementary</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>1. Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.</li> <li>2. Evaluate decisions made by others as reported in stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.</li> <li>2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Identify major decisions in Michigan and the United States history prior to the end of the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</li> <li>2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</li> <li>3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.</li> <li>4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>1. Identify major decisions in the history of Michigan and the United States since the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</li> <li>2. Evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.</li> <li>3. Analyze key decisions by drawing appropriate historical analogies.</li> <li>4. Select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.</li> </ul>

## II. Geographic Perspective

**Content Standard 1: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)**

Early Elementary	Later Elementary	Middle School	High School
1. Describe the human characteristics of places and explain some basic causes for those characteristics.	1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.	1. Locate and describe the diverse places, cultures, and communities of major world regions.	1. Describe how major world issues and events affect various people, societies, places, and cultures in different ways.
2. Describe the natural characteristics of places and explain some basic causes for those characteristics.	2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.	2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.	2. Explain how culture might affect women's and men's perceptions.
	3. Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.	3. Explain why people live and work as they do in different regions.	

**Content Standard 2: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)**

Early Elementary	Later Elementary	Middle School	High School
1. Describe how people use the environment to meet human needs and wants.	1. Explain basic ecosystem concepts and processes.	1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.	1. Describe the environmental consequences of major world processes and events.
2. Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.	2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.	2. Locate major ecosystems, describe their characteristics, and explain the process that created them.	2. Assess the relationship between property ownership and the management of natural resources.
3. Suggest ways the people can help improve their environment.	3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.	3. Explain the importance of different kinds of ecosystems to people.	
	4. Explain how various people and cultures have adapted to and modified the environment.	4. Explain how humans modify the environment and describe some of the possible consequences of those modifications.	
		5. Describe the consequences of human/environment interactions in several different types of environment.	

**Content Standard 3: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)**

<b>Early Elementary</b>	<b>Later Elementary</b>	<b>Middle School</b>	<b>High School</b>
<ol style="list-style-type: none"> <li>1. Identify locations of significance in their immediate environment and explain reasons for their location.</li> <li>2. Identify people and places in other locations and explain their importance to the community.</li> <li>3. Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe major kinds of economic activity and explain the factors influencing their location.</li> <li>2. Describe the causes, consequences, routes and movement of major migration to the United States.</li> <li>3. Explain how transportation and communication link people and communities.</li> <li>4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.</li> <li>2. Explain how governments have divided land and sea areas into different regions.</li> <li>3. Describe how and why people, goods and services, and information move within world regions and between regions.</li> <li>4. Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe major world patterns of economic activity and explain the reasons for the patterns.</li> <li>2. Explain how events have causes and consequences in different parts of the world.</li> </ol>

**Content Standard 4: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)**

<b>Early Elementary</b>	<b>Later Elementary</b>	<b>Middle School</b>	<b>High School</b>
<ol style="list-style-type: none"> <li>1. Identify regions in their immediate environment and describe their characteristics and boundaries.</li> <li>2. Compare their community and region with others.</li> <li>3. Describe changes in the region over time as well as presently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw sketch maps of the community, region, and nation.</li> <li>2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</li> <li>3. Describe the geography of Michigan at major times in its history and explain the reasons for its change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a sketch map of the world from memory.</li> <li>2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.</li> <li>3. Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how major world processes affect different world regions.</li> <li>2. Explain how major world regions are changing.</li> <li>3. Explain how processes like population growth, economic development, urbanization resource use, international trade, global communication, and environmental impact are affecting different world regions.</li> </ol>

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| <ul style="list-style-type: none"> <li>4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.</li> <li>5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.</li> <li>6. Describe the geography of major United States regions, compare the regions, and explain the processes that created them.</li> </ul> | <ul style="list-style-type: none"> <li>4. Compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.</li> </ul> | <ul style="list-style-type: none"> <li>4. Describe major patterns of economic development and political systems and explain some of the factors causing them.</li> </ul> |
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**Content Standard 5: All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)**

<b>Early Elementary</b>	<b>Later Elementary</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>1. Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</li> </ul>	<ul style="list-style-type: none"> <li>1. Locate major world events and explain how they impact people and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>1. Describe how social and scientific changes in regions may have global consequences.</li> <li>2. Describe the geographic aspects of events taking place in different world regions.</li> <li>3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.</li> </ul>	<ul style="list-style-type: none"> <li>1. Explain how geography and major world processes influence major world events.</li> <li>2. Explain the causes and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation, and explain how they may affect the future.</li> </ul>

### III. Civic Perspective

**Content Standard 1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Cite examples of government carrying out its legal authority in their local community.</li> <li>2. Describe consequences of not having rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.</li> <li>2. Give examples of authority and the use of power without authority.</li> <li>3. Give reasons for limiting the power of government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution.</li> <li>2. Distinguish between representative democracy in the United States and other forms of government.</li> <li>3. Explain how the rule of law protects individual rights and serves the common good.</li> <li>4. Explain the importance of limited government to protect political and economic freedom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the advantages and disadvantages of a federal system of government.</li> <li>2. Evaluate how effectively the federal government is serving the purposes for which it was created.</li> <li>3. Evaluate the relative merits of the American presidential system and parliamentary systems.</li> </ol>

