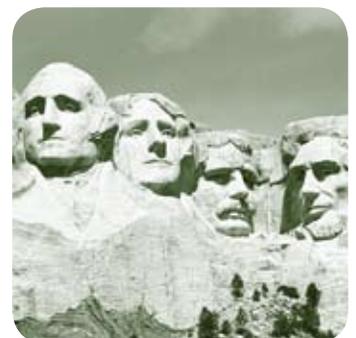


# GRADE LEVEL CONTENT EXPECTATIONS

# 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**

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### **Chronological Relationships and Temporal Patterns**

*Students will...*

2H1 Distinguish between years, decades, and centuries, using a timeline.

### **Historical Perspective**

*Students will...*

2H2 Describe key people, places, and events from the history of a community.

2H3 Construct a narrative about a person or event from the history of the community, using a variety of primary and secondary sources.

2H4 Explain why accounts of the same event can be different.

2H5 Analyze past community decisions involving justice, equality, common good, or rule of law.

### **Living and Working Together in Communities**

*Students will...*

2H6 Describe the historical development of their community and compare it to the development of another community.



## **GEOGRAPHY**

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### **The World in Spatial Terms**

*Students will...*

2G1 Construct simple maps using elements of title, legend, compass rose, and scale.

2G2 Use cardinal and intermediate directions to give directions to a relative location.

2G3 Locate the Equator and the Prime Meridian on maps and globes.

2G4 Use scale to estimate distances between locations.

### **Places and Regions**

*Students will...*

2G5 Describe the physical features found on Earth (e.g., landforms – plains, plateaus, hills, and mountains; bodies of water – rivers, lakes, and oceans).

2G6 Compare and contrast their community with other communities, using physical and human characteristics of place.

### **Physical Systems**

*Students will...*

2G7 Identify the continents (Antarctica, Africa, Asia, Australia, Europe, North America, and South America), and the oceans (Atlantic, Arctic, Indian, Pacific), on maps and globes.

### **Human Systems**

*Students will...*

2G8 Explain how the physical and human characteristics of places in the neighborhood or community make them useful to the people who live there.

2G9 Identify the natural resources used in the community (e.g., water, land, soil, plants, and trees).

2G10 Describe how the movement of people, goods, services, and ideas impacts a community.

### **Environment and Society**

*Students will...*

2G11 Examine from two sides, an environmental issue found in a neighborhood or community (e.g., trash disposal), and suggest possible solutions.



## CIVICS AND GOVERNMENT

### Role and Functions of Government

Students will...

- 2C1 Describe the characteristics of people who have authority in a community.
- 2C2 Identify examples of government carrying out its legal authority in the local community (e.g., appointed leaders – parents, committee members; elected officials; hired officials – police).

### Values and Principles of American Democracy

Students will...

- 2C3 Define the core democratic values of rule of law, truth, common good, and justice.
- 2C4 Describe fair ways for groups to make decisions.
- 2C5 Identify situations in which they demonstrated patriotism or loyalty to values and principles underlying American constitutional democracy.

### Government, the Constitution, and American Democracy

Students will...

- 2C6 Describe the political processes used to make decisions in a local community (e.g., interest groups, prior decisions).
- 2C7 Describe how citizens participate in community decisions.

### Roles of the Citizen in American Democracy

Students will...

- 2C8 Identify rules and ordinances in their local community.
- 2C9 Explain the consequences for breaking rules/ordinances in a local community.
- 2C10 Describe how citizens participate in local elections and community decisions.
- 2C11 Identify and explain personal responsibilities (e.g., taking care of one's self; supporting one's family and caring for, nurturing and educating one's children; accepting responsibility for the consequences of one's actions; adhering to moral principles; considering the rights and interests of others; behaving in a civil manner).
- 2C12 Identify some responsibilities they have as a member of a community.

### United States Government and World Affairs

Students will...

- 2C13 Explain how events in other countries can affect their community.

### Citizenship in Action

Students will...

- 2C14 Distinguish between social participation and private action.

### Civic Inquiry and Public Discourse

Students will...

- 2C15 Interpret simple maps of their local surroundings and simple graphs and tables of data about their local community.
- 2C16 Identify ways to find out information about their local community.
- 2C17 Compose a brief statement on a position of a public issue in their local community.



## ECONOMICS

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### Scarcity and Opportunity Cost

Students will...

- 2E1 Identify community businesses and describe how these businesses meet economic wants and needs.
- 2E2 Distinguish among natural resources, human resources, and capital resources in the production of a good or service in the community.
- 2E3 Describe the natural, human, and capital resources needed for production of a good or service for the community.
- 2E4 Describe a variety of businesses in the local community and connect economic needs with the businesses that meet them.

### Economic Systems

- 2E5 Identify examples of markets they experience in their daily lives.
- 2E6 Distinguish between producers and consumers in transactions within the local community.

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

Students will...

- 2E7 Explain that because of scarcity and opportunity cost, people must make choices when producing or consuming goods and services.
- 2E8 Identify opportunity cost in decision-making situations.
- 2E9 Identify situations involving scarcity in decision-making.
- 2E10 Explain how choices are influenced by scarcity and opportunity costs.

### Government in the U.S. Economy

Students will...

- 2E11 Identify goods and services provided by the local government and describe how these are funded (e.g., fire department, police, schools).



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

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### Information Processing

Students will...

- 2Q1 Interpret information from simple maps, graphs, tables, and pictographs.
- 2Q2 After reading or listening to folktales, legends, or stories about community leaders, describe the main characters and their qualities.

### Identifying and Analyzing Issues

Students will...

- 2Q3 Write a statement taking a position on a community issue; give a reason for the decision and identify a core democratic value that supports the position.



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