

# 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 6-8 Social Studies are organized using the structure of the High School Social Studies Content Expectations. In addition to incorporating the Michigan Curriculum Framework Social Studies Content Standards and Benchmarks, the expectations address the national geography and history standards and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards 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>Grades 6-8 Social Studies Organizational Chart</b>		
<b>GRADE 6</b> <b>Western Hemisphere Studies</b> <b>Geography and History</b>	<b>GRADE 7</b> <b>Eastern Hemisphere Studies</b> <b>Geography and History</b>	<b>GRADE 8</b> <b>Integrated</b> <b>U.S. History</b>
<i>General Knowledge [Imbedded in Grades 6-8 standards and expectations]</i>		
<p><b>KI General Knowledge</b></p> <p>KI.1 Understand and analyze historical, geographic, political, and economic relationships, patterns, and trends.</p> <p>KI.2 Understand historical, geographic, political, and economic perspectives.</p> <p>KI.3 Understand the diversity of human beings and human cultures.</p> <p>KI.4 Analyze events and circumstances from diverse perspectives.</p> <p>KI.5 Understand social problems, social structure, institutions, class, groups, and interaction.</p> <p>KI.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <p>KI.7 Integrate concepts from at least two different social studies disciplines.</p> <p>KI.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.</p>		
<i>Processes and Skills [Imbedded in Grades 6-8 standards and expectations]</i>		
<p><b>PI Reading and Communication</b> – read and communicate effectively.</p> <p>PI.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p> <p>PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</p> <p>PI.3 Understand that diversity of interpretation arises from frame of reference.</p> <p>PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.</p> <p>PI.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.</p> <p><b>P2 Inquiry, Research, and Analysis</b> – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses; engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy.</p> <p>P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.</p> <p>P2.2 Read and interpret data in tables and graphs.</p> <p>P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.</p> <p>P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p>P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.</p>		

## Grades 6-8 Social Studies Organizational Chart

**GRADE 6**  
Western Hemisphere Studies  
Geography and History

**GRADE 7**  
Eastern Hemisphere Studies  
Geography and History

**GRADE 8**  
Integrated  
U.S. History

### *Processes and Skills (continued)*

**P3 Public Discourse and Decision Making**

P3.1 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.

P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

**P4 Citizen Involvement – Responsible Personal Conduct**

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.

P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>
<p>G1 Geographical and Historical Knowledge and Perspective</p> <p>G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time</p> <p>G3 Geographic Analysis of Culture and Global Issues by Regions</p> <p>G4 Connections within the Western Hemisphere</p> <ul style="list-style-type: none"> <li>• Tools and Uses of Geography</li> <li>• Canada</li> <li>• United States</li> <li>• Mexico</li> <li>• Central America</li> <li>• South America</li> <li>• Caribbean</li> </ul> <p>C Civic Perspective</p> <ul style="list-style-type: none"> <li>• Purposes of Government</li> </ul> <p>E Economic Perspective</p> <ul style="list-style-type: none"> <li>• Business Choices</li> <li>• Economic Systems</li> <li>• Economic Interdependence</li> </ul>	<p>G1 Geographical and Historical Knowledge and Perspective</p> <p>G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time</p> <p>G3 Geographic Analysis of Culture and Global Issues by Region</p> <p>G4 Connections within the Eastern Hemisphere</p> <ul style="list-style-type: none"> <li>• Tools and Uses of Geography</li> <li>• Peopling of the Eastern Hemisphere</li> <li>• Africa</li> <li>• Asia</li> <li>• Europe</li> <li>• Russia</li> <li>• Australia and New Zealand</li> <li>• Small Island Countries</li> <li>• Antarctica</li> </ul> <p>C Civic Perspective</p> <ul style="list-style-type: none"> <li>• Purposes of Government</li> </ul> <p>E Economic Perspective</p> <ul style="list-style-type: none"> <li>• Business Choices</li> <li>• Economic Systems</li> <li>• Economic Interdependence</li> </ul>	<p>U1 Historical and Geographic Knowledge and Perspective</p> <p>U2 Historical and Geographic Analysis and Interpretation</p> <p>U3 Thematic Analysis of U.S. History Eras 3-5</p> <p>Era 3 – The New Nation 1776-1800</p> <p>Era 4 – Expansion and Reform 1792-1861</p> <p>Era 5 – Civil War and Reconstruction 1850-1877</p> <p>C Civic Perspective</p> <ul style="list-style-type: none"> <li>• Conceptual Foundations</li> <li>• Origins and Foundations of U.S. Government</li> <li>• Functioning of U.S. Government</li> <li>• U.S. in World Affairs</li> </ul> <p>E Economic Perspective</p> <ul style="list-style-type: none"> <li>• Business Choices</li> <li>• Economic Systems</li> <li>• Role of Government</li> </ul>