**Content Standard 2: 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. (Ideals of American Democracy)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Identify aspects of life at school and in the local community that illustrate justice and freedom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret the development and summarize the main points in the Declaration of Independence.</li> <li>2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.</li> <li>3. Explain responsibilities citizens have to uphold constitutional rights.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States.</li> <li>2. Describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established.</li> <li>3. Explain means for limiting the powers of government established by the U.S. Constitution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify benefits and challenges of diversity in American life.</li> <li>2. Use the ideas in the Declaration of Independence to evaluate the conduct of citizens, political behavior, and the practices of government.</li> </ol>

**Content Standard 3: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)**

Early Elementary	Later Elementary	Middle School	High School
1. Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.	1. Describe what state and federal courts are expected to do. 2. Describe issues that arise over constitutional rights.	1. Distinguish between civil and criminal procedure. 2. Identify disparities between American ideals and realities and propose ways to reduce them.	1. Using actual cases, evaluate the effectiveness of civil and criminal courts in the United States. 2. Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations. 3. Evaluate possible amendments to the Constitution.

**Content Standard 4: 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. (American Government and Politics)**

Early Elementary	Later Elementary	Middle School	High School
1. Identify rules at school and in the local community and consider consequences for breaking rules. 2. Describe fair ways for groups to make decisions. 3. Describe ways that individuals influence each other.	1. Distinguish among making, enforcing, and interpreting laws. 2. Explain how law is used to manage conflict in American society. 3. Explain the basic organization of the local, state, and federal governments. 4. Describe how citizens participate in election campaigns.	1. Evaluate information and arguments from various sources in order to evaluate candidates for public office. 2. Explain how the Constitution is maintained as the supreme law of the land.	1. Evaluate proposals for reform of the political system. 2. Analyze causes of tension between the branches of government.

**Content Standard 5: 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. (American Government and World Affairs)**

Early Elementary	Later Elementary	Middle School	High School
1. Distinguish between events in this country and events abroad. 2. Recognize that events in other countries can affect Americans.	1. Explain various ways that nations of the world interact with each other. 2. Describe events in other countries that have affected Americans and, conversely, events within	1. Describe the purposes and functions of major international, governmental organizations. 2. Describe means used by the United States to resolve international conflicts.	1. Describe the influence of the American concept of democracy and individual rights in the world. 2. Evaluate foreign policy positions in light of national interests and American values.

the United States that have affected other countries.

3. Decide what the relationship should be between the United States and international organizations.

#### IV. Economic Perspective

**Content Standard 1: 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 affect the economic well-being of individuals and society. (Individual and Household Choices)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Identify ways families produce and consume goods and services.</li> <li>2. List ways that individuals can conserve limited resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why people must face scarcity when making economic decisions.</li> <li>2. Identify the opportunity costs in personal decision making situations.</li> <li>3. Use a decision making model to explain a personal choice.</li> <li>4. Analyze the costs, benefits, and alternatives to using consumer credit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use economic reasoning when comparing price, quality and features of goods and services.</li> <li>2. Evaluate employment and career opportunities in light of economic trends.</li> <li>3. Analyze the reliability of information when making economic decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design a strategy for earning, spending, saving, and investing their resources.</li> <li>2. Evaluate the impact on households of alternative solutions to societal problems such as health care, housing, or energy use.</li> <li>3. Analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace.</li> </ol>

**Content Standard 2: All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Connect economic needs with businesses that meet them.</li> <li>2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</li> <li>2. Distinguish among individual ownership, partnership, and corporation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using a real example, describe how business practices, profit, and a willingness to take risks, enabled an entrepreneur to operate.</li> <li>2. Compare various methods for the production and distribution of goods and services.</li> <li>3. Describe the effects of a current public policy on businesses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline the decision making process a business goes through when deciding whether to export to a foreign market.</li> <li>2. Evaluate ways to resolve conflicts resulting from differences between business interests and community values.</li> </ol>

3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.
4. Examine the historical and contemporary role an industry has played and continues to play in a community.

**Content Standard 3: 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. (Role of Government)**

Early Elementary	Later Elementary	Middle School	High School
1. Describe a good or service provided by the local government and the method of payment.	1. Use a decision making model to explain a choice involving a public good or service.	1. Distinguish between public and private goods using contemporary examples.	1. Describe the use of economic indicators and assess their accuracy.
2. Identify the goods and services their school provides and the people who provide them.	2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.	2. Identify and describe different forms of economic measurement.	2. Distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation.
3. Identify an unmet local economic need and propose a plan to meet it.	3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.	3. Use case studies to assess the role of government in the economy.	3. Compare governmental approaches to economic growth in developing countries.
		4. Distinguish different forms of taxation and describe their effects.	4. Evaluate a government spending program on the basis of its intended and unintended results.
			5. Select criteria to use in evaluating tax policy.

