

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>			

INTEGRATED UNITED STATES HISTORY ORGANIZED BY ERA

Fifth grade students will develop an understanding of the growth and settlement patterns from pre-Columbian times through 1791 (ratification of the Bill of Rights). They will have a basic understanding of the geographic, economic, demographic, social (including ethnic and religious), and political similarities and differences among the various regions of the United States, and their influence on American life. They will have a basic understanding of the interactions among various groups of Americans and will be able to describe and give examples of major issues and/or points of tension around treatment of American Indians, slavery, gender, religion, labor, and role and ideals of government in early United States history. Fifth grade students will develop an understanding of contemporary government in the United States.

USHG ERA 1 BEGINNINGS TO 1620

- 1.1 American Indian Life in the Americas¹
- 1.2 European Exploration and Conquest
- 1.3 Three World Interactions

USHG ERA 2 COLONIZATION AND SETTLEMENT (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 Atlantic Slave Trade and Origins of Black America
- 2.3 Comparative Life in Colonial America

USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800)

- 3.1 Causes of the American Revolution (See 5th Grade Expectations)
- 3.2 The American Revolution and its Consequences (See 5th Grade Expectations)
- 3.3 Creating New Governments and a New Constitution

¹Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

USHG ERA 1 BEGINNINGS TO 1620**1.1 American Indian Life in the Americas¹**

Use maps and charts to describe the life of peoples living in North America before European exploration.

- 1.1.1 Use historical and modern maps to locate migration routes and peoples living in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River and compare their interactions with the environment, political and social structures, economies, technology, customs, warfare, and religious practices.

1.2 European Exploration and Conquest

Identify the causes and consequences of European exploration and conquest.

- 1.2.1 Locate and draw the major land and water routes of European explorers using historical and modern maps and case studies of individual explorers to explain the technological, personal, and cultural developments that made sea exploration possible.
- 1.2.2 Explain the aims, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, religious, social, and global).

I.3 Three World Interactions

Use historical and geographic evidence to describe the environmental, demographic, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century (Columbian Exchange).

- I.3.1 Use primary and secondary sources (letters, diaries, maps, documents, narratives, pictures, and graphic data) to identify the characteristics of early American Indian life and early colonial life in North America.**
- I.3.2 Analyze the similarities and differences among Africans, Europeans, and American Indians who converged in the western hemisphere after 1492 by comparing their political systems (e.g., political authority, civic values, governmental structure), social organizations (e.g., population, settlements and urbanization, family structure, gender roles, communication systems), economic systems (e.g., systems of labor, trade, concepts of property, land use, selection of natural resources), and religious beliefs, practices, and values.**
- I.3.3 Discuss the impact of European contact on American Indian tribal identities and cultures by comparing the different approaches used by the various European powers (e.g., British, French, and Dutch) in their interactions with American Indians.**
- I.3.4 Discuss the impact of American Indian contact on European cultures in both Europe and in North America.**

USHG ERA 2 COLONIZATION AND SETTLEMENT (1585-1763)

2.1 European Struggle for Control of North America

Compare the regional settlement patterns and key events in Virginia and Southern colonies, New England, and the mid-Atlantic colonies.

- 2.1.1 Describe Southern patterns of settlement and control including the impact of geography (landforms and climate) on settlement, development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia), relationships with American Indians (such as Powhatan), development of the colonial government (such as House of Burgesses), Bacon's Rebellion, and the development of slavery, including growth of African population.**
- 2.1.2 Describe New England's patterns of settlement and control including the impact of physical geography (landforms and climate) on settlement, relations with American Indians (e.g., Pequot or King Phillip's War), growth of agricultural and non-agricultural economies, the development of government including establishment of town meetings, development of legislatures and growth of royal government, and religious tensions that led to the establishment of other colonies.**
- 2.1.3 Describe Mid-Atlantic patterns of settlement and control including the impact of physical geography on settlement, the growth of Middle Colonies economies (e.g., breadbasket), Dutch settlement of New Amsterdam, Quaker settlement in Pennsylvania, subsequent English take-over of middle colonies, and immigration patterns leading to ethnic diversity in middle colonies.**
- 2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Mid-Atlantic colonies. Make general comparisons to settlements in Canada and Central and South America.**

2.2 Atlantic Slave Trade and Origins of Black America

Use maps, geographic, and historical evidence to analyze the development of the Atlantic slave system and its impact upon the life of Africans.