## 6TH GRADE GEOGRAPHY AND HISTORY - WESTERN HEMISPHERE

### I TOOLS AND USES OF GEOGRAPHY: THE WORLD IN SPATIAL TERMS

#### I.1 Spatial Perspective - Maps

*Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.*

- 1.1.1 Use data in a variety of symbols and colors to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation of the Western Hemisphere.
- 1.1.2 Evaluate the advantages and disadvantages of using a map or a cartogram to illustrate a data set, such as population distribution, language use patterns, and energy consumption at different times of the year.
- 1.1.3 Use modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns in the Western Hemisphere.

#### I.2 Spatial Perspective - Mental Maps

*Use mental maps to organize information about people, places, and environments in a spatial context.*

- 1.2.1 Locate with symbols on a map the major ocean currents, wind patterns, landforms, and climate regions of the Western Hemisphere.
- 1.2.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions and validate the accuracy (relative size and location) of the sketch map using an atlas (Canada, United States, Mexico, Central America, South America, and Caribbean).
- 1.2.3 Locate with symbols/shading the general population distribution of the Western Hemisphere on a map and propose two generalizations about the location and density of the population.

#### I.3 Early Civilizations

*Describe the characteristics of early Western Hemisphere civilizations.*

- 1.3.1 Identify characteristics of civilizations using written and visual evidence: government, writing/record keeping, religion, social structure, technology, cities, specialized jobs, using historical records and accounts.
- 1.3.2 Identify and locate two early civilizations in the Western Hemisphere using historical and modern maps.

## 2 CANADA

### 2.1 Places

*Describe the human and physical characteristics of places.*

- 2.1.1 Use historical and modern maps and other sources to locate and describe the patterns of settlement for early people in Canada (pastoralism, coastal and river settlements).
- 2.1.2 Assess how variations in technology and perspectives affect human modification of landscapes over time and from place to place (mining, forestry, hydroelectric, Great Lakes uses, climatic limits to agriculture).
- 2.1.3 Explain how isolated communities have been changed by technology (cellular phones, air travel, snowmobiles).

## 2.2 Cultural Mosaic

*Describe the characteristics, distribution, and complexity of Earth's cultural mosaics.*

- 2.2.1 Identify and explain the factors that contribute to conflict within Canada (First Peoples, French/English cultural traditions, Quebec Province, recent immigrants).
- 2.2.2 Explain the overlapping and multiple cultural interactions between Canada and the United States (baseball, broadcasting, language, health care, consumer brands, currency, international border).

## 2.3 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

- 2.3.1 Compare and contrast representative government in the United States with the Parliamentary system in Canada (constitution, elections, rights and responsibilities of citizens, branches of government).

## 2.4 Business Choices

*Explain how businesses and industries confront scarcity and choice when organizing, producing, and using resources to supply the market place.*

- 2.4.1 Explain the importance of natural resources and their export to Canada's economy.
- 2.4.2 Explain that countries have different resources and some are of higher value or quality than others (Canada has iron ore, oil, natural gas, petroleum tar sands, forests, ocean resources).

## 2.5 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

- 2.5.1 Explain the separatist movement in Quebec, its history, current status, how it compares to secession in the United States.
- 2.5.2 Compare and contrast the changes in the Arctic environment of Canada in recent decades (report of the Intergovernmental Panel on Global Change, changes in the area and distribution of polar ice cap) by using GIS, remote sensing, and the World Wide Web.

# 3 UNITED STATES

## 3.1 Economic Interdependence

*Describe the patterns and networks of economic interdependence on Earth's surface.*

- 3.1.1 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold (e.g., computers, athletic shoes, clothing, food).
- 3.1.2 Explain how communications innovations have affected economic interaction and where and how people work (Internet, home offices, World Wide Web, electronic work teams, new career opportunities, and the meaning of national and multinational companies).

## 3.2 Resources

*Analyze the changes that occur in the meaning, use, distribution, and importance of resources.*

- 3.2.1 Map the major present-day sources of key resources and locate the routes that link them to consumers in the United States (e.g., petroleum, coal, and copper).
- 3.2.2 Evaluate the effects of extracting and using resources in terms of the positive and negative impacts on the environment (drilling, mining, sustainable forestry, sustainable agriculture, conservation, recycling) by using GIS, remote sensing, and the World Wide Web.

## 3.3 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

- 3.3.1 Describe how people organize government, accomplish purposes, and assess effectiveness (local, state and national government; public policy and services).