**Content Standard 4: All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)**

Early Elementary	Later Elementary	Middle School	High School
1. Identify examples of markets they experience in their daily life.	1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.	1. Compare the historical record of market economies in solving the problem of scarcity.	1. Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market.
2. Distinguish between producers and consumers in a market economy.			

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| <ul style="list-style-type: none"> <li>3. Describe how the choices they make impact business decisions.</li> </ul> | <ul style="list-style-type: none"> <li>2. Describe how they act as a producer and a consumer.</li> <li>3. Analyze how Michigan's location has impacted its economic development.</li> </ul> | <ul style="list-style-type: none"> <li>2. Describe the roles of the various economic institutions which comprise the American economic system such as governments, business firms, labor unions, banks, and households.</li> <li>3. Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy.</li> <li>4. Analyze how purchasers obtain information about goods and services from advertising and other sources.</li> </ul> | <ul style="list-style-type: none"> <li>2. Describe relationships between a domestic economy and the international economic system.</li> <li>3. Evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.</li> <li>4. Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.</li> <li>5. Compare and contrast a free market economic system with other economic systems.</li> </ul> |
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**Content Standard 5: All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)**

Early Elementary	Later Elementary	Middle School	High School
<ul style="list-style-type: none"> <li>1. Recognize economic exchanges in which they participate.</li> <li>2. Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>1. Trace the national origin of common household items and the trade flows which brought them to the United States.</li> <li>2. Describe benefits of international trade to consumers and producers.</li> <li>3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</li> </ul>	<ul style="list-style-type: none"> <li>1. Identify the current and potential contributions of national and world regions to trade.</li> <li>2. Examine the role of the United States government in regulating commerce as stated in the United States Constitution.</li> <li>3. Describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange.</li> </ul>	<ul style="list-style-type: none"> <li>1. Evaluate the benefits and problems of an economic system built on voluntary exchange.</li> <li>2. Trace the historical development of international trading ties.</li> <li>3. Explain how specialization, interdependence and economic development are related.</li> <li>4. Describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.</li> </ul>

## V. Inquiry

**Content Standard 1: 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. (Information Processing)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</li> <li>2. Acquire information from observation of the local environment.</li> <li>3. Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.</li> <li>2. Organize social science information to make maps, graphs and tables.</li> <li>3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.</li> <li>2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.</li> <li>3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies.</li> <li>2. Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.</li> <li>3. Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.</li> </ol>

**Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Pose a question about life in their school or local community.</li> <li>2. Gather and analyze information in order to answer the question posed.</li> <li>3. Construct an answer to the question posed and support their answer with evidence.</li> <li>4. Report the results of their investigation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pose a social science question about Michigan or the United States.</li> <li>2. Gather and analyze information using appropriate technologies to answer the question posed.</li> <li>3. Construct an answer to the question posed and support their answer with evidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pose a social science question about a culture, world region, or international problem.</li> <li>2. Gather and analyze information using appropriate technologies to answer the question posed.</li> <li>3. Construct an answer to the question posed and support their answer with evidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.</li> <li>2. Report the results of their investigation including procedures followed and a rationale for their conclusions.</li> </ol>

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| 4. Report the result of their investigation including the procedures followed. | 4. Report the results of their investigation including procedures followed and possible alternative conclusions. |
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## VI. Public Discourse and Decision Making

**Content Standard 1: 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. (Identifying and Analyzing Issues)**

Early Elementary	Later Elementary	Middle School	High School
1. Pose a question about matters of public concern that they have encountered in school or in the local community.  2. Compare their own viewpoint about the matter raised with that of another individual.	1. Pose local, state, and national policy issues as questions.  2. Explain how a particular public issue became a problem and why people disagree about it.  3. Evaluate possible resolutions of a public issue.	1. State public policy issues and their related ethical, definitional, and factual issues as questions.  2. Trace the origins of a public issue.  3. Explain how culture and experiences shape positions that people take on an issue.	1. Generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified.

**Content Standard 2: All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)**

Early Elementary	Later Elementary	Middle School	High School
1. Engage each other in conversations about issues pertaining to governing their school.	1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.	1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.	1. Engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions.

**Content Standard 3: All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)**

Early Elementary	Later Elementary	Middle School	High School
1. Compose brief statements expressing a decision on an issue in the school or local community.	1. Compose a short essay expressing a decision on a local, state, or national policy issue.	1. Compose essays expressing decisions on national and international policy issues.	1. Compose extensively elaborated essays expressing and justifying decisions on public policy issues.

## VII. Citizen Involvement

**Content Standard 1: 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. (Responsible Personal Conduct)**

Early Elementary	Later Elementary	Middle School	High School
<ol style="list-style-type: none"> <li>1. Help to determine, interpret and enforce school rules.</li> <li>2. Participate in projects designed to help others in their local community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Report how their behavior has been guided by concern for the law.</li> <li>2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use laws and other ethical rules to evaluate their own conduct and the conduct of others.</li> <li>2. Engage in activities intended to contribute to solving a national or international problem they have studied.</li> </ol>	<ol style="list-style-type: none"> <li>1. Act out of respect for the rule of law and hold others accountable to the same standard.</li> <li>2. Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness.</li> </ol>