

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.

K-5 Social Studies Organizational Structure			
History	Geography	Civics and Government	Economics
<i>Historical Perspective</i>	<i>Geographic Perspective</i>	<i>Civic Perspective</i>	<i>Economic Perspective</i>
<p>National History Standards (K-4)</p> <p>Chronological Relationships and Temporal Patterns</p> <ul style="list-style-type: none"> • Time and Chronology <p>Historical Perspective</p> <ul style="list-style-type: none"> • Comprehending the Past • Analyzing and Interpreting the Past • Evaluating Decisions from the Past <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>National Geography Standards</p> <p>The World in Spatial Terms</p> <ul style="list-style-type: none"> • Spatial Perspective, Context, and Organization <p>Places and Regions</p> <ul style="list-style-type: none"> • Regions and Patterns • Human and Physical Characteristics <p>Physical Systems</p> <ul style="list-style-type: none"> • Physical Processes, Ecosystems <p>Human Systems</p> <ul style="list-style-type: none"> • People, Culture, Economic Interdependence, Settlement, Governance <p>Environment and Society</p> <ul style="list-style-type: none"> • Human-Environment Interaction <p>Uses of Geography</p> <ul style="list-style-type: none"> • Global Issues and Events • Applying Geography to Interpret the Past • Applying Geography to Interpret the Present and Plan for the Future 	<p>National Civics Standards</p> <p>Role and Functions of Government</p> <ul style="list-style-type: none"> • Purposes of Government <p>Values and Principles of American Democracy</p> <ul style="list-style-type: none"> • Ideals of American Democracy <p>Government, the Constitution, and American Democracy</p> <ul style="list-style-type: none"> • Government and Politics in the United States <p>Relationship of United States to Other Nations and to World Affairs</p> <ul style="list-style-type: none"> • United States Government and World Affairs <p>Roles of the Citizen in American Democracy</p> <ul style="list-style-type: none"> • Citizenship in Action 	<p>National Economics Standards</p> <p>Scarcity and Opportunity Costs</p> <ul style="list-style-type: none"> • Individual and Household Choices <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"> • Trade • Business Choices <p>Government in U. S. Economy</p> <ul style="list-style-type: none"> • Role of Government <p>International Economics</p>
<p>NAEP History Themes</p> <ul style="list-style-type: none"> • Change and Continuity in American Democracy • The Gathering and Interactions of Peoples, Cultures, and Ideas • Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment • The Changing Role of America in the World 	<p>NAEP Categories and 5 Themes of Geography</p> <p>Space and Place</p> <ul style="list-style-type: none"> • Location • Place <p>Environment and Society</p> <ul style="list-style-type: none"> • Human-Environment Interaction <p>Spatial Dynamics and Connections</p> <ul style="list-style-type: none"> • Movement • Regions 	<p>NAEP Civics Categories</p> <ul style="list-style-type: none"> • Civics Knowledge • Intellectual Skills • Participatory Skills • Civic Dispositions 	
<p>Social Studies Processes and Skills</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

Historical Perspective

Students will...

- 3H1 Use narratives or visual data to compare the past with present-day life.
- 3H2 Evaluate a past regional decision based on the short-term and long-term consequences of the decision.



GEOGRAPHY

The World in Spatial Terms

Students will...

- 3G1 Use grid lines on a map to describe locations and give direction and distance between locations.
- 3G2 Use symbols, labels, and legends to construct maps that feature physical and human characteristics of place.
- 3G3 Compare and contrast various map projections and globes as representations of Earth, using distortion and limitations as criteria.

Places and Regions

Students will...

- 3G4 Understand the concept of regions.
- 3G5 Locate the major physical regions of the United States on a map (e.g., Appalachian Mountains, Great Lakes, Mississippi Delta, Great Plains, Rocky Mountains).
- 3G6 Compare and contrast the Great Lakes region with other United States regions using physical and human characteristics of the regions.
- 3G7 Explain how individuals or groups have adapted to or modified the environment in various regions (e.g., ecosystem use, natural hazards, and erosion).

Human Systems

Students will...

- 3G8 Analyze how transportation and communication systems connect and impact people within and between regions.

Environment and Society

Students will...

- 3G9 Compare and contrast how individuals or groups have adapted to the environment in different regions using the criteria of food, clothing, and shelter.
- 3G10 Compare and contrast how individuals or groups have modified the environment in different regions, using impact and the use of resources as criteria.
- 3G11 Locate and describe the physical and human characteristics of diverse types of regions (e.g., physical – climate, vegetation, landforms; human – political, economic, ethnic, and urban/rural).



CIVICS AND GOVERNMENT

Role and Functions of Government

Students will...

- 3C1 Identify the different levels of government (local, state, national) in the United States.
- 3C2 Describe the purposes of government in the United States (e.g., to protect individual rights, to promote order, and to manage conflict).
- 3C3 Distinguish between civic and private life.

Values and Principles of American Democracy

Students will...

- 3C4 Define the core democratic value of the individual rights of life, liberty, and pursuit of happiness.
- 3C5 Describe the core democratic values found in the Pledge of Allegiance.
- 3C6 Use a core democratic value to support a position on a public issue.

Government, the Constitution, and American Democracy

Students will...

- 3C7 Identify conflicts within and between regions and describe how laws are used to manage the conflict peacefully (e.g., land use, scarce resources, cultural differences, political views).

Roles of the Citizen in American Democracy

- 3C8 Identify and explain some of the responsibilities of citizenship (e.g., voting, paying taxes, obeying the law).

Citizenship in Action

- 3C9 Explain why it is important to be attentive and knowledgeable about community issues.



ECONOMICS

Individual and Household Choices

Students will...

- 3E1 Use a decision-making model to explain a personal or community economic decision (e.g., moving to another region within the United States).

Economic Systems

Students will...

- 3E2 Explain that because people specialize in their jobs (division of labor), we are interdependent on each other.

Trade

Students will...

- 3E3 Describe how people within and between regions mutually benefit from trade (e.g., more goods, greater choice, variety, price).



INQUIRY, PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

Information Processing

Students will...

- 3Q1 Organize social studies information to make simple maps, graphs, tables, and pictographs, and interpret what they mean.

Identifying and Analyzing Issues

Students will...

- 3Q2 Explain how a particular school, community, or regional issue became a problem and why people disagree about it.
- 3Q3 Pose a public policy issue in their state or region as a question.
- 3Q4 Identify several solutions to a public issue facing the community, state, or region.
- 3Q5 Write sentences to express a position on a public issue related to their state or region and support it with constitutional principles and fundamental values of American constitutional democracy.
- 3Q6 Compose a paragraph taking a position on a school, community, or regional issue; give a reason for their point of view, and identify a core democratic value that supports the position.



Michigan Department of Education

Office of School Improvement

Dr. Yvonne Caamal Canul, Director

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



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