### 3.4 Economic Systems

*Explain the roles and responsibilities of various economic institutions which comprise the American economic system.*

- 3.4.1 Explain how the market economy answers three basic questions: **What should be produced? How will it be produced? How will it be distributed?**
- 3.4.2 Identify, using a circular flow model, the roles of economic institutions (government, business firms, labor unions, financial institutions, and households).

### 3.5 Uses of Geography

*Explain how to apply geography and history to interpret the present and plan for the future.*

- 3.5.1 Analyze the economic and social impacts on a community when an economic activity leaves and moves to another place (for example, outsourcing of work, off-shoring of production).

## 4 MEXICO

### 4.1 Physical Systems

*Describe the physical processes that shape the patterns on Earth's surface.*

- 4.1.1 Account for topographic and human spatial patterns associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards) by using Geographic Information System (GIS), remote sensing, and the World Wide Web.
- 4.1.2 Construct and interpret climate graphs of major climatic regions of Mexico (northern, central, southern, and coastal).

### 4.2 Human Migration

*Describe the characteristics, distribution, and migration of human populations on Earth's surface.*

- 4.2.1 Describe the significance of the Aztec civilization on the development of agriculture, religion, and cultural developments in Mexico.
- 4.2.2 Find evidence that validates the cultural diffusion of ideas and products from Mexico to the United States in early and recent periods (architecture, Spanish language, restaurants, Spanish advertisements in newspapers, telephone and television in Spanish).

### 4.3 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

- 4.3.1 Compare and contrast representative government in the United States with the Federal Republic system in Mexico (constitution, elections, rights and responsibilities of citizens, branches of government).

### 4.4 Economic Interdependence

*Explain how trade, economic development, and interdependence result in challenges and benefits for individuals, producers, and government.*

- 4.4.1 Explain how international interdependence causes economic conditions and policies in one country that affect economic conditions and policies in other countries (North American Free Trade Agreement (NAFTA)).

### 4.5 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

- 4.5.1 Evaluate multiple points of view used by Mexican people to analyze and evaluate the effects of push and pull factors when making the decision to migrate (economic pulls, pushes from limited opportunities, family traditions, and regional migration patterns in Mexico).

## 5 CENTRAL AMERICA

### 5.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

- 5.1.1 Draw a sketch map from memory of Central America showing the countries and validate the accuracy (relative size and location) of the sketch map using an atlas.

### 5.2 Environment and Scarcity

*Describe how human actions modify the physical environment.*

- 5.2.1 Describe the impacts of farming on the physical environment of Central America (deforestation, plantation crops, soil erosion, disasters from flooding).
- 5.2.2 Analyze the reasons why people in Central America are attracted to the steep slopes of volcanoes to farm when natural disasters sometimes occur (flooding, volcanic mud or lava flows).

### 5.3 Human Systems

*Describe the processes, patterns, and functions of human settlement.*

- 5.3.1 Use geographic and historical sources to trace the emergence of agricultural societies in Central America (squash, corn, tomato, beans).

### 5.4 Early Civilizations

*Describe the characteristics of early civilizations in Central America.*

- 5.4.1 Describe the significance of the Mayan civilization on the development of agriculture, religion, and cultural developments in Mexico, Belize, Guatemala, and Honduras.
- 5.4.2 Use historical and modern maps and other sources (GIS, remote sensing, World Wide Web) to locate and describe the distribution and function of religious and early urban centers of Mayan people in Central America.
- 5.4.3 Use maps and other sources to locate and describe land uses that dominate in early times through present in Central America (plantation, small farm, urban, and forestry).

### 5.5 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

- 5.5.1 Compare and contrast the effects of recent governmental systems and the changes that have occurred in Central America (military dictatorship, representative democracy, parliamentary).
- 5.5.2 Identify the purpose and functions of major international organizations in Central America (Organization of American States (OAS), United Nations, Non-Governmental Organizations).
- 5.5.3 Explain the challenges to governments and the cooperation needed in order to address international issues in the region (drug traffic, migration, human rights, corruption, social inequity).

### 5.6 Economic Systems

*Describe characteristics of different economic systems, institutions, and incentives.*

- 5.6.1 Compare and contrast the incentives provided to workers by plantation agriculture, multinational industries, local handicrafts, and tourism in the region.
- 5.6.2 Explain the non-economic factors that influence patterns of economic behavior and decision making by businesses and individuals (such as cultural traditions, values, interests).

### 5.7 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

- 5.7.1 Integrate multiple points of view used by people in Central America to analyze and evaluate the effects of push and pull factors when making the decision to migrate from rural to urban areas (economic pulls, pushes from limited opportunities, family traditions, economic and educational incentives, and regional migration patterns).

