

# GRADE LEVEL CONTENT EXPECTATIONS

# SOCIAL STUDIES



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## GRADES K - 8

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

## A Note from the K-8 Grade Level Content Expectations Work Group

The purpose of social studies instruction is to develop social understanding and civic efficacy. The draft Grade Level Content Expectations (GLCE) that you will review build disciplinary content and processes we believe contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. We believe that these ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Good social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. In Michigan, our diverse communities expect that all students will have access to quality social studies instruction and assessment. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

We recognize that these content expectations, when approved, will provide the necessary framework for deliberate professional development provided through the Michigan Department of Education, professional organizations, regional education service agencies, university teacher preparation programs, and publishing enterprises. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

*The K-8 Social Studies GLCE were developed to meet the following criteria, which will be the basis for the field and national review.*

## **RIGOR**

**What is the level of intellectual demand of the expectations?**

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

## **CLARITY**

**Are the expectations clearly written and presented in a logical, easy-to-use format?**

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

## **SPECIFICITY**

**Are the expectations specific enough to convey the level of performance expected of students?**

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

## **FOCUS**

**Have tough choices been made about what content is the most important for students to learn?**

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

## **PROGRESSION**

**Do knowledge and skills build clearly and sensibly on previous learning and increase in intellectual demand from year to year?**

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

## **COHERENCE**

**Do the expectations convey a unified vision of the discipline, and do they establish connections among the major areas of study?**

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

## **The K-8 Social Studies GLCE development was guided by the following assumptions:**

- Existing grade level organization that uses the “expanding environments” or “expanding horizons” framework will be honored by the grade level content expectations, as it relates to the disciplinary **rigor** necessary for the next grade level.
- The grade level expectations will reflect the Michigan Curriculum Framework Social Studies Content Standards, as well as national history (U.S. and World), civics, and economics standards. These standards provide widely understood **clarity** in the social studies community.
- The grade level expectations will provide **specificity**, including examples that strongly convey the level of performance found in the expectation.
- Integration of disciplinary content (history, geography, civics and government, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) is necessary to **focus** instruction at each grade level. The focus will be provided through integrated units designed around essential questions, big ideas, key concepts, and enduring understandings.
- Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing **progression** and **coherence**. Relationships between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the relevancy needed for school, work, and college.

We thank you in advance for reviewing this draft and for participating in the evaluation of the grade level focus and rigor, the clarity in the language, the specificity of the statements and examples, and the progression and coherence of concepts and skills within the document.

## **Understanding Temporary Coding for Social Studies GLCE**

**The draft K-5 Social Studies GLCE are coded using a three-part system.**

Kindergarten example – KH3 = Kindergarten, History Strand, 3rd Expectation

5th grade example – 5Q1 = Grade 5, Inquiry and Decision Making Strand, 1st Expectation

**The draft expectations for grade five, middle school, and high school are coded using a system that identifies the expectation in three parts.**

5th grade example – 3.3.1 = Era 3, Standard 3, 1st Expectation

6th grade example – 5.2.1 = Region 5, Standard 2, 1st Expectation

7th grade example – 4.2.3 = Region 4, Standard 2, 3rd Expectation

8th grade example – 5.3.6 = Era 5, Standard 3, 6th Expectation

# Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-5 Social Studies are organized under the seven strands of the Michigan Curriculum Framework Social Studies Content Standards and Benchmarks. Further organization is provided by the national standards and National Assessment of Educational Progress (NAEP) framework for each discipline.