- 2.2.1 Using historical and modern maps and charts, explain the development of the Atlantic Trade System (Triangle of Trade) including the trade routes, the people and goods that were traded, the impact of trade routes on the geographic diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage.
- 2.2.2 Describe the life of free Africans in the American colonies.
- 2.2.3 Analyze how Africans living in North America drew upon their African past and also used European and American Indian customs and values to develop a distinctive culture in the Americas.
- 2.2.4 Analyze how Africans living in North America influenced European culture and life in the colonies.

2.3 Comparative Life in Colonial America

Distinguish among and explain the reasons for differing regional and social perspectives of life in colonial America.

- 2.3.1 Compare and contrast life in the New England, Mid-Atlantic and Southern colonies, focusing on similarities and differences in political, economic, religious, and social institutions and human-environment interactions.
- 2.3.2 Locate the New England, Mid-Atlantic, and Southern colonies on a map and compare the physical characteristics of each region (e.g., landforms, climates, bodies of water, vegetation).
- 2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (such as wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).
- 2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).
- 2.3.5 Describe how events in Great Britain and France affected the colonists and how events in the colonies affected people in Europe.

USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 - 1800)

3.1 Causes of the American Revolution

Identify the major political, economic, ideological and religious reasons for the American Revolution from both the British and the colonial perspectives.

- 3.1.1 Describe the role of the French and Indian War, the overhaul of British imperial policy from 1763 to 1775, and colonial dissatisfaction with new policy.
- 3.1.2 Describe the revolutionary and loyalist responses to British actions such as the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.
- 3.1.3 Identify revolutionary goals of different groups of Americans (women, African Americans, merchants).
- 3.1.4 Describe the significance of the First and Second Continental Congresses.
- 3.1.5 Describe the main principles and the significance of the Declaration of Independence.
- 3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Sam Adams, and John Adams.
- 3.1.7 Give examples of the use of authority and the use of power without authority during the Revolutionary era.

3.2 American Revolution and Its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

- 3.2.1 Explain how the American colonists were able to defeat the British, describe the role of important battles such as Saratoga, major military leaders and military strategy, especially George Washington and his plan for achieving victory.
- 3.2.2 Analyze the role of women, African Americans, American Indians, international powers, and individuals in helping shape the outcome of the war (Abigail Adams, Mercy Otis Warren, Phyllis Wheatley, Six Nations of the Iroquois, and Lafayette).
- 3.2.3 Evaluate the political, economic, intellectual, and social impact of the American Revolution in North America, in the western hemisphere, and throughout the world.

3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, analyze the development of the Constitution as a new plan for governing, and describe the functions of United States government today.

- 3.3.1 Describe the successes of the Articles of Confederation, explain why the Constitution was written, and describe the struggles over its ratification.
- 3.3.2 Describe the major ideas and concepts in the Constitution of the United States, including powers of the three branches of government and the ways in which the Constitution limited the power of the national government.
- 3.3.3 Identify the powers granted to the federal government and those reserved for the states.
- 3.3.4 Explain the basic organization of state and federal government (separation of powers and checks and balances).
- 3.3.5 Distinguish among local, state and national government in the United States and describe the roles of governmental institutions in all three (federalism).
- 3.3.6 Describe the core democratic values found in the Declaration of Independence, the Constitution, and the Bill of Rights (common good, justice, liberty, popular sovereignty, life, equality, diversity, pursuit of happiness, truth, patriotism, and rule of law).
- 3.3.7 Describe the relationship between rights and responsibilities of citizenship (e.g., knowing about the laws that govern society, respecting and obeying those laws, participating in political life, staying informed and attentive about public issues, and voting).
- 3.3.8 Explain why rights are not absolute and have limits.
- 3.3.9 Explain the reasons for the passage of the Bill of Rights and how it reflected the concept of limited government and protections of basic freedoms; describe the main principles guaranteed in the Bill of Rights.
- 3.3.10 Identify situations in which specific rights guaranteed by the Constitution are at issue (e.g., religious liberty, free expression, freedom of press).

3.4 Inquiry, Public Discourse, and Decision Making

Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 3.4.1 Interpret and analyze social science information about the United States from maps, graphs, charts, and tables.
- 3.4.2 Use core democratic values to explain why people may differ on a resolution to a public issue.
- 3.4.3 Compose a short persuasive essay expressing a position on a public policy issue and justify the position with a reasoned argument.

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