## 6 SOUTH AMERICA

### 6.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

- 6.1.1 Draw a sketch map from memory of South America showing the countries (relative size and location) and validate the accuracy of the sketch map using an atlas.

### 6.2 Early Civilizations

*Describe the characteristics of early civilizations in South America.*

- 6.2.1 Use historical and modern maps and other sources to locate and describe the territorial extent and defining characteristics of the Inca Civilization in South America.

### 6.3 Ecosystem Distribution

*Describe the characteristics and spatial distribution of ecosystems on Earth's surface.*

- 6.3.1 Use maps and other sources to locate and describe the ecosystems of South America.
- 6.3.2 Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances (location relative to the equator, effects of elevation, proximity to water bodies, effects of annual river flooding).

### 6.4 Physical and Human Systems

*Describe how physical systems affect human systems.*

- 6.4.1 Describe the effects that an undesirable change in the physical environment could have on human activities and suggest choices people would have in adjusting (drought, disappearance of vegetation, flooding, pollution from volcanic eruptions, and earthquakes).

### 6.5 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

- 6.5.1 Compare and contrast the effects of recent governmental systems and the changes that have occurred in South America (military dictatorship, representative democracy, parliamentary).
- 6.5.2 Identify the purpose and functions of major international organizations in South America (OAS, United Nations, Non-Governmental Organizations).

### 6.6 Economic Systems

*Describe the characteristics of different economic systems, institutions, and incentives.*

- 6.6.1 Compare and contrast market, traditional and mixed economies of South American countries regarding the basic economic questions (What should be produced? How will it be produced? How will it be distributed?).
- 6.6.2 Explain how governments make decisions that affect both the country and other countries that use its natural resources (Venezuela, Peru, Ecuador).

### 6.7 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

- 6.7.1 Compare and contrast the forced and voluntary migrations of people in the past in order to explain the present cultural and social complexity of Brazil and the social and economic issues they present (voting rights, equal opportunity, gender equity).
- 6.7.2 Compare and contrast the changes in the tropical forest environments of South America in recent decades by using GIS, remote sensing, and the World Wide Web and write two generalizations that include environmental and economic implications.

## 7 CARIBBEAN ISLANDS

### 7.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

- 7.1.1 Draw a sketch map from memory of the Greater Antilles showing the countries (relative size and location) and validate the accuracy of the sketch map using an atlas (Cuba, Puerto Rico, Jamaica, Hispaniola with Haiti and the Dominican Republic).
- 7.1.2 Draw a sketch map and use symbols or shade in the general locational pattern of the Lesser Antilles (smaller islands).

### 7.2 Places and Regions

*Explain how culture and experience influence people's perception of places and regions.*

- 7.2.1 Use data that reflect different points of view about the Caribbean Island countries and territories and analyze those data to identify different perspectives on the region (tourist view, islander view, governmental view).
- 7.2.2 Analyze the enduring impacts that different immigrant groups have had on the cultural characteristics of the Caribbean Region (Africans, South Asians, Europeans, Mestizos).

### 7.3 Spatial Organization

*Analyze the spatial organization of people, places, and environments on Earth's surface.*

- 7.3.1 Use historical and modern maps and other sources to analyze the changes in the Caribbean Islands from the colonial period to independence.

### 7.4 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

- 7.4.1 Compare and contrast the effects of recent governmental systems and the changes that have occurred in the Caribbean Region (colonial rule, military dictatorship, representative democracy, parliamentary).
- 7.4.2 Explain the geopolitical relationships between Caribbean countries, commonwealths, and colonies, and the United States (Cuba, U.S. Virgin Islands, Puerto Rico, Haiti, Granada).

### 7.5 Economic Systems

*Describe the characteristics of different economic systems, institutions, and incentives.*

- 7.5.1 Compare and contrast the command economy of Cuba with the market economies of Jamaica and one other Caribbean country.
- 7.5.2 Explain the importance of tourism to the island economies of the Caribbean.

### 7.6 Uses of Geography

*Apply geography to interpret the present and plan for the future.*

- 7.6.1 Evaluate the projected effects of global change and rising sea levels on the economies of the Caribbean Island countries and colonies and propose possible solutions in anticipation of issues and problems that will result.
- 7.6.2 Use GIS, remote sensing, and the World Wide Web to analyze the occurrence of hurricanes in the Caribbean Region during past decades, their impact, and the role of government and non-governmental organizations (Red Cross, OAS, United Nations (UN)) in preparing for and recovering from natural disasters.



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