The structure is shown below. The skills and content addressed in these expectations will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

<b>K-5 Social Studies Organizational Structure</b>			
<b>History</b>	<b>Geography</b>	<b>Civics and Government</b>	<b>Economics</b>
<i>Historical Perspective</i>	<i>Geographic Perspective</i>	<i>Civic Perspective</i>	<i>Economic Perspective</i>
<p><b>National History Standards (K-4)</b></p> <p>Chronological Relationships and Temporal Patterns</p> <ul style="list-style-type: none"> <li>• Time and Chronology</li> </ul> <p>Historical Perspective</p> <ul style="list-style-type: none"> <li>• Comprehending the Past</li> <li>• Analyzing and Interpreting the Past</li> <li>• Evaluating Decisions from the Past</li> </ul> <p>Living and Working Together in Families and Communities</p> <p>The History of Michigan and the Great Lakes Region</p> <p>The History of the United States: Democratic Principles, Values, and People from Many Cultures</p> <p>The History of Peoples of Many Cultures Around the World</p>	<p><b>National Geography Standards</b></p> <p>The World in Spatial Terms</p> <ul style="list-style-type: none"> <li>• Spatial Perspective, Context, and Organization</li> </ul> <p>Places and Regions</p> <ul style="list-style-type: none"> <li>• Regions and Patterns</li> <li>• Human and Physical Characteristics</li> </ul> <p>Physical Systems</p> <ul style="list-style-type: none"> <li>• Physical Processes, Ecosystems</li> </ul> <p>Human Systems</p> <ul style="list-style-type: none"> <li>• People, Culture, Economic Interdependence, Settlement, Governance</li> </ul> <p>Environment and Society</p> <ul style="list-style-type: none"> <li>• Human-Environment Interaction</li> </ul> <p>Uses of Geography</p> <ul style="list-style-type: none"> <li>• Global Issues and Events</li> <li>• Applying Geography to Interpret the Past</li> <li>• Applying Geography to Interpret the Present and Plan for the Future</li> </ul>	<p><b>National Civics Standards</b></p> <p>Role and Functions of Government</p> <ul style="list-style-type: none"> <li>• Purposes of Government</li> </ul> <p>Values and Principles of American Democracy</p> <ul style="list-style-type: none"> <li>• Ideals of American Democracy</li> </ul> <p>Government, the Constitution, and American Democracy</p> <ul style="list-style-type: none"> <li>• Government and Politics in the United States</li> </ul> <p>Relationship of United States to Other Nations and to World Affairs</p> <ul style="list-style-type: none"> <li>• United States Government and World Affairs</li> </ul> <p>Roles of the Citizen in American Democracy</p> <ul style="list-style-type: none"> <li>• Citizenship in Action</li> </ul>	<p><b>National Economics Standards</b></p> <p>Scarcity and Opportunity Costs</p> <ul style="list-style-type: none"> <li>• Individual and Household Choices</li> </ul> <p>Economic Systems</p> <p>Prices, Supply and Demand</p> <p>Market Structures, Exchanges, and Characteristics of Market Economy</p> <ul style="list-style-type: none"> <li>• Trade</li> <li>• Business Choices</li> </ul> <p>Government in U. S. Economy</p> <ul style="list-style-type: none"> <li>• Role of Government</li> </ul> <p>International Economics</p>
<p><b>NAEP History Themes</b></p> <ul style="list-style-type: none"> <li>• Change and Continuity in American Democracy</li> <li>• The Gathering and Interactions of Peoples, Cultures, and Ideas</li> <li>• Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment</li> <li>• The Changing Role of America in the World</li> </ul>	<p><b>NAEP Categories and 5 Themes of Geography</b></p> <p>Space and Place</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> </ul> <p>Environment and Society</p> <ul style="list-style-type: none"> <li>• Human-Environment Interaction</li> </ul> <p>Spatial Dynamics and Connections</p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Regions</li> </ul>	<p><b>NAEP Civics Categories</b></p> <ul style="list-style-type: none"> <li>• Civics Knowledge</li> <li>• Intellectual Skills</li> <li>• Participatory Skills</li> <li>• Civic Dispositions</li> </ul>	
<p><b>Social Studies Processes and Skills</b></p> <p>P1 Reading and Communication</p> <p>P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations]</p> <p>P3 Public Discourse and Decision Making [Identifying and Analyzing Issues; Group Discussions; Persuasive Writing]</p> <p>P4 Citizen Involvement [Responsible Personal Contact]</p>			



## HISTORY

### Chronological Relationships and Temporal Patterns

Students will...

- I H1 Distinguish between past, present, and future family or school events.
- I H2 Distinguish between days, weeks, and months, using a calendar.

### Historical Perspective

Students will...

- I H3 Identify people, places, and events from stories of the past about families and schools, using historical records (e.g., oral histories, diaries, photos, and videos).
- I H4 Compare and contrast family life from long ago in relation to jobs, school, and technology.
- I H5 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Martin Luther King, Jr. Day; Presidents' Day; Independence Day).
- I H6 Construct a narrative about their personal or family history.

### Living and Working Together in Families and Communities

Students will...

- I H7 Describe how families live and work together in a variety of communities and across time.



## GEOGRAPHY

### The World in Spatial Terms

Students will...

- I G1 Identify their home address as an absolute location.
- I G2 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in their school environment.

### Places and Regions

Students will...

- I G3 Identify landmasses, bodies of water, and other physical features of Earth on maps and globes.
- I G4 Identify regions in their school and describe the unique characteristics and boundaries of each (e.g., playground, reading corner, library, restroom).

### Human Systems

Students will...

- I G5 Distinguish between physical and human characteristics of place in their school environment.

### Environment and Society

Students will...

- I G6 Describe how people modify their environment (e.g., cutting down trees, building roads).
- I G7 Describe how people adapt to their environment (e.g., clothing, heating in homes, transportation).



## CIVICS AND GOVERNMENT

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### Values and Principles of American Democracy

Students will...

- IC1 Define the core democratic values of rule of law, truth, common good, and justice.
- IC2 Identify some reasons for rules in school.
- IC3 Explain how conflicts at school might be resolved in ways that are consistent with core democratic values.

### Government, the Constitution, and American Democracy

Students will...

- IC4 Describe how local government affects the lives of its citizens.

### Roles of the Citizen in American Democracy

Students will...

- IC5 Identify rules in their classroom and school.
- IC6 Explain why rules are important in the classroom and school, and the consequences for breaking the rules.
- IC7 Identify some personal and family responsibilities they may have.
- IC8 Identify situations in which they demonstrated those characteristics that facilitate thoughtful and effective participation in public affairs (e.g., respect for the rights of other individuals, honesty, open-mindedness, negotiation and compromise, compassion, and courage).

### Citizenship in Action

Students will...

- IC9 Identify situations in which they participated as a member of the school community.



## ECONOMICS

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### Economic Systems

Students will...

- IE1 Describe jobs that people do to earn income.

### Market Structures, Exchanges, and Characteristics of a Market Economy

Students will...

- IE2 Identify ways that families produce and consume goods and services.
- IE3 Explain the difference between economic wants and needs.

### Trade

Students will...

- IE4 Recognize when they participate in trade.
- IE5 Describe trade as a situation involving the voluntary exchange of goods and services between two people.
- IE6 Identify U.S. coin and currency denominations and describe the use of cash in the exchange of goods and services.
- IE7 Explain how schools provide goods and services.



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

### **Information Processing**

*Students will...*

- I Q1 Interpret information from simple maps, graphs, tables, and pictographs.
- I Q2 Interpret simple graphs and tables of social data drawn from their experiences.
- I Q3 After listening to folktales, legends, or stories about families or history, describe the main characters and their qualities.

### **Identifying and Analyzing Issues**

*Students will...*

- I Q4 Write a statement taking a position on a classroom question or issue; include a reason for the decision.

### **Inquiry and Public Discourse**

*Students will...*

- I Q5 Write a statement expressing a position on a public issue at school.



**Michigan Department of Education**

Office of School Improvement

Dr. Yvonne Caamal Canul, Director

p: (517) 241-3147 website: [www.michigan.gov/mde](http://www.michigan.gov/mde